

Foundation for
Education and Development

Annual Report
2018-2019



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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 Projects - Shiksha Karmi and Lok Jumbish 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.

Shri Bordia was a strong believer in women's empowerment, people's movements; decentralisation and partnership with like-minded NGOs. He believed in the "extraordinary potential of ordinary people." His philosophy and beliefs have stood the test of time and his vision and commitment continue to guide the work of Doosra Dashak.

CHAIRPERSON'S OVERVIEW

FED's Doosra Dashak (DD) Project for education and empowerment of adolescents in rural Rajasthan has witnessed a tumultuous year. It has been a phase of survival, adjustment, innovation and expansion amidst uncertainty relating to the phasing out of funding of the Tata Trusts, who have been a prominent supporter since DD's inception in 2001. This has made the challenge of finding alternate sources of funding a major preoccupation. On the whole we have managed the transition rather well. This has been possible due to our ability to tap CSR funds from a few large and prestigious entities and to simultaneously garner support from several small donors. In the interim DD has managed to use its Corpus Fund strategically to keep offices in the affected Blocks running with minimum essential staff. Timely contributions in cash and kind from local communities and DD staff for social mapping, residential camps, short duration training and Science fairs (Vigyan Melas) have been instrumental in sustaining the project and maintaining staff morale.

Nevertheless, it has been a painful and frustrating exercise to close well functioning Ikhvelos (Continuing Education Centres) and Village Learning Centres (VLCs) in Bap, Bali and Abu Road blocks. This entails the laying off of dedicated and experienced field staff. The concomitant loss of faith and credibility among the most marginalized and often neglected communities is difficult to bear. Reconnecting with the same communities when funds eventually become available is not always easy.

Our efforts to mobilise resources from a wide array of donors in India and a few overseas, while adhering to DD's core principles and values, has been a testing experience. In the process some of our vulnerabilities and shortcomings may have been exposed. However, we can be proud of the fact that thus far we have not made any major compromises or taken any unnecessary short cuts in seeking corporate funding. We have been fortunate in finding like-minded, sensitive and understanding individuals in HCL, APPI and HTPF who have taken the time and made the effort to understand the strengths and constraints of a community-based, process-oriented project that seeks to achieve intangible results leading to change and social transformation. Despite fragmentation of donor funding, DD has been able to maintain coherence and consistency in its programme activities across all nine blocks.

New Project in Desuri Block

The highlight of the year has been the successful launching of the HCL funded project simultaneously in 30 villages of Desuri block in Pali district in July 2018. This is a fine example of DD working at its best through its local leadership, coordinated and meticulously planned interventions, advance preparations, partnership with the local community, government schools and district authorities. This was underpinned by excellent teamwork between SCU and the Block team with inputs from other DD blocks. This is well illustrated by the ten Ikhvelos at Panchayat Headquarters catering to the learning and development needs of out of school as well as school-going adolescents, mainly girls, in each of the 30 project villages. These are housed in attractive buildings with basic amenities, equipped with computers and tablets and staffed by a dedicated team of two local supervisors of whom one is a woman. These upgraded Ikhvelos

could be perceived as harbingers of community learning centres in rural India in the foreseeable future.

Key Innovations

Some of the key innovations introduced by DD in the past two years have now taken root. The initiative taken by the leadership of the Bap for specially designed Residential Camps for adolescent girls above 14 years, who have left school without passing Class X but are keen to do so, has worked well. Some of the girls had benefited from residential camps in the past and joined government schools but could not continue their studies due to social pressures, cultural norms and the environment in the schools. They returned to camps with fresh enthusiasm and determination to make the grade this time. Theirs has been an inspiring and influential presence for other girls who are first-timers. Under the benign guidance and support of the Block team and the local communities, which supported and funded short duration exam preparation camps, a large number of girls (148 adolescent girls) have been successful in passing grade X through the Rajasthan Open School. This has been successfully replicated in Pisangan Block with the support of Bloom & Give, a donor working out of Bangalore. In Bassi block similar results have been achieved through a local initiative by DD staff for teaching and mentoring adolescent girls and boys for Class X examinations. Possibilities of working with Pratham's 'Second Chance Education Centres' in rural Rajasthan are being explored in this context.

Open Schooling

An interesting facet of this experiment is the lead taken by DD in promoting access to Open and Distance Learning as an important means to provide "second chance education" to marginalized communities at school and university level. This is exemplified by the increase in the number of applications filed for appearance in Class X examination of the Rajasthan Open School from only 50 in 2015 to 5500 this year. A majority of the applicants are adolescent girls. This is as good an example as any of a rural project in a remote geography digging deep to find ways to utilize the potential of hitherto under-utilised opportunities for education already available to the public at an affordable cost in their vicinity.

Digitalisation

Another initiative that has brought about a visible change in the way DD operates and delivers its programmes in the most interior and backward pockets is the rapid spread of digitalisation in all aspects of our work during the past two years. Beginning with the Tata Trust funded DD projects in Bap and Bali (2015-18), there has been a marked increase in the use of digital devices (PCs, Laptops, Tablets and Smart Phones) by DD's management and in all its teaching-learning spaces, especially Ikhvelos. This has had an electrifying effect in attracting learners from the disadvantaged groups, particularly adolescent girls, to the Ikhvelos in larger numbers and their engaging with digital devices for enriching their life. After some initial hesitation and doubts, the local communities are now on board and appreciate the value of digital technology as an indispensable tool to advance the educational and employment prospects of their wards in a highly competitive world.

It is worthy of mention that one of the DD sahbhagis, who was introduced to a computer about two years ago at an Ikhvelo in one of our Blocks now hosts a popular YouTube channel whose followers number more than a lakh. He is gainfully employed in a neighbouring state.

Use of digital technology has reduced the physical and psychological distance between SCU and the field and contributed to inter-Block sharing and learning. Virtually all DD functionaries now use digital devices in their day-to-day work sending text, audio and video messages on Whats app about their activities and experience. They are active on social media too. However, it should be acknowledged that integration of digital technology in the teaching-learning process in residential camps is still in its incipient stages. This aspect needs greater attention in the light of the modified and upgraded curriculum for all subjects taught in the camps. This could be transacted more effectively through use of digital technology by Master trainers and Camp teachers. The teaching of Spoken English, which has been recently introduced in DD in keeping with societal aspirations, could benefit a great deal from access to the digital world.

Way Forward

As we move forward, it would be DD's endeavour to invest more in its own human resources and organizational development with the assistance of donors such as APPI and HCL. It is heart-warming to see many of our sahbhagis return to our fold in the field in different capacities as and when opportunities arise. Besides their knowledge and newly acquired skills, they bring with them DD's cherished values and work ethics.

It could be said, with some assurance, that in the year past year DD's visibility, professional profile and performance have gone up a notch or two. Nevertheless, we would do well to invest in improving our advocacy and communication capacity.

As the future unfolds we have to hold steadfastly to the philosophy and core principles of our founders while seeking new pastures and avenues for supporting the marginalized communities whom we are committed to serve.

The educational and social profile of 30 project villages of Desuri Block, which serves as a baseline for the project, is included in this report. It is an indicator of the prevailing conditions of poverty, illiteracy, and social backwardness, indifferent delivery of development and public welfare programmes and low quality of grass root institutions in the Block. The scenario in project villages in other Blocks is not very different. In the circumstances the efforts of non-governmental organisations, such as FED in rural Rajasthan, for education and empowerment of adolescents should be seen as a work in progress that needs to be supported and sustained.

Abhimanyu Singh
Chair, FED

ABOUT DOOSRA DASHAK

Doosra Dashak (the second decade) is a programme 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 for Education and Development) since 2001.

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 have the potential to 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)

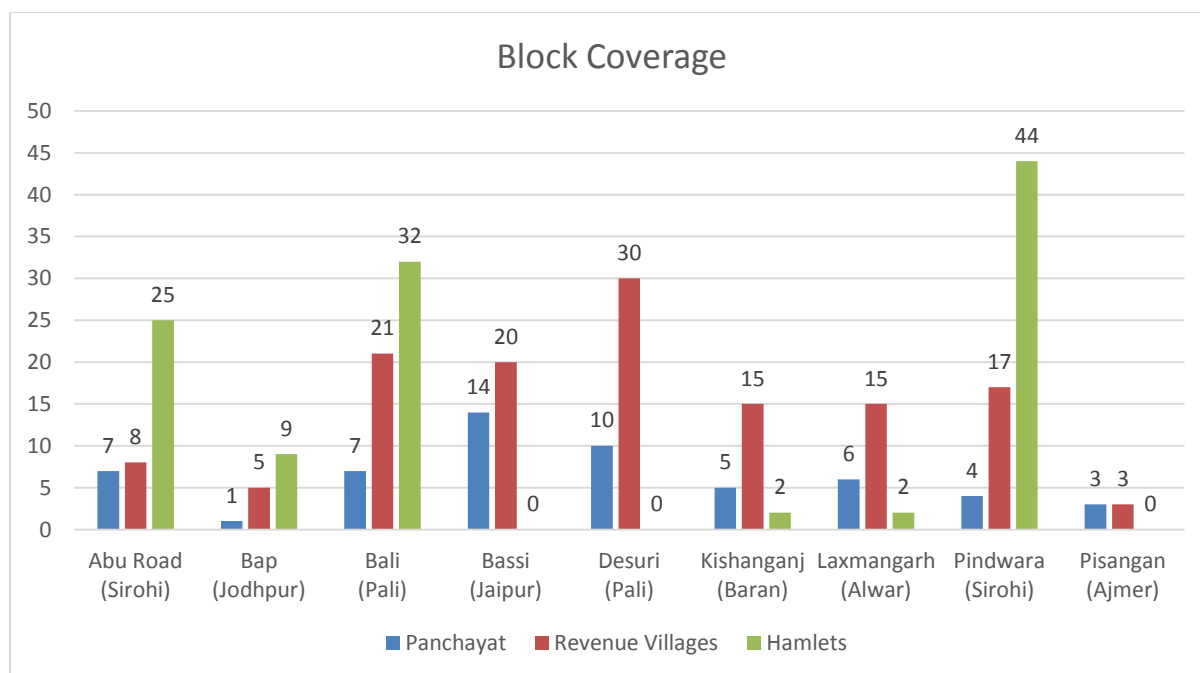
Noting that almost a quarter of the population of Rajasthan is between the age group of 10 – 19 years, the primary objective of Doosra Dashak has been to identify out of school adolescents and provide them with opportunities for education and empowerment. Doosra Dashak realises that adolescence is a 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
- Critical thinking to understand the processes of marginalization and to seek to address the root causes of marginalisation in the poorest and most backward rural pockets of Rajasthan.

GEOGRAPHICAL COVERAGE

Doosra Dashak project is implemented in 9 blocks of 7 districts of Rajasthan, covering 134 revenue villages and 114 hamlets of 57 Panchayats (till March 2019), 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 diverse context and needs of the community.



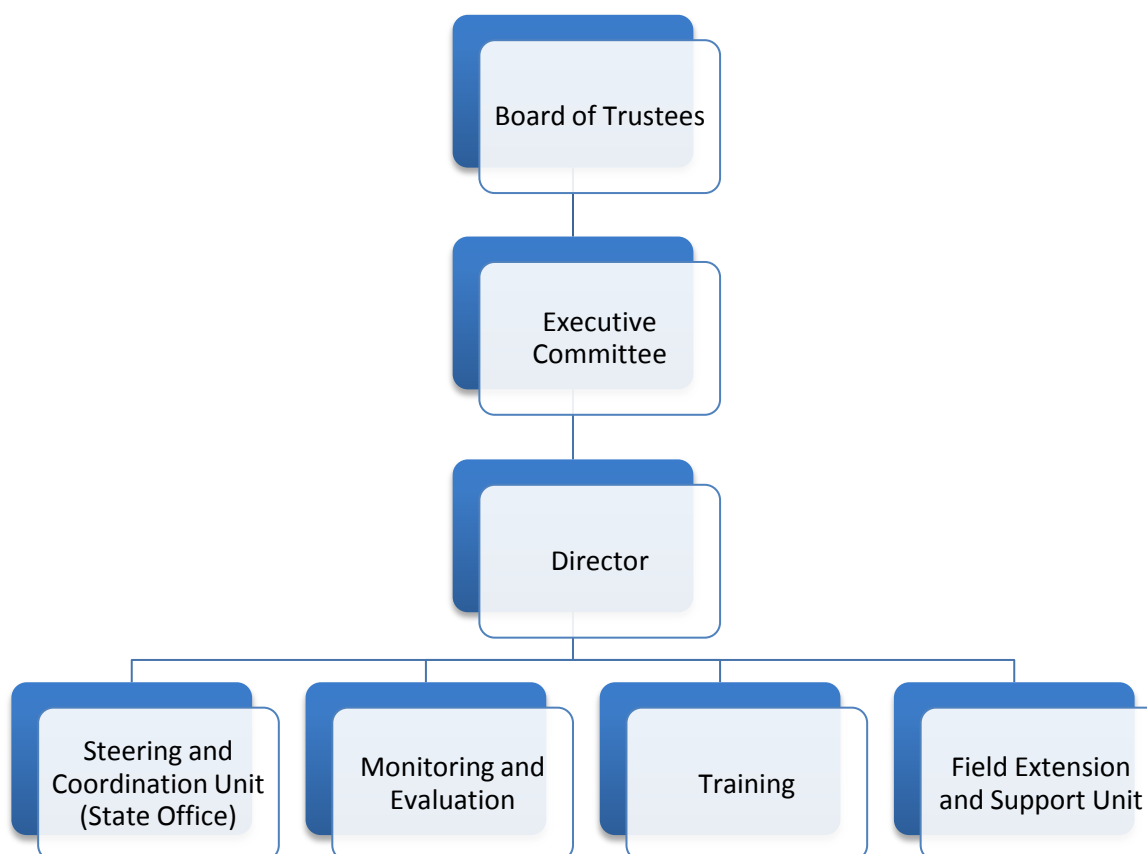
Block	Description of Block
Abu Road (Sirohi)	Hilly region with eighty percent of the population belonging to the Garasia tribe.
Bap (Jodhpur)	Desert region, Muslim dominated community
Bali (Pali)	Hilly terrain, dominated by the Garasiya tribe.
Bassi (Jaipur)	Educationally backward, dominated by the schedule 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.

Management Structure

FED is managed by a Board of Trustees comprising of eminent educationists, former civil servants and representatives of civil society who are committed to social development. The Board of Trustees of FED has constituted an Executive Committee for management of the Doosra Dashak project and has delegated to it full administrative and financial powers with regard to Doosra Dashak. The Managing Trustee of the FED is also the Chair of the Executive Committee, holding responsibility for policy and programmes.

At the state level, there is a Steering & Coordination Unit (SCU) headed by the Director along with a team of professionals. This unit is responsible for the day to day management of Doosra Dashak, coordination, monitoring and review of implementation. In each block, a Field Extension and Support Unit (FESU) has been set up under the leadership of the Project Director. The field staff 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.

The strength of the team in Doosra Dashak is 122 members



Board of Trustees: The charitable trust Foundation for Education and Development has permanent trustees who may co-opt four trustees who are jointly responsible for taking important and major policy decisions in the meetings. They frame schemes, rules and manage the affairs of trust which include accepting donations/contributions in cash and kind from donors/funders, apply for grants/donations from different agencies, accounting affairs of trust and have full power to settle disputes touching the trust.

Executive Committee: The members have full financial and administrative powers for planning and implementation of Doosra Dashak.

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

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 tap their latent potential and ‘discover themselves’; their self-esteem increases and



Girls' Residential Camp, Bali

they learn to express themselves with confidence on a range of issues.

This year four-month camps have been held in six blocks, four camps for girls and two for boys. Through these camps, the educational needs of 204 girls and 73 boys have been addressed and 140 adolescents have been mainstreamed to regular schools. Besides literacy, oracy and numeracy skills, the camps have trained the adolescents on Doosra Dashak's '13 parameters' which include:

- | | | |
|-------------------|---------------------------------------|-------------------------------------|
| 1. Hindi | 7. Substance Abuse | 11. Casteism |
| 2. Mathematics | 8. Negotiating and thinking skills | 12. Secularism |
| 3. Science | 9. Gender sensitization | 13. Public Rights and Organisations |
| 4. Panchayati Raj | 10. Sensitivity for differently-abled | |
| 5. Cleanliness | | |
| 6. Nutrition | | |

Block	Participants	
	Girls	Boys
Bali	57	-
Abu Road	57	-
Bassi	-	35
Desuri	50	-
Kishanganj	-	38
Pindwara	40	-
Total	204	73

Revision of Curriculum: Doosra Dashak developed resource material (Teaching Learning Material) for 4 month residential camps in year 2005-06. It was decided that this TLM will be reviewed after an interval of 5 years. Accordingly, after the first review in 2011-12 and second in 2016- 17, subject-wise review was done as per the feedback received on the curriculum. Revised perspective papers of each subject have been prepared and submitted to Ms. Dipta Bhog for editing and review. The status is as follows:

1. Language – Shri Lalit Kishor Lohmi reviewed the perspective paper of Hindi. Modified version of Perspective paper was made available in all the project blocks for camp teachers

in residential camps. Praveshika Patrika in three regional languages (Saharia, Garaasiya and western Rajasthan) has been published at SCU level.

2. Math –In place of worksheets, the focus is now on improving operational skills.
3. Samaj ki Parakh – At Block level, publication of support material and TLM related to the subject has been done. In Abu Road Block, Shri Ramnarayan Siag, subject expert, built an understanding of camp teachers on the revised perspective paper. Considering the local needs and context of different blocks, special efforts are put in for practical work.
4. Health- After the review of perspective paper by subject expert Dr. Pritam Pal, new material was added to the resource material.
5. Sahbhaag – Post the rewriting of perspective paper, Shri Sunil Shekhar developed the understanding of camp teachers and Ikhvelo In-charges in a one day workshop conducted in Desuri on 22 February 2019.

The initiatives undertaken in 2016 have been made an integral part of teaching and learning of residential camps, viz. Open Schooling, Spoken English and optimum use of Digital Devices. These components are being integrated in to the daily lives of Sahbhagis.

Two Month Residential Camp (Girl) for Open School Exam through community support from 5 September 2018 to 3 November 2018 in Pindwara Block:

To respond to the need and demand of the local community, DD decided to organise a two-month residential camp for girls to prepare them for examination in class X through open school. Appreciating the efforts of Doosra Dashak, community members expressed willingness to provide support for organising the open school preparation camp. The support was extended in kind and cash for food supplies, stationery and other requisites for the camp. Besides academic support, DD staff volunteered to contribute towards stationery and food supplies in the camp. Support of Rs. 54,500 in cash and Rs. 55,000 in kind was received from the community.



Two month residential camp for girls', Pindwara

This initiative taken by the Block leadership is significant in terms of the responsiveness of DD staff in educating communities at the grass roots.

While preparing for class X examination issues of life skills, SRHR and gender were emphasized.

Strengths of camp:

- All 20 girls appeared for class X examination of RSOS.
- Enhanced capacity and boosted confidence of camp teachers to teach subjects of higher classes and deal with older adolescents.

- A successful initiative with community support in cash and kind for organizing the camp.

1.2 LIFE SKILLS EDUCATION (LSE)

Doosra Dashak places 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 make decisions based on a 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 shows are arranged to develop life skills. Moreover, through these training, issues of self-identity, self-expression, friendship, addiction, superstition and health have been covered.



Life Skills Education, Bali

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.

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 'Panchayati raj'. Keeping the surroundings clean, reading and helping others has become a habit with me.

Amba Kumari, Kuran



Discussion with Girls at KGBV, Bassi

DD has organized LSE training at KGBVs and Tribal Hostels. Similarly, Non-residential LSE training programmes were organized at Vivekananda Model school 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 boys do. When I go back to my village I will tell all girls that now we don't need to cover 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

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.

Block	Residential Camps			Non-Residential Camps		
	No. of camps	Participants		No. of camps	Participants	
		Boys	Girls		Boys	Girls
Abu Road	3	75	56	8	151	104
Bali	-	-	-	10	153	204
Bap	-	-	-	7	179	171
Bassi	-	-	-	9	222	247
Desuri	3	32	64	26	380	461
Kishanganj	1	-	37	3	43	57
Laxmangarh	1	31	-	-	-	-
Pindwara	2	32	43	2	29	39
Pisangan	-	-	-	1	11	22
Total	10	170	200	66	1168	1305

Number of Adolescents in LSE Camps

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. In Doosra Dashak there is an insistence on tracking of every participant (Sahbhagi). It works a medium to organize training/orientation programmes to address the learning needs of our camp participants as per their individual needs. This keeps DD sahbhagis in regular touch with field staff and is mutually beneficial.



Need Based Training, Abu Road



Issue Based Training, Laxmangarh

Issue Based Training (Residential and Non-Residential): Doosra Dashak organizes issue based training with the sahbhagis to enhance their knowledge on issues related to their community and surroundings. 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 has 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.

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

Rights Based training: Having a direct link with the community, these training 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.



Right Based Training, Kishanganj

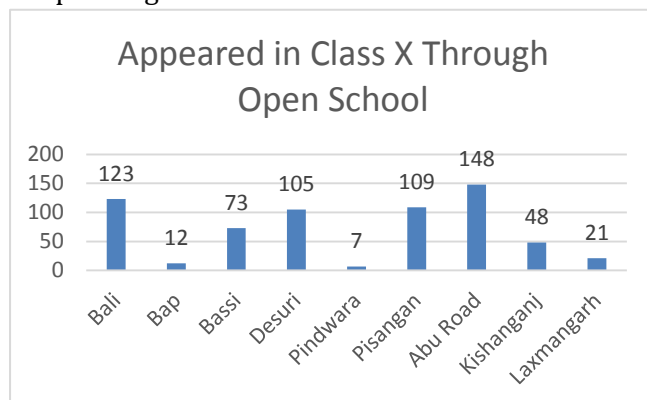
The details of short-term training organized by DD this year:

Block	Needs Based Training	Participants		Issue Based Training	Participants		Rights Based Training	Participants	
		M	F		M	F		M	F
Abu Road	-	-	-	-	-	-	-	-	-
	-	-	-	9 (NR)	93	65	-	-	-
Bali	-	-	-	-	-	-	1(R)	27	26
	8 (NR)	29	212	4 (NR)	75	80			
Bap	-	-	-	-	-	-	-	-	-
	10 (NR)	230	167	8 (NR)	123	116	-	-	-
Bassi	2 (R)	34	36	-	-	-	-	-	-
	7 (NR)	203	311	-	-	-	-	-	-
Desuri	3 (R)	38	65	2 (R)	25	34	-	-	-
	-	-	-	1 (NR)	16	12	-	-	-
Pisangan	2 (R)	0	72	-	-	-	-	-	-
	11 (NR)	73	233	1 (NR)	13	12	-	-	-
Kishanganj	-	-	-	-	-	-	2(R)	0	65
Pindwara	-	-	-	1 (R)	0	36	-	-	-
Laxmangarh	-	-	-	1 (R)	34	0	-	-	-
	1 (NR)	0	30	-	-	-	-	-	-

R=Residential; NR= Non-Residential

1.4 ACCESS TO OPEN SCHOOL

Responding to the desire as well as to the demand of the community, non-residential



preparatory camp was introduced in several blocks. This initiative introduced in Bap has been adopted and expanded to other blocks too. The camp held in Bap block in 2018-2019 equipped the adolescents with skills required to take the Class X examination of Rajasthan Open School. A residential follow-up camp was also held in Bap block with 20 girls who also appeared for Class X.

In Abu Road, Kishanganj and Laxmangarh blocks, adolescents have been identified and provided with basic education and counselling at Ikhvelos to prepare for the Open School examination. (Abu-148, Kishanganj-48, Laxmangarh-21)

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 make certain important decisions in their lives such as delaying the age of marriage.

There has been an increase in educational activities and an increase in the number of students filling forms for Open School Exams. In Bap block alone, there were 50 applications when DD started promoting Open Schooling in 2015. It increased to 500 in the year 2015-16 and by this year a total of around 5500 applications have been submitted.

1.5 CONTINUING EDUCATION

IKHVELOs (continuing education centres at Panchayat level)

Doosra Dashak took several steps to revitalize and upgrade Ikhvelos. 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 adolescents and school children, especially girls and young women. Two persons a male and a female, have been put in charge of newly opened 10



Women's Meeting in Ikhvelo, Desuri

Ikhvelos in Desuri Block this year. It is

significant that all 10 Ikhvelos serving the educational and recreational needs of 30 project villages have become functional in the first quarter of the project. This is the result of meticulous planning and efficient implementation in consultation with community based organizations, PRIs and school authorities. This has resulted in selection of suitable buildings in each Panchayat Headquarters with proper arrangements for



Ikhvelo Centre, Kishanganj

seating children/adolescents and community members and equipped with basic amenities and facilities;

- Three Ikhvelos have been provided rent free;
- Necessary repairs and renovation of Ikhvelos and cleaning up of premises has been done through voluntary contributions in cash and kind, including “Shramdaan “(Voluntary work) thereby promoting the dignity of labour;
- An internal Committee has reviewed and updated the list of teaching learning and other materials/equipment to be provided to each Ikhvelo as per project norms and budget. These have been procured locally ensuring quality control and/or replenished from surpluses in other neighbouring blocks.
- Each Ikhvelo has been provided with 2 laptops and 3 tablets by a Purchase Committee headed by the Project Director, Desuri Block and assisted by the IT expert from SCU. These were purchased through competitive bidding from local suppliers as per specifications. Educational and anti-virus software has been loaded. The digital devices were handed over to Ikhvelo In-charges after a day’s training. The arrival of digital devices at Ikhvelos has been a cause for much cheer and jubilation among learners, teachers and parents.
- DD took the initiative to link the recruitment process with capacity building of new staff and to undertake team-building exercises. These are focused on Ikhvelo management, IT skills and social mobilization. Appointment of 50% female in-charges in Ikhvelos helped increase the number of adolescent girls and women participating in Continuing Education Centres.

The following outcomes were seen this year because of the efforts:

- The Desuri team became energetic and gained confidence due to orientation and regular capacity building training.
- Within a short period of 9 months, strong linkages of Ikhvelo with community and schools were established.
- An environment of peer learning and learning through technology can be seen at Ikhvelos.
- Ikhvelo has become a focal point of support for all DD activities with in the community such as selecting adolescents for residential camps, conducting various residential and non-residential trainings, social mapping, etc.
- Increased attendance of older adolescent girls, community members, PRI members and school teachers at Ikhvelo.
- The community has benefitted from work based on Rights Based Issues through exposure at Ikhvelos.
- Scientific experiments are being conducted to inculcate scientific temperament in adolescents and to counter superstitions and harmful traditional customs.
- Books on various topics have been made available at the Ikhvelo library.

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

Integrating Technology in FED: Technology supports in reaching the goals of sustaining benefits of accelerated learning through active application of new information and communication.

Moving forward in the direction of strengthening IT in DD activities the following was done: -

- Under new HCL Foundation project in Desuri Block 20 laptops, 30 tablets and 10 internet dongles were provided.
- With the generous support of Barjatya Family Charitable Trust 11 tablets, 1 laptop, 2 projectors and 1 external hard drive were given to Pindwara, Kishanganj, Abu Road, Bassi and Laxmangarh blocks.
- A 3-day IT training was conducted in Desuri block from 20th – 22nd Dec, 2018.
- Hand holding support was done in Desuri block from 3rd – 7th April for ITE.
- Training on ITE for all DD camp teachers was done in Pisangan block from 27th – 29th July, 2018.

"An important innovation witnessed was the distribution of the Tablets to the communities so that they are able to touch and understand the use of the tablets. Creating accessibility of technology at home and engaging the young generation in proliferating technology allows them to take ownership of the technology as well as educating their communities. Apart from the basic touch to technology, which is critical to break down barriers for the use of technology, this provides incentives for the communities to be more involved in the Ikhvelos and thereby, fostering a virtuous cycle of information and education."

JTT Project Evaluation Report

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.



I.T.E. in Ikhvelo, Desuri

1.6 SCIENCE FAIRS (VIGYAN MELA): A Revival

To develop scientific temperament, rational thinking and enhance the ability of adolescents to raise questions, Doosra Dashak lays great emphasis on using science in daily life and as a subject. For this purpose, residential activity, in-school science workshops, training, science fair etc. have been organized with adolescents. Since 2007, “*Science fair*” provide opportunities for improving oracy skills and inculcate a scientific attitude. In continuum, Bap block organized it from 25 to 26 February, 2019 in Phalodi with the funds provided by HG infra Engineering Limited (HGIEL), Jaipur, along with local support. Pisangan block organized a Vigyan Mela from 28 February to 1 March, 2019 with the financial support of Bloom & Give.



Science Fair, Bap



Science Fair, Pisangan

Participants: Students, teachers, and Principals participated in the fair, along with parents, members of Mahila Samooch and Yuva Manch, government officials and educationists. For qualitative input resource persons were invited to work with participants.

Activities/models: DD Sahbhagis and adolescents prepared different stalls and displayed working models and conducted

different activities. Few activities and models were as following - kabad se jugad, models running on battery, innovations in farming, disseminating information about SRHR, use of internet to raise awareness on social welfare schemes, addiction, generating electricity using water, quiz and photography competition, different games, origami, drawing, pottery.

- With participatory approach Desuri block rendered inter-block support to team Bap in organizing the science fair.
- Efforts were made for maximum participation by adolescent girls
- Best 5 models were awarded prizes of which three were prepared by girls

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

Participants	Bap	Pisangan
Community Members (Above 20 yrs.) DD Field	47	220
Community Members Others	933	188
School Student Attended Science Fair	2461	1443
Sahbhagis Attended Science Fair [6-20 years]	80	180
Total	3521	2031

1.7 VOCATIONAL PREPAREDNESS

Doosra Dashak has been providing training to those adolescents who are interested in enhancing their technical skills. DD facilitates counselling sessions as well as training by ICICI Foundation and AAJEEVIKA. Adolescents are provided useful information for seeking self and wage employment. This year, the following training programmes were organised:

Block	No. of Training	No. of Participants		Remarks
		Boys	Girls	
Abu Road	1	10	0	17 boys and 3 girls linked to various organizations
Bassi	1	0	35	20 boys and 90 girls linked to various organizations
Desuri	3	33	71	-
Kishanganj	1	23	4	1 boy and 10 girls linked to various organizations
Bali	4	107	88	-
Pindwara	1	29	0	2 boys linked to various organizations
Pisangan	1	2	0	-

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 sahbhagis, who mostly reside in project villages, have assumed leadership roles in PRIs and have the potential to carry forward DD's philosophy and work.

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 150 community organizations with participation of 924 girls and 1,537 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 sahbhagis have been active in their schools, Ikhvelos and have participated in the gram sabha.
- 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 in August, 2018, a Youth Conclave in Desuri was organized where 100 youth participated.



Yuva Sammelan, Desuri

Outcomes:

- Clarity on concept of Community based organisations (Manchs/Samoochs) and how they can work for the benefit of the community
- Opportunity to benefit from insights and experiences of YSS members on a common platform; to get motivated and inspire others
- Awareness raised on project activities and DD
- Understanding on how collectives can work to address the concerns of society

2.2 JAGRAT MAHILA SANGATHAN (JMS)/ MAHILA SAMOOCH

Women showing inclination to work for their community are persuaded to form women's groups, Mahila Samooch 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.

This year, Women's Conclaves in Kishanganj and Bap were organized in May, 2018 and March, 2019 respectively. In these conclaves a total of 203 women took part.

Impact of Women's Collectives:

- Engaging with women has been especially fruitful as they are able to influence 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 have brought improvement in health, personal hygiene, and education and have also increased their participation in the community development processes.
- Knowledge about various government welfare schemes has increased among community members.



Meeting of JMS, Bap

Outcomes:

- Appreciation for DD's efforts for continuing education
- Understanding on girl's/adolescent education, RTE, rights of citizens, social security schemes
- Motivation and awareness raised on open school examination conducted under RSOS
- Motivated to send their children/adolescents regularly to schools
- Clarity on concept of Community based organisations (Manchs/Samoohs) and how they can work for community

Linkages with Government schemes

Doosra Dashak, through its Yuva Sangathans, Mahila Samoochs 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 2018-19:

Block	Male	Female	No. of Families
Abu Road	235	191	402
Bali	798	566	1154
Bap	23	45	63
Bassi	109	121	199
Laxmangarh	77	60	132
Desuri	28	36	44
Pindwara	20	30	44
Kishanganj	272	352	593
Pisangan	42	52	63

2.3 CADRE DEVELOPMENT:

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 related to the development of the community. Currently we have 823 active cadres with 329 girls and 494 boys in our 9 Blocks working for the upliftment and development of communities.

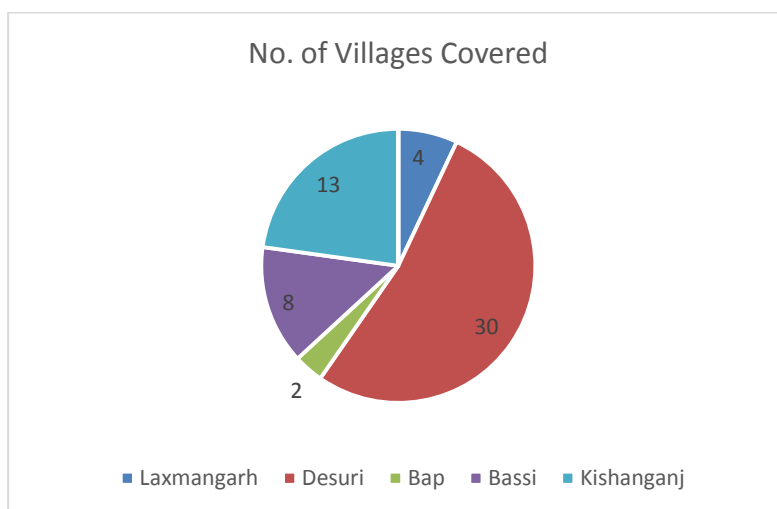
2.4 SOCIAL MAPPING:

Social mapping is one of the techniques used by Doosra Dashak to map the socio - economic and



Social Mapping, Desuri

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.



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 and educational situation in order to align interventions more closely to emerging needs of local communities. 57 villages in 5 blocks were mapped in 2018-2019.

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 training for school going adolescents, teachers, SMC members and education officers.

In 2018-2019, Doosra Dashak has conducted Life Skills Education training in KGBVs and Tribal



Training of SMC on RTE, Desuri

Hostels of Rajasthan. Based on the results and reports, Sarva Shiksha Abhiyan has entered into an agreement with DD for providing Life Skills Education in government schools. Besides 66 non-residential training for Life Skills Education were conducted, benefitting 1168 boys and 1305 girls in 8 blocks.

LSE training for government school teachers/hostel teachers/staff:

Community-Teacher Interface was organized with the Government teachers

of Desuri block. The interface was conducted with the objective to bring community members and school teachers of 30 villages on same platform where they can share and discuss their concerns and progress regarding schools and adolescents. It was aimed to bring the community and government schools closer to each other. This would benefit the adolescents studying in government schools. Issues such as articulation, self-identity, changes during adolescence, gender, violence, health, intoxication, Panchayati raj etc. were discussed.

Details of other training are given below:

Block	Type of Training	Participants
Bap	1 Frontline service provider training	1 ANM, 5 ASHA, 9 AWW

3.2 CONTRIBUTION AT NATIONAL AND STATE LEVEL FORUMS FOR ADOLESCENT EDUCATION

Doosra Dashak has been an active participant in consultations and collaborations with like-minded non-government 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. To create awareness and to disseminate information about DD, systematic advocacy and sharing of experience has been undertaken.

Participation of Doosra Dashak staff in various programmes/events

Sr. no.	Date	Programme/Event	Organised by	Place	Participation from SCU/Block
1	16 Aug.,18	Consultation meeting with NGOs on “Young people’s Sexual and Reproductive Health in Rajasthan”	Population Foundation of India (PFI) and The YP Foundation, New Delhi	Jaipur	Mr. Rajesh Upadhyay and Ms. Krishna Aaloriya from Bassi
2	29-30 Aug.,18	National Level Workshop on Knowledge Sharing with NGOs	Azad Foundation, Jaipur	Jaipur	Mr. Rajesh Upadhyay and Ms. Krishna Aaloriya from Bassi
3	31 August & 1 Sept.,18	State Consultation on “Sexual and Reproductive Health in Rajasthan : legal Reproductive and Rights”	Prayas and Jan Swasthya Abhiyan, Jaipur	Jaipur	Ms. Sunita Sharma(Bassi) and Ms. Rajeshwari (Desuri)
4	4 Sept.,18	Consultation on “Networking to end gender un-equality with men and boys”	Vikalp, Udaipur	Jaipur	Ms. Neha Sharma
5	10 Sept.,18	State Consultation on Strengthening Education Initiatives for at Risk Children	Good Weaves, India	Jaipur	Mr. R D Sharma & Anas
6	17-18 Sept.,18	International workshop on Capacity Building of Civil Society Organisation, Jaipur on “Responsible Governance and Management”	CUTS, Jaipur	Jaipur	Mr. Mohammad Anas Iqbal
7	12 Oct.,18	State level sharing Workshop on “Financial Education for Girls”	Plan India and Urmul Setu Sansthan, Lunkaransar	Jaipur	Mr. RD Sharma & Mr. Quazi Aashiq
8	22-23 Oct.,18	“Marginalized Adolescent Girls’ agency in Empowerment-For self and community-Strategies and Models”	Vacha Resource Centre (Vacha) and Fridrich Ebert Stiftung(FES)	Mumbai	Mr. Mohammad Anas Iqbal

9	27 Nov.,18	State Level Consultation on Sharing of IEC material on child marriage	Plan India, New Delhi	Jaipur	Mr. Quazi Aashiq
10	13 Dec.,18	Workshop on MIS	CMF, Jaipur	CMF office, Jaipur	Mr. Anas & Jaish
11	17-18 Dec.,18	Consultation on formation of constitution of Girls Not Brides, Rajasthan	Girls Not Brides	Jaipur	Mr. Bassi team,
12	5 Feb.,19	State Level Consultation on Implementation of RTE and closure of schools, Rajasthan	National Forum on RTE	RAEA, Jaipur	RD Sharma & Sunita Sharma
13	5-6 Feb.,19	Partner's meet of HCL Foundation	HCL, Foundation	New Delhi	Mohammad Anas & Ms. Rajni Sharma
14	12 Feb.,19	3 rd Kishori Mela	Azad Foundation, Jaipur	JKK, Jaipur	SCU & Bassi Team

4. ANIL BORDIA MEMORIAL LECTURE

DD organises an annual memorial lecture to celebrate the life and work of Shri Anil Bordia, our Founder. It is a way to affirm the intellectual contribution made to society by Shri Bordia. On 4th September 2019 guest speaker Shri Sharad Chandra Behar, former Chief Secretary and an educationist, delivered a lecture on “आज को समझना और कल को गढ़ना, लोक तालीम की भूमिका”. Following points from lecture were found significant for DD:

1. Awareness about aspects that can lead to transformation in society through education.
2. Collective discussion on strengthening community based organisations and bridging the gap between school and community through Manchis and Samoochs.
3. Focus on non-formal education in Ikhvelos
4. Integrating technology, human knowledge and mutual support in the processes of DD and linking them with non-violence, spiritual values and respect and love for each other.
5. In this era of artificial intelligence it is important to promote humane values

5. CAPACITY BUILDING IN DOOSRA DASHAK:

DD is evolving as a learning organisation. It provides learning environment in tune with the organisation's goals. DD Teams can continually expand their capacity, work for actualizing the outcomes; where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to understand the real world. DD believes in continuous capacity building of its staff to keep them updated and motivated in an ever-changing environment.

In 2018-19 training programmes were organised to provide continuous support to the DD team members. The details of the capacity building training are given below:

1. Spoken English in DD: Language provides the basis for meaning, making and sharing? with others; creating possibilities of development of understanding and knowledge. Multilingualism is constitutive of the identity of an individual. Comprehending the need of “Spoken English” in the daily life of communities, this was introduced in DD camps as a part of innovative practices. Fostering self-confidence is a key element in improving the self-esteem of marginalised adolescents. It is a way to ensure that every DD adolescent/staff feels accepted, and that no one is left behind on account of his/her linguistic background, it responds to the desire and need of the adolescents to learn English. A two-pronged approach has been adopted:

- 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 and accelerating the pace of learning.

In continuation to our efforts for English Environment Enhancement Programme this year 2 training programmes were conducted with DD staff. First was held from 23 July to 25 July 2018 for English teaching/learning processes. Teams were requested to share the work done in respective blocks, innovations (if any), challenges, use of technology for supporting the teaching work and expectations from resource persons. After the sharing following inferences surfaced:

- A time slot has been designated for teaching of English
- YouTube videos are being used to improve pronunciation
- Technology has been introduced for teaching English Usage
- The audio-visual aids assist learners and makes learning faster and interesting.

Each block shared at least one activity conducted with adolescents; a game (dumb charades) was also played to reinforce the sentence forms learnt previously. Participants introduced themselves in English with each one adding something to the sentence spoken earlier by others. Groups were formed for presentation on tasks assigned viz. pronouns, present tense and present continuous and future tense. Work on describing words, use of technology to find words, activities, how to create contextual TLM and search for other relevant material from Google, role-plays using tenses, question words, describing words etc. was done. Presentation on activities designed for camps was done on the third day. It was reiterated that it is important to learn English through conversations among peers, colleagues and teachers who are already fluent in the language.

The second training was conducted from 13-15 December 2018. The objective of the training was to form and train the core group of Master Trainers for taking forward the programme of teaching English in camps. The 3-day programme included – capacity building of MTs in spoken English and building the programme for teaching English in the 4 month residential camps. The idea was to maximize the time on activities using spoken English, so that the Camp Teachers gain confidence to speak and also plan new activities for the camps. Their skills in IT were used to make presentations in English. Prepositions and use of Past tense – activities and presentations, planning activities for the camps was done.



- 2. I.T.E. Training:** Three day training on I.T.E. was organised between December 20-22, 2018 in Desuri block with the objective to make the new team comfortable with technology and to create a technology friendly environment in the block. The 3-day activity plan of the training: -

Day 1 (20 December, 2018)

- Google Search
- Internet Security
- E-Mail ID Creation
- Working on Email
- YouTube

Day 2 (21 December, 2018)

- Review
- Microsoft Office
- Tablet Do's and Don'ts

Day 3 (22 December, 2018)

- Review
- Video Calling
- Video Editing

After the training all the participants made their email IDs and were able to send and receive emails. All of them started using Google search, YouTube, etc. while majority started to make and edit videos and started working on MS Office. A detailed feedback form was also taken from all the participants in the training and based on this a handholding support visit was made to Desuri block from 3-7 April, 19. All the 10 Ikhvelos were visited during these 5 days and one on one support was given to all the in-charges regarding all their technology related issues.

- 3. Training of Ikhvelo in-charges:** A 3-day training of Ikhvelo in-charges of Desuri block was done from 4-6 December, 2018. The objectives of the training were as follows: -

- a. Introduction of FED and establishing understanding on FED's activities.
- b. An introduction to continuing education in DD.
- c. Work and activities of Ikhvelo and responsibilities of Ikhvelo in-charges.
- d. Understanding the importance of library in Ikhvelos.

- e. Understanding the activities of art and craft, games, puppet shows and science experiments in the Ikhvelos.
 - f. Understanding the linkages and importance of community based organisations like Yuva Manchs and Mahila Manchs with the Ikhvelos.
 - g. Documentations in the Ikhvelo centre.
4. **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 Pisangan for all camp teachers from 21–29 July, 2018.

6. REVIEW AND PLANNING

Conducting Review and Planning Meeting is an important means of participative monitoring and review of project activities. Reviewing the work of preceding month, preparing the action plan for the coming month and capacity building of the Block teams is done in regular meetings. Specific focus is on challenges faced during the implementation of activities. Collective brainstorming is done to find effective solutions for resolving the issues. The review and planning meetings (RPMs) are done at different levels:-

- Ikhvelo
- Cluster
- Blocks
- State

The dates for PD, BoT and EC meetings conducted are as follows:-

- Project Directors Meeting
 - 7 August, 2018
- Board of Trustees Meeting
 - 8th August, 2018
- Executive Committee Meeting
 - 18th March, 2019

Apart from this, in this current year an external review was commissioned.

6.1 GRANT REVIEW OF DOOSRA DAHSAK

On completion of the three-year project funded by Tata Trust, an independent grant 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 review was conducted by the Centre for Budget & Policy Studies, Bengaluru in Bap and Bali Blocks in April 2018. Their report highlights the key areas of DD programme:

- The programme emphasises on providing critical awareness of the underlying mechanisms that lead to socio-economic and gender inequalities, and provides independent pathways to address these inequalities.
- DD programme actively tries to build citizenship among children, adolescents, and young adults by creating opportunities for leadership skills and encouraging them to be more involved in their own communities.
- DD programme fosters a scientific temper among these children so as to create curiosity about the world in addition to dispelling superstition and questionable traditional practices.
- The DD programme is able to create an ecosystem around children and adolescents. The methodology that they employ starts with first engaging with the communities and building a deep relationship of trust.
- The strength of the methodology is the ability of the programme to reach and engage with all actors who have a relationship with children and their development.
- 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.

- The significant aspect in building these spaces (Ikhvelos) and informal organizations (Yuva Manch and Mahila Samooh) is to create role models for young girls and boys to emulate. It sets up the framework for creating a culture of responsibility, accountability, and active citizenship in these local communities.
- As with the Yuva Manch and the Mahila Samooh, (DD field staff) worked very actively in creating a dialogue around caste barriers. It was clear from our observation that while this was not an easy process for the DD programme, engaging with women was especially fruitful as they were able to penetrate and address the family discourse around education. Moreover, through these Mahila Samoohs, other social issues such as gender violence, caste dynamics in the village, and participation in electoral politics could also be addressed more clearly.
- It is clear that the entire ecosystem including the residential camps, the Yuva Manch and YSS, the Mahila Samooh and JMS are working in conjunction to create social change within the communities. It is not very often that a programme really creates an ecosystem and successfully touches all stakeholders of the process of social change; programmatic interventions often remain limited to one or two institutions.
- DD's approach and work are of high quality reflecting years of experience, reflections and hard-work by a high-calibre team at various levels. Therefore, it is important to retain the approach and further refine the implementation.

(Report for Grant Review by Dr. Jyotsna Jha and Dr. Niveditha Menon, Centre for Budget & Policy Studies; CBPS)

7. SHRI ANIL BORDIA SCHOLARSHIP:

Every year Anil Bordia Scholarship is being awarded to those adolescents of Doosra Dashak (DD) who wish to continue their higher education after graduating from 4 month residential camp, but are unable to do so due to financial constraints. In 2018-19 8 adolescents (all girls) were awarded this scholarship. 5 adolescents out of 8 girls got it for the first time while the scholarship of 3 girls was renewed. Details of scholarship holders are given as under:

Sr. no.	Name of DD participants, with block	Studying in	Amount per year	Status
1.	Ms. Tulsi Kumari, Desuri	B.A. I Year	Rs. 10,000/-	New
2.	Ms. Shobha Kumari, Desuri	B.A. II Year	Rs. 10,000/-	Renewal
3.	Ms. Roshni Mahawar, Bassi	B.A. I Year	Rs. 10,000/-	New
4.	Ms. Suman Saini, Bassi	B.A. II Year	Rs. 10,000/-	Renewal
5.	Ms. Kaari Sahariya, Kishanganj	BA I Year	Rs. 10,000/-	New
6.	Ms. Dholi Bano, Laxmangarh	BA III Year	Rs. 10,000/-	Renewal
7.	Ms. Santo, Abu Road	Sr. Sec.	Rs. 6,000/-	New
8.	Ms. Chamachi Kumari, Pindwara	Sr. Sec.	Rs. 6,000/-	New

The scholarship is awarded by the interest of the corpus fund instituted by Shri Anil Bordia's family. For Annual Year 2018-19 Rs. 73000/- were available for scholarship.

8. FINANCIAL OVERVIEW OF THE FOUNDATION FOR EDUCATION AND DEVELOPMENT:

Financial Discipline (Audit and Income Tax)

Foundation for Education and Development has never defaulted in timely filling of Income Tax Returns based on its Audited Annual Accounts by an independent firm of Chartered Accountants. It has filed the Income Tax Returns for the Assessment year up to 2018-19. All the accounts have also been approved by our Board of Trustees.

Financial Position

Financial strength of an organization is evaluated mainly on the basis of following two parameters:

1. Capacity of solvency, liquidity and sustainability of an organization by way of a healthy Corpus maintained by it; and
2. Annual turnover.

Position of Corpus Fund and Annual Turnover of the FED is given below:

Position of the Corpus Fund

(Rs. in crore)

Sr. no.	Corpus Funds	As on 31.03.2018	As on 31.03.2019
1	SDTT-FED-Corpus Fund	7.11	7.21
2	FED Fund (Self-generated)	1.36	1.42
3	AB Scholarship Fund	0.10	0.14
	Total	8.57	8.77

Position of Annual Turnover

(Rs. in crore)

Sr. no.	Particulars	2017-18	2018-19
1	Annual Turnover	4.35	3.70

Above position reveals that FED have a very healthy Corpus of Rs.8.77 crores and Annual Turnover of Rs.3.69 crores as on 31.03.19. Above two strong parameters recently made FED eligible to apply and get approval of its projects from two prestigious corporate funding agencies namely M/s Azim Premji Philanthropic Initiatives Pvt. Ltd. (APPI) and Bajaj Auto Ltd.

Recent major financial partners of the FED:



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 endeavoured 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 endeavour for addressing the educational needs of marginalized adolescents living in remote rural areas under the project "Transforming the second innings for the most underprivileged adolescents in the country". Project implementation in 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. Their support to the project concluded on 31/3/2019.

Hasmukh Thakordas Parekh Foundation (HTPF) – HT Parekh Foundation has been a liberal supporter of DD since 2013 for implementing Doosra Dashak project for "Second chance of education for marginalized rural adolescents". This year they provided project support to 4 blocks (Pindwara, Bassi, Laxmangarh and Kishanganj)

Hindustan Computers Limited Foundation (HCLF) – HCL Foundation approved a 5-year project "Doosra Dashak – Transforming the lives of adolescents for social change" and started funding FED from July, 2018. The project covers 30 villages of 10 Gram Panchayats in Desuri Block of Pali District in South-West Rajasthan.

National Collateral Management Services Limited (NCML) – From 5 January 2019 NCML Project "Education and Development of Farmers Households in Bap Block" was initiated in 4 villages of Bap. Beginning with social mapping, regular contact in villages and meetings, information about Doosra Dashak was disseminated among the local communities.

HG infra Engineering Limited, Jodhpur (HGIEL) – Bap block organized Science Fair from 25 to 26 February in Phalodi with the funds provided by HG infra Engineering Limited (HGIEL), Jaipur, along with local support.

Bloom & Give – Bloom & Give supported three continuing education centres (Ikhvelo) and two four month girl residential camps in Pisangan block under the project "Empowering Adolescents of Marginalized Communities" to create an environment within the villages which contributes to breaking the endless cycle of childhood marriage, pre-teen pregnancy and gender abuse.

Saurya Urja– Saurya Urja is supporting continuing education centre (Ikhvelo) in '*Choodon ki basti*' village of Bap block under the "Education Programme" to create a learning environment within the village and to enroll out of school children since December, 2017.

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 Vidyalay
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

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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:

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- **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

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- **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.

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