

A photograph of a tree branch with a small green sprout against a cloudy sky. The branch is dark brown and curves from the bottom left towards the center. A small, thin stem grows from the branch, topped with three bright green leaves. The background is a soft-focus sky with white and grey clouds.

Transforming Lives.  
Raising Hope.

Rajiv Gandhi Foundation  
Annual Report 2015–2016

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# Chairperson's Message

The year 2015–16 has been an important year for the Rajiv Gandhi Foundation. It has been a year of reflection and evaluation based on what we have been able to achieve and of renewed energy to chart new ways.

During 2015–16, we brought to a successful conclusion three programmes on education including Transform Schools, Teacher Empowerment programme and Decentralization of Education Governance. The three programmes combined, not only reached out to around 1000 schools but also worked towards improving the larger education governance system. The year focused on comprehensive consolidation of our education initiatives. The learnings from these programmes have created a foundation for our upcoming blueprints in the education sector.



The flagship education initiatives of the Foundation continued to make a difference in the lives of children and young people. The INTERACT programme supported more than 400 children affected by conflict through scholarships. The Foundation in partnership with the Cambridge Trust continued to support bright scholars through the Rajiv Gandhi Cambridge Scholarships. The Foundation not only nurtured libraries across eight states but also worked towards strengthening already existing district libraries. The Wonderoom evolved as a popular space for children interested in reading, fun-learning activities and clubs.

The Foundation was also able to make significant contributions to 'disability' and 'natural resource management' sectors. As part of the 'Access to Opportunities' programme, the Foundation supported physically challenged young people from 20 states by providing them motorized vehicles and information about key government schemes. During the year, our partner in natural resource management, Gram Gaurav leveraged the support of Rajiv Gandhi Foundation and resources from the government to carry out soil conservation and water harvesting activities.

During the period of April 2015–March 2016, the Rajiv Gandhi Institute for Contemporary Studies (RGICS) continued its work on public policy issues, supporting the development of sound public policy in the interests of common people. RGICS produced detailed policy research and analyses on a wide range of key policy issues; a weekly analysis of policy developments; a monthly compilation of communal incidents in the country; draft parliamentary questions on a wide range of issues of public concern; and two policy books. RGICS also hosted a number of seminars and conferences, the highlight of which was a well-attended major national conference to commemorate the 125th birth anniversary of Shri Jawaharlal Nehru.

Our effectiveness at the grassroots could not have been achieved without the support of our partners spread across the country. I would like to thank all partner organisations and individuals who have collaborated with the Foundation and worked tirelessly.

A handwritten signature in black ink, which appears to read 'Sonia Gandhi'.

**Sonia Gandhi (Mrs.)**

Chairperson, Rajiv Gandhi Foundation









# INTRODUCTION

Since its inception in 1991, the Rajiv Gandhi Foundation has made significant progress in various spheres, including promoting capability based learning, providing financial and psychosocial support to conflict affected children and youth, establishing libraries, supporting the education of young girls from marginalized communities, strengthening natural resource management in rural areas, improving access and mobility for physically challenged persons, mobilizing resources and relief materials during natural disasters, and more.

During the year the Foundation undertook a comprehensive exercise to reevaluate the existing programmes and chart its way forward. The evaluation highlighted the high impact that each of the Foundation's programmes has been able to achieve. Based on this, strategies to strengthen and expand all the programmes were drawn up. The Foundation also decided to strengthen its focus on the domain of education, by building on the learnings from the Decentralization of Education Governance, Transform Schools and Teacher Empowerment programmes, which came to an end in the financial year 2015–16.

This year's report, therefore, includes a full overview of progress towards the goals identified in the year 2014–15. A summary of all activities of the Foundation during the period 2015–16 is included—education, accessibility, support to underprivileged and conflict affected children, libraries, water conservation and agriculture. This document also reports on the achievements of the Rajiv Gandhi Institute for Contemporary Studies (RGICS).

An annexure highlights the various publications, events and other media outreach projects that were realized during the year.

# INTERACT Scholarships

Violent conflicts have been one of the biggest threats to the progress of our society. The pain and losses arising out of violence impact children the most. Children impacted by violence tend to lose out on education and are also at high risk of falling into the trap of violence themselves.

The Rajiv Gandhi Foundation has been working to support children affected by conflict since 1993. The Initiative to Educate, Rehabilitate and Assist Child Victims of Terror (INTERACT) is aimed at supporting children and their families as they cope with the trauma of loss, escape the trap of violence and realign their lives.

The INTERACT programme started with children from Jammu and Kashmir, Punjab, Assam and two districts in Andhra Pradesh. In subsequent years, other conflict-affected states such as Tripura, Nagaland and Manipur were included. In 2002, children from Gujarat and in 2003, children in Mumbai were included in the programme. In 2006, scholars were





selected from Chhattisgarh. To date, the Foundation has supported 2,086 children across 11 states and two union territories. This also includes 134 scholars who pursued higher studies or vocational programmes.

INTERACT provides financial assistance towards school fees, books, uniforms and an allowance for maintenance to enable the scholar to attend school and complete plus-two, i.e., high-school education. The annual scholarship per child is Rs10,000 up to class 8 and Rs 14,000 in classes 9–12. In 2015–16 the Foundation provided scholarships to 132 scholars in classes 1–7 and to 293 scholars studying in classes 8–12. A state wise tabular depiction of current scholars is provided in table 1.1 below.

### Workshops

A three-day residential workshop in cooperation with the Khwai Social Development Organisation (KSDO)—was organised in the Youth Hostel, Imphal, Manipur, during March 20–22, 2016.

A group of 30 scholars between the ages of 13 and 18 years participated in the workshop. The objectives of the workshop were:

- Providing a platform to the children for mutual interaction
- Creating a positive outlook through learning activities
- Counselling children and their families as per needs
- Providing career guidance to scholars on higher education and vocational courses, based on their skills and aptitudes.

The workshop provided the team an opportunity to understand the situation from the children's and parents' perspectives and the challenges of their volatile environment. Most of the single parents were women engaged in low-income professions like weaving and vegetable selling.

In addition small group processes were conducted with scholars from classes 8–12. These processes helped in rapport building and also understand the scholars' future aspirations.

### Networking

An effort to create a network of past INTERACT scholars has been initiated by the Foundation. A total of 1,608 scholars have been contacted as part of these efforts.

### Partnerships

The implementation of the INTERACT programme has been ably supported by seven credible partner organisations at the field level.

The partner organisations ensure that the scholarships reach the children well in time. They also document the academic and overall progress of scholars, collect report cards, and provide psychosocial support during family visits and through regular workshops.

A state wise list of INTERACT partner organizations is presented in table 1.2.

**Table 1.1: Current Scholars**

S. No	State	Classes 1–7	Classes 8–12	Total
1	Andhra Pradesh and Telangana	12	32	44
2	Assam	8	10	18
3	Chhattisgarh	0	9	9
4	Gujarat	1	19	20
5	Jammu & Kashmir	33	121	154
6	Manipur	68	74	142
7	Maharashtra - Mumbai	5	10	15
8	Nagaland	1	6	7
9	Puducherry	4	12	16
	<b>Total</b>	<b>132</b>	<b>293</b>	<b>425</b>





**Table 1.2: INTERACT Partner Organisations**

S. No.	State	Partner Organisations
1	Andhra Pradesh	Shekinah Foundation
2	Jammu & Kashmir	AMAN Trust
3	Manipur	Khwai Social Development Organisation
4	Chhattisgarh	Bastar Sewak Mandal
5	Maharashtra - Mumbai	Ratna Nidhi Charitable Trust
6	Puducherry	IRDC—Baby Sarah's Home
7	Gujarat	Self Employed Women's Association



# Stories That Inspire

CONFERENCE HALL





## Alli Sabitha

Alli Sabitha belongs to Adilabad district of Telangana. Her father, late Shri Alli Sudhakar, was a private chauffeur, who was killed by extremists on August 31, 2001. The shock of Sudhakar's sudden death marked the beginning of an extremely difficult period for Sabitha's family. It was at this critical juncture that Sabitha, who was in class 1, started receiving support from the Rajiv Gandhi Foundation. The scholarship has been covering expenses towards Sabitha's fees, textbooks, uniform and other requirements for the last 11 years. Now in class 12, Alli Sabitha looks forward to studying further and becoming a doctor.



## C. Govardhana Devi

C. Govardhana Devi resides in Warangal district of Telangana. Her father Shri C. Govardhana Rao was a police constable who was killed by naxalites on October 7, 1996. At the time of his unexpected demise, he was not only responsible for his children also his aged parents. The Foundation supported Govardhana for 12 years (class 1-12) through the INTERACT scholarship. Govardhana went on to complete high school in 2014-15 with 96% marks from Sri Chaitanya Junior College (Girls), Hyderabad. She also excelled in the EAMCET competitive examination to secure admission in the MBBS programme of the Gandhi Medical College, Hyderabad.



## Chinglemba Nongthombam

Chinglemba's father was the principal of a private college. One day, while he was travelling on a friend's scooter, an unknown person opened fire and killed him. Despite losing his father at an early age, Chinglemba's education did not suffer. His studies were supported by the Foundation through the INTERACT programme. Chinglemba passed his matriculation exam from St. Joseph's School, Imphal, and completed his secondary education from Maria Montessori School, Imphal. After securing an engineering degree in electronics and communications from Hindustan University, Chennai, he joined IGATE, Bangalore as a software engineer.



# Rajiv Gandhi Cambridge **Scholarships**

The Rajiv Gandhi Foundation and the Cambridge Commonwealth, European and International Trust (CCEIT) have been supporting young and promising students to pursue higher education at the Cambridge University since 1994.





In 2013, the Foundation, in association with the CCEIT, initiated the Rajiv Gandhi Cambridge Scholarships which are aimed at enabling Indian students gain a Master of Philosophy degree in Education at the University of Cambridge.

### Scholarship

Each scholarship covers:

- University tuition fees at the relevant rate.
- An annual stipend sufficient for a single person.

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

In 2015–16, the Rajiv Gandhi Foundation awarded the scholarship to Preeta Kalyansundram for MPhil in Education.

### About Preeta

Preeta completed her bachelor's degree in history with education and sociology as electives from Sophia College, Mumbai. She had graduated with a first class and was ranked second in the department. Preeta had also received the Griselda Miranda Dias Scholarship for significant development and was the only student to be nominated for the Heras historians' research workshop. She has been a Teach for India fellow as well.

### Testimonial from Preeta Kalyansundram

My experiences while working with low-income communities in India through the medium of education reinforced my belief that education is indeed one of the strongest foundations for development. I was inspired to take on greater challenges and impact a larger population of low-income families across the country by gaining a rich theoretical knowledge and a global perspective. This desire propelled me towards pursuing an MPhil in Education Leadership and School Improvement at the University of Cambridge. The Rajiv Gandhi Foundation scholarship made it possible for me to realize this dream and offered me the opportunity of a lifetime to be inducted into the Cambridge Trust community.



As a Cambridge scholar, I was able to interact with a range of students involved in diverse research fields. These experiences transformed me both as an individual and as a professional, helping me understand diverse human predicaments, perspectives and approaches. It exposed me to peers from across the world and [helped me to] learn about the diverse education systems that existed. It also connected me to strong researchers, education practitioners and policy makers dedicated to providing equitable and quality education.

The year at Cambridge was a wonderful melting pot of cultures and systems, forging friendships beyond borders, a process of unlearning old ways and learning new and more enlightened ways that will go a long way [when it is time] to apply my learnings back in India. The MPhil course empowered me to acknowledge the need for school improvement and [understand] strategies to enable it. I am currently working on improving school systems in India by engaging with school leaders in government and low-fee private schools.

As so eloquently said by Mary Anne Radmacher, "I am not the same having seen the moon shine on the other side of the world." My heartfelt gratitude to the Rajiv Gandhi Foundation for giving me this opportunity!



Initiated in 2011 as a learning lab and centre for innovation, the Wonderoom is a unique community space for children in the national capital. Over time, the Wonderoom has evolved from an interactive learning zone into an innovative library of over 5,000 books, open to children from different socio-economic backgrounds.

The Wonderoom seeks to further learning by designing interesting and engaging activities that are more closely connected to their own social contexts and lifestyles than is commonly seen in formal schooling. At the same time, learning by doing continues to be supported through a range of activities and workshops. To ensure safe commute, the Wonderoom provides free daily bus service for children.

### Activities

The children in Wonderoom engaged in a number of fun learning activities throughout 2015–16.

#### Regular Activities

The Wonderoom organised regular activities and workshops on fun with science, art and craft, read aloud sessions, story telling, drawing, painting, sketching, creative writing, film screening, puppetry workshops etc. Children could choose to participate in as many activities as they were interested in.

#### Clubs

The Wonderoom also ran clubs for children who were interested in expression and theatre. The *Ados Pados* club in particular organised various drama sessions and stage plays.

The *Ados Pados* club commemorated Munshi Premchand on his birth anniversary by staging a play based on three of his stories. An audience of over 300 kids and parents enjoyed the show in Jawahar Bhawan. Impressed by the performance of

the children, the casting director for the film *Motia Gunj* by Chhota Mota Productions selected nine club members—Akash, Aditya, Dev, Deepak, Gurdeep, Manik, Piyush, Purushottam and Sahil.

### Big Events

In addition to regular activities, the Wonderoom organised a number of big events. These include:

#### I-Wonder

I-Wonder is an open platform for children to express themselves through various performing arts such as drama, music, poetry, art and dance. During the first I-Wonder event in December, children showed remarkable creativity in their varied performances. In addition, workshops on pottery and origami were also organised.

In the second I-Wonder event, more than 50 children showcased their talents by performing poem recitals, puppet show, drama, dance, singing, story telling and clown shows. A 400-plus audience of children and parents also participated in the event.

### Celebrations

#### Children's Day

The Wonderoom's children's day celebrations brought together more than 300 children from schools, neighbouring slums and NGOs. The children participated in a range of activities including storytelling sessions, drawing competition, quiz, theatre performance and exhibition. A number of games added fun to the event.



### *Holi*

The Wonderoom celebrated the vibrant festival of Holi by adding colours of fun and shades of joy to the lives of more than 150 children. The highlight of the event was the rangolis made by children. The beautiful designs, fragrant flowers and bright colours made the rangolis come alive.

### *Christmas*

The Christmas celebrations started with a storytelling session and was followed by a role play on the life of Jesus and carols. The children also took keen interest in decorating the entire library. Candies and cake brought smiles to all the little faces.



The children from Wonderoom participated in a number of events organised by other organisations. These include performances at the World Book Fair, Bal Sangam – a children's fest held at the National School of Drama and the fest of Creativity Adda.

### **Partnerships and Outreach**

During the year the Wonderoom partnered with a number of NGOs including Shareefan, Salaam Balak Trust, FXB etc. to enhance its reach. The Wonderoom team organised regular outreach programmes to ensure that the kids in large numbers were able to avail the services of the library. The team also regularly communicated with the guardians and organised parents' meetings.



### **Tours and Participation outside Wonderoom**

During the year the Wonderoom organised a number of tours within Delhi. The visits to the Indira Gandhi Museum and the Nehru Planetarium turned out to be the most exciting tours.

In 2015–16, the Wonderoom used social media for greater outreach. A monthly online newsletter and a Facebook page enhanced reach to cater to the online audience. The Facebook page garnered a following of over 8,000 people in just six months.













## Deepak Kumar

The 12 year old Deepak is one of the most active members of the Wonderoom. He lives at 21-A Janpath, New Delhi with his parents and two siblings. His father is an auto driver and mother Phool Kumari is a home maker. One day Deepak saw some of his friends making paper peacocks. On enquiring, they shared about the Wonderoom. Despite Deepak's keen interest, his mother initially did not permit him to join Wonderoom fearing high expenses. But upon realising that Wonderoom offered free access to all children, she no longer hesitated. Deepak came to the Wonderoom with a desire to learn things beyond what was taught in classrooms. Since science was his favourite subject, Deepak eagerly participated in all Fun Science sessions. He loves being around Ashwani sir who facilitates these sessions. The learnings have helped Deepak in his studies and school projects as well.



Deepak also enjoyed playing games in the Wonderoom including kabaddi, kho-kho, and Dog and the Bone with his friends. He has also actively participated in drama, dance, reading, drawing and painting. Deepak's favourite book is the Ramayana and Hanuman ji the favourite hero.

## Neha Kashyap

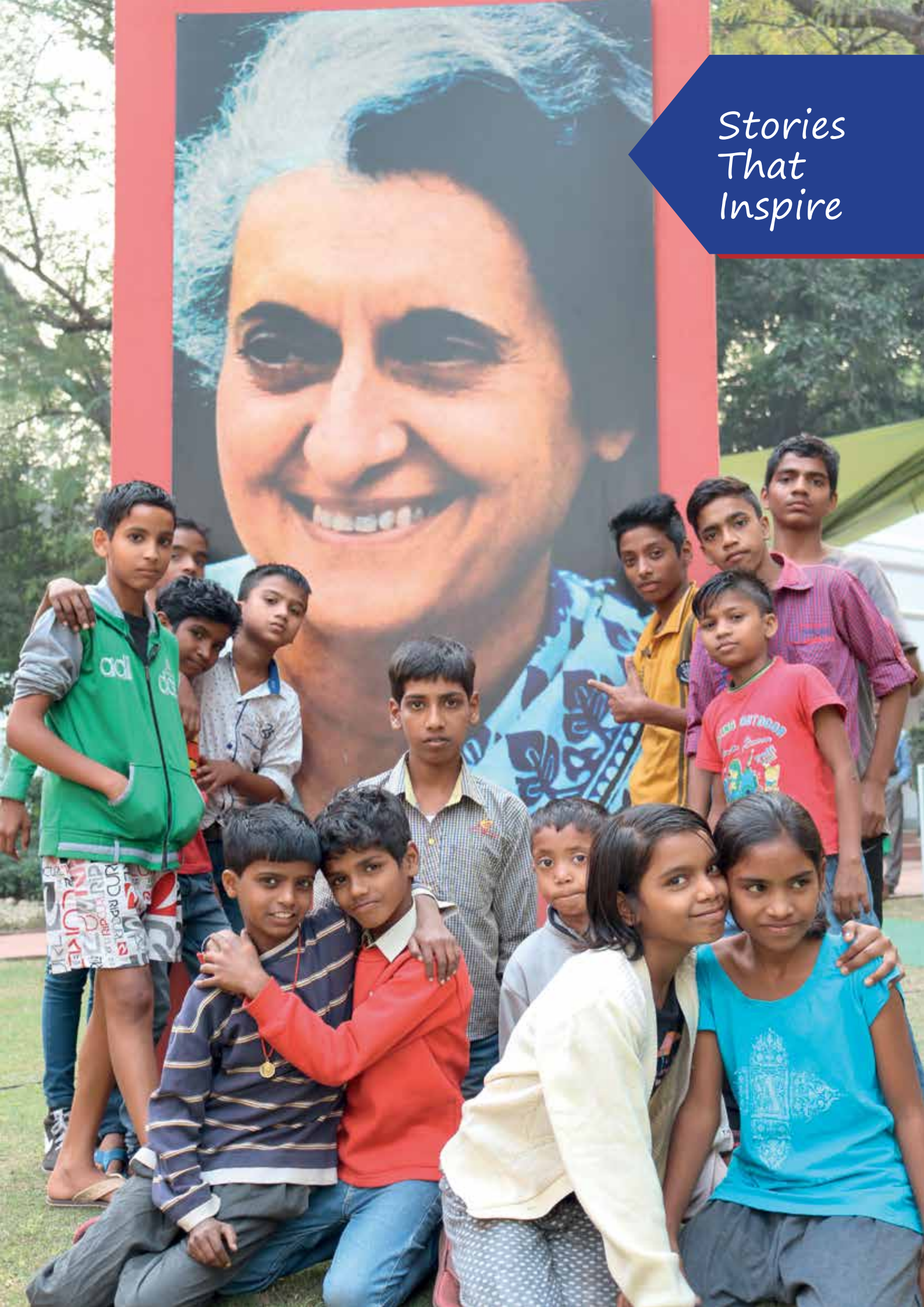
Neha was born in Ghaziabad, but soon her parents Devendra and Lata shifted to the slums behind the LeMeridian hotel, New Delhi, and have been living there since. In 2013, Neha learnt about the Wonderoom from her friends. The initial description as 'a place with hundreds of books and thousand of things to learn' evoked curiosity in her. She promptly shared the same with her mother. Neha's mother visited the Wonderoom to get a first hand understanding. Impressed by the activities and team, she allowed Neha to join the Wonderoom. Neha has a natural flair for acting and loves the drama sessions. The Wonderoom honed her acting skills. She admires and looks up to Rajneesh Bisht, who conducts the drama sessions, as her role model. She says, "I like his sessions a lot. I follow the small piece[s] of advice he delivers while conducting a session. He is a brilliant actor and director!"



Neha also loves to sit in the Wonderoom and read history books. She loves reading about the World Wars in particular. She also engages herself with picture books. She feels that there is a vast gap between the teaching methodologies of schools and the Wonderoom. Taking history as an example, she says, "In schools, the history classes tend to become dull and monotonous; whereas in the Wonderoom, the facilitator makes them come alive." Neha considers the Wonderoom a storehouse of knowledge, opportunities and ideas, where children get an opportunity to enhance their personality. She has been recommending the Wonderoom to several children in her school and around her locality. She has even put up posters of the Wonderoom's events across neighbouring colonies and schools. "Children should join Wonderoom, else they are missing on something really worthy", Neha feels.



Stories  
That  
Inspire





# Libraries

The Rajiv Gandhi Foundation has a long history of setting up libraries in India. Initiated in 1993, the Foundation has set up 1,648 libraries in villages and slums across 22 states. A number of mobile libraries were also initiated. During 2015–16, the Foundation not only supported libraries across eight states but also worked towards strengthening the public library system.

## The District Library Programme

In 2013, as part of its Global Libraries Initiative, the Bill & Melinda Gates Foundation partnered with the Rajiv Gandhi Foundation to initiate a pilot project in Barabanki and Rae Bareilly. The project, 'Strengthening the District Library Systems of Rae Bareilly and Barabanki Districts', aimed to create a model for libraries across the country that could function as socially inclusive spaces, providing access to information, skills and opportunities for all people in the district.

The first priority was to create a functional and responsive physical space. This had come out as a high order need in the baseline survey. During the year, the Foundation worked extensively with key stakeholders including the librarian, library staff and

key government officials in strengthening the library infrastructure.

The Foundation also worked towards enhancing the capacities of the existing library team and inducting newly appointed members, strengthening the volunteer network and deepening public interface.

## Samangan

In line with the existing library programme the Foundation supported information hubs in communities called Samangan.

Designed as equal-opportunity centres, the Samangan centres encouraged young people to come together in a common space to understand issues of mutual interest or concern, forge



friendships, and foster a proactive community environment.

Samangans serve as lively learning and cultural spaces for young people in rural and low-income areas across ten states.

During the year, 19 Samangan centres were functional in eight states (Table 4.1). In addition to issuing and lending books, these centres have

brought in current and relevant magazines based on demand. The centres have also organised camps to enhance awareness about government schemes, education and health in rural areas.

The centres provided internet to young people that help them access exam results and information on further studies. In order to build the capacities of local youth, a number of workshops were also organised this year.

**Table 4.1 Samangan Libraries, 2015–16**

S. No.	State	Organisation	No. of Libraries
1	Uttar Pradesh	Human Welfare Association	3
2	Uttar Pradesh	VISION	1
3	Uttar Pradesh	VIDHA	3
4	Chhattisgarh	Bastar Sewak Mandal	3
5	Chhattisgarh	Oodaan, Good Shepherd's Society	1
6	Jammu & Kashmir	Aman Trust	3
7	Bihar	Aman Trust	1
8	Tamil Nadu	Voluntary Association for People Service (VAPS)	1
9	West Bengal	Sri Aurobindo Anusilan Society	1
10	Odisha	Youth Council for Development Alternatives (YCDA)	1
11	Uttarakhand	Jandesh	1
		<b>Total</b>	<b>19</b>





# The **TRANSFORM** SCHOOLS Programme

The Transform Schools initiative originated from the Foundation's understanding that conventional formal schooling in India has too long overemphasized literacy and numeracy skills at the cost of other aspects of learning and has relied on faithful reproduction of provided information as the sole measurement of a child's ability and intelligence. The Foundation believes, on the other hand, that a fundamental change in the framework of learning is needed to allow children to reach their full potential.

The aim of the Transform Schools programme was to cast schooling in a fresh framework, offering students an environment (or multiple environments) in which they can learn through their own discoveries, constructing their own knowledge with the teacher as a facilitator and not a provider of readymade information. In order to create such an environment, it is essential that the child can relate their discoveries to their own social context and integrate new experiences with those they already own. Such learning, taking advantage of the child's existing and developing capabilities together, is more effective and indeed can be transformative, as the child gains confidence in their own abilities to construct knowledge, which in turn makes them eager for new learnings. At the same time, such an environment helps the child to further develop abilities that will support the continued process of learning. The key changes in this approach to teaching learning were:

- **Facilitating, not teaching:** Teachers would need to move away from just teaching to a larger and more empowering method of facilitating the child to learn.
- **Creating multiple learning environments for experiential learning:** Children engage in multiple learning sessions that introduce them to and encourage them to identify and develop different learning abilities. Through this process, children get many opportunities to demonstrate their understanding of concepts and also use and further develop their abilities.

- **Concepts, not chapters:** Children learn through the study of concepts that are drawn from the syllabus.
- **Continuous and comprehensive development of abilities:** Through an assessment system that looks at a comprehensive range of abilities, children are provided feedback on an ongoing basis.





In accordance with this vision and approach, the Foundation launched the Transform Schools programme in 2012. The programme covered 942 government schools from 82 clusters (Table 5.1) across the states of Andhra Pradesh, Telangana, Bihar, Chhattisgarh, Meghalaya, Uttarakhand and Uttar Pradesh. During 2015-16, the Foundation built the capacities of teachers and teacher supervisors and also provided planning and resource support at the school level. The Foundation also actively partnered with education departments at the state, district and block levels. Table 5.3 presents a summary of the programme's coverage.

In order to ensure quality hand-holding support to the teachers and schools, the Foundation partnered with a number of credible NGOs. The details of partner organisations are presented in Table 5.2.

**Table 5.2 Partner Organisations**

S. No.	Partners
1	India Education Collective
2	Aman Trust
3	Bakdil
4	Bastar Sevak Mandal
5	Equity Foundation
6	JANDESH
7	Oodaan Good Shepherd Society
8	Shekinah Foundation
9	Uttranchal Youth and Rural Development Centre
10	Sarva Shiksha Abhiyan - Meghalaya
11	Central Himalayan Rural Action Group

**Table 5.1 Reach of the Transform Schools Programme, 2015–16**

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



**Table 5.3 Transform Schools coverage**

Number of States/SCERT's	7
Number of District/DIET's	24
Number of Blocks/BEO's	45
Number of Clusters/CRC's	82
Number of Schools	942
Number of Teachers	1,364
Number of Children	51,125

## Impact

In the year 2015–16, the project focused on four key stakeholders: children, teachers, cluster resource persons and the District Institutes of Education and Training.

### 1. Children's abilities

Across the seven states where the programme operated, facilitators and teachers have engaged with nearly 50,000 children on a monthly basis and progress in the children's abilities was gauged across a set of 14 parameters, including language and mathematical abilities. These included:

- Language skills for local language—speaking skills, reading skills and writing skills.
- Language skills for English language—speaking skills, reading skills and writing skills.
- Mathematical abilities—number sense, addition, subtraction, multiplication, division, measurement, fractions, money and time.

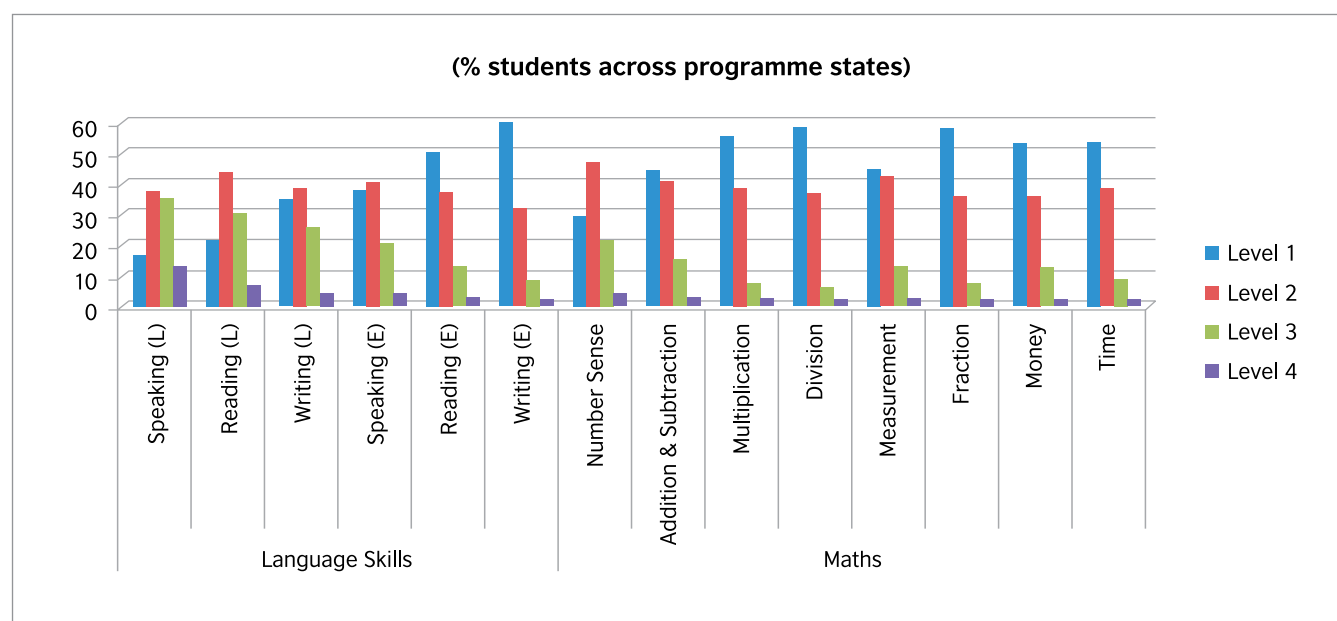
The interventions implemented sought to measure the abilities developed by the children across 14 parameters on a four-point scale, with Level

1 being “Evolving”, Level 2 “Interested”, Level 3 “Involved” and Level 4 “Self-directed”. As part of the programme implementation, these 14 parameters were considered critical for the students to develop their procedural skills. The parameters themselves were identified keeping in mind the learning progress that children are likely to acquire in a schooling environment over a period of three years, starting from class 1.

The graph in Figure 5.1 provides an insight into where the children stand across the programme on the capability matrix of the 14 listed parameters, as of 2015–16 (i.e. towards the end of the programme). The graph shows the percentage of children lying in each of the four levels for each of the 14 parameters.

Nearly 38 percent of children reached Level 2 with respect to the abilities they developed in the local language of their respective states as well as English. The language skills were observed in terms of speaking, reading and writing abilities. The teachers recorded their observations in the daily observation diary and in portfolios maintained for each child—these observations formed part of the assessment processes. This implies that the children at this level were able to communicate their ideas using simple words/sentences but needed a little support in verbal expressions. They could read and comprehend many words and recognized all letters. The children were able to establish a phonetic connection between sounds and letters and attempted to write a few unfamiliar words also.

Nearly 21 percent of children reached Level 3 in

**Figure 5.1 Capability level in local language, English language and Maths**



language skills, which implied that the children were able to express thoughts using appropriate words and coherent sentences. They were able to read simple texts fluently and even attempted to read unfamiliar text. The children wrote simple texts to express their ideas and thoughts; however, they needed some support to achieve accuracy in sentence formation and grammar. Nearly five percent of children reached Level 4, which implied that these children were able to express their thoughts, views and feelings quite fluently and coherently, for varying audiences and purposes. They could write their ideas in the form of paragraphs, stories and so on, using grammatically correct sentences. Usage of appropriate vocabulary had gone up too. The children also started developing evaluative and appreciative skills, which became evident in their expressions and writings.

Assessment of maths abilities covered number sense, addition and subtraction, multiplication,

division, measurement, fractions, money, and time. Based on classroom and activity observations, overall 39 percent children were found to be at Level 2. This implied that these children were able to add and subtract up to 100, including doing word problems. Children who showed they could read and comprehend clearly were also able to apply their comprehension skills in maths, solving maths problems quite easily.

The children were also able to construct tables up to 10 and use concepts of grouping and understand the relationship between multiplication and division. They were familiar with the concept of doing multiplications using repeated addition and repeated subtraction. The children could tell time from a watch, identify patterns in a calendar and measure objects using standard units of measure. The children were able to understand the meaning of unit fractions in the context of area and compare and order unit fractions.

**Table 5.4 Transform Schools in Chhattisgarh**

District	Block	Cluster	Total Schools	Total Teachers	Total Students
Mahasamund	Khatta	Khatta	9	13	424
	Baghbahara	BK Bahra	16	25	717
	Pithora	Sankra	10	14	355
Bastar	Bakawand	Pahurbel	10	11	288
		Irikpal	12	15	524
		Borpadar	15	15	524
Total			72	93	2,832





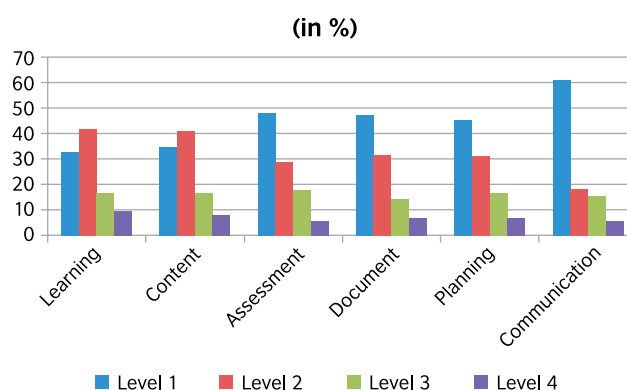
About 11 percent students reached Level 3 in applying mathematical skills. In this bracket the children could add and subtract using numbers up to 1,000. The children could comfortably do multiplication and division using 2- or 3-digit numbers, and understand the concept of zero rule. Children also understood the concept of decimals and used conversion rules effectively for measurement, time and money. A small number of children (roughly 1 percent) progressed towards Level 4, where the children could very comfortably do all four operations for up to 5-digit numbers.

## 2. Teachers' Abilities

Across the seven states, facilitators engaged with over 3,000 teachers on a monthly basis and progress was gauged with respect to the teachers' ability framework defined. The teachers' ability framework defines has four levels, Level 1 being the starting point of "Evolving", Level 2 being "Interested", Level 3 being "Involved" and Level 4 being the ideal state of the teacher facilitation process, i.e., "Evolved". The levels are measured for six parameters—learning environment, content facilitation, assessment, documentation (report cards, observation diary), planning, community involvement. As part of the programme implementation, these six parameters were considered critical for the teachers to be effective facilitators in this Transform Schools process.

An illustration of how the teachers have progressed in the six parameters across the programme states is depicted in Figure 5.2 below.

**Figure 5.2 Teachers' Progress across Parameters**



It has been observed that nearly 40–43 percent teachers are at Level 2 of creating a conducive learning environment and for content facilitation. This indicates that the teachers do create various learning environments for the development of various abilities, but they need a better understanding and greater experience of the ways in which these settings support the development of abilities. With regard to content facilitation, this means that the teachers use concept maps but require help in the integration of subjects.

Close to 30 percent of teachers are at Level 2 for assessment, indicating that these teachers attempt to record simple observations about children. More than 30 percent of the teachers are at Level 2 of documentation and planning—31 percent of teachers maintain documentation with support



and 31 percent of teachers make plans as per the teachers' collectives conducted but still require support. In all, about 32 percent of the teachers have progressed to Level 2 overall.

More than 15 percent of the teachers are at Level 3 across all the six parameters. This implies that these teachers are able to facilitate a learning environment that takes into consideration the different abilities and needs of children, that they maintain and utilize the portfolios effectively, that they are able to make plans and review the same, and that they can involve the community in school activities.

Close to 10 percent of the teachers have progressed to Level 4 across the six aspects. This means that these teachers facilitate a learning environment that encapsulates multiple learning methodologies to suit the needs and abilities of children. They also use a diverse range of tools for assessing children and encourage the community to take ownership in enhancing the learning process with the school.

### 3. Cluster Resource Persons

It was observed that out of the 82 clusters, the Cluster Resource Persons (CRPs) from 18 clusters were able to initiate the collective process. It was also seen (Table 5.6) that there were more clusters

where the CRPs undertook small segments of the collective process in terms of reviewing the previous month and drawing up concept maps with the support of the programme coordinator or other teachers.

**Table 5.6 Cluster Resource Persons' Engagement**

S. No.	State	No. of CRPs	No. of CRPs Initiating Teachers' Collectives
1	Andhra Pradesh	5	3
2	Telangana	3	1
3	Chhattisgarh	6	1
4	Bihar	4	1
5	Uttar Pradesh	25	6
6	Uttarakhand	5	2
7	Meghalaya	34	6

### 4. Engagement with DIETs

In the initial stages of the implementation of the Transform Schools programme, the DIETs in the various districts of the seven states participated





in the orientation programme. As the intervention progressed, some DIET faculty members demonstrated keen interest in the development and understanding of the pedagogical dimensions of this learning approach.

The programme envisaged that with the involvement of the DIET, the programme could be gradually extended to other clusters and upscaled to a block or district level at a later stage. It was observed that representatives from more than 15 DIETs had made an effort to understand the approach and participate in the cluster-level meetings.

However, further initiating the programme in the neighbouring clusters was also seen in seven DIETs,

namely in the Visakhapatnam and Chittoor DIETs in Andhra Pradesh, Mahbubnagar DIET in Telangana, Saipung in the Jaintia Hills, Bageshwar and Nainital DIETs of Uttarakhand and in Chitrakoot and Sultanpur DIETs in Uttar Pradesh.

### Conclusion

The Transform Schools programme came to an end on March 31, 2016. The Foundation's attempt to pilot capability-based learning in the public education system proved to be highly valuable. The Transform Schools programme was able to engage with learning contexts across seven states. The varied experience has been well documented. The Foundation envisages building on these learnings as it takes its education agenda forward.

**Table 5.5 Teachers' Ability Framework in Uttar Pradesh, 2015–16**

Learning Environment			Concept Facilitation			Assessment			Documentation			Planning			Community Involvement		
Evolving	Interested	Involved	Evolving	Interested	Involved	Evolving	Interested	Involved	Evolving	Interested	Involved	Evolving	Interested	Involved	Evolving	Interested	Involved
57	42	2	58	40	2	71	28	1	58	39	3	56	41	3	94	6	0
*The numbers represent the percentage of teachers in each level																	

# Access to Opportunities

The Rajiv Gandhi Foundation believes that empowering the differently abled has to begin with enabling mobility. For most of the differently-abled education, employment, banking, recreation and healthcare are just out of reach—even going to the post office or shopping for food can be a huge effort that cannot be undertaken singlehanded.

To enable inclusiveness via mobility, the Foundation launched the Access to Opportunities programme in 1992 as one of its flagship initiatives. As part of this programme, the Foundation annually grants specially designed motorized vehicles to physically challenged young people from disadvantaged socioeconomic backgrounds. The Foundation has till date provided vehicles to 2,427 physically challenged young people in 30 states and union territories. The Foundation believes that enhanced mobility will allow them to access educational and employment opportunities.

## Selection

Like every year, the Foundation followed a detailed and rigorous selection process to identify the awardees. The programme team initially scrutinised applications against the criteria to draw up the shortlist. The details of physical verification and recommendations from partner NGOs were also taken into consideration during this process. The shortlist was submitted to the Programme Committee for final selection. The Programme Committee, comprising of members from the government, NGOs and corporate bodies finally selected 100 awardees from 20 states for the year 2015-16.

## Vehicles Award Ceremony

The specially designed vehicles are provided every year on the birth anniversary of Shri Rajiv Gandhi. On 22nd August 2015 100 awardees from 20 states received the vehicles from Shri Rahul Gandhi, Trustee, Rajiv Gandhi Foundation. Shri Gandhi interacted with the awardees and showed

keen interest in their current occupations and future plans. Shri Gandhi also presented mementos to the representatives of the donor and partner organisations. The awardees were pursuing higher studies, working or entrepreneurs. (Table 6.1).

**Table 6.1 The 100 Awardees, 2015–16**

S. No.	State	Total Awardees	Male	Female
1	Andhra Pradesh	6	5	1
2	Assam	1	1	
3	Bihar	7	4	3
4	Chhattisgarh	5	4	1
5	Delhi	7	4	3
6	Gujarat	8	5	3
7	Haryana	8	5	3
8	Jharkhand	4	4	
9	Karnataka	2	1	1
10	Madhya Pradesh	5	4	1
11	Maharashtra	4	3	1
12	Odisha	8	3	5
13	Punjab	2	2	
14	Rajasthan	9	7	2
15	Tamil Nadu	4	3	1
16	Telangana	1	1	
17	Uttarakhand	3	3	
18	Uttar Pradesh	13	8	5
19	West Bengal	2	2	
20	Jammu & Kashmir	1	1	
	<b>Total</b>	<b>100</b>	<b>70</b>	<b>30</b>







## ‘Swavalamban—National Workshop on Access to Opportunities’

On August 21, 2015, ‘Swavalamban—National Workshop on Access to Opportunities’ was organised at the Rajiv Gandhi Foundation, New Delhi. More than 250 participants, care givers and NGO representatives from 20 states attended the workshop.

Shri Mani Shankar Aiyar, Member of Parliament, spoke on the need to recognize disabilities and facilitate the mainstreaming of physically challenged individuals through greater sensitivity. He emphasized the need to remove physical and attitudinal barriers. He also spoke about the need for policies that ensure equal rights and full participation of disabled persons in society as well as in the economy.

Shri Kanu Shelar, president of the Society for Physically Handicapped from Ahmedabad, Gujarat, spoke on ‘Issues and Challenges faced by People with Special Needs’ and delivered a motivational talk on ‘Transcending Adversity to Succeed’.

Shri T.D. Dhariyal, former Deputy Chief Commissioner for Persons with Disabilities, Ministry of Social Justice and Empowerment, Government of India, explained in detail the basic rights, policy benefits and government schemes available to the physically disabled and ways to access the same.

A session on ‘Safe Driving and Maintenance of Vehicle’ was conducted by Mahindra & Mahindra. The workshop also provided an effective platform



for exchange of ideas and views between the differently-abled and experts from different fields.

## Partnerships

In the year 2015-16, the Foundation has worked with partner NGOs in 18 states (Table 6.2). These NGOs, working in the disability sector, carried out identification and verification voluntarily. They also facilitated application processes.

## Impact

In order to gauge the impact of the programme, the Foundation initiated an impact study with past awardees. Around 800 awardees who have been awarded vehicles in 2009, 2010 and 2012 were contacted. The study revealed that most awardees have been able to fulfil their dreams, which included pursuing higher education, becoming financially independent or expanding their businesses. The social lives of the awardees have significantly improved. By becoming self reliant, the awardees have also been able to earn the respect of their peers in society.

**Table 6.2 Partner Organisations, 2015–16**

S. No.	State	Organisation
1	Andhra Pradesh & Telangana	Shekinah Foundation
2	Assam	Shishu Sarothi
3	Bihar and Jharkhand	Child Concern (Samarpan)
4	Chhattisgarh	ARPAN (managed by PAC)
5	Gujarat	The Society for Physically Handicapped
6	Haryana	Umeed Society
7	Himachal Pradesh	Indian Association of Muscular Dystrophy
8	Jammu & Kashmir	AMAN Trust
9	Karnataka	Association of People with Disability
10	Maharashtra	NASEOH (National Society for Equal Opportunities for the Handicapped)
11	Odisha	Aaina
12	Punjab	DANIS
13	Rajasthan	Bhagwan Mahaveer Viklang Sahayata Samiti
14	Uttarakhand	Srajan Spastic Society
15	Uttar Pradesh	Mangalam
16	West Bengal	Institute for the Handicapped and Backward People







## Rati Nath

The year 1993 was tough for the three year old **Rati Nath**, who lost his leg to a fever. His family, which sold herbs for a living, never knew that a fever would hamper their son's ability to walk and leave him 100 percent disabled. Frequent visits to doctor went futile and proved very expensive against the modest income of the family. While Rati was struggling with disability, his family was struggling financially. Due to lack of resources, Rati had to give up studying and help his father in the herbs business. Despite his hardwork in business, Rati was finding it difficult to increase the sales. Sales of Surma (traditional eye-liners) in his native place Jamalpur (Bhiwani district) was contingent on his ability to travel and Rati was struggling to get from place to place. He was not successful in getting other jobs either because he lacked educational qualifications. In 2014, Rati Nath received the vehicle from Rajiv Gandhi Foundation. This was a turning point in his life. The vehicle eased his travel significantly, due to which his sales increased. His daily income has gone up from Rs. 150-200 to Rs. 300-400. On the other hand, the expenditure on travel has come down. The use of vehicle also freed up Rati's time in a major way, thus enabling him to participate in social and family gatherings.

## Amjad Khan

**Amjad Khan**, 30 was born in Hapur district of Uttar Pradesh on 4th July 1980. At the tender age of nine months, he had a polio attack which rendered him 85 percent disabled. Amjad had a difficult life ever since. He had to put up with the never ending difficulty in carrying out daily chores and the frequent ridicule. The 20 km commute from home to college was painful and humiliating. The vehicle Amjad received in 2012 as part of the Access to Opportunities programme was a life changer. The enhanced mobility and ease of travel helped him immensely in completing his Masters in Arts. Amjad believes that the biggest benefit of the vehicle was "independence". In order to support the underprivileged and spread awareness on issues of disability, Amjad established Human Ability Foundation. He also coaches students of S.I.D Model Academy, free of charge.

## Sunder Lal Yadav

Sunder Lal Yadav was born in 1980 and belongs to Rewari, Haryana. When he was eleven months old, he along with his family met with a dreadful accident. He drowned in a sewage pool and his breathing choked. The subsequent fever resulted in stiffening of body parts. When Sunder's family consulted the doctors, they were told that he has suffered 100 percent disability. Because of the disability Sunder's studies and ambitions suffered. It took him 2-2.5 hours to commute to college. The difficult task of pushing the tricycle resulted in unbearable pain in hands. In 2010, he came in contact with a member of the Rajiv Gandhi Foundation, who suggested that he apply for the vehicle. Sunder received the vehicle in 2013 and it proved to be immensely useful. He completed his post-graduation and diploma in computers. He got a vendor's license from DC Office and currently sells stamp papers at Rewari Tehsil earning a monthly income of INR 6,000. In addition to economic independence, ownership and use of the vehicle increased his participation in social and cultural activities. He is actively engaged with the youth club in his village and has taken up environmental, social and educational issues. Due to his active interest and work on these issues, he got elected to Gram Panchayat. As a member, Sunder has been focussing on education and electricity issues in his Panchayat.



Stories  
That  
Inspire





# Natural Resource Management

Large parts of north-western India have been affected by recurring droughts, increasing water scarcity and depleting ground water aquifers. In order to address these challenges, the Rajiv Gandhi Foundation initiated its Natural Resource Management (NRM) programme in November 2001.

In 2011, the Foundation helped create Gram Gaurav Sansthan to take forward its NRM work in the Dang region of Rajasthan and has been supporting its projects since then.

Gram Gaurav has been working with the local community in 78 villages in the Dang area to augment water resources, conserve soil and increase agriculture production. Since 2012, Gram Gaurav has worked with around 2,000 families and helped construct over 400 water harvesting structures.

During the year 2015–16, Gram Gaurav continued its work of preserving and replenishing natural resources, nurturing new partnerships, expanding the self-help group (SHG) network, promoting

System of Rice Intensification (SRI) and facilitating effective dialogue on water conservation.

The following were the major activities undertaken this year:

- Engaged with 20 new village panchayat boards in the Dang region.
- Identified need for new water-conservation structures in 21 villages with the help of farmers and ward panchayat members.
- Registered micro planning proposals in village panchayat boards of 15 villages.
- Organised meetings with 97 SHGs in the region.
- Linked 41 SHGs with banks in the region.











## Village Maharajpura

*Maharajpura is situated at a distance of 300 metres from the foothills of Aravalli mountains. The village is home to 100 families, out of which 98 belong to the Other Backward Classes (OBC) and the remaining two are from Scheduled Tribes. Like other backward villages in Karauli district, Maharajpura is also deprived of basic amenities like roads, electricity, schools or medical facilities. Scarcity of water for irrigation and drinking water purposes has been one of the biggest issues facing the village.*

*The team members of Rajiv Gandhi Foundation visited Maharajpura during one of the 'rainwater harvesting awareness campaigns' the organised in the region. . . The team organised a village meeting shared about the transformative benefits of rainwater harvesting. The villagers who were already aware of the Foundation's work in nearby villages, agreed to build a structure to preserve rainwater. Once the*





## Stories That Inspire

most suitable location for the structure was identified, the Foundation and the villagers jointly started mobilizing resources for the same. The Foundation provided major part of funds and the villagers worked to get the no-objection certificate (NOC) from local authorities. After getting the NOC, the villagers also started collecting small contributions among themselves. In three months, a taal (tank) was constructed. The tank fed by rainwater could meet the water requirements of the entire village. In 2012 (the year the structure was built), a total of 712 acres of land was brought under cultivation. The next year, the village produced a total of 1,840 quintals of mustard, 3,380 quintals of wheat and 20 quintals of barley. The third year, the land under cultivation increased from 712 to 825 acres and the production increased accordingly. The villagers now take time out from their agricultural calendar to maintain the Taal during the rainy season and are leading a happier life.







- Supported 61 farmers in implementing System of Rice Intensification. A total of 624 kgs of seeds were treated and 120 acres of land cultivated using SRI technique.
- Workshops with school children were organised in two schools to build understanding on the conservation of natural resources.

In 2014–15, the Gram Gaurav Sansthan partnered with NABARD to construct *pagaras* (water harvesting dams) in selected project villages. Table 7.2 provides details of structures created.

### Recognition of Gram Gaurav's efforts

The Gram Gaurav Sansthan received extensive coverage in a number of journals, magazines and TV channels. In addition to a feature article in Dainik Bhaskar on August 25, 2015, the news channel 24 Hours showcased Gram Gaurav's work on August 26, 2015. Gram Gaurav's efforts were also featured in Srijan Patrika, a Rajasthan state-government magazine, for the organisation with the 'best social responsibility' in the region. The Gram Gaurav Sansthan also received an award for 'Contribution in Nation Building' for the year 2015 from the Shri Ramkrishna Jaidayal Dalmia Seva Sansthan.

**Table 7.1 Completed Water Harvesting Structures (WHSs), 2015–2016**

S. No.	Village	Type of WHS	Name of the WHS	Total costs (Rs)	Community contribution (%)
1	Biramka	Pokhar (New)	Ondhi Nali	1,48,386	33
2	Ghasingpura	Pagara (New)	Kem Wala	79,650	59
3	Barki	Anicut (Old)	Ank Wala	3,64,510	51
4	Maharajpura	Pokhar (Old)	Bada Taal	4,56,165	90
5	Biramka	Pokhar (Old)	Sidh Sarovar	62,000	100
6	Biramka	Pokhar (Old)	Kesu Wali	32,000	100
7	Ghasingpura	Pokhar (Old)	Kem Wali	60,000	100
8	Ghasingpura	Pokhar (Old)	Kodan Wali	20,000	100
9	Biramka	Pokhar (New)	Mesra Wali	45,800	33
10	Beharda	Pokhar (New)	Babul Wali	89,433	33
11	Morachi	Pokhar (New)	Inam Wali	1,25,017	33
12	Rajarampura	Pokhar (New)	Nand Bhumiya	73,049	33
13	Kot	Pokhar (New)	Phuta Band	1,62,901	33
14	Rajpur	Pokhar (New)	Rajola Wali	92,066	33
15	Albatki	Pagara (New)	Gher Wala	2,04,876	48
	<b>Total</b>			<b>20,15,853</b>	<b>59</b>

**Table 7.2 Partnership with NABARD, up to 31.03.2016**

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

# RGICS

## RAJIV GANDHI INSTITUTE FOR CONTEMPORARY STUDIES 2015–2016

### RGICS's Profile: Vision and Mission

The Rajiv Gandhi Institute for Contemporary Studies (RGICS) was set up in 1991 as an independent policy think tank. Over the past quarter century, RGICS has provided valuable inputs in policy making across a wide spectrum of issues. Over the past five years RGICS has refocused its work to meet a growing gap in policy advice – the lack of a liberal, social democratic think tank providing policy support for issues concerning marginalized sections of society. RGICS's current vision is *catalysing egalitarian change – social, economic and political -- to realize the Constitutional idea of India that emerged from our national movement for freedom.*

To this end, RGICS's work now covers three broad areas:

- *Capacity building of "change agents" — civil society and political activists through policy briefing and training;*
- *Development of efficacious policy recommendations and strategies (including draft legislation);*
- *Raising public awareness of key policy issues including through organizing public events.*

During the period of April 2015–March 2016, RGICS successfully produced and delivered its standard knowledge products and services, organised several seminars, conferences and round table discussions that helped take our vision and mission forward.

They include the following.

### i. Advisory Services

#### 1. Policy Briefs

More than 156 policy briefs\* have been prepared on challenging issues of social, economic and political significance.

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\*the detailed list of briefs is presented in the Annexure

### 2. Seminars and Conferences

Several series of monthly seminars were organised for social activists, academics etc. on significant socio-economic issues such as the Land Acquisition Bill, Climate Change and People's Voice and Rights of Members of ST Communities to their Land, Forests, Natural Resources, to name a few (see Table for a full list).

### ii. Knowledge Products

#### 1. Policy Watch Magazine

In the period April 2015–March 2016, 45 *Policy Watch* issues have been published and disseminated to a large cross section of people which includes academics, activists and students.

#### 2. Communalism Watch

Communalism Watch tracks communal incidents across the country reported in the media. It is an endeavour to strengthen break the unity and harmony of the country. In the year 2015-16 we published and disseminated 12 issues of *Communalism Watch*.

#### 3. Social Media

RGICS started with a very small presence on Twitter and over the past year has built a strong presence on this platform by engaging with a diverse set of influential followers across a wide cross section of society and geographies. We have thus been able to communicate directly with a varied set of individuals and institutions that include policymakers, academics, journalists and activists. Our Twitter presence helped us shape perceptions about issues and policies and their ramifications with these engaged citizens – both at the national and international level.

### iii. Books Published:

1. *Regional Development and Public Policy Challenge in India* (SPRINGER) Rakhee Bhattacharya, Fellow, RGICS (Ed). Principal Researcher: Rakhee Bhattacharya



2. *Internal Migration in Contemporary India* (SAGE), Prof. Deepak Mishra (Editor)

#### iv. Public Events, Seminars and Internal Trainings

##### 1. Nehru Conference No Peace Without Freedom;

**No Freedom without Peace** — On the 125th birth anniversary of Shri Jawaharlal Nehru, RGICS organised a two days National Conference on the theme “No Peace Without Freedom; No Freedom without Peace: Securing Nehru’s Legacy and India’s Future: Agenda for Action”. The Conference was organised as a set of panel discussions on the five cornerstone values of the Republic i.e. Freedom, Equality, Democracy, Justice and Secularism and had a diverse set of speakers including Prof. Irfan Habib, Mr. Bezwada Wilson of the Safai Karamchari Union, Prof. Gopal Guru, JNU, Mr. Nikhil Dey, Mazdoor Kishan Shakti Sangathan and Ms. Brinda Grover, lawyer and women’s rights activist.

##### 2. Meeting on ‘Climate Change and People’s


**Voice’** — A brainstorming session was held at the institute on the 5th of October, 2015, on the issue of justice in climate policy and negotiations. The focus of the session was on the position that India should take at the 21st Conference of Parties in December, 2015, in Paris. Experts including Mr. **Chandra Bhushan**, Deputy Director, Centre for Science and Environment, Ms. **Leila Choukroune**, Director, Centre for Social Sciences and Humanities and Mr. **Philippe Humbert**, from the John Jaures Foundation, Paris, spoke at session and discussed the need for ensuring equity and justice, not just in international negotiations on climate change, but equally for the people of the country.




3. A seminar on “**The Global Experience of Local Government and its Implications for India**” was held in collaboration of Indian Social Institute, on January 23, 2016. The seminar focused on a book by Prof. Jean-Paul Faguet of the London School of Economics. The participants included Ms **Rashmi Shukla Sharma**, Ministry of Panchayati Raj, Government of India; Dr **George Mathew**, Institute of Social Sciences; Prof. **Om Prakash Mathur**, Institute of Social Sciences, Prof **Sudha Pai**, Ms **Sarada G Muraleedharan**, Capacity-building, Ministry of Panchayati Raj; Ms **Chavvi Rajawat**, Sarpanch, Rajasthan; Ms **Anjali Bhardwaj**, Social activist; Ms **Meenakshi Natarajan**, Ms **Atishi Marlena**, Adviser to the Delhi (NCT) Government.

##### 4. Training programmes for RG-RALs


A training programme was organised for the second batch of RG-RALs to give them an overview of the vision and mission of the organisation and direction on their roles and responsibilities.


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### Policy Research Service









**Research Assistance to Legislators**

India is the world's largest democracy, but it needs to go a long way to ensure that the policies are made democratically by the people and for the benefit of all its citizens without any bias and control of the few. Political representatives are the crucial interface between the people and Government. RGICS offers "POLICY RESEARCH SERVICE" to political leaders with the intention of providing them access to high-quality independent, non-partisan research assistance on policy issues arising in legislative work. This service is delivered through selected and

### Policy Research Services

Policy Advisory Services are offered to legislators to enhance their understanding of policies, build capacity to debate and improve responsibility and responsiveness towards public policy decision making and the voices of the marginalised.

Image gallery

## RGICS Work Products (April 2015 – March, 2016)

POLICY BRIEFS	
Brief analysis, background papers (Issue Briefs/ Legislative Briefs/ Policy Briefs) were prepared on various issues /topics as listed below:	
	Title
	Rajya Sabha Role
	NDA's first year performance
	Insurance (Amendment) Ordinance 2014
	LARR
	Infrastructure, Investment & FDI
	Public Sector Banks and Rise in Non Performing Assets
	NDA Govt.'s Smart City Scheme
	Rapid Survey on Children Health
	Housing For All
	OROP
	NDA Government's Social security schemes
	PM Social Security Schemes
	National Tourism Policy- 2015
	Socio Economic and Caste Census, 2011
	Autonomy of Educational Institutions
	The Global Politics of Indian Climate Policy
	The Human DNA Profiling Bill 2015
	Issues Pertinent to Tribal Communities In India
	The NAGA Accord- Skimming over autonomy and cooperative federalism
	Sustainable Development Goals
	The Vyapam Scam
	The Absent Female Workforce in India
	Saffronisation of Education
	The New Economy Labour
	Regulation of Virtual Currencies
	Mahila Samakhya (MS)
	Maternity Leave
	ART Bill 2014
	Standards for thermal power plants
	Child Labour Bill 2012
	Child Labour and Child Labour Amendment Bill
	Manual Scavenging
	Mahila Samakhya (MS)
	India's INDC



	OROP
	Mining in Non-forest areas
	Export slowdown
	Refugees in India
	Rural Distress
	Chemicals Fertilizers
	Status of NAQI
	Juvenile Justice Bill Revamped
	Issue of Non Performing Assets
	The Prevention of Corruption Amendment Bill 2015
	The Whistleblowers' Protection (Amendment) Bill 2015
	Female Genital Mutilation in India
	New Education Policy
	Human Trafficking
	Swachh Bharat Abhiyan
	Issues regarding e-pharmacy
	Rising Suicides amongst housewives
	Indian Hostages in the Middle East
	Elderly Population of India
	The place of methane emissions in the climate change debate
	Economic Growth and Related Concerns
	Methane Emissions
	Delhi Air Pollution
	Constitutional Crisis in Nepal
	The Deadlock in Paris- Implications for India
	MHA Move to Raise Forest Clearance Cap
	Rising Air Fare
	Start-up Policy
	The Impact of Increase in Maternity Leave on working Women
	Proposed Changes to Rights of Persons with Disabilities Bill 2014
	Child Sexual Abuse in Schools
	Zika Virus Disease
	For MoWCD
	India's Policy for the aged
	Student Suicides
	Caste-based Discrimination in HEIs
	MGNREGA in Drought Hit Areas
	Sansad Adarsh Gram Yojana (SAGY)
	Housing for All scheme
	Status of Indians Captured by the IS
	Naga Accord
	Human Trafficking and Drugs Epidemic in Punjab
	Fourth Industrial Revolution

	Agriculture and Farmer's Welfare
	The Threat of the Islamic State of Iraq and Syria (ISIS) to India
	Cross border Attacks
	Dilution of FRA, 2006
	Bharat Net Project
	Sex offenders registry
	Expanding the scope of UID
	The Sexual Harassment on Women at Workplace Act 2013
	FDA Warnings to Indian Pharma Companies
	Swachh Bharat Abhiyan - Toilet Construction Usage
	India's Nuclear Liability
	Caste Based Discrimination in HEIs
	Union Budget 2016-17-Empowering the Elite Disempowering Poor Middle Class Women
	Dilution of FRA, 2006
	The Aadhaar Bill 2016
	Budget Allocation for Ministry of Women and Child Development 2016-17
	Palm Oil Expansion in India
	Critical National Infrastructure
	Air pollution impacts
	Branding of Tribal Children
	Mental Health of Pilots
	Aviation Sector Reforms
	UPA Schemes Initiatives Rebranded Relaunched
	Diversion of Nirbhaya Fund

#### **POLICY WATCH (WEEKLY)**

Detailed Weekly Round Up of Policy Developments – State/Regional, National and Global: Uploaded on Khidkee, Distributed to about 1200 recipients by email	<b>45 issues published</b>
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#### **COMMUNALISM WATCH (MONTHLY)**

Communalism Watch tracks communal incidents and ideas which are being expressed in several ways in different parts of the country. It is an endeavour to understand the communal agenda of certain organisations/parties and expose their efforts in trying to break the unity and harmony of the country. Distributed to about 1200 recipients by email	<b>10 issues published</b>
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#### **BOOKS PUBLISHED**

9th July, 2015	<i>Regional Development and Public Policy Challenge in India</i> (SPRINGER) (Rakhee Bhattacharya, Fellow, RGICS (Ed.))	Principal Researcher: <b>Rakhee Bhattacharya</b>
March, 2016	<i>Internal Migration in Contemporary India</i> (SAGE), Prof Deepak Mishra (Editor)	Principal Researcher: <b>Dr. Deepak Kumar Mishra</b> Research Coordinator: <b>Rakhee Bhattacharya</b>



MAJOR PUBLIC EVENTS	
July 20, 2015	<b>Bhoomi Adhikar Samvad:</b> A meeting on Land Acquisition Bill, headed by Sh. Bhakta Charan Das
August 10, 2015	<b>Meeting on The Rights of Members of ST Communities to their Land, Forests, Natural Resources</b> – Meeting was headed by Mr. Bhakta Charandas
October 5, 2015	Meeting on <b>Climate Change and People's Voice</b> Participants were Mr Chandra Bhushan CSE, Prof Leila Choukroune, (CSH), Mr Philippe Humbert (JJF), Ms Supriya Singh (IYCN), Mr Ajay Jha (PAIRVI) and Mr Soumya Dutta
November 6-7, 2015	Nehru Conference- No Peace Without Freedom; No Freedom without Peace On 125th birth anniversary of Shri Jawaharlal Nehru, RGICS organised a two days National Conference on the theme “No Peace Without Freedom; No Freedom without Peace: Securing Nehru's Legacy and India's Future: Agenda for Action”. The Conference was organised as panel discussions on the five cornerstone values of the Republic i.e. 1. Freedom 2. Equality 3. Democracy 4. Justice and 5. Secularism
January 23, 2016	Seminar on “ <b>The Global Experience of Local Government and its Implications for India</b> ” in collaboration of Indian Social Institute. Discussion was on a book by Prof Jean-Paul Faguet of the London School of Economics. Participants were: <b>Ms Rashmi Shukla Sharma</b> , MoPR, Gol; <b>Dr George Mathew</b> , Institute of Social Sciences; <b>Prof Om Prakash Mathur</b> , Institute of Social Sciences, <b>Prof Sudha Pai</b> , <b>Ms Sarada G Muraleedharan</b> , Capacity-building, MoPR; <b>Ms Chavvi Rajawat</b> , Sarpanch, Rajasthan; <b>Ms Anjali Bhardwaj</b> , Social activist; <b>Ms Meenakshi Natarajan</b> , <b>Ms Atishi Marlena</b> , Adviser to the Delhi (NCT) Government

MEETINGS/DISCUSSIONS ON POLICY ISSUES	
June 30, 2015	<b>Meeting on Saffronization of education</b> Prof. Aditya Narayan Mishra, Prof Gopinath etc.
July 30, 2015	<b>Meeting on Saffronization of education</b> Mr. Shashi Tharoor, Prof. Aditya Narayan Mishra, Prof Gopinath, Mr. Mani Shankar Aiyar etc.
September 4, 2015	<b>Meeting on Saffronization of education</b> A meeting of academicians from Delhi University, JNU and Allahabad University with Mr Rahul Gandhi was organised on September 4, 2015. The meeting was part of a series of meetings organised by RGICS in past few months on the issues around saffronization of education. Prof Gopinath, Prof Aditya Narayan Mishra, Prof Kancha Ilaiah, Prof Badrinarayan, Prof Zoya Hasan, Mr Mani Shankar Aiyar were main participants.

RGICS INTERNAL TRAINING EVENTS	
July 21-30, 2015	Training Programme for RG-RALs (Fourth Batch)
CONTINUING	Weekly meetings of RGICS staff to discuss contemporary issues, including interaction with distinguished visitors

# Donors

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JANDESH  
KHWAI Social Development Organisation  
National University of Educational Planning and Administration  
Oodaan Good Shepherd Society  
Sarva Shiksha Abhiyan  
Self Employed Women's Association (SEWA)  
Shekinah Foundation  
Sri Aurobindo Anusilan Society  
Uttanchal Youth and Rural Development Centre  
Vikas Dhara VIDHA Mahila Sansthan  
Vision Society for Interactive Operational Needs  
Voluntary Association for People Service  
Youth Council for Development Alternatives

# Audited Financials

## Financial year 2015 - 2016

### RAJIV GANDHI FOUNDATION BALANCE SHEET AS AT MARCH 31, 2016

Particulars	Schedule	As at March 31, 2016 ₹	As at March 31, 2015 ₹
<b>SOURCES OF FUNDS</b>			
Corpus fund	1	1,00,59,43,624	1,00,49,42,790
Restricted fund (Unutilised grant balance)	2	53,84,196	85,20,381
Income and expenditure Account	3	10,43,30,516	9,25,52,225
		<b>1,11,56,58,336</b>	<b>1,10,60,15,396</b>
<b>APPLICATION OF FUNDS</b>			
Fixed assets	4		
Gross block		2,30,33,085	2,28,63,608
Less: Depreciation and amortisation		1,90,48,120	1,80,75,030
Net block		<b>39,84,965</b>	<b>47,88,578</b>
Investments (at cost)	5	1,06,02,18,193	1,05,27,55,554
Current Assets, Loans and Advances	6	6,14,91,422	5,72,87,430
Less: Current liabilities and Provisions	7		
Current liabilities		32,31,439	19,29,302
Provisions		68,04,805	68,86,864
		<b>1,00,36,244</b>	<b>88,16,166</b>
Net current assets		5,14,55,178	4,84,71,264
		<b>1,11,56,58,336</b>	<b>1,10,60,15,396</b>

Summary of significant accounting policies and notes to accounts 12  
The schedules referred to above form an integral part of the Balance Sheet

As per our report of even date attached  
For Haribhakti & Co. LLP  
Chartered Accountants  
ICAI Firm Registration No: 103523W/W100048

Raj Kumar Agarwal  
Partner  
Membership No. 074715



For and on behalf of  
Rajiv Gandhi Foundation

Priyanka Gandhi Vadra  
Trustee

Suman Dubey  
Trustee

Sonia Gandhi  
Chairperson

Place : New Delhi  
Date : September 29, 2016

Sandeep Anand  
Director-Finance




**RAJIV GANDHI FOUNDATION**  
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED MARCH 31, 2016

Particulars	Schedule	For the year ended March 31, 2016 ₹	For the year ended March 31, 2015 ₹
<b>INCOME</b>			
Income from investments	8	9,28,23,193	9,71,79,286
Grants and donations		1,30,43,685	4,81,86,011
Other income		8,59,075	18,37,718
		<b>10,67,25,953</b>	<b>14,72,03,015</b>
<b>EXPENDITURE</b>			
Program implementation expenses	9	8,03,52,765	12,14,16,721
Administrative expenses	10	1,30,09,649	2,12,32,842
Non cash expenditure	11	15,85,248	48,65,520
		<b>9,49,47,662</b>	<b>14,75,15,083</b>
(Deficit)/surplus for the year		<b>1,17,78,291</b>	<b>(3,12,068)</b>

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

As per our report of even date attached  
For Haribhakti & Co. LLP  
Chartered Accountants  
ICAI Firm Registration No: 103523W/W100048

For and on behalf of  
Rajiv Gandhi Foundation

  
Raj Kumar Agarwal  
Partner  
Membership No. 074715



  
Priyanka Gandhi Vadra  
Trustee

  
Suman Dubey  
Trustee

  
Sonia Gandhi  
Chairperson

Place : New Delhi  
Date : September 29, 2016

  
Sandeep Anand  
Director-Finance



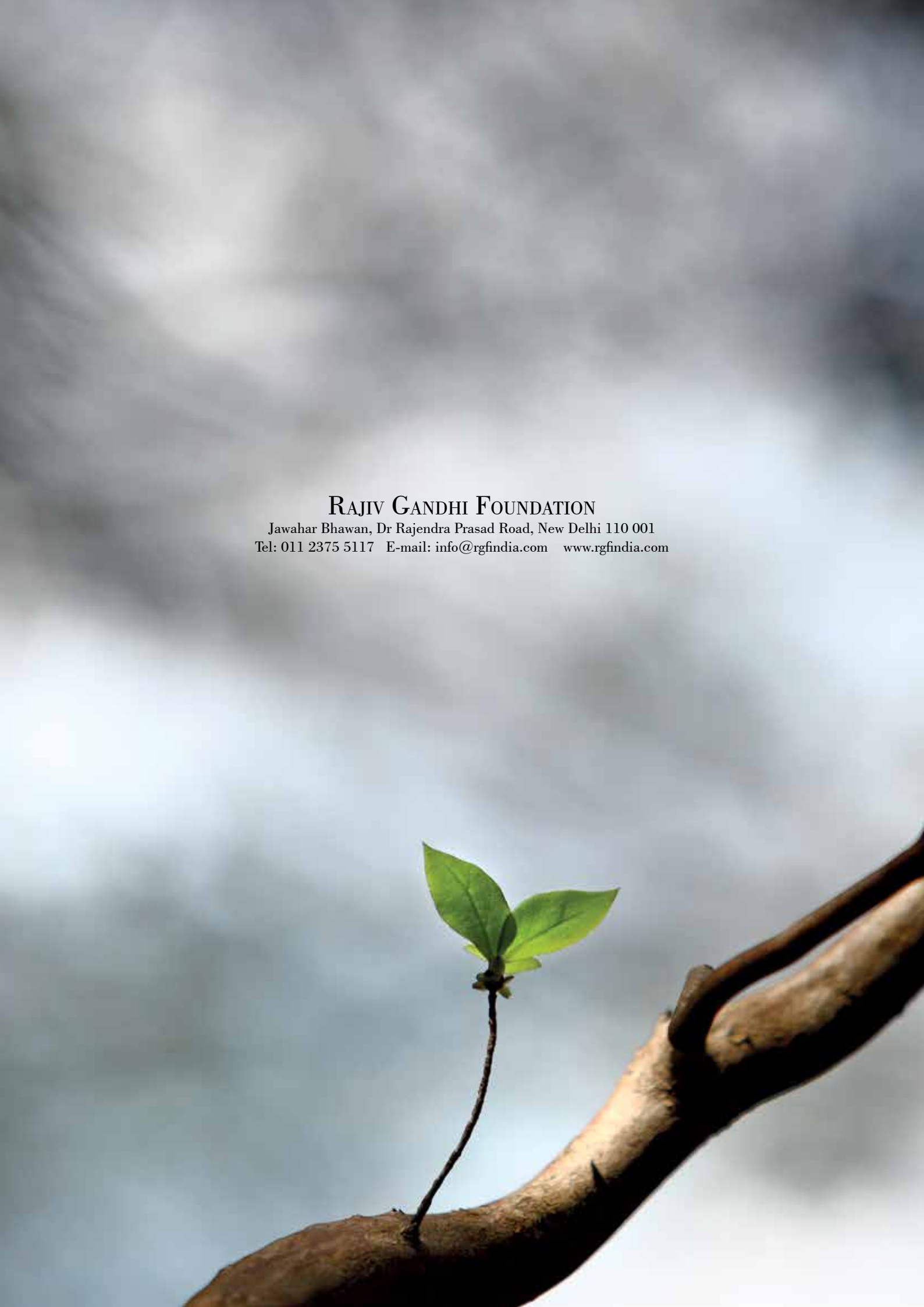




The Rajiv Gandhi Foundation (RGF) was established in 1991, to realize the vision of former Prime Minister Rajiv Gandhi. He dreamt of a modern India, secular, independent and progressive; a country that enshrines the democratic principle of equality, and blends progress with rich cultural traditions.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

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

Since its inception, the RGF has worked on many wide-ranging issues, from literacy, health, disability, and empowerment of the underprivileged, to creating livelihoods, to natural resource management.

A photograph of a tree branch with a small green sprout against a cloudy sky. The branch is dark brown and textured, extending from the bottom left towards the right. A small, thin stem grows from the branch, topped with two bright green leaves. The background is a vast, cloudy sky with soft, diffused light.

## RAJIV GANDHI FOUNDATION

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