



RAJIV GANDHI FOUNDATION
2009-2011

The **Rajiv Gandhi Foundation** was established in 1991, to realize Rajiv Gandhi's vision of a secular, progressive and modern India that upholds the principles of equality and opportunity for all.

The Foundation works towards systemic change in education, endeavouring to empower communities as active participants in their own development.



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Contents

Foreword 05

Overview 07

Education and Literacy 09

Health and Disability 33

Natural Resource Management 37

Women's Initiatives 45

Rajiv Gandhi Institute for Contemporary
Studies (RGICS) 48

Financials 56



Foreword

The Rajiv Gandhi Foundation is now 20 years into its journey—a milestone that offers an apt opportunity for us to renew and revitalize our mission. Over the last two decades, the Foundation has made a sustained effort to engage communities in their own development. That vision remains the guiding philosophy of our more recent initiatives, even amidst a period of substantial transformation. This annual report reflects a time of transition, of seeking new ways to meet our central goals.

As you will see, the Foundation's education programme is the key area within this process of change. Building on years of experience, our work in education and literacy has shifted to a new paradigm that calls for fundamental changes in the way we view children, define the social role of education and, indeed, conceive of learning itself.

This vision of education acknowledges its empowering presence in vulnerable young lives. Between 2009 and 2011, we continued our work with children who live in conflict-prone and natural disaster areas, awarding a number of scholarships to child survivors. Under INTERACT I, 92 children received these scholarships, while INTERACT II awarded them to 76 more. The Foundation is currently reshaping its INTERACT programme to become the umbrella programme for all our initiatives focusing on education and youth.

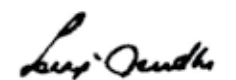
As we see it, education also offers people the chance to develop a global perspective. During 2009-11, the Rajiv Gandhi Travelling Scholars endowed a diverse group of students from British universities to visit and learn more about India. Our collaboration with the Cambridge Scholarships and Bursaries enabled several Indian students to attend degree programmes in colleges at Cambridge University. Such cultural exchanges offer a powerful way to transcend difference.

Other crucial ongoing programmes include our support of the rights and welfare of the disabled. The Foundation's tri-wheeler distribution programme disbursed 250 motorized vehicles, designed to allow greater access and mobility to those in need. Many recipients have shared inspiring stories about the vehicles' enabling impact on their lives.

We have also extended our Natural Resource Management programme to more villages, to ensure livelihood sustainability, encourage water conservation and inform communities about water harvesting methods. Our work with women's self-help groups offers entrepreneurial training and support in some of the most underserved parts of our country.

As we build upon our past work and formulate new initiatives, the Foundation is grateful for the support of our partners and well-wishers. It also gives me great pleasure to announce that Priyanka Gandhi Vadra now formally takes over as the Executive Trustee of the Rajiv Gandhi Foundation.

I extend my good wishes to our Board of Trustees and thank the team at the Foundation, whose hard work helps translate vision into reality.



Smt. Sonia Gandhi
Chairperson

Overview

Over the last two decades, the Rajiv Gandhi Foundation has had the privilege of learning from communities across India. Working at the grassroots level on issues as diverse as literacy, health, disability, natural resource management, livelihood generation and social empowerment, we believe that the people we work amongst are our most valuable guides.

It is in response to their changing realities and aspirations that the Foundation is reassessing its focus. Through an intensive internal review process, we recognized the need to concentrate our efforts. We concluded that the Foundation could most effectively meet its central aims by integrating our main activities under the rubric of education.

The RGF vision of education is holistic. First, we view it as a catalyst of social transformation. Interventions targeted at improving the effectiveness of the government education system can lead to progressive outcomes far beyond the classroom. We believe that a good education is the best way to strengthen core social values like equality, inclusiveness and diversity.

In seeking to improve the existing educational system, we are also working to renovate the definition of learning itself. Rather than information imparted by teachers, we understand learning as an innate faculty to be nurtured within young people. We aim to create an environment that will empower teachers as facilitators who collaborate with students, helping to fulfill their potential as inquisitive, independent and open-minded thinkers.

This definition of education—as both an agent of broad social change and a living, changing, subjective process—allows the Rajiv Gandhi Foundation to set the coordinates for a wide range of activities.

The current report demonstrates that, by the end of 2009, the Foundation was reshaping many existing programmes around the theme of education. In chronicling the period 2009-11, this annual report summarizes a process of transition. As a synopsis of redefined priorities and reoriented activities, it documents a period of change and growth, whose impact will be clearer in the years ahead.





Education and Literacy

Rajiv Gandhi often said that India would achieve its potential when young Indians were given the opportunity to fulfill their own. His vision of education was holistic; as he said, 'What needs to be kindled is the mind of the child and the youngster, to open it like a flower to the sunlight of education and wisdom.'

The aim of nurturing the life of a child's mind is as radical as it is simple—it demands a developmental focus on human beings, an overhaul of entrenched social hierarchies and a push to make institutions accountable. Equally, we recognize that education is itself the best instrument to achieve these aims.

The period covered by this annual report includes a process of review and introspection that led the RGF to select education as our primary area of focus. By July 2009, the executive committee and Board of Trustees had decided to concentrate the Foundation's activities and energies on education. We wanted to affect the largest number of young people we could reach and, a few months later, articulated the choice to channel our efforts largely through the schooling system.

Beyond the necessary goal of literacy, we define education as a transformative force both on the large, social scale and at the level of individual growth. Indeed, we acknowledge education as a crucial node in the entire ecosystem of activities and processes that together constitute a society.

If the period 2009-10 records a process of consolidating our existing efforts in the field of education, 2010-11 is the first year in which a focus on education became the organizing principle for the Foundation's diverse activities.

Community Libraries

One of our key endeavours in the field of Education and Literacy has been a network of community libraries across India, supported and developed by the RGF. Since 1993, the Foundation has set up libraries in areas that would otherwise have little access to books, making them significant resources for education beyond the textbook and the classroom. Not only do the libraries inculcate a culture of reading, but they also act as



springboards from which a range of other activities can take off, in time becoming informational, social and recreational hubs for the entire village.

Typically, libraries are located in common areas of the village that can be easily accessed. Each collects, on average, between 250 and 400 books, newspapers, periodicals, educational materials and sports items. The librarian is generally a young person from the community, backed by a Village Library Committee. The Foundation also focuses on training and building up library staff and volunteers, usually supporting each library for a period of three years.

Hema Ram is 13 years old. He likes to visit the library in his neighbourhood—Bahadurpura village, in Rajasthan's Sirohi district. This is a place of forests, home to scheduled tribes like his own Garasia community. 'I love to read at the library,' he explains, 'because it helps to fulfill my passion. Each time I come here, I learn something new.'

Hema visits the library each day, spending an hour in the morning and another two every evening. He explores a range of subjects, but history might just be his favourite. In fact, he is such a familiar presence there that he now works as a part-time library assistant.

An avid reader and diligent learner, Hema Ram has inspired his fellow students and school teachers, many of whom now spend almost as much time in the library. Hema has become a role model for his village—and thanks to the library, his quest for knowledge has gained momentum.

2009-2010

During the year 2009-10, 55 new libraries were established with the support of our partners in several states.

UTTAR PRADESH AND UTTARAKHAND

In Uttar Pradesh, the RGF established libraries in partnership with the Shashwat Sahbhagi Sansthan (SSS), the Rajiv Gandhi Mahila Vikas Pariyojana (RGMVP) and the Grameen Vikas Sansthan (GVS), while its main partner in Uttarakhand has been the Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan (USNPSS). Each library houses between 100 and 200 books and can engage around 50-100 readers at a time. Over the course of the year, the Foundation and its partners continued its efforts to make such resources available to more people:

- 10 libraries in the villages of Chhatrapati Shahuji Maharaj (CSM) Nagar, Uttar Pradesh, set up with the Rajiv Gandhi Mahila Vikas Pariyojana
- 10 libraries set up in partnership with Shashwat Sahbhagi Sansthan, in the district of Sitapur, UP
- 10 libraries in the Ghazipur and Mau districts of UP, through a three year grant awarded to the Grameen Vikas Sansthan
- 15 libraries set up in collaboration with the USNPSS in Uttarakhand, situated in villages in the districts of Bageshwar and Almora

In March 2010, the RGF conducted a training workshop for library staff and volunteers in Rae Bareilly, in conjunction with the National Book Trust and the Beti Foundation, Lucknow. The sessions covered a range of subjects: what exactly constitutes a library, how to map a village, how to access and classify books, and how to select and grade other reading material.

BIHAR

A three-year grant from the Foundation in 2009 enabled Aid India to set up 52 libraries in the remote villages of Arwal, Bihar. Two of these libraries acted as resource centres where children could learn how to use computers. Each library contains a set of around 100 books and play materials. Annual Bal Melas encourage children to participate in sports, writing, painting and role play activities.

Bikash Naga village in Bihar's Arwal district is home to around 400 people, most of whom belong to the Musahar community: mainly landless agricultural labourers who work for a daily wage. Literacy levels in the area are depressed, and most children do not attend school.

Bikash Naga is, however, close to the Karpi library, which was established in 2008. By the year 2009-10, village children had started attending the library and participating in its programmes. Even as music and craft activities offer them new avenues of expression, the library has contributed to increased literacy: many of the children are able to read for the first time. As it settles into the life of the community, the library has become an agent of social change.

JAMMU AND KASHMIR

In partnership with Majlis Un-Nisa, the RGF set up 10 libraries in the districts of Sopore and Baramulla in Jammu and Kashmir. Each of these libraries offers around 100-150 books and newspapers, with space sufficient to accommodate up to 25 readers.

2010-2011

During the year 2010-11, the RGF continued to maintain the libraries that had been set up in the preceding period, with a renewed focus on capacity building. The impact of our decision to redefine and prioritize education during the year made itself known in the library projects, too, as the Foundation began to rethink the uses to which community libraries might lend themselves.

To take just one example, Hindustani Library is located in Sablaksaray, a village in the district of Arwal, western Bihar. The library houses around 150 books and caters mainly to the community's school-going children: there are about 30 adults and 175 children listed as members. Hindustani Library has become an important community space for Sablaksaray, a place where people can meet and analyze the social realities around them. During one such session in 2010, several children discussed the problems associated with gambling in their community.

As a result of the discussion, the librarian took the initiative of starting a campaign against gambling led by local youngsters. The children not only created posters, slogans and placards, but also put together a nukkad natak (street play) to dramatize the problems and consequences of gambling. After actively campaigning around the village to demand an end to this destructive habit, the library children performed the nukkad natak especially for their male elders. The campaign was so successful that the people of Sablaksaray village pledged to give up gambling. Hindustani Library participated in the Design for Change contest 2010 and was shortlisted as a Design for Change winning story that year.

Learning Initiatives

While the libraries form a significant effort towards the spread of education and literacy, the Foundation has also undertaken several other kinds of collaborations, to offer vital learning resources to children who have been traditionally denied them.

2009-2010

SCHOOL EDUCATION PROGRAMME, KARALI

Being active in Karali, Rajasthan, as part of its Natural Resource Management programme (see page 37), the RGF became acquainted with the region's lack of basic educational facilities, especially in the Dang area. Most children in Karali are unable to attend school, in part because transportation is not easily available. The pressing need for educational services in the area led the Foundation to start a number of Jeevanshalas, non-formal education centres, across 30 villages in Karali.

During 2009-10, the Foundation ran 30 Jeevanshalas, enrolling 687 children (341 girls and 346 boys). The Jeevanshalas, which take children through to Class 2, are designed to follow a child-friendly curriculum. One significant pedagogic innovation put into practice at the Jeevanshalas is the integration of different groups across ages, or multi-grade and multi-level (MGML) learning.



PROJECT REACH, INDORE

Since 1995, RGF has supported Indore-based Project REACH (Rehabilitation, Education and Assistance to Children on the Street), which seeks to provide security and safe shelter to street children. Implemented by Aarambh, the programme aims to enhance the children's learning processes both within the strict parameters of institutional education and beyond, enabling them to make more informed choices and achieve greater self-sufficiency.

During the year 2009-10, 40 boys ranging from the age of eight to 18 lived in the REACH shelter in Indore. Offered the option of choosing either formal or non-formal education, 38 of the 40 boys selected a formal school education, while the remaining two chose to attend non-formal classes. The programme included three health check-up camps during the year, as well as various social and cultural activities. For older children (15-18), Project REACH also organized vocational training camps to prepare them for financial independence. These camps trained participants to use computers as well as imparting small income-generating skills: how to make paper bags, for instance, or confectionary items.

CHILD DEVELOPMENT CENTRE, NEEMRANA

In collaboration with Humana People to People India, the RGF has supported a Child Development Centre (CDC) in Rajasthan's Neemrana block since 2007. Part of an industrial belt, the area is home to a significant population of migrant workers. The CDC is an alternative, non-formal learning centre for the children of these workers, who would otherwise lack access to basic education and literacy.

During 2009-10, 80 children were enrolled in the Neemrana CDC and consequently achieved basic literacy. Of these 80 students, 15 were also enrolled in Class 4 of the local government school. Among its concerns, the centre counted health and nutrition as a significant focus, organizing health awareness camps for the children and offering them a regular mid-day meal. The CDC also set up three camps where the 80 students (along with 47 parents) received a complete health check-up. Monthly meetings between parents and teachers were part of a sustained effort to include family in the education of these children.

2010-2011

Many of our earlier initiatives in the field of education continued during the 2010-11 period, in many cases falling within the same grant period. The Jeevanshalas in the Karauli School Education Programme, for example, continued with a small shift in numbers—there were 28 Jeevanshalas during this period, two less than in 2009-10, which reduced the enrolment also from 683 to 627.

Overall, however, the year 2010-11 might be accurately described as a time of transition. After a process of introspection and review, the Foundation acknowledged a renewed understanding of education as our central focus. We defined this understanding of education as a resource made available to the largest possible number of students, which encourages independence and open-mindedness in children, and empowers teachers to facilitate their students' growth.

CHILDREN'S LEARNING CENTRES, RAE BARELI - CSM NAGAR

Established by the Foundation during 2010-11, the nine new Children's Learning Centres (CLCs) in the Rae Bareli-CSM Nagar districts are among the first examples of our revitalized education agenda put into practice. We seek to offer quality learning to primary school children in a rural area, through educational centres that operate through the day. One of our main aims in the project was to provide an educational approach for the region.

Set up in collaboration with the Rajiv Gandhi Mahila Vikas Pariyojana (RGMVP), the CLCs exemplify a process where communities are involved in the development of their children. From their start in 2010, they were built on a platform of women's self-help groups (SHGs) that had been strengthened by the RGMVP over several years. Early in the 2010-11 period, members of the SHGs (along with other concerned citizens from the village) selected the Shiksha Samiti (SS) members who would oversee the management and operation of the CLCs.

While the RGMVP acts as the implementing partner in the programme, RGF has been primarily responsible for shaping the content and approach to curriculum and pedagogy, as well as for training teachers. By March 2011, as the year drew to a close, this learning initiative had broadened its reach, now including children's learning spaces and a programme aimed at reforming government schools in the area. It has also begun the process of engaging with community institutions at various levels of governance, in an attempt to build stakeholder ownership of schools.

I. Beginnings

The CLCs were initiated between March and May 2010. From the very start of the project, the local community engaged with the project—not simply as participants but as active owners of its agenda and procedures.

- **Shiksha Samitis:** Members of the SHGs and other concerned residents formed Samitis of between nine and 11 members for each CLC. A working committee put together by-laws for each Samiti. At the end of May 2010, the Shiksha Samitis held a joint meeting to discuss membership rules, roles and responsibilities, as well as to plan ahead on land acquisition, enrollment, fees and funding.

- **Teacher Selection:** To staff the CLCs, women from local SHGs shortlisted the names of candidates from their own villages who would make suitable teachers. Teams from the RGF first identified these candidates according to their reading, writing and comprehension abilities, and then interviewed them to assess motivation and adaptability.

- **Exposure To Innovation:** Teachers were sent in two batches to Mysore to witness the Kalikayatna approach to learning—a collaboration between the Sarva Shiksha Abhiyan, Karnataka, and Prajayatna, an NGO focused on revitalizing education. Teachers discussed pedagogy with Kalikayatna team members, witnessed classrooms in which children could lead their own learning process and attended teachers' collectives.

- **CLC Libraries:** Since CLCs were envisioned as complete centres of learning, they also included libraries with books from the Central Book Trust (CBT), the National Book Trust (NBT) and the National Council of Educational Research and Training (NCERT). The CLC libraries are accessible to the community.

As this was the first year of the programme, our main focus was on training the teachers to begin the programme and develop relevant learning materials.



II. Teacher Empowerment

While the RGMVP acts as implementing partner, the Foundation has been proactive in leading the partnership in certain key areas: pedagogy, curriculum and teacher training.

- **Baseline Assessment:** In May 2010, a baseline assessment of teachers evaluated the abilities of each teacher. This revealed what further support and reinforcements were necessary. Many teachers, for instance, needed greater clarity in mathematical concepts.

- **Capacity Building Workshops:** The partnership also periodically organized capacity building workshops for teachers and team members. After the Baseline Assessment, teachers attended an interactive workshop to clarify and reinforce basic mathematical concepts.

■ **Regular Collectives:** Starting in April 2010, the Teachers' Collectives were held every month to review and plan classroom activities at the RGMVP training centre in Jais. During these residential meetings, each lasting a day and a half, teachers selected a concept for the forthcoming month. At first teachers took time to engage, but as the meetings progressed, they were better prepared to present concerns and questions that needed resolution. The workshops allowed teachers to cement a bond with one another and reflect on their own learning as well as their teaching.

■ **Workshop Content:** The Teachers' Collective sessions covered a range of topics: 'How children learn', 'How to observe children', 'How to write feedback', 'How to document student movement', 'How to maintain student portfolios' and more. Teachers together devised activities suitable for the developing learning environments.

■ **Teacher Evaluation:** RGF team members observed the classroom process on an ongoing basis, focusing on teacher facilitation, student response and the overall classroom environment. After each observation, teachers received feedback on classroom execution, as well as performance in other areas of CLC management (documentation, parent meetings and more).

At the start of the year, CLC facilitators were hesitant about speaking to community members, but by the end of 2010-11, they were confidently explaining each child's progress to guardians, even communicating key pedagogical concepts. For the most part, teachers' facilitation and documentation skills had improved—and more significantly, most had developed an excellent rapport with the children in their care.

III. Curriculum, Pedagogy and Evaluation

The CLCs were not only a new project for the RGF but the first instantiation of an entirely new approach to education and literacy. This necessitated several new activities: putting together teaching materials, creating instruments for observation, evaluation and feedback, and documenting student performance.

■ **Concept Booklets:** CLC facilitators felt the need for relevant books, magazines and other tools to use in their teaching. As the CLC libraries were built up, we prepared concept booklets for the teachers, which compiled facts and figures, anecdotes, photographs and other kinds of information.

■ **Activity Booklets:** The teachers also received a Shikshak Sansadhan Pustika (Teacher Resource Book), which contained suggestions for activities that addressed particular concepts, for them to use in the CLCs.

■ **Skill-Concept Matrix:** To keep a focus on the all-round development of children, the partnership also developed a skill-concept matrix. Teachers could use this to track which skills were being practiced more and which needed more attention, as they engaged with specific concepts.

■ **Report Card:** To document student progress, the team implementing Kalikayatna helped develop a report card that could be used in the nine CLCs in the project.

■ **Worksheets:** As the CLCs began, teachers needed help to develop skill-based worksheets. Over time, they themselves became adept at customizing worksheets for children at various levels of learning.

■ **Baseline Assessment:** To better address the learning needs of children in groups and as individuals, the team conducted a baseline assessment of children in August 2010. The assessment allowed a way to evaluate the learning levels of all the children in the CLCs, setting a reference point against which we could measure the efficacy of our new learning approach.



■ **Documenting Performance:** Apart from the baseline assessment, children were evaluated both halfway through and at the end of the year. Classroom observations also allowed us to assess their learning processes. Through the year, our evaluations of student performance were systematically documented.

Though the partnership has focused mainly on children and teachers—the active participants within the CLC—we have also engaged the community at large. Teachers hold monthly interactions with parents and, on two occasions, in August 2010 as well as May 2011, the CLCs held week-long parent-teacher meetings. These proved to be an effective platform for parents to engage intensively with teachers, becoming more involved in the progress of their child. Apart from sharing each child's observation records and portfolios with parents, teachers were able to communicate the details of their pedagogical approach to the child's family.

Scholarships

I. REACHING OUT TO CHILDREN IN DIFFICULT CIRCUMSTANCES: INTERACT

The INTERACT (Initiative to Educate, Rehabilitate and Assist Child Victims of Terror) project has been one of our key programmes since 1993. As its name suggests, INTERACT began with a focus on children whose lives had been affected by terrorism and conflict. Over time, the definition has broadened to include, more generally, child populations who have survived exceptionally difficult circumstances. In 2005, the programme extended to 160 children affected by the tsunami in the Andaman and Nicobar Islands as well as in Puducherry. Since it began, INTERACT has reached out to 1,760 children across nine states: Andhra Pradesh, Manipur, Chhattisgarh, Assam, Nagaland, Jammu and Kashmir, Gujarat, Puducherry and the Andaman and Nicobar Islands.

The Foundation’s objectives in organizing INTERACT have evolved through the years. We seek to:

- Ensure that children from poor families can continue their education even after losing either parent to violence or calamity
- Provide psychosocial support to help children and their family adjust to trauma
- Offer counselling and guidance, to nurture the child’s aptitude towards fulfilling educational and vocational avenues
- Create a forum for interaction among children affected by similar calamities, including from different parts of the country
- Build institutional capacities in vulnerable areas, to help deal with violence and loss on a broader, social level

Keeping these objectives in mind, the RGF has structured the programme not only to offer financial assistance to vulnerable children, but to provide psychosocial support to their families through visits, workshops and counselling sessions.

The scholarship programme itself is structured according to the stage at which it provides support to child survivors. The INTERACT I programme provides scholarships to enable the child to attend school and receive a complete secondary education, covering the cost of school fees, books, uniforms and related expenses. It also includes sessions to provide psychosocial support to children and families. INTERACT II addresses the post-school stage, either through graduate education or support for a vocational programme. We assess the scholar’s future plans, the family’s condition, and their ability to deal with the trauma. All INTERACT I scholars are either encouraged to continue their education or facilitated into an appropriate skill-development programme according to aptitude.

2009-2010

INTERACT I

As of March 2010, a little under 700 children from across several states were covered by INTERACT I.

STATE	CHILDREN SUPPORTED
Assam	21
Chhattisgarh	27
Manipur	165
Mumbai	24
Jammu & Kashmir	261
Nagaland	38
Punjab	17
Tripura	15
Andhra Pradesh	118
Other States	8
Total	694

Table I

Of these, a total of 63 children were identified in the 2009-10 period alone:

STATE	TOTAL NUMBER OF CHILDREN
Andhra Pradesh	3
Jammu & Kashmir	15
Manipur	36
Assam	9
Total	63

Table II

The Foundation has also supported a number of children affected by the tsunami of December 2004. As of 31 March, 2010, the number of children we supported through the INTERACT programme from tsunami-affected areas was as follows:

STATE	CHILDREN SUPPORTED
Puducherry	33
Andhra Pradesh	2
Andaman & Nicobar Islands	52
Total	87

Table III

Creative Workshops

The Foundation conducted two workshops during the year for children in the INTERACT programme, aged between nine and 18 years. The first three-day workshop took place in Assam (29-31 July), with around 26 children attending. In November, a second INTERACT workshop was held in Jammu and Kashmir (5-7 November), attended by around 24 children from Rajouri, Poonch and Doda districts.

- **Artistic Expression:** The workshops emphasized creative self-expression, not only as an educational goal in itself, but as part of our larger aim to support children to come to terms with traumatic loss. Children attended sessions on creative arts such as dance, music, drama, art, craft and painting. They learnt folk songs and enacted skits on social issues, watched a film and discussed their own interpretations of what they had seen.
- **Counselling:** One vital component of these workshops was a focus on counselling. Not only did children learn strategies to help process their emotions, they were also guided in related areas such as goal setting and planning.
- **Physical Activity:** The workshops dedicated a half-day each to physical activity, including yoga sessions, outdoor sports and a nature walk.

Perhaps one of the most valuable outcomes of the workshops was the opportunity for children to meet and learn from other children whose lives had been affected by violence.

INTERACT II

INTERACT II aims to take the process of rehabilitating vulnerable children into their adulthood. For children who have already been supported by INTERACT I, it offers the chance to pursue further studies at the graduate level, or to undertake vocational training. As of 2009-10, the programme supported 53 young adults.

The period includes 34 awardees who were already supported under the Interact II programme during this period.

STATE	TOTAL	MALE	COURSES	GIRLS	COURSES
ASSAM	4	1	LLB	3	MBBS, LLB, BA
JAMMU & KASHMIR	6	4	BE (Electronics & Communication), Diploma (Company Secretary), BA, MBBS	2	Diploma (Airlines Tourism & Hospitality Management), Computer Science
ANDHRA PRADESH	13	5	BTech (Mechanical, Computer Science, Electronics & Communication, Information Technology)	8	BTech (5) (Computer Science, Electronics & Communication, Information Technology), Graduation (2), Nursing, Pharmacy
MANIPUR	6	4	BE (2) (Mechanical, Electronics & Communication), MBBS, Graduation	2	Nursing, BE
PUNJAB	4	2	BBA, (Diploma Mechanical Engineering).	2	Nursing
OTHER STATES	1	0	-	1	Graduation
	34	16		18	

Table IV



A further 19 young scholars were chosen during the year 2009-2010.

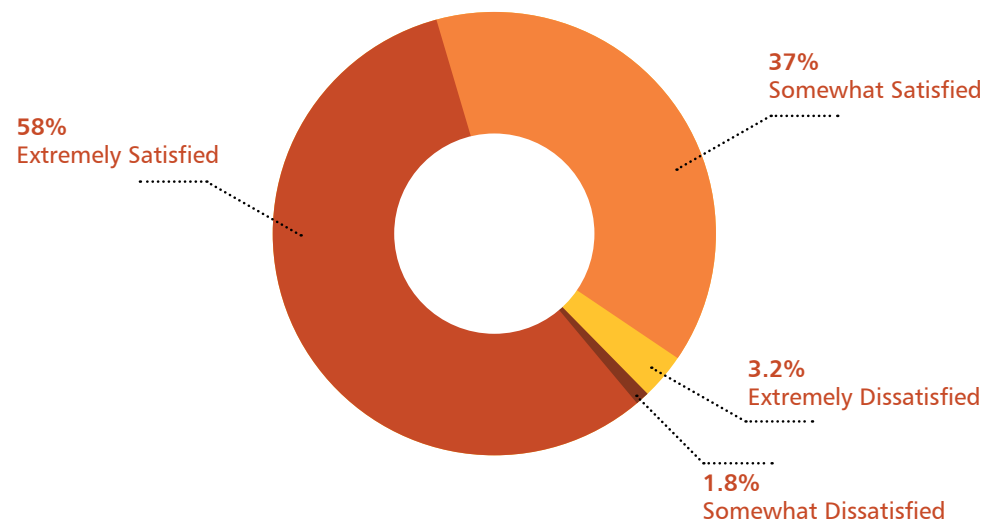
STATE	TOTAL	MALE	COURSES	GIRLS	COURSES
ASSAM	2	1	Diploma (Medical Radiographic Technology)	1	Graduation
CHHATTISGARH	1	0	-	1	BE (ET&T)
ANDHRA PRADESH	9	4	BTech (1) (Electronics & Communications) Graduation (3)	5	BTech (3) (Civil, \ Electronics & Communication), Graduation (2).
MANIPUR	4	2	BBA, Diploma (Electronics Engineering)	2	Nursing, BE
NAGALAND	1	0	-	1	BHMS
PUNJAB	1	1	Diploma (Computer Engineering)	0	-
OTHER STATES	1	1	Graduation	0	-
	19	9			10

Table V

Assessing INTERACT

In December 2009, the Foundation commissioned a study by the Social Research Institute of the Indian Market Research Bureau (IMRB), to evaluate the effectiveness of the INTERACT programme. As it had been active for over 15 years, we felt that there was enough data to assess how well INTERACT has met the needs of vulnerable children in conflict areas.

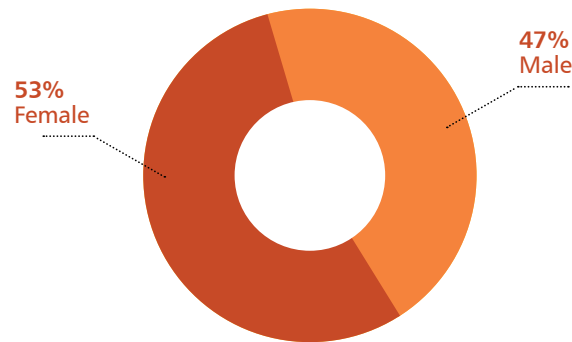
For the assessment, the Foundation made its INTERACT database available to IMRB, from which they chose their sample. The exercise aimed to evaluate children’s experience of the programme, its management processes and mechanisms and the efficiency of its administration. We found that a significant proportion of our scholarship recipients were satisfied with the programme.



Majority of the beneficiaries are satisfied with the programme

*Base: All 217 HH

About 41 per cent had attended the workshops run by the RGF and found them to be useful. The evaluation also revealed that the scholarship programme maintained a favourable gender balance: about 47 per cent of its recipients were male, and 53 per cent were female.



The assessment of INTERACT was a step towards making the programme more responsive to the needs of vulnerable children in conflict- and disaster-affected areas. Subsequently, the Foundation has made attempts to shift the programme’s priorities and administration towards greater efficacy.

2010-2011

INTERACT I

During the 2010-11 period, 29 new children were selected to participate in INTERACT I.

STATE	CHILDREN SELECTED
Assam	1
Jammu & Kashmir	13
Chhattisgarh	6
Manipur	7
Andhra Pradesh	2
Total	29

Table VI

Since 2008-9, the Foundation has chosen to select only one child per household for support via the INTERACT programme. The rationale for this was largely related to our work in tsunami-affected areas, to reach a greater number of families affected by the tsunami. In the 2010-11 period, as previously, we made it a priority to support the girl child. Girls thus received greater weighting in the selection process. How the individual students were chosen depended, too, on their class of study. We gave greater priority to children in middle school, followed by elementary school students and, finally, those in Classes 9-10.

In choosing boys, however, we concentrated our efforts on reaching them at junctures where they are most likely to need support. One good indicator of this was to trace the points at which they are most likely to drop out. In dealing with the boy child, therefore, our first preference was for boys in Classes 9-10, then in Classes 6-8 and, finally, in Classes 1-5. A total of 16 girls and 13 boys were enrolled in the programme in 2010-11, receiving an annual support of Rs 12,000 per child.

Creative Workshops

In collaboration with the Self-Employed Women’s Association (SEWA), Ahmedabad, the Foundation held a workshop for riot-affected children in Gujarat from 31 July to 1 August, 2010. Since 2002, the INTERACT programme has aided around 74 children affected by the Gujarat riots. In 2010-11, around 28 children aged 12-18 attended the residential workshop, which included sessions on counselling. For the most part, the structure and content of these workshops draws from our experiences the previous year, in Assam and in Jammu and Kashmir.

INTERACT II

Many participants in INTERACT I opted for further vocational training or graduate education during 2010-11. The Foundation chose to support an additional 23 scholars through the programme during this period.

STATE	CHILDREN SELECTED
Assam	1
Jammu & Kashmir	3
Chhattisgarh	1
Manipur	12
Andhra Pradesh	4
Nagaland	1
Punjab	1
Total	23

Table VII

In 1998, Bijeta and Bapin Loitongbam were students of Class 8 and Class 4 respectively in Yairipok, Manipur. When an unknown intruder entered their home looking for their father, their mother hid him inside the bathroom and confronted the assailant herself. When she resisted their demands, the attacker opened fire, killing her and five other family members. The sister and brother survived the attack, but their circumstances changed drastically.

As children whose lives had been marked by violence, Bijeta and Bapin were both selected for scholarship support and completed their schooling under INTERACT I. After finishing school in 2003, Bijeta received further assistance from the RGF and was able to complete a BPharm course in Bellary, Karnataka, paying just nominal fees. She finished her degree in Pharmacology four years later and put herself through an MBA from Manipur University on her own. Soon after, she was employed as the Additional District Programme Manager of the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) by the Government of Manipur in 2010.

Bijeta’s younger brother Bapin completed his schooling in Imphal under INTERACT I. In 2007, he joined a BE Mechanical course at the Rural Engineering College in Bhalki, Karnataka, still funded by the RGF under INTERACT II. His course drew towards completion as the 2010-11 period came to a close.

For both Bijeta and Bapin, INTERACT has supported them through a difficult period, offering the means to heal and rehabilitate themselves towards a better future.

On the basis of the impact assessment conducted in 2009, feedback from some of our partners and our own internal review and evaluation processes, the RGF is currently in the process of developing a more comprehensive INTERACT programme. We are also designing processes related to programme sourcing, verification and monitoring. The Foundation aims to expand the scope of the programme in the future, so as to address the needs of the children in a more integrated manner.

II. FOCUS ON THE GIRL CHILD: VIDYAGYAN SCHOLARSHIP PROGRAMME

The Foundation launched its Vidyagyan Scholarship (VGS) programme in 2007-8, in collaboration with the Shri Sivasubramaniya Nadar Educational and Charitable Trust. Our objective was to support and encourage young girls, particularly from marginalized and minority communities, to complete their education. The programme is aimed at girls enrolled in Classes 6-10, to develop their learning abilities and, more broadly, to create an environment conducive to their remaining in school.

Since the VGS programme began, it has provided scholarships to about 2,900 girl children (at an annual amount of Rs 7,200 each), allocated according to both merit and need. Each scholar is further supported through supplementary learning programmes that aim to identify their interest areas, with special attention to mathematics, science, English and computer science. The programme functions in three districts within Uttar



Pradesh: Varanasi, Rae Bareli and Barabanki. In each district, the Foundation operates through collaborative partnerships with various NGOs:

- **Varanasi:** Human Welfare Association, Children's Emancipation Society (Project MALA), Sahbhagi Shikshan Kendra and Vision
- **Rae Bareli:** Lok Mitra, Sabla and SEWA
- **Barabanki:** Beti Foundation, Gyan Vigyan Samiti, UP, and Pashu Shwachhedan Audyogik Utpadan Sahkari Samiti, Ltd (PSAUSSL)

2009-2010

In the year 2009-10, the VGS programme supported 2,490 girls in Varanasi, Rae Bareli and Barabanki. Many of the girls selected for the initiative represented the first generation of female family members to go to school. The scholarship amount of Rs 500 each month helped meet expenses related to tuition, uniforms, books, stationery and transportation. For girls in Classes 9 and 10, the programme earmarked an additional Rs 250 each month towards computer educational and vocational training. A further Rs 150 every month allowed scholars to participate in regular group coaching classes. The partnerships offered non-financial forms of support, too, such as preparation for board examinations and regular meetings with the scholars' guardians to strengthen their commitment to their daughters' education.

Shaher Bano and Shaba Bano are sisters, residents of Varanasi's Lohta area. Their father, Salauddinji, is a weaver—the only member of their family who brings home an income. Salahuddinji has a difficult life, working hard to support his four children. He dreams of a better life for them. All of them, even his daughters, are determined that they will complete their education.

Salajuddinji was ecstatic when Shaher and Shaba Bano won the Vidya Gyan scholarship. That was in 2007. Since then, the girls have made the best of their opportunity. Both Shaher and Shaba Bano passed their school exams with a first class. Shaba even completed a polytechnic exam successfully in 2009.

'We are very optimistic about our future,' says Shaher Bano. 'We consider ourselves fortunate to be able to continue our education and make our father proud.'

2010-2011

In the year 2010-11, the Foundation supported 1,954 girls through the Vidyagyan Scholarship programme. Along with ongoing financial and related support, we organized a number of activities under the scholarship scheme.

Leadership Workshop

Around 55 girls attended a three-day workshop in Varanasi, with a focus on leadership and personality development (17-20 June, 2010). Theatre personality and actor Avereer Chaurey conducted the workshop,

supported by singer Amrita Das. Over the course of the workshops, the girls participated in various aspects of theatre: storytelling, improvising, script-writing, song-writing, choreography and composition. Taking part in these activities also offered them the opportunity to freely articulate and express their own dreams and hopes of becoming engineers, lawyers, doctors and other professionals.

At the end of the workshop, participants presented the play they had created together, for their parents and members of the community.

Parent Interaction

In June, we organized a forum in Varanasi for our local implementing partners and parents to share experiences and concerns, and to brainstorm solutions for any problems that may have arisen over the course of the scholarship programme. Meetings were conducted separately for individual implementing partners such as Sahbhagi Shikshan Kendra, VISION and the Human Welfare Association.

Over a hundred parents attended the day-long interactive forum. They were able to describe some of the positive changes that they observed in their children as a result of the programme: improved communication skills, better self-esteem, and an increased willingness to participate. On the whole, they reported a gain in confidence, in part because of the admiration and support coming to their daughters from the community at large.

Teacher Training

In October, the Foundation organized a three-day teacher training programme in Lucknow (12-14 October, 2010) with the Beti Foundation, PSAUSSL and the Gyan Vigyan Samiti, UP, to work on teaching mathematics and science more effectively. Eklavya, an NGO based in Bhopal and Hoshangabad, Madhya Pradesh, conducted the workshop.

III. LEARNING BEYOND BORDERS: INTERNATIONAL SCHOLARSHIPS

The Rajiv Gandhi Travelling Scholars Programme

Since 1993, the RGF has awarded yearly scholarships to students from British universities, in collaboration with the Cambridge Commonwealth Trust and Rajiv Gandhi Foundation (UK). The programme brings up to 20 students each year to India, from renowned universities like Oxford, Cambridge and the University of Edinburgh. Our aim is not only to encourage students abroad who have particular research interests in India, but more generally, to enable them to gain a better understanding of India by immersing themselves in its culture.

2009-2010

During the 2009-10 year, the Rajiv Gandhi Travelling Scholars Programme (RGTSPP) awarded scholarships to 20 students from British universities, studying a range of subjects including medicine, geography, natural sciences, modern and medieval languages, English literature and politics. Most scholarship recipients expressed how enriching it was to broaden their perspective by getting to know a different culture.

Oliver Harris

An undergraduate geography student at the University of Cambridge, Oliver Harris received the RGTSP scholarship to fund field research towards his dissertation. Oliver’s research project required him to engage with the BPO industry in India, so as to better understand patterns emerging around employee productivity. In his research, he found that BPO employers tend to use a combined ‘carrot and stick’ approach with their employees. More generally, he concluded that the BPO sector does make an impact—at once positive and negative—upon the country’s broad cultural and economic milieu.

Thomas Martin

As a student of Politics at the University of Edinburgh, Thomas Martin might have been expected to be drawn to the hurly burly of urban Indian life. Instead, he chose to explore more serene spaces: a Vipassana meditation course in Ladakh, Lake Pichola in Udaipur, Dal Lake in Srinagar. Thomas also taught English at a shelter home for street children run by the Salaam Balak Trust in Delhi. Looking back, he notes that ‘travelling in India has taught me about worrying less about trivial, material concerns.... These are lessons that I continue to employ after returning to England.’

Hannah Armstrong

Hannah Armstrong was selected for the RGTSP scholarship while working on her degree in Medicine from the University of Edinburgh. She chose to research the use of medicinal plants in Kaziranga, Assam. During her stay, Hannah taught English and mathematics at a neighbourhood school and worked closely with a local drug dispenser. Her self-described ‘ultimate goal’ for the trip was to understand how culture shapes a community’s health beliefs and practice. Indeed, Hannah’s experience may even have exceeded her goal; as she writes, ‘India shocked me, amazed me and completely surpassed my expectations. It is such a unique place, which has had a profound effect on my view of the world, of medicine—and in many ways, my view of myself and responsibility within this world.’

2010-2011

For the year 2010-11, the 19 Rajiv Gandhi Travelling Scholars were drawn from Oxford, Cambridge, Edinburgh and the London School of Economics, studying subjects that ranged from archaeological science to veterinary medicine: fields as diverse as history, social anthropology, political science, natural science, medicine, law and English, oriental studies and management research.

Abigail Schutz

An undergraduate student of Social Anthropology at Cambridge, Abigail Schutz chose to do an internship at the Grassroots Development Foundation in Uttarakhand. Abigail was interested in finding out how self-help groups (SHGs) empower women. The scholarship enabled her to understand the importance of SHGs not just as a form of livelihood security for women, but also as a platform for sharing life experiences. Apart from her fieldwork in rural India, Abigail sampled India’s socio-cultural diversity during her travels around the country.

Yamit Targan

A Master’s student in International Development at the London School of Economics, Yamit Targan used the RGTSP scholarship towards research on non-formal education in India. Yamit worked as an intern with Chalta Firta, an organization that outfits school buses to transform them into modern, mobile classrooms that can reach children not enrolled in schools. Through his research and internship, Yamit gained an insight into the urgent need to bring learning to children who are denied access to formal school education.

Francesco Benvenuti

A student of ecology from the University of Edinburgh, Francesco Benvenuti spent several months in the ‘experimental’ township of Auroville, north of Puducherry, at an ecological revival and sustainable living project called Sadhana Forest. Francesco was part of a community of volunteers from all over the world, working together to create a tropical dry evergreen forest in what was once barren land. Francesco and other volunteers also worked towards supporting the local rural economy sustainably and creating awareness about the need to conserve tropical dry evergreen forests.

CAMBRIDGE SCHOLARSHIP AND BURSARIES

Since 1993, the Foundation has awarded scholarships and bursaries to meritorious Indian students in collaboration with the Cambridge Commonwealth Trust. Students can use the scholarship to pursue a second degree course at any of the affiliated colleges at Cambridge University, UK.

In 2009-10, Nitya Gupta and Divya Harikesh were awarded bursaries of £10,000 each for their BA in economics at St. Edmund’s College, University of Cambridge. In 2010-11, Swathi Attavar received an award of £12,000 toward her BA in politics, psychology and sociology, also from St Edmund’s College.

Decentralization of Education Governance

In early 2009, when the Foundation took a decision to refocus its agenda around education, our process of introspection and review also led to a new articulation of priorities. One of the reasons we chose to concentrate on education was because of its great potential as an instrument of empowerment. The RGF has been historically committed to community-led development. We believe in an approach to education, therefore, that devolves power and ownership to the community. The Decentralization of Educational Governance (DEG) programme began in 2010-11 year, as a way of making the educational system more accountable and responsive to people’s needs. It seeks to use the school as a fundamental unit of change by working upwards from the grassroots, to enable people’s participation and structurally alter the process of planning and decision-making within the entire educational system.

In March 2010, the Foundation entered into a partnership with Prajayatna, a citizens’ initiative that works towards education reforms in 22 districts of Karnataka and two districts of Andhra Pradesh. The collaboration was selected to begin in five districts in Rajasthan and 11 in Uttar Pradesh.

The partnership began work in these 16 districts by first collecting Local Education Governance Data (LEGD) for all government schools that fall within the districts. This exercise was critical to understanding the ground situation and creating a basis for engaging with the community and functionaries from the Department of



Uttar Pradesh

In April 2010, Prajayatna also began the process of collecting LEGD in selected areas of Uttar Pradesh. After the data was analyzed, block-level education status reports were developed for 15 blocks, reaching across six districts.

Prajayatna also developed a web-based application based on open source coding, to make LEGD data for 34,898 government schools available online. This application, which has both Hindi and English user interfaces, will enable several outcomes: analysis generated from the school data we have collected; public and official access to relevant reports; and ongoing information, to help track how programmes are being implemented. This portal is expected to share information about the status of government schools, shape public opinion towards positive change and attract resources to support the development and upgradation of government schools.

MOVING FORWARD

The Foundation's activities in the field of Education and Literacy during the 2009-11 period reflect a process of introspection and transition. By redefining our priorities towards more innovative, student-led learning, towards teacher empowerment and towards social change through a more accountable school system, we have been able to bring fresh energy to existing programmes, even as we create new programmes and activities. We are now moving towards an integrated approach to these various activities and programmes, which we redefine as transformative learning interventions.

Education. The data covered 34,898 schools altogether: 14,232 schools in the five districts chosen for the programme in Rajasthan (Jalore, Nagaur, Sikar, Jaipur and Karauli) and 20,666 schools in the 11 districts selected in UP (Lucknow, Barabanki, Bahraich, Ghazipur, Sultanpur, Rae Bareilly, Chitrakoot, Bareilly, Aligarh and CSM Nagar).

Rajasthan

With the Foundation's support, Prajayatna organized 14 block-level workshops between September and December 2010 across the four districts of Jaipur, Jalore, Nagaur and Karauli in Rajasthan, to discuss issues around school education. For the first time, representatives of Panchayati Raj Institutions (PRI) shared a platform with representatives of the Department of School Education and the Department of Women and Child Development.

In the lead-up to the formation of School Management Committees (SMCs) in August 2010, Prajayatna was invited to participate in three state-level meetings with the Sarva Shiksha Abhiyan (SSA) in Rajasthan. To share information with teachers before the SMCs were formed, as well as to publicise the process in the media, Prajayatna also took on the responsibility of disseminating information to teachers in all the five districts.

In September 2010, the Department of Education organized a meeting with NGOs, to discuss how to go about conducting block-level workshops with elected representatives in a few, selected blocks. Prajayatna presented a training module and materials related to the SMCs and Gram Panchayats (GPs), and offered to both support the initiative with training modules and, if required, to conduct workshops in the blocks of all five districts. As planned by the Department, the partnership conducted workshops in blocks across these districts.



Health and Disability

Throughout its 20 years of working on a range of development issues, the Foundation has been committed to supporting health and disability issues. As we work towards a more inclusive society, we recognize that access to opportunities depends significantly on physical, emotional and social access.

Early Intervention Programme for Hearing Impaired Children

During 2009-10, the Foundation supported the Akshar Trust in Vadodara, Gujarat, in a project for children with hearing impairments. We helped with the provision of assistive devices, distributing amplification devices to 53 children, and also provided the programme with support in auditory training, language comprehension and a special educational program for the children. The Akshar Trust centre offers an enabling environment for the development of communication and speech abilities at an early stage, allowing children with hearing impairments to be integrated into mainstream schools.

Besides the specialized academic programme, the centre undertook a number of co-curricular and learning activities aimed at improving language and speech skills. To learn how to better help their children study, many parents also received basic training in speech therapy. In 2009, three students completed Class 10, while 23 students appeared for their board examination in 2010. The RGF has supported a total of 300 children through the partnership.

Lifeline Express

The Lifeline Express (LLE) is a mobile train hospital managed by the Impact India Foundation in Mumbai. Also known as the Jeevan Rekha Express, the LLE aims to provide medical services to rural areas that have traditionally had little access to proper healthcare. The RGF has supported the project for several years, including the year 2009-10.



Activa vehicles to individuals in need. Later in the year, we marked Indira Gandhi's birth anniversary on 19 November with a ceremony to distribute a further 100 vehicles (67 Honda Activas and 33 Mahindra Flytes) to physically challenged men and women. Before taking charge of the vehicles, beneficiaries were put through a training programme on safe driving, organized in collaboration with Mahindra Two Wheelers Limited. This allowed our awardees to take home the vehicles confident that they would operate them safely and effectively.

2010-2011

In 2010, the Foundation received a large number of applications from across India for the motorized vehicles: 1,512 applicants, drawn from 18 different states and union territories. At a function to commemorate Rajiv Gandhi's 66th birth anniversary on 20 August, 2010, RGF Executive Trustee Priyanka Gandhi Vadra and RGF Trustee Rahul Gandhi presented vehicles to 150 persons, all of whom live with severe lower-limb disability.

The selected recipients ranged from entrepreneurs to young people struggling to balance work and study. Together, they represented 13 different states and union territories. Of those awarded motorized vehicles in 2010, 50 awardees—a full third of the recipients—were women.

Moving forward, as the Foundation continues to streamline its programmes towards educational activities and opportunities for youth, the programme will concentrate on reaching out specifically to youngsters who live with disability. This allows us to orient the project more fully towards social mobility and access to learning for young people.

Each year, the project organizes LLE camps with the support of the Indian Railways, local health departments, and doctors and paramedics mobilized from different medical colleges across the country. The camps offer diagnostic and surgical treatments free of cost to those afflicted with polio, cataract, hearing defects, cleft palate and other conditions, also distributing aids and appliances like calipers, hearing aids and intra-ocular lenses. Since 1992, the Foundation has organized 39 LLE camps in underserved areas.

During 2009-10, the partnership organized two camps. The first was at Piardoba Railway Station in West Bengal's Bankura district, an economically backward area with limited healthcare access: the government hospital closest to Piardoba village is not only 16 kilometers away, but also lacks medical facilities and trained staff. The Piardoba LLE camp treated 1,848 patients. The second camp was organized in Sasaram Railway Station, in Bihar: a primarily rural, agricultural area that also lacks basic health infrastructure. The Sasaram camp treated 2,482 patients: together, the two camps provided medical care to a total of 4,330 people.

Motorized Tri-wheeler Vehicle Distribution Programme

Since it began in 1992, the Motorized Tri-wheeler Distribution programme has provided mobility aids to a total of 1,175 differently-abled individuals (as of 2011). This programme seeks to empower people who live with physical disability, outfitting them with cost-effective and modern vehicles that will allow them greater access and freedom.

2009-2010

On 20 August, 2009, the RGF commemorated Rajiv Gandhi's birth anniversary by distributing 100 Honda



Natural Resource Management

The Rajiv Gandhi Foundation has long been an advocate of sustainable development. Since 2001, we have worked on several Natural Resource Management (NRM) projects in the state of Rajasthan. The programme is concentrated in the Dang region, an undulating plateau that runs alongside the Chambal river, covering the districts of Karauli, Dholpur and Sawai Madhopur. It is not an area that is rich in natural resources: the environmental degradation here in turn feeds into economic backwardness. Most households in the area make ends meet by rearing livestock or through rain-fed agriculture, with a few family members who bring in additional money through local and distant wage labour.

Since its inception, the NRM programme has endeavoured to:

- Ensure food security for rural communities
- Enable sustainable livelihood options

We recognize resource management to be an ecological as well as an economic issue, one that addresses issues of livelihood, water scarcity and food security.

Over the ten years of its implementation, the NRM program has been able to make a tangible difference to the lives of communities across the Dang region. To reduce people's vulnerability to the vagaries of rainfall, we have focused on watershed development and water harvesting, helping build over 396 water harvesting structures (WHS) over the course of the programme.

Initially, the NRM programme ran in nine of Rajasthan's districts, but then narrowed focus to concentrate on Jaipur, Karauli and Pali. In the period covered by this annual report, the program was active in Karauli and Pali.

Activities

WATER HARVESTING STRUCTURE (WHS) PROGRAMME

To date, the NRM programme has created more than 300 WHSs in Jaipur, Pali and Karauli districts. The period reflected in this annual report saw concrete gains in the area of water and soil harvesting in Pali and

Karauli. During 2009-10, 53 new WHSs were built and another existing structure was repaired in these districts. Most of the new structures revive traditional water harvesting systems like pokhars and pagaras: pokhars, for instance, are ponds with embankments, found in elevated areas of the village, that are fed by surface run-off and in turn feed groundwater levels. Of the 53 new WHSs built in 2009-10, 16 were pokhars, 27 were pagaras, and 10 were anicuts—dams made in the stream to regulate irrigation.

Karauli
2009-2010

During the year 2009-10, 45 new water harvesting structures were constructed (and one old structure repaired) in 23 villages in Karauli district. The project covers 310 families, converting a total of 550 bighas of land into double-cropping irrigated land.

Rahir is a village in the interior of Sapotra block, in Karauli district. Guided by Action for Food Production (AF-PRO) in Udaipur, the Foundation chose Rahir as its setting for a mini-watershed project, covering 600 hectares, since its topography was ideally suited to the project. While the decision and preliminary activities began in 2008-9, it was only in 2009-10 that the feasibility study and implementation actually began. As with most endeavours supported by the Foundation, this project too took off with ample participation from community members. During 2009-10, three sub-committees from the village supervised the task of implementing project activities in their respective hamlets. Members of the community began planning a comprehensive workshop to ascertain the annual plan. The village watershed committee acted as the apex agency, mainly responsible for liaison work and conflict resolution. The Foundation also undertook a livelihood mapping of the village, to enable more directed interventions through the project.

2010-2011

As of this annual report period, the Foundation had helped build a total of over 229 water and soil harvesting structures across 84 villages in the years of this programme—an initiative that has benefited around 1,210 families, mainly poor and marginal landholders. A total of 61 new WHSs came up in Karauli during 2010-11.

Types of structures built during 2010-11 in Karauli

TYPE OF STRUCTURE	NUMBER OF STRUCTURES
Anicut	3
Pagara	31
Pokhar	26
Dharam Taal	1
Total	61

Table VIII



Record of WHSs through 2011

Number of WHSs Constructed	61
Cumulative figure (Karauli)	229
Cumulative figure (Rajasthan)	435
Number of Villages Covered	37
Number of Gram Panchayat	12
Number of Panchayat Samitis	2 (Sapotra & Karauli)
Number of Families Covered	251

Table IX

Families helped by WHSs in Karauli, 2010-11

FAMILY TYPE	NUMBER OF FAMILIES
Widow/Women-headed	8
Families that live with disability and ill health	18
Poor families (BPL & Marginal, non-arable land holders)	186
Entry point in new villages	19
Under the drainage of Kalisil & Barkhera	20
Total number of families	251

Table X

It is hard to overestimate the impact of these interventions, since water harvesting has been among our most keenly anticipated projects in Rajasthan, especially among the rural, farming community. As of 2010-11, paddy production went up from about 1.5-2 quintal/bigha to 6-7 quintal/bigha, in areas where a WHS had been built. There are similarly impressive gains when it comes to wheat production: if it is about a quintal per bigha before the WHS, it increases around ninefold to 8-9 quintal/bigha.

Pali 2009-2010

The Pali project area is located in the foothills of the Aravali mountain range. The drainage system of this area lends itself well to activities that relate to water harvesting. Most of the water harvesting structures created in this area are anicuts. As the availability of water in wells and tube wells has gone up over the course of the project, agricultural livelihood has become more effective. During 2009-10, we constructed eight new WHSs in seven villages. A total of 107 families was covered; the intervention also brought irrigation to 332 bighas of land.



LIVESTOCK DEVELOPMENT

Livestock management is key to the economy and culture of the region. The RGF collaborated with the BAIF Development Research Foundation (formerly Bharatiya Agro Industries Foundation) to set up a collaborative project on livestock management in Jaipur district's Jamwa Ramgarh block. The project attempts to improve the local breed of livestock through artificial insemination.

The partnership operated two breeding centres between 2009 and 2011, covering around 28 targeted villages and nearly 40 surrounding villages within the project area. As of 2011, the centers hosted almost 5,103 inseminations, with 2,102 successful results and 1,291 calves born. During 2010-11 alone, 1,846 artificial inseminations led to 603 successful results: 541 calves were born.

IMPROVING MOTHER AND CHILD HEALTH

Along with its NRM projects in the Dang region, the RGF has also been active in setting up various social programmes in areas like education (see the School Education Program in Karauli, page 12) and health. Indeed, there is an urgent need for health interventions in Dang, a sometimes difficult and inaccessible terrain. Since villages are located in the interior forest area, reaching them can be problematic. Government health services in the area are often rudimentary, which means that the local community is deprived of basic health services. Because health facilities are so far away, for example, pregnant women have to be sometimes carried long distances on cots, which can be dangerously time-consuming.

As a result, the Foundation has established a free ambulance service to provide pregnant women with medical services at institutions that are actually up and running. To use the service, women must first register with the Foundation and contact the helpline. During the 2009-10 year alone, the service was able to organize 53 safe deliveries in government health centers.

The following year (2010-11), government health centers saw 43 further safe deliveries, in families benefited under the government's Janani Suraksha Scheme. To cover instances where women would be unable to have institutional deliveries, the Foundation organized training for local, traditional birth attendants, who were given basic aids like the Mamta kit, which facilitates safe deliveries in the village.

Impact Study

In 2009, the Foundation decided to evaluate the social and economic significance of the NRM program through an impact assessment study, undertaken by an independent consultant specializing in livelihood and development. The study collected data between December 2009 and March 2010, and then analyzed it to try and assess the project's outcomes and impact on the community as a whole.

As a result of this process, we were able to ascertain some important shifts:

- The NRM programme has had a visible social and economic impact in its areas of operation
- The programme has helped make both surface and sub-surface water more easily available to communities

Some of the key highlights from the study follow below.

CHANGE IN LANDHOLDING PATTERN:

One of the clear gains to emerge in the impact study was the conversion of un-irrigated and waste lands to irrigable land, a direct result of our interventions. We could see a significant transformation in the aftermath of a new WHS, as revealed by figures drawn from the project in Karauli. For example, Table XI demonstrates

WHS Impact on Land

	IRRIGATED LAND	UN-IRRIGATED LAND	WASTE LAND
Before WHS	36	257	65
After WHS	317	7	31
Total measure of change	+281	-247	-34

Table XI

that where only 10 per cent of a total area was irrigated before a WHS was built, that number shifted to 90 per cent once the WHS was built. This has had a significant impact on the region's households.

AGRICULTURAL OUTPUT

The clearest measure of change enabled by a new WHS is the amount of irrigated land available for agriculture. When soil moisture and surface water increase, more land becomes arable and biomass is more widely available. As Table XII demonstrates, agricultural production in the area has gone up significantly as a result of introducing the WHS.



WHS Impact on Agricultural Production

PRODUCTION (quintals)	PADDY	WHEAT	MUSTARD	GRAM	BAJRA
Before WHS	1251	677	133	9	40
After WHS	2716	3525	496	87	170
Increase	1465	2848	363	78	130
Percentage of increase	117%	421%	273%	867%	325%

Table XII

LIVESTOCK PRODUCTION

For many families in the region, livestock is an important source of livelihood. As we see in Table XIII, the presence of a WHS can lead to a significant increase in the numbers of livestock, which in turn enhances local income from the sale of milk, dairy products, meat and so on.

WHS Impact on Livestock

LIVESTOCK (numbers)	COW	BUFFALO	GOAT	BULLOK	SHEEP	CAMEL
Before WHS	2965	3081	5655	581	500	44
After WHS	4379	4913	5936	864	781	60
Increase in numbers	1414	1832	281	283	281	16
Percentage of increase	48%	59%	5%	49%	56%	36%

Table XIII

The increase in livestock also means greater food self-sufficiency in the region, since milk and dairy products traditionally form an important part of the local diet. A huge majority (88 per cent) of sampled households reported that the WHS brought about a substantial increase in the amount of milk available to be consumed. Overall, the impact study was strongly positive about the intervention made by the NRM programme in the region.

Women's Initiatives

All of the Foundation's initiatives—realizing the potential of young people, building sustainable development led by the community, creating livelihood for families across India—recognize that the development of women and of communities are necessarily interdependent. For much of our history, the RGF has, through its partners, run entrepreneurship programmes aimed specifically at providing women with opportunities to generate incomes for themselves and their families. Our programmes are particularly oriented towards enabling and empowering women from vulnerable communities.

2009-2010

SELF HELP GROUPS IN THE BAIGA COMMUNITY, CHHATTISGARH

Since 2007, the Foundation has supported the Samarth Charitable Trust's work in Chhattisgarh amongst the Baigas, a socially and economically disadvantaged tribal community. The programme aims at empowering Baiga women by setting up Self Help Groups (SHGs), as well as conducting health camps, promoting awareness about existing government schemes and encouraging greater female participation in panchayats.

The formation of SHGs is key to this process of empowerment, since it places greater financial control in the hands of women. During 2009-10, the partnership formed 143 SHGs across 68 villages, which counted 1,575 women as their members. In that period alone, the money saved amounted to Rs 4,19,715, and the amount inter-loaned was Rs 1,69,700. Over 80 of the SHGs already operate bank accounts, and another 20 practice inter-lending. A further 16 SHGs were able to tap the benefits of government schemes like the Mahatma Gandhi National Rural Employment Guarantee Act (MNREGA) and the Baiga Development Fund.

To promote greater awareness, a padayatra was also organized to highlight issues related to the provision of ration cards, to old age pension, land reformation/reclamation and pensions for widowed women. The march covered four clusters and was attended by about 320 women and 250 men.



LIVELIHOOD PROJECT FOR MUSAHAR WOMEN, BIHAR

The Foundation also supported a project to increase women’s financial autonomy among the Musahar community in Bihar, in collaboration with the Khadagdhari Gramin Vikas Sansthan (KGVs).

The partnership provides women in the community with training in the production and marketing of bamboo craft products, including items like almirahs, mudhas (stools) and toys, which provides them with a supplementary income of approximately Rs 500-600 a month per person. During the 2009-10 financial year, women formed 10 new SHGs, whose members were all then trained to work with bamboo. Five SHG groups also make agarbattis, which adds to their income by about Rs 500 per month.

During the year, KGVs organized another form of training with specialists from two institutions in Patna: the Agriculture Research Institute and the Bihar Veterinary College. About 100 women from three villages—Chhoti Kako, Kako Proper and Hajipur—were not only trained in rearing livestock, but were given 100 female and 10 male goats to work with. Since then, the women have become proficient in goat cross-breeding techniques and have begun to sell goat milk to local tea stalls and sweet shops.

Along with the livelihood generating programmes, the partnership also organized awareness programmes on education, health and sanitation, all of which engaged the community in greater participation.

PROJECT SWAVALAMBINI, UTTAR PRADESH

The Foundation also worked with the Mahila Prabodhini Foundation on Project Swavalambini, a programme in the Rampur and Ramnagar blocks of UP’s Jaunpur district. This year, the partnership helped set up 99 SHGs across 20 villages, with a total of 1,161 members. Around 265 women were trained in a range of entrepreneurial skills: motor winding, dress design, computers, making soft toys and so on. As a result of their training, women were able to earn between Rs 75 and Rs 250 a day, which supplemented their household income and allowed them greater financial autonomy.

To regularize the demand and supply of products, the SHG members also formed a Marketing Promotion Group (MPG), to directly market the items they manufactured. The partnership also organized a workshop (‘Sales Promotion and Quality Control’) to offer specific technical guidance and more general forms of support to these new women entrepreneurs. The programme enabled 725 women to open individual bank accounts.

RAJIV GANDHI MAHILA VIKAS PARIYOJANA, MADHYA PRADESH

In UP, the Rajiv Gandhi Mahila Vikas Pariyojana (RGMVP) programme, a project of the RGCT (Rajiv Gandhi Charitable Trust), has benefited over two lakh families since 2002-3, when it was set up to form SHGs. In the last several years, RGMVP’s reach in UP has extended to over 55 blocks, covering over 20,000 women’s SHGs.

During the 2009-10 period, the Foundation continued its association with RGCT, replicating the RGMVP model in the Bundelkhand region of Madhya Pradesh. Partnering with local NGOs in Chhatarpur, Panna and Tikamgarh districts, we established and stabilized almost 350 SHGs. In each of these districts, the organization trained people to act as community resource persons and set up skill development workshops for SHG members. The women enrolled in these SHGs were able to work towards greater financial control and, in many cases, were able to open and operate individual bank accounts. As illustrated by the table below, the partnership was able to enroll over 2,800 members in 340 new SHGs across the three districts of Chhatarpur, Tikamgarh and Panna, training hundreds of community resource persons, holding several skill development workshops and enabling women to achieve a degree of financial autonomy.

DISTRICT	SHGs STARTED	MEMBERS ENROLLED	COMMUNITY RESOURCE PERSONS TRAINED	BANK ACCOUNTS OPENED	SKILL DEVELOPMENT WORKSHOPS
Chhatarpur	75	895	510	65	12
Tikamgarh	128	1397	52	85	7
Panna	137	511	40	137	16

Table XIV

Rajiv Gandhi Institute for Contemporary Studies

The Rajiv Gandhi Institute for Contemporary Studies (RGICS) functions as a think tank and carries extensive and relevant research on contemporary issues. The Institute seeks to put forth public policy research that is both practically relevant and academically rigorous, through in-house research as well as by commissioning outside experts to work on specific publications, seminars and conferences. Our mission is guided by Rajiv Gandhi's vision of 'modernization, economic reforms for productivity and competitiveness, decentralization of governance for greater public participation and promotion of science and technology' as the building blocks of 21st century India.

Along with research and publications, the Institute runs extension programmes to raise public awareness of social and political issues. In the last few years, the RGICS has actively reached out to audiences outside Delhi by organizing conferences and seminars in a number of state capitals.

The Institute's activities are oriented around certain key objectives:

- To undertake interdisciplinary research on issues that shape public policy
- To generate an informed public debate on policy choices, by publicizing research findings
- To provide a public forum where professionals, intellectuals and community leaders can share one another's views and concerns, working together to solve problems
- To build networks of collaboration, becoming a source of policy advice
- To conduct training programmes, lectures by eminent people, workshops, meetings and similar forums

The RGICS supports academic work with a clear policy content. Our research is anchored by the belief that any programme of reform ought to be pro-poor, with widely felt benefits.

2009-2010

The Institute's research undertakings are divided according to our focal areas of interest: economic relations across international boundaries, economic reforms, law reforms, and India-China relations.

RESEARCH PROJECTS

International Economic Relations

Because of our longtime focus on international economic relations, the RGICS has generated extensive research on issues related to the World Trade Organization and its impact on the Indian industry. During 2009-10, we undertook a project called 'Trade Facilitation in South Asia', supervised by RGICS Associate Director Dr P D Kaushik, with the assistance of RGICS Research Associate Dr Purnachandra Rao. Funded by the Friedrich Naumann Stiftung fur die Freiheit (FNF), a German non-profit, liberal organization, the project critically examined the trade performance of SAARC countries, documented major constraints that hinder trade in South Asia and analyzed the efficacy of trade facilitation measures that SAARC member countries have historically adopted.

In December 2009, the project put out its report, *Trade Facilitation in South Asia: A Comparative Analysis*. The report concluded that better trade facilitation in South Asia depended on a number of factors: cooperation among governments on the one hand and between the government and private sector on the other; an institutionally entrenched right to information; mutual cooperation and, above all, political will. The study also examined logistical performance, concluding that India has been able to emerge as a better trading nation by rationalizing customs procedures and setting up new technologies for data processing and other obligatory clearances.

Law Reforms

The Institute's engagement with issues in economics and trade has always been complemented by another of our research interests: the study of problems in law and governance. During the year, the RGICS undertook two projects related to reforms in the field of law. On 9 December, 2009, our National Seminar on Rule of Law in India took place at Jawahar Bhawan, New Delhi, as the culmination of our project, 'Rule of Law in India, Phase I'. The Union Minister of Law and Justice, Dr M Veerappa Moily, inaugurated the seminar. The RGICS organized the seminar in collaboration with FNF, whose representative Dr Rene Klaff delivered the keynote talk at the conference.

In his address, Dr Moily stressed that the rule of law is the cornerstone of a vibrant and responsive democracy. This analysis recognizes that the most telling measure of a country's governance is how well the rule of law is upheld in that country. Before the seminar, the Institute commissioned papers from many eminent scholars from across India, covering various aspects of the subject. Of the 32 papers received, 18 papers were selected for presentation at the National Seminar.

Dr Kaushik and RGF consultant Dr P K Vasudeva jointly conducted our second project, 'Competition Law: Mergers and Acquisitions', going on to compile a report, *Competition Law: Policy Implications*. The study found that the new competition law is unable to sufficiently safeguard the interests of Indian companies, given a new and protean business environment that is defined by the dismantling of trade barriers and the ubiquity of mergers and acquisitions: an environment best defined as the era of globalization.

The study also pointed out several lacunae in the new law, such as the fact that the Competition Commission of India (CCI) is at once a corporate body and a quasi-judicial body. The authors concluded that 'the Act talks of competition but, at the national level, it is a competition between a mouse and a cat. The Act is opening the entire country to the world for competition. The Act does not retain any specific provisions to protect the interests of the domestic industry, which is exposed to international competition, unlike the US law.'

India-China Studies

In April 2009, RGICS Fellow Mohammad Saqib carried out a feasibility study, 'India-China: Free Trade Agreement (FTA)', in association with Dr Purnachandra Rao. The main objective of the study was to gain a better understanding of an FTA between India and China, analyze various trade issues and identify who would stand to gain and lose from such an agreement. The report concluded that China would be the greater beneficiary in all trade dimensions because of the efficiency of its economy: 'There is a principal need for India to improve its commodity structure to balance its performance of competitiveness and complementarities.' The authors suggested that India needed, at the minimum, to diversify its products.

The study concluded that 'there are always losers and gainers in the regional and free trade agreements. India and China can balance the gains and losses through an FTA. Therefore both governments should decide to enter into FTA negotiations. The proposed FTA between India and China will be feasible, desirable and mutually beneficial. An FTA between India and China should also be comprehensive, with a free flow of goods, services, investment and capital.'

Economic Reforms

The RGICS also worked as a consultant with the Small Industries Development Bank of India on the *SIDBI Report on Micro, Small and Medium Enterprises Sector 2010*, whose publication was also supported by DFID (the Department for International Development), run by the UK government.

Mohammad Saqib, RGICS Fellow, was the Principal Investigator on the project, which sought to comprehensively survey every aspect of the Micro, Small and Medium Enterprises (MSME) sector. As the report recommended, 'MSMEs (Micro, Small and Medium Enterprises) have to continuously incorporate the latest technology into their production processes to gain efficiency as well as dynamism in their marketing and management functions, besides improving upon their inventory management'. The report also included useful information such as state-wise details, training institutes, and the situation in the country's backward districts as it pertains to MSMEs.

The report gained its information and came to its conclusions after a lengthy appraisal of the MSME sector, aimed at identifying hurdles to progress and suggesting solutions. This began with a survey of 200 MSMEs (42 Micro, 114 Small and 44 Medium Enterprises) from all over India, primarily Chandigarh, Hyderabad, Jamshedpur, Surat, Rajkot and Bangalore. After collecting data through on-field discussions, interviews and a questionnaire, the survey identified the top eight concerns for MSMEs: (i) unavailable or inadequate infrastructure support; (ii) an absence of adequate and timely credit; (iii) the inability to upgrade production facilities to achieve cost competitiveness, for instance through greater automation; (iv) a lack of adequate knowledge about government schemes, in turn related to a lag in adopting Information and Communication Technology (ICT); (v) difficulty in accessing skilled personnel; (vi) constraints on the adoption of energy efficient production processes; (vii) an absence of proper means and support for brand building; and (viii) inadequate R&D support.

Other projects that dealt with economic reforms and related issues included an RGICS collaboration with the Center for the Advanced Study of India (CASI), University of Pennsylvania. For this, RGICS Fellow D Shyam Babu was assisted by RGICS Research Associate Dr. Niranjana Chichuan in carrying out the *CASI Survey on Lifestyle Changes among Dalits in Uttar Pradesh, 1991-2007*. The survey covered over 19,000 Dalit households in two blocks in UP and was covered extensively in the media.

The survey found that, among the households covered in the two blocks, Dalits have improved their economic and social position in the period covered over the survey. In 1991, the study's starting point, the community also accepted several caste-imposed practices, such as lifting dead animals. This is no longer the

case. Prima facie, several radical changes are triggered by the massive migration of Dalits to cities in search of employment, which leads to a shortage of labour in the villages. Indeed, the transformation is of such magnitude that in many instances, where Dalits were agricultural labourers working in the fields of upper castes, they are now the latter's partners as sharecroppers.

OUTREACH ACTIVITIES

In addition to its research agenda, the RGICS is involved in a variety of outreach programmes to engage with civil society groups, concerned citizens, and school and college students. The nature and scope of these activities is structured towards overall synergy: the school and college debating competitions the Institute organizes, for example, tend to further its broad research agenda. Similarly, the 'People's Forum' is designed to build active citizenship by engaging primary stakeholders.

Economic Freedom in States

Over the years, the Institute has made greater efforts to engage with civil society beyond the confines of Delhi. During 2009-10, the RGICS organized debates and conferences in various states, dealing with the impact of economic freedom on development. During these events, scholars and policymakers discussed the status of economic freedom in particular states, examining how conducive the public policy initiatives of a state might be to the growth of businesses; whether bureaucracy is business-friendly; whether property rights are transparent and secure; how far the law and order situation ensures predictability, and more. Significantly, these conferences outside Delhi attracted wider participation and greater media attention than events within the capital city.

The year 2009-10 saw three such conferences, held in Lucknow, Bhopal and Jaipur. Participants in the conferences were seen to express deep dissatisfaction over the state of affairs in their states and often highlighted particular concerns. During the Bhopal Conference, for example, the Secretary of the Federation of Madhya Pradesh Chamber of Commerce and Industry (FMPCCI), Pratap Verma, said that the state's economic woes were compounded by the influx of migrant labour. In the Lucknow conference, the Federation of Indian Micro, Small and Medium Enterprises (FISME) Senior Vice-President V K Agarwal described how the continued decline of UP's business climate was leading to an exodus of industry from the state.

Dr Mahbub ul Haq Inter-School Debate

Each year, the RGICS organizes an inter-school debating competition along with the United Nations Development Programme (UNDP), to commemorate the late Dr Mahbub ul Haq, a Pakistani development economist who championed the concept of human development. Dr Haq framed the measure of national wealth as defined by the standard of living of its population, rather than solely relying on gross national product. The Inter-school debate began after his death in 1998, restricted at the time to schools in Delhi. Over the years it began to cover other states and, starting in 2007, the competition was extended to the entire SAARC region.

On 21 October, 2009, Jawahar Bhawan, the Foundation's headquarters in Delhi, hosted the national round of the 12th Dr Mahbub ul Haq Inter-School Debate Competition. The 'motion' for the house was that 'Corruption puts the brakes on development; women suffer the consequences'. Of over 1,000 schools that had participated in the preliminary rounds, 14 reached the national round. At the end of the debate, the India International School, Jaipur, and the Bharatiya Vidya Bhawan's Public School, Hyderabad, were adjudged winner and runner-up, respectively. Preeti Sandhu of the Sacred Heart Senior Secondary School, Chandigarh, won the trophy for the best speaker 'for the motion', while Annima Bahukhandi of St. Thomas' School, Delhi, was declared the best speaker 'against the motion'.



RGF Trustee Suman Dubey welcomed the chief guest and other participants to the prize distribution ceremony. Union Minister of Law and Justice M Veerappa Moily gave away the awards, while UNDP Resident Representative and UN Resident Coordinator Patrice Coeur-Bizot delivered the keynote address.

The Milton Friedman Inter-College Debate

The Milton Friedman Inter-College Debate was designed to engage young people in examining the underlying assumptions, philosophies and ideologies of free-market economics. Students from almost 30 Delhi colleges took part in the event. On 13 December, 2009, participants in the preliminary round of the competition debated the motion that 'Markets not only allocate resources and distribute incomes, they also promote desirable forms of human development.' For the final round on 15 December, 2009, the debate took up the assertion that 'Markets eliminate inequalities.'

The event was initiated in partnership with FNF and hosted by the Miranda House Debating Society. Speakers called for greater cooperation between captains of industry and government, arguing that public-private partnerships could provide a just and enabling environment for growth and development. While delineating the government's role as a facilitator and enabler, the debate also defined it as a responsible factor. Ultimately, the debate concluded that development driven by the corporate sector was more sustainable in the long term than a 'top-down' model of development that is heavily dependent on foreign investments.

Shri Venkateswara College won the best team award and the Indraprastha College received the runner-up trophy as the final round concluded. Deputy Chairman of the Planning Commission Montek Singh Ahluwalia distributed awards and prizes at the ceremony.

People's Forum

Another joint initiative of the Institute and FNF South Asia, the People's Forum is a monthly event that began in January 2003. The Forum is held in various state capitals, to promote wider awareness on a range of contemporary issues. Structured such that people holding opposing viewpoints meet to analyze a current issue, the Forum offers members of the general public an opportunity to have their questions answered.

During 2009-10, the Institute organized People's Forums in Bhopal, Jaipur, Chandigarh and Delhi. Each of these programmes was covered widely by the electronic and print media.

2010-2011

For the Institute, the 2010-11 period represented a phase of consolidation, both in its research studies and outreach activities.

RESEARCH PROJECTS

India-China Study

In June 2010, RGICS researchers undertook a feasibility study on India-China trade sector ties through a possible Free Trade Agreement (FTA). This built on earlier work during the 2009-10 period, in which RGICS Fellow Mohammad Saqib studied a possible India-China FTA along with Dr Purnachandra Rao.

During the 2010-11 period of the project, the researchers examined trade trends between India and China in order to identify co-operative measures by promoting trade and investment liberalization facilities, better understand Free Trade Agreements and forecast future prospects. The study found China to be more fully integrated into the world economy as a major economic powerhouse than India, in large part because of the comparative advantage of labour surplus. But the study also proposed that an FTA would help bilateral economic relations, and that the free flow of goods, services, investment and capital would in fact benefit India's trade sector more than China's.

Competition Law

Another RGICS project from 2009-10, this time on competition law, was also further elaborated during the 2010-11 period. The scholars helming the study, P D Kaushik and P K Vasudeva, detailed mergers and acquisitions of various kinds (horizontal, vertical, concentric, conglomerate) as well as mapping trends around mergers and acquisitions during the 2001-07 period. In *Competitive Law in India: Unfolding Secrets*, the authors concluded that mergers and acquisitions are crucial in manufacturing sectors where technology becomes quickly obsolete, as well as in branded items like consumer durables. While presenting an overview of international attitudes towards mergers and acquisitions, the report also specifically traced the processes of cartelization that often emerge around these laws, both in India and abroad, and ways in which they place the burden of cost more squarely on the consumer.

The study sampled 50 companies from various sectors like food and beverages, textile, chemicals, machinery, automobiles and so on, and concluded with a list of recommendations towards making Indian industry globally competitive.

Indian Small and Medium Scale Industries

Towards the end of 2010, a project on obstacles faced by Indian Small and Medium Enterprises (SMEs) in international trade also built on our previous research work in this area. The Associate Director of the RGICS, P D Kaushik, collaborated with Dr Purnachandra Rao from FNF in putting out a booklet on the trading obstacles faced by Indian SMEs, which included a brief compilation of non-tariff barriers faced in the sector as well as strategies to enhance export and reduce trade barriers. The research showed that Indian SMEs are under-represented and underprepared, without the necessary resources to overcome trading obstacles—which explains, in part, why they contribute relatively little value in global markets. Overall, the study made a few policy prescriptions for governance, industry associations and for small and medium enterprises.

OUTREACH ACTIVITIES

Many of the Institute's ongoing activities in the area of outreach and awareness-raising during the 2010-11 period were made possible by a Memorandum of Co-operation (MoC) signed with FNF in October 2010, which enabled relevant activities in programmes around Delhi. Both RGICS and FNF share a commitment to liberal principles, together identifying some important forums through which to connect to people and promote liberal ideas. The MoC covers the annual Milton Friedman Debate, the People's Forum schedule of events and seminars and the discussions we host on 'Rule of Law'.

Milton Friedman Inter-College Debate

RGICS and FNF organized the second Milton Friedman Inter-College Debate in association with Jesus and Mary College. The significant rounds of the competition took place on 23 September, 2010, in which 18 colleges from Delhi University participated. Of these, eight colleges went on to participate in the final round at Jesus and Mary College, held on 1 October, 2010. The motion under discussion was as follows: 'Markets are more efficient than government for sustainable development.'

The team from Kirorimal College were declared the winners of the final, while the runners up trophy went to Deshbandhu College.



Dr Mahabub Ul Haq Memorial Inter-School Debate Competition

Another RGICS initiative supported by FNF is its annual inter-school debate competition. On 2 February, 2011, the Institute organized the twelfth Dr. Mahabub Ul Haq Memorial Inter-school Debate Competition in collaboration with UNDP. About 700 schools participated in the preliminary round, presenting for and against the following motion: 'The rich are responsible for climate change, but the poor suffer it.' Thirteen schools from across the country participated in the final round. Speakers had five minutes in which to make their case, and were then judged on exposition, content and time discipline. The jury consisted of environmentalist K N Goswami, Surekha Sabarwal from the UN, civil servant Suneeta Aulak and S S Sharma as a representative of civil society. Delhi Public School, Jodhpur won the debate, thus qualifying to represent India in the SAARC rounds later in the month.

In collaboration with UNDP, RGICS also organized this follow-up, the 'Dr Mahabub Ul Haq Memorial Inter-School Debate: SAARC Round', on 24 February, 2011. Students from all SAARC countries other than Afghanistan participated in the debate; the preliminary round counted about 1,000 schools. The debate centred on the following motion: 'High economic growth rates alone in South Asia cannot ensure elimination of inequalities.' Ladies' School, Sri Lanka, won the debate, while the second place spot went to the Delhi Public School, Jodhpur.

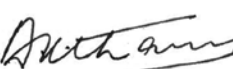
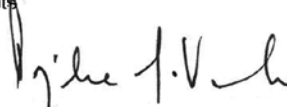


Financials

RAJIV GANDHI FOUNDATION
Consolidated Balance Sheet as at March 31, 2010

	SCH. NO.	2010 R.s	2009 Rs
LIABILITIES			
CORPUS FUND			
Balance Brought Forward		802,000,221	793,750,823
Donations Recd. During the year		66,582	8,249,398
		802,066,803	802,000,221
EARMARKED CORPUS		42,500,000	42,500,000
EARMARKED ACCUMULATED FUND			
Opening Balance		20,000,000	20,000,000
Less: Utilised During the year		15,000,000	
		5,000,000	20,000,000
ENDOWMENT FUND (Including interest)		16,227,428	14,938,750
INCOME & EXPENDITURE ACCOUNT		152,352,368	100,555,012
CURRENT LIABILITIES	1	53,635,870	46,798,720
		1,071,782,469	1,026,792,703
ASSETS			
FIXED ASSETS	2	4,413,625	5,170,471
Cost - Rs. 24,362,706			
Less: Depreciation - Rs. 19,949,081			
INVESTMENTS	3	1,010,759,897	939,903,542
Includes Mutual Fund at Cost - Rs. 304,697,397			
Market Value - Rs. 315,071,190			
CURRENT ASSETS, LOANS & ADVANSES	4	56,608,947	81,718,690
TOTAL		1,071,782,469	1,026,792,703

ACCOUNTING POLICIES & NOTES FORM
INTEGRAL PART OF THE ACCOUNTS

As per our report of even date
For Thakur, Vaidyanath Aiyar & Co.
Chartered Accountants

			
Anil K.Thakur	Priyanka Gandhi Vadra	Suman Dubey	Sonia Gandhi
Partner	Executive Trustee	Trustee	Chairperson

Place : New Delhi
Date : 17th September 2010

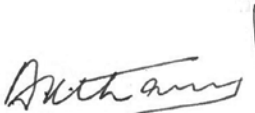
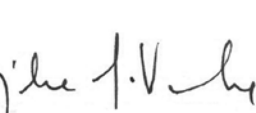


Financials

RAJIV GANDHI FOUNDATION
Consolidated Income & Expenditure Account for the year ended on March 31, 2010

Particulars	Schedule	2010 Rs	2009 Rs
INCOME			
Income from investments	5	88,338,043	81,031,962
Grants & Donations	6	37,482,518	25,448,581
Other Income		1,252,739	56,145
Prior Period Adjustment A/c		-	54,267
TOTAL		127,073,300	106,590,955
EXPENDITURE			
project Expenses	7	66,214,483	68,872,780
Salaries & Allowances		15,270,355	13,040,258
Administrative Expenses	8	7,451,108	7,103,723
Loss on Sale of Units		-	6,355,619
Auditor's Honorarium		110,000	110,000
Depreciation		1,229,999	787,553
TOTAL		90,275,945	96,269,933
Excess of Income Over Expenditure for the year		36,797,355	10,321,022
Add : Utilisation of accumulated fund of earlier years		15,000,000	-
Surplus for the year		51,797,355	10,321,022
Add:Balance from previous years		100,555,013	90,233,990
Balance Carried Forward		152,352,368	100,555,012

As per our report of even date

For Thakur, Vaidyanath Aiyar & Co.
Chartered Accountants

			
Anil K.Thakur	Priyanka Gandhi Vadra	Suman Dubey	Sonia Gandhi
Partner	Executive Trustee	Trustee	Chairperson

Place : New Delhi
Date : 17th September 2010

Financials

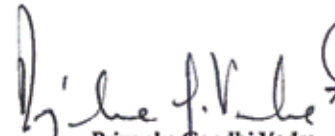
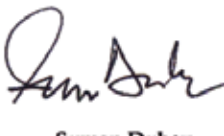
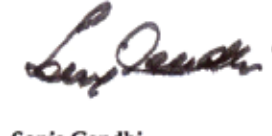
RAJIV GANDHI FOUNDATION
Consolidated Balance Sheet as at March 31, 2011

Particulars	Schedule	As at March 31, 2011 ₹	As at March 31, 2010 ₹
SOURCES OF FUNDS			
Corpus Fund		861,012,592	860,794,231
Earmarked Accumulated Fund			
Opening Balance		5,000,000	20,000,000
Less: Utilised during the year		5,000,000	15,000,000
		-	5,000,000
Restricted Fund (Unutilised Grant Balance)		45,376,815	46,887,330
Income and Expenditure Account		154,699,795	152,352,368
		1,061,089,202	1,065,033,928
APPLICATION OF FUNDS			
Fixed Assets			
Gross Block	1	25,711,356	24,362,706
Less: Depreciation, amortisation and impairment		21,192,354	19,949,082
Net Block		4,519,002	4,413,624
Investments (At Cost)	2	1,005,391,982	1,010,759,897
Current Assets, Loans and Advances	3	60,989,906	56,608,947
Current Liabilities and Provisions	4		
Current Liabilities		6,891,611	6,748,540
Provisions		2,920,077	-
		9,811,688	6,748,540
Net Current Assets		51,178,218	49,860,407
		1,061,089,202	1,065,033,928
Significant Accounting Policies & Notes on Accounts 9			
The schedules referred to the above form an integral part of Consolidated Balance Sheet			

As per our report of even date attached
For Haribhakti & Co.
Chartered Accountants
Firm Registration No.: 103523W

For and on behalf of:
Rajiv Gandhi Foundation


Raj Kumar Agarwal
Partner
Membership No. 74715
Place : New Delhi
Date : 29/09/2011

  
Priyanka Gandhi Vadra
Executive Trustee
Suman Dubey
Trustee
Sonia Gandhi
Chairperson

Financials

RAJIV GANDHI FOUNDATION
Consolidated Income & Expenditure Account for the year ended on March 31, 2011

Particulars	Schedule	For the year ended March 31, 2011 ₹	For the year ended March 31, 2010 ₹
INCOME			
Income from Investments	5	73,652,577	88,338,043
Grants & Donations		36,008,078	36,552,731
Contribution for Research Activities		3,028,564	929,787
Other Income		6,234,560	1,252,739
		118,923,779	127,073,300
EXPENDITURE			
Project Implementation Expenses	6	101,053,995	74,417,696
Administrative Expenses	7	16,120,925	14,434,223
Non Cash Expenditure	8	4,401,432	1,424,026
		121,576,352	90,275,946
Excess of Income over expenditure		(2,652,573)	36,797,355
Add: Utilisation of accumulated fund of earlier years		5,000,000	15,000,000
Surplus/ (Deficit) for the year		2,347,427	51,797,355
Add: Balance brought forward		152,352,368	100,555,013
Balance Carried to Balance Sheet		154,699,795	152,352,368
Significant Accounting Policies & Notes on Accounts 9			
Schedules referred to the above form an integral part of Consolidated Income & Expenditure Account			

As per our report of even date attached
For Haribhakti & Co.
Chartered Accountants
Firm Registration No.: 103523W

For and on behalf of:
Rajiv Gandhi Foundation

   
Raj Kumar Agarwal
Partner
Membership No. 74715
Place : New Delhi
Date : 29/09/2011
Priyanka Gandhi Vadra
Executive Trustee
Suman Dubey
Trustee
Sonia Gandhi
Chairperson

Partners

HEALTH & DISABILITY UNIT

2009-2010

- Akshar Trust
- Impact India Foundation
- Samarthy
- Society for All Round Development
- Voluntary Health Association of India

2010-2011

- Akshar Trust
- Impact India Foundation
- Sanjay Gandhi Memorial Trust

WOMEN & CHILD UNIT

2009-2010

- Aarambh
- Humana People To People India
- Khadagdhari Gramin Vikas Sansthan
- Mahila Prabodhini Foundation
- Muskan Samajik Utthan Samiti
- Rajiv Gandhi Charitable Trust
- Samerth Charitable Trust
- Volunteers For Village Development

2010-2011

- Aarambh
- Humana People to People india
- Khadagdhari Gramin Vikas Sansthan
- Mahila Prabodhini Foundation
- Volunteer for Village Development
- Rajiv Gandhi Charitable Trust

EDUCATION & LITERACY UNIT

2009-2010

- Beti Foundation
- Creative Learning For Change
- Help Foundation
- Mahita
- National Book Trust
- Society for All Round Development
- Samantar Sansthan

2010-2011

- Rajiv Gandhi Charitable Trust
- Creative Learning For Change

- National Book Trust
- Prajayatna
- Pratham Books
- Unnati

VILLAGE LIBRARIES

2009-2010

- Aid India
- Ajit Foundation
- Beti Foundation
- Children Emancipation Society
- Disha
- Dr. A.V Baliga Memorial Trust
- Foundation for Development Research & Action
- Foundation for Education & Development
- Gramin Vikas Sansthan
- Human Welfare Trust
- India Council for Child Welfare
- Lokmitra
- Majlis-Un-Nisa
- Manthan Yuva Sansthan
- PSAUSSL
- Rudra Dhiraj Prakshikshan Samiti
- Sabla
- Sahyog
- Samantar Sansthan
- Samerth Charitable Trust
- Sahbhagi Shikshan Kendra
- SEWA
- Shashwat Sahbhagi Sansthan
- Street Survivors India
- Uttarakhand Seva Nidhi Paryavaran Shiksha
- Sansthan
- Vikalp

2010-2011

- AID India
- Ajit Foundation
- Beti Foundation
- Children Emancipation Society
- Bharat Gyan Vigyan Samiti
- Dr. A. V. Baliga Memorial Trust
- Foundation for Development Research & Action
- Foundation for Education & Development
- Gramin Vikas Sansthan
- Human Welfare Association
- Lok Mitra

- Majlis-un-Nisa
- Pashu Shwachhedan Audyogik Utpadan Sahkari Samiti, Ltd
- Rajiv Gandhi Charitable Trust
- Sabla
- Sahbhagi Shikshan Kendra
- Samantar Sansthan
- Samerth Charitable Trust
- SEWA
- Shashwat Sahbhagi Sansthan
- Sruti
- Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan
- Vikalp

VIDYAGYAN

2009-2010

- Beti Foundation
- Children Emancipation Society
- Gyan Vigyan Samiti
- Human Welfare Association
- Lokmitra
- Pashu Shwachhedan Audyogik Utpadan Sahkari Samiti, Ltd
- Sabla
- Sahbhagi Shilshan Kendra
- SEWA
- SSN TRUST
- VISION

2010-2011

- Beti Foundation
- Children Emancipation Society
- Gyan Vigyan Samiti
- Human Welfare Association
- Lokmitra
- PSAUSSL
- Sabla
- Sahbhagi Shikshan Kendra
- SEWA
- SSN TRUST
- VISION

NATURAL RESOURCE MANAGEMENT

2010-2011

- Baif Development Research Foundation

Donors

2009-2010

- Ambuja Cements Limited
- Apeejay Surrendra Group
- Bank of Maharashtra
- Bharat Forge Limited
- GAIL (India) Limited
- GVK Airport Foundation
- National Self Employment Mission
- Oil and Natural Gas Corporation Limited
- Pirojsha Godrej Foundation
- Steel Authority of India Limited
- Tata Steel Limited
- The Aditya Birla Group
- Usha Martin

2010-2011

- Ambuja Cements Limited
- Apeejay Surrendra Group
- Ballarpur Industries Limited
- Bharat Forge Limited
- Bharti Foundation
- DCM Shriram Consolidated Limited
- GAIL (India) Limited
- GVK Industries Limited
- Mahindra & Mahindra Limited
- National Self Employment Mission
- Oil and Natural Gas Corporation Limited
- Patton International Limited
- Pirojsha Godrej Foundation
- Ranbaxy Laboratories Limited
- Sona Koyo Steering Systems Limited
- SRF Limited
- State Bank of India
- Steel Authority of India Limited (SAIL)
- Tata Steel Limited
- The Aditya Birla Group

The **Rajiv Gandhi Foundation (RGF)** was established in 1991, to realize the vision of former Prime Minister Rajiv Gandhi. He dreamed of a modern India, secular, independent and progressive; a country that enshrines the democratic principle of equality, and blends progress with rich cultural traditions.

This vision is the Foundation's mandate: to help create a peaceful, modern nation with a just society, in which every Indian has the opportunity to fulfil his or her potential.

Since its inception, the RGF has worked on many wide-ranging issues, from literacy, health, disability, and empowerment of the underprivileged, to creating livelihoods, to natural resource management. With over two decades of rich experience in nation-wide grassroots developmental work, the Foundation now concentrates on an area we have come to understand as crucial: facilitating the transformation of India's education system. We see the engagement between the education system and its larger ecology as a catalyst of social transformation. We believe that to effect fundamental social changes, the discourse around education must shift from reformation to transformation.

The Rajiv Gandhi Foundation places the self-development of a child at the heart of education. Our vision is to transform India's education system, so that a child who enters it, comes out of it an empowered citizen with an analytical and creative mind, who upholds constitutional and humanitarian values of equality, secularism, tolerance, integrity and dignity, and who has access to equal opportunity.



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