



ANNUAL REPORT

2015-16

(01.04.2015-31.03.2016)



FOUNDATION FOR EDUCATION AND DEVELOPMENT
(DOOSRA DASHAK PROJECT)

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C-113, Shivaji Marg, Vijayapath, Tilak Nagar

Jaipur-302004, Rajasthan

Ph: 0141- 2620845, 2624820

Website: <http://www.doosradashak.in>

E-mail: ddashak@gmail.com

Prepared by:

Dr. Lalit Mohan Nayak, PhD
(Director, M&E Unit)

Members of Advisory Committee:

Sh. Rajendra Bhanawat, Chairman, DD
Ms. Neelu Choudhary, Director, DD
Mr. R.D Sharma, Addl. Director, DD

Support Team:

Mr. Nityanand Raj. Sr. Programme Coordinator
Mr.Md. Anas Iqbal, M&E In-charge
Mr. Rajesh Upadhay, Academic Expert
Mr. Quazi Aashiq, Edu. & Training Coordinator
Mr. O.P Jain, Accounts Officer
Mr. Sanjay Gupta, Data Entry Operator

Abbreviations

AIDS	Acquired Immune Deficiency syndrome
ANM	Auxiliary Nurse Midwife
ASHA	Accredited Social Health Activist
AW	Anganwadi
AWW	Anganwadi Worker
CE	Continuing Education
CEC	Continuing Education Center
CIRC	Community Information Resource Center
CMC	Corpus Management Committee
CERP	Centre for Education Research and Practice
CSD	Center for Social Development
DD	Doosra Dashak ¹
FED	Foundation for Education and Development ²
FGD	Focus Group Discussion
GVK	Gyan Vigyan Kendra
HIV	Human Immune Deficiency Virus
JMS	Jagrat Mahila Sangathan
KGBV	Kasturba Gandhi Balika Vidhyala
YSS	Yuva Shakti Sangathan
KGBV	Kasturba Gandhi Balika Vidyalaya
LSE	Life-skills Education
MNREGA	Mahatma Gandhi National Rural Employment Guaranty Act.
M&E	Monitoring & Evaluation
NUEPA	National University of Educational Planning & Administration
PRIs	Panchayati Raj Institution
RH	Reproductive Health

¹A programme of education for adolescent, age group of 11-20 years age being implemented by FED in Rajasthan.

²A charitable trust registered under Trust Act

RC	Residential Camp
RTE	Right to Education
SCU	Steering and Coordination Unit
SDP	School Development Plan
SMC	School Management Committee
SM	Social Mapping
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribes
STC	Short Term Camp
ToT	Training of Trainer
UNESCO	United Nations Educational Social & Cultural Organisation
VLC	Village Learning Center
YG	Youth Group

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ABOUT FOUNDATION FOR EDUCATION AND DEVELOPMENT:

Foundation for Education and Development (FED) is a public charitable trust formed by five renowned educationists in 2000. Since then, it has been able to successfully engage with “out of school” adolescents through a project called Doosra Dashak (DD) for holistic and integrated education of adolescents of 11-20 years age group. Over the past years, it has been able to make significant contributions to transmuting the lives of young people from rural areas into more productive and meaningful.



Vision: Creation of a new social order through community participation, based on the values of equity and justice; providing a second chance at qualitative and holistic education to the out of school adolescents and the preparation of a cadre of committed adolescents and young people equipped with relevant life skills and democratic values who can then work towards building a society ***‘where the mind is without fear...and the head is held high’***.

Mission: Taking measures to enable the community to participate in the processes of education and empowerment of adolescents, and to develop organizations at the village level to facilitate in redefining caste, class and gender relations at the local level; Providing holistic education, integrated with issues relevant to the lives of adolescents and simultaneously giving them opportunities/ spaces to translate their learning into action through linking with learning with practice;

Empowering adolescents so that they may develop a commitment to democratic values as well as to gender, caste, class and religious equity, strive for human rights and inculcate habits of healthy living.

DOOSRA DASHAK PROJECT:

Doosra Dashak literally means the second decade. This project is about education and development of persons in 11-20 age, mainly adolescents, and to make it a lever for larger social and economic development.



Rationale:

The need for this project arose due to non-fulfillment of the goal of universal primary education and literacy as well as with importance of this age group. Person in this age group comprise about 22 percent of India's population i.e. about 24 million persons³. They go through physical and psychological changes which lead to a feeling of alienation. At this stage they also have a tendency for drug and alcohol addiction. These boys and girls energy and if they can be provided relevant education and skills and imbued with idealism; they can become a source of social change and economic advancement.

³Census 2011, Gol, New Delhi

Our Aims & Objectives



The overall goal of Doosra Dashak is to provide relevant, holistic education to persons in 11-20 age group, i.e. adolescents, who were deprived of schooling and to make this education a lever for socio economic transformation. Within this goal the specific objectives of the programmes are as follows:

- To meet the basic learning needs and to relate learning to life, work and environment;
- To equip them for adolescence and family life through improvement in their understanding of issues in health/reproductive health and making them aware about HIV/AIDS; small family norms, etc;
- To enhance critical awareness about the underlying causes of socio-economic and gender inequality so they can understand their present situation and take measures to change it through the building of their organizations and other proactive interventions;
- To cater livelihood related issues by enhancing vocational and life skills;
- To harness their energies for nation building through creation of cadres who would provide educated, informed and responsible leadership;
- To create a cadre of adolescents to work towards securing people's rights and to steadfastly pursue the constitutional postulates of national integration, democracy and secularism;
- To employ science and technology for improving the lives of the people and developing a scientific temper.



Geographical Area: Doosra Dashak project has been implemented in 9 blocks of 7 districts of Rajasthan. 197 Gram Panchayats and 1025 villages/hamlets (covering 301 revenue villages) were covered under DD project till March 2016.

Where we work:

At present Doosra Dashak is working in the following nine blocks of Rajasthan.

1. **Bap (Jodhpur)** – Desert & sporadic region, Muslim dominated community.
2. **Kishanganj (Baran)** – Dominated by Sahariya primitive tribe. Biggest challenge is poverty and illiteracy.
3. **Pisangan (Ajmer)** – Large part of the population belongs to schedule caste. Despite being close to Ajmer city, this block is backward in the area of education.
4. **Bali (Pali)** – Majority population belongs to Garasiya tribe in this hilly region where poverty is the biggest issue.
5. **Abu Road (Sirohi)** – Hilly region where more than 80 percent of the population belongs to Garasia tribe.
6. **Pindwara (Sirohi)** – Dominated by Garasia tribe, backward area in the hilly region of Rajasthan.
7. **Laxmangarh (Alwar)** – Socially and educationally backward region where majority of the population belongs to Meo-Muslim community.
8. **Bassi (Jaipur)** – Schedule caste and schedule tribe dominated region. Situated in closer proximity to Jaipur city, but is still very backward educationally.
9. **Desuri (Pali)** – Forest and hilly region, inhabited by a majority of scheduled castes and scheduled tribes.

Overall Outcomes of Doosra Dashak Project 2015-16

Activities	Beneficiaries		
	Male	Female	Total
No. of adolescents attended residential camp	147	196	343
No. of adolescents completed residential education	139	151	290
No. of adolescents attended residential Life Skill (LSE) training	59	135	194
No of KGBV students participated in LSE training	-	516	516
No. of adolescents participated need based training	-	-	576
No. of adolescents participated issue based training	-	-	941
No. of adolescents enrolled and studied at VLCs	-	-	1631
No. of beneficiaries enrolled and studied at Ikhvelos	-	-	4764
No. of beneficiaries enrolled in ITE	-	-	408
No. of SMC members trained on implementation of RTE	07	17	24
No. of Anganwadi workers, ASHAs and ANMs trained	-	133	133
No. of resource group persons trained	22	02	24
No. of master trainers attended in MT training programme	10	08	18
No. of participants participated in ToT of adolescent education Programme	24	09	33
No. of participants participated in ToT of youth leadership development	20	12	32
No. of participants participated in cadre development training	44	12	56
No. of participants participated in ITE training	26	02	28
No. of govt. teacher trained in ITE	10	05	15
No. of participants participated in training of VLC In-charge	-	-	37
No. of participants participated in ToT of Ikhvelo In-charge	10	02	12
No. of participants participated in ToT of LSE training	17	06	23
No. of participants participated in social mapping training	10	02	12
No. of PRI members participated in training issues relating to local governance and quality education	-	-	35
No. of govt. school teachers participated in training on RTE	23	17	40

MAJOR PROGRAMME COMPONENTS

Education is the basic needs of any society. It is essential for the development of each child; add to the quality of life and at the same time acts as an instrument of development. For all progress & rapid development of this society, we have taken the most successful plan to ensure basic education. With the objective to provide complete, comprehensive and holistic educational knowledge for children's inherent development of skill and potential to adopt formal education system for his/ her all round development and modification of behavior.

Henceforth, the Foundation for education and Development started its Doosra Dashak project to provide comprehensive education to never been to school and drop-out adolescents age group of 11-20 years old. Doosra Dashak Project was implemented in unreached areas to serve education to deprived section of population and adolescents of different parts of Rajasthan for bringing back them to mainstream of the society through its processes such as: residential camp, life skill education training, continuing education through its ikhvelo and village learning center, short duration training camps and community mobilization etc. These processes of Doosra Dashak programme is discussed below:

1. Residential Learning:



One of the important basis strategies of Doosra Dashak programme is organizing long and short term residential training programs. It includes 4-months residential camps for illiterate and drop out adolescents and short duration camps of 5 to 15 days namely follow-up camp, Life-Skill Education training and issue based/need based camps.

a. Four Months Residential Camp:

1. Residential camp is a principal strategy in the Doosra Dashak project to provide education to out of school adolescents and school dropouts from the most deprived backgrounds. These

camps not only strengthen the literacy and numeracy skills of the adolescents but also provide them an integrated and holistic education covering the issues relevant to their life such as Health/RH/ Maternal Health, democratic governance, gender sensitivity, life skills etc. In this regard,



consequent to the social mapping and data sharing at village level, the community members including parents are approached and mobilized to send the boys and girls to the residential camps. Different from residential camps organized under other programmes and projects in the country, which were primarily to serve as bridge courses to enroll children in appropriate grade or as an alternative to primary education, the objective of Doosra Dashak camps is somewhat more ambitious. These camps help adolescents to get over the narrowness of religion, caste and social position. By distancing the learners from their milieu they enable them to learn in an environment of freedom with its own implications for nature and quantum of learning. The emphasis is on linking learning with practice, e.g., knowledge and understanding of health issues is accompanied by regular bathing, cleaning of teeth, cleanliness of camp surroundings, ways to live in society, differences, rights and responsibilities of citizens, Development of a love for learning among adolescents who were motivated to continue their education and develop into informed mature individuals and finally, a much greater interaction among the learners and between learners and teachers become possible which plays an important role in socialization and out of the classroom learning.

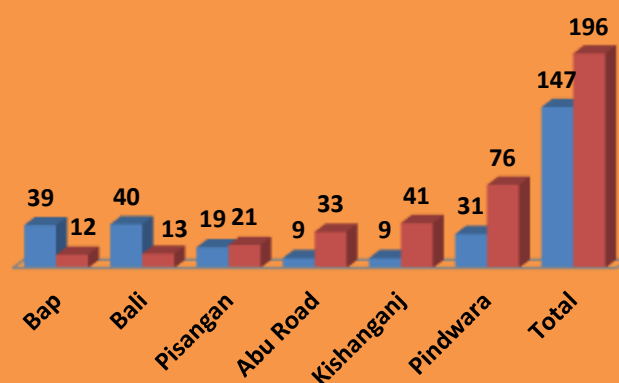
In 2015-16, seven residential camps were organized in six DD blocks. Total 343 (boys-143 & girls-200) adolescents of age group of 11-20 years old were covered through four months residential learning camps. Among the adolescents Garasiya, Bhil, and Sahriya tribal and Muslim adolescents were covered through the camps.

Out of 343 adolescents in residential

camps, about 43 percent were never been to school/ illiterate and 57 percent were drop-out who

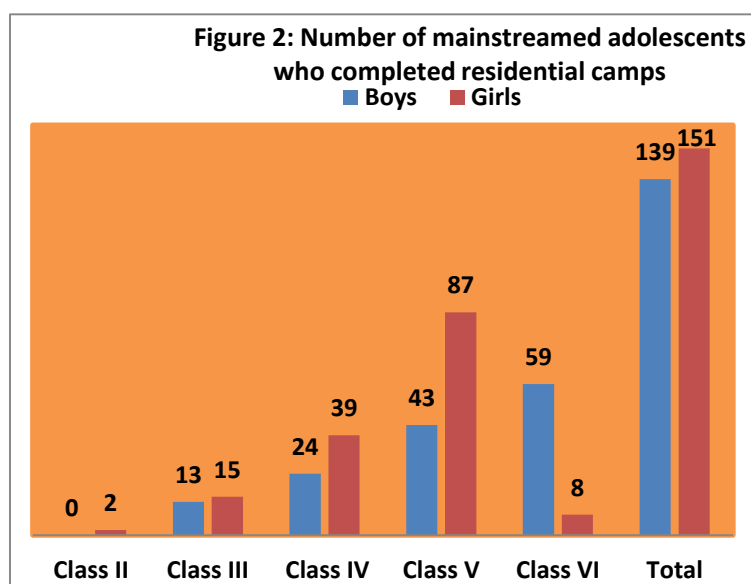
Figure 1: Adolescents attended Residential Camps

■ Never been to school ■ Drop-out



were provided teaching learning facilities in residential camps for four months (*see figure no.1*). Numbers of boys were less than girls because out of seven camps four girl camps were organized.

In residential camps adolescent studied Mathematics, Language, Health, Samajki Parakh etc. and were prepared to take admission in govt. schools, Kasturba Gandhi Balika Vidyalay (KGBV) etc. in age appropriate classes. All the camp adolescents were assessed in the beginning of the camp through a bench marking test and at the end a final examination was conducted by the govt. school teachers and certified the adolescents with the course completion certificate. Out of 343 adolescents, 290 adolescents (139 boys and 151 girls) were mainstreamed in formal system of education, after completing 4 months residential camp. They were also awarded pass out certificates mentioning the class/ standard (*see in figure 2*).



The data reveal that out of 290 adolescents (boys-139 & girls-151) who were mainstreamed, 130 adolescents i.e. 44.8 percent completed 5th class competencies and awarded a certificate to mainstream in class 6th whereas 23.1 percent completed 6th class competencies and about 22 percent adolescents completed 4th level

competencies and eligible for class 5th of formal education system.

In this 4 month residential camp the adolescents received hands on exposure through visits of block level offices such as; police station, local railway station, post office, bank, other offices to develop the understanding level of different govt. offices and the working culture as well as minimize the anxiety of Govt. department and govt. officers for liaising and communication. The students also understood the different structures and learnt while interacted with the officials. The roles and responsibilities of different officials were clear. The students were oriented to different structures available in the society.

b. Residential Life skill Education Training:

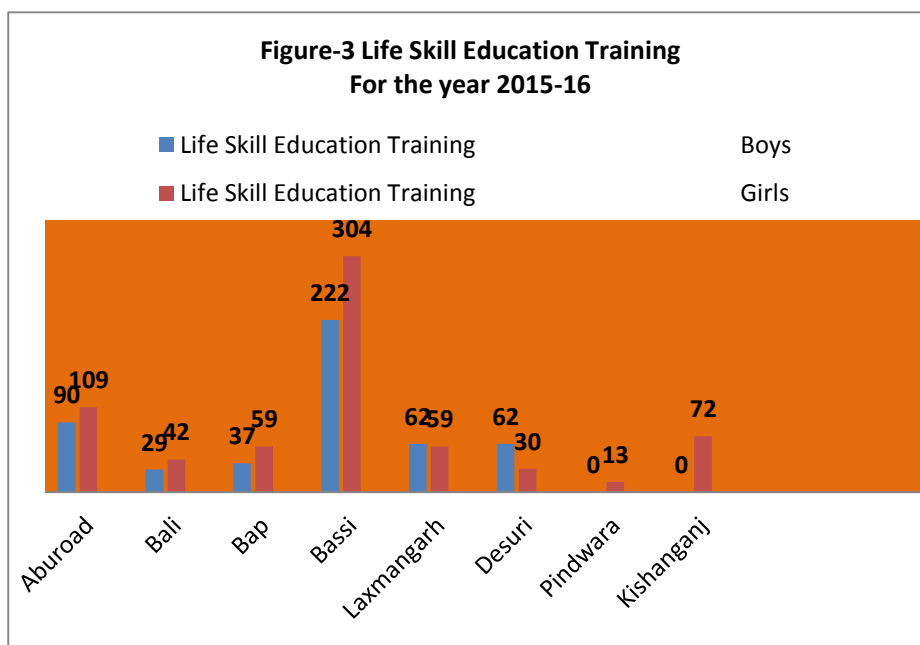
Life Skills Training is also the most important activity organized with school going adolescents. Life Skills Education (LSE) exposes adolescents to life's issues and how to deal with the potential problems they will encounter later in life. It also addresses social expectations and gender inequality. LSE gives adolescents the power to think, reflect, comprehend and places emphasis on receiving help and then giving it back. It enables them to overcome the social shackles and taboos surrounding sexuality and a make positive contribution in the formation of a healthy and informed society. LSE training is imparted through 5 to 7 days residential camps for the school going adolescent boys and girls including Kasturba Gandhi Balika Vidyalaya (KGBV). These trainings were focused on the following areas of adolescents' development:

- Relationship
- Self-esteem & leadership
- Health, RH, Sexuality
- Problem solving & communication

These training programmes impact the process of personality development as well as the socialization of the adolescents. The adolescents get an opportunity to question and understand the various changes taking place both within and around them in this crucial stage of growth of adolescent.

In 2015-2016 twenty nine LSE trainings were conducted in different blocks of DD except Pisangan in which 1190 adolescents including 688 girl-adolescents participated. Block wise participation is given in figure-3.

Similarly, DD also organized LSE training at KGBVs in DD blocks with the permission of



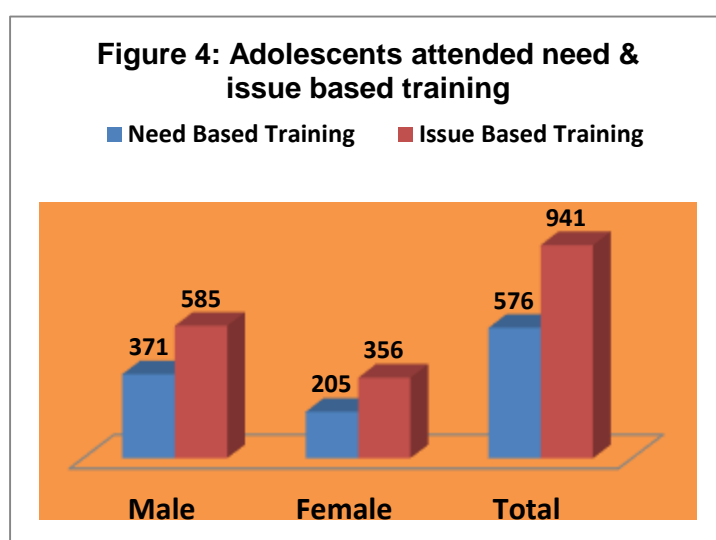
Commissioner- SSA, Govt. of Rajasthan. Total 516 adolescent girls were covered in five days

LSE training programme at KGBVs of 9 blocks of Rajasthan. In the training programmes the topics such as; life skills, health, hygiene, drug addiction, my identity, relationship, communication and organization building were covered. The main objective of this training programme to make adolescents confident to solve the problems faced in daily life and makes themselves a good citizen in society.

c. Short Duration Residential Training Camp:

In addition to organization of 4 months' residential camps a number of short duration camps are also organized in Doosra Dashak. Following are the categories of short duration camps:

- a. **Follow-up camps:** Doosra Dashak's emphasis is to make participants learn and internalize the concept rather than on course completion. Therefore some issues of curriculum which are prescribed for 4-months residential training, inevitably remain uncovered. So, follow-up camps of residential camp for pass out adolescents were organized for covering the remaining part of curriculum and a quick revision of curriculum. The duration of these camps was 15 days. In 2015-16 financial year, total 175 adolescents were covered through follow-up camps in three blocks (Abu Road, Pindwada, and Laxmangarh) whereas, 53 boys and 75 girls attended the camps.
- b. **Need Based and Issue Based Trainings:** Need based trainings are organized by DD on the basis of needs emerging from micro-planning exercise. The need based trainings are organized for 3-5 days to meet out their requirements. Whenever a special activity is undertaken in a block, the personnel of Doosra Dashak programme as well as the



adolescents attended need based training whereas, 371 were boys and 205 were girls.

participants are provided special trainings focused on the social issues such as; MNREGA, Social Audit, Reproductive Tract Infection (RTI), Right to Education (RTE), Panchayati Raj Institution (PRI), Gender, Health (including Maternal health and Reproductive health), Public hearing and welfare schemes of state govt. etc. In 2015, total 576

Similarly, 941 adolescents attended issue based training whereas, 585 were boys and 356 were girls (*see figure no.4*).

2. Continuing Education Centre (CEC):

The continuing education programme at Doosra Dashak is especially designed for young people who have either discontinued formal education after primary stage or have gone through DD's residential education programme. The objectives of concretization of learning acquired in the residential camps, reinforcement of new values and practices and providing a constant spur to the process of internal reflection and attitudinal change are met by means of special multi-utility centers experiences at Ikhvelos, Village Learning Centers (VLC), Community information and resource Center (CIRCs) etc. The Ikhvelos and other centers carry out multifarious activities of functioning as an open learning center, information resource center, community science center, library and reading room and cultural and recreational center. Activities like origami, art and music, theatre, story writing, collage making, booklet development, magazine preparation outdoor and indoor games with library activities have become a regular feature of the multi-utility centers. These multi – utility centers also run a series of activities on health and other related issues.

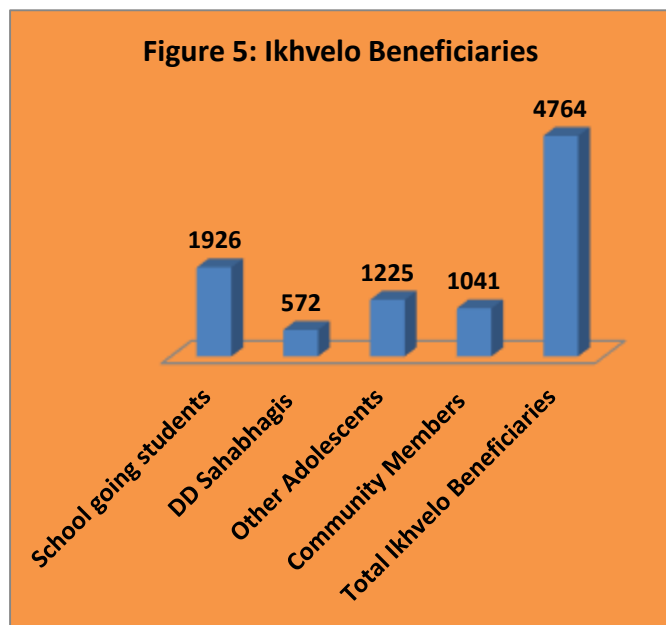
a. *Ikhvelo Center:* Ikhvelo is a word of Zulu and Khosa languages. When a group of youth calls other youth through the sound of whistle or drum to engage in constructive activities the sound it makes is called Ikhvelo. The organisationis adopted this word “Ikhvelo” in Doosra Dashak project to create a model of learning centres which would serve at the panchayat level to facilitate a culture of reading and learning amongst the adolescents and youth, who are the beneficiaries of Doosra Dashak project.

These beneficiaries are also expected to engage in activities of social development. The overall goal behind establishment of Ikhvelo is to foster a culture of lifelong learning and fostering of the values of democracy, secularism and equity enshrined in the Constitution of India. These centres are for adolescent persons to reinforce and sustain their education. Ikhvelo centers also help to acquire understanding and skills on varied issues related to their life and to involve the larger community in education and participatory development.

Institutionalized continuing education activity in the form of Ikhvelo centers, also offers support facilities for library, sports and recreation and for community action. The



Ikhvelo In-charges also provides support to the out of school and students going children/adolescents studying for completing their home-work and under solve task. Adolescents of above 15 years old are provided academic support for Open Middle School (OMSs)/NIOS, to enable older adolescents to continue their education up to XII.

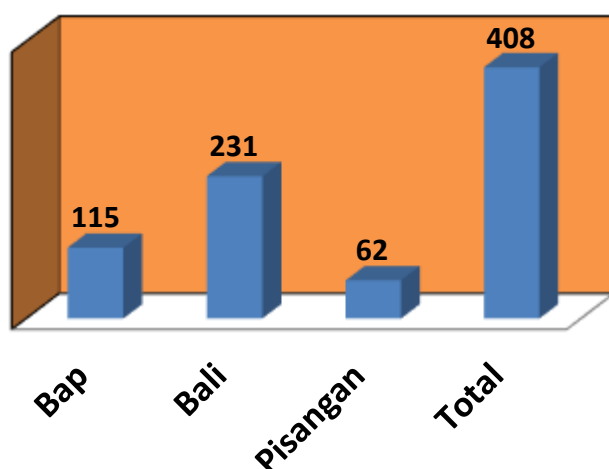


In 2015-16, total 25 Ikhvelo centers were functioning in DD blocks. Out of total beneficiaries, 78.1 percent were adolescents whereas 51.7 percent adolescents were going to schools, 15.4 percent were DD shahbhagis who were preparing for secondary and sr. secondary examinations and 32.9 percent adolescents were neither going to school nor were DD sahbhagis (out of school adolescents). The beneficiaries came to Ikhvelo centers

and attended continuous learning sessions and playing with friends. The data also reveal that 21.9 percent of total beneficiaries coming to these centres, were community members (above 20 years old) who come for newspaper reading, library reading, and received information about govt. welfare schemes etc.

Integration of Technology in Education (ITE) at the Ikhvelos: Integrated approach to

Figure 5: Adolescents enrolled in ITE sessions

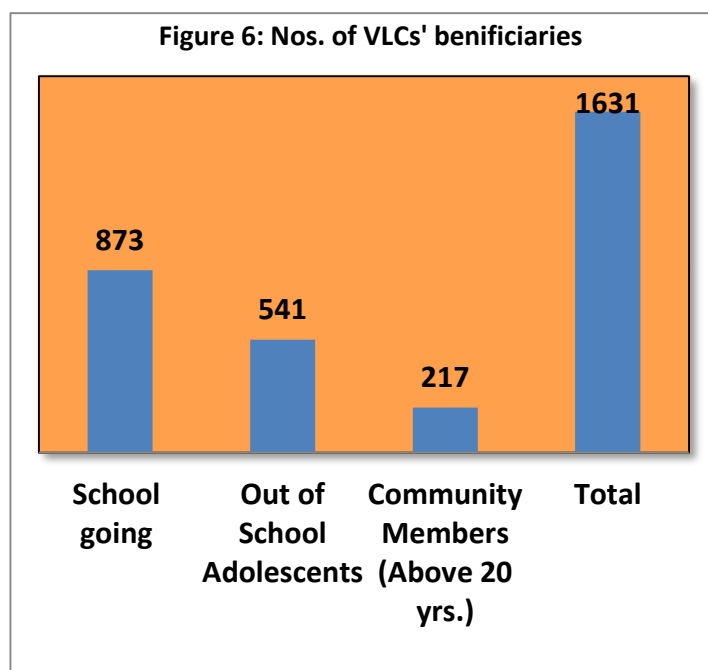


technology in education is a new concept introduced recently at the Ikhvelo centers under TATA Trusts funded project in Bap, Bali & Pisangan Block. The purpose is to provide an opportunity for adolescents to interact, explore and authenticate their learning at school, using technology. Under this efforts are made to comfortably fit the technology with

the curriculum or instructional plans of teaching. In this approach, the teacher designs

learning activities and students use technology to construct their own learning. For example, the students will use technology for seeking information, construct and organise their learning and represent it through computer applications. Thus, the teachers play role of facilitator and student as a constructionist of his or her own learning. All the school going adolescents above class 8th were provided support in curricular activities through use of technology in Bali, Bap and Pisangan blocks. In the year 2015-16, total 408 school going adolescents were enrolled at Ikhvelo centers for ITE sessions in Bap, Bali and Pisangan block of Rajasthan (*see figure 5*).

- b. Village Learning Center (VLC):** VLC is one of the continuing learning center in village level. DD established 37 VLCs in Bap and Bali blocks under TATA Trusts project. The main objective to establish these VLCs in rural villages is to reach the last mile and to actually reduce the adolescent dropout rate significantly in the targeted Gram Panchayats and also control the future dropouts. The old sahabhagis/cadres from the villages are provided the responsibility of running these centers. In this way they repay the “giving”.³⁷ Village learning centers have been initiated in 2015-16 out of the targeted number of 40.



Total 1631 beneficiaries were covered through all the VLCs. Among them 873 (53.5%) were school going children of age group 6-14 years old and 541 (33.2%) were out of school children and adolescents of age group 6-20 years old, These were enrolled for getting academic and non-academic support from the VLC in-charges, apart from that 13.3 percent of community members (above 20 years) were coming also

daily for newspaper reading (*see figure 6*).

The adolescents also participate in in-door and out-door games and creative activities: these include activities such as- making paper cap, tolls using sand, origami, making flowers, making projects using card sheet, paintings and drawings. Besides these activities, VLC in-

charges involve in parents meeting, meeting with AWW, and school teachers to control the excepted future drop-out.

Apart from the above activities, to strengthen the academic capacity of VLC in-charges in

teaching-learning and pedagogy, capacity building workshops have been organized time to time on different issues like ;

- Lesson plan and review of the work.
- Importance of VLC and role of VLC in education.
- Record keeping and documentation at VLC.
- Practice different games, creative activities, develop TLM etc.
- Understanding of DD project and importance of education.
- Understanding of Project goal and objective. Importance of VLC and role of VLC in education.
- Record keeping and documentation at VLC.
- Practice different games, creative activities, develop TLM etc.



CIRC project, a significant project in rapid changing society was established by DD with the coordination and support of Digital Empowerment Foundation in Nichlagarh of Abu Road which was unreached area in regards to telephonic net working and internet connection. People of this area faced many problems in their daily routine work. Now-a-days all kind of activities related to internet, photocopy of documents and applying any kind of form online has been solved out through CIRC center.

The main objectives of the center are: (i) providing space for digital learning to the adolescents and other community people, (ii) Linking to community people with govt. welfare schemes, (iii) Providing computer education to adolescents, and (iv) runing as e-mitra and helping to community people to solve their problems etc.

Now-a-days the community people are getting services such as: information on welfare schemes, health and treatment services, government job recruitment, collect information regarding national and state universities, medical colleges, engineering colleges in India for admission, collect information regarding function of panchayat, railway ticket reservation and inquiry, bus ticket booking, filing online RTI and regarding RTE etc.

In 2015-16, 131 adolescents completed their digital literacy certificate and 2073 community members received support from CIRC in collecting information on welfare schemes, fill-up forms,

3. Building Organizations:



For sustainable development and community empowerment, there need to be collective dynamics that results in some form of groups. Therefore organization building is an integral part of Doosra Dashak's strategies. In DD an effort has been made to create organizations at the village level called kishore and kishori manch and collectives at block level called Jagrit Mahila Sangathan and Yuva Shakti Sangathan.

- a. **Yuva Manch and Yuva Sakti Sangathan:** Guided by Doosra Dashak's intrinsic faith in connecting the latent power of the adolescents for accompanying in a process of wholesome and inclusive social development, groups of adolescent boys and girls (yuva manch) were formed at the village level. These forums or manch initially comprised of the adolescents who had been associated with the programmes of Doosra Dashak such as life skill training or the residential camps. At block level, these groups constitute one platform called the Yuva Shakti Sangathan (YSS). Currently there are more than 400 yuwa manch existing in Doosra Dashak in which 5676 members are registered and working on small projects like village sanitation, plantation in community, pension yojana etc for the development of the villagers. The meeting of manchs is held once every month in respective village and help to resolve the social problems at village level.

- b. **Mahila Manch and Jagrit Mahila Sangathans:**

The role of women groups has been seen to be a crucial one in the context of social change and development. Understanding this need, conscious and continuous efforts have been made to facilitate the formation, strengthening and empowering of the women groups at the village and block levels. The process of social mapping is undertaken in the village to identify some active women, who are then selected and trained and provided detailed

information about the activities of Doosra Dashak project. Issues related to gender, health, education for girls & boys are discussed in these trainings. Information pertaining to violation of human rights, problems faced by women in society and the Govt. schemes for women and poor citizens is also provided to them in the training. The Mahila Samooths provide the rural and tribal women, with a platform of their very own, where they can come out and share their concerns and experiences with their fellow women. Their meetings are held every month in the villages and the women are making their presence felt in various spheres of community development such as;

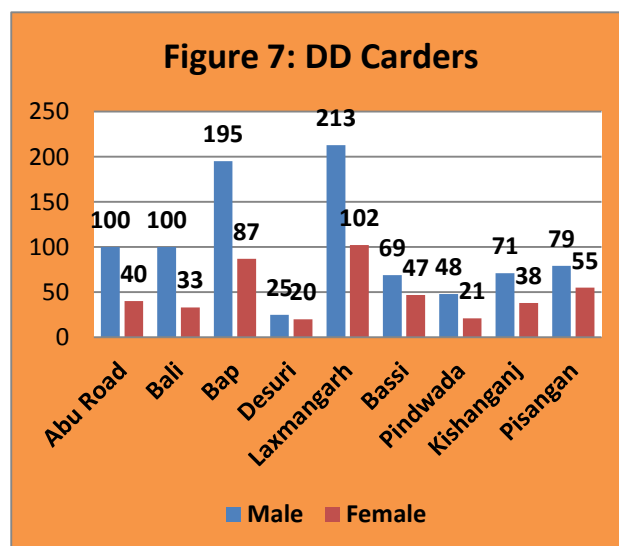
- Bhamasha Card Yojana
- Plantation work in the community
- Improve enrollment in the school
- Post card post to collector on S.R Abhyan (Implementation of RTE)
- Pension Yojana and other govt. schemes.

Two most active women from each village mahila samooth are nominated to the Jagrit Mahila Sangathan (JMS) at the block level, which functions as empowered collectives of awakened women to advocate for women's and girls' rights. Though there is no change in the number of youth groups and women's collective, but the focus was given to consolidate the work done by them in various areas. It would be worth mentioning that the area for implementing DD work under Tatas' project is limited; even all the groups (Y.M. & M.S.) are welcared and functioning. well There are currently 384 mahila samooths functioning in all blocks in which 4671 members are registered. The manch members were also provided training on different kinds of issues such as; MNREGA, PDS, Adhar Card, electrification of villages, drug prevention among rural youths, etc.

Similarly, total 2378 members of YSS and 1495 JMS members are actively working for the development of the villages.

c. Cadres' Development:

The cadres of Doosra Dashak are the youth members of Yuva Manch who are actively involved with DD activities and participated in village level as well



as block level social developmental works, work for community development and promotion without any personal benefits. They are spreading awareness among community members on many social issues/ problems and trying to give support the community members to give them social justice. DD cadres are playing the important role in social change of society. These cadres take part in the activities carried out for the welfare of village community and also help community to provide benefit under different govt. schemes viz. old age/widow pensions, Antyodaya Yojna, PalanharYojna, preparation of job card etc. The cadres are provided time to time training programme for their capacity building DD has formed 1363 cadres in blocks since the beginning of the project. Blockwise distribution of cadres are graphically shown in figure 7.

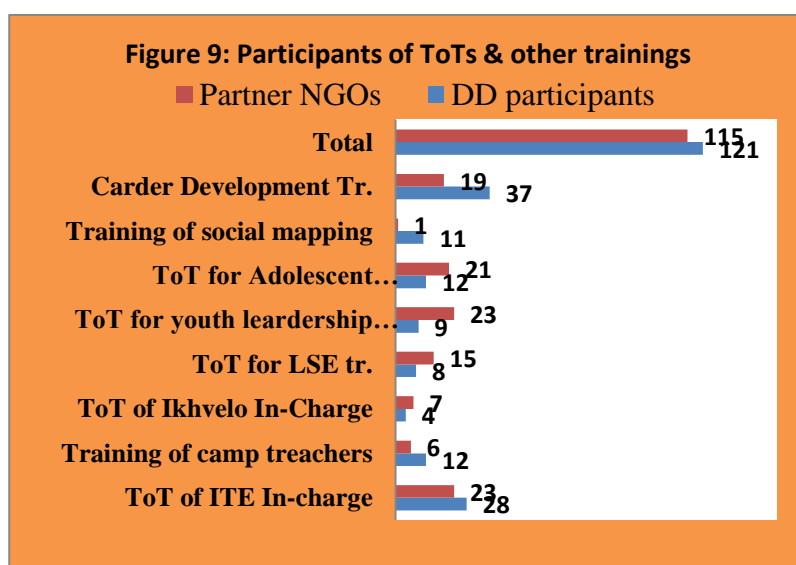
- d. **Mahila Sammelan:** DD blocks organized one-two days Mahila sammelan in which women participated from different villages of DD blocks. In these sammelan the main issues covered like Child marriage, malnutrition, anemia, girl child education, women and child education and govt. schemes. Through these activities the women easily understand the child rights and child issues. In 2015-16, in total four Mahila Samelan was organized in DD blocks where 300 above women were participated from rural villages of Bap, Bali, Abu Road and Kishanganj blocks.
- e. **Youth Convention:** DD blocks organized one day youth conventions in which adolescents participated. The broad objective was to inform the youth groups of the DD programme how they can play an active role in the village provide them one plat form, about DD program and different govt. schemes. In 2015-16, only two Yuva Samelans were organized in block level where more than 350 youth were participated from rural villages of Bap and Bali blocks.

4. Resources Group Support

It is most important activity included in FED's programme components. In 2015, FED was declared as a resource agency by TATA Trusts for adolescent education programme for TATA funded and non-funded partner NGOs across 7 states such as- Assam, West Bengal, Odisha, Jharkhand, Bihar, Eastern UP, Madhya Pradesh and Rajasthan. The main objective of the resource agency (FED) was to provide technical support with respect to capacity building of staffs of partner NGOs who were working in adolescent education project including FED's own projects. It was envisaged that part from that regular and timely monitoring and support of the projects evaluation would be conducted to measure the project outcomes, success on the basis of objectives and its impact. In light of above, two major units such as: (i) Central Training Unit and (ii) Monitoring, Evaluation and Learning unit was established in FED under JTT project.

- a. Central Training Unit (CTU):** Capacity building programme is a major component of the DD Programme. C.T. was established with the objective of promote quality in DD processes, ensure building capacities of all partner organizations as well as DD workers to enhance their capacity, efficiency and ability of knowledge for implementing the DD programme effectively and timely to achieve the out comes. There were ToTs and other capacity building training programmes conducted to create trainers in different areas such as; LSE, adolescent education programme, youth development programme etc. and other training programmes for cadres, camp teachers/ MTs, Govt. school teachers, front line workers. Total 236 participants attended various training programmes from the TATA Trusts funded and non-funded partner NGOs including DD staffs (*see data in figure 9*).

- i. Training of camp teachers:** This training programme was organized for 29 days for camp teachers to build their capacity as well as to create a pool of trained camp teachers. In this training total 18 teachers participated and six



participants from our partner organization were trained to transact the 4 month curriculum in an integrated manner.

ii. **Adolescents Education programme:** A

four days Adolescents education training on 8-11th February 2016 was organized at Training unit where 33 total (12 from DD and 21 from 9 partner NGOs) participants participated. The objective of the training was to develop sound understanding



among the NGOs working with the adolescents over the country. The agenda of the training included the following issues:

1. Benchmarking
2. SWOT analysis
3. Active citizenship

iii. **Youth Leadership Training:** A four days youth leadership training was organized on 12th to 15th Feb, 2016 at C.T. Unit where 32 total (9 from DD and 23 from 8 partner NGOs) participants participated. The objective of the training was to develop leadership among adolescents who can lead the community in a positive way over the country. The agenda of the training included the following issues:

- Strengths and weakness of youth and youth group,
- Our Society : Role of organization in social changes.
- What is the need of work with youth five main requirements of work with youth i.e leadership, means of communication for equality & equity, problem solving among youths, develop basic values and create positive thinking for development .
- Benchmarking and sharing of previous experience on adolescent's education.
- Concept, meaning and need of values based education.
- Face of youth group ("Mancha") in Doosra Dashak.
- Responsibility and role of NGOs for capacity building of Mancha.
- Main issues to be work with youth Mancha.
- Documentation process: Why, How, When and types of documentation.

iv. **Training of VLC in-charge:** Two trainings were organized at Bali and Bap block for VLC in-charges Abu road team also participated in this training with Bali block group.

In this residential training total 37 participants participated. The objective of the training was to develop understanding about different learning methods, work on language and mathematics, TLM development, fun activities, planning and documentation, etc.

- v. **Cadre Development Training:** Three days cadre development training was organized on 16th to 18th Feb, 2016 at C.T. unit where 56 total (37 from DD and 21 from 6 partner NGOs) participants participated. The objective of the training was to develop cadres for social change in the community, who can be medium of change agent community in a positive way. The agenda of the training included the below points :
 - Benchmarking and sharing of previous experience on adolescent's education and separate group exercise conducted in two groups' cadres and staff working for cadre development.
 - "Pipli live and Sanjha" Film Show in night session followed by discussion & question answer.
 - Self-sharing of achievements of cadre working in different areas.
 - Achievement, risk and problem sharing of archived social issues by Cadres-Group work and discussion.
 - Cadre in Doosra Dashak.
 - Responsibility and role of NGOs for capacity building of Mancha.
 - Documentation process-Why, How, When and types.
- vi. **ToT on LSE:** Two training were organized on LSE for DD and other NGOs staffs. In these training other NGOs (western UP, Bihar, Jharkhand and Rajasthan) and DD total 38 participants participated including DD personnel.
- vii. **Ikhvelo Training** was organized for Ikhvelo in-charges in central training unit. Three days training was organized by training unit with 38 in-charges. The training sessions were planned as below:
 - Role of Ikhvelos
 - Importance of Planning at Ikhvelo centres
 - Benchmarking of all participants
 - Objective and futures of Ikhvelo centers
 - Integration of technology in the Ikhvelo centers and its use
 - Documentation, data management and monitoring of Ikhvelo centers.
 - Theory of teaching and learning and peer learning in the Ikhvelo

viii. Project work on model Ikhvelo running at training unit: The work included: Preparing e-book by the participants and its use, need & importance. Group work on preparing project based work and its presentation with learning session.

ix. SMC and PRIs Meeting: One day PRIs and SMC president meeting was conducted at Model Ikhvelo in Pisangan. In this training total 24 members participated. The objective of the training was to create understanding among SMC, PRIs and role of community members in the use of Integration of Education in technology so that community and adolescents can participate actively and community involvement towards sustainability of the center be done effectively.

b. Monitoring, Evaluation & Learning (M E&L): MEL conducts research and dissemination to improve program, conduct sample based learning assessment of adolescents and tracer study etc. In block level social mapping, baseline, midline, and end line evaluation are conducted to measure the adolescents' performance in every residential camps.

In other way, the data covered through its MIS is analyzed time to time and monitoring the programme indicators and its achievements. Case studies have been conducted frequently by its field staff, master trainer and coordinators. A tracer study was conducted with 360 direct participants of DD in all 9 blocks of DD for comparing and understanding the changes and impact in the lives of direct Sahbhagis (adolescents) after DD's intervention. The study gives an idea of what the adolescents use to think and how they used to spend their lives before DD's intervention in their lives and how much they were keeping up with what they had learned in residential camps and LSE trainings of DD in the year 2010-11.

Major Findings-

- DD has been remarkably successful in spreading awareness among adolescents on social discrimination, gender equality, justice, rights, welfare schemes etc. during residential camps, LSE training, short duration training etc. Due to increase awareness level of adolescents they are able to get their ID cards, ration card and also getting facilities from welfare schemes. They are aware about the importance and use of RTI, importance of democratic values and participating in activities of Panchayat Raj Institution.
- Data shows that out of 360 respondent 85 respondents were employed before joining in DD and increased to 99 percent after joining in DD.

- Due to education, awareness regarding reproductive health and personal hygiene has improved and it has also been transferred into behavioural changes in their life.
- During health problems accessing government hospital instead of believing on local treatment and hillers has increased. Due to joining in DD activities about 90 percent adolescents and their families decided and visited hospitals for their treatment rather than to hillers.
- Positive outcomes found among adolescents in their behaviour and attitude in context of education, child marriage, female feticide, gender discrimination, castes and religion feelings, marriage at age and superstitions. Highest (75%) respondents had the feelings of discrimination towards other caste, but it has reduced to 11 percent after joining in DD. Similarly, child marriage was going on 60 percent of the family whereas after joining in DD activities it has decreased to 20 percent.

Layering in Bahraich: A series of meetings were organized and situational need assessment has been conducted in Bairaich by DD research team. Accordingly, layering project has been submitted to Tata trust. This was followed by social mapping of the selected villages. The objective of Social mapping was –

- To gain greater insight into the current social context of Behraich and to assess adolescent needs.
- Assessment and identification of CBOs, individuals, institutions for collaboration.
- Identification of the location to establish adolescent centre.
- To facilitate a discernment of how the Society is called to respond to the challenges of the social context.

The major findings- Out of the total children/adolescents of 6 – 20 year age group, 55 percent were studying in school. There are a lesser no. of girls in schools in this age group. The drop-out rate is 9.5 percent but if we see it gender wise, the rate of dropout is slightly higher among boys. 28.4 percent boys and 27.4 percent of girls of the population of the 6 – 20 years age group are completely deprived of education.

5. Doosra Dashak Fellowship Programme

Doosra Dashak Fellowship Program provides one-year Fellowship program for talented youngsters from all over India. The program is rooted in the belief that as a nation, it is important to develop a cadre of leaders exposed to the complexities of bringing change in the lives of socially neglected groups. The DD Fellowship Program is designed to provide youth with the opportunity for personal transformation through self-discovery and thereby, contribute to the causes surrounding them. It creates a legitimate space for young people to engage with out of school adolescents and neglected people in our society in a real manner and devote their energies to bring about school change through their tenure and effectively lead complex public systems in the future. A fellow shall be entitled to an all-inclusive monthly grant of Rs. 10,000 for one year. In 2015-16, two fellows were appointed under central training unit of DD. They were involved in all activities of DD in field level and assisted field level staff in daily activities. Fellows interacted and worked with camp teachers, ikhvelo in-charges, VLC in-charges, community members and education officials towards the goal of reducing out of school adolescents. The detail about the DD fellows is given below:

Fellows who are recruited by Doosra Dashak under fellowship programme for 2015-16

S.No	Name	Age	Education	Name of Source NGO
1	Mr. Pradeep Kumar	25 years	12 th	Pararth Samiti, Madhya Pradesh
2	Mr. Azad Alam	30 years	12 th	Samagra SikshyanVikasSanstan, Bihar

The main findings of this fellowship programme were, both fellows got exposure on DD core values, principles, process of planning and implementation of adolescent education programme. They involved in DD activities like residential camp, activities conducted in Ikhvelos, VLCs, LSE training, short duration trainings, building organisations etc. and learnt its functions. They also participated in some ToTs and training programme to learn the basic fundamental ideas of importance adolescent education programme and Life skill training in society.

Other Activities

Apart from these major activities, Doosra Dashak workers involved and participated in different activities, workshop and training programme organized by other agencies in other part of the

country. A team of ITE in-charges and education coordinators visited to Pune, West-Bengal, Assam for exposure visit on science and ITE. The coordinators/ resource persons from DD also attended ITE training in West Bengal.

Similarly, FED partner NGOs named Pararth Samiti from Madhya Pradesh and Patang from Odisha had visited to Doosra Dashak project areas with regards to exposure on organizing residential camp, LSE training with boys and girls and establishment of new Ikhvelo center. The visitors attended residential camp's ongoing classes, LSE training and visited Ikhvelo and VLC. They tried to understand the processes of organizing new residential camp, LSE training and establishment of Ikhvelo and Village learning center etc. They have received exposure of DD curriculum and its proper administration during teaching. They have also gone through the records i.e. lesson plan, Adolescents' profile, daily diary, and core group meeting registers etc. which has been maintained during camp.

Staff Training organised by Steering and Coordination Unit (SCU)

Every year DD has been organising two trainings for the staff development. Mid-Term staff training was organised at Puskar from 2nd – 4th September 2016 with objectives of the capacity building of Doosra Dashak staff and providing a platform for peer learning to last mile of DD staff. Every staffs are sharing their experiences with others. Sh. Abhimanyu Singh, Trustee Chairman shared his views in the memory of Late Sh. Anil Bordia, Founder, FED that Mr. Bordia always emphasized the empowerment and development of women as well as deprived sections of people in our society. He also emphasized that community institutions and associations are only way of societal changes etc. Similarly, Three days of Annual staff Training was organised at Puskar from 27th -29th March 2015 with same objectives.

6. Straight from the fields:

* आवासीय शिविर में मेरे अनुभव *

मेरा नाम लाली कुमारी है। मैं कनेरिया की नाल में रहने वाली हूँ। पहले मैं उस पहाड़ी पर जब काल्पा शिविर में जा कर इसी तरह हो गई। उसके बाद मेरे को पापाजी ने मोसा की मेरी लकी ने स्कूल भेजनी पड़े। मेरी मेरी रोगण लगा की पहना दी है। अब मैं इस कला में पढ़ी है। तो मुझे कुछ बनवाएँ देखें। अब मेरा लक्ष्य लक्ष्य आगे पढ़ने नोटरीकर नी है इस लिए मुझे पढ़ाने है। उसे पढ़ने की आवश्यकता है। और मैं पढ़कर मास्टरनी बनना साती हूँ। और मैं दूसरी लड़कियों को पढ़नी चाहती हूँ। मेरी कुमारी और लाली कुमारी दोनों साथ-साथ चले जाते हैं। की पढ़ने जाने की इसा है। मैं भी शिविर में जा कर दास करती थी। उद्ग जा कर मुझे उस कि शिविर जाकर उस शिविर में पढ़ा मुझे बहाम कराते थे। उस शिविर में जा मुझे जोत असा लगा था कि सब लड़कियों कमलेश सर कमलेश सर ने पढ़ाई कराई थी।

नाम लाली कुमारी
पिता जी का नाम नरसा रामजी
कनेरिया कि नाल पीपवा
कला 18th

A camp student wrote a letter to her parents for coming camp site to attend Parents' meeting.

आदरणीय
माता-पिता
प्रणाम
आप सभी बड़ा कुशल होंगे।
मैं भी यहाँ शिविर में ठीक हूँ।
आपको मे 14 जनवरी 2016 को
अभिभावक बैठक रखी गई है जिसमें
सभी लड़कियों के माता-पिता आखें रहे
हैं मैं भी चाहती हूँ कि आप भी इस बैठक
में आएं।

आपकी बेटी
नाम रक्षा कुमारी

Photo coverage



(Adolescents are studying and playing at VLC. Community people are trying to understand about the govt. Schemes from the Ikhvelo In-charge)



बाल मेले में बच्चों ने दिखाया उत्साह



बाप. बाल मेले में रस्सा कस्सी का खेल खेलते बच्चे।

बाप | दूसरा दशक के तत्वावधान में राउप्रावि भोजो की बाप चक नंबर 1 में शुक्रवार को बाल मेले का आयोजन किया गया। बाल मेले में विभिन्न प्रकार की गतिविधियां करवाई गईं। इसमें किशोर-किशारियों ने उत्साह के साथ भाग लिया। कुर्सी दौड़, सामान्य ज्ञान, चित्रकला, चम्मच दौड़, रस्साकस्सी,

रिंग फेंक, गुब्बारा फोड़ व जलेबी कूद आदि प्रतियोगिता आयोजित की गई। प्रतियोगिता में प्रथम, द्वितीय व तृतीय स्थान पर रहे किशोर-किशारियों को सुबेदार टीकूराम द्वारा पुरस्कृत किया गया। मेले में भंवरलाल पंवार, ओमप्रकाश पूनिया, महेश, हरीश ने सहयोग किया।

आऊ | दूसरा दशक घंटियाली इखवेलो के तत्वावधान में बाल मेला के आयोजन किया गया। मेले में निजी और सरकारी स्कूल के किशोर-किशोरियों ने भाग लिया। मेले में विभिन्न प्रतियोगिता का आयोजन किया गया और प्रथम, द्वितीय, तृतीय आने वालों को इनाम दिया गया।



Annexure 1:**Board of Trustees of Foundation for Education and Development****Chairman**

Prof. R. Govinda,

Distinguished Professor, CSD, New Delhi

Former Vice-chancellor, NUPEA, New Delhi

Managing Trustee

Shri Rajendra Bhanawat, IAS (Retd.)

Former Secretary, Rural Development, Govt. of Rajasthan

Members

- Dr. S. Anandalakshmy (Former Director, Lady Irwin College, New Delhi)
- Professor A.K. Jalaluddin (Director, Center for Science of Education, NCERT, New Delhi)
- Ms. Anita Kaul, IAS (Retd.) Director CSD, Former Secretary, Law & Social Justice, GoI, New Delhi)
- Dr. Maitreyi Das (Global Lead: Social Inclusion, World Bank, Washington DC)
- Shri Ashok Kumar Bhandari, IPS (Retd.) Former Special Secretary Home, Jammu and Kashmir, GoI, New Delhi
- Shri Abhimanyu Singh, IAS (Retd), Former Secy. to Directorate of Education, Govt. of Rajasthan & Dy. Director General, UNESCO, China

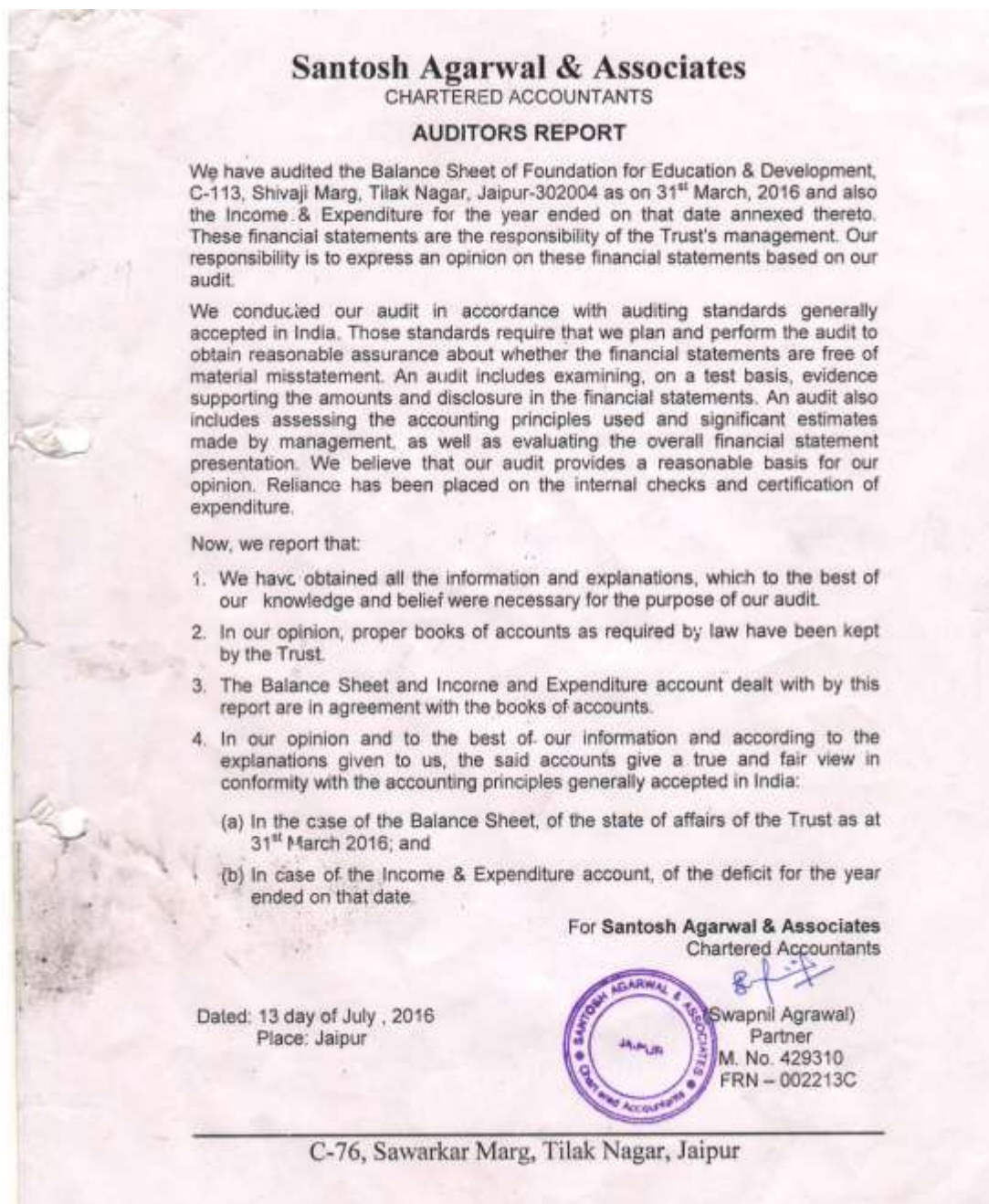
Members of Executive Committee**Chairman**

Shri Rajendra Bhanawat, IAS (Retd.), Former MD, RIICO, Rajasthan

Members

- Dr. Sharda Jain, (Secretary and Director, Sandhan, Jaipur)
- Ms. Abha Bhैया (Founder Director Jagori, New Delhi)
- Sh. A.K. Bhandari, IPS (Retd.) (Former Special Secretary to Home, J&K, GoI)
- Ms. Ratna Suradhan (National Fellow at NEUPA & Adviser, ISST, Delhi)
- Ms. Dipta Bhog (Nirantar, New Delhi)
- Shri Abhimanyu Singh, IAS (Retd), (Former Dy. Director General, UNESCO, China)
- Ms. Sunita Sharma (PD, Doosra Dashak, Bassi and Laxmangarh block)
- Ms. Rajani Sharma (PD, Doosra Dashak, Desuri block)
- Ms. Neelu Choudhary (Director, Doosra Dashak & Member Secretary, Executive Committee)

Annexure 2: Financial Status of FED 2015-16



List of Donors during 01.04.15-31.03.2016

Name of Donor	Unit/ Block
Jamsetji Tata Trust (JTT)	Bap, Bali, CTU, M&EU and SCU
Sir Ratan Tata Trust (SRTT)	Abu Road
HT Parekh Foundation (HTPF)	Pindwara, Laxmangarh, Desuri
Concern Indian Foundation (CIF)	Pindwara
National Health Systems Resource Centre (NHSRC)	Laxmangarh
Public Health Foundation of India (PHFI)	Laxmangarh
Ministry of Youth Affairs & Sports (MYA&S)	Kishanganj
Sarve Shiksha Abhiyan (SSA), Rajasthan	Pisangan
Y.P. Foundation	Desuri
American Jewish World Service (AJWS)	Kishanganj
Foundation For Education & Development (FED)	Bassi

Foundation for Education & Development

C-113, Shivaji Marg, Tilak Nagar, Jaipur - 302004

Income & Expenditure Account

for the year ended as on 31st March, 2016

Expenditure	Amount (Rs.)	Income	Amount (Rs.)
Expenditure on various projects (Schedule-'A')	36,444,607.00	Grants for various projects (Schedule-'A')	36,444,607.00
Bank Charges	7,599.03	Interest on Saving bank a/c	67,896.00
Bank Charges (FCAR)	372.10		
Establishment Expenditure A/c (Pindwara, Abu Road, Kishanganj, Bassi and Desuri)	1,107,611.00	Interest on FDRs (Schedule - 'H')	670,458.37
Depreciation A/c	6,679.00	Misc. receipts (Schedule - 'J')	819,791.80
Misc. Balance written off	2,561.20	Interest on AB Scholarship Fund	48,440.00
Misc. Exp	47,933.78	Public Contribution	7,700.00
Scholarship paid to poor Children (AB Scholarship)	40,000.00	Interest on Income Tax Refund	224,168.00
Excess of Income over Expenditure	625,698.06		
Total	38,283,061.17	Total	38,283,061.17

Significant accounting policies and notes on accounts - Schedule 'I'

For Foundation for Education and Development

(Rajendra Bhanawat)
Managing Trustee

Place: Jaipur
Date: 13 day of July, 2016

Rajendra Bhanawat
Managing Trustee
Foundation for Education
& Development, Jaipur

In terms of our audit report of even date annexed
For Santosh Agarwal & Associates
Chartered Accountants

(Swapnil Agrawal)
(Partner)
M. No. 429310
FRN - 002213C

