

# ***Foundation for Education and Development***

**Annual Report  
2017-2018**



<b>OUR FOUNDER: SHRI ANIL BORDIA</b> .....	<b>3</b>
<b>MESSAGE FROM THE CHAIRMAN</b> .....	<b>4</b>
<b>ABOUT DOOSRA DASHAK</b> .....	<b>6</b>
<b>GEOGRAPHICAL COVERAGE</b> .....	<b>7</b>
<b>TEAM OF DOOSRA DASHAK</b> .....	<b>8</b>
<b>OVERVIEW- (THE YEAR 2017-2018)</b> .....	<b>8</b>
<b>1 EDUCATIONAL INITIATIVES</b> .....	<b>10</b>
1.1 FOUR MONTH RESIDENTIAL CAMPS.....	10
1.2 LIFE SKILLS EDUCATION CAMPS .....	12
1.3 NEEDS BASED/ ISSUE BASED/ RIGHTS BASED TRAINING .....	13
1.4 ACCESS TO OPEN SCHOOL .....	14
1.5 CONTINUING EDUCATION .....	15
<i>IKHVELO</i> (continuing education centers at panchayat level).....	15
<i>VILLAGE LEARNING CENTRE (VLC)</i> .....	17
1.6 SCIENCE FAIRS .....	17
1.7 VOCATIONAL PREPAREDNESS TRAINING .....	18
<b>2. COMMUNITY BASED ORGANIZATIONS</b> .....	<b>19</b>
2.1 YUVA MANCH/ YUVA SHAKTI SANGATHAN (YSS): .....	19
2.2 JAGRAT MAHILA SANGATHAN (JMS)/ MAHILA SAMOOH.....	20
2.3 CADRE DEVELOPMENT: .....	21
2.4 SOCIAL MAPPING .....	21
<b>3. DOOSRA DASHAK AS A RESOURCE ORGANIZATION</b> .....	<b>23</b>
3.1 COLLABORATION WITH GOVERNMENT .....	23
3.2 COLLABORATION WITH PARTNER NGOS .....	24
3.3 CONTRIBUTION AT THE NATIONAL AND STATE LEVEL FORUMS FOR ADOLESCENT EDUCATION .....	25
3.4 CAPACITY BUILDING OF DOOSRA DASHAK .....	26
<b>4. REVIEWS AND RESEARCH</b> .....	<b>28</b>
4.1 DOOSRA DASHAK – WAY FORWARD AS A RESOURCE AND FIELD ORGANIZATION.....	28
4.2 GRANT REVIEW OF DOOSRA DAHSAK BY JYOTSNA JHA AND NIVEDITHA MENON.....	29
4.3 OPEN SCHOOL STUDY CAMP IN BAP .....	29
<b>5. SHRI ANIL BORDIA SCHOLARSHIP:</b> .....	<b>31</b>
<b>GRATEFUL THANKS TO OUR FUNDERS</b> .....	<b>32</b>
<b>ABBREVIATIONS</b> .....	<b>33</b>
<b>MEMBERS OF BOARD OF TRUSTEES AND EXECUTIVE COMMITTEE</b> .....	<b>34</b>

## OUR FOUNDER: SHRI ANIL BORDIA



Shri Anil Bordia, an eminent educationist and social activist, was the founder of Foundation for Education and Development (FED). In his tenure as Education Secretary in the Ministry of Human Resource Development (MHRD), he steered the formulation and implementation of the National Policy of Education, 1986, which helped make a clear shift to basic education and adult literacy.

Shri Bordia was responsible for initiating several innovative and community-based primary education projects for Rajasthan and several other States. The highly lauded Shiksha Karmi and Lok Jumbish projects were his brain child. In 2001, he started an innovative project, called Doosra Dashak (literally, the second decade), which aimed at holistic education and development of adolescents in the 11-20 years age group. For the next 11 years, he was instrumental in successfully implementing the Doosra Dashak model of holistic education in the remotest rural areas of Rajasthan, bringing thousands of marginalized adolescents into mainstream education and social life. The pioneering work done by Doosra Dashak has inspired many non-governmental organizations from other states including Jharkhand, Bihar, and Uttar Pradesh to take up similar work.

In 2010, Shri Bordia was conferred with 'Padma Bhushan' by the President of India in recognition of his contribution to the field of education. In 1999, UNESCO awarded him the prestigious Avicenna Gold Medal for exceptional contribution to educational development. Earlier in 1996, he was elected Fellow of UNESCO's Asia-Pacific Centre of Educational Innovation for Development, Bangkok.

His vision and commitment continue to guide the work of Doosra Dashak.

## MESSAGE FROM THE CHAIR

The Foundation for Education and Development (FED) continues to implement its pioneering Doosra Dashak Project for education and empowerment of adolescents in 9 Blocks and 7 Districts of Rajasthan covering 168 villages and 136 hamlets in 91 Gram Panchayats.

The year witnessed a consolidation and up gradation of Doosra Dashak's work in some of the most backward rural areas and for the most marginalized populations, especially adolescent girls and young women, the scheduled castes and tribes, ethnic and religious minorities.

DD's four-month residential camps provide an avenue for a priceless "second chance education" to unschooled adolescents from disadvantaged groups in an appropriate setting that is conducive to the special needs of first time learners who require individual attention, peer support, specially designed teaching-learning materials and continuous guidance by in-house faculty in a non-threatening environment.

The Bap experiment of organizing special residential camps for older adolescent girls desirous of taking the Class X Open School Examination and to provide them continuous support thereafter appears to have fulfilled an unmet need and stoked popular demand. The number of applicants for this examination has grown exponentially in Bap and the experiment has spread to other blocks.

With the introduction of spoken English and digital technology as tools for learning and skills for life, Doosra Dashak is moving in tandem with societal aspirations and market demand. It is a pleasure to visit camps and Ikhvelos where girls and boys welcome visitors with greetings in English and are more than eager to make presentations on local issues of topical interest on their computers, laptop and tablets. The "Digital Divide" between girls and boys, rich and poor, urban and rural is narrowing before our own eyes. The buzz is back in at least a few learning spaces far removed from the glare of city lights.

In a recent visit to an Ikhvelo in Samrathpura near Pushkar in Pisangan, it was heartening to see children and adolescents, mostly girls, converging around laptops long past sunset, to get a chance to test and hone their digital skills in the presence of village elders, panchayat representatives and their parents. They were undeterred by the intermittent power cuts, the stifling heat and humidity in an overcrowded space. They were eager for me to see their presentations on the glowing computer screen when the power went off. In a nearby residential camp for girls in Mangaliawas, a number of girls discussed a range of current issues in a candid and free flowing conversation. They were determined to take the Open school Class X examination and vowed to work to bring about change in their communities after leaving the camp in a few weeks. In a brief discussion on the importance of clean elections in the context of the upcoming Vidhan Sabha polls in Rajasthan, one of the more articulate girls openly confessed to stuffing ballots in the last election and said that she will never do such a thing again.

The self-confidence and leadership qualities on display often sets apart DD sahbhagis from the run of the mill products of the so-called mainstream educational institutions. Most of them stay in touch and are more than willing to help with DD activities and to engage with community issues when they return home to their villages. This demonstrates the added value of an education that seeks to transcend the boundaries of schools, textbooks and examinations and the confines of a society characterized by multiple layers of discrimination, inequality and injustice.

Herein lies the intrinsic strength and niche of a project like Doosra Dashak to create the space, environment and opportunity for all sections of the society to fulfill their innate potential and to "learn to live together" in a harmonious polity that respects diversity and difference.

As we learn to live with the uncertainties and anxieties of uncertain funding in the near future, DD is buoyed by the recognition it has recently received from the HCL Foundation in their prestigious publication 'Fifth Estate, Volume II' as one of the "most outstanding non-profit bodies working to bring critical change to Indian villages."

This is a testament to the vision of DD's founders and the commitment, dedication and hard work of its staff, especially those who strive tirelessly and work shoulder to shoulder with the poorest communities in remote and inaccessible areas.

**Abhimanyu Singh**

**Chair, FED**

## ABOUT DOOSRA DASHAK

Doosra Dashak (the second decade) is a program for education and development of those adolescents who are from marginalized backgrounds and have missed schooling. It is being implemented in Rajasthan by FED (Foundation of Education and Development) since 2001 and aims at providing a second chance of education to adolescents by integrated and holistic education.

**MISSION:** To provide contextually relevant basic education and literacy to adolescents who are deprived of schooling; to instil confidence and to seek to transform adolescents into active citizens who become 'change-agents' within their communities.

**VISION:** Creation of a new social order through community participation based on the values of equality and justice; providing a second chance at integrated and holistic education to unschooled adolescents; thus, equipping them with relevant skills and democratic values to work towards building a society *"Where the mind is without fear...and the head is held high."*

### **THRUST AREA- Empowerment of Adolescents (agents for social transformation)**

Noting that almost a quarter of the population of Rajasthan is between the age group of 10 – 19 years, the primary objective of Doosra Dashak has been to identify out of school adolescents and provide them with opportunities for education and empowerment. Doosra Dashak realises that adolescence is a period of physical, psychological, cognitive, and social behavioural turmoil. They are a heterogeneous group with diverse needs that vary depending on factors such as age, gender, marital status and place of residence. Adolescents face a number of vulnerabilities and challenges. Recognizing these factors, the opportunities provided to adolescents by Doosra Dashak are:

- Basic literacy skills (level of grade 5)
- Adopting pedagogical tools to help develop confidence among first time learners
- Life skills (Reflective, Social and Negotiating skills) to understand and deal effectively with problems in life
- Skills for livelihood to help contribute to their family and community
- Inculcate critical thinking to understand the processes of marginalization and to learn to address them.

To know more please click on the link below:

Website: [www.doosradashak.in](http://www.doosradashak.in)

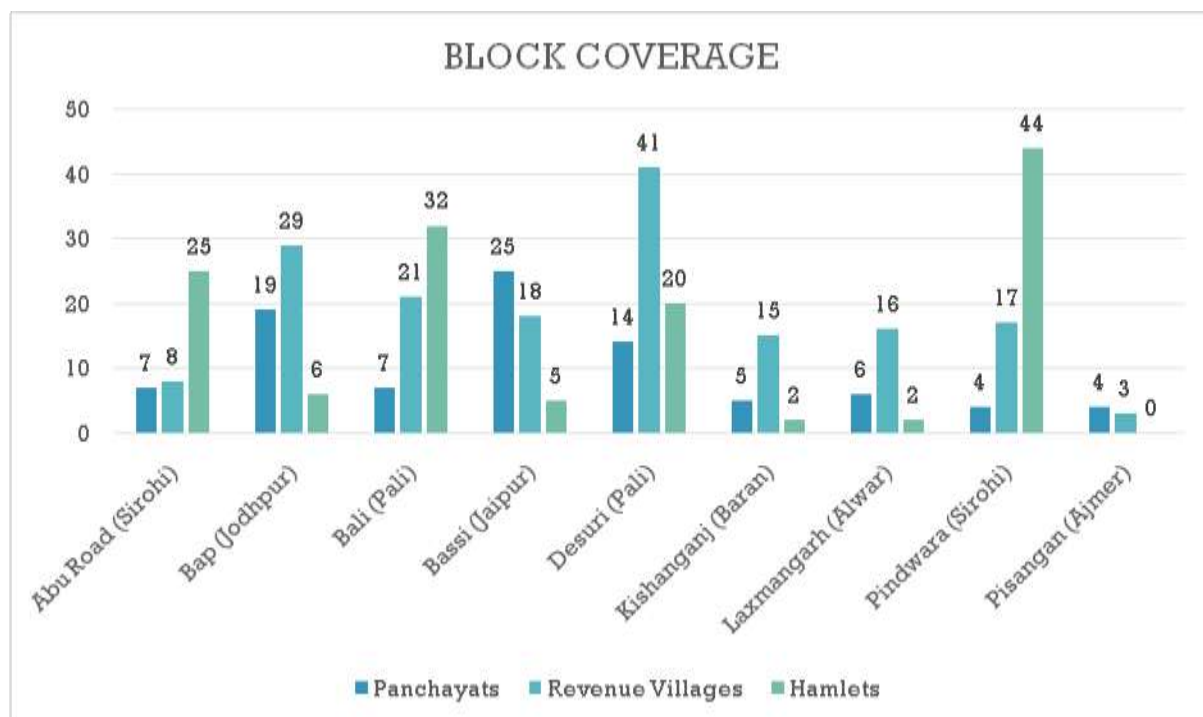
[www.fed.org.in](http://www.fed.org.in)

DD Video: <https://goo.gl/1BMZHG>

## GEOGRAPHICAL COVERAGE

Doosra Dashak project is implemented in 9 blocks of 7 districts of Rajasthan, covering 168 revenue villages and 136 hamlets of 91 Panchayats (till March 2018), the details of which are given below.

The nine blocks are different in terrain and geography and are inhabited by diverse communities. Hence, implementation of the project is contextual and takes into account the diversity of the community.



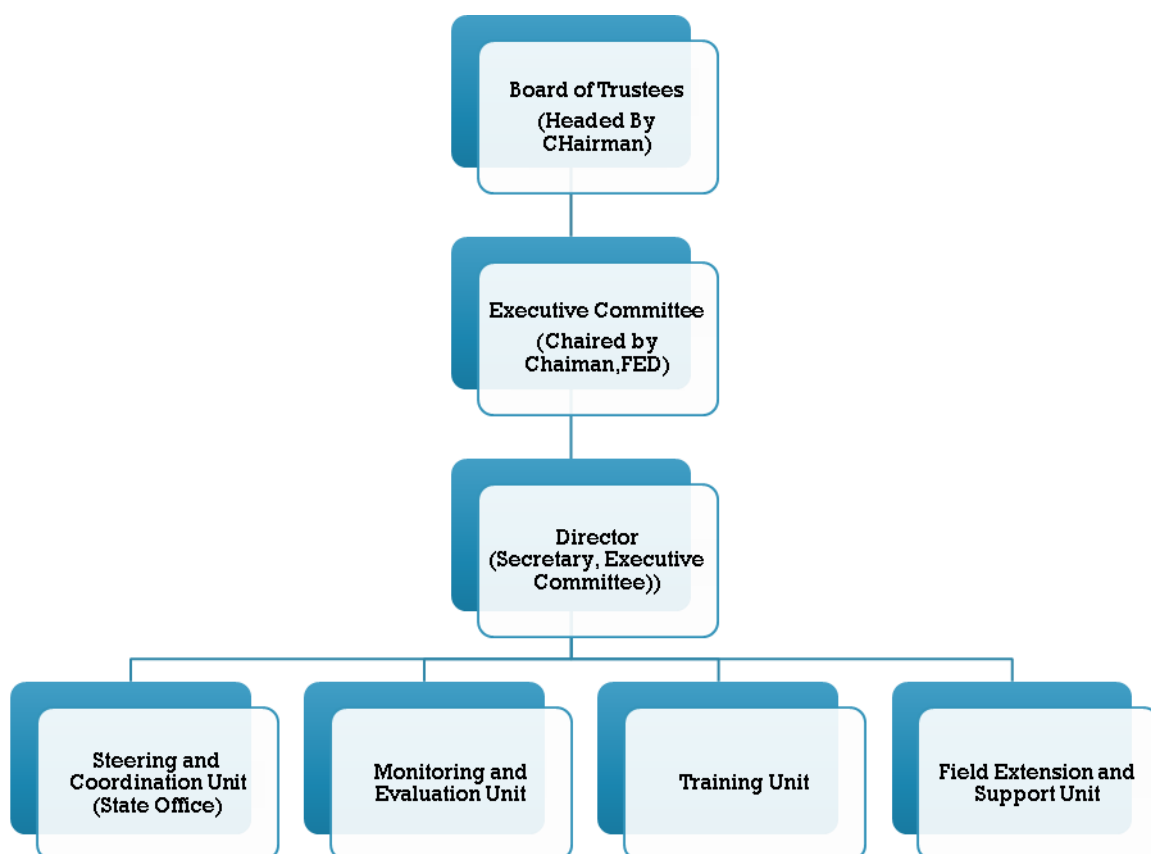
Block	Description of Block
Abu Road (Sirohi)	Hilly region with eighty percent of the population belonging to the Garasia tribe.
Bap (Jodhpur)	Desert region, Muslim dominated community
Bali (Pali)	Hilly terrain, dominated by the Garasiya tribe.
Bassi (Jaipur)	Educationally backward, dominated by the schedule caste and schedule tribe community.
Desuri (Pali)	Forest and hilly region, inhabited by people belonging to the schedule caste and schedule tribes.
Kishanganj (Baran)	Dominated by Sahariya primitive tribe. The biggest challenge is poverty and illiteracy.
Laxmangarh (Alwar)	Socially and educationally backward area. Majority of the population belongs to the Meo-Muslim community.
Pindwara (Sirohi)	Backward Hilly region dominated by the Garasia tribe.
Pisangan (Ajmer)	Large part of the population belongs to the scheduled caste. Despite being close to Ajmer city, the block is backward in education.

## TEAM OF DOOSRA DASHAK

A team of committed and passionate members have made it possible for Doosra Dashak to achieve its goals as well as constantly innovate, meeting the challenges of changing times. In each block, a Field Extension and Support Unit (FESU) has been set up under the leadership of the Project Director assisted by a team of professionals which include project coordinators, MIS in charge and accounts officer. The field staffs supporting FESU includes trainers, field organizers and persons in charge of continuing education and community mobilizers. The team works at the grass root level with the community and are dedicated to actualize the vision of DD. The Project Director is responsible for preparing block specific plans based on the approved budget, and to ensure effective implementation as per the specificities of the context, adhering to the overall vision, objectives and value framework of Doosra Dashak.

At the state level, the Steering & Coordination Unit (SCU) is responsible for the leadership and management of Doosra Dashak, building partnerships, coordinating with blocks, monitoring of the project and fund-raising. The SCU comprises of a team of professionals and is led by the Director.

The strength of the team in Doosra Dashak as on March 31, 2018 is 119 members



Doosra Dashak is a decentralized project with considerable autonomy and independence in decision-making at Block level.

To know more please click on the link below:

<http://www.doosradashak.in/our-people>

## Overview

Taking into cognizance the mid-term review conducted in August, 2016 by Tata Trusts, the Foundation for Education and Development (FED) realized that ‘business as usual’ will not suffice. Therefore, it initiated and worked towards upgrading its activities to improve the quality and scope of its project interventions. The year witnessed growing demands and expectations from the field for diversification and scaling up.

DD sought to respond by initiating necessary reform and innovation in the project areas:

- Integration of Technology: In teaching-learning, management and various other activities of DD in all 9 blocks;
- Strengthening Ikhvelos by providing an additional human resource (a literate woman), access to digital devices and constitution of community-based Advisory Committees to support learners.
- Skills for Life and Work: Equipping sahbhagis with vocational skills in partnership with the corporate sector, e.g. ICICI academy of skills.
- Residential Camps for preparation for Open School: Special residential camps to provide continuous support to older adolescent girls desirous of taking the Class X Open School examination
- Introduction of spoken English in 4 months residential camps: Moving in tandem with societal aspirations and market demand.

DD has sought to be more pro-active in expanding and strengthening its partnership with local government schools and non-State actors in Rajasthan.

This report provides a comprehensive account of DD’s work in the area of Adolescent Education with a focus on each of the thematic activities of Doosra Dashak. It highlights the directions which have been affirmed this year and the ongoing activities in 9 project Blocks.

## ACTIVITIES IN DOOSRA DASHAK

### 1 EDUCATIONAL INITIATIVES

#### 1.1 FOUR MONTH RESIDENTIAL CAMPS

Through residential camps for both boys and girls, Doosra Dashak addresses the educational needs of adolescents who come from diverse backgrounds of caste, community and religions. Residentiality



helps the adolescents to respect and understand each other, thus paving the way for social integration. In the camps, innovative pedagogies responding to the context, age and learning needs of adolescents help in accelerated learning. Various activities help to elicit their latent potential and ‘discover themselves’; their self-esteem increases and they form a clearer understanding of their future.

This year 8 four-month camps have been held in

**Camp at Bali: Provision of Uniforms by the Community** (2 camps were held in Bali), four camps for girls and four for boys. Through these camps, the educational needs of 142 girls and 137 boys have been addressed and 198 adolescents have been mainstreamed to regular schools. Besides the literacy and numeracy skills, the camps have trained the adolescents on Doosra Dashak’s ‘13 parameters’ which include learning about their body and health, SRHR, social justice, equality, democracy, etc.

Block	Participants	
	Girls	Boys
Bali	89	-
Bap	20	-
Bassi	-	37
Desuri	33	-
Kishanganj	-	30
Laxamangarh	-	35
Pindwara	-	35
<b>Total</b>	<b>142</b>	<b>137</b>

Block-wise information of



Training in Democracy



Teaching –Learning in Camp

**45 days residential camp:** This year, a 45-day residential camp was organized by Doosra Dashak in Abu Road with the support of Tata Trust and CMF. It was mainly for those adolescents who have been out of school or still have low learning levels after completing their 4-month residential camp earlier. The focus of this residential camp was on language, mathematics and health related issues. After the camp, 53 out of the enrolled 60 adolescent girls, belonging to the “Garasiya” tribal community have been mainstreamed to educational institutions and are now regularly going to school.

**Integrating Technology in Camps:** Technology supports in reaching the goals of sustaining benefits



**Using Technology to Access Information**

of accelerated learning through active application of new information and communication.

In the four-month as well as the 45-day residential camp, use of digital technology has increased. Master Trainers download and show relevant movies and documentaries to adolescents. Educational apps like PRADIGI by Pratham have been introduced on tablets in camps of Bali and Bap district. In Desuri, the girls tele-conference with their parents. For recreational purposes and also to familiarise the adolescents with apps, songs are downloaded on tablets in every block.

This year the following were the major achievements in the various blocks where Doosra Dashak has been implementing its ITE programme:

- A technology friendly environment has been established in Doosra Dashak as an organization, thus increasing connectivity and quicker flow of information. It has also made a difference in the way knowledge has been generated and disseminated which has in turn promoted development. Therefore, it has helped empower communities and increased the effectiveness of development through informed decision making.
- Technological devices such as laptops and tablets are not just confined to use in Ikhvelos but are used in all activities.
- There has been rigorous training of all members of Doosra Dashak to use technology in daily life
- ITE programme has helped the adolescents to acquire and imbibe knowledge of technologies (mobile apps, internet, community radio etc.) appropriate to their needs and environment to upgrade their traditional skills and capabilities. It has also helped to minimize fatigue and drudgery.

*The children and adolescents were using the computers very actively for their education as well as the projects that they decided to undertake in their communities. For example, they were using PowerPoint presentations, surveys, photos, and downloading material from the internet to create a knowledge base around their projects. In some areas, this interest in the computers also allowed DD personnel to advocate for unlocking computer labs in their schools, and the DD coordinator was able to act as resource persons for these labs.*

**JTT Project Evaluation Report**

**Introducing Spoken English in Camps:** Responding to the desire and need of the adolescents to learn English, a pilot project for teaching English in Camps has been introduced with a two-pronged approach:

- Capacity building of teachers so that they feel comfortable in teaching the language.
- Demonstrative teaching by experts, related to the context of the



adolescents, devising new techniques to create excitement as well as bring about an escalated pace of learning.

Technology has been introduced for teaching English. Usage of various 'apps' as well as 'You-Tube' videos have been integrated in the learning process. The audio-visual aids assist learners and makes learning faster and interesting.

For media gallery please [click here](#).

## 1.2 LIFE SKILLS EDUCATION CAMPS

Doosra Dashak has placed great emphasis on Life Skills. i.e. Reflective Skills, Social Skills and Negotiating Skills to empower adolescents. DD understands that these skills can help the adolescents take decisions based on logical process of 'what to do, why to do, how to do and when to do'. Activities like role plays, group discussions, PPTs, music, extempore oration, games and film



Discussion with Girls at KGBV



Learning about Life Skill Issues at Model School

shows are arranged to develop above mentioned skills. Moreover, through these trainings, issues of self-identity, self-expression, friendship (strengths and weakness), addiction, superstition and health have been covered.

*Doosra Dashak's Life Skill Camp changed my life. Despite all odds and not getting any support from my mother, I am now doing my Bachelor's course. I am also earning through part time jobs and encouraging my younger siblings to study. Other than this, I have become confident- I do not hesitate to voice the problems of the community in front of the 'ward-panch' and the 'sar-panch'. I understand the intricacies of the 'panchayati raj'. Keeping the surroundings clean, reading and helping others has become a habit with me.*

Amba Kumari, Kuran

A positive change in behaviour and change in social attitudes has been observed after Life Skills training. Adolescents are able to communicate their concerns better and their outlook is more positive.

DD has organized LSE trainings at KGBVs and Tribal Hostels. Similarly, Non-

Block	Residential Camps		Non-Residential Camps			
	No. of camps	Participants		No. of camps	Participants	
Boys		Girls	Boys		Girls	
Abu Road	3	51	62	-	-	-
Bali	2	48	42	18	221	159
Bap	1	48	-	-	-	-
Bassi	1	30		2	-	80
Desuri	3	59	50	-	-	-
Kishanganj	4	44	98	5	143	138
Laxamangarh	4	31	105	1	-	42
Pindwara	5	30	128	1	-	33
Pisangan	-	-	-	26	759	1340
<b>Total</b>	<b>23</b>	<b>341</b>	<b>485</b>	<b>53</b>	<b>1123</b>	<b>1792</b>

residential LSE trainings have been organized at Vivekanand Model schools of Pisangan, Desuri, Pindwara, Bap, Laxmangarh, Phalodi blocks with a two day follow up.

*I learnt that boys and girls are equal and girls can do everything that the boys do. When I go back to my village I will tell all girls that now we don't need to hide our faces and shake with fear when we have to speak with people. I will tell them that all girls should study. If we do not study, we will not understand anything. If we do not understand anything, we will continue to fear the world'.  
Shanti Kherva of KGBV.*

**Rani Barod, Kishanganj**

*Shanti's hostel warden, Deepika Verma, feels that her KGBV girls have learnt many things which are linked with their lived realities. Their communication skills have improved. If such programmes are organized at the start of the session and there are two-three follow-up sessions during the year, KGBV teachers will benefit more.*

For media gallery please [click here](#).

### 1.3 NEEDS BASED/ ISSUE BASED/ RIGHTS BASED TRAINING

**Needs Based Training:** Doosra Dashak remains in contact with those adolescents who have passed out of the four month residential camps and life skills camps. There is continuous follow up with them and their needs are elicited through micro-planning. Trainings are then conducted depending on those needs.



**Issue Based Training: Bali District**

**Issue Based Training (Residential and Non-Residential):** Doosra Dashak organizes issue based training with the sahabhagis to enhance their knowledge on social issues so that they can raise, identified issues in their community issues. NREGA, Gender, Health, Reproductive health are some of the contextual issues which have been addressed this year through discussions with community and family members.

Non-residential training have been organized at Ikhvelos with the objective to familiarize youth and community with the processes and services provided by E-Mitra Kiosks. Rajasthan Sampark Portal has been introduced to register complaints related to government services.

**Rights Based trainings:** Having a direct link with the community, these trainings are helping in building future citizens of India through information and knowledge dissemination about their Constitutional Rights. Not only adolescents from the camp, but also those who are in regular schools, benefit from such training.

The details of short-term trainings organized by DD this year:

Block	Needs Based Trainings	Participants		Issue Based Trainings	Participants		Rights Based Trainings	Participants	
		M	F		M	F		M	F
Abu Road	1(R)	16	21	3 (R)	73	5			
	-	-	-	2 (NR)	17	10			
Bali	1(R)	39	2	1	36	11	1(R)	29	12
	15 (NR)	171	264	-	-	-			
Bap	1 (R)	46	26				3 (R)	50	173
Bassi	1 (R)	30	0	2 (R)	53	8	1 (R)	6	7
	4 (NR)	31	24	3 (NR)	7	28			
Desuri	1 (R)	13	17	-	-	-			
Pisangan	5 (NR)	71	43	-	-	-			
Kishanganj	-	-	-	2 (R)	56	11			
Pindwara	-	-	-	8 (NR)	73	82			

R=Residential; NR= Non-Residential

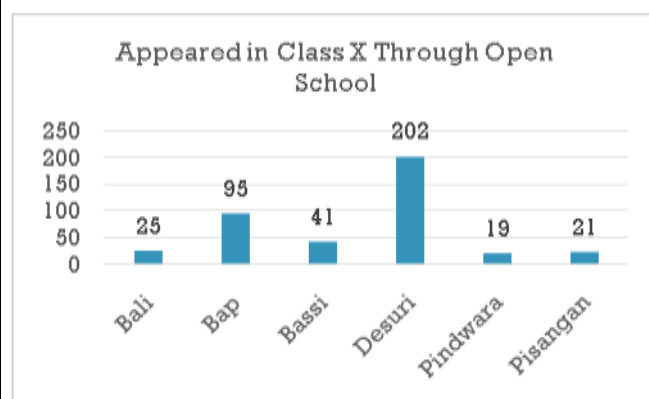


After an Issue Based training in a school of Bali Block, a complaint was registered in regard to the poor quality of Mid-Day meal being served. The issue was addressed and the quality improved thereafter.

For media gallery please [click here](#).

#### 1.4 ACCESS TO OPEN SCHOOL

Responding to the desire as well as to the demand of the community, a preparatory camp was held in Bap district in 2017-2018 to equip the adolescents with skills required to take the Class X examination of Rajasthan Open School. 30 girls have appeared for Class X ODL examination from this camp.



In Bassi block, an effort to identify girls who wanted to continue their studies was made through a door to door campaign. In other blocks too, adolescents have been identified and provided with basic education and counselling at Ikhvelos to prepare for the Open School examination.

Reports from the field indicate that taking the Class X exam has been a turning

point in the lives of the girls as they have been either able to negotiate for further education or have been able to take firm steps towards making certain important decisions in their lives.

*Preparation to appear for the Open School Examination was done in Bassi Block this year. 22 out of 25 adolescents with whom preparations were done passed Class X exams. Another important aspect of it was that the adolescents and women who passed class 8<sup>th</sup> and 10<sup>th</sup> examination also got the chance to attend the vocational preparedness trainings in Jaitaran and Bassi. Almost all of the participants were from lower caste and they have now got a chance to earn their livelihood. Like other activities of DD, this activity has also been supported by the community which has played a huge role in building a positive environment in the villages towards education.*

*It has been possible for adolescents to prepare for their exams because of the following reasons:*

**Provision of a place to study-** *The adolescents opened the doors of their houses for DD staff who came to help them for open school examination preparations. Other than this, a room in the government school was also provided to be used after school hours for the preparation. The interesting part was that villages of 'Khokhawala' and 'Jheenjha' provided spaces in temples for the DD staff to teach the adolescents.*

**Human resource-** *Community members and old DD sebhagis pooled in their resources, voluntarily, to teach adolescents as well as help in other arrangements. The pool included retired teachers from private and govt. schools, DD sebhagis and DD Ikhvelo in-charges.*

**Environment building-** *DD sebhagis, adolescents and other community members played a vital role in building a positive environment towards education in the villages. Their constant support acted as a motivational factor for both DD staff and the students. Old sebhagis, who had cleared the open school exams in the past, acted as role models to motivate the current students to put in their best efforts.*

**Arrangement of books and educational discussions-** *Continuous educational discussions at 'choupal' and fairs were held. Books were also arranged, whenever required, from the libraries at regular intervals.*

For media gallery please [click here](#).

## 1.5 CONTINUING EDUCATION

### IKHVELOs (continuing education centers at panchayat level)

This year, Doosra Dashak revitalized the Ikhvelos for which the following steps were taken:

- DD has learnt from experience that an Ikhvelo coordinated and managed by a single male is not adequate for meeting the diverse learning needs of DDs adolescents and school children, especially girls and young women. Two persons have been made in charge of Ikhvelos in Bap and Bali, out of which one is a woman. This has been a successful restructuring process as an increase in women participants by 47% has been observed. Relations with neighboring Government schools and local communities have improved a great deal.



**Learning about 'Our Body'**

- There has been an increase in educational activities and an increase in the number of students filling forms for Open School. In Bap block alone there use to be 50 applications when we started promoting open schooling in 2015. It increased to 500 in the year 2015-16 and this year around 2300 applications are being filled.
- The community has benefitted from work based on Rights Based Issues through exposure at Ikhvelos.

After joining Ikhvelo, my knowledge in Science, Maths, English and other subjects has increased. I have been able to pass Class IX with ease and with a good percentage. Not only this, my understanding of technology has become better. I can use computers and different types of android phones and search for information using 'Google' and 'YouTube'.

**Vishal, Kuran**

In Abu Road community mobilizers enrolled 692 children (6-10 years) and linked 241 adolescents (11-20 years) to schools in the vicinity.

In the 29 Ikhvelos this year, 1219 school going and 831 out of school adolescents have been enrolled, together with 633 sebhagis.

### **Integrating Technology at Ikhvelos:**

A technical team (ITE Group) has been constituted with representatives from Blocks, CTU and SCU to look into the various aspects of the program. This team works in tandem with FESU, Ikhvelos, VLCs and camp trainers to promote integration of technology for enhancing the educational experience.

- Useful Documentaries have been shared with Ikhvelo in-charge to make learning of Science and Social Sciences more interesting and accessible.
- Doosra Dashak You Tube Channel with pre-defined, hand-picked set of videos related to DD's 'Thirteen Parameters' has been made available at Ikhvelos.
- The Ikhvelo in charge has been given training to access different you Tube news channels as well as collect videos on amazing facts. This serves to improve their social awareness and general knowledge.
- Newsletters from Bap and Bali block have helped to update the community with DD's activities.

When I used to see the videos made by some of the DD staff in our official WhatsApp group, I used to wonder how magical it is and wished I could do the same. I even used to get scared in using multimedia phones fearing it will start malfunctioning. Now I have not only bought a multimedia phone and a laptop, but have also made videos like the ones I used to see on the group and have also started making video calls"

**'Kamlesh Avashti, PD, Laxmangarh. (Off)**



Inculcating the Habit of Reading



Learning to use Technology at Ikhvelos

**Newsletter at Bali Ikhvelo:** The Ikhvelo In-charges of Bali block have taken the initiative to develop Newsletters which contain information related to activities and events at Ikhvelos, VLCs and project villages. The newsletter is helping to connect with communities in order to work towards sustainability and development in the village.

For media gallery please [click here](#).

## VILLAGE LEARNING CENTRE (VLC)

While Ikhvelos are established at the Panchayat level, VLCs are in the remote and inaccessible *dhanis*



**Use of Audio-Visual Aides at VLC**

- Connect with the most marginalized section in the *dhanis* and *phalis*.
- Become a center for adolescents to participate in activities outside school.
- Increase numeracy and literacy skills of children.
- Provide a platform for women/children/adolescents to participate in block level activities e.g. science fairs, youth and women conferences
- Provide information about the various government schemes to the most marginalized sections
- Familiarize the adolescents with technology and the use of computers (13 lap tops were provided in VLCs of Bap block)
- Enhance the confidence of those *sahbhagis* who have become in charge of VLCs.



**VLC operating in a remote *dhani* of Bali District**

For media gallery please [click here](#).

## 1.6 SCIENCE FAIRS

Realizing the importance of promoting scientific temper, Doosra Dashak organized two Science Fairs in Bap and Bali Block. The participants included adolescents from schools, community members and *sehbhagis*. Through experiments and discussions, an environment of curiosity and awareness was created.

The following table shows the number of participants in the fair:

Participants	Bap	Bali
Community members from DD villages	189	328
Participants from other than DD villages	55	291
School going adolescents	924	718
Sehbhagis	1586	74
Community members from other villages	2754	900



Girls at the fair



SDM Bali Visiting a stall at the fair

For media gallery please [click here](#).

### 1.7 VOCATIONAL PREPAREDNESS TRAINING

Doosra Dashak has been providing training to those adolescents who are interested in enhancing their technical skills as well as job opportunities. It provides counselling sessions as well as training with inputs from ICICI foundation and AAJEVIKA in order to link them to the right job at the right place. This year, the following trainings were organised-

Block	No. of Trainings	No. of Participants		Remarks
		Boys	Girls	
Abu Road	5	99	12	25 boys and 21 girls linked to various organizations
Bassi	2	54	11	36 boys linked to ICICI
Desuri	3	89	6	34 boys linked to ICICI
Kishanganj	2	40	13	3 boys linked to various organizations
Laxmangarh	1	37	-	7 boys linked to ICICI

For media gallery please [click here](#).

## 2. COMMUNITY BASED ORGANIZATIONS

Doosra Dashak believes that community participation and ownership increases the prospect of sustainability. Therefore, DD has invested in capacity building of CBOs (yuva manch and mahila samooch) and provided them with the wherewithal for community based interventions. It has been observed that DD's sahabhagis, who mostly reside in project villages, have assumed leadership roles in PRIs and have the potential to carry forward DD's philosophy and work.

The community has contributed towards the activities of Doosra Dashak in both cash and kind. The cash contribution this financial year has been Rs.4,55,820/-. In kind, it has been Rs.12,68,228/- towards four month residential camps, short duration training, social mapping and science fairs.

### 2.1 YUVA MANCH/ YUVA SHAKTI SANGATHAN (YSS):

Since its inception, the focus of Doosra Dashak has been on educating adolescents and developing them as a catalyst for social change. Adolescents, in particular, those who receive either 4-month residential training or short duration life-skills training, are oriented to form their own community organization after returning to their respective villages. These adolescents, the 'direct participants' involve themselves in the Adolescent Forums (Yuva Manch) at village level and Yuva Shakti Sangathan (YSS) at Block level. They impact a substantial number of beneficiaries (indirect participants) through peer education, science fairs, libraries, kala jatha rally etc. Currently there are 148 community organizations which have participation of 869 girls and 1,481 boys.

#### Impact of Yuva Manch/YSS:

- The Yuva Manch works to create a culture of responsibility, accountability, and active citizenship in their local communities. A majority of the sahabhagis have been active in their schools, Ikhvelos, VLCs, and have participated in the gram sabha.

**Youth Conclave:** A Youth Conclave was organized on January 6, 2018 at Peeplaj Mata Mandir, Abu Road where in 160 youth participated. The main agenda of this conclave was:

- To analyse the strengths, weaknesses, opportunities and challenges of the youth groups formed in the village
- To elect committee members based on an agreed electoral process and to assign roles and responsibilities to committee members
- To develop strategies in order to bring sustainable changes in the community
- To develop the annual work plan of the youth group

At the end of the youth conclave, two new youth groups have been formed and tasks allocated to members by consensus.

- The Yuva Manch has collaborated with Mahila samoochs in their village and taken up joint projects to address common concerns. They have organized meetings to talk about cleanliness, hygiene, school oversight, educating girls, addressing caste barriers, and organizing science fairs.
- This year 1 Youth Conclave in Abu Road and Pindwara, and 2 in Bassi have been organized.

*The youth in Bassi have demonstrated confidence and made significant shifts in their life choices. One has joined railway service, two Dalit youth are now elected members of their panchayats, a young woman has negotiated with her parents to be able to participate in events. They offer strong role models to others in the block when they meet as Yuva Sangathan.*

**Jahnvi Andharia, 2017**



**Youth Conclave**

For media gallery please [click here](#).

## 2.2 JAGRAT MAHILA SANGATHAN (JMS)/ MAHILA SAMOOH

Women showing inclination to work for their community are persuaded to form women's groups, Mahila Samooh at the village level and JMS at the block level. To strengthen the groups, frequent training is provided with the hope to bring sustainable changes in the community. At present, there are 449 members in JMS.

### Impact of JMS



**Women in Training**

- Engaging with women has been especially fruitful as they are able to penetrate and address the family discourse around education.
- The members of the group have been able to identify, raise, analyse and resolve social and development issues at the community level and addressed participation in electoral politics.
- The attitude, behaviour and practices of the community members has brought improvement in health, personal hygiene, education and has also increased their participation in the community development processes.
- Knowledge about various government welfare schemes has increased among the community members.
- This year, 1 Women's Conclave in Abu Road, Bap and Kishanganj, and 2 each in Pindwara and Bassi were organized.

**Women's Conclave:** One women's conclave was organized on 30<sup>th</sup> March, 2018 at Peeplaj Mata Mandir, Abu Road. In this training, 102 women members participated. The main agenda of this conclave was:

- To analyse the strengths, weaknesses, opportunities and challenges of the women's groups formed in the village.
- To present the work done by women's group in the villages.
- To develop an annual work plan of the women's group.

At the end of the conclave, the women members took a decision to enrol all the drop out adolescents and children in school.

### Linkages with Government schemes

Doosra Dashak, through its Yuva Sangathans, Mahila Samoohs and Ikhvelos, has been able to link the community members with the various central as well as state government schemes like NREGA, Pension scheme, Ujjawala scheme, Aadhar card, BPL card etc.

The following table provides the number of beneficiaries who have been linked in the year 2017-18:

Block	Male	Female	No. Of Families
Abu Road	219	226	421
Bali	513	533	821
Bap	427	219	621
Bassi	87	70	121
Laxmangarh	63	73	136
Desuri	48	55	103
Pindwara	21	33	52
Kishanganj	206	133	163
Pisangan	27	67	70

For media gallery please [click here](#).

### 2.3 Cadre development:



**Cadre Development Training in Progress** Doosra Dashak develops rural cadres in their project area to work for their community. They help to link the community members with social security schemes; raise, analyse and resolve social issues for the development of the community. In order to build their capacity to lead the community, 14 trainings have been held this year in which 225 boys and 219 girls participated. The main agenda of the trainings was to enhance their knowledge around health issues, as well as social security schemes such as pension, benefits of labour card, and scholarship for students, Palanhar Yojna etc. Simultaneously, these cadres have been provided computer education so that they understand the process of filling forms online.

For media gallery please [click here](#).

### 2.4 SOCIAL MAPPING

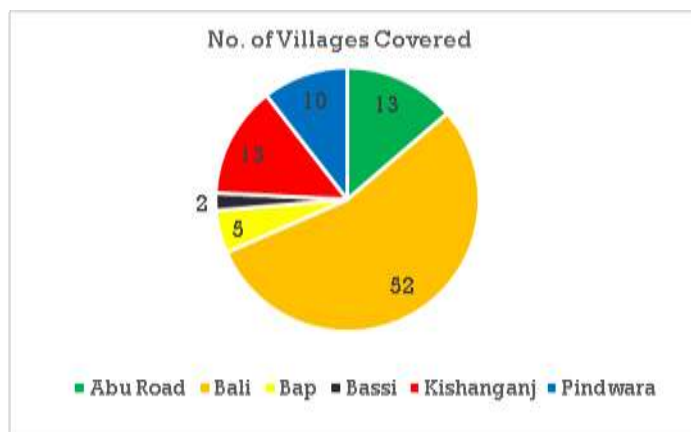
Social mapping is one of the techniques used by Doosra Dashak to map the socio - economic and educational status of families in the community and to locate all government facilities in a village. Information is collected through household surveys, conducted in collaboration with community members. It is publicly shared and disseminated. A realistic picture emerges that motivates parents of out of school children and adolescents to send them to school and to work collectively for improving the functioning of village schools.



**Door to Door Collection of Information**



**Understanding the Social Situation**



This year, together with social mapping of the new villages, re-social mapping took place in those villages where this exercise had been conducted in the past. The objective was to understand the current social situation in order to align interventions more closely to emerging needs of local communities. 95 villages in 6 blocks were mapped in 2017-2018.

#### **Socio – Educational Profile of 30 villages in Desuri block**

As per the base line data collected by DD recently, a snap shot of a few socio – economic indicators in 30 villages is as follows:

- About 50% girls get married before attaining the age of 18 years
- 30% population belongs to SC/ST.
- Literacy rate is 57%, the female literacy rate is 43.32%, while male literacy rate is 71.7%. Hence gender gap in literacy is extremely high at 28%
- High migration rate due to very limited access to employment.
- Low daily wages perpetuating poverty.

The following observations were made after the analysis of 20 Schools and 15 Anganwadi Centres:

- **Low quality of education in government schools:** School Management Committees in only 50% schools meet regularly. 13 government schools were found to be single teacher schools where as in 12 schools the midday meal was not found satisfactory. Teachers are generally not punctual.
- **Poor functioning of Angawadi centres (ECCD):** Out of the 15 Anganwadi centers (AWCs) which were observed by the DD field team, 6 AWCs open every day but there is no fixed time for the centres and 9 AWCs open only on immunization day. Anganwadi Workers (AWWs) are not trained well enough to provide pre-schooling. Hot cooked meal provided in the AWCs is not properly cooked. Workers of 6 AWCs informed that packets of supplementary nutrition were not reaching. Teaching learning Materials (TLM) was found locked and the children were not seen using any toys in 6 AWCs

**Lack of proper health services:** The girls mentioned that they are not receiving folic acid tablets

For media gallery please [click here](#).

### 3. DOOSRA DASHAK AS A RESOURCE ORGANIZATION

#### 3.1 COLLABORATION WITH GOVERNMENT

Doosra Dashak has been working in collaboration with the government. It has helped in providing trainings for school going adolescents, teachers, SMC members and education officers.



**SMC Training with Parents**

In 2017-2018, Doosra Dashak has conducted Life Skills Education trainings in KGBVs and Tribal Hostels of Rajasthan. Based on the results and reports, Sarva Shiksha Abhiyan has entered into an agreement with DD for providing LSE trainings in government schools. Besides 52 non-residential trainings for Life Skills Education were conducted, benefitting 1123 boys and 1792 girls in 6 blocks.

**LSE training for government school teachers/hostel teachers/staff:** Life Skill Education training were organized with the Government teachers of Pisangan and Bap blocks. Training of teachers was conducted with the objective to prepare these teachers to act as resource persons, for training of adolescents studying in government schools. In the training, issues such as articulation, self-identity, changes during adolescence, gender, violence, health, intoxication, Panchayati raj etc. were discussed using techniques like role play, PowerPoint presentation, group discussion, film shows and games. A total of 120 (77M and 43F) Government teachers in Pisangan (4 trainings) and 46 (35 M and 11 F) in Bap Block (1 training) participated in the ToTs.



**District Level Dialogue with Govt. officials (BDO, BEE0, BCMO) Desuri Block**

**Details of other trainings are given below:**

Block	Type of Training	Participants
Bap	1 SMC training	31 M 10 F
	1 Frontline service provider training	24 ASHA, 37 AWW
Pindwara	1 PRI training	10Panch/Sarpanch, 10 Adolescents, 35 Community members
Bali	2 SMC trainings	32 M 32 F

For media gallery please [click here](#).

### 3.2 COLLABORATION WITH PARTNER NGOS

Doosra Dashak has reached out to several organizations to provide technical resource support. As a result, 26 organizations have participated in different training programs organised by the Central Training Unit in Ajmer. DD has also provided onsite support to Tata Trusts funded projects–Behraich, UP; Centre for Environmental & Socio-Economic Regeneration, Purulia, WB; Pararth Samiti, Chindwada, MP; Prayatn Sansthan, Shahbad, Baran, Rajasthan; Patang, Odisha, and Anandi Sansthan, Gujarat. DD has been able to generate a demand for resource support from 9 organisations this year.

**Adolescent Education Training for PNGOs:** In its role as a resource agency for NGOs working for adolescents, Foundation for Education and Development organized a five-day training program in Jaipur from 7-11 November 2017. A total of 13 organizations took part in the training. The objectives of the training were:

- Understanding the need and importance for Adolescent Education
- Planning strategies with the knowledge and understanding of diverse contexts in different parts of the country
- Life Skills Education: Its Potential and Limitations
- Integration of Technology in Adolescent Education
- Learning from experiences for future collaboration

*Praising the work done by the youth at the village level, representatives of PNGOs commented that they did not have as close a relationship with the community as Doosra Dashak has with the people at the ground level.*

*–PNGO AEW Report 2017*

The training provided spaces for organizations to develop resources, create linkages and networks beyond their own frame of functioning. A visit was organized for the participants to observe the implementation of Doosra Dashak processes at the grassroots level. This way the organizations had a chance to be exposed to Doosra Dashak values and ways of practicing those (e.g., equal treatment, transparency); together with project strategies, activities and processes (camps, micro planning, Ikhvelos and VLCs, yuva manch). DD as well as all the participating organizations developed a relationship of trust with each other.

#### ***Experiences shared by the participants of the PNGO meet:***

- *Ms. Varsha, Pararth Samiti, 'This was my first opportunity to attend a workshop of this kind, where there was freedom to speak. We will try and start work on open schooling in our organization right from the very beginning.'*
- *Ms. Jiren Jojo, Pratham, Jharkhand, 'The processes of Doosra Dashak are very effective. After this workshop, we now have clarity on how to work with adolescents.'*
- *Ms. Ranjeeta, Pratham, Jharkhand, 'With the help of this workshop, we have a better understanding of how to work with the drop out adolescents to help them continue their education.'*
- *Sunil Lahri, Urmul Seemant, Bajju, 'Work at Ikhvelos for education together with social welfare was excellent. The youth development work is also very unique.'*
- *Ms. Usha and Ms. Pinki, Cohesion Foundation, 'The work of Doosra Dashak is very organized especially the four month residential camps, the Ikhvelo centers and community based work.'*

**Onsite support to Direct Implementation by Tata Trusts, Behraich, UP:** FED has supported a program being implemented by Tata Trusts directly in Bahraich district in UP. The project has helped in inculcating DD values and practices adapted to contextual needs. A social mapping exercise was

undertaken which has helped the project identify the major problem areas, based on which a number of trainings have been provided by DD staff. All the three Ikhvelos running in the Block were also visited, and their documentation process was monitored. They were provided relevant feedback for improvement. *For media gallery please [click here](#).*

### 3.3 CONTRIBUTION AT THE NATIONAL AND STATE LEVEL FORUMS FOR ADOLESCENT EDUCATION

Doosra Dashak has been an active participant in consultations and collaborations with like-minded organizations, GOs and UN agencies for strategy formulation. This year it has participated in various National and State Level Forums to develop an in depth understanding of adolescent education. Networks with Directorate of Women Empowerment, MV foundation, PRATHAM, Nirantar, Barefoot College, Save the children, UNICEF, UNFPA, Ajit Foundation, Garasiya Samaj Sudar Samiti, Sahariya Vikas Samiti, Ambedkar Welfare Society and the like have helped in sharing of good practices across communities. To create awareness and to disseminate information about DD, systematic advocacy and sharing of experience has been undertaken.

**Designing an effective advocacy and communication plan for Adolescent Education:** DD has developed a communication plan with the objective to showcase DD's work, for which the following steps have been taken:

- Digitalization: Written Case studies of Doosra Dashak are being converted into short movies. Videography of 15 beneficiaries has been done.
- Block level compilation of human stories has been initiated in Bap and Bali block.
- Social media such as YouTube, Facebook, WhatsApp, Blog and Website have been used to expand DD's need.
- A series of posters have been developed to communicate key messages for awareness and advocacy purposes
- Local funders have been identified to provide activity based support.

*For YouTube channel please [click here](#).*

**Advocacy and Dissemination Workshop:** A half day 'Dissemination Seminar' to share Doosra Dashak's Experiences of working with rural adolescents in Rajasthan' was organized on September 4, 2017 at Grand Hira Hotel & Resort, Neemrana (Alwar). The seminar was organized with the following objectives:

- To ensure availability of comprehensive information about DD to the audience.
- To showcase the achievements of the project; and
- To share the desirability and relevance of replicating activities piloted successfully under DD.

A short film on DD, "A Decade of Hope" followed by a presentation on DD activities was shown in the seminar to reflect upon various activities undertaken in Doosra Dashak for the education and development of adolescents.

*For media gallery please [click here](#).*

**Publication and Dissemination:** Doosra Dashak has developed process documentation of all the activities undertaken in the project which has helped the DD staff and other partners to understand the work in detail. This document has been distributed among partners of Doosra Dashak.

*For process documentation please [click here](#).*

### 3.4 CAPACITY BUILDING OF DOOSRA DASHAK

A number of trainings were organized in 2017-18 to provide continuous support to the DD team members. The details of the capacity building trainings are given below:

1. **Workshop for review and revision of existing curriculum for camp:** A two-day workshop on curriculum review was organized on October 13-14, 2017 with the objective to review the curriculum and update content and pedagogy in residential camps. In this workshop, group work was organized under the leadership of resource persons. They include Shri Gyan Prakash Sharma for Hindi, Shri Anil Gupta for Maths, Ms.Pritam Pal for Health, Shri Ramnarayan Siyag for Samajki Parakh and Shri Sunil Shekhar for Life Skills Education. Shri Rishi and Shri Shiv from Pratham spoke about the use of technology in Education. Shri Imran Khan, who is considered to be an 'apps' expert gave his valuable inputs regarding the use of technology in education and its immense possibilities. So far, proposed changes in the curriculum have been identified and updating of the curriculum is in progress. 47 members both from Doosra Dashak and resource persons have participated in this workshop (36M and 11F).
2. **Training and follow up of camp teachers**

**Orientation of residential camp teachers:** After the curriculum workshop and its follow up, the changes made in each subject were introduced in the orientation of camp teachers held on 14-19Nov. 2017. This orientation was organized to build the capacities of the Master Trainers to improve the quality of the teaching learning process of the camps. Teaching of English was introduced by an external expert. A total of 26 (13M and 13F) camp teachers of DD participated in the workshop.



Active discussions during the workshop

**Handholding support to camp teachers:** Hand holding support is crucial to ensure quality and timely delivery of work and to make camp activities more effective. CTU members provided extensive support to camp teachers in conducting different activities. Training was provided in 7 blocks of DD (leaving Bap and Abu Road) to enhance the knowledge and skills of camp teachers for preparing different documents, developing TLMs, and teaching different subjects/topics.

3. **Training of Ikhvelo In-charges:** A four-day capacity building training programme was organized at Pushkar from May 24-27, 2017 and a similar training was organised at Jaipur on August 28-29, 2017. In these trainings, a total of 59 (46M and 13F) members participated. The objective of the training was to build and deepen understanding of the concept of "Ikhvelo" and the 13 'parameters' of DD with the In-charges. It was also to build their capacity in different teaching techniques, integrate technology in activities at the Ikhvelo, upgrading their ITE skills together with the understanding of processes of forming and strengthening community groups and maintaining documents of the Centre.



Clearing Concepts in Maths

Handholding support to Ikhvelo In-charges was provided to demonstrate good practices at Ikhvelos.

**4. Training for VLC In-charge and follow up:** A four-day residential training of 28 VLC In-charges was organized from April 20-23, 2017 at Barefoot College, Tilonia Campus. The objective of the training was to develop an understanding of process oriented teaching and different learning methods, work on language and mathematics, TLM development, planning and documentation. Resource support was provided by Barefoot College. 26 DD field staff (12M/ 14F) participated.



**VLC in charge Training**

Handholding support to VLC In-charges was provided by CTU in order to strengthen the centres. Later, an action plan was developed with the support of the training coordinators to strengthen the VLCs of Bali Block.

#### **5. Training of M&E Group:**

**Report writing and Documentation:** Monitoring and Evaluation team organized a one day training on December 2, 2017 in which sessions were conducted on the importance of communication, documentation and effective report writing together with how to collect data, information and to put it to effective use.

**Workshop on Management Information System:** A one day workshop was organized on with the MIS in-charges of all the Blocks on Feb 24, 2018 at SCU. During the workshop, numerical data of last 3 years received from the field were re-checked and filtered. Identified gaps in data were shared with the respective block MIS in-charges and, based on the gaps, changes were made.

For media gallery please [click here](#).

## 4. REVIEWS AND RESEARCH

Doosra Dashak, in its endeavour to strive for excellence, takes reviews seriously and deliberates on the action points. The review and planning meetings (RPMs) are done at different levels mentioned below:-

- Ikhvelo in-charges
- Cluster level
- Blocks level
- State level
- Executive Committee Meeting
- Board of Trustee Meeting

The review and planning meeting at Ikhvelo level, cluster level and block level happens every month and the dates for State level, EC and BoT meeting are as follows:-

- State level review and planning meeting
  - 11<sup>th</sup> May, 2017
  - 20-21 July, 2017
  - 14-15 July, 2017
- Executive Committee meeting
  - 12<sup>th</sup> May, 2017
  - 16<sup>th</sup> December, 2017
- Board of Trustees meeting
  - 13<sup>th</sup> May, 2017
  - 3<sup>rd</sup> March, 2018

Apart from this, in the current year, an internal as well as an external review was commissioned.

### 4.1 DOOSRA DASHAK – WAY FORWARD AS A RESOURCE AND FIELD ORGANIZATION

by JAHANVI ANDHARIA (INDEPENDENT CONSULTANT)

The report, an internal one, was with the purpose to help develop a strategic vision for Doosra Dashak, especially in its role as a Resource Centre for adolescent education. Based on the field observations, and discussions with the members of Doosra Dashak, the report also sought to offer an organizational development plan for DD and a Capacity building strategy for its staff and its community-based groups, especially Mahila Samooh & Yuva Manch. The following points emerged from the report:-

1. Several reports and evaluations affirm the critical role that DD played in bringing focus to a constituency that was not the focus of any significant program in the country at the turn of this century i.e. the adolescent group especially those out of school adolescents who never had any significant formal schooling.
2. DD has developed an innovative approach to build curriculum and learning outcomes for its camps, taking into account the diverse needs of adolescents who have dropped out or never been to school and belong to marginalised groups in selected subjects.
3. DD has a framework that focuses on adolescents of marginalised communities and lays foundation for them to change/transform themselves, family and community by
  - a) Offering societal analysis.
  - b) Establishing their identity as citizens first.

- c) Offering support structures to deal with denials, inequalities, injustice through the mechanism of CBOs.
  - d) Offering methodology to access entitlements.
4. DD helps adolescents to overcome fear through a steady process of capacity building.
  5. DD deeply believes that values cannot be taught but are absorbed when the teachers, role models live by those values.
  6. DD field teams, over the years, have been able to translate the ideas about the meaning of education, social change, community action – which requires high calibre thinking and analysis. .
  7. It requires a great calibre and capabilities of higher order to take up adolescent education in poor and marginalised communities.
  8. Learning by doing, enabling a decentralised approach, combined with intensive review and reflection at regular intervals are the regular features of DD.
  9. The nine sites chosen quite carefully to cover diverse contexts required that the teams had to agree to an immersion process.

#### 4.2 GRANT REVIEW OF DOOSRA DAHSAK by JYOTSNA JHA AND NIVEDITHA MENON

(CENTRE FOR BUDGET & POLICY STUDIES; CBPS)

On completion of the three-year project funded by Tata Trust, a review was commissioned to review the design of the intervention, validation of the programme performance and to identify the key elements needed to achieve scale and sustainability. The report highlights the key areas of DD program:

- The program lays emphasis on providing critical awareness of the underlying mechanisms that lead to socio-economic and gender inequalities, and provides independent pathways to address them.
- It creates opportunities for developing leadership skills and encourages adolescents to be more involved in their own communities.
- It fosters scientific temper among adolescents to create curiosity about the world, in addition to dispelling superstition and questionable traditional practices.
- The program creates **an ecosystem** around children and adolescents by first engaging with the communities and building a deep relationship of trust.
- The team of Doosra Dashak have high potential to work as a resource organization. Over time, it has created user-friendly models and resources, which are very useful for new institutions and programmes.

For media gallery please [click here](#).

#### 4.3 OPEN SCHOOL STUDY CAMP IN BAP

An in-house study was conducted in Doosra Dashak on understanding the processes of ODL camp in Bap Block. Since last year, diversifying from the traditional four-month residential camp, special camps were held to address the needs and desires of adolescents to appear for Class X examinations through Rajasthan open school. In this study, experiences of participants, community members, and parents were noted. The following observations emerged:

- The camp provided opportunities to the rural and marginalised communities for continuing education through ‘Open Schooling’
- There was community involvement and support for ‘Open School’ education.

- Technology helped the participants learn concepts at an escalated pace.
- A learning from the study was that the camp for open school will benefit the adolescents more if it is organized in phases: A preparatory camp in the first phase in which the students are introduced to the concept, are helped in selecting subjects and preparation for the Class X exam is initiated. The second phase should be a follow up camp, helping the students appear for the exams. The handholding process should be a continuous one.

*For media gallery please [click here](#).*

## 5. SHRI ANIL BORDIA SCHOLARSHIP:

AB Scholarship was initiated by our founder Trustee ShriAnil Bordia's family in his memory with a contribution of Rs. 5.00 lakhs in 2014. This scholarship is being awarded to those participants of Doosra Dashak (DD) who wish to continue their higher education after graduating from 4-months residential camps, but are unable to do so due to financial constraints. By the end of this financial year, 2017-18, the scholarship corpus is Rs.10.40 lakhs and a scholarship of Rs. 10,000/- each per annum has been awarded to the following 6 sabbhagis:

S.N.	Name of DD participants, with block	Studying in	Amount per year	Status
1.	Sh. Gautam Regar, Pisangan	B-Tech. IV Year	Rs. 10,000/-	Renewal
2.	Ms. Reena Sahariaa, Kishanganj	BA III Year	Rs. 10,000/-	Renewal
3.	Ms. Khushaba Bheel, Pindwara	BA III Year	Rs. 10,000/-	Renewal
4.	Ms. Dholi Bano, Laxmangarh	BA III Year	Rs. 10,000/-	New
5.	Ms. Suman Saini, Bassi	BA I Year	Rs. 10,000/-	New
6.	Ms. Shobha Kumari, Desuri	BA I Year	Rs. 10,000/-	New

To know more please [click here](#).

## Grateful Thanks to Our Funders

FED would like to take this opportunity to thank the generous donors who have reposed faith in the project. Contributions have helped support and fund activities that are often out of reach for the participants. Participants from the four month residential camps, life skills and short term training camps, continuing education centres and other efforts of DD have benefited from the generosity of the donors this past year. They have endeavored to move forward with the support which has helped equip them with the tools they need to lead healthy and productive lives with dignity.

**Tata Trust** – For more than sixteen years, Tata Trust is providing generous support to Doosra Dashak's endeavor for addressing the educational needs of marginalized adolescents living in remote rural areas. This year, Bap and Bali blocks along with the Steering & Coordination Unit, Central Training Unit, and Monitoring and Evaluation unit were supported by Tata Education and Development Trust.

**HT Pareek Foundation**- HT Pareek Foundation has been a consistent supporter of DD since 2013. This year they provided project support to 5 blocks (Pindwara, Desuri, Bassi, Laxmangarh and Kishanganj)

**Centre for Micro Finance** - Abu Road block is being co-funded for implementation of the project called "Transformative Initiative" by the Centre for Micro Finance since 2015 in collaboration with other partner organizations. CMF also funded our activities in Kuran village of Bali block.

**The Young People Foundation** - The YP Foundation has been supporting activities in Desuri block under "The Butterfly Project" through which it seeks to increase their access to information on Sexual and Reproductive Health Rights and developing their leadership skills to mobilize and engage peers in advancing the rights of young women and girls in their communities.

**Bloom and Give** – Bloom and Give supported two continuing education centres (Ikhvelo) in Pisangan block to create an environment within the villages which contributes to breaking the endless cycle of childhood marriage, pre-teen pregnancy and abuse.

**Nalanda Foundation** – Nalanda Foundation supported continuing education centre (Ikhvelo) in 'Choodo ki basti' village of Bap block to create a learning environment within the village and to enroll out of school children.

## ABBREVIATIONS

ANM	Auxiliary Nurse Midwife
ASHA	Accredited Social Health Activist
AW	Anganwadi
AWW	Anganwadi Worker
CE	Continuing Education
CEC	Continuing Education Centre
CIRC	Community Information Resource Centre
CSD	Centre for Social Development
DD	Doosra Dashak
FED	Foundation for Education and Development
GVK	Gyan Vigyan Kendra
ITE	Integration of Technology in Education
JMS	Jagrat Mahila Sangathan
KGBV	Kasturba Gandhi Balika Vidyalaya
LSE	Life Skills Education
M&E	Monitoring and Evaluation
NUEPA	National University of Educational Planning and Administration
PRI	Panchayati Raj Institution
RC	Residential Camp
RTE	Right to Education
SCU	Steering and Coordination Unit
SMC	School Management Committee
SSA	Sarva Shiksha Abhiyan
UNESCO	United Nations Educational Social & Cultural Organization
VLC	Village Learning Centre
YSS	Yuva Shakti Sangathan

## MEMBERS OF BOARD OF TRUSTEES AND EXECUTIVE COMMITTEE

The project is being implemented by Foundation for Education & Development (FED), a public charitable trust registered in Delhi. The Trustees of FED are eminent educationists, administrators, researchers and social activists who provide organizational direction to take decisions pertaining to strategic planning, policy, investment and risk. The members are:

### Trustees

- **Shri. Abhimanyu Singh, IAS (Retd.)**, former Education Secretary (Govt. of Rajasthan) and Joint Secretary, MHRD New Delhi; is the Chairperson of FED and a permanent Trustee on the Board. He served UNESCO as Director, Education for All (EFA) at its headquarters in Paris and as Country Director of Nigeria. His last assignment was with UNESCO as the Director and Representative for East Asia covering China, Japan, Mongolia, South Korea and North Korea, in UNESCO at Beijing. He has been awarded a research fellowship from Japan Foundation (2016) and a Fulbright Fellowship by Government of USA (1986-87)
- **Prof. R. Govinda**, former Vice Chancellor of National University of Educational Planning and Administration (NUEPA), New Delhi, is a founder member of the Board of Trustee of FED. Prof. Govinda has been the Chairperson of the Board (BoT) from 2012 to 2016 and is a permanent Trustee of FED. He is presently working as Distinguished Professor, Council for Social Development (CSD), New Delhi.
- **Shri. Rajendra Bhanawat, IAS (Retd.)**, former Secretary Rural Development, Government of Rajasthan, Director, Literacy and Continuing Education (CE), is former Managing Trustee of FED. He received the NLM UNESCO award in the year 2000 on behalf of the State of Rajasthan for outstanding work in promoting literacy.
- **Dr. Maitreyi Bordia Das**, former IAS, is presently working as Global Lead for Social Inclusion in World Bank, and is based at Washington DC. She has distinguished herself in various assignments overseas. This includes Advisor, (Poverty & Gender) at UNDP, Guyana for a period of 2 years.
- **Ms. Ratna M. Sudarshan**, former National Fellow at NUEPA, New Delhi, is a Trustee at FED and a member of the Executive Committee of Doosra Dashak. She has been the Director, Institute of Social Studies Trust, New Delhi, and a member of the National Resource Group, Mahila Samakhya. She has participated as a GOI Nominee in the 11th and 12th Joint Review Missions of Sarva Shiksha Abhiyan. She is a leading researcher in Education. She has also worked at the National Council of Applied Economic Research. Her research has mainly been in the area of women's work in the informal economy, gender and education, gender and evaluation and linkages between research and practices.
- **Prof. Shantha Sinha** is an internationally reputed anti-child labour activist. She is the founder of Mamidipudi Venkatarangaiya Foundation, popularly known as MV Foundation, and is a Professor in the Department of Political Science at Hyderabad Central University. She has headed the National Commission for Protection of Child Rights for two consecutive terms (6 years). She was conferred with a Padma Shri Award by the Government of India in 1999. She is a recipient of the prestigious Ramon Magsaysay Award for Community Leadership in 2003.
- **Ms. Vrinda Sarup, IAS (Retd.)**, former Secretary, Department of School Education and Literacy, is a member of the Board of Trustees of FED. Since the early nineties, she has served

continuously in MHRD and the Department of Education in various capacities. During this period, she has made notable contributions to important national projects in Education, including DPEP, SSA and Mahila Samakhya. International agencies which she has closely worked with include World Bank, DFID of UK, UNICEF, EU and World Food Programme.

- **Shri. Ajay Singh Mehta**, Chairman of Vidhya Bhawan Society, Udaipur (Rajasthan) and former Chief Executive in Seva Mandir, is a member of the Board of Trustees of FED. He has served as the Executive Director of the National Foundation for India for 10 years. Currently, he is a member of the Rajasthan State Planning Board and is one of the leading social activists in the non-state sector in India.
- **Shri. Ashok Kumar Bhandari, IPS (Retd.)**, is a long serving member of the Board of Trustees of FED. He has distinguished himself on various posts including, First Secretary, Indian High Commission (London), Special Secretary Jammu & Kashmir Affairs (New Delhi) and Administrative member, Central Administrative Tribunal. He has been awarded Police Medal for Meritorious Service, 1958 and President's Police Medal for Distinguished Service in 1992. He is presently working as Secretary, Eye Bank Society of Rajasthan, Jaipur.

#### **Executive Committee of Doosra Dashak**

##### **Chairman:**

Shri Abhimanyu Singh, IAS (Retd.) (Former Education Secretary, Govt. Of Rajasthan)

##### **Members:**

Dr. Sharada Jain, (Secretary, Sandhan)

Ms. AbhaBhaiya, (Founder Director, Jagori, New Delhi)

Shri Ashok Kuman Bhandari, IPS (Retd.) (Former Special Secretary, Home, J&K)

Ms. Ratna Sudarshan, (Former National Fellow at NEUPA, Advisor, ISST, Delhi)

Ms. Dipta Bhog, (Managing Trustee, Nirantar, New Delhi)

##### **Member Secretary**

Ms. Neelu Choudhary, Director, Doosra Dashak

##### **Representatives of Project Directors**

Shri Prince Salim, (Pisangan)

Shri Vijay Singh Mehta, (Kishanganj)



**INDEPENDENT AUDITOR'S REPORT**

To Foundation for Education & Development

**Opinion**

We have audited the financial statements of Foundation for Education & Development, which comprise the balance sheet at March 31st 2018 and the Income & Expenditure account for the year then ended, and notes to the financial statements, including a summary of significant accounting policies. In our opinion, the accompanying financial statements give a true and fair view of the financial position of the entity as at March 31, 2018, and of its financial performance for the year then ended in accordance with the Accounting Standards issued by the Institute of Chartered Accountants of India (ICAI).

**Basis for Opinion**

We conducted our audit in accordance with the Standards on Auditing (SAs) issued by ICAI. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the entity in accordance with the ethical requirements that are relevant to our audit of the financial statements and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

**Responsibilities of Management and Those Charged with Governance for the Financial Statements**

Management of Trust is responsible for the preparation and fair presentation of the financial statements in accordance with the aforesaid Accounting Standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. In preparing the financial statements, management is responsible for assessing the Trust's ability to continue as a going concern, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the entity or to cease operations, or has no realistic alternative but to do so. Those charged with governance are responsible for overseeing the entity's financial reporting process.



**Auditor's Responsibilities for the Audit of the Financial Statements**

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with SAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements

Place of Signature:  
Date:

For Santosh Agrawal & Associates  
Chartered Accountants  
(FRN:002213C)



Signature

(Swapnil Agrawal)  
(Partner)  
(Membership No. 429310)

Foundation for Education & Development  
C-113, Shivaji Marg, Tilak Nagar, Jaipur 302004  
Balance Sheet as at 31st March, 2018

		31.03.17		31.03.18		Assets		31.03.17		31.03.18	
<b>Liabilities</b>						<b>Assets</b>					
Corpus Fund						Fixed Assets		H		0.00	
opening Balance		8883240.00		8553240.00		Current Assets					
Add: Corpus Donation received during the year		50000.00		70000.00		Grant Recoverable		A		65747.50	
Surplus A/C						TDS Recoverable				2552474.00	
opening Balance		1558983.31		2179520.99		Fixed deposits with banks				80884364.00	
Add: Excess of income over expenditure		670527.68		2441584.01		Accrued Interest on FDs				866772.72	
Corpus Fund "SDFI-ED-CF"						Security Deposits				100000.00	
opening Balance		60265774.00		70192588.00		Loan and Advances		I		2351.00	
Add: Ploughed back interest during the year		926815.00		936500.00		Bank Balances		E		20454473.47	
AB Scholarship Fund						Cash in hand		F		112229.82	
opening Balance		600000.00		800000.00		Assets out of project as contra		K		12185135.00	
Add: Received during the year		200000.00		340000.00		Assets Fund ID		A		4194551.00	
Current Liabilities						Depreciation Fund ID		A		7590584.00	
Unmarked Fund		D		11608671.00		Total				117752079.51	
Accounts Payable		C		458386.50						11038056.00	
Unspent Grants											
Assets out of project as contra											
Assets Fund ID		A		3977644.32							
Depreciation Fund ID		A		8500330.68							
Total		117752079.51		11038056.00		Total		117752079.51		11038056.00	

Significant accounting policies and notes on accounts - Schedule 'Y' For Foundation for Education and Development

(Abhimanyu Singh)  
Managing Trustee  
Place: Jaipur  
Date: 06 August, 2018

**CHAIRMAN**  
Foundation For Education & Development, Jaipur

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

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



Foundation for Education & Development  
C-113, Shivaji Marg, Tilak Nagar, Jaipur 302004  
Income & Expenditure Account  
for the year ended as on 31st March, 2018

		31.03.17		31.03.18		Income		31.03.17		31.03.18	
<b>Expenditure</b>						<b>Income</b>					
Expenditure on various projects		A		42927727.00		Grant for various projects		A		37685786.26	
Bank Charges		18095.15		34451.72		Bank Interest		I		47588.00	
Bank Charges FCRA		7543.50		1180.25		FDs Interest		H		864523.11	
Depreciation		5774.00		4994.00		Misc. receipts		L		129219.98	
Misc. balances written off		L		441757.00		Interest on AB Scholarship Fund				52502.00	
Scholarship to poor children		40000.00		60000.00		Interest on Income Tax Refund				46252.00	
Misc. Expenses				1944.29		Public Contribution				181500.00	
Public Contribution Exp.				23148.00							
Establishment Expenditure (Pndwara, Abu Road, Kaharganj, Bess and Desari)		381211.76									
Excess of income over expenditure		620527.68		2441194.02							
Total		38825801.35		45916376.28		Total		38825801.35		45916376.28	

Significant accounting policies and notes on accounts - Schedule 'Y' For Foundation for Education and Development

(Abhimanyu Singh)  
Managing Trustee  
Place: Jaipur  
Date: 06 August, 2018

**CHAIRMAN**  
Foundation For Education & Development, Jaipur

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

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

