

A photograph of four children standing outdoors in a sunny, dusty environment. On the left, a boy in a white shirt and striped tie smiles. Next to him, another boy in a white shirt and dark pants also smiles. Behind them, a girl in a white shirt and dark vest smiles. In the foreground, a boy in a green sweater and khaki pants smiles. The background shows trees and a stone wall.

# Rajiv Gandhi Foundation

## Annual Report 2011-12





*"Children are a picture of the world's future"*  
*- Rajiv Gandhi*



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# Foreword

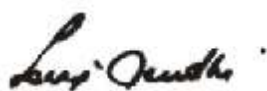
Just a year ago, the Rajiv Gandhi Foundation set a new course for its endeavours, enriched by insights gathered over 20 years of experience. The ground that we have covered in the past one year has demonstrated that our efforts to make education the cornerstone of our interventions, to enable social transformation, are poised to take root and grow.

To nurture an idea into a sustainable and workable approach is a challenging task. Indeed, for the Foundation, 2011-12 was a time of moving towards new institutional strengths and programme consolidation. As an organisation that believes in being on a continuous learning curve, the Foundation's recent work in the domains of educational governance and transformative learning has reaffirmed its belief in the need for a systemic change in education. For, these domains, underlined by an open-minded and secular outlook, have the power to change the landscape of education in the country.

It has been heartening to see all our programmes and interventions come together to affirm a paradigm in which all significant actors – schools, teachers, communities and local authorities – have developed a meaningful stake in education. For instance, Decentralisation of Educational Governance seeks to institutionalise community ownership of education, while the universe of Transformative Learning focuses on developing a capability-based learning approach, nurturing young scholars, promoting the girl child's education, and strengthening the library initiative. The idea of Teacher Empowerment has been redefined to perceiving teachers as facilitators who are unstintingly devoted to creating a dynamic environment for continuous learning.

During the year the RGICS also set new course for itself, in the process creating a new research frame, titled 'Prisms', to study generic themes such as India's evolving societal frameworks, global forces acting on India, and people's action.

In the process of journeying towards new goals, the Foundation has been energised by the infusion of new talent from various disciplines. The results have been inspiring. When tenacity of effort is complemented with a consistent search for new perspectives, the journey becomes more meaningful – and rewarding.



Smt. Sonia Gandhi  
Chairperson





## Overview

For the Rajiv Gandhi Foundation, 2011-12 proved to be a year of charting new directions. The Foundation renewed its focus on education, in particular on initiatives with a potential to enable systemic changes. Accordingly, it revisited its programmes and institutional mechanisms from the standpoint of three core areas of intervention: Decentralisation of Education Governance, Transformative Learning and Teacher Empowerment. Through the year, the Foundation consolidated its programmes and moulded itself organisationally with a view to laying a strong base for its future course of work.

A significant aspect of the past year was the seamless manner in which the Foundation effected this transition, renewing its energies in the process. Displaying a measured preparedness to take on the challenges that accompany any transition, the RGF put in place new structures and processes to facilitate the implementation of programmes guided by its new approach.

Existing programmes were subjected to a rigorous assessment, which resulted in the emergence of new perspectives and dimensions.

In the year 2011-12, the RGICS revisited its mandate with a new frame of research model. With a core mission of advancing India towards a just social order based on Constitutional values, the institute focussed on 12 themes of research projects, some of which included regionalism, insurgency, regional balance in economic development, social movements and democracy, rights based approach to social justice and migration.

New directions often require a range of expertise attuned to them. During the year, the induction of new professionals with specific strengths constituted a significant step towards the Foundation's objectives.

This report, which presents the highlights of 2011-2012, provides a glimpse of the activities undertaken, their impact, and the extent to which the Foundation moved closer to its objectives during the year.

In the area of education, the organisation focused on initiatives centred around:

- Decentralisation of Education Governance;
- Transformative Learning; and
- Teacher Empowerment.

The other focus area of the RGF included:

- Natural Resource Management







# Decentralisation of Education Governance

One of the key interventions of the Foundation is in the area of Decentralisation of Educational Governance (DEG). Its primary focus is on enabling systemic changes in the way school education is governed in the country. The idea behind DEG is to devolve power systematically to primary stakeholders, empowering them to participate in the decision-making processes relating to education plans at various levels of governance.

The Foundation perceives DEG as a democratising approach to institutionalising this process of ownership, whereby communities and institutions at the grassroots level are enabled to actively engage with the education system, consolidating a bottom-up planning process. Ultimately, decentralisation is crucial to transforming the education system qualitatively. Since the effectiveness of DEG hinges on the efficacy with which community as well as representative institutions function, strengthening institutional capabilities and building linkages between them is at the core of the Foundation's initiative. The RGF recognises Panchayati Raj Institutions (PRIs) as truly representative bodies of the community as also stakeholders in education. It partners with organisations to:

- enhance the institutional capacity of School Management Committees (SMCs) functioning as the basic units responsible for developing and implementing school plans at the village level;
- work with Standing Committees for Education and Health in the PRIs at all three levels of governance – Gram Panchayat (GP), block and district levels – in order to enhance their engagement with the education system; and
- create data-bases and reports on the state of education for informed articulation and decision-making in education governance, and build an environment of awareness regarding issues of education.

In 2010, the RGF entered into a partnership with Prajayatna, a development organisation working towards institutionalising DEG in the states of Uttar Pradesh and Rajasthan. At present, the DEG programme operates in 16 districts – 11 districts in Uttar Pradesh and five districts in Rajasthan. Through this initiative, the Foundation continues to strengthen its understanding of education governance as well.

## School Management Committees and Standing Committees:

Each SMC comprises parents and guardians, elected representatives of the local authority such as the GP, and teachers. Parents/guardians of students constitute at least three-fourths of its members, of which 50 per cent are required to be women. Parents/guardians of children from disadvantaged or weaker sections, too, are accorded proportionate membership. With the RTE in place, each school is required by mandate to have an SMC, which comprises the basic unit responsible for developing and implementing plans at the school level.

Standing Committees are sub-committees within PRIs responsible for specific developmental areas such as education and health across the three tiers of governance.

## The DEG Approach

### Data Collection and Advocacy

- The organisation collects data on schools throughout a district by means of a tool called the Local Education Governance Data (LEGD). From that data, it compiles block-level reports on the status of education, containing information on aspects such as infrastructure, teacher availability, enrolment, retention, teaching-learning and school management, among others.
- To create an environment conducive to debating educational issues, these consolidated reports are presented in block-wise workshops to PRI functionaries. These functionaries include Gram Pradhans/Sarpanchs – as the Gram Panchayat Presidents are called in Uttar Pradesh and Rajasthan, respectively, Gram Sachivs (Gram Panchayat Secretaries) and Block Pramukh, as well as administrative officials such as Assistant Basic Shiksha Adhikari (ABSA), Block Development Officer (BDO) and Child Development Project Officer (CDPO), among others. These meetings are held twice a year.

### LEGD: Bringing governance data to the public domain

A web-based application has been developed to make use of the LEGD in various ways. This application can:

- make the process of documentation and monitoring much easier by capturing process reports online;
- enable mainstreaming of data on government schools, which could be used to reach out to a wider stakeholder base;
- be a tool for accessing funds and resources for the development of government schools; and
- provide analytical data with an ease that could lend an added depth to the decision-making process of education officials.

### Intervention at the Gram Panchayat Level

- GPs are identified and village-level meetings of the local community, called Shikshan Gram Sabhas (SGS), are organised in each school falling within a GP. The SGS sets the agenda for reform. The responsibility for following up on the action plan is that of the SMC.
- Following a SGS, meetings of SMC representatives from every school in a GP, the Gram Pradhan and Gram Sachiv are organised on a monthly basis. The SMC members communicate the issues faced by their schools as also the plans evolved to solve them in the SGS. Concrete issues pertaining to infrastructure and basic amenities in the schools get resolved at this initial level.





### Shikshan Gram Sabha: Action for reform at the local level

When a SGS is organised in a village school, it mobilises the entire community and sets the momentum for bottom-up reform at the local level. The participants range from SMC members and head teacher to parents, SHGs, youth organisations, and anganwadi workers. Ideally, the SGS discusses the state of the school as indicated in the LEGD. Depending on its level of engagement it may even discuss learning outcomes as prescribed in the syllabus; identify and prioritise issues; and make a plan for the following quarter. Since the DEG approach focuses on institutionalisation of community ownership at various levels, the SMC forms the basic unit of this sequence, taking on the responsibility of the school development plan as evolved in the SGS.

### Intervention at the Block and District Level

- Quarterly meetings of the Standing Committee (Education) are facilitated by the organisation on a regular basis so that members find themselves equipped to debate educational issues from an institutional perspective and plan for them at the block/district level.
- The strength of this approach lies in the manner in which forward-backward linkages are created across levels of governance, ultimately strengthening institutions and their capacities at every level.

## Laying the Groundwork in Uttar Pradesh

In every sense of the term, 2011-12 was a year of preparing the ground for institutionalising DEG:

- Workshops were conducted in 126 blocks out of a total of 140 blocks, reaching out to more than 7,200 participants – mostly Gram Pradhans, Department of Education officials and PRI functionaries;
- Following the block workshops, 1,206 SGS meetings were conducted in 11 districts, reaching out to 33,600 community members – parents, youth groups, Self-Help Group (SHG) members, GP representatives, teachers and anganwadi workers;
- As many as 222 meetings were conducted with SMC members, which reached out to over 2,500 representatives, sensitising them to their roles and responsibilities; and
- 91 network meetings between GPs and SMCs were conducted across the 11 working districts.

## The Stirrings of Change

### Advocating engagement

The early round of interventions at different levels of governance in 2011-12 created a receptive environment for the issues that were foregrounded. For instance, the block workshops helped Gram Pradhans grasp the process of educational planning adopted by the system as well as the roles and responsibilities of various stakeholders. They also developed a better understanding of the lay of the land as far as the state of education in their block was concerned. Hence, in several workshops, the GP President and Secretaries were able to resolve issues directly with the BDO, the ABSA, and the CDPO.

### Community matters

The SGS meetings yielded a rich cross-section of observations. In many villages, it was the first time that:

- communities had stepped inside a school for an interaction of this nature, where their opinions on the existing state of the school were sought and remedial suggestions invited;
- causes of poor enrolment and retention of children in schools were identified, with the community coming to realise the role it could play in such a scenario;
- discussions took place on a range of issues, be it the shortage of teachers, inadequacies in teaching and learning or the steps needed to address these issues; and
- the GP Presidents attained a proper understanding of infrastructural issues and publicly committed themselves to resolving them.



### When the community develops a stake in education

Something quite unheard of happened at the SGS organised at the Purv Madhyamik Vidyalaya of Malihabad Block in Lucknow. Members of the community asked the head teacher why he had not taken note of the low learning levels of the children; why only 20-24 of the 34 enrolled students attended classes, and, why in the absence of one of the three teachers, the others started school very late, at 11 a.m. They also pointed out that the school, which was located on the outskirts of the village, had no proper boundary or water facilities. The premises were not maintained adequately and the toilets were non-functional.

Even as the head teacher vowed to address the issue, the community got activated as well. Mr. Sundar Lal, a member of the SMC, volunteered to persuade the parents of children who were not attending school. Others agreed to put forth a proposal for a boundary wall, a new gas connection as well as a hand pump connection for the school. There was unanimous agreement on having a meeting on the fifth of every month at the school. The results were evident a month later: the teachers had become more regular, the premises were clean, the toilets were functional, and the SMC members were actively following up on their plan.

### Orienting SMC members to responsible roles

Over several SGS meetings it was noticed that although the communities were active in discussing issues of education, the lack of individual clarity of SMC members sometimes affected the implementation of a school development plan. Additionally, the recently formed SMCs largely comprised members with little information or awareness about their roles, responsibilities and functioning, a fact which rendered most of these committees inadequate. Therefore, the organisation decided to sensitise SMC members prior to a SGS, so that they could execute their roles well. This intervention was found to have enhanced their participation in the SGS.

With the coming of the Right to Education (RTE) in 2010, which made it mandatory for each school to have a SMC, Prajayatna facilitated the formation of several SMCs through the SGS, with the cooperation of community members and teachers. In some places where prescribed norms had not been followed – where parents or guardians of children of a particular school had not been made members or women did not constitute 50 per cent of an SMC's numerical strength – the SMCs were reconstituted during SGS meetings.

## Enabling the right networks

The meetings between SMC members and GP functionaries in all the working districts revealed interesting highlights:

- The meetings enabled all SMCs at the GP level to share their plans and learn ways of addressing school issues from each other.
- On their part, for the first time, GP functionaries recognised their responsibility towards improving the educational scenario in all schools falling within their domain. Most issues relating to drinking water, infrastructure and basic amenities got resolved at these meetings.
- After a while these meetings provided a place and time for initiating discussions around other significant issues in the GP. Such a process had not been witnessed on any issue prior to this.

### Network meetings make an impact

The upper primary and primary schools of Chardah GP in Chitrakoot District's Manikpur Block had been experiencing a shortage of teachers for a long time. When this issue was raised at a network meeting between the GP functionaries and SMC members, the Gram Pradhan agreed to appoint temporary teachers through the MNREGA scheme. Two youngsters joined as teachers for two to three months following which they were replaced by a Shiksha Mitra and a regular teacher.

## Status of work in the districts:

District	Total number of schools	LEGD completed	Block workshops completed	Target schools	SGS meetings completed	GP networks completed	SMC meetings organised
Lucknow	1760	1756	8	361	163	35	14
Barabanki	2653	2530	15	610	170	9	10
Bahraich	3196	3113	14	687	98	7	16
Rae Bareli	1855	1825	14	398	93	7	36
Ramabai Nagar	2208	2184	10	428	159	10	25
CSM Nagar	1766	1724	14	386	154	3	52
Sultanpur	2006	1885	11	449	77	1	20
Ghazipur	2489	2399	14	539	113	0	2
Bareilly	2815	2682	15	496	71	0	17
Chitrakoot	1298	1298	5	313	102	19	30
Aligarh	2272	2225	6	441	6	0	0
Total	24302	23621	126	5108	1206	91	222



## Laying the Groundwork in Rajasthan

In the year 2011-12:

- block-level workshops were completed in all the 45 blocks in five districts, reaching out to more than 2,900 participants, ranging from GP representatives and PRI functionaries to officials of the Department of Education;
- as many as 1,140 SGS meetings were organised in all the five work districts, reaching out to more than 23,563 community participants;
- a total of 160 GP network meetings were conducted across the working districts, reaching out to 5,112 members from the SMCs and the GP; and
- seven workshops were organised after the GP network meetings for 254 GP members who were a part of the Standing Committees (Education). A need was felt to sensitise the GPs towards issues in primary education to build their perspective on education and awareness of their responsibilities regarding the same.

## The Stirrings of Change

### The beginnings of a process-based approach

The significance of a process-based approach was understood in the course of SGS meetings where the LEGD revealing the state of individual schools was made available to the community. It resulted in the formulation of school development plans in each of the schools, with the SMC members taking on the responsibility for getting the plans implemented. Further, the plans helped SMC members to prepare themselves thoroughly for a discussion with the Block Education Officer (BEO) and the Sarpanch for the resolution of various issues relating to the school.

### Initial interventions show the way

The SGS and GP network meetings threw up interesting results:

- 27 children were enrolled in the upper primary school of Patvari ka Bass in Shri Madhopur Block headquarters in July 2011 mainly through the support of the SMC and teachers.
- An amount of Rs 1,100 was contributed for the purchase of books by SMC member, Mr. Sukh Dev Ram, of the upper primary school in Mandala Beda GP, Fatehpur Block.
- In Sikar, trees were planted in the school compound and fenced on all four sides by the SMC of the upper primary school in Kharbhujavaali village in Shri Madhopur Block headquarters.
- A toilet and a kitchen were constructed by the GP in the Natharodi primary school in GP Mahava, Panchayat Samiti, Neem ka Thana.
- In Jalore, the GP secured the land rights for a playground for an upper primary school in Narpada, while the SMC and teachers operationalised the school library after a SGS.

- Following the SGS and GP network meetings, Mr. Bharat Nam Chaudhary, a member of the SMC, donated furniture worth Rs 50,000 for students of Classes VI, VII and VIII at the upper primary school in Dagra, GP Dagra.

### Status of Work in the districts:

District	Total number of Schools	LEGD completed	Block Workshops completed	Target schools	SGS Meetings completed	GP Networks completed	Standing Committee Meetings Organised
Jaipur	3,972	3,938	13	753	336	46	2
Sikar	2,686	2,617	8	475	205	30	1
Karauli	1,773	1,773	5	307	194	35	2
Jalore	2,071	2,076	8	352	101	16	2
Nagaur	3,642	3,333	11	739	304	33	0
Total	14,144	13,737	45	2,626	1,140	160	7

### Orientation and Exposure Visits for Partner Organisations

As part of its efforts to enrol more stakeholders in the process of educational governance, the Foundation:

- conducted an orientation workshop in Guwahati for four partner organisations based in Assam. The objective was to understand the work of the organisations so as to share the approach of the DEG programme in the specific work context of each one. The organisations were:
  - ↳ Sishur Adhikar Suraksha Samiti (SASS), a voluntary organisation in Dhubri District working in the area of Child Rights, with a focus on the abolition of child labour and promotion of education and nutrition;
  - ↳ Asha Darshan, an NGO in Baksa District, which focuses on community development in this insurgency-affected area through education and the promotion of SHGs;
  - ↳ Sipajhar Diamond Club Community Centre, an NGO in Darrang District, which works on education and livelihood issues; and
  - ↳ the North-East Research and Social Work Network in Kokrajhar District, which focuses on areas of education, health, livelihood and women's empowerment.

From January to March the RGF team travelled across the states of Uttarakhand, Bihar, Assam, Tamil Nadu and Madhya Pradesh in order to identify NGOs that would be interested in working on education reform. This endeavour resulted in the creation of an extensive profile of 15 partners in each of the five states. Meetings were also held in these states with PRI functionaries and Department of Education officials to understand each state's overview with regard to the processes of decentralisation of education.

### Initial Milestones

Overall, the Foundation, in collaboration with its partner organisation Prajayatna, set in motion:

- *the process of institutionalising accountability mechanisms*: it enabled the collection of data pertaining to 23,621 schools in Uttar Pradesh and 13,642 schools in Rajasthan, hosting 50 per cent of the data on a web-based, online application. This intervention has facilitated easy access to information on the existing condition of schools and anganwadis in most of the villages in the 11 districts where the DEG programme is underway. It has also aided the formulation of detailed reports at the GP and block level, giving a larger perspective of the educational scenario to key functionaries of the GP, PRIs and the Department of Education;
- *an engagement with the process of direct democracy*: through the SGS, the Foundation has initiated a serious dialogue on education with local communities. By enabling the identification of school issues and the formation of school development plans, the SGS has brought greater transparency to the decision making process. At the same time, the SGS process has made communities recognise the various stakeholders and their functions in the system; and
- *an enhanced participation of GPs in the field of education*: the network meetings of SMCs and GPs have played a significant role in eliciting the support and participation of the GPs. This intervention has forged a direct linkage between the SMCs and the GP, facilitating a speedier resolution of school issues relating to basic amenities, infrastructure, and teacher access. It has helped the GPs understand the educational status of all schools within their domain and plan for them accordingly.





# Transformative Learning

The Foundation's engagement with the idea of enabling social change is anchored to the firm belief that a holistic education system fostering the values of inclusiveness, equality, plurality and secularism has the power to transform lives at an individual and collective level. To this end, the RGF seeks to develop a child-centred and capability-based learning approach that redefines existing notions of how children learn as well as the manner in which they are assessed.

The Transformative Learning domain of the Foundation comprises the following programmes:

- the Educational Eco-system Project, which aims to improve the educational terrain through multiple interventions. These include:
  - ↳ Children's Learning Centres and Children's Learning Spaces;
  - ↳ Decentralisation of Education Governance; and
  - ↳ the Transform Schools programme, with the objective of enhancing the quality of learning in government schools;
- the Library Programme, comprising resource centres of learning and culture; and
- the INTERACT Programme, with its theme of learning through leadership development and access to opportunities. It has three main components, which are:
  - INTERACT - Young Scholars Leadership Initiative;
  - INTERACT - Vidya Gyan; and
  - INTERACT - Access to Opportunities.

## Educational Ecosystem Project: Moulding the Landscape of Learning

The objective of the Educational Ecosystem Project in the districts of Rae Bareilly and Chhatrapati Sahuji Maharaj Nagar (CSMN) is to improve the educational topography of the area through a multi-pronged strategy working simultaneously at different levels. For instance, it involves the creation of Children's Learning Centres (CLCs) and Children's Learning Spaces (CLSs). But, at the same time, it also involves engaging with community institutions at various levels in the government school reform programme. The RGF has two key partners in this intervention: the Rajiv Gandhi Mahila Vikas Pariyojana (RGMVP), whose work with SHGs has created a strong community movement spearheaded by women, and Prajayatna, much of whose work revolves around strengthening community ownership of education in 11 districts of Uttar Pradesh.

### Children's Learning Centres

Established in 2010-11 as the first examples of the Foundation's revitalised education agenda, the CLCs, also known as Aadhar, have been conceptualised as full-time educational centres designed to meet the needs of children who are out of school, by providing quality inputs and resources. In this scenario, lack of access to education implies a physical as well as quality dimension. The nine CLCs, located in Rae Bareilly and CSM Nagar districts, are managed by a Cluster Level Association (CLA) comprising SHG members. Each CLC comprises two teachers.

The CLCs' activities are conceptualised around three key elements:

- children learn in mixed-age groups;
- teachers collectively prepare syllabus-based content for Class I to V; and
- learning happens in a holistic manner through the integration of subjects. Concepts are identified from across subjects.



### CLCs... The joy of learning

At the Talagopalpur CLC, the children have been divided into several groups, each group sitting around a small garden patch. Class is on and the children are learning about plants. There's an air of excitement all around, for what better way to learn than to tend your own little green patch, right from sowing seeds! The sense of ownership among the children and teachers is evident: Mr. Bhaiya Ram puts up an attendance chart every month on which the children unfailingly mark their presence every morning.

The CLC in Meltua has a set of teachers who are passionate about devising learning activities with a sense of play and a high quotient of enjoyment. One of the favourite games that the children like to play involves their ability to count and add. The floor is covered with number cards and the teacher holds up a number. Off go the children, trying to find numbers which when added, reach the magic figure held up by the teacher.

What is common to all the CLCs is the manner in which they have captured the imagination of the children. So much so that several government school teachers in Manderika became curious to know why the children were so keen to go to the CLC in the neighbourhood day after day. An informal visit to the centre solved the mystery and even infected the teachers with enthusiasm. They wanted to know if the CLC facilitator, Ms. Sandhya, could help them plan for classroom activities. It was for this reason that the enthusiastic facilitator started documenting her experiences and learnings.



## Transformative Learning

In 2011-12, several key processes of the CLCs were strengthened. For instance:

- Parent-teacher meetings got underway. At a meeting held in May 2011, just before the centre closed for vacations after the annual session from March 2010-March 2011:
  - ↳ parents got an opportunity to interact with the teacher and get acquainted with the new learning approach;
  - ↳ the teacher engaged with each child's parent on an individual basis, showing them the child's portfolio, reading about her/him from the observation file, and explaining the child's progress in different skills as indicated in the report card;
  - ↳ the teacher communicated to the parents the methods they used to assess and document the child's progress in learning; and
  - ↳ parents interacted with each other, sharing experiences and expressing their commitment to help the CLC function better.
- Teachers' collectives were organised once a month for groups of CLC teachers at a training centre in Jais in CSM Nagar District, run by the RGF's partner organisation RGMVP. At these day-and-a-half long meetings, the teachers were trained by RGF facilitators. At each meeting:
  - ↳ a concept for the following month was selected and activities planned for three kinds of classroom sessions – for the whole group, for a smaller learner group and for individual practice time;
  - ↳ the teachers were guided by the trainer-facilitator to prepare skill-based worksheets appropriate for children of different learning levels in order to help them develop various abilities;
  - ↳ areas in which teachers needed specific guidance were identified, based on the observations of facilitators during CLC visits or at the collective. Sessions were organised to help teachers attain better classroom communication skills as well as comprehension of subjects such as mathematics and language; further, learning materials that focused on facilitating skill building in maths and language were provided to the teachers for ready reference;
  - ↳ there was an effort to strengthen the teachers' abilities to grasp the nuances of collaborative learning (wherein children of Classes I, II and III learn together); develop the skills to integrate subjects while explaining concepts; communicate with parents; and improve their spoken English.
- Capacity-building workshops were organised for facilitators or CLC teachers (each CLC has a community member as a facilitator chosen by the CLA). Based on the felt needs of the facilitators and RGF team members:
  - ↳ a two-day, team-building workshop with interactive sessions and group activities was conducted in Dehradun in June 2011 by counselling psychologist and educational consultant Ms Saloni Priya for all CLC facilitators and RGF team members;
  - ↳ the main tenets of the Transformative Learning programme were revisited before the beginning of the new session in July 2011-2012 so that the teachers could perceive their year-long practical

experience in the CLCs in a new perspective. This new awareness was evident in the issues they debated at sessions conducted by the RGF Learning Coordinators, be it the need for a new approach and the key features of that approach, principles of learning, the role of the community, or assessment.

- Capacity-building sessions were also organised for Learning Coordinators who facilitate the Foundation's overall learning programme. These included:
  - ↳ a series of sessions with Bangalore-based educational consultant Ms. B.S. Gowri, who conducted a review of the previous year's experience in implementing the Transformative Learning Programme, the needs of the programme, and the strengths and concerns of the teachers. Subsequently, specific CLC sessions were planned to address these issues;
  - ↳ a session on the 'Whole Language Approach' with Ms. Manjula Mathur from the National Council for Educational Research and Training (NCERT). Ms. Mathur discussed ways of enabling a child to make meaning of the world around her through language and the ways in which a teacher could create an environment that would facilitate the child to link the use of language with her experiences as well as with the physical world;
  - ↳ a visit by the Learning Coordinators to the Delhi-based educational centre Jodogyan Kendra, which responds to the pre-primary and primary educational needs of the local community in the resettlement colony of Shakurpur. In addition to imparting a curriculum that enables children to comprehend the world around them, the centre focuses on developing educational practices that help first generation learners to emerge as confident learners. The team of Learning Coordinators developed an insight into the centre's innovative classroom practices and approaches that could be adopted to address the needs of first generation learners; and
  - ↳ a team visit to the RGF's partner organisation Prajayatna in Bangalore for a thorough understanding of the various dimensions of education reform as practised by the organisation in the community and in the classroom, as well as the challenges faced by it.
- Documentation processes in the CLC were streamlined. Accordingly:
  - ↳ the daily plan format was changed to a weekly format of setting objectives and reviewing the targets achieved;
  - ↳ a CLC children's assessment format reflecting children's abilities in a comprehensive manner was developed;
  - ↳ a CLC teachers' self-assessment format was evolved with their help, but it was found that they needed more training to assess themselves objectively;
  - ↳ a CLC observation format that was used in the initial stages of the programme was revised to include more aspects such as the learning environment and planning so that any observer visiting the CLC – co-facilitator, trainer, RGF Learning Coordinator – would be able to document their feedback.
  - ↳ a CLC status report was prepared to grade each CLC according to four parameters, among them administrative aspects such as enrolment and fee collection; and academic aspects such as classroom processes, children's participation and learning levels. Feedback about teachers was also included in order to prepare a comprehensive status report; and

## Transformative Learning

↳ a monthly student assessment format for children at Level-I (from Class I-III) and Level-II (from Class IV-V) was prepared.

- A number of review and planning meetings were organised to build upon the CLC programme with regard to teacher training, content development and classroom facilitation, and to conceptualise the Children's Learning Spaces programme. Workshops and meetings were conducted to design the programme according to the changing needs and also to orient and streamline the functioning of new members in the team.
- On-site support was regularly provided to CLC facilitators by the RGF team member/coordinator. In addition to observing the participation of teachers and children, the coordinator was available for discussions with teachers on classroom processes or any other CLC-related issue and for interactions with members of the community.

### A school that promotes interest, not fear

In one of the parent-teacher meetings at the CLC in Kaziana village, Khurshida's mother overcame her shyness to say, "Earlier, schools were remote, now they speak to us." She spoke to other parents about the learning approach and teaching methods adopted in the CLC; about the benefits of learning in a mixed age group; how the traditional way of learning letters in sequence was not important as long as the child continued to learn; and how building confidence in the child was more important than the 3Rs. In her view, "This school (CLC) fills children with interest and involvement, not fear...."



### When teachers assess their approach to learning

At a teachers' collective held on April 9-10, 2011, the responses of teachers indicated the extent to which they had internalised the essence of the new learning approach. The sense of ownership and pride shines through in their views given below:

- Our 'education system' (in the CLC) is different. Here we lay stress on the development of skills;
- We are different also because we do not have different subjects (implying an integrated approach);
- We do not go only by textbooks. That would restrict a child's worldview! We use textbooks as yet another resource;
- Our children also learn from each other in classless classrooms where children of various age groups learn together;
- We do not assess on the basis of marks, hence our report cards do not display any marks; and
- Here learning and assessment happen simultaneously.



### A world of learning without the spectre of marks

At the aforementioned teachers' collective held on April 9-10, 2011, one of the most vibrant discussions was held on the topic of a learning approach that had uttered a resounding 'no' to the conventional system of assessment through marks. The session demonstrated that teachers, too, had learnt in the process of teaching afresh, as some of their views indicate:

- Marks are not indicative of a child's level of competence in different skills;
- A system of marking makes children study to attain pass marks, not to learn;
- Children are scared of, and stressed by, exams;
- One cannot assess a whole year's learning in two or three hours;
- Some children can get high scores by slogging just before exams, which does not indicate whether they have learnt or not;
- A child who is unable to score good marks feels very disappointed;
- The marking system ends up making a child either too confident or too unsure of herself – the one who gets full marks feels there is nothing more to know, and the one who gets low marks feels she is not intelligent enough. Either way, children do not get a real picture of their abilities;
- Since a marking system gives rise to competitiveness, it may tempt children to use unfair means to score higher; and
- Not all skills can be quantified.

### Children's Learning Spaces

The CLSs, or Vistaar as they have been named, are learning centres which have been designed to play a supportive role to the mainstream education process.

This initiative, which began with 15 centres in Bhetua Block of CSM Nagar District, expanded to 75 centres in seven blocks of Rai Bareli and CSM Nagar districts in 2011-12, reaching out to 2,100 children. There is one facilitator to each CLS. The idea of the CLS emerged from the CLC experience of the RGF team members who recognised that the learning approach practised in their centres should reach out to a larger group of children. The idea was conceptualised and fleshed out over a series of workshops, right down to a detailed formulation of the manner of implementation of the learning approach. The focus of the CLS is to equip children with learning skills that would enable them to engage positively with the education process in their schools:

The key elements of the CLS approach are:

- creation of a meaningful classroom process which actively engages each child;
- assessment of each child's ability based on her conceptual clarity grounded in experience and curiosity rather than on content memorised by rote;
- a curriculum which is drawn from the child's context and integrated across subjects;
- empowered teachers who can hone each child's inherent ability and who collectively decide and design curriculum as well as teaching learning material; and
- the community's engagement with the process of learning to build a sense of ownership, and that is why the facilitator or teacher is drawn from the same village.

## Transformative Learning

The involvement of communities in the CLS was ensured from the very beginning through the involvement of CLAs formed by the RGMVP. The CLAs play a significant role in:

- identifying villages for setting up a CLS, with the web of information provided by the RGMV through its active SHGs in the region coming in handy;
- engaging with the community by conducting meetings that bring together Block Level Associations (BLAs), CLAs and the SHGs. Once the condition of schools in the larger context of the educational scenario is discussed, an agreement specifying the roles of all stakeholders is drawn up;
- identifying space in a village that would be suitable for students as well as the teacher;
- selecting teachers/facilitators from the community on the basis of their level of enthusiasm for working towards change in their respective villages; and
- accomplishing student enrolment by means of a survey of children in the age group of 6-11 in the villages identified by the RGF team along with the teacher facilitator.

The Foundation is in the process of introspecting on the lessons learnt from the Educational Ecosystem Project to understand how it could be implemented in the states where the RGF would initiate the Transform Schools programme in government schools.

## Decentralisation of Education Governance

Another major intervention, being implemented is the Decentralisation of Education Governance programme which, together with the CLC/CLS and the Transform schools intervention, aims to impact the educational topography of this region. Through the DEG programme:

- the institutional capabilities of 300 SMCs in Rae Bareilly and CSM Nagar districts have been identified to strengthen them to develop and review their school development plans with greater clarity. Building the institutional capacities of the SMCs would result in a higher retention of children in school and anganwadis, and also create an environment more conducive to improving the quality of learning; and
- 75 GP networks – i.e., the network of SMCs at the GP level and the GP Standing Committee on Education – would be strengthened to collectively address issues of retention of students, teacher access and learning with regard to the schools that come within these GPs.

In the year 2011-12, both the processes were initiated in the two districts.

## Transform Schools Programme

The RGF's learning programme in government schools, known as the Transform Schools programme, was initiated in nine states by a process of identifying partner organisations working on issues of education. The RGF team also visited these organisations to understand their approach to learning. This was followed by a presentation of the learning approach to the Department of Education, Sarva Shiksha Abhiyan (SSA), as well as State Councils for Educational Research and Training (SCERTs) in 12 states. This year, the process of drawing a Memorandum of Understanding (MoU) got underway in four of the nine states, namely Andhra Pradesh, Uttarakhand, Bihar and Chhattisgarh.

In January 2011, as part of its focus on contextualising the Transform Schools Programme in various educational scenarios, the Foundation partnered with the Ekalavya programme of the Bangalore based Institution for Leadership and Institutional Development (ILID), an NGO that caters to the leadership and institutional development needs of organisations, to work with a group of five unaided schools in Hyderabad. The aim was to understand the feasibility and impact of a capability-based approach in these schools and to enable the teachers to implement this approach effectively. Towards this, the RGF team developed manuals providing an overview of the learning approach, teacher training material and related modules for the intervention in the five schools.

### Library Programme

In over two decades, the Foundation has set up and run libraries in villages and towns in partnership with NGOs to reach out to marginalised communities across 22 states in the country. In 2011-12, aided by its experiences and in view of people's changing demands, the Foundation explored the idea of evolving flexible new library models while simultaneously improving the quality of the libraries.

One of the most exciting ideas that emerged was of setting up libraries for the youth that would double as resource centres in rural areas. As the idea took wing, it was decided that:

- the youth centres would be named Samangan, connoting equal opportunity spaces, where people from different backgrounds would be able to access books, newspapers, periodicals and information from many sources;
- these centres would also organise training workshops on education and livelihood related issues; and
- local youths selected as librarians would be given training to manage the libraries.

During the year, the team met resource persons from various organisations in UP, Jammu and Kashmir, Uttarakhand and Rajasthan, to identify material that could be included in the Samangan. Modules for training were also prepared and the Foundation initiated a search for suitable partners.

Another major objective of 2011-12 was to strengthen the already existing libraries. Towards this end:

- a new team was inducted into the initiative;
- a detailed plan was prepared for a review of the libraries set up so far:
  - ↳ of the 850 libraries established in the past decade, a sample of 375 libraries was selected for an impact assessment study; and
  - ↳ extensive questionnaires were prepared to get an idea of, and examine, the impact of the libraries on the lives of communities and organisations that were part of the sample of 375 libraries. The impact assessment study is currently underway.



## Period of activity: 2011- 12

### Libraries in Uttar Pradesh and Uttarakhand

Partner organisation	Coverage
Shashwat Sahbhagi Sansthan, Rajiv Gandhi Mahila Vikas Pariyojana (RCMVP), and Grameen Vikas Sansthan in Uttar Pradesh; Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan (USNPSS) in Uttarakhand	<ul style="list-style-type: none"> <li>• The Foundation has set up 10 libraries in partnership with the Shashwat Sahbhagi Sansthan in Sitapur District. Each of these libraries is housed in the Gram Panchayat premises and reaches out to around 1,000 members, of which one-third are women. Children are the keenest users of these libraries and the librarian conducts regular story telling activities for them. Regular art competitions, quizzes and sports contests are also conducted under the aegis of these libraries.</li> <li>• The Rajiv Gandhi Mahila Vikas Pariyojana has set up nine libraries in the villages of CSM Nagar District in Uttar Pradesh, with each library housing around 200 books. In an internal review of the libraries conducted in February 2012, most of the books were found to be for children and were classified accordingly. Most of these libraries are situated around learning centres established by the Foundation and thus cater to the learning needs of those children.</li> <li>• The Foundation supported the establishment of 10 libraries in the districts of Ghazipur and Mau in Uttar Pradesh through a three year grant (2010-2013) to the Grameen Vikas Sansthan. Housing about 250 books, each library reaches out to approximately 100 readers. There are also 80 – 90 newspaper readers daily on an average. In 2011-12, the librarians organised sporting and writing activities to increase children's participation.</li> <li>• In Uttarakhand, the Foundation set up 15 libraries in partnership with the USNPSS in March 2010. Located in the villages of Bageshwar and Almora, the libraries have around 260 books each and cater to about 30 users per day. Each of these libraries stocks one newspaper and about 10 magazines. During a 2011-12 visit, it was brought to the notice of the RGF team by USNPSS members that it was for the very first time that women in the villages of Almora and Bageshwar had got acquainted with a considerable range of literature and information through the material made available in these libraries.</li> </ul>

### Libraries in Bihar

Partner organisation	Coverage
AID India	With the help of a three year grant from the Foundation, Aid India set up 52 libraries in the remote villages of Arwal District in April 2009. Two of these libraries also act as resource centres where children learn how to use computers. Each library has a set of around

	100 books. The readers are mostly children, who also access the library for the recreational material it keeps. Bal melas are organised on an annual basis to encourage children to participate in sports, writing, painting, and role play activities. During a 2011-12 visit it was observed that the libraries were extensively used as resource centres for children, with reading programmes being conducted for them.
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### Libraries in Jammu and Kashmir

Partner organisations	Coverage
Majlis-un-Nisa	The Foundation set up 10 libraries in the districts of Sopore and Baramulla in Jammu and Kashmir in March 2010. Each of these libraries, with about 100-150 books each, caters to approximately 20-25 readers a day. Most of the libraries are accessed for newspapers. Books on education, religion, sports, general information and computers are very popular.

### Libraries in Rajasthan and West Bengal

Partner organisation	Coverage
Ibtada in Rajasthan, and Vikramshila Education Resource Centre in West Bengal	In January 2012, the Foundation set up five libraries in partnership with Ibtada in the rural areas of Rajasthan's Alwar District, and three libraries with its partner organisation Vikramshila in the villages of Burdwan District in West Bengal. Some of these libraries have been set up in government schools.



### Discovering the library of secrets

The women in the villages of Almora and Bageshwar districts never really had much access to reading material apart from the textbooks of their children. Textbooks, too, get finished after a while. The problem of lack of access was solved when 15 libraries were set up in Uttarakhand by the RGF's partner organisation USNPSS. Interestingly, the women were drawn more to newspapers and periodicals than books, for newspapers are their only window to the world, while magazines contain useful nuggets about home remedies and aspects around it. But getting the women to start using the library was not such an easy task. However, the organisation's decision to have women librarians created a positive atmosphere. Children were the first to frequent the libraries, and they were followed by the womenfolk. Weekly essay writing and painting contests were organised to ensure children's interest in library visits. One of the favourite activities of the little ones is to pore over the globe and discover the world – from continents to nations and their capitals; from oceans to rivers and mountains.

### The Wonderoom: Where Children Play and Learn

During its initial visits to libraries in Delhi, the RGF's library team discovered that most libraries or learning centres in Delhi lacked activities that reached out to children, especially those studying in government schools. Recognising the need for such a space, plans were initiated to establish a Wonderoom – a children's library – in the Jawahar Bhawan premises in 2011-12.

The aim was to design Wonderoom as an experiential space to interact in and learn from – a space that would not only house books but also provide opportunities to children to express themselves through art, craft, theatre and sports as an extension activity. Overall, the aim was to provide a cultural, social and learning space to children from sections of society that do not have ready access to such facilities.

Around the core concept of the Wonderoom grew another idea, namely that this space could act as a hub for linking up children's spaces across the country with individuals and organisations possessing the ability to support them with monetary, material and human resources. The idea was that all this would be accomplished through a web-based application.

In 2011-12, the Foundation prepared a plan to initiate a learning partnership with government schools in various states by providing a treasure of books and resources called the Wonder Box. Each Wonder Box would have a set of 500 books apart from other learning material and sports equipment. It was envisaged that through workshops held over a period of time, teachers would be able to make the maximum use of the Wonder Box for learning purposes, and for inculcating a love of books and reading habits. Since the idea was for the programme to be implemented by local partners at the state level, the Foundation initiated discussions with potential partners in 2011-2012, setting a target of 25 such school libraries in 2012-13.





## INTERACT Programme

One of the key programmes of the Foundation, INTERACT was expanded to include all youth-related programmes during the year. It was restructured on the basis of an impact assessment conducted in 2009 following an internal review process. The programme now comprises:

- INTERACT – Young Scholars Leadership Initiative
- INTERACT – Vidya Gyan
- INTERACT – Access to Opportunities

### INTERACT - Young Scholars Leadership Initiative

Buoyed by the RGF's immense experience of working with children in conflict areas, the programme now called the Young Scholars Leadership Initiative has been strengthened to provide a more holistic framework for leadership development among the youth so that they are able to build meaningful careers, participate actively in the development processes of their area and prove to be ideal role models for the youth.

To the existing module of providing psycho-social support, several new interventions were planned in 2011-12 to expand the scope of the programme. These included:

- providing exposure to various professions as well as placements;
- providing support in academic growth through short term internships and opportunities for involvement in development work; and
- enabling the creation of a forum for young scholars to articulate their experiences in order to sensitise the larger community to the specific issues affecting them.

This approach entails a constant engagement with children affected by conflict in a more dynamic and sustainable manner through identified partner organisations and collaborating networks.

In 2011-12, through this programme the Foundation continued its support to children affected by conflict in the states of Assam, Andhra Pradesh, Chhattisgarh, Jammu & Kashmir, Manipur, Gujarat, Maharashtra, Nagaland, Tripura and the union territories of Puducherry and Andaman & Nicobar Islands.

## Transformative Learning

The RGF:

- supported 738 children across nine states and two union territories;
- provided support to the tune of Rs 12,000 per annum per child up to Class VIII; Rs 15,000 per annum per child in Class IX and X; Rs 18,000 per annum per child in Classes XI and XII (INTERACT I); and
- provided support to 49 children from eight states for higher education (INTERACT II).

### INTERACT I

State/Region	Total	Female	Male
Andhra Pradesh	96	57	39
Assam	27	11	16
Chhattisgarh	23	8	15
J&K	235	116	119
Manipur	177	93	84
Mumbai	22	10	12
Nagaland	32	14	18
Tripura	8	2	6
Gujarat	36	18	18
Puducherry	23	9	14
Andaman & Nicobar Islands	59	25	34
TOTAL	738	363	375

### INTERACT II

State/Region	Total	Female	Male
Andhra Pradesh	19	12	7
Assam	3	3	0
Chhattisgarh	2	2	0
J&K	4	1	3
Manipur	17	9	8
Nagaland	2	2	0
Punjab	1	1	0
U.P	1	0	1
TOTAL	49	30	19

### *Scripting a dream, willing the future*

Seerat Shakir lives in a joint family in her ancestral house in Ratnipora, in Kashmir's Pulwama District. Her family consists of her grandparents, uncle, mother, and two younger siblings. Having completed her school and graduation from Pulwama, this YSLI scholar is pursuing post-graduation from the Indira Gandhi National Open University. In spite of her father's untimely demise and the problems that engulfed the family, Seerat was determined to excel in her studies. What helped her was the support of her family and her strong will. This scholar-cum sportsperson who has represented her state in kho-kho has her future mapped out: a PhD and thereafter a shot at the IAS so that she can make a difference to her community. Seerat's prime motivation is to set an example for girls like her who are struggling to cope with their lives. Her motto: life is for living.



### *The world of a young scholar*

Faizan Aslam lives in a small house with his mother and younger brother in Pandrethan, a suburb in Srinagar, boxed in by circumstances that are beyond his control. His mother, a homemaker, earns about Rs 1,500 per month through sewing and weaving, which is not enough to make ends meet, let alone support Faizan's studies in a private school. A Class XII student, Faizan's dreams of becoming a computer engineer came alive when the Foundation stepped in to provide financial support to him in 2010. He proudly calls himself a YSLI scholar. It has given him the confidence to express himself through the camera lens, too. Nothing escapes this photographer's eye; the searing images he coaxes out reflect the chaos around him and in his mind. These images are a tribute to his heightened awareness of his situation, and not the trick of a professional camera. His progress should be worth watching.

During the year, the RGF team made extensive visits across the country to identify partners who would implement the programme at the state level and also to interact with children being supported under the scholarship programme. The team visited Chhattisgarh (November 27 – December 3, 2011, and January 2012), Jammu & Kashmir (December 2011) and Puducherry (April 2011):

- A 10-day visit to Chhattisgarh in January 2012 to meet the families of young scholars brought out the fact that the financial support provided by the Foundation has brought a much-needed stability to their lives. The aid provided by INTERACT has ensured that families are making their daughters pursue studies, which has shielded them from the practice of early marriage in some communities;
- In April 2011, the Foundation identified a project partner, Baby Sarah's Home – Integrated Rehabilitation and Development Centre, which works with mentally and physically challenged as well as orphaned children, to monitor the scholarship support programme in Karaikal, Puducherry. The organisation has also worked with tsunami-affected families, providing them immediate relief and counselling. A two-day visit to Karaikal revealed that the RGF scholarship has introduced some stability in the lives of children from tsunami-affected families, which eke a meagre living through daily wage labour, tailoring, or widows' pensions. The Foundation decided to support the children through workshops, exposure to innovative educational interventions and counselling.



## INTERACT – VidyaGyan

In 2011-12, the scholarship programme for the girl child from a marginalised community continued unabated in the districts of Varanasi, Rae Bareli and Barabanki in Uttar Pradesh:

- Apart from a scholarship, the children also received support for after school coaching and computer skills till the completion of Class X. Various activities were organised for children in the summer vacations to expose them to activities such as art and craft, games, English-speaking sessions, story writing and painting contests. Health awareness camps, too, were organised.

## Children – State and Partnerwise

No.	Partner	Batch I	Batch II	Total
<b>District Barabanki</b>				
1	Beti Foundation	72	63	135
2	Gyan Vigyan Samiti	82	101	183
3	Pashu Swachedan Sahkari Samiti	113	78	191
<b>District Varanasi</b>				
1	Childrens Emancipation Society	68	95	163
2	Human Welfare Association	67	97	164
3	Sahbhagi Shikshan Kendra	58	104	162
4	Vision	120	97	217
<b>District Rae Bareli</b>				
1	SEWA	124	102	226
2	Lokmitra	94	115	209
3	Sabla	127	110	237
	<b>TOTAL</b>	<b>925</b>	<b>962</b>	<b>1887</b>

- The RGF also reached out to seven partner organisations in extensive visits to Varanasi and Rae Bareli in August and September 2011. The objective was to take stock of programme implementation and to discuss the modalities of an impact study with partners whose suggestions were incorporated in the framework that was evolved. Discussions with girls and their parents also provided insights in developing the framework. These insights revealed that:
  - ↳ while the scholarship helped girls pursue an uninterrupted education at least until Class X, boosting their confidence, the majority of them felt that the scholarship should be continued up to Class XII. Most of these girls are first generation learners; for them a scholarship is the only way to pursue studies;
  - ↳ while the parents, specifically mothers, were happy that their daughters were able to study, they were less sure about their prospects for higher studies. However, a few among them have saved up money from the scholarship for this purpose;
  - ↳ while coaching classes were held at the cluster level, which included computer skills, the girls articulated a need for vocational training after the conclusion of their basic studies; and
  - ↳ many girls were ready to move out for further studies and wanted to avail opportunities for scholarships.



## INTERACT-Access to opportunities

The RGF works towards integrating the differently abled with mainstream society by creating an environment for more equal opportunities. The Foundation believes that the provision of mobility aids such as a specially designed two-wheeler is one of the many ways to support equality of opportunity by reducing impediments for physically challenged individuals. For, it would enable them to achieve better access to education and employment opportunities, public and civic services, thus improving their lives qualitatively. At a function held on September 28, 2011, Mr. Rahul Gandhi, Trustee, RGF, and Ms. Priyanka Gandhi, Executive Trustee, RGF, presented vehicles to 226 physically challenged persons from all walks of life:

- some were self-employed and some salaried, while some enterprising young women and men were pursuing studies and work simultaneously;
- women comprised 50 per cent of the awardees selected from 19 states across India;
- the number of people supported since 1992 crossed the figure of 1,225; and
- the vehicles distributed this year were Mahindra-Flyte Scooters (with side attachments), manufactured by Mahindra Two Wheelers Limited.

In 2011-12, in keeping with its renewed focus on education, the Foundation revisited its beneficiary criteria by placing a greater emphasis on the student category, including students who were also employed/self-employed. This was done with a view to enabling physically challenged youth to improve their access to educational opportunities. Out of 1,137 shortlisted applicants, 300 belonged to the category mentioned above. Their profiles were verified and placed before the Sub-Committee for the final selection of awardees.

## A glimpse into the lives of earlier awardees

In 2011-12, the RGF team visited some of the awardees from the previous year and came face-to-face with inspiring stories that make the programme so worthwhile.

### *Accessing a new life*

The motorised two-wheeler with attachments changed her life, says Ms. Bharti Singhal, a resident of Delhi. All the hardships she had experienced in her determination to pursue an MBA course ended the day she received the vehicle under the motorised two-wheeler vehicle programme of the Foundation in August 2011. It released her from her dependence on family and friends to transport her to college many a time, for using local transport was not an option; it eased her situation in the sense that she had been taking tuitions earlier to bear the expenses of studies as well as alternate means of transportation.

Once she received the vehicle from the RGF, the story of this young woman's life changed. She moved around on her own and visited organisations, opening up new horizons of learning. Today, Ms. Singhal has a permanent clerical job in the Indian Air Force. It has not only improved her family's financial status but also her social standing among friends and family. Ask her and she puts it down to mobility, which has transformed her life and how the world looks at her. Indeed, life is all about accessibility.

### *A rare drive to fight causes*

It was late in the night when 32-year-old Paramjeet Kaur, a resident of Ambala, Haryana, heard that a girl's life was in danger in a village nearby. Without wasting a moment Ms. Kaur left for Ladwa village to stand up for the girl who was being harassed for dowry. She took off on the motorised two-wheeler she had received from the Foundation in August 2010, narrates her proud husband, Mr. Anil Singh.

In December 2006, Ms. Kaur dropped out of school because of accessibility problems. Today, as head of the Saakshar Mahila Samooh as well as the Samyas Viklaang Ekta Sahayata Sangh, she is busy espousing a diverse range of causes in her community, ranging from polio and AIDS to female foeticide, dowry and domestic abuse. Now people from her village and nearby areas approach her for advice on organising campaigns and to resolve disputes.

It is not unusual for Ms. Kaur to be seen at the local police station filing a complaint or advocating the rights of the vulnerable. Her husband is proud that she is able to help so many people in the community.



### *A vehicle of inspiration*

In 2007, Mr. Prakashveer was a proud member of the Border Security Force at 31 years of age. But the life of this resident of Khalilpur, Gurgaon, in Haryana, descended into chaos when he lost his leg in an accident at the Jammu Railway Station, which resulted in his early retirement from the force in 2008. His wife's death around that time made it more difficult, even as he was required to shoulder the responsibilities of his family. It was at this time that he applied for a vehicle at the Foundation. In 2010, after he received the motorised two-wheeler, Mr. Prakashveer evolved his revenue model: carrying a container of lassi to the local market for sale. Gradually, his business expanded; he started selling up to 40 litres of lassi a day. Having saved up some money, Mr. Prakashveer bought a tempo through a finance scheme and started a transport service between Khalilpur Railway Station and Karabra, which is four kilometres away.

Today, Mr. Prakashveer has remarried and earns enough to support his wife, three children and his parents. Having paid off his loan, he has gained full ownership of the tempo. In addition to his BSF pension, the Rs. 300 he earns on a daily basis helps sustain his family. The tempo between Khalilpur Railway Station and Karabra has become a lifeline for daily commuters in the area. Mr. Prakashveer's tempo is the only mode of transport on this route. He makes sure he is always available, providing free service to those who are physically challenged, unwell or aged.







# Teacher Empowerment

Over the years, the Foundation has honed its vision on the touchstone of experience, gaining valuable insights into the ways in which education can become a catalyst for social transformation. Today, the RGF firmly believes that any attempt to improve the education system must equally redefine learning itself. And learning can be truly transformative only when it is accompanied by a perception that learners are not merely passive receptacles of information but also partners in knowledge creation in their capacity as discoverers of the world around them. For this to happen, it is important that teachers see themselves as facilitators whose role is to provide creative learning environments where learning can take wing, exemplified by equal opportunity.

The Foundation recognises that teachers can bring about this change in the learning process only when they empower themselves by being in a continual state of learning as well. With it comes a commitment to understanding the innumerable and intricate ways in which learning takes place, and that is followed by an unequivocal desire to help children realise their innate potential.

While this aspect of teachers' empowerment has been clearly stated in key policy documents like the National Curriculum Framework, 2005, and the National Curriculum Framework for Teacher Education, 2009, the relevant institutions within the teacher development and management system are yet to incorporate the necessary changes, both academically as well as organisationally.

## Teacher Empowerment Programme

On its part the Foundation seeks to aid this changeover through its Teacher Empowerment programme. The concept of Teacher Empowerment provides a robust and comprehensive framework of analysis and intervention for building the capacity of teachers and the educational system towards ensuring quality education for each child in the existing framework of policy and practice. As a natural corollary to the above framework, the concept of teacher empowerment demands that the entire system of teacher management and capacity building share and reflect similar values and objectives.

The focus of the programme is to help develop teachers who:

- understand the purpose of education;
- are committed to the idea of learning for every child;
- possess the right attitude, skill and knowledge;
- are professionally respected by society and the education system;
- have access to necessary resources; and
- have the freedom to respond to field realities.

Building upon a situation analysis study of teacher education in the country that was carried out last year, various processes and activities were earmarked as part of teacher empowerment. These include:

- capacity building programmes for teachers, teacher educators and administrators;

- curriculum review and development;
- review and development of pedagogy for regular and distance education programmes;
- academic and project research;
- documentation;
- systems and institutional development;
- review and development of teacher management systems;
- management of a database of teachers;
- the existence of a resource centre for teachers and teacher educators; and
- addressing societal perceptions of teachers and teaching.

### Focus on north-eastern states

During the year, the Foundation accomplished the basic groundwork for the initiation of its programme in the north-eastern region of the country. At the national level, the team initiated its process of establishing contact with different institutions, among them the Ministry of Human Resource Development (MHRD) and the National Council for Teacher Education (NCTE). Consultation visits to Assam, Meghalaya, Nagaland and Tripura helped identify the direction in which the programme could evolve.

A consultation in Meghalaya was organised in collaboration with the North East Hill University (NEHU), Shillong. The participants included representatives of the Directorate of School Education and Literacy (DSEL), the Directorate of Education Research and Training (DERT), faculty members from the District Institutes of Education and Training (DIET), officials of the Sarva Shiksha Abhiyan (SSA) at state and district level, NEHU faculty as well as teachers from government and private schools. A consultation in Assam was also organised in collaboration with the state office of the SSA and was attended by SSA officials at the state and district level, DIET faculty members, officials of the Directorate of Elementary Education as well as the SCERT.

The objective of these consultations was to get an idea of the teacher education system in both states and identify similar challenges faced by the north-eastern part of the country in general. Different stakeholders expressed their views regarding the status of teacher recruitments, the capacities of teachers as well as the state of existing teacher training processes. The consultations brought out the significant fact that there is little coordination between the various arms of the state government handling the segments of teacher management and capacity development. This, by their own admission, resulted in a duplication of efforts and loss of time, energy and financial resources. More importantly, all stakeholders clearly stated that in spite of the efforts of government agencies and NGOs, the teaching-learning process in schools left a lot to be desired, which impacted the learning of children too. Most participants expressed a need to engage with, and understand, the National Curriculum Framework in its entirety.

### Engaging with the DIETs

As part of the process to understand the functioning of various teacher training institutions, a study of the DIET in Rajasthan's Mount Abu District was conducted. This exercise, in addition to desk studies, was part of a strategy to build a better understanding regarding the functioning of DIETs across the country and to identify areas in which interventions could be evolved to support the DIETs. The key learning from this study was that the DIETs, as well as teacher education in general, are yet to receive the desired attention to achieve their potential. Their functioning is hampered by a large number of unfilled vacancies; the infrastructure is poor; faculty members are not given adequate opportunities for capacity building; and, lastly, the institutions rarely receive timely and adequate financial resources to conduct their various programmes.

In addition, the RGF conducted desk research in specific areas to develop a broader strategy for the Teacher Empowerment programme. The research included:

- a study of policy documents at the national and state level;
- a review of Indian and international experiences in teacher education; and
- an analysis of data on teachers and teacher education institutions (TEI) at the national and state levels.

Some of these processes provided significant inputs to set the stage for a concerted effort in the north-eastern states to draw up an agenda and framework for a teacher development programme in the following year.







# Natural Resource Management Programme

The ongoing Natural Resource Management programme (NRM) in Rajasthan's remote villages is the flagship livelihood initiative of the Foundation, shaped by the grassroots realities of the region. Widespread problems of water scarcity, especially in the face of rising demands as well as the continuous depletion of the groundwater table, prompted the Foundation to start a modest water and soil conservation programme in 2001 in nine districts of Rajasthan covering 78 villages, mainly for poor and marginal land holders. What started as an intervention aimed at increasing the availability of water in rural areas so as to enhance agricultural productivity has over the years resulted in two crucial outcomes. It has:

- ensured food security at the family level; and
- contributed to sustainable livelihoods in the community.

Since then the RGF, through its partner organisation Gram Gaurav, has been instrumental in supporting over 510 water harvesting structures (WHS), built from 2001 onwards. However, in 2007-08, the RGF decided to consolidate its work in one of the nine districts, namely Karauli. In 2011-12 as well, the Foundation decided to maintain its focus on the Dang region in Karauli based on the demands for water conservation and work requirements in the district.

## Water Harvesting Programme

Water and soil harvesting interventions are the backbone of the NRM programme in 84 targeted villages of Karauli District covering about 1,520 families. To date the programme has enabled the construction of 304 water harvesting structures such as pagara, pokhar and anicuts; in 2011-12, it made possible the construction of 75 new structures. A pagara is a submerged retaining wall built across a valley which prevents the topsoil and other fertile resources such as leaves and animal droppings from being washed away. This traditional structure is very useful for converting wasteland into double cropping land. A pokhar is a micro-irrigation earthen bund built across a nallah to store rain water. It is supported by an outlet which is manually operated to release water in the downstream area for irrigation. Anicuts are big permanent concrete structures built across a nallah or stream at a point where the water velocity is high, and are useful for storing water as well as for groundwater recharge. Following are the details of the water harvesting structures supported in 2011-12 and its coverage:

No. of WHS Planned	78 (42 Pre Monsoon /36 Post Monsoon)
Cancelled	3
No. of WHS Constructed	75
Cumulative	304 in Karauli and 510 in Rajasthan
No. of Villages Covered	42
No. of Gram Panchayats	15
No. of Panchayat Samitis	3 (Sapotra, Karauli & Baseri)
No. of Families Covered	307

**Type of Structures:**

Type of Structure	No.
Anicut	4
Pagara	32
Pokhar	39
Total	75

**Ownership & Use:**

Ownership	No.	Use Pattern	No.
Community	1	Irrigation	16
Group	43	Irrigation & DW	36
Private	31	Waste Land Development	23

**Cost Detail (Till 31st March 2012)**

Expenses	Amount (in Rs.)	% of Total Cost	Family Share (in Rs.)
RGF Contribution	5603220	60	18,251
Community Contribution	3780254	40	12,314
Total	9383474	100	30,565

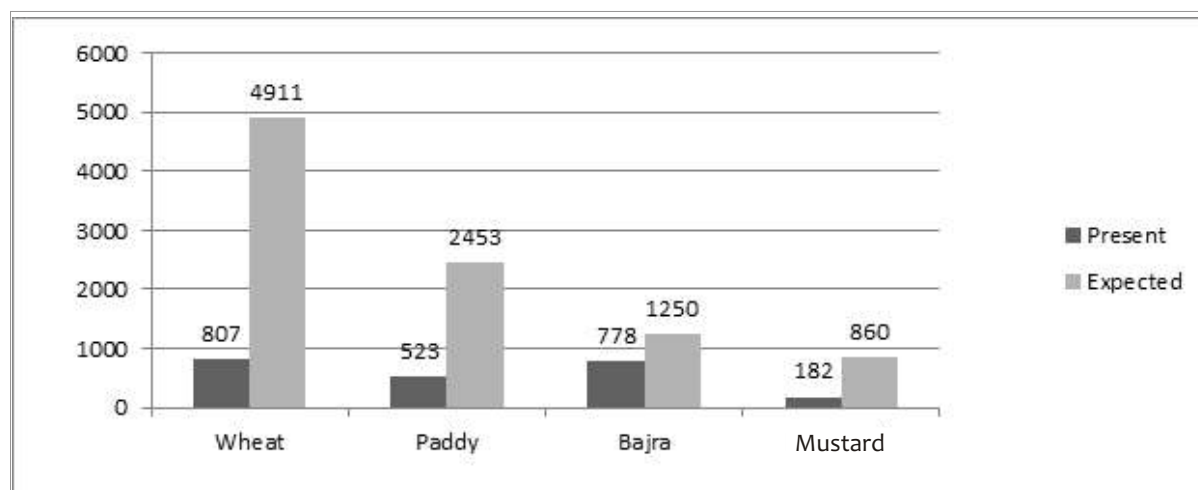
**Families Covered:**

Family Type	No. Of families
Widow/Women headed	1
Disabled & diseased	3
Poor (BPL & Marginal non-arable land holder)	69
Entry point in new villages	11

**Impact on land resources :**

Current Land Pattern (Baseline)	
Type	Land in Bigha
Irrigated	120
Unirrigated	657
Waste Land	333
Total	1110

## Impact on Agriculture Production (production in Quintals):



## School Education Programme

The delivery of social services like health and education has been poor in the villages of the Dang region. In several instances, children are forced to walk four to five km to attend school in adjoining villages. Consequently, a large number of children between the ages of five and 10, drop out of school. At the time the NRM programme was initiated in the Dang region, many of the villages lacked basic educational facilities. One of the first things Gram Gaurav did was to start 30 primary schools at the village level. Simultaneously, the Gram Gaurav team also submitted a proposal on behalf of the community for the setting up of government schools in coordination with the SSA.

During the year the Department of Education conducted a GIS/GPS survey in 2012 covering six villages where Gram Gaurav is running nine schools with a total enrolment of 275 children. Catering to children up to Class II, these schools follow a child-friendly curriculum.

## Improving Mother and Child Health

The Dang region is considered to be one of the most difficult terrains of Rajasthan, characterised by a scattered population in small hamlets often located deep in the forest and hence difficult to access. As these factors impede the institutionalisation of services in the region, the poor delivery of government services exacerbates the deprivation suffered by the community, especially in case of health related problems. In 2011-12, the Foundation started a helpline to provide an ambulance service during emergencies so that pregnant women could avail the advantages of an institutional delivery. During the year, Gram Gaurav facilitated 40 safe deliveries at government health centres.

# Rajiv Gandhi Institute for Contemporary Studies

In July 2011, the Rajiv Gandhi Institute for Contemporary Studies (RGICS) started with a fresh mandate and with a new frame of research model which was radically different from its past research activities. As a new team of researchers joined the Foundation, the vision of the RGICS, too, evolved with their ideas and domain expertise. The Institute has now emerged as an independent think tank on national policy with a core mission of advancing India towards a just social order based on Constitutional values. It therefore aims to strengthen the process of democratisation of public policies reflecting the voice of the people. To this end the Institute initiated a range of activities in 2011-12, from research, consultative meetings, workshops and brainstorming to briefings and lecture series. It was a year of much activity:

- In the field of academic research, where 12 projects got underway, a new research frame titled 'Prisms' was put in place to study the following generic themes:
  - ↳ India's evolving societal frameworks;
  - ↳ Global forces acting on India; and
  - ↳ Peoples' action.
- Accordingly, the 12 themes of research projects underway are as follows:
  - ↳ Regionalism;
  - ↳ Insurgency;
  - ↳ Identity politics;
  - ↳ Left wing extremism;
  - ↳ Regional balance in economic development;
  - ↳ Rights based approach to social justice;
  - ↳ Consequences of female foeticide;
  - ↳ Economic opportunity/skill development for weaker sections;
  - ↳ Urbanisation – managing cities;
  - ↳ Migration;
  - ↳ Social movements and democracy; and
  - ↳ Mapping of aspirations and expectations.
- During the year 20 pressing issues facing the country have been identified where RGICS has started intervening through various consultative meetings, to explore alternative democratic process for policy formulation.
- On September 10, 2011, at the inaugural Anti-Corruption Working Group Meeting, a group of eminent lawyers were brought together to function as a Working Group in order to deliberate and provide inputs on the formation of an effective institutional framework to combat corruption. The Working Group was also expected to provide ideas and assistance in scoping for an RGICS research



project on governance. The Working Group met on seven more occasions – on September 17, September 23, October 1, October 8, October 14, November 25 and December 3, in 2011.

- On October 19, 2011, the RGICS 20th Anniversary Lecture on the theme of 'Globalisation, Justice and Rights' was delivered by Prof. Thomas Pogge, Leitner Professor of Philosophy and International Affairs at Yale University, Director of the Yale Global Justice Program, and one of the world's leading contemporary political philosophers. Prof. Kaushik Basu, Chief Economic Advisor, Ministry of Finance, was the discussant. Prof. G Mohan Gopal, Director, RGICS, delivered the welcome address, followed by the Chair, Mr. Rahul Gandhi, M.P. and Trustee of the RGF.



*Prof. Thomas Pogge, Kaushik Basu & Rabul Gandhi at the 20th Anniversary lecture of the Rajiv Gandhi Institute of Contemporary Studies on "Globalization, Justice and Rights" 19th October 2011*

- On December 7, 2011, at an Advisory Group meeting on the research theme 'Response to Insurgency', a group of academicians, security analysts and insurgency experts came together to discuss the scope and design of the research project.
- On December 28, 2011, a brainstorming session on the project 'Regional Development in India: A Critical Evaluation' was organised at the RGICS, Jawahar Bhawan, New Delhi. Two distinguished members of the Advisory Group, Prof. Govinda Rao and Prof. Amitabha Kundu, made insightful interventions for scoping and conceptualising the methodology of the project, eventually to be published as a volume, and also to formulate a policy brief. Constructive inputs were also provided by other members of the Advisory Group, among them Prof. K. L. Krishna, Prof. Alokesh Baruah and Prof. Sudipto Mundle.

- On January 2, 2012, following a pilot survey of the Koli community of Maharashtra in December 26-27, 2011 to understand the extent of their marginalisation, a meeting was held at the RGICS with Mr Hussein Dalwai and members of the Koli community to decide on the nature of a study to be undertaken on the community, as per the RGICS's thrust area of research on economic opportunities for marginalised communities in India.
- On January 6, 2012, about 60 students and faculty from the New York University visited the RGICS to be part of a seminar organised for their benefit on the theme of 'Two worlds of India'. Among others, the seminar included talks by politicians, bureaucrats and academicians. Each talk was followed by an interactive session.
- On January 17, 2012, a brainstorming session was organised for academicians to identify focus areas for a research project titled 'Internal Migration in Contemporary India'. It was decided that a coherent national framework/ policy on migration would be drafted after examining various issues like overall trends in migration in India, social protection policies, migration viewed from the perspective of rights, social transformation, urbanisation, agriculture, identity, and gender.
- On February 11, a brainstorming session on the research project 'Social movements' was organised with the Advisory Group for research on social movements, including the eminent sociologist Prof. T.K. Oommen (Prof. Emeritus JNU), and Prof. Debal Singharoy (IGNOU). The meeting started with Prof. Mohan Gopal, Director, RGICS, posing the question – how can we make social movements a part of the democratic State so as to strengthen the democratic process. The discussion moved on to Prof. Oommen's paper titled, 'Towards good governance: equipoise between State, market and civil society'. Prof. Oommen was of the view that the State is not always attuned to the needs and aspirations of the people, which is why social movements would exist even under conditions of good governance. He made a distinction between social movements and protests. For the project, a social movement was defined as one that was ongoing, had an organisational structure, ideology and a leadership. Sporadic protests and agitations were not part of it. In the coming months, the advisory board would give suggestions on the way forward and also review papers. The research areas that were defined included:
  - a) movements responding to State failure;
  - b) movements aimed at the reform of specific polices; and
  - c) movements dealing with social issues, with non political motives.
- The RGICS also started producing a weekly newsletter called 'Policy Watch' for legislators, scanning around 300 web-links to create weekly news round-ups for them, with a prime focus on policy issues at a national and international level. As many as 14 issues of the newsletter were sent out in 2012. At the same time the RGICS also initiated a move to bring out a newsletter called 'Politics Watch', with seven interns working actively on it.

# Partners and Donors 2011-12

Programme specific donations have been mentioned below. We would also like to acknowledge and thank individuals and organisations who have contributed to the Foundation through General Donations.

## VidyaGyan

Beti Foundation  
Childrens Emancipation Society  
Gyan Vigyan Samiti  
Human Welfare Association  
Lokmitra  
PSAUSSL  
Sabla  
Sahbhagi Shikshan Kendra  
SEWA  
SSN Trust  
Vision

## Library

AID India  
Beti Foundation  
Dr. A. V. Baliga Memorial Trust  
Grameen Vikas Sansthan  
Human Welfare Association  
Lok Mitra  
Majlis-un-Nisa  
PSAUSSL  
Rajiv Gandhi Charitable Trust  
Sabla  
Sahbhagi Shikshan Kendra, Lucknow  
SEWA  
Shashwat Sahbhagi Sansthan  
Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan  
Vikalp  
Vikramshila Education Resource Society

## Decentralisation of Education Governance

Prajayatna

## Teacher Empowerment

Christy Friedgram Industry

## Educational Ecosystem Project

Rajiv Gandhi Charitable Trust

## Health

Akshar Trust

## INTERACT

Unnati  
Khwai Social Development Organization  
SEWA  
Baby Sarah's Home

## Natural Resource Management

Baif Development Research Foundation

## Access to Opportunities

Aditya Vikram Birla Memorial Trust  
Apeejay Trust  
B.D. Leasing Finance Ltd.  
Bharat Forge Ltd.  
Bharti Foundation  
DCM Shriram Consolidated Ltd.  
GAIL (INDIA) Ltd.  
GVK Airport Foundation  
Housing & Urban Development Corporation Ltd.  
J K Tyre & Industries Ltd.  
Mahindra & Mahindra Ltd.  
Max India Foundation  
National Buildings Construction Corporation Ltd.  
Oil & Natural Gas Corporation Ltd.  
Pirojsha Godrej Foundation  
Patton International Ltd.  
RP Infosystems Pvt. Ltd.  
Sona Charitable Trust  
SRF Limited  
State Bank of India  
Steel Authority of India Ltd.  
Tata Steel Ltd.  
UCO Bank

# Financials

## RAJIV GANDHI FOUNDATION BALANCE SHEET AS AT MARCH 31, 2012

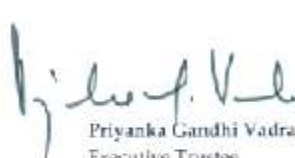
Particulars	Schedule	As at March 31, 2012 ₹	As at March 31, 2011 ₹
<b>SOURCES OF FUNDS</b>			
Corpus Fund		862,038,307	861,012,592
Earmarked Accumulated Fund			
Opening Balance		-	5,000,000
Less: Utilised during the year		-	5,000,000
Restricted Fund (Unutilised Grant Balance)		33,978,152	45,376,815
Income and Expenditure Account		156,645,898	154,699,795
		<u>1,052,662,357</u>	<u>1,061,089,202</u>
<b>APPLICATION OF FUNDS</b>			
Fixed Assets			
Gross Block	1	25,335,856	25,711,356
Less: Depreciation and amortisation		21,157,421	21,192,354
Net Block		<u>4,378,435</u>	<u>4,519,002</u>
Investments (At Cost)	2	1,005,329,260	1,005,391,982
Current Assets, Loans and Advances	3	52,782,668	60,989,906
Less: Current Liabilities and Provisions	4		
Current Liabilities		7,399,830	6,891,611
Provisions		2,428,176	2,920,077
		<u>9,828,006</u>	<u>9,811,688</u>
Net Current Assets		42,954,662	51,178,218
		<u>1,052,662,357</u>	<u>1,061,089,202</u>


Significant accounting policies and notes to accounts 9  
The schedules referred to above form an integral part of the Balance Sheet


As per our report of even date attached  
For Haribhakti & Co.  
Chartered Accountants  
Firm Registration No. 103528

  
Raj Kumar Agarwal  
Partner  
Membership No. 74715  
Place : New Delhi  
Date : September 27, 2012

For and on behalf of:  
Rajiv Gandhi Foundation

  
Priyanka Gandhi Vadra  
Executive Trustee

  
Suman Dubey  
Trustee

  
Sonia Gandhi  
Chairperson



**RAJIV GANDHI FOUNDATION**  
**INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED MARCH 31, 2012**

Particulars	Schedule	For the year ended March 31, 2012 ₹	For the year ended March 31, 2011 ₹
<b>INCOME</b>			
Income from Investments	5	72,427,458	73,652,577
Grants and Donations		68,852,786	39,036,642
Other Income		1,112,123	6,234,560
		<b>142,392,367</b>	<b>118,923,779</b>
<b>EXPENDITURE</b>			
Program Implementation Expenses	6	122,525,372	101,053,995
Administrative Expenses	7	16,130,888	16,120,925
Non Cash Expenditure	8	1,790,004	4,401,432
		<b>140,446,264</b>	<b>121,576,352</b>
Excess of Income over expenditure/(Expenditure over income) for the year		1,946,103	(2,652,573)
Add: Utilisation of accumulated fund of earlier years		-	5,000,000
<b>Surplus for the year</b>		<b>1,946,103</b>	<b>2,347,427</b>
Add: Balance brought forward		154,699,795	152,352,368
<b>Balance Carried to Balance Sheet</b>		<b>156,645,898</b>	<b>154,699,795</b>

Significant accounting policies and notes to accounts

9

The schedules referred to above form an integral part of Income and Expenditure Account.

For Haribhakti & Co.

Chartered Accountants

Firm Registration No. 152311

Raj Kumar Agarwal

Partner

Membership No. 74715

Place: New Delhi

Date: September 27, 2012



Rajiv Gandhi Foundation

*Priyanka Gandhi Vadra*  
Priyanka Gandhi Vadra  
Executive Trustee

*Suman Dubey*  
Suman Dubey  
Trustee

*Sonia Gandhi*  
Sonia Gandhi  
Chairperson

*"A child is a true democrat  
for he knows no barriers of caste, religion or community.  
He symbolises the unity and brotherhood  
we seek for our nation"*

*~Rajiv Gandhi*







**T**he Rajiv Gandhi Foundation (RGF) was established in 1991, to realize the vision of former Prime Minister Rajiv Gandhi. He dreamed of a modern India, secular, independent and progressive; a country that enshrines the democratic principle of equality, and blends progress with rich cultural traditions. This vision is the Foundation's mandate: to help create a peaceful modern nation with a just society, in which every Indian has the opportunity to fulfil his or her potential.

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

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





## RAJIV GANDHI FOUNDATION

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