

Rajiv Gandhi Foundation

ANNUAL REPORT



2013-14 and 2014-15

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Chairperson's Message

The Rajiv Gandhi Foundation has been pursuing Shri Rajiv Gandhi's vision of a modern, secular and progressive India since its inception. From 1991 to 2009, a number of high-quality programmes were initiated across the country in the areas of health, literacy, disability, libraries, science and technology, women's and children's development and natural resource management. In 2010, we decided to focus on 'education' going forward, and re-defined our programmes and approach.



During 2013–15, our key initiatives on education expanded and deepened as per the agreed five-year-plan. These initiatives were designed to impact all key structures that affect the quality of public education in India. As part of the Transform Schools programme, we partnered with state governments to promote a child-centric, capability-based learning approach in over 900 schools across seven states. The Decentralisation of Education Governance programme focused on building capacities and institutionalising community ownership in over 8,000 schools. The Teacher Empowerment programme invested in improving teacher education by working with District Institutes for Education and Training (DIETs) and the National University of Educational Planning and Administration (NUEPA).

During this period, we also tailored our flagship programmes to align with the larger education focus. The Access to Opportunities programme enabled physically challenged young people across 18 states to access educational and employment opportunities. As part of the Young Scholars' Leadership Initiative programme (previously known as INTERACT), scholarships were provided to children across 12 conflict-affected states. We established youth resource centres and libraries across nine states to help young people in villages access education, skill-building and livelihood opportunities. The Wonderoom evolved as a children's hub with activities, summer camps, reading programmes, books, clubs and computers. The Natural Resource Management initiative continued to positively impact the lives of vulnerable communities in 74 villages of Rajasthan.

The 2014 floods in Jammu & Kashmir and Meghalaya resulted in severe losses. The Foundation reached out to more than 5,000 families and 9,000 patients in Kashmir. Medicines, woollens and relief materials were also provided to affected families in Meghalaya. During 2013–15, the Rajiv Gandhi Institute for Contemporary Studies conducted a number of research projects, seminars and workshops, undertook study visits and produced a number of knowledge products.

The impact achieved by these programmes has been a constant source of inspiration for us to strive harder and reach out to a larger number of individuals and families. As we move forward in this mission, we look forward to the support of all likeminded stakeholders.

A handwritten signature in black ink, reading "Sonia Gandhi".

Sonia Gandhi (Mrs.)
Chairperson, Rajiv Gandhi Foundation



Introduction

During the year 2009–10, the Rajiv Gandhi Foundation had embarked upon a process of restructuring and of repositioning its overall agenda. Having made a meaningful contribution in several thematic areas since its inception in 1992, like community libraries, support to conflict-affected children and youth, support to young girls from marginalised communities, natural resource management, support to physically challenged persons, etc., the Foundation chose to focus on a single thematic area—that of education—for the next phase of work. This decision also sought to leverage the positive environment around education which had been created due to progressive ideas encapsulated in the National Curriculum Framework, 2005, and the Right to Education Act, 2009.

The Foundation set itself an ambitious goal of catalysing much-needed structural reform in public (government) school education. After a number of consultations and review of ongoing interventions in India, the Foundation designed the following three programmes, based on areas that demanded urgent reforms on the ground:

- Decentralisation of Education Governance (DEG): to address the need for community engagement in education
- Transformative Learning: to structurally enable academic and administrative school processes
- Teacher Empowerment: to work on the area of empowerment of teachers

The Foundation surmised that if appropriate reforms can be brought about in each of these three areas, the government school system could be gradually moved towards a process of structural changes. It was also decided that the on-going initiatives of the Foundation in 2009 would be contextualised to align with the new programme areas. A detailed situational analysis within each of the three areas was done and programme details refined accordingly. A capacity-building exercise for the team was initiated. Key stakeholder institutions at the national, state, district, sub-district and school levels were mapped and the process of bringing them on board begun. By 2012–13, the Foundation's approach, programmes and teams had been concretised and broad areas of intervention had been gradually evolved, so that it was ready to move to a new phase.

In the period discussed in this report, 2013–15, all the programmes of the Foundation had gathered momentum and been scaled up. The Transform Schools programme spread to six states; the DEG programme had



consolidated its various processes and enhanced its reach in two states; the Education Ecosystem Project evolved and was scaled up in two targeted districts; the Teacher Empowerment programme expanded and brought on board several stakeholders from the teacher education system in the north-eastern states; and the INTERACT initiatives aligned themselves with the larger context of the programme areas.

During this year, the Foundation also critically examined the efficacy of the programmes in achieving the goals set forth in 2009–10.

This report makes an effort to capture this entire, complex and challenging mix of activities carried out by the Foundation in the years 2013–15. The Report gives a summary of the activities of the Foundation during the period, all directed around the nation's educational framework. The report also dwells on the activities of Rajiv Gandhi Institute for Contemporary Studies and support to Gram Gaurav, a not-for-profit organisation that has been taking forward the Foundation's work in natural resources management.



Transformative Learning

In a traditional system of education, a child's intelligence is measured largely by his or her ability to acquire and reproduce information. The educational ecosystem is driven by this one-point agenda. While it may look effective from many angles, it fails to assess the true nature of how a child learns and builds his/her understanding. The Foundation has worked towards applying a more holistic approach to education called Transformative Learning, perceiving education in terms of 'how children learn'. This approach is child-centric and focuses on enabling a capability-based learning environment. This approach also aims to change the frame of reference in education—moving from course content and methodologies to being facilitation-oriented. Such a fundamental change could take place only by redefining the following:

- Learning methodology, as society perceives and assesses it
- The formal and informal mechanisms that enable learning
- The course content and process of learning



The Transform Schools have covered 82 clusters in 23 districts of seven states in India

The Transformative Learning approach comprises of a number of programmes:

1.1 Transform Schools

The Transform Schools program was launched by the Foundation in 2012. Drawing from the key learning principles of the Right to Education Act and the National Curriculum Framework, the programme focused on working intensively with teachers and helping them adopt the capability-based learning approach.

Building Partnerships

2013–14 This year, the Foundation entered into formal agreements with the states of Chhattisgarh and Uttar Pradesh. This was in addition to the existing agreements with Andhra Pradesh, Bihar, Meghalaya and Uttarakhand. During this year, the Foundation focused on demonstrating the impact of the Transform Schools programme in all these states. The clusters for implementing the approach were identified in consultation with functionaries from the Department of Education. The details of the clusters are presented in Table 1.1.

Table 1.1 Transform Schools Clusters

S. No.	States	District	Clusters	Names of Clusters
1	Andhra Pradesh	Chittoor	2	Karvetinagar, Shantipuram
		Vishakhapatnam	3	Regallu, Pudimadaka, Jolaput
2	Bihar	Jehanabad	2	Nawabganj, Jamanbiga
		Madhubani	1	Simri
3	Chhattisgarh	Bastar	3	Irikpal, Borpadar, Pahurbel
		Mahasamund	3	Sankra, B.K. Behra, Khatta
4	Meghalaya	North Garo Hills	22	Thorika, Damas, Daram, Thapa Khantolguri, Achotchonggre, Waramgre, Gajingpara, Kosichora, Nengsa Wakso, Dainadubi, Mongpangro, Gosingpita, New Harinkata, Gokol, Bekbekgre, Miapora, Gambil-a-ga, Bolson, Bajingdoba, Thapa Bistrampur, Song-me-gap, Resubelpara
		East Khasi Hills	14	5 th Mile, Nongkse, Phudmuri, Mawsiatkhnam, Nongshilliang, Rynjah, Nongmynsong, Mawpat, Nongkwar, Madaningsyiem, Mawkriah, Madanryting, Mawmih, Rang-bih-bih
5	Telangana	Mahbubnagar	3	Gattu, Padakal, Dharur
6	Uttarakhand	Dehradun	1	Jivangarh
		Bageshwar	1	Galai
		Nainital	1	Natuvakhan
		Chamoli	1	Urgam
7	Uttar Pradesh	Amethi	5	Kohar, Paniyaha, Sarmay, Korari Heer Shah, Bramni
		Rae Bareilly	4	Birnava, Kanoli, Khajuri, Goura
		Bareilly	2	Sardar Nagar, Nagariya Vikram
		Chitrakoot	2	Kapsethi, Ashoha
		Bahraich	2	Bhambora, Badrauli
		Lucknow	2	Khushalganj, Banthra
		Barabanki	2	Jahangeeraba, Harak Dekaha
		Sultanpur	2	Misrapur, Hemnapur
		Ghazipur	2	Gahmar, Saray Gokul
		Kanpur Dehat	2	Nonapur, Ratanpur
	Total clusters		82	

In order to develop an enabling partnership with the education department, the Foundation invested significant time in meeting government officials at the district, block and cluster levels.

In all the clusters, district-level meetings have been organized. In these meetings, the district-level education officers, block resource coordinators, block education officers, Nyay Panchayat Resource Centres (NPRCs) from each of these clusters, and DIET (Districts Institute of Education and Training) nodal officers participated. These meetings focused on building an understanding of what learning constitutes, current gaps in the learning outcomes, and how the Transform Schools programme can impact these learning outcomes. This phase was followed by several workshops held in the identified states, focusing on the programme specifics, implementation procedures, process of learning and expected outcomes.

Workshops were planned for Block Resource Centre Coordinators and Cluster Resource Centre Coordinators in all the states where the processes are being implemented. Meetings were held with district- and block-level officials in Uttarakhand and Bihar during **May and June 2013**. In **July 2013**, orientation and training sessions were held for Cluster Resource Persons in Bihar, Uttarakhand and Meghalaya, where several cluster facilitators were trained on various aspects related to the approach. By **October–November 2013**, district- and block-level official orientations were also held in Chhattisgarh and Uttar Pradesh.

2014–15 Building on the relationships thus developed with the education departments, the Foundation focussed on continuous engagement with the state-, district- and block-level officials to ensure active participation and co-ownership of the learning processes.

In **November 2014**, Sarva Shiksha Abhiyan (SSA), in collaboration with Rajiv Gandhi Foundation, organized a review and sharing meeting with the government functionaries of SSA in Meghalaya. The meeting was attended by several state- and block-level officials, including the project director, programme coordinator, pedagogy coordinators and block mission coordinators. Representatives from 14 Cluster Resource Centres (CRCs) from Myllem block and 10 CRCs from Resubelpara block also participated in the meeting.

In Jehanabad and Madhubani districts of Bihar, a number of meetings were held with education department officials. In Jehanabad, two meetings with the block education officer (BEO) and regular meetings with the education quality officer were held. In Madhubani, two meetings were held with the BEO and block resource person (BRP) in the reporting year. In **December 2014**, district-level sharing meetings were organized at Nainital and Bageshwar in which the district education officer, district project officer, block resource centre coordinator (BRCC), cluster resource center coordinator (CRCC), cluster facilitators, teachers and the team from Rajiv Gandhi Foundation participated.

Support to Teachers

After the district and block meetings, introductory and training workshops were conducted with head teachers and teachers, discussing the National



Key Workshop Themes

The new approach to a learning framework lays special emphasis on developing and translating learning strategies across contexts. Some of the key aspects of learning that were discussed in the workshops included:

- Learning happens in a non-threatening environment
- Learning can happen anywhere
- Every child can learn, though the pace and method might be different
- Different children can have different aptitudes and interests
- Learning happens through sharing and collaboration
- Learning happens through observation and experience
- Learning happens by practice
- Children learn in a context (progressing from known to unknown)

Practical discussions of these various aspects and ways to concretise them in the classroom were incorporated in the workshops, under the following heads.

- **Development of abilities:** The teachers developed a shared understanding of the abilities that a child should develop when s/he completes five years of schooling. Some key abilities included were reading, comprehending, expressing feelings and views both verbally and through writing, understanding numbers, performing operations such as addition, subtraction etc, measuring time and length, sharing and cooperating while working with peers, respecting people, understanding and respecting their environment, differentiating between right and wrong, taking decisions, etc.
- **Meaningful learning:** The teachers strengthened their understanding of how learning happens in children. Children learn naturally by experiencing things—from parents, peers and surroundings, even when no formal instruction is given. Learning also doesn't happen in a fragmented manner, such as through subject teaching in time-specific slots, but rather happens when something becomes meaningful to the child. Thus it is the teacher's responsibility to design 'learning experiences' where children might learn organically.

- **Integrated learning:** The teachers discussed classroom teaching methodology. Since children learn from their immediate environment, teachers mapped the content to understand how it can be taught more meaningfully to the children. For this, the concept of 'me' was selected. They were asked to identify the various sub-concepts that comprise the environment of the child in relation to 'me'.
- **Learning environment:** The teachers discussed the changes that need to be brought about in the classroom which would enable children to learn better in a non-threatening environment. One of the major areas was the relationship of trust and affection between the teacher and the child. This is key to a child's learning.
- **Learning in varied situations:** All teachers agreed that children learn well from their peers. It was felt that teachers could provide opportunities for children to work on various tasks in learner groups (small groups) where they learn from each other and the teacher's role is largely that of a facilitator.
- **Learning by practice:** While the children are provided exposure and varied experiences to build their abilities, it is equally essential to have opportunities to apply those abilities to consolidate what they already know. Therefore, each day, some time needs to be allocated for individual practice to reinforce the learning processes that the child was involved in during the day. The teacher could give children practice worksheets or activities to further develop their ability to write, read, compute, develop number sense etc.
- **Learning at an individual pace:** The teachers understood that it was essential to identify the level of each child's ability and make an assessment of his/her learning. Hence, observations needed to be made for each child during different activities and a record maintained of the same. Further, they could document the child's work during the individual practice time and base their assessment on both the observations and documented evidence combined.



Curriculum Framework 2005, Right to Education 2009 and various aspects of the Transform Schools approach. Nearly a thousand teachers from seven states participated in the orientation workshops. During the workshops, teachers were assisted in understanding the basic tenets of the learning process. Teachers were encouraged to explore their assumptions about learning, how children learn and how this learning is assessed, child psychology, use of resource materials etc. The teachers also got an opportunity to voice their concerns about their experience in the classrooms, the curriculum, assessment methods and the linkages between the school and the child's world. One of the most crucial elements of the learning process—their relationship with the children—was also discussed.

1. Teachers' Collectives

As part of the Transform Schools programme, the Foundation spent a considerable amount of time building up a framework of monthly collectives with teachers. This gave the teachers, SSA and other stakeholders an opportunity to identify and meet the training requirements more systematically, monitor progress and changes, design corrective measures and learn from one another's best practices.

2013–14 The Foundation started the monthly teachers' collectives in all clusters in July 2013 and continued till March 2014. Between July 2013 and March 2014, 270 teachers' collectives were organized in each of the six states at the cluster level. Approximately 4,050 teachers attended these collectives regularly.

The Foundation's team also worked very closely with teachers from different schools to engage the children in the processes related to the approach.



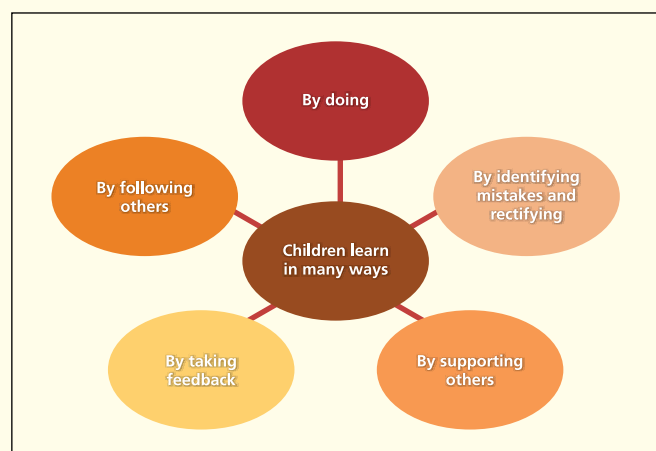
Teachers' Collectives Timeline

The first collective helped teachers to understand the key learning principles shared in the National Curriculum Framework and their relationship to the capability-based learning approach. In-depth discussions on why schools, what is learning and the current views on schooling and learning were held. These discussions helped the teachers gain an insight into the meaning and relevance of content, skills and abilities. The teachers also got to differentiate between teaching and facilitation.

In the second collective, teachers were familiarised with the abilities that would be developed in children through the capability-based learning approach. The abilities that were expected to be achieved at the end of five years of primary schooling were divided into process and procedural skills.

Process Skills	Procedural Skills
<ul style="list-style-type: none"> • Listening • Public speaking/Speaking in front of a group • Explaining a concept • Thinking—comparing, differentiating • Observation • Presentation skills—sharing relevant and concise information with audience 	<ul style="list-style-type: none"> • Reading—letters, words and simple sentences • Writing—alphabets, words and sentences • Spelling words connected with different concepts • Drawing to express their understanding of concepts while develop fine motor skills • Numbers—counting, identifying, reading, writing, greater than, less than • Addition and subtraction—with concrete objects

The third collective focussed on understanding how a child learns and the different ways of documenting a child's learning process.



Two practices were introduced to the teachers: -

Ongoing Portfolio: A portfolio is a collection of what the child does on an ongoing basis and comprises of whatever the child writes and does

in mathematics and languages. It also includes projects like drawing, painting and cutting-and-pasting activities. The children compile their own work.

Observation Diary: This diary contains the teacher's observations on a child's daily learning process, including anecdotes. Through this diary, the teachers keep track of all aspects of the children's learning process. The Observation Diary is a record of all those aspects of a child's understanding that are reflected in her actions and behaviour, rather than through specific tasks. A child's interactions in whole groups and learner groups are also captured here.

In the fourth collective, the teachers discussed the changes required in classroom settings, especially related to whole group, learner group and individual practice time. Initially, most of the

teachers faced difficulties in reorganising their classrooms. Those teachers who had started this approach were invited to share their observations and experience. The key findings included:

In a whole group

- Children learn to listen to each other attentively
- Children go beyond the limited scope of textbooks and explore many other aspects of a given topic
- Children find it very relevant as the discussions are a reflection of their individual and collective experiences

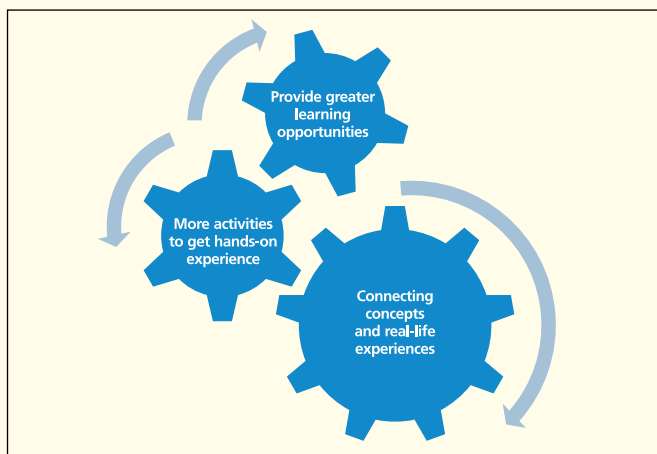
In learner groups

- Children start demonstrating a sense of cooperation
- The teacher's role is to facilitate while children manage to complete the tasks together

- Children started liking their school, because now they experienced a higher sense of involvement in all that they did

In the **fifth collective**, the teachers went about re-mapping the entire content of the textbooks to identify and collect relevant topics together under one concept. For instance, a story on a tree could be taught alongside the concept of 'plants'. The grouping of content was carried out to achieve a holistic understanding of listed topics rather than covering a sequence of chapters separately. This would in the long run help children develop deeper learning abilities.

In the sixth collective, the teachers developed insights into the administering of concept learning versus teaching chapters. The National Curriculum Framework was reviewed to ascertain the abilities that a child should ideally develop by the end of five years of schooling. This information was then used by the teachers to classify these abilities as process skills or procedural skills to be used by the children while learning various concepts. The teachers planned for a 'concept of the month' well in advance, specifically with a focus on listing the procedural and process skills that children were likely to develop in connection with each concept. During the planning process, special care was taken to ensure a balance between the process and procedural skills.



As the teachers started making progress on this front, they also discovered that the skill development process was a direct outcome of the classroom setting also. Hence they emphasised upon the need to modify the physical and other environmental factors within the classroom to facilitate this change.

By the seventh collective, the teachers began to demonstrate a much deeper understanding of how assessments could be done in a concept-based framework. In this assessment process, the teacher's role transformed into one in which she:

- Creates learning experiences for children to enable them to understand the concepts
- Guides children to discover instead of telling them the solutions
- Observes the student learning and provides individual feedback
- Promotes group interactions
- Delegates some responsibilities to students
- Ensures effective use of time and learning resources

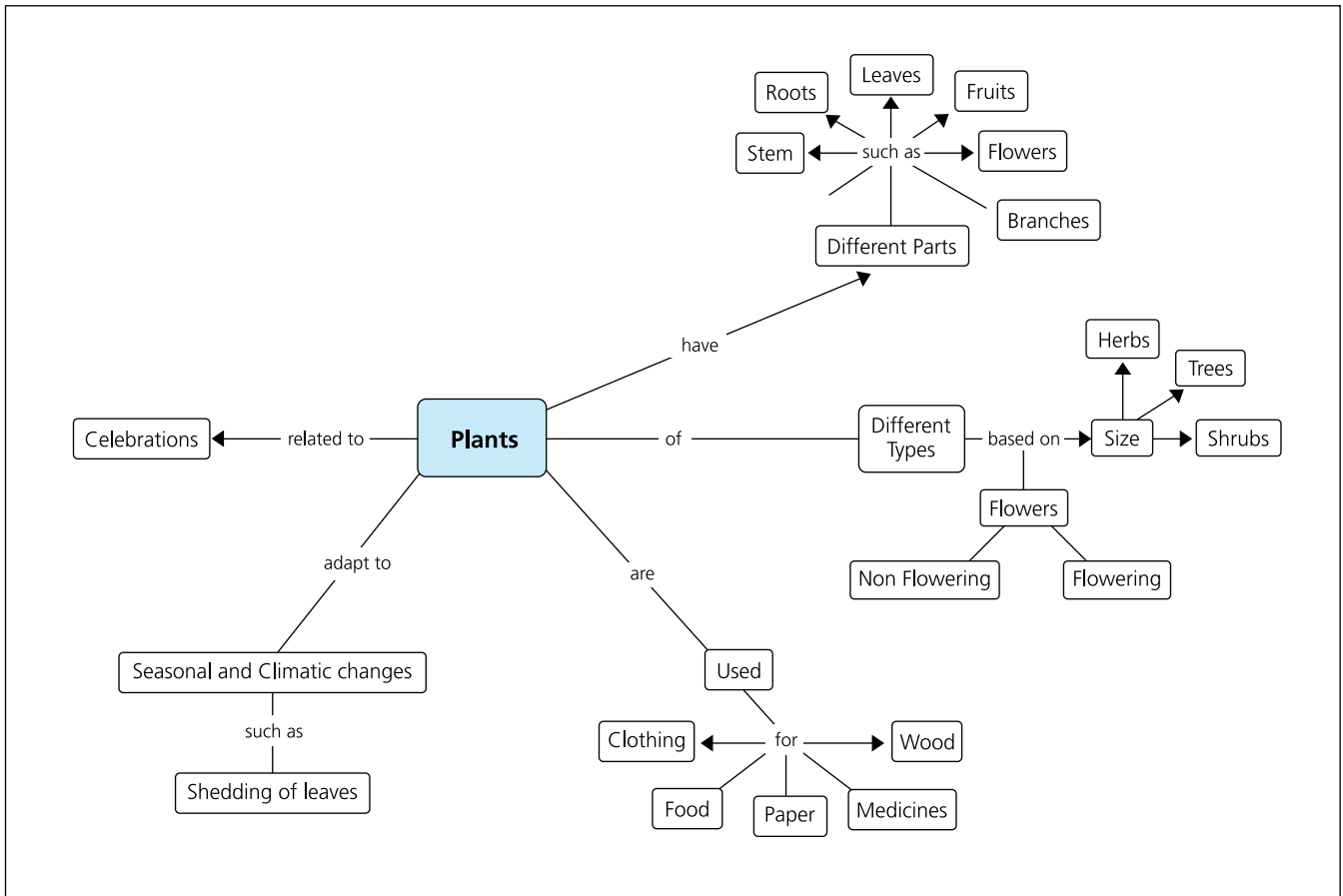
The teachers also got an opportunity to see how children's work was assessed by other teachers, including their use of files, worksheets, work cards, etc. This gave the teachers a platform to share what they had done in their respective classrooms and also served as source of best practices that the teachers could adopt from each other.

In the eighth collective, all teachers were requested to bring along samples of children's work, which were then consolidated. The samples collectively helped identify different levels of learning and visible progression in the children's learning over the year. This gave the teachers a lot of confidence as it helped them to see for themselves that a comprehensive and ongoing approach to assessment was possible.



2014–15 As part of a sustained capacity-building programme, teachers' collectives were held every month across the clusters. These collectives helped the teachers plan their monthly concept plans, according to which classroom sessions were conducted. The cluster facilitators across the 82 clusters also conducted daily school visits to support the teachers in concept facilitation, managing the classroom processes, documenting their students' learning, managing the assessment process, etc. For each cluster facilitator, this entailed consistent engagement with the teachers and the students to ensure the approach was implemented effectively in each classroom setting.

Figure 1.1 Teaching/Learning by the Concept Map, 2014–15



In Bihar, in April 2014–March 2015, 30 collectives were held (nine in Nawabganj, seven in Jhaman Bigha, eight in Dharaut, and six in Simri). On an average, approximately 85% of the teachers in these clusters attended the collective meetings. While the teachers initially needed support and hand holding, they gradually gained confidence and started defining the concept maps (Figure 1.1) and planning the daily activities independently and in groups. Sustained discussions with regard to the report card, the baseline and its importance, ways of conducting a session and other aspects related to the processes of reading and writing, learning outcomes and objectives helped strengthen their understanding of the approach.

In Meghalaya, 56 teachers' collectives were conducted in Resubelpara and Myllem blocks in 2014–15—in 10 places through the months of March–October in Resubelpara and some 24 collectives in three places in Myllem.



In Uttar Pradesh, about 60% of the schools had adopted the approach by August 2014. Teachers had gradually started engaging with the new learning approach. Monthly collectives were initiated in all 10 districts in March 2014. In April, during the second round of collectives held in eight districts, it was found that only 20% of the schools were using the approach. The remaining schools were facing various difficulties including insufficient numbers of teachers, inconsistent teacher attendance, etc. By the next wave of collectives in May, the proportion of schools which had not yet adopted the new approach came down to 10%. In July, collectives were held across all districts again. Between July and September 2014, learning material was also distributed to all the schools.

In Andhra Pradesh and Telengana, on an average seven or eight teachers' collectives were held every month in different clusters during the academic year 2014–15 (see Figure 1.2). In almost all the clusters, the teachers played an active role in participating well at all the collectives. The teachers' collectives have enabled the teachers in the government schools to adapt the approach easily based on their local contexts. Most of the clusters' head masters (HMs), mandal educational officers (MEOs) and other education officers also actively participated in the teachers' collectives.

The average attendance at the teachers' collectives in different clusters stood at around 88%, which indicates the interest as well as the level of engagement of the teachers and officers with regards to the new approach. During the reporting year, two members from the NCERT also visited the clusters and engaged with the MEOs, HMs and teachers to understand the processes by which Continuous Comprehensive Evaluation (CCE) was being implemented at the school level. They observed the classroom processes and subsequently had discussions with the department representatives in Mahabubnagar.



In Uttarakhand, 30 meetings were held, as part of seven collectives across three clusters and nine collectives in the fourth cluster, between April 2014 and March 2015. Approximately 70% of the local teachers attended the meetings. The themes of 'Animals', 'Food', 'Plants', 'Festivals', 'Village', 'Seasons', 'Water' and 'Transport' were chosen during these collectives. Teachers actively participated in creating concept maps similar to the one shown in Figure 1.1 and following the approach in the classrooms. Apart from this, activity planning, assessment, observation, tasks in whole group, learners' groups, Individual practice time, progress report card, baseline format, method of teaching numbers and matras were also discussed during the collectives.

Key Processes facilitated by the Teacher in the Transform Schools Programme, 2014–15

Whole Group: The teacher begins the ‘whole group’ process with a story, song, game or discussion on a given topic. The teacher’s role is to give each child an opportunity to express and share their views and experience. It was observed that the children slowly learnt to wait for their turn, listen to each other, raise questions, and were no longer shy to speak in front of the group. Whole group processes also included field visits to local places such as a market, a dairy farm, etc. Such processes helped bring all children to a common level of understanding on a given concept. It also helped generate inquisitiveness amongst the children and prompted them to ask more questions.

Learner Group: In a learners’ group, children are given tasks which they complete by collaborating with each other, listening to each other’s experiences and connecting with their own previous experiences. Additionally, they have to sometimes formulate their own hypotheses about the probable causes behind an event. During this time, the teacher’s role is to be available to each group of students whenever they need her support and assistance, clarify doubts or ask probing questions. This helps the children to come to a common understanding of the topic and to share their ideas.

Individual Practice Time: Each child is encouraged to engage with tasks according to his/her skill level. These are usually skills which the teacher feels the child needs to master with more individual practice. For instance, children who are trying to improve their writing skills or those who need more opportunities to read are given the time and space to work upon these abilities. The teacher’s role is to identify and give children meaningful tasks that will help them improve in these abilities. Individual practice time is also an opportunity for children to consolidate those ideas which have been explored in whole group and discussed in depth in learner groups, but which may also require to be reflected upon by the children individually.

Documentation: Teachers were encouraged to maintain updated documentation on the implementation process:

- **Teacher’s file:** The teacher’s file comprises worksheets, work cards, activities that they have prepared, a concept map, baseline assessment tools, case studies and other information or collections which the teacher feels are necessary to preserve.
- **Weekly files:** Children are also provided with weekly files that they can take home to provide information to the parents about the child’s learning processes.

2. On-site Support to Teachers

In all the states, consistent on-site support was provided to the teachers through regular visits to the schools, demonstration and classroom observation. These daily school visits were conducted throughout the year.

The children were observed to be very participative during the whole group processes. In some instances, young children from Anganwadis who came to school with their older siblings also participated in the classroom processes. Teachers had also begun paying attention to aspects such as encouraging younger children to participate more and ensuring that the older children were patient enough to wait for their responses. Many times when children were divided into groups, they supported each other to complete the tasks. This fostered development of an attitude where children learnt through cooperation instead of working in isolation and progressed together towards a common goal of learning.

Many teachers were also surprised by the extent of knowledge that children possess during discussions. It was found in one of the whole-group sessions

on vegetables and fruits, the children had listed some 25-odd edibles that were found only in forests. Sometimes these discussions also proved as opportunities for more nuanced discussions, such as the teacher telling them the difference between fruits and vegetables (Fig. 1.1).

With the on-site experience that the team gained in the year 2014–15, it was realised that the teachers needed adequate hand holding to enable them to implement the capability-based learning approach.

A summation and comparison of teacher support initiatives over the two years can be seen in Tables 1.2 and 1.3 below.

Table 1.2 Teacher Support Initiatives in 2013–14

S. No.	States	Clusters	Schools	Districts	Workshops	Head Teachers' Meetings	Teachers' Collectives
1	Andhra Pradesh	8	120	3	3	8	64
2	Bihar	3	49	2	2	3	24
3	Chhattisgarh	6	76	2	2	6	54
4	Meghalaya	36	258	2	2	12	80
5	Uttarakhand	5	55	5	5	5	30
6	Uttar Pradesh	25	384	10	10	25	60
	Total	83	942	24	24	59	312

Table 1.3 Teacher Support Initiatives in 2014–15

S. No.	States	Clusters	Schools	Districts	Workshops	Teachers' Collectives
1	Andhra Pradesh	5	74	2	4	40
2	Telengana	3	46	1	2	24
3	Bihar	3	49	2	3	30
4	Chhattisgarh	6	76	2	3	45
5	Meghalaya	36	258	2	6	80
6	Uttarakhand	4	45	4	4	30
7	Uttar Pradesh	25	384	10	5	74
	Total	82	932	23	27	323

Partnership with NGOs and Capacity Building

2013–14 In order to ensure adequate support to the Transform School programme at the grassroots level, the Foundation signed formal agreements with NGOs that had strong community involvement and were interested in supporting the learning approach in 2013–14 (see Table 1.4). The Foundation also invested in the systematic capacity building of cluster facilitators by organizing cluster facilitators' meetings and exposure visits. As the cluster facilitators come from regions close to the clusters they support, they speak the local language and are familiar with the context and know the teachers of the area. They are therefore an effective bridge between the teachers and technical resource team from the Foundation. During the monthly meets, the cluster facilitators discussed problems identified in their clusters and activities planned to overcome them.



59 head teachers' meetings, 47 workshops in 83 districts from seven states were organised for providing on-site support to teachers

Table 1.4 NGO Partners

S. No.	States	NGO Partners
1	Bihar	Aman Public Charitable Trust, Equity Foundation
2	Chhattisgarh	Oodan Good Shepherd Society, Bastar Sewak Mandal
3	Uttarakhand	CHIRAG, UYRDC, Jandesh
4	Uttar Pradesh	Prajayatna

2014–15 In addition to monthly meetings in their respective districts or state, the cluster facilitators also attended capability-building workshops this year. In June 2014, a four-day workshop and planning meeting was held for all the 25 cluster facilitators from the 10 districts in Uttar Pradesh. A three-day session was organised for the cluster facilitators from Uttar Pradesh, Uttarakhand, Bihar and Chhattisgarh in the first week of July 2014 at Kausani. In January 2015, a cluster facilitators' meeting was held in Rae Bareilly, Uttar Pradesh, with facilitators from all the states participating. In the same month, a six-day capacity-building workshop was held for cluster facilitators from Myllem and Resubelpara blocks in Meghalaya. The workshop was conducted across two locations: three days in Shillong for the facilitators from Myllem and three days in Mendipathar for the facilitators from Resubelpara. In Bihar, between April 2014 and March 2015, monthly cluster facilitators' meetings were held. These workshops were organised to help the teams strengthen their own understanding of the principles of learning and how these principles could be translated to the classroom through the capability-based learning approach.

In addition to monthly sharing and review meetings with state co-ordinators throughout the year, a series of eight sessions were held by Jodo Gyan in the Foundation's premises. These sessions focussed on how children could be enabled to understand number concepts through fun activities and apprentice learning techniques. Concepts such as comparing quantities, oral counting within the context of objects, and number recognition were covered. Objects such as mangoes, dice, dotted lines, pictures of animals, etc., were used for the concept facilitation. Concepts of directions, creating maps for going from one location to the other and measurements were some of the other aspects that were discussed.

Staff Capacity Building

The capacity of the Foundation's own team was key to the success of the Transform Schools programme. Recognising this need, a number of capacity-building exercises were undertaken on the learning concepts, programme specifics, implementation methodologies, and monitoring and facilitation mechanisms.

The Foundation's team members visited schools in Bihar (Madhubani and Jehanabad) during July 2013 and in Chhattisgarh (Bastar and Mahasamund) during October 2013. In Uttar Pradesh, Foundation team members, along with NGO partners, visited schools in all the 25 clusters in the month of September and October 2013.



Widening Horizons: Exposure Visits to Study the Kalikayatna Approach

Kalikayatna is an innovative and interactive learning approach, oriented towards developing capabilities in children. The Kalikayatna approach has been used to create change in learning outcomes within the government schooling structure. The key features of this approach include (a) an integrated curriculum, (b) focus on mixed age-group learning, (c) continuous and comprehensive evaluation, and (d) teachers' empowerment.

A 10-member team from the Foundation visited the NGO Prajayatna's field-work area to develop an in-depth understanding of the Kalikayatna learning approach. The contingent comprised members from the Learning team, Teacher Empowerment team and the Library Initiative team. During their visit to the schools where the Kalikayatna approach had been implemented, the team members gained deeper insight into the school environment, classroom processes, the nature of teacher-student interactions, level of collaboration with cluster resource persons and the assessment practices in place.

Getting the Concepts Right: The Jodo Gyan Sessions

Jodo Gyan, an organization based in Delhi, works towards addressing problems in classroom practice, with a special focus on pre-primary and primary mathematics. The NGO conducted eight training sessions for Foundation team members on a variety of topics, including mathematics as a concept, the history of numbers, counting, the number line, concepts of addition, multiplication, division and subtraction, decimals, fractions and conceptual progression of fractions, etc. Common misconceptions on several mathematical concepts were also discussed during these sessions.

Programme Quality

A lot of thought and effort went into developing formats and instruments for collecting data, tracking and monitoring progress, standardising inputs and defining measurement criteria for assessing outcomes. The baseline tool helped the teachers record their observations about the levels of children's abilities at the time of initiation of the new learning approach. The report card formats too supported detailed mapping of progression in all abilities.

Nearly 750 children from different social backgrounds and different parts of the city participated in the camp

In order to build the capacities of the teachers, a Learning Approach Manual was developed. The change in teachers' abilities was captured through the Teacher Assessment form.

Impact

During the Foundation team's regular visits, the teachers shared encouraging instances of parents shifting their children from private schools to government schools where the Transform Schools approach was being implemented. Children's attendance rates started going up. They shared their anecdotes on how and why they now enjoyed school more than before.

With the initiation of the process, positive changes were observed in the teachers too. Most of the teachers started maintaining extensive records of the children's work. Several teachers had begun to make efforts to sit down with the children and build a relationship with them. At Mannapuram, Gadwal cluster and Mahbubnagar districts in Andhra Pradesh, three teachers took the initiative to invite other teachers of their cluster to observe their classroom process for one whole day. This paved the way for a mutually supportive learning process. Similarly, in January 2014, 20 teachers from clusters not covered under this programme took special permission from the Mandal Education Officer to attend a Teachers' Collective at Karvetinagar in Andhra Pradesh. These teachers shared very positive feedback about the process they witnessed and expressed their willingness to implement the approach in their schools. In each cluster, the cluster coordinators have also continuously provided support to the teachers in conducting classroom processes.

Wonderroom

The **Wonderroom** took shape as a centre for innovation that studies and contributes to the domain of learning in children. It was established as a lab to demonstrate how learning takes place in children through relevant activities. The activities were designed to make learning interesting, engaging and connected to the children's own lives. Through the course of the year 2013–14, several methods of learning were experimented with—doing, observing, imitating and reflecting, to name a few. These experiments were carried out in a variety of settings, such as mixed-age groups, collaboration mode, formal and informal peer groups, small and large groups, applying various strategies of learning. These experiments gave the team a deep insight into effective learning outcomes from the activities designed for the children.

1. Summer Camp

2013–14 A summer camp was organised at Wonderroom during May and June with the theme 'Explore Your Talent'. Nearly 750 children from different social backgrounds and different parts of the city participated in the camp. The majority of the children were of ages 7–16 years. Some of the children were from NGOs such as Salaam Balak Trust, Navsrishti, Sakshi, Efraha and AV Baliga Trust. Children from government schools as well as private schools participated in the camp too. The children were engaged in learning processes like storytelling, reading, drama, puppetry, painting and crafts. Experts from these fields were engaged to conduct the workshops.





2014–15 The annual Wonderoom summer camp was held for about five weeks from the 19 May to 20 June. The overarching theme was ‘Expression’. Around 180 children of ages 7–16 from the local neighbourhood, studying in both government and private schools, participated. Once again, the children were exposed to various forms of expression like theatre, dance, music and art. In addition, they were also engaged in sessions on the creating and writing of stories. The camp culminated in a story presentation by the children, alongside an exhibition of materials and resources created during the camp.

This year, a small space was also set up where 5- to 7-year old children could participate in team games and activities focusing on developing fine motor skills (like clay modelling, playing with blocks, etc).

The summer camp was overall an experience of joy and exploration of one’s own ability to express oneself for the participating children. It was also an engaging and insightful experience for the facilitators. Additionally, the summer camp has helped the Foundation in creating a large network of youth volunteers from B.El.Ed. colleges.

2. Projects with NDMC Schools

The Wonderoom collaborated with New Delhi Municipal Corporation (NDMC) in 2013–14 to implement some child-centric projects in

schools in the vicinity. Following detailed sessions with NDMC school teachers, several activities and projects were designed and implemented. These activities included reading, writing and storytelling sessions in the Wonderoom. The Wonderoom also conducted 'The Water Project' in NDMC school premises, with an objective of awareness building on various aspects of water, through a variety of allied arts.

In 2014–15, the Wonderoom team continued to make regular visits to 14 selected NDMC schools to provide on-site support to teachers for the transformative learning approach. This was also an opportunity for the Foundation to build a rapport with the teachers, know the school calendar and understand the challenges faced by teachers.

3. Activities for Children in the Vicinity

Wonderoom is a truly **accessible** space for children in the vicinity. Throughout the year, children's activities are organised on an ongoing basis, including reading programmes, storytelling, fun with science, etc. With a collection of over 5,000 books in children's literature, the Wonderoom also serves as a space for children to develop their reading habits. Children also utilise the computers available in the centre as a resource for various activities and projects.

2013–14 The Wonderoom initiated two children's clubs to enable self-exploration through activities and media such as theatre and fine arts:

In the **Expresso Club**, a process-oriented workshop was held for children to share their ideas and understanding about themselves, their families, friends and sources of learning, their society and surroundings. The children used the medium of allied arts like drawing, creative writing, dance, painting, stories, puppetry and music to come up with various forms of expression. The underlying focus was on exploration of self, self-esteem, imagination, teamwork and the process of enquiry. The idea was also to encourage the children to take initiative, work upon themselves, shed their inhibitions and feel comfortable about interacting in groups. The workshops involved various activities and media like games, miming and movement, voice and speech exercises, creative dance and music, drawing and painting, etc.

The Ados Pados Club, an informal group for children, was also formed to introduce children to theatre in a simple and playful manner. The club, through an iterative process involving constant improvisations by the group, created and staged an original play. Various theatrical techniques were used in this process, under the guidance of group leaders. Children used this opportunity to explore various aspects of theatre like working on a theme, structuring a script, acting, direction, costume and set designing, etc. In addition, the club members also got a rudimentary insight into the concepts of story, plot, structure, character, dialogue and scriptwriting.

2014–15 The Wonderoom also engaged children from the vicinity through regular afternoon programmes of book reading, theatre, storytelling and free play. These activities were planned keeping in mind the larger focus of Wonderoom—building the ability of expression in children.



1.2 Educational Ecosystem Project

The Educational Ecosystem Project (EEP) is aimed at complementing the formal educational system and strengthening the community's engagement with institutions involved in the school reform programme. The project, launched in the Rae Bareilly and Amethi districts of UP, focussed on creating a Children's Learning Space (CLS), also called Vistaar, in these locations. Banking on the benefits gained from the Transform Schools and Decentralisation of Education Governance (DEG) programmes, the CLS programme was aimed at benefitting primary-school children by providing a range of opportunities for experiential learning. The Foundation worked with a strong network of self-help groups (SHGs) supported by the Rajiv Gandhi Mahila Vikas Pariyojana (an organisation working for poverty reduction, women's empowerment and rural development in Uttar Pradesh) to strengthen and sustain the approach of the CLSs.

Core Tenets of the CLS Programme

- Simulation of a meaningful classroom process where each child is actively engaged
- Assessment of each child's ability based on her conceptual clarity rather than her ability to memorise or rote information
- A curriculum which is drawn from the child's context and integrated across subjects
- Empowered teachers who can help each child realise his/her innate abilities and potential
- Teachers who can collectively decide on and design a curriculum as well as learning material
- Enhanced community engagement and ownership in the learning process

Each CLS session lasts for over two hours and is full of activity-based experiential learning opportunities. The exposure that a child gets in a CLS helps to sharpen their learning abilities. Concepts in language, mathematics and life skills are taught to children at the CLS by facilitators selected from the village organisations and trained under the programme.

2013–14 In the reporting period, out of 15 blocks in the Rae Bareilly region, the CLS programme had been initiated across nine blocks, while in Amethi, it had been initiated in 4 out of 16 blocks. Compared to the 128 gram panchayats covered in 2012–13, the programme reached out to a total of 240 panchayats in Rae Bareilly and Amethi districts in 2013–14. A total of 8,100 children were covered under this programme. There were 270 facilitators aiding the implementation of the programme at the ground level.

During the year, 94 facilitators were selected to initiate as many CLSs (see Table 1.5). These facilitators, who demonstrated a high level of willingness and interest, were selected by SHG members of the respective villages from a pool of more 350 young applicants. The facilitators were also given significant capacity-building inputs. These included orientation workshops,



sessions on communication skills, computer skills and career guidance. In addition to the regular monthly block-level collectives in the respective block facilitators' areas of operation, three workshops were organised at Rae Bareli to consolidate the learnings from the various blocks.

Table 1.5 EEP Progress, 2013–14

Children's Learning Spaces (CLSs)	94
Blocks covered	13
Gram panchayats covered	240

During the year 2013–14, efforts were also made to enhance the ownership of SHG members and village organizations in managing CLSs in their respective village. Emphasis was also laid on upgrading the basic literacy levels of a number of young people who wished to initiate a CLS but did not have the minimum skills to do so. Two such sessions were organised in the Sangrampur block of Amethi district and the Satawan block of Rae Bareli district, where more than 35 facilitators participated.

2014–15 In this year, the programme reached out to 203 gram panchayats spread across 15 blocks in Rae Bareli and 11 blocks in Amethi. During this year, efforts were focussed on strengthening the functioning CLSs, building the capabilities of facilitators and enhancing the community ownership processes. The year-on-year progress is presented in Table 1.6 below.

Table 1.6 EEP Progress, 2014–15

Children's Learning Spaces (CLSs)	216
Blocks covered	26
Gram panchayats covered	203

The team members attended the monthly block-level meetings of the SHG federations at on a regular basis to ensure that the community was aware of and closely involved with the functioning of the programme in their respective blocks. In addition to regular monthly block collectives, three workshops were again organised at Rae Bareli to consolidate learnings and share them with SHGs.

1.3 INTERACT

The INTERACT programmes have been in existence since 1992. Over the last few years, by aligning them with the Transformative Learning programme, they have focused primarily on students across India who have limited access to opportunities for growth and development in learning and education. The programmes specifically targeted the youth who have been marginalised from the mainstream due to religion, caste, gender, disability, poverty, conflict, etc. The four key programmes of the Foundation which provide support and training to youth under INTERACT are:

- the **Access to Opportunities (ATO)** programme to support youth with physical disabilities
- the **Young Scholars Leadership Initiative (YSLI)** to support children and youth in conflict- and crisis-affected areas
- the **Vidya Gyan** programme helping adolescent girls from marginalized sections of the society

The EEP programme reached out to 203 gram panchayats spread across 15 blocks in Rae Bareli and 11 blocks in Amethi





- and the **Samangan** programme, which establishes village libraries for rural youth.

INTERACT Programmes: Common Features

- Providing specially designed courses on leadership
- Building a working group of youth advocates and volunteers to facilitate the courses or provide information on institutions and resource persons
- Creating a network of young Foundation scholars at the district and state levels
- Developing a databank and information pool of opportunities in education, scholarships, vocational courses, skills, etc.

Access to Opportunities

The Access to Opportunities (ATO) programme was conceived for youth with physical disabilities, to provide them access to information and support towards better education and a sustainable livelihood. The programme was envisaged to be youth- and student-focused.

2013–14 In this year, the programme was decentralised and widely implemented with the help of partners in 18 states. As part of the programme development, information was collected on government policies and other opportunities available in the states and from the Centre. State-level capacity-development workshops were also held.

1. Capacity-building workshops

2013–14 State-level workshops on information and capacity building of youth with special needs were conducted in five regions in 2013–14, with the support of state partners. The workshops reached out to approximately 700 youth with special needs. State-wise information was compiled for these workshops. The participants benefited by interacting with the resource persons on relevant issues. The key areas covered during the workshop included the Disability Act and Schemes, educational and vocational guidance, opportunities in employment and self-employment, maintenance therapy, skills and disability

During 2013-2015 a total of 427 vehicles were awarded to young people with physical disabilities in 22 states of the country

management, etc. Sessions were also conducted on dealing with challenges in availing the opportunities and benefits set aside for people with special needs. The workshop participants were also encouraged to constitute peer-support groups.

2014–15 State-level workshops were held in the West and North Indian regions with the support of state partners. A workshop in Jaipur covered the states of Rajasthan, Gujarat and Maharashtra while a workshop in Chandigarh covered Haryana, Himachal Pradesh and Punjab. These workshops continued the successful formats of previous years and focused on amassing relevant information and providing motivation and capacity-building opportunities to youth with special needs. Approximately 300 young people participated in these workshops.

2. Awarding of Vehicles

2013–14 The Foundation had confirmed partners in eight states by 2013–14. That year, nine programmes were held in Delhi and other states where 277 specialised vehicles were awarded to youth with physical disabilities, representing 22 states (Table 1.7).

Table 1.7 Vehicles Awarded in 2013–14

S. No.	States	No. of Awardees
1	Delhi	22
2	Chandigarh	2
3	Uttar Pradesh	43
4	Madhya Pradesh	8
5	Chhattisgarh	7
6	Haryana	41
7	Assam	1
8	Tamil Nadu	6
9	Jammu & Kashmir	2
10	West Bengal	9
11	Karnataka	3
12	Pondicherry	1
13	Uttarakhand	2
14	Odisha	19
15	Gujarat	21
16	Maharashtra	8
17	Himachal Pradesh	5
18	Punjab	15
19	Rajasthan	15
20	Bihar	21
21	Jharkhand	5
22	Andhra Pradesh	21
	Total	277

2014–15 Again, vehicles were awarded to 150 young people with physical challenges (Table 1.8). Five programmes were organized for these awardees, hailing from 17 states across the country.



Table 1.8 Vehicles Awarded in 2014–15

S. No.	States	No. of Awardees
1	Andhra Pradesh	11
2	Bihar	11
3	Chandigarh	1
4	Chhattisgarh	6
5	Delhi	10
6	Gujarat	11
7	Haryana	14
8	Jharkhand	5
9	Karnataka	8
10	Madhya Pradesh	5
11	Maharashtra	5
12	Odisha	9
13	Punjab	4
14	Rajasthan	10
15	Tamil Nadu	5
16	Uttar Pradesh	28
17	Uttarakhand	5
18	West Bengal	2
	Total	150





The YSLI programme has supported around 2000 children realise their dreams with scholarships from the Foundation. In 2013-14 a total of 469 students from 10 states benefited from the programme

Young Scholars Leadership Initiative

The Young Scholars Leadership Initiative (YSLI) programme is aimed at encouraging young children in transitioning from their experiences of conflict to becoming young leaders who understand their potentials and interests. The YSLI programme supports 12- to 18-year-old scholars to develop leadership capabilities by providing scholarships, quality education, exposure, information and opportunities.

In order to better understand the children in their living contexts and school situations, family visits are conducted. Further individual meetings are held to help prepare a comprehensive and current profile for each child. These findings are documented in a detailed manner to feed into the course material. This also includes collecting their bank account details to enable efficient transfer of the scholarship funds.

Partners have also been identified in the respective states to implement the programme on the ground. They were brought on board to work in the areas of outreach, education, internship, placements, professional orientation and psycho-social counselling. Details of the partner organizations are presented in Table 1.9.

Table 1.9 YSLI Partners

S. No.	States	Partners
1	Andhra Pradesh	Shekinah Foundation
2	Telangana	Shekinah Foundation
3	Chhattisgarh	Bastar Sevak Mandal
4	Manipur	Khwai Social Development Organization
5	Jammu & Kashmir	Aman Trust
6	Assam	Indian Council for Child Welfare
7	Mumbai	Ratnanidhi Trust
8	Nagaland	Direct support to scholars
9	Tripura	Direct support to scholars
10	Pondicherry	Integrated Rehabilitation & Development Centre
11	Gujarat	SEWA

2013–14 A total of 469 scholars from 10 states were enrolled in the programme (Table 1.10). Four state-level workshops were conducted as a preliminary process to initiating the scholars into this course.

Table 1.10 Scholarship Details for 2013–14

S. No.	States	1-7 Class	8-12 Class	Graduate	Total No.
1	Andhra Pradesh	17	35	3	55
2	Chhattisgarh	4	8	1	13
3	Manipur	84	71	7	162
4	Jammu & Kashmir	49	107	0	156
5	Assam	8	9	0	17
6	Mumbai	7	10	0	17
7	Nagaland	1	4	1	6
8	Pondicherry	8	10	0	18
9	Gujarat	2	22	0	24
10	Punjab	0	0	1	1
	Total	180	276	13	469

2014–15 A total of 403 scholars from 9 states were supported under the YSLI programme this year (Table 1.11). The programme was supported at the grassroots level by eight partner organizations. The partners played an important role in identifying new scholars, developing detailed profiles, facilitating scholarship disbursement, carrying out household visits, identifying other organisations which can support the scholars and organising workshops. The workshops and other small processes involving the scholars were carried out across all states to identify their needs, nurture their strengths and create support groups.

**Table 1.11 Scholarship Details for 2014–15**

S. No.	States	1-7 Class	8-12 Class	Graduate	Total No.
1	Andhra Pradesh	12	32	0	44
2	Chhattisgarh	0	9	0	9
3	Manipur	68	73	0	141
4	Jammu & Kashmir	31	118	0	149
5	Assam	1	2	0	3
6	Mumbai	5	10	0	15
7	Nagaland	1	4	1	6
8	Pondicherry	4	12	0	16
9	Gujarat	1	19	0	20
	Total	123	279	1	403

In the priority states of Manipur, Andhra Pradesh, Telangana, Jammu & Kashmir and Chhattisgarh in particular, periodic visits were undertaken to meet the scholars and their families (see box ‘Workshops for YSLI Scholars in Priority States’). This also gave a firsthand understanding of the achievements and concerns of the scholars in the programme.

Workshops for YSLI Scholars in Priority States

Four workshops and small processes were conducted with scholars in the YSLI programme in Jammu & Kashmir, Manipur, Chhattisgarh and Andhra Pradesh. These were done in small groups so that scholars could gather in one place for the whole day.

The scholars were facilitated to introduce themselves and share their hopes and aspirations for the future. This provided the basis for a self-portrait. This was followed by drawing of the Tree of Life which symbolised their own life—their roots (family background), trunk (beliefs and values), branches (hopes, dreams and desires), leaves (important persons who matter in their lives), flowers (all the things they enjoy doing), thorns (difficult moments in their life), fruits (short-term goals they achieved) and bugs (the feelings of fear they have). A timeline was developed to chart their life experiences. This was followed by sessions on story writing, life histories, discussions on challenges and solutions, and the formation of support groups.

The workshops were carried out in an informal manner so as to provide a comfortable environment where the scholars could express their thoughts freely, without inhibition. These workshops were designed during the regular visits by the programme coordinators in the field, who were trained about the processes and the methods of keeping a record of each scholar while they interacted with them individually or in a group. The purpose of the workshop was to understand each scholar, identify their needs, provide them with a platform to share their hopes, aims and future plans, and create support groups from among them.

VidyaGyan

The VidyaGyan programme seeks to create an enabling environment for young girls from marginalised communities to strengthen their innate abilities and help them pursue growth and development through learning and education. This includes providing leadership development support; access to information, programmes and services implemented by state agencies and voluntary organisations; and support in making choices. This programme was supported by the SSN Trust for six years and was implemented through 10 partners in three districts of Uttar Pradesh. In 2013–14, 500 young girls were enrolled under this programme from



the three districts of Uttar Pradesh. Of these, 161 girls were selected from Rae Bareli, 147 girls from Barabanki and 192 girls from Varanasi.

1. Profiling of Scholars

As a next step, the Foundation started direct interaction with the communities and the selected 500 girls to understand the areas of intervention better and to further redesign the processes to help the scholars develop skills and abilities for learning and development. The fieldwork started in September 2013 and continued till November 2013, details of which are in Table 1.12. For most of them, it was a first-of-its-kind experience and it turned out to be a very meaningful exercise as they got an opportunity to think about and express themselves about many things, such as their freedom of movement, health issues, balanced diet, decision making abilities and constraints, and their self-identity.



Table 1.12 Profiling VidyaGyan Scholars

Partner	Children Shortlisted	Children Met	Pending	Month of Visit	Not Available/ Not Interested
VARANASI					
Children's Emancipation Society	39	38	1	September	
Human Welfare Association	47	44	1	October	2
Sahbhagi Shikshan Kendra	58	57	0	October	1
VISION	48	48	0	September	
A	192	187	2		3
RAE BARELI					
SEWA	61	59	2	September	
Lok Mitra	57	49	5	October	3
SABLA	43	43	0	September	
B	161	151	7		3
BARABANKI					
Beti Foundation	38	38	0	November	
Bharat Gyan Vigyan Samiti	65	64	0	December	1
Pashu Shwachhedan Audyogik Utpadan Sahkari Samiti	44	43		January	1
C	147	145	0		2
TOTAL = A+B+C	500	483	9		8

2. VidyaGyan Festival

To commemorate completion of six years of the planned project and to start the second phase of the programme intervention, the Foundation planned to conduct festivals at the district level in 2013–14. Two youth festivals (residential camps) were organised for the VidyaGyan scholars in the Varanasi and Barabanki districts. The aim of the camps was to empower the girls with training in various life skills. The sessions gave the girls an opportunity to express themselves through interactive workshops. The girls started with the leadership development programme and eventually networked well with each other during the

youth festival. The three-day residential programme had a series of activities for the girls including bonding games, activities for nurturing their self-image, a theatre workshop and an inspirational film show. The festival also included an interactive motivational session conducted by a resource person from Lucknow.

3. Impact

Ten partners from Rae Bareilly, Varanasi and Barabanki participated in the review and planning meeting held for partners in April 2013. The five-year programme was due to complete its tenure in May 2013. At the meeting, the partners shared their experiences and discussed the work done during this period. The support provided by the programme, the opportunities in continuing education and the shift in the parents' attitude was appreciated. Findings of a VidyaGyan impact study were also shared with the partners. The major finding was that the girls were able to continue their education with the scholarship and coaching support, but the group felt that there was still a lot of scope for intervention to enable the girls to further develop life skills and orient themselves towards independent decision making. This also led to the outline plan for the second phase of VidyaGyan, where scholarships and regular coaching support would be replaced by leadership and life-skills development processes.

In line with this plan, and following the completion of the original five-year scholarship programme, efforts were made in 2014–15 to consolidate information on the opportunities available for girls in Uttar Pradesh. This information was shared with partners and scholars to ensure maximum benefit.

VISION, an organisation focussing on the concerns of girl children, organised a three-day leadership programme at Varanasi for 34 adolescent girls. The programme enabled self-exploration, thereby helping the girls share the issues which were affecting them. The programme also provided a platform for participants to understand their potential. The sessions encouraged the girls to explore their interests and abilities while facilitating discussions in a collaborative manner.

Samangan

The SAMANGAN programme seeks to provide equal-opportunity resource centres for youth in villages and low-income areas to enable them to access education and livelihood opportunities. The resource centres are well equipped with books, computer and internet and specially designed courses on leadership and citizenship development. The activities in these centres seek to engage with youth from marginalized communities to provide information on better opportunities in education, vocational skills and training, livelihood opportunities, and awareness on other relevant issues. The youth are also provided opportunities to engage in sports and other cultural activities.

The services are rendered through partner organisations. The partner organisations have been selected on the basis of their understanding of rural youth and gram panchayats.

In 2013-14, 27 Samangan centres were functional in nine states. These included eight village libraries, nine youth centres and 10 high-school libraries

2013–14 This year, 27 Samangan centres were functional in nine states. These included eight village libraries, nine youth resource centres and 10 high-school libraries (Table 1.13).

Table 1.13 Details of Samangan Libraries, 2013–15

S. No.	States	Organisation	No. of Libraries
1	Uttar Pradesh	Human Welfare Association	3
2	Uttar Pradesh	Vision	1
3	Uttar Pradesh	VIDHA	3
4	Chhattisgarh	Bastar Sewak Mandal	3
5	Chhattisgarh	Oodaan, Good Shephard's Society	1
6	Jammu & Kashmir	Aman Trust	3
7	Bihar	Aman Trust	1
8	Tamil Nadu	Voluntary Association for People Service	1
9	West Bengal	Sri Aurobindo Anusilan Society	1
10	West Bengal	Vikramshila	3
11	Rajasthan	Ibtada	5
12	Odisha	YCDA	1
13	Uttarakhand	Jandesh	1
		Total	27

2014–15 The Samangan centres continued to work as active youth resource centres. In addition to issuing and lending books, these centres have brought in current and relevant magazines based on demand. The centres have organised camps to enhance awareness about government schemes, education and health in rural areas. Some of the key schemes supported include the Education Guarantee Scheme, women's helpline, children's helpline, Right to Information, government policies for the girl child and schemes for agriculture. The centres also facilitate young people to use the Internet, typically for the first time, and access exam results and information on further studies. The centres also focus on assimilating young people into the mainstream of rural development activities as well as supporting people in applying for pensions and filing RTI applications. In order to build the capacities of youth, a number of youth festivals have been organised in 2014–15.

Development of Leadership Module for INTERACT Scholars

A leadership module was developed for the participants of the INTERACT programme with the aim of providing continuity and logical growth to the youth. The module was conceived on the basis of feedback received from counselors and professionals working with youth. The preparatory stage included understanding the needs and interest of each child, especially with reference to his/her living context as well school surroundings. The preliminary detailing and module development was done by the team with support from Pravah, an organisation working with youth. This module was supported by need-based group workshops and specialised guidance for select children. It also provides opportunities to connect the youth to information about various professions, enabling placements, support in academic growth, short-term internships and opportunities for involving them in affirmative social change.

The overall improvement in space utilisation and ambience (of libraries) paved the way for activities like workshops, training programmes and membership drives

1.4 The District Library Programme

2013–14 In 2013, as part of its Global Libraries Initiative, the Bill & Melinda Gates Foundation met with selected NGOs which had wide-ranging experience in the areas of education, library management or technology to pilot a project to strengthen the district libraries in the two states: Uttar Pradesh and Bihar. The Rajiv Gandhi Foundation initiated a pilot project in the Barabanki and Rae Bareli district libraries of in September 2013, with a grant from the Gates Foundation. The project, ‘Strengthening the district library systems of Rae Bareli and Barabanki districts’, aimed to create a model for libraries across the country that could function as socially inclusive spaces, providing access to information, skills and opportunities to people in the district.

As a first step towards the project initiation, a common understanding was developed amongst the stakeholders, including library staff and key government officials.

Towards meeting the objectives of this project, the Foundation has conducted a baseline study of the status of the two libraries in terms of information, skill and opportunities needed, library resources available, both human and materials, and their outreach. Surveys, which were administered to members and non-members, also sought to identify perceptions about public needs and services expected of a public library. This helped in developing an understanding of users and potential users. Key institutions in the area were also mapped. The first compelling need identified through the baseline study and observation was to provide the library’s audience with a functional “physical and responsive space”.

Creating a Functional Environment

A number of discussions and meetings were conducted to explore ways of achieving such a functional environment. These discussions also provided an impetus for library officials to improve the overall infrastructure.

The efforts that were part of the pilot project had a number of positive impacts. The librarian of the District Library of Barabanki got the building painted—and it had been in dire need of the same for at least the last five years. The librarian of the Rae Bareli library managed to get the compound cleaned and provided for cleaner toilets. The librarians facilitated reorganisation of the libraries to make nearly 80% of the space accessible to the public. These spaces were provided with proper lighting, clean surroundings and proper sanitation facilities. The support of an additional facilitator to enable the basic physical changes helped in bringing about a positive energy to the whole team. This also brought about a significant change in the overall responsiveness of the library team to the library users. The overall improvement in space utilisation and ambience paved the way for activities like workshops, training programmes and membership drives to pick up momentum for further improvements, such as:

Cataloguing

The Foundation started facilitating technological support for making online-cataloguing softwares functional in the libraries. The open-source software Kohawas installed. Work was also initiated to design an online cataloguing framework and enable digitisation of resource information.

Increasing participation of children: To increase the number of child members, efforts were made to create a designated space equipped with the right resource materials for children.

Training of volunteers

Discussions were initiated with colleges offering library science courses in the vicinity to encourage students to volunteer at or intern with the library to support its functioning. During this process, it was also observed that a number of these students lacked computer skills. Thus they were provided on-the-job training during their internship period with the libraries.

Website

During 2013–14, discussions with library officials were also initiated on the need for dedicated library websites and the possibility of the sites being interfaced with the library automation system in the background.

2014–15 Building on these improvements, during 2014–15, the team focussed on strengthening its engagement with the librarians. The team interacted on an ongoing basis with the librarians and enabled them to recognise the need for fundamental changes in the infrastructure for the effective functioning of the libraries. As an initial step, the librarians had already taken measures to redesign and open up the library spaces.

Now, with the support of the state government and the Raja Ram Mohan Roy Library Foundation, a new computer room, an air-conditioned community hall and a ramp were added to the existing infrastructure. Books and computers exclusively for children of different age groups, child-friendly furniture and audio-visual aids for various activities have now made the space popular among children. A similar space has been planned in the Barabanki district library. The existing library spaces were also rearranged to create a computer corner. Computers were set up and Internet access made available.

The capacities of senior staff members were built up to help them function better in their expanded roles. This included training in operating computers, accessing the Internet and managing library data. Workshops were also held to train newly recruited staff members. A volunteer group was mobilised to help in organising events at the two libraries. They have been playing a vibrant role in planning and managing activities and have also been providing on-going feedback towards improving the services of the libraries.

Due to regular engagement and support, the librarians have increased their interactions with individual users and have started encouraging institutional visits to the library. Regular library committee meetings with active involvement from the district magistrate have also contributed to the changed environment. The lead taken by the district librarians has inspired their counterparts in other district libraries to tread a similar path.



Due to the high impact of the project, the state government invited the librarians as speakers in a number of library-related workshops in the last year.

Simultaneous with these efforts at the district level, the Foundation has also worked with the Officer on Special Duty (OSD) responsible for libraries at the state level. Regular meetings were held at the state level to share the learnings and experiences from the project. Recognising the need for structural interventions, the OSD initiated preliminary processes to provide three additional staff members across all the 70 libraries to deliver better services. The resource augmentation was done with the purpose of ensuring that each library in UP gets a dedicated library coordinator, a computer operator and a facilities manager. From mere two-member teams, the district libraries across the state have now five or more staff members. With the changes in the two libraries moving in the right direction, the state government is also planning to support library services at the block level.



DECENTRALISATION OF EDUCATION GOVERNANCE

The **Decentralised Education Governance** program was conceptualised in 2010 to build and strengthen structures of educational governance that enable decentralised planning starting from the school/village level to consolidate a bottom-up planning process. Recognising that the PRIs are truly the representative bodies of the community at various levels of governance, the programme aimed to strengthen the institutional capabilities of the School Management Committees and Standing Committees for Education in the Panchayat Raj Institutions at the Gram Panchayat, Block and District levels. The approach utilised the school as a unit of social transformation and community as the agent of change. The program also actively sought collaborations with identified NGOs and governments. During 2010-15, the Foundation designed and implemented its key education programs at scale.



2013–14 In this year, the Foundation's focus was on initiatives that enable communities to support effective functioning of schools. These initiatives facilitated processes that sought to institutionalise community ownership of learning at different levels of governance in education. It involved working closely with other NGOs and committees, specifically school management committees and local PRI governance structures, to take ownership of government schools and help them improve the quality of education in these schools.

Out of the 26,523 people reached by the Decentralisation of Education Governance programme, 14,757 were males and 11,766 were females. A total of 15,770 members from the school committees, including 5,071 nominated members, had participated in the various processes, and 614 officials from various levels of Panchayati Raj institutions (PRIs) and 2,536 elected representatives also participated in the various deliberations.

2014–15 Now the DEG programme came to an end, thus marking the conclusion of a five-year-long partnership between the Foundation and Prajayatna. Achievements throughout the programme's lifetime are detailed in Table 2.1.

Table 2.1 Overall Outreach of DEG over 5 Years, 2000–15

State	No. of Districts	No. of Blocks	Total No. of Gram Panchayats (GPs)	No. of GPs Selected	Total No. of Schools	No. of Schools Selected
Uttar Pradesh	11	140	8,486	1,832	25,648	5,499
Rajasthan	5	45	1,765	447	12,295	2,752
Total	16	185	10,251	2,279	37,943	8,251

2.1 DEG in Rajasthan

2013–14 The focus of the DEG programme in Rajasthan included strengthening of school management committees (SMCs) and of Panchayat committees to support school development. In addition, building a rapport with the Department of Education and Panchayati Raj has contributed to creating an environment conducive to discussion about and development of the schooling systems. A summary of the processes and participation by key stakeholders in the same is presented in Table 2.2.

Table 2.2 Summary of Processes and Participation of Key Stakeholders in Rajasthan, 2013–14

Process	Meetings	Parent Representatives in SMC		Education Department (Officers/Coordinators)			PRI		Parents/ Others	Total No. of Participants	
		Male	Female	SMC (nominated)	Representatives from ICDS*		Gram Panchayat elected reps	PRI dept		Male	Female
Shikshana Gram Sabha (SGS)	387	1,488	1,383	1,020	428	6	13	53	2,738	3,770	3,359
Gram Panchayat (GP) network meetings	86	414	111	645	507	7	101	548	410	1,624	1,119
Follow-up meeting of SGS	8	81	79	35	10	0	0	4	166	218	157
Follow-up meeting of GP network	224	1,100	436	1,612	1,224	17	290	1,437	1,054	4,167	3,003
SMC monthly meeting	42	121	135	64	20	1	0	1	90	213	219
SMC training	321	2,605	2,741	1,683	209	59	12	98	500	4,186	3,721
Meeting with Block Education Committees	16	0	0	0	0	16	26	80	20	113	29
Panchayat Education Committee meetings	35	3	1	12	32	3	20	119	9	114	85
Block-level workshop follow-up with Pradhans & Secretaries	9	1	0	0	6	19	152	196	52	352	74
Total	1,128	5,813	4,886	5,071	2,436	128	614	2,536	5,039	14,757	11,766

* Indian child development services

Initiatives with Block Education Standing Committees

It has been 50 years since the Panchayati Raj system has been initiated in the state of Rajasthan. Five functions have been clearly accorded to all the levels of the panchayats. These include agriculture, education, health, social justice, and women and children. However, only a few panchayats and their standing committees have actually taken up responsibilities in these areas. In such a situation, Prajayatna organised meetings of the educational standing committees to bring about an active involvement in improving schools. The meetings focussed on:

- Collating information about responsibilities, areas of work, rights, etc., of Standing Committee members
- Identifying issues related to infrastructure, enrollment and attendance of teacher and staff of schools at the block level and finding solutions to these issues
- Activating Gram Panchayat Standing Committees through the block-level Education Standing Committee.

Initiatives with Gram Panchayat Standing Committees

At the Gram Panchayat level, meetings were organised with members of the Education Standing Committees. The Secretary of the Gram Panchayats, in addition to the Standing Committee members, participated in these meetings. The meetings focussed on the roles and responsibilities of the Standing Committee. Plans were made and the members took individual responsibility for the implementation of these plans.

DEG in Rajasthan in 2013–14

In Sikar,

- The Gram Panchayat of Dadiya Rampur provided computers to its students in five schools after they realised that schools need better facilities for students to learn.
- In Daundh block, the Block Standing Committee visited 20 schools for observation on a regular basis. The Kudaan Gram Panchayat in the same block has ensured the distribution of books to all the schools in its jurisdiction.

In Jaipur,

- After the Shikshan Gram Sabha was organised in Gonedra Gram Panchayat's Surajbhan Tavar kee Thaani primary school, there was enthusiastic participation from community members to address the identified needs. The SMC and community members contributed a blackboard, a 500-litre water tank, vessels for the kitchen, mats for the children, play materials and a cupboard for the school.
- In Durga ka Baas Panchayat's Kalyanpura higher primary school, the enrolment increased from 38 to 55.
- After a Gram Panchayat network meeting in the Bilouchi panchayat's Sri Govindpura higher primary school, several of the issues identified were addressed. These included the SMC approaching the media and getting an 11,000KV electric line removed from the school, increasing enrollment from 132 to 168, buying three new computers and building a library in the school.

In Karauli,

- In Karauli, the lack of toilets for girls was causing issues in Bakshipur School in Rajour Gram Panchayat. The SMC presented this matter to the Gram Panchayat, following which a girl's toilet has been constructed in the school.
- With the involvement of the community, the painting of the Gopalpurse school in Gunesara Gram Panchayat was taken up, the playground was cleaned and children were provided with a play time of 30 minutes on a daily basis.

In Nagaur,

- In Makrana block, Gram Panchayat Nimbadi, Sirasu primary school, there was a need for a compound wall. The SMC and the Panchayat accessed funds from the MLA grants and completed the construction of the compound wall.
- During a Gram Panchayat Network follow-up meeting, concern about a transformer in the Siyagon primary school premises was raised. Based on the sarpanch's suggestion, the SMC sent in a requisition and the transformer was shifted out of the premises.

In Jalore,

- The Chitrodi higher primary school in Chitrodi Gram Panchayat faced a problem of lack of drinking-water facilities and shortage of classrooms. With community involvement, a reservoir was created to provide potable water to the school. The SMC was also able to get additional rooms constructed.
- In Kavala Panchayat's Kavala higher primary school, the community members donated two water filters, two tanks and Rs.23,000 for drawing a water connection to the school.

2014–15 By next year, the DEG programme had reached out to 3,316 stakeholders (1,953 men and 1,363 women) in Rajasthan (Table 2.3). This included 1,174 SMC members and 492 elected representatives.

Table 2.3 Summary of Processes in Rajasthan, 2014–15

Process	No. of Processes	SMC Stakeholders		ICDS	Education Dept.	PRI		Parents/ Others	Total number of Participants		
		Parents	Nominated			PRI Dept.	Elected reps.		Male	Female	Total
Shikshana Gram Sabha (SGS)	7	53	10	1	0	0	0	66	60	70	130
Follow-up meeting of SGS	30	217	56	7	5	1	30	249	349	216	565
SMC meeting	27	172	46	5	5	0	19	177	256	168	424
Gram Panchayat (GP) Network meeting	1	6	8	10	0	2	5	5	25	11	36
Follow-up meeting of GP Network	43	469	367	75	2	40	203	218	802	572	1,374
Panchayat Education Committee meetings	20	3	7	32	0	12	72	11	70	67	137
Meeting with Block Education Committees	24	0	0	2	22	29	108	24	126	59	185
SMC training	11	213	65	8	0	0	6	22	167	147	314
Block workshop with SMC	1	41	10	0	2	0	4	0	40	17	57
Block workshop with GP Education Committee	2	0	0	2	2	2	45	43	58	36	94
Total	166	1,174	569	142	38	86	492	815	1,953	1,363	3,316

2.2 DEG in Uttar Pradesh

2013–14 In this year, a total of 2,891 processes was organised by Prajayatna in the various districts of Uttar Pradesh. In these meetings a total of 78,439 stakeholders had participated. These participants comprised of 12,061 male and 10,732 female SMC members, 7,972 members from the Women and Child Development (WCD) department, 4,335 from the state education department, 11,596 elected representatives from all three tiers of local governance, 578 officials from the PRIs and a large number of community members (13,349 male, 11,110 female). A summary of the processes and participation of key stakeholders is presented in Table 2.4.

Table 2.4: Processes and Participation of Key Stakeholders in UP, 2013–14

Process	No. of Meetings	SMC		SMC Nomi-nated	WCD Dept.	Edu. Dept.	PRI		Parents & Others		
		Parents					Elected Mem-bers	PRI Dpt.	M	F	Total
		M	F								
Shikshana Gram Sabha (SGS)	528	1,876	1,740	609	495	602	266	9	4,563	4,051	14,211
Follow-up meeting of SGS	39	159	141	64	41	34	58	2	91	89	679
Gram panchayat (GP) network meeting	1,071	4,787	3,825	2,959	3,316	1,901	5,450	181	4,533	3,448	30,400
Follow-up meeting of GP network	1,123	5,147	4,956	3,030	2,717	1,736	4,980	316	3,713	2,989	29,584
Any other process (village level)	12	11	6	2	84	11	20	0	80	112	326
Any other process (GP/block/district /state level)	104	42	46	18	1,304	16	176	4	141	411	2,158
NPRC level SMC meeting	2	10	8	1	0	12	150	3	14	6	204
Block-level workshop follow-up with Pradhan & Secretaries	12	29	10	23	15	23	496	63	214	4	877
Total	2,891	12,061	10,732	6,706	7,972	4,335	11,596	578	13,349	11,110	78,439



2014–15 In the 11 districts, Prajayatna reached out to more than 13,268 community members and key stakeholders through 486 processes (Table 2.5).

Table 2.5 Processes and Participation of Key Stakeholders in UP, 2014–15

Process	Total meetings	SMC	PRI	ICDS	Education	Parents	Others	Total
Shikshana Gram Sabha (SGS)	62	471	40	21	24	684	66	1,306
Follow-up meeting of SGS	6	54	3	5	9	35	16	122
GP network meeting	39	326	73	10	74	241	41	765
Follow-up meeting of GP network	156	1,456	321	223	276	856	161	3,293
Nyay Panchayat Resource Centre (NPRC)-level PRI meeting	5	114	30	0	14	12	11	181
NPRC-level SMC meeting	127	4,577	80	22	267	359	313	5,618
SMC monthly meeting	62	434	10	30	43	177	34	728
Block-level meeting with key elected representatives	13	11	398	2	58	0	36	452
SMC training	15	166	16	14	13	77	13	299
District-level meeting with PRI dept.	1	0	32	0	21	0	18	71
Total	486	7,609	1,003	327	799	2,441	709	12,835

Initiatives with Gram Panchayats

The Panchayat Raj Act in the state has provision for the formation of standing committees to address concerns related to education at the block and Gram Panchayat levels. However, it has been found that these committees are not functioning actively in many of the Panchayat areas where the DEG was initiated. The functioning of Gram Panchayats is typically dominated by the pradhan of the Panchayat. Prajayatna has attempted to strengthen the Panchayat to work as an institution through processes that involve all members of the Panchayat, especially the members of the Education Standing Committee.

Out of the 1,832 Gram Panchayats across the 140 blocks, the identification of the Education Standing Committee members was completed in 1,330 Gram Panchayats across 73 Blocks. Where it was not possible to facilitate the formation of the Education Standing Committees, Prajayatna has worked with elected members at the block or Gram Panchayat level to work towards making an educational plan and implementing these plans.

DEG in Uttar Pradesh in 2014–15

In Lucknow,

- During a Gram Panchayat network meeting conducted in Bakshi Ke Talab block's Singhamau Gram Panchayat, request for an Anganwadi building was presented. The Gram Pradhan took initiative and immediately procured land for the same.

In Bareilly,

- During the Gram Panchayat network meeting in Bhuta block, a plan was made to conduct medical check-ups for students of Kuandada primary school. The members of the SMC contacted the Primary Health Centre Officer and organised the same.

- During a Gram Panchayat meeting in Chandua, Alampur block, the issues of shortage of teachers, low enrollment and unclean school premises were discussed. Accordingly, an action plan was developed. Under the leadership of the SMC, two new teachers joined the school. About 40 children have since re-joined the school and the school premises are being regularly cleaned.

In Kanpur Dehat,

- The SMC of Jallapur primary school in Rajpur block's Jallapur Panchayat took up the responsibility of ensuring basic infrastructure for the school. As a

result, a hand pump was installed and a brick path (khadanja) laid.

- During a Gram Panchayat network meeting, the head teacher of Sahabapur primary school in Rajpur block's Sahabapur Panchayat took on the responsibility for repairing the hand pump and toilet. The school now has a functional toilet and hand pumps.

In Rae Bareilly,

- A proposal for the construction of the Anganwadi centre in Unchahaar block's Kotara Bahadurgunj Panchayat was mooted during the Gram Panchayat network follow-up meeting. Land has been obtained and the construction of the centre is in progress.

In Aligarh,

- The Ajaniya primary school in Chandaus block's Jaamnaka Gram Panchayat used to remain locked most of the time without teachers. This was because one teacher was made Block Resource Coordinator (BRC) and the other was made Block Level Officer (BLO). In order to address this issue, a village meeting was organised with the Block Education Officer (BEO). Following this, two new teachers were appointed and the school has become active now.
- It came to light during the Shikshan Gram Sabha in Lodha block's Karsua primary school that the school faced two major problems—the first problem being the untidy and overgrown school premises and the second a dysfunctional hand pump, due to which children had to cross the highway to access water. The Pradhan responded to the two problems and ensured that the school premises were cleaned up and cemented through the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) scheme and the hand pump was repaired.

In Sultanpur,

- During the Akhand Nagar block's Isaupur Gram Panchayat network meeting, it was found that only 33 children were enrolled in the Harjan Basti primary school. A decision was thus taken to follow up with the parents to increase enrollment, as a result of which 26 additional children have been enrolled.
- In Akhand Nagar block, it was also found during the Shikshan Gram Sabha in Dharmapur Gram Panchayat's Gopalpur primary school that there were only two teachers for 116 children. A requisition for an additional teacher was filled out and a quick appointment was made.

In Ghazipur,

- During the Shikshan Gram Sabha in Devkali block's Budhanpur primary school, it was found that though there were 22 children, no teachers or education volunteers were available. Despite repeated written requests from the SMC president, the problem was not

addressed. The pradhan assumed responsibility and the Panchayat education committee along with the SMC gave a proposal to the Basic Shiksha Adhikari, following which a teacher was finally appointed to the school.

In Baharaich,

- The Pachlakhi higher primary school in Kesarganj block's Kohli panchayat did not have any teacher and had to depend on an irregular education volunteer. Based on the work plan made in the Shikshan Gram Sabha, the SMC raised the issue with the BEO. A head teacher has now been appointed to the school.
- In Gram Panchayat Narayanpur, after community efforts, a head teacher has been appointed in Dham-sidihava higher primary school. This has led to an increase in attendance from 55% to 70% and also increased enrollment.

In Amethi,

- During the Panchayat network meeting in block Bhetua, the issue of lack of drinking water for Laniyapura higher primary school was discussed. Subsequently, the issue was taken up with the water supply department and resolved.
- The Pure Ambar primary school in Jagadishpur block had no teachers for its 105 children. This issue was discussed in the Panchayat network meeting. Based on the proposal submitted to the Education Department, two teachers were appointed.

In Barabanki,

- In the Odaria primary school in Nindura block, despite an enrolment of 150, only 85 children attended the school. A plan to increase the attendance was made in this Shikshan Gram Sabha. Through community efforts, the attendance increased to 95.
- The hand pump in the Badna Valipur primary school in Hydergarh block's Badhna Valipur panchayat was repaired immediately by a Gram Panchayat representative and members of the SMC after a Shikshan Gram Sabha in the village.

In Chitrakoot,

- During the Gram Panchayat network follow-up meeting in Karvi block's Chandragahana panchayat, the head teacher of Chandragahana primary school requested the repair of classrooms. The pradhan acted on the request and repair works were carried out immediately.
- There was discussion about the lack of teachers for the 64 children in the Itaura primary school in the Pahadi block's Itaura panchayat during the Gram Panchayat network meeting. After the necessary efforts by the community, an assistant teacher from Checharia Khurd School has been sent to teach at the Itaura school.

More than 340 NGOs were reached through the orientation workshops. Out of this, approximately 200 NGO representatives went through field-exposure visits.

2.3 Citizens' Reports

A total of 10 and 11 citizens' reports were brought in the reporting period across the five districts of Rajasthan and 11 districts of Uttar Pradesh respectively. These were extensively circulated to SMCs, functionaries from the Department of Education and representatives from the Panchayat Raj institutions.

2.4 Dissemination of Learning

More than 120 members from 10 NGOs, reaching out to 12 districts of Rajasthan, visited Prajayatna and observed the various community processes with an objective of starting similar initiatives in their working districts. Similarly, Prajayatna has hosted at least 30 different organisations in Uttar Pradesh, reaching out to 275 members to observe and understand the work, so that similar initiatives could be attempted in their work areas, especially in eastern Uttar Pradesh.

2.5 Expansion

In June 2013, a meeting was conducted with Prajayatna to deliberate upon the expansion of the DEG approach in new districts. Considering the DEG's existing coverage, i.e., 16 districts out of 108 districts, and inter-district diversity in Rajasthan and Uttar Pradesh, it was decided to expand the DEG approach and enrol more partners. Local NGOs who had similar concerns about education were identified and capacity-building exercises done with them. In case of Uttar Pradesh, SATHI, a network of organisations working in the social sector, was identified as a partner and collaborative efforts were initiated to seed the expansion work in the eastern UP region.

2013–14 More than 340 NGOs were reached through the orientation workshops. Out of this, approximately 200 NGO representatives went through field-exposure visits. A summary of the year's capacity-building initiatives is presented in Table 2.6 below.

Table 2.6 Capacity-Building Initiatives with Newly Identified DEG Partners, 2013–14

S. No.	States	District Exploration	Orientation workshop about the DEG approach		Field Exposure		Planning Meeting	
		No. of Districts	Workshops Conducted	No. of NGOs Reached	Districts	NGO Participants	Districts	Participants
1	Uttar Pradesh	25	6	328	20	200	19	570
2	Rajasthan	11	3	13	4	33	4	27
	Total	36	9	341	24	233	23	597

2014–15 Following up on the previous year's initiatives, in Uttar Pradesh, a workshop was conducted in Allahabad for the NGOs working in Bhadohi, Fatehpur, Kausambhi and Allahabad districts which saw participation by 50 members from 40 organisations. In Rajasthan, five orientation workshops were conducted in Jaipur, Jaisalmer, Barmer, Bikaner and Banswara districts, in which 52 members from 38 organisations participated.



In the same year, seven exposure visits were conducted for NGOs working in Sonebhadra, Mirzapur, Chandauli, Allahabad, Fatehpur, Kausambhi and Bhadoi. Representatives from 81 organisations participated in the exposure visits. In Rajasthan, two field exposure visits were conducted for representatives from six organisations working in Bikaner, Baran, Jhalawar, Hanumgarh, Bhilwara, Banswara and Dungarpur districts. In Uttar Pradesh, 1,263 volunteers were trained in the districts of Varanasi, Gorakhpur, Jaunpur, Ballia, Azamgarh, Siddhartnagar, Sonebhadra, Chandauli, Shravasti and Ambedkar Nagar. In Rajasthan, trainings were conducted in Hanumgarh, Bhilwara, Jhalawar, Baran, Bikaner, Dungarpur and Banswara districts, reaching out to 67 volunteers across 12 organisations.

2.6 Study of Panchayat Raj Institutions and School Management Committees

An observational study on policy provisions and field implementation, 'Dimensions and Dynamics of PRIs' and SMCs' Engagement with Elementary School Education' was conducted in 26 districts across Madhya Pradesh, Odisha, Tamil Nadu and Uttar Pradesh. In Madhya Pradesh, the districts of Balaghat, Bhopal, Dhar, Gwalior, Panna and Shahdol were covered. The districts of Bargarh, Bolangir, Kalahandi, Nayagarh, Sundargarh and Rayagada were covered in Odisha. The Uttar Pradesh districts included Allahabad, Ballia, Mainpuri, Muzzaffarnagar, Sonbhadra, Agra, Bijnour, Gorakhpur and Sitapur districts in Uttar Pradesh. The districts of Erode, Cuddalore, Puddukkottai, Thiruvannamalai and Virudunagar were included from Tamil Nadu.

It was observed that the extent of involvement of PRIs and community institutions (such as SMCs) in the governance of school education at the grassroots level is not adequately known in the context of the changed scenario necessitated by the RTE Act. How effectively such institutions and platforms are functioning vis-à-vis their role in education and to what extent they have achieved the objectives for which they were created remain to be explored.

The Foundation also carried out an observational study on the dimensions and dynamics of engagement by PRIs (at all three i.e. village, block and district, levels) and SMCs with government elementary-school education. The study primarily focused on the implementation aspect of policy provisions relating to the PRI/SMC-school interface in different districts, across states. The study also looked into the awareness levels of the stakeholders in school education with respect to the RTE and the status of its implementation.



Rajiv Gandhi Cambridge Scholarships

The Rajiv Gandhi Foundation and the Cambridge Commonwealth, European and International Trust (CCEIT) have been supporting young and promising students since 1994. In 2013, the Foundation, in association with the CCEIT, initiated the Rajiv Gandhi Cambridge Scholarships. The scholarship programme aims to enable outstanding Indian students to gain a Master of Philosophy degree in Education at the University of Cambridge. Each scholarship is of one year's duration and covers:

1. University tuition fees at the relevant rate
2. Approved college fees
3. An annual stipend sufficient for a single person



Selection Criteria

Scholars availing themselves of this opportunity must:

1. Be normally resident in India
2. Possess a master's degree from a reputed university in India
3. Apply to the University of Cambridge according to the published procedure and timetable, be offered admission, and fulfill all academic requirements set by the University (including the requisite English language qualifications)
4. Be under the age of 35 years at the time of application

Priority will be given to candidates who have field experience in education in India, and/or have published a paper in a reputed journal, and/or have made a presentation at a relevant conference.

In 2014, **Meghna Nag Chowdhury** received the Rajiv Gandhi Cambridge Scholarship to pursue MPhil in Education at Cambridge University.

Meghna studied mathematics for her undergraduate degree at the University of Delhi, where she held the first position in the first year and third position overall. She pursued her mathematical interest by obtaining an MSc in Applicable Mathematics from the London School of Economics and Political Science (LSE), London, in which pursuit she received a distinction. In her role as a consultant with the Abdul Latif Jameel Poverty Action Lab (J-PAL), Meghna piloted a mathematic games programme designed for children residing in the slums of Delhi. As a development editor of mathematics textbooks with Oxford University Press, she has handled publishing projects from their inception until the books went into production.



TEACHER EMPOWERMENT

The Rajiv Gandhi Foundation envisions schools as a site of social transformation. However, to make this transformation a reality, it is also vital to catalyse and develop the most crucial link in this transformation—the teacher. With this in mind, the Foundation sought to improve teacher education through its Teacher Empowerment programme.

The Teacher Empowerment programme seeks to provide a robust and comprehensive framework of analysis and intervention for building the capacity of teachers and refining the teacher management system. The programme also strives to enable teachers to evolve pedagogical practices that encourage critical thinking in children, versus the pursuit of a curriculum-driven learning structure. This programme also emphasises the need for and seeks to empower the teachers to support the facilitation of each child for their access to learning, irrespective of caste, community, religion, gender, socio-economic equation, region, etc.



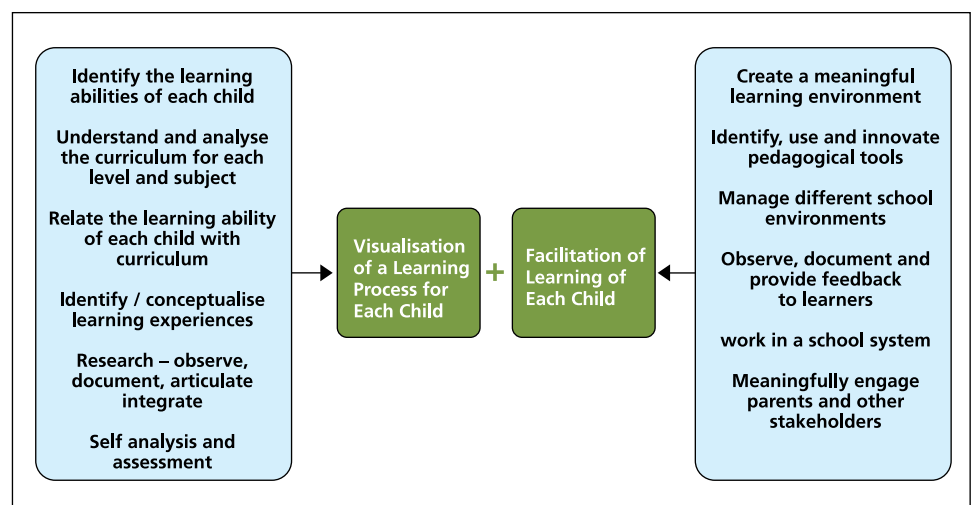
4.1 Support to DIETs for conducting D.El.Ed.

2013–14 The Foundation expanded the processes for supporting District Institutes of Education and Training (DIET) for conducting the D.El.Ed. In Assam, for instance, only 18 out of 27 districts have a DIET. The support to DIET Jorhat, Assam, initiated in 2012–13, continued with emphasis on mentorship provided by the faculty of the DIET to student teachers undergoing the D.El.Ed. course. In June 2013, support was also extended to DIET Jorhat for developing the school internship component of D.El.Ed. and for using group work as a teaching strategy.

Other support offered to various DIETs include development of course outlines, pedagogical strategies and formative assessments. Such support has been based on the Teacher Abilities Framework jointly developed by the Foundation team and DIET faculty in Jorhat. In September 2013, inputs were provided to DIET Jorhat for adopting a new routine for the D.El.Ed. This was followed by the creation of a six-month plan for DIET Jorhat in October 2013. This support was also initiated in two more DIETs of Assam, Dibrugarh and Goalpara, where initial consultations were held too.

2014–15 The Foundation continued its support to DIETs to conduct D.El. Eds.

Figure 3.1: Conceptual Framework of Teaching Abilities: Developed with DIET Jorhat



DIET Jorhat

In order to continue the mentoring and assessment of student teachers based on the already identified teacher abilities, efforts have been made to prepare rubrics for each of the identified abilities in 2014–15. The faculty of DIET, Jorhat worked in groups and held a series of discussion in the month of April 2014 to develop the rubrics in question. The Foundation provided support by setting the framework (shown in Fig. 3.1), organising the group meetings in the DIET and facilitating and participating in the discussion.

DIET Goalpara

The initiative of supporting the D.El.Ed. course in the Goalpara DIET was formally started with an introductory workshop, facilitated by the

The Foundation provided support by setting the framework, organising the group meetings in the DIET and facilitating and participating in the discussion.

Foundation and held in the DIET during April 9–11, 2014. The workshop intended to orient the faculty towards process-based teacher education as envisaged by the NCFTE. Issues like constructivism, NCFTE, multilingualism and difficulties faced in the D.El.Ed. programme were discussed. After a series of sessions following the introductory workshop, the faculty decided to take up various dimensions of process-based teacher education by bringing in changes in the way they were conducting classes for the D.El.Ed course. A 10-day programme was implemented during December 11–24, 2014, where the faculty prepared course notes for their routine classes and observed the classes of their colleagues. The DIET lecturers also held a reflection workshop on January 28, 2015, to study and reflect upon the course notes, observation notes and videos of the programme.



DIET Nagaon

The introductory workshop facilitated by the Foundation in the Nagaon DIET was held on February 4–5, 2015, with 16 DIET faculty members participating. The workshop aimed at identifying areas where the Foundation could support the DIET faculty in effective implementation of the D.El.Ed. curriculum. The lecturers gave detailed feedback on the current implementation of the course in the DIET. The workshop covered aspects like the nature of changes in the contemporary school classroom, characteristics of a quality teacher, guiding principles of teaching in the context of the National Curriculum Framework, curricular areas of the D.El.Ed., etc.

Mentorship Programme, 2013–14

Constructivist teaching demands more attention be given to the previous knowledge base and the context of the students. In the present scenario of classroom practices in the DIETs, faculty get less scope to 'know their students'. After a series of discussions, it was decided to assign the responsibility of guiding and supporting a group of 3–4 student teachers to each faculty. The faculty concerned was to mentor his/her group of students throughout the course period. This allowed the teacher educator to assess the abilities of the student teacher and emerge with effective pedagogical strategies.

Mentoring the student teacher was planned as a continuous activity to be undertaken by faculty members. The goal is to facilitate the student teacher in improving their teaching abilities. The faculty members decided to try formative assessment based on the three-stage pattern—evolving, involved, self-directed—for each teaching ability during the mentoring review. During discussions, it was concluded that the first teaching ability (ability to comprehend and articulate written and verbal materials) could be assessed through in-house activities. For assessment of the further abilities, the student teacher and mentoring faculty member will have to go to school. It was also suggested that we can organise mock classes among student teachers with limited scope to work and review each others' abilities.

The student teachers in the erstwhile third and first semesters were assigned to the faculty members for mentoring. It was decided to do a mentoring review on every Monday on a weekly basis. All faculty would give feedback to the mentor about his/her group of mentees on a quarterly basis. In addition, they would facilitate the student teacher in the regular classes.

Accordingly, the first mentoring review that was conducted on November 18, 2013, specifically focused on the first teaching ability for the student teachers of the first semester (second batch). The processes were again conducted twice in December till the examinations started. Faculty were of the opinion that the mentoring process would definitely help them in understanding and supporting their students better.

The Foundation completed its study in eight states, where 76 DIETs were covered to understand the common practises and perceptions of elementary teacher educators

Further Support to DIET Associations

In order to share ideas and experiments with a large number of teacher educators, the Foundation reached out to the associations of DIET faculty members in the states of Assam and Mizoram. The Foundation supported the association in Assam to hold a two-day workshop on conducting D.El. Ed. courses. Almost all DIETs of Assam participated in this workshop. The discussions covered several aspects, including the approach to learning and teacher education encapsulated in the National Curriculum Framework, 2005. Though the teacher educators present noted the limitations placed on them by the system, they also expressed their willingness to engage themselves in processes that would strengthen the D.El.Ed. programme and produce better elementary teachers for the state.

The association of DIET faculty members in Mizoram also organised a three-day workshop to prepare for the revised D.El.Ed. curriculum starting July 2014.

4.2 Research on Elementary Teacher Educators

Teacher educators have a crucial role in ensuring the schools transition to the learning processes envisaged in the National Curriculum Framework, 2005, and subsequently in the Right to Education Action Act, 2009, and the National Curriculum Framework for Teacher Education, 2010. Anecdotal evidence, however, suggests that the teacher educators are yet to make the shift themselves.

2013–14 In order to understand the practices and perceptions of elementary teacher educators regarding learning and teaching, the Foundation initiated a detailed study. The study was initiated in collaboration with the respective State Councils for Education Research and Training (SCERTs) in all eight north-eastern states. Out of the 14 identified DIETs, the three from Assam have been covered already.

2014–15 The Foundation completed its study to understand the common practices and perceptions of elementary teacher educators. The details of the sampling exercise are presented in Table 3.1.

Table 3.1 Elementary Teacher Educators Surveyed

S. No.	States	DIETs in State	DIETs Sampled	Names of DIETs Sampled
1	Arunachal Pradesh	7	1	Pasighat
2	Assam	27	4	Sivasagar, Nagaon, Kokrajhar & Cachar
3	Manipur	9	2	Imphal & Kakching
4	Meghalaya	9	2	Resubelpara & Thadlaskein
5	Mizoram	8	1	Aizwal
6	Nagaland	11	2	Kohima & Tuensang
7	Sikkim	1	1	Gangtok
8	Tripura	4	1	Agartala
	Total	76	14	

4.3 RGF Chair on Teacher Development and Management at NUEPA

The Foundation supported the National University of Education Planning and Administration (NUEPA) to establish a chair titled the ‘Rajiv Gandhi Foundation Chair for Teacher Development and Management’. This chair is expected to encourage research and analysis relating to teacher development and management-related issues, with a view to evolving policies and practices to improve the effectiveness of the teacher management and development systems in different states and union territories in India.



2013–14 As part of this chair’s workings, NUEPA initiated a national study to analyse the ‘Working Conditions of Teachers’. The scope of the study includes issues like recruitment policies and processes, deployment, transfers, remuneration, professional development, promotions, grievance redressal, etc. The study is being carried out in the states of Uttar Pradesh, Rajasthan, Jharkhand, Mizoram, Odisha, Karnataka, Tamil Nadu, Punjab and Madhya Pradesh. In October 2013, a ‘brainstorming session’ was conducted to give a structure to the research on teacher management being undertaken under the NUEPA chair.

In February 2014, a meeting was held to review the progress of the study being conducted on the working conditions teachers too. For this project, NEUPA—under the aegis of the Chair on Teacher Management and Development, funded by Rajiv Gandhi Foundation— had initiated a study to understand the working conditions of elementary and secondary school teachers in nine states of India, namely, Jharkhand, Karnataka, Madhya Pradesh, Mizoram, Odisha, Punjab, Rajasthan, Tamil Nadu and Uttar Pradesh. The World Bank was invited to join as a technical partner in the study.

The study has shown that the broad guidelines drawn up at the national level have had and will continue to have an important role in facilitating a dialogue about issues related to teacher management. That being said, the vast majority of teachers are state-government employees. There is an urgent need for each state to develop a comprehensive teacher-management policy, one that includes a clearly laid-out teacher-recruitment protocol, transfer regimen and clear guidelines with respect to related matters like teacher deputation to administrative duties, education-related duties and promotion criteria. But a comprehensive policy is not enough. It needs to be supported by structures that allow practice to follow in a transparent manner, reducing the stress, delays and confusion associated with non-transparent processes.

Meanwhile, the National Centre for School Leadership (NCSL), a newly established centre at NUEPA, has the mandate to strengthen leadership in schools. The NCSL invited the Foundation to be a member of the National Resource Group (NRG). The NRG is expected to advise and support the NCSL in evolving the leadership programme. During this year, team members of the Foundation attended two meetings of the NRG.

2014–15 In the 3rd Advisory Committee meeting of the RGF Chair conducted on December 12, 2014, the draft report on the status of the



“Nine-state study of teachers in the Indian Education system” was discussed. Prof. Vimala Ramachandran, NUEPA, presented the main findings of the study.

The study highlighted that there is an urgent need for each state to develop a comprehensive teacher management policy, one that includes a clearly laid out recruitment protocol, transfer regime and clear guidelines with respect to related matters like teacher deputation to administrative duties (as block- or cluster-level administrative official), education-related duties (into DIET, CRC and BRC, as key resource persons) and promotion (to Head Master or Head Teacher posts). It also states that a comprehensive policy alone is not enough, but needs to be supported by structures that allow practices to follow in a transparent manner, reducing the stress, delays and confusion that are generally associated with non-transparent processes. This study was among the first of its kind in India to address important management issues concerned with government-school teaching in the country. The national synthesis of the state reports was shared in a one-day workshop at the India International Centre, New Delhi on March 20, 2015.

4.4 Technical Support to Other Organizations

2013–14 The Foundation was invited to be a part of the research team for the study on ‘Working Conditions of Teachers’ for the state of Mizoram by Institute of Advanced Studies in Education (IASE), Aizawl. The IASE is NUEPA’s partner agency in Mizoram.

The same year, the Foundation was also invited by the Ministry of Human Resources Development (MHRD), New Delhi, to be a member in a Joint Review Mission (JRM) on the Centrally Sponsored Scheme for Teacher Education (CSSTE) for the state of Meghalaya and a follow-up mission to the states of Assam and Meghalaya. The main objective of the JRM is to review the status of progress and consider issues related to programme interventions under the Scheme. The reports of the JRM were well received by the respective state governments as well as the MHRD.

The College of Teacher Education, Shillong, organised a five-day workshop over July 2–6, 2013, on ‘Implications of Constructivism for Learning and Teaching’. The Foundation was invited to conduct a one-day session to support the designing of their in-service teacher training programmes.

2014–15 The programme team of the Foundation facilitated a one-day conclave of secondary-level (B.Ed.) teachers in Shillong on May 30, 2014. The conclave on ‘Constructivist-Based Experiential Learning in Teacher Education’ was conducted as part of the College of Teacher Education (PGT)’s golden jubilee celebrations, focused on teachers from the state of Meghalaya.

Natural Resource Management

The Rajiv Gandhi Foundation has been supporting the Gram Gaurav Sansthan to improve livelihoods and increase resilience of vulnerable communities in the Dang region of Rajasthan state. The major focus of the project is to extend support to the local community for augmenting water resources, scaling up soil conservation, and enhancing agricultural production in the project-supported villages. Education and health are the other focus areas.

2013–14 This project was implemented in 74 targeted villages located in the Dang region of the Karauli and Dholpur districts of Rajasthan. The Dang region is close to the state boundary of Rajasthan and Madhya Pradesh, and runs north–south with the Chambal River, stretching from Dholpur in the north to Sawai Madhopur district in the south. The Dang is a highly undulating plateau region which drains into the Chambal through steep gorges. The villages in the Dang are mostly located on the



flat top of the plateau, with only a few located at an intermediate level. The habitations in the Dang are typically located in deep forests, most of them scattered. Because of the geographical location and the tough topography, villages in this region are deprived of fundamental services like health, education, road, electricity, drinking water etc.

2014–15 Gram Gaurav continued to build water harvesting structures, nurtured new partnerships, expanded the self-help group (SHG) network, promoted the System of Rice Intensification (SRI) and facilitated effective dialogues on water conservation during the run-up to local body elections.

5.1 Water Harvesting and Wasteland Development

2013–14 During this year, Gram Gaurav focused on creating new structures while also renovating and improving capacities of old water-harvesting structures (WHSs). Altogether nine new WHSs were constructed and six old structures were renovated. Efforts were made to mobilise maximum community contribution towards these activities. The details of the completed WHS are presented in Table 4.1.

In village Maharajpura, a 700m diversion channel was constructed. This channel increased the catchment area by 4 sq. km, resulting in increased area under cultivation and assured irrigation for two seasonal crops.

Demonstration farms for systematic intensifications of rice and wheat growing techniques were also set up to encourage farmers to adopt these.

Table 4.1: Completed Water Harvesting Structures, 2013–14

S. No.	Village Name	Type of WHS	Name of the WHS	Cost Details				
				RGF	%	Local	%	Total
1	Biramka	Pokhar (New)	Ondhi Nali	99,224	67	49,462	33	1,48,386
2	Ghasingpura	Pagara (New)	Kem Wala	33,200	41	47,650	59	79,650
3	Barki	Anicut (Old)	Ank Wala	1,79,110	49	1,85,400	51	3,64,510
4	Maharajpura	Pokhar (Old)	Bada Taal	47,240	10	4,08,925	90	4,56,165
5	Biramka	Pokhar (Old)	Sidh Sarovar	0	0	62,000	100	62,000
6	Biramka	Pokhar (Old)	Kesu Wali	0	0	32,000	100	32,000
7	Ghasingpura	Pokhar (Old)	Kem Wali	0	0	60,000	100	60,000
8	Ghasingpura	Pokhar (Old)	Kodan Wali	0	0	20,000	100	20,000
9	Biramka	Pokhar (New)	Mesra Wali	30,634	67	15,166	33	45,800
10	Beharda	Pokhar (New)	Babul Wali	59,722	67	29,711	33	89,433
11	Morachi	Pokhar (New)	Inam Wali	83,445	67	41,572	33	1,25,017
12	Rajarampura	Pokhar (New)	Nand Bhumiya	48,939	67	24,110	33	73,049
13	Kot	Pokhar (New)	Phuta Band	1,08,699	67	54,202	33	1,62,901
14	Rajpur	Pokhar (New)	Rajola Wali	61,477	67	30,589	33	92,066
15	Albatki	Pagara (New)	Gher Wala	1,07,476	52	97,400	48	2,04,876
Total				8,59,166	41	11,58,187	59	20,15,853

2014–15 Gram Gaurav Sansthan partnered with NABARD to construct 13 pagaras (water harvesting dams) in 5 villages (Table 4.2). This has brought an additional 113 bigha land under cultivation.

In village Maharajpura, a 700m diversion channel was constructed. This channel increased the catchment area by 4 sq. km, resulting in increased area under cultivation and assured irrigation for two seasonal crops.

Table 4.2 Partnership with NABARD, 2014–15

S. No.	Household	Village	Gram Panchayat	NABARD Contribution (Rs)	Community Contribution (Rs)	Total Cost (Rs)
1	Battu Gurjar	Chaubeki	Rahir	26,470	28,200	54,670
2	Chote Lal Meena	Kashiyapur	Langra	75,340	78,050	1,53,390
3	Dinesh Kachri	Chaubeki	Rahir	10,170	13,170	23,340
4	Gopal Gurjar Gale	Alabtaki	Rahir	58,850	54,500	1,13,350
5	Hari Charan	Nareki	Kailadevi	20,450	22,400	42,850
6	Jairam Meena	Barki	Kailadevi	21,070	23,400	44,470
7	Lala Ram Meena	Nareki	Kailadevi	28,880	29,200	58,080
8	Ram Dayal	Chaubeki	Rahir	25,355	30,400	55,755
9	Ramcharan	Kashiyapur	Langra	71,975	73,350	1,45,325
10	Ramfal Gurjar	Alabtaki	Rahir	43,350	47,817	91,167
11	Ramroop Gurjar	Kashiyapur	Langra	63,850	66,445	1,30,295
12	Shivcharan	Nareki	Kailadevi	19,280	20,600	39,880
13	Shivram Meena	Kashiyapur	Langra	28,900	27,600	56,500
	Total			4,93,940	5,15,132	10,09,072

5.2 Enhancement of Agriculture Productivity

2013–14 With the aim of enhancing agriculture productivity, Gram Gaurav continued its efforts on the System of Rice Intensification (SRI) in 10 project-supported villages. Meetings were organised in the villages to motivate the farmers to adopt the SRI technique. During the year, the SRI technique was implemented in 98 bighas of land. The 60 interested farmers were supported with inputs and other essential technical guidance. As per the demand of the farmers, 490kg of advanced quality of seed was selected and distributed. The farmers were also guided on seed treatment and appropriate sowing methodology.

During the wheat cultivation season, the team focussed on seed treatment mainly. Camps in 20 villages were organised for on-site technical support.

A summary of the coverage is presented in Table 4.3.

Table 4.3 Coverage of SRI and SWI Projects, 2013–14

Crop	No. of Farmers	No. of Villages	Land (bighas)	Seed Distribution (kg)	Seed treatment (kg)
SRI (Paddy)	60	10	98	490	490
SWI (Wheat)	125	20	250	0	3,750

2014–15 Next year, Gram Gaurav partnered with 41 farmers to take forward the SRI project. As part of this programme, 79 bighas were brought under SRI cultivation.



5.3 Community-based Seed Management

2013–14 In an agrarian economy, the importance of easy availability of seeds can hardly be overemphasised. In order to ensure good quality and sustained availability of seeds, the idea of seed banks was mooted. It was also envisaged that the seed banks would conserve the indigenous variety of local seeds which are on the verge of being extinct.

During the year, seed banks in Shayampur Pator and Ghasingpura villages started their operations. Meetings with the Jal Samittee members in both villages were organised and the operational mechanism and community's role clearly explained. These seed banks have been able to distribute 490kg of paddy seed to the farmers during the Kharif season.

2014–15 Another 445 kg of seeds were provided to farmers.



5.4 Soil and Water Conservation

2014–15 In order to highlight the need for conversation, Gram Gaurav facilitated a village-level meeting on October 26–27, 2014. The villagers and aspiring contestants for the upcoming local-body elections participated in the meeting. During the meeting, discussions on soil and water conservation were held to spread awareness and facilitate dialogue among the multiple stakeholders. The villagers shared that they would support only those candidates who would work for the development of the village.

In order to spread awareness about the need to conserve and promote natural resources, Gram Gaurav organised a march and roadside meetings from Mahabaleshwar to Bapumaharaj as well. During these meetings, the villagers were also made aware of the funds available with the Gram Panchyat for such activities.



5.5 Formation of Self-Help Groups

2013–14 In addition to water harvesting structures and agriculture, Gram Gaurav also invested in creating and nurturing women's self-help groups. In order to orient the community members and staff, training and exposure visits to the Rajiv Gandhi Mahila Vikas Pariyojana (RGMVP) centre were organised during June 2013. After the training, processes for the SHG formation started. During the year, Gram Gaurav was able to form 40 SHGs in 20 villages.

2014–15 Next year, Gram Gaurav formed 39 new SHGs, thus taking the total number to 79. As a result, 859 women joined the SHG movement. The monthly savings of the groups amounted to Rs 82,555. Six groups were linked to the bank during the year.

5.6 Learning Programme

2013–14 The scattered habitations of the Dang and its difficult topography has an adverse impact on availability of education facilities. Children from many villages are forced to walk 4 or 5 km to attend school in the adjoining villages. As a result, large numbers of children in the age group of 4 to 10 years become dropouts. In order to address this issue, Gram Gaurav initiated community-based learning centres in five villages. The current total enrollment is 149 children. These learning centres have adopted a multi-grade and multi-level (MGML) learning methodology, inspired by the Rishi Valley Education Research Institute (RIVER). The details of the learning centres are presented in Table 4.4.

Table 4.4 Learning Centres run by Gram Gaurav, 2013–14

S. No.	Villages	No. of Enrolled Children		
		Boys	Girls	Total
1	Rasilpura	12	16	28
2	Dhodhaki	20	15	35
3	Richraki	18	6	24
4	Patikapura	27	6	33
5	Gopalpura	18	11	29
Total		95	54	149

During the year, monthly meetings of the village education committee were organised and details of the educational progress and impediments were shared with parents. In addition, teachers' refresher meetings were also organised to review the performance of schools and students.

5.7 Improving Mother and Child Health

2013–14 The villages supported by the project are devoid of basic health facilities. Due to this, pregnant women going into labour have to be carried long distances on cots by their menfolk. Such time delay and improper care has resulted in a number of fatalities. In order to address this issue, Gram Gaurav has started a helpline. Through this helpline, the organisation provides an ambulance facility during any emergency. During the year, a total of 284 safe deliveries in government hospitals was facilitated. The families also received benefits through the government's Janani Suraksha Scheme.

In addition to water harvesting structures and agriculture, Gram Gaurav also invested in creating and nurturing women's self-help groups. As a result, 859 women joined the SHG movement.

5.8 Disaster Relief Work in Jammu and Kashmir

Gram Gaurav supported the Rajiv Gandhi Foundation in carrying out disaster relief work during the 2014 floods in Jammu and Kashmir (see Chapter 5). The Gram Gaurav team worked round the clock for 10 days and provided food, medicines, blankets and water to the flood victims.



Disaster Relief

RGF Relief Operations during Disasters

In September 2014, the state of Jammu and Kashmir was hit by devastating floods. More than 280 people lost their lives and nearly 6 lakh people were left homeless. Around 400 villages were heavily submerged in flood waters and fear of the spread of diseases loomed large. The onset of winters made things worse for the homeless. Quickly responding to the disaster, the Foundation carried out relief activities in five flood-affected districts of Kashmir, namely Anantnag, Bandipore, Baramulla, Budgam and Srinagar. Due to the mobilisation efforts and direct community outreach, nearly 5,000 families were provided relief material on their doorstep. The Foundation's medical team attended to more than 9,000 patients and provided them free medicines. Around 1,200 blankets and woollens were distributed to protect those affected from the cold. The Foundation also helped operate free langars, providing three meals a day to those stranded. Efforts were also made to provide pure drinking water through RO-based plants set up in affected areas.

In November 2014, heavy rains caused severe damage to the homesteads of the tribes residing in the Khasi and Garo hills of Meghalaya. In partnership with Bakdil, a local NGO, the Foundation carried out relief work in the affected areas. Support in the form of medicines, woollens and relief materials was provided to those impacted by the rains.



RGICS

Rajiv Gandhi Institute for Contemporary Studies, 2013–15

7.1 RGICS: Vision and Mission

The Rajiv Gandhi Institute for Contemporary Studies (RGICS) was set up in 1991 as an independent national policy think tank. Over the last quarter century, RGICS has established itself as a leading think tank, making important contributions to policy research and development in a wide variety of areas. As the range and complexity of State policies expanded exponentially during this period, governments increasingly sought expert inputs in policy development. In turn, this led to rapid growth in the number of think tanks in India, especially those serving governments, donors and business. However, the growth of think tanks largely failed to meet the policy support needs of marginalized sections whose voice and interests became increasingly left out of policy development processes and deliberations. Starting in 2011, RGICS refocused its work to meet this gap, and has sought to be the policy think tank of marginalized sections. RGICS has brought to policy deliberations the voice and interests of socially excluded and marginalized sections on a variety of issues, guided by an overall vision of catalysing egalitarian change – social, economic and political—as envisaged in the Constitution of India. To this end, RGICS has sought to support democratization of public policy decision-making processes and to strengthen the relationship between politics, civil-society movements and social change.

RGICS's Mission: Catalyzing Egalitarian Change – Social, Economic and Political

RGICS implements its vision and mission through three channels:

1. On the “demand” side,
 - a. Enhancing public awareness of policy issues;
 - b. Enhancing knowledge and capacity of representatives of marginalized sections of society as well as public policy and civil society activists to participate in policy development and implementation;
2. On the “supply” side:
 - a. Reforming, developing and strengthening systems, protocols, institutions, laws and procedures for democratic policy development and implementation



7.2 Main RGICS Activities (2013-2015)

Advisory Services

1. Policy Briefs

More than 170 policy briefs* have been prepared on critical social, economic and political issues.

*the detailed list of briefs is presented in the Annexure

2. Seminars and Conferences

Seminars were organised in Guwahati and Cuttack for members of youth organisations on significant socio-economic issues such as the Food Security Bill, the National Food Security Ordinance, and women's rights, to name a few (see Table 5.1 for a full list).

Knowledge Products

1. Books/publications

RGICS research projects have culminated in the publication of a major book in this period:

“Regional Development & Public Policy Challenges in India”, Springer, 2015

2. Policy Watch

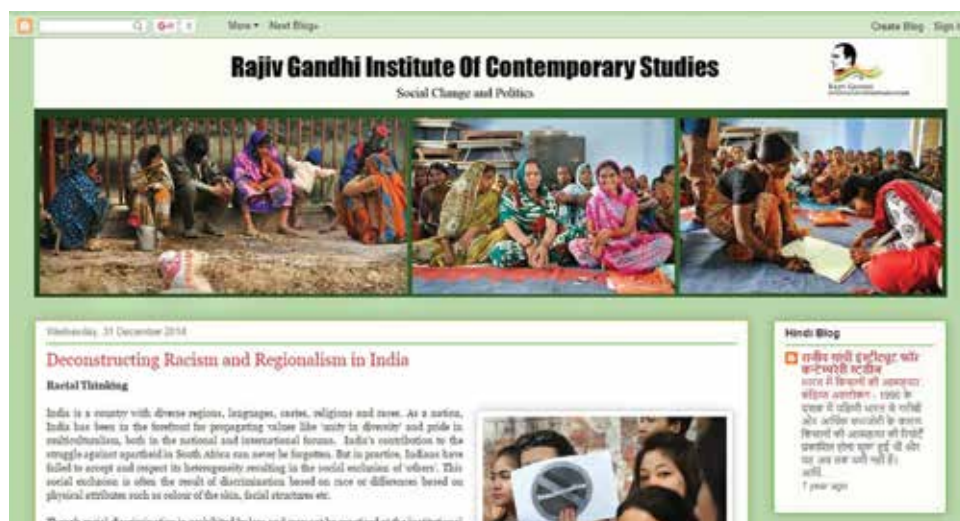
In the period April 2013–March 2015, 80 Policy Watch issues were published and disseminated a wide audience and posted on the RGICS site. A special edition of the 50th issue was also published during the period.

3. Policy Database

A compilation of over 3,000 policies from all the ministries of the Central Government was prepared, critically analysed according to RGICS' 'six-pillar framework', to test their strengths and weaknesses.

4. Blog

Acknowledging the importance of social media in policy deliberations, RGICS created a blog written in both English and Hindi. Interesting articles on policy issues written by RGICS researchers are uploaded regularly, targeting a wide audience that includes academicians, political representatives, students, civil-society organisations and NGOs. Visit <http://rgics.blogspot.in> for more information.



Research Projects and Seminars

1. Conference on “Regions and Regionalism: Issues & Concerns”

In this conference, papers on issues related to Telangana, Uttar Pradesh, North-East India and Jammu & Kashmir were discussed by academicians on June 26, 2013.

2. Seminar on “Social Movements in Contemporary India”

The first phase of this project involved the discussion of papers presented at the seminar held in October 2013. Since then, the authors have been sent revised papers, taking cognizance of discussions. The papers are now being edited for publication.

3. “Rights-based Approach to Human Development: Issues and Challenges of Policy Making”

The Rights-based Approach (RBA) project concluded in September 2013. It was a culmination of a year-long project where authors were identified to write on several aspects of RBA. After their submission of first drafts, a conference was held for further discussions. The second phase of the project was decided in a meeting held in May 2014—a publication incorporating the papers has been planned.

4. Project on “Declining Sex Ratio”

A detailed paper was developed, followed by a seminar that held in April 2014.

5. “Theoretical Understanding of Democratising Public-Policy Decision-Making Processes”

A round table discussion was organised, where distinguished professors presented their views on the subject.

6. “Migration”

A manuscript based on selected papers is ready and has been sent in for publication by the lead researcher of this project, Dr Deepak Mishra

7. “Consequences of Sex Selection”

The manuscript has been sent in for publication by the lead researcher, Professor Ravinder Kaur.

8. “Social Movements in India”

The first draft of the manuscript is ready and after internal review, will be sent to publishers for consideration.



Study Visits and Research

1. Slum visits

Researchers visited slums in the NCR, including Nithari, Rohini, Seemapuri (Indira Nehru Camp and Sarhad Puri Camp) to understand existing governance issues in those areas, like availability of civic amenities, public education and healthcare, property rights, women's issues and their safety net, access to information and social benefits, and the extent of corruption.



2. SHG model study visits

Rajiv Gandhi Research Assistants to Legislators (RG-RALs) visited Bhagalpur, Bihar and Rae Bareilly, UP, to study the self-help group (SHG) models being operated in these areas by SEWA (Self-Employed Women's Association) and RGMVP. The RALs have made presentations on these two field trips at RGICS.

3. Policy content of election campaigns -- observation study

During the pre-Election period in 2014, the RG-RALs visited various constituencies in Delhi, Jabalpur, Kasaragod, Imphal, Mand-saur and Bangalore to understand how policy issues emerge and are addressed in electoral campaigns, and whether these policy issues reflect the voices and needs of marginalized sections. RALs have made presentations on their field trips to RGICS. All six reports were submitted to the Director of RGICS.

Internal Training and Brainstorming Sessions

Regular training and policy discussion sessions are for RGICS staff.

1. Meeting with the Institute for New Economic Thinking (INET)

The Institute was represented by INET President Robert Johnson, also a Senior Fellow and Director of the Global Finance Project, Franklin and Eleanor Roosevelt Institute, New York, and by Dr. Erik Berglof, then Chief Economist, European Bank for Reconstruction and Development (EBRD). The Institute supports a fundamental shift in economic thinking through research funding, community building, spreading awareness about the need for change, and encouraging free and open economic discussions.

2. Brainstorming sessions

In the spirit of engaging into discussions and policy debates, the Institute has invited distinguished guests like Prof. Tridip Suhrud, director and chief editor, Sabarmati Ashram Preservation and Memorial Trust, Murli Neelakantan, Global General Counsel of Cipla, and Anchal, a representative from an NGO, to share their perspectives and discuss significant policy issues with the researchers at RGICS.

RGICS refocused its work to meet a growing gap in policy expertise—providing policy support to people and organizations working for social transformation...

Table 5.1 Calendar, April 2013–March 2014 and April 2014–March 2015

May 23, 2013	Monthly seminar on women's rights for youth leaders	
June 25, 2013	Monthly seminar on women's rights, held in Guwahati, Assam, attended by representatives of youth organisations	
July 9, 2013	Seminar on the Food Security Bill for political representatives	
July 11, 2013	Monthly seminar on the National Food Security Ordinance, with participation by political leaders	
July 16–29, 2013	Training programme for RG-RALs 2 nd Batch	
July 26, 2013	Conference on Region and Regionalism: Issues & Concerns Papers on the following issues were discussed: <ul style="list-style-type: none"> • Telangana Issue • Uttar Pradesh Issue • The North-East Issue • Jammu & Kashmir 	Participants: Prof. B.S. Butola, Prof. Harjit Singh, Prof. K. Srinivasulu, Prof. Bupinder Zutshi Prof. Jagpal Singh

August 13, 2013	Seminar on Women's Rights held in Cuttack for youth organisations	
September 5, 2013	Conference on Rights-based Approach to Human Development: Issues and Challenges of Policy Making Papers on the following issues were discussed: 1. Rights Based Approach in the Global context: Prof. Luis Cabrera: "State, Margin and Law: Struggle for the Rights over Forest Land and Resources": Dr. Kamal Nayan Choubey 2. "Explaining Intra Household Inequalities: A Rights Based Perspective": Dr. Gyana Ranjan Swain 3. "Theoretical Approaches to Right to Food" Rozy Kumari "Hunger and the Right to Food": Nita Mishra 4. "The autonomy and usefulness of right to health": Dr. Sridhar Venkatpuram	Panel Discussants : 1. Mr. Vimalendu Jha (Swechha) 2. Mr. Ashok Sinha (Karma Consultants) 3. Mr. Vijayan MJ (Programme for Social Action) 4. Public Representatives
October 10, 2013	Slum visits by RGICS researchers	
October 16–18, 2013	SHG Field Visits by RG-RALs	
October 30, 2013	Conference on "Social Movement in Contemporary Studies" Five authors presented their papers with the following titles: 1. "The Gulabi Gang's Struggle for Justice: Vigilante Group or a Social Movement?" 2. "The Changing Contours of the Politics in Kashmiri Movement: Ideas, Practices & Responses" 3. "RTI Movement: A Sociological Analysis" 4. "Resistance, Articulation and Politics: Social Movement among the Musahar Community" 5. "Politicizing Nature: Role of Scientists in Environment Movements"	Attended by: Dr Jens Rudbeck Ms Sarbani Sharma Dr Sushree Panigrahi Dr Shilp Shikha Singh Dr Shoma Choudhury Lahiri Approx. 65 other people participated in the conference, including political leaders
January 28, 2014	Policy Watch 50th issue published	
March 3, 2014	Round-table discussion on "Theoretical Understanding of Democratising Public-Policy Decision-Making Process"	
March–April 2014	Constituency observation studies	
March–April 2014	Constituency visit by RG-RALs	
April 15, 2014	"Socio-Economic Status of Two Districts of Uttar Pradesh, Rae Bareli and Amethi: An Empirical Overview"	
May 27, 2014	Seminar on "Renewing India's Commitment to Jawaharlal Nehru's Vision", to commemorate the 125th birth anniversary and 50th year of the passing of Pt Jawaharlal Nehru	
July 21–30, 2014	Training programme for RG-RALs, 3rd Batch	

Brief analyses and background papers (issue briefs and policy briefs) were prepared on the various topics listed below in Table 5.2.

Table 5.2 Briefs Prepared

Title	
Women's Rights	1.
Kerosene Allocation to Tamil Nadu (TN)	2.
Panchayati Raj institutions (PRI) in TN, Kerala, Andhra Pradesh, Karnataka	3.
Women's Rights in North-East India	4.
The National Food Security Bill	5.
Time Series Analysis of Key Economic, Social and Governance Indicators of West Bengal	6.
Drug Abuse in Arunachal Pradesh	7.
1998 Election Age Analysis	8.
Food Security Bill for Uttarakhand	9.
Comparison between Food Security Act & Annapurna Scheme	10.
Registration of Births & Deaths Amendment Bills	11.
Food Security—Benefits to Citizens (Uttar Pradesh)	12.
Schemes of Panchayati Raj Ministry	13.
Emergency Response Service System	14.
Comparative Analysis of MGNREGA (Mahatma Gandhi National Rural Employment Guarantee Act)	15.
MHNREGA in TN, Kerala, Andhra Pradesh, Karnataka	16.
Multi-Sectoral Development Programme	17.
Narcotic Drugs & Psychotropic Substances Amendment Bill	18.
Non-Performing Assets in Banking Sector	19.
Asset Analysis—2009 Election	20.
Rupee Depreciation: Macroeconomic Instability in India	21.
Need of Reservation for Dalit Muslims and Dalit Christians	22.
Youth and Social Media in India	23.
NDA vs. UPA: Performers of Key Factors of Social and Economic Development	24.
Water Contamination in Malwa Region (Punjab)	25.
Piracy Bill, 2012	26.
Forest Rights Act	27.
Vocational Training and Skill Development Policy Transformation in India	28.
Urban Street Vendors Bill 2012—Background Paper	29.
Urban Street Vendors Bill 2012—Legislative Brief	30.
Multi-State Cooperative Societies Bill	31.
Marriage Laws (Amendment) Bill 2010	32.
Role of PRIs	33.
Concept Note on Democratising Public-Policy Decision Making	34.
Judicial Appointments Commission	35.
JNNURM	36.
MGNREGA in TN, Kerala, Karnataka and Andhra Pradesh	37.
MGNREGA in Idukki and Women's Empowerment	38.
Educational Tribunals Bill, 2010	39.
Women's Rights in Orissa	40.

Street Vendors (Protection of Livelihood and Regulation of Street Vending) Bill, 2012	41.
Centre–State Financial Relation for BIMARU States in India: Case of Bihar	42.
Centre–State Financial Relations in West Bengal	43.
Kasturirangan Report on Western Ghats	44.
Land Acquisition	45.
Registration of Births and Deaths Amendment Act	46.
Comparison of Scholarships for SC/ST Community during NDA Period and UPA Period	47.
UIDAI (Unique Identification Authority of India)	48.
External Affairs Ministry	49.
Revival and Modernisation of the Bell-metal and Brasswork Industry (component of small scale industry) in Assam	50.
Non-Performing Assets	51.
Summary: Marriage Laws Amendment Bill, 2013	52.
Summary of Observations and Recommendations, Supreme Court Commission on Extra-Judicial Killings in Manipur (January 2013)	53.
Drug Abuse in Arunachal Pradesh	54.
Unemployment in Arunachal Pradesh	55.
Corruption in Arunachal Pradesh	56.
Student/Youth interaction	57.
Political Participation of Women in Assam	58.
National Waterway (Lakhimpur–Bhanga Stretch of the Barak River) Bill, 2013	59.
Rectification/Inclusion of Communities in the ST Category in India	60.
Midday Meal Scheme: Assam	61.
National Food Security Act: Status of implementation—Assam	62.
National Food Security Act: Status of Implementation—Arunachal Pradesh	63.
Doubling of Railway Tracks—Assam	64.
Implementation of Railway Projects—North-East India (NE)	65.
Inter-State Border Dispute—NE	66.
Whistleblowers Protection Bill	67.
NER Background Paper—IYC and NSUI-NE conference	68.
Discussion on NE: Assam	69.
Discussion on Assam Railways	70.
Discussion on Challenges in NE: Arunachal Pradesh	71.
Discussion on Challenges in NE: Manipur	72.
Discussion on NE: Assam	73.
Discussion on NE: Mizoram	74.
Discussion on NE: Arunachal Pradesh	75.
Discussion on NE: Assam	76.
Street Vendors Bill	77.
Administrative Tribunals Amendment Bill	78.
Brief on Pre-Budget Analysis	79.
The Right of Citizens for Time Bound Delivery of Goods and Services and Redressal of their Grievances Bill, 2011	80.

Key Socio-economic Development Indicators of Gujarat	81.
Women's Reservation Bill	82.
Issues facing North Mumbai and the Probable Solutions for Them	83.
Prevention of Bribery of Foreign Public Officials Bill, 2011	84.
Judicial Standards & Accountability Bill, 2010	85.
Unemployment Allowance in India	86.
Policy Recommendation on Forest Rights Act	87.
Prevention of Corruption Amendment Bill, 2013	88.
National Waterway Bill, 2013	89.
Warehousing Corporations Amendment Bill, 2011	90.
The Controversy over Below Poverty Line	91.
Centrally Sponsored Schemes: Current Status	92.
Centrally Sponsored Schemes: UPA-II	93.
The Rights of Persons with Disabilities Bill, 2013	94.
UPA–NDA Comparison on Selected Social Indicators	95.
Sex Ratio Analysis, 1991–2011	96.
Literature Review on Conditional Cash Transfer Schemes for the Girl Child in India	97.
Citizenship Amendment Bill, 2011	98.
Performance of PGMSY (Pradhan Mantri Gram Sadak Yojana) in Nagaland	99.
Performance of Critically Sponsored Scheme—in Jharkhand, Meghalaya, Mizoram	100.
Mines and Minerals (Development and Regulation) Bill	101.
UPA's Science and Technology Policies: BJP's Comments and Manifesto Promises	102.
Key Message—Rail Budget 2014–15	103.
Labour Issues	104.
WTO Issues	105.
BRICS Bank	106.
Labour Law Reforms Brief	107.
Draft Juvenile Justice Bill, 2014	108.
Land Acquisition Bill	109.
Natural Calamity in North-East Region	110.
The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Amendment Bill, 2014'	111.
The Apprentices (Amendment) Bill, 2014	112.
The Child Labour (Prohibition and Regulation) Amendment Bill, 2012	113.
The NDA Government's Labour Law Reforms	114.
Mining in India	115.
Child Labour	116.
Pradhan Mantri Jan Dhan Yojana	117.
Road Transport and Safety Bill	118.
The Constitution (115th Amendment) Bill, 2011 (in light of Goods and Services Tax, GST)	119.
Integrated Child Development Scheme (ICDS)	120.
Central Universities (Amendment) Bill	121.
Anti-Hijacking (Amendment) Bill, 2014	122.

Indian Institute of Information Technology Bill, 2014	123.
Electronic Travel Authorisation in India, for Tourism Ministry	124.
Data on Drug Prices	125.
General Concerns and Issues in Agriculture	126.
Agriculture—Key Political Messages	127.
Medical Termination of Pregnancy (Amendment) Bill, 2014	128.
Saffronization of Education	129.
BJP Policies on Drug pricing	130.
HIV and AIDS Prevention Bill	131.
Communal Violence	132.
The Coal Mines (Special Provisions) Bill, 2014	133.
National Commission for Human Resource for Health Bill, 2011	134.
Insurance Bill, 2014	135.
Data on Ceasefire Violations and Terror Activities	136.
Anti-Hijacking Act, 1982	137.
Rural Banks (Amendment) Bill, 2014	138.
The Coal Mines (Special Provisions) Bill, 2014	139.
Supplementary Questions w.r.t the Starred Question No. 143 from MoHRD	140.
Land Acquisition (Amendment) Ordinance, 2014	141.
The Companies (Amendment) Bill, 2014	142.
Labour Law Reforms	143.
Insurance (Amendment) Ordinance, 2014	144.
Comparison between Insurance Act of 1938, Insurance (Amendment) Bill, 2008 (Under the UPA Government), Insurance (Amendment) Bill, 2014 and the Insurance (Amendment) Ordinance of 2014	145.
Look East Policy to Act East Policy	146.
Suppressing Dissent: Greenpeace Activist Barred from Flying to London	147.
A Tradition of Opposing Capacity Building—BJP volte-face on the National Counter Terrorism Centre	148.
Visit to China by the Minister of External Affairs	149.
NITI Aayog—Issue Brief	150.
The Current Scenario of Urea Imports	151.
Expenses on Social Welfare Schemes & Subsidies in Budget 2014–15	152.
Union Budget 2015–16: Pre-Budget Analyses	153.
Expectations/Demands of the Industry from the Union Budget 2015–16.	154.
Concerns of Corporates regarding the Land Acquisition Act 2013 and Ways of Addressing these Grievances	155.
Memo on 1894 Land Acquisition Act	156.
Sri Lankan President Sirisena's State Visit to India	157.
Amendments that Sushma Swaraj introduced in the 2013 Act	158.
Recommendations of the Standing Committee headed by Sumitra Mahajan	159.
Memo on Points raised by Devinder Sharma regarding Land Acquisition	160.
Swine Flu: Update on the Current Threat and Government's Response	161.
Union Railway Budget Brief 2015–16	162.

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Prajayatna
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Umeed Society
Uttarkhand Seva Nidhi Paryavaran Shiksha Sansthan
Uttanchal Youth And Rural Development Centre
Vikalp
Vikas Dhara Mahila Sansthan (VIDHA)
Vikramshila Education Resource Society
Vision Society for Interactive Operational Needs (VISION)
Voluntary Association for People Service
Youth Council for Development Alternatives

Audited Financials

Financial years

2013 - 2014 and 2014 - 2015

RAJIV GANDHI FOUNDATION
BALANCE SHEET AS AT MARCH 31, 2014

Particulars	Schedule	As at March 31, 2014 ₹	As at March 31, 2013 ₹
SOURCES OF FUNDS			
Corpus fund	1	1,00,39,60,180	96,28,45,151
Restricted fund (Unutilised grant balance)		1,22,56,217	84,56,799
Income and expenditure Account	2	9,28,64,293	10,16,76,048
		1,10,90,80,690	1,07,29,77,998
APPLICATION OF FUNDS			
Fixed assets	3		
Gross block		2,16,48,185	1,92,89,798
Less: Depreciation and amortisation		1,63,33,484	1,46,36,603
Net block		53,14,701	46,53,195
Investments (at cost)	4	1,03,70,57,568	1,01,10,74,582
Current Assets, Loans and Advances	5	7,30,99,919	6,86,90,789
Less: Current liabilities and Provisions	6		
Current liabilities		26,28,603	85,25,427
Provisions		37,62,895	29,15,141
		63,91,498	1,14,40,568
Net current assets		6,67,08,421	5,72,50,221
		1,10,90,80,690	1,07,29,77,998
Summary of significant accounting policies and notes to accounts	11		
The schedules referred to above form an integral part of the Balance Sheet			

As per our report of even date attached
For Haribhakti & Co. LLP
Chartered Accountants
ICAI FRN: 103523W

Raj Kumar Agarwal
Partner
Membership No. 74715



For and on behalf of
Rajiv Gandhi Foundation

Priyanka Gandhi Vadra
Executive Trustee

Suman Dubey
Trustee

Sonia Gandhi
Chairperson

Place : New Delhi
Date : September 27, 2014

Sandeep Anand
Director-Finance

RAJIV GANDHI FOUNDATION
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED MARCH 31, 2014

Particulars	Schedule	For the year ended March 31, 2014 ₹	For the year ended March 31, 2013 ₹
<u>INCOME</u>			
Income from investments	7	9,32,95,470	8,39,78,327
Grants and donations		4,32,33,863	10,62,17,289
Other income		6,62,109	25,66,398
		13,71,91,442	19,27,62,014
<u>EXPENDITURE</u>			
Program implementation expenses	8	12,19,23,085	12,59,53,782
Administrative expenses	9	2,13,84,614	1,93,04,355
Non cash expenditure	10	26,95,498	24,73,727
		14,60,03,197	14,77,31,864
(Deficit)/surplus for the year		(88,11,755)	4,50,30,150

Summary of significant accounting policies and notes to accounts 11
The schedules referred to above form an integral part of Income and Expenditure Account

As per our report of even date attached
For Haribhakti & Co. LLP
Chartered Accountants
ICAI FRN: 103523W

For and on behalf of
Rajiv Gandhi Foundation

Raj Kumar Agarwal
Partner
Membership No. 74715



Priyanka Gandhi Vadra
Executive Trustee

Suman Dubey
Trustee

Sonia Gandhi
Chairperson

Place : New Delhi
Date : September 27, 2014

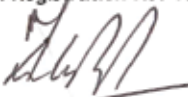
Sandeep Anand
Director-Finance

RAJIV GANDHI FOUNDATION
BALANCE SHEET AS AT MARCH 31, 2015

Particulars	Schedule	As at March 31, 2015 ₹	As at March 31, 2014 ₹
SOURCES OF FUNDS			
Corpus fund	1	1,00,49,42,790	1,00,39,60,180
Restricted fund (Unutilised grant balance)	2	85,20,381	1,22,56,217
Income and expenditure Account	3	9,25,52,225	9,28,64,293
		1,10,60,15,396	1,10,90,80,690
APPLICATION OF FUNDS			
Fixed assets	4		
Gross block		2,28,63,608	2,16,48,185
Less: Depreciation and amortisation		1,80,75,030	1,63,33,484
Net block		47,88,578	53,14,701
Investments (at cost)	5	1,05,27,55,554	1,03,70,57,568
Current Assets, Loans and Advances	6	5,72,87,430	7,30,99,919
Less: Current liabilities and Provisions	7		
Current liabilities		19,29,302	26,28,603
Provisions		68,86,864	37,62,895
		88,16,166	63,91,498
Net current assets		4,84,71,264	6,67,08,421
		1,10,60,15,396	1,10,90,80,690
Summary of significant accounting policies and notes to accounts	12		
The schedules referred to above form an integral part of the Balance Sheet			

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

For and on behalf of
Rajiv Gandhi Foundation



Raj Kumar Agarwal
Partner

Membership No. 074715



Priyanka Gandhi Yadra
Trustee



Suman Dubey
Trustee

Sonia Gandhi
Chairperson

Place : New Delhi
Date : September 28, 2015




Sandeep Anand
Director-Finance

RAJIV GANDHI FOUNDATION
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED MARCH 31, 2015

Particulars	Schedule	For the year ended March 31, 2015 ₹	For the year ended March 31, 2014 ₹
<u>INCOME</u>			
Income from investments	8	9,71,79,286	9,32,95,470
Grants and donations		4,81,86,011	4,32,33,863
Other income		18,37,718	6,62,109
		14,72,03,015	13,71,91,442
<u>EXPENDITURE</u>			
Program implementation expenses	9	12,14,16,721	12,19,23,085
Administrative expenses	10	2,12,32,842	2,13,84,614
Non cash expenditure	11	48,65,520	26,95,498
		14,75,15,083	14,60,03,197
(Deficit)/surplus for the year		(3,12,068)	(88,11,755)

Summary of significant accounting policies and notes to accounts 12
The schedules referred to above form an integral part of Income and Expenditure Account

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

For and on behalf of
Rajiv Gandhi Foundation

Raj Kumar Agarwal
Partner
Membership No. 074715



Priyanka Gandhi Vadra
Trustee

Suman Dubey
Trustee

Sonia Gandhi
Chairperson

Place : New Delhi
Date : September 28, 2015

Sandeep Anand
Director-Finance



The Rajiv Gandhi Foundation (RGF) was established in 1991, to realize the vision of former Prime Minister Rajiv Gandhi. He dreamt of a modern India, secular, independent and progressive; a country that enshrines the democratic principle of equality, and blends progress with rich cultural traditions. He imagined a country with an educated people free of prejudice; where women participate as equals; a nation with the space and will to empower all citizens, and especially the underprivileged.

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.



RAJIV GANDHI FOUNDATION

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