

FOUNDATION FOR EDUCATION AND DEVELOPMENT



Annual Report 2020-2021

Table of Contents

OUR FOUNDER- SHRI ANIL BORDIA	3
MESSAGE FROM THE CHAIR	4
ABOUT DOOSRA DASHAK	8
GEOGRAPHICAL COVERAGE	9
TEAM OF DOOSRA DASHAK	10
1. EDUCATIONAL INITIATIVES	12
1.1 RESIDENTIAL AND NON-RESIDENTIAL CAMPS	12
1.2 CONTINUING EDUCATION	14
IKHVELOOS (Continuing Education Centers at Panchayat Level).....	14
NON-RESIDENTIAL LEARNING CENTERS	16
1.3. LIFE SKILLS EDUCATION CAMPS	17
1.4 ACCESS TO LIVELIHOOD OPTIONS-VOCATIONAL PREPAREDNESS	18
2. COMMUNITY BASED ORGANIZATIONS	20
2.1 YUVA MANCH/ YUVA SHAKTI SANGATHAN (YSS):	20
2.2. JAGRAT MAHILA SANGATHAN (JMS)/ MAHILA SAMOOH	22
2.3 SOCIAL MAPPING	23
3.PROJECT INNOVATIONS	25
3.1 INTERNATIONAL CENTER FOR RESEARCH FOR WOMEN(ICRW), NEW DELHI	25
3.2 EDUCATIONAL INNOVATIONS, ESPECIALLY IN BAP	26
4. CAPACITY BUILDING IN DOOSRA DASHAK	29
5. WORK WITH GOVERNMENT	31
6. THEMATIC PARTNERSHIPS WITH LIKE-MINDED NGOs	33
7. RESPONSE TO COVID-19 PANDEMIC- RELIEF WORK	35
8. FED FUNDED BLOCKS-BALI, DESURI AND LAXMANGARH	38
9. REVIEW AND PLANNING	39
10. SHRI ANIL BORDIA SCHOLARSHIP	40
11. SCHOLARSHIP BY SHRI VIJAY MANILAL	40
12. FINANCIAL OVERVIEW OF FED	41
13. GRATEFUL THANKS TO OUR FUNDERS	42
14. CHALLENGES OF RESOURCE MOBILIZATION & WORKING WITH DIVERSE DONORS	44
15. MEMBERS OF BOARD OF TRUSTEES AND EXECUTIVE COMMITTEE	44
ABBREVIATIONS	46

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.

MESSAGE FROM THE CHAIR

THE PANDEMIC

The year posed an unprecedented challenge for the world at large and for rural India in particular. As COVID-19 began to spread rapidly and threaten lives across the length and breadth of the country, we in Doosra Dashak had to deal with the consequences of the severe and sudden nation wide lockdown from March 2020.

As we came to terms with the new reality and learnt how to live in constricted spaces in our homes in fear, anxiety and foreboding all educational institutions and facilities, including DD's residential camps and Ikhvelos, came to an abrupt halt.

We decided to work from home to assist the rural communities as best as we could in line with the government advisories and COVID protocols in support of district authorities and health personnel. The thought of retrenchment of DD staff or reduction of their salaries did not even cross our minds. Our donors stood by us steadfastly allowing us the necessary space and flexibility to provide humanitarian assistance. Our volunteers dedicated themselves to the common good at considerable risk to themselves.

MIGRANTS

While DD field staff, sahbhagis and volunteers were providing succour and food to those in acute distress, the steady flow of migrants from urban areas could not be ignored. They came from all directions, at day and in the dead of night in the stifling summer heat. Most had walked or cycled hundreds of miles without protection and food. They were angry, hungry, exhausted and scared. While their families welcomed some with relief, others were shunned and shut out of their own homes out of fear. A few constituted a risk to public wellbeing by openly flouting COVID norms.

DD stepped into help local authorities to setup and run quarantine facilities, to protect the residents as well as the migrants and to help ease rising social tensions between the two in some villages. It was heartening to witness DD staff taking the initiative to provide footwear, potable drinking water and sanitary pads for those confined to quarantine centres after long and hazardous journeys. Basic sports equipment provided by DD helped lift the spirits of children living in confined spaces.

HUNGER

Soon signs of hunger began to emerge among the poorest families precipitated by illness, restrictions on mobility, closure of shops and small businesses, disruption of MNREGA, loss of jobs and livelihoods. At the time a school friend of mine, distressed by media reports and pictures of mass migration in India, contacted me

from the United States offering help. With the modest help provided by him, Project Director Pisangan agreed to procure and distribute essential rations to some of the most distressed families in Pisangan block. My friend was so impressed with the efficiency with which this was achieved and the nature of DD's work, that he later instituted a scholarship for adolescent girls who had 'graduated' from DD's residential camps (see pg. 40).

When Bunker Roy called me from Tilonia offering free ration kits prepared by the Barefoot College from donations raised by him for COVID Relief, we readily agreed to distribute these to the most needy families in Pisangan. These included pregnant women and lactating mothers who benefitted from Super-5 a multi-grain, high protein mixture patented by Barefoot College. Later we counted on Bunker's generosity to cover three more DD blocks in south Rajasthan.

What impressed people most was DD's intimate knowledge of the most deprived and isolated households and families in their Blocks and our capacity to deliver food grains and other essentials to them in difficult and challenging circumstances. This was done in good grace and with compassion and without compromising the dignity of the poorest families. The quantity and quality of rations procured and supplied by DD has been much appreciated. The highest standards of integrity have been maintained by field staff throughout this arduous process.

WELFARE

Working in close proximity with marginalized communities, DD staff and sahbhagis are in a position to assist them in seeking access to their rights and entitlements under numerous social security and welfare schemes of the central and state governments such as rations, pension, gas cylinders, cash stipends, job cards and wages under MGNREGA. These are often blocked due to the apathy and indifference of grass root functionaries or technical glitches. During COVID we assisted in providing medicine kits, vitamins, home-stitched masks, sanitisers, soap and disinfectants where needed.

EDUCATIONAL INNOVATIONS

As the strict lockdown eased and some semblance of normalcy returned, DD worked with communities to help them cope with their isolation, trauma and loss. Steps were taken to relieve the onerous burden of household chores, especially on adolescent girls. Some educational and recreational activities were gradually introduced. Thirty sahbhagis in Bap block assumed roles as "Chote Master" to teach small groups of children in their neighbourhood. Parents readily consented. Teaching learning materials was especially developed in the context of their lived reality and levels of comprehension. Where possible digital devices, especially smart phones, were used for interactive learning. WhatsApp lessons became popular. Hopes are being revived

slowly and smiles are returning. Mukhtiar, a young secondary class student, who is our first ‘Chota Master’ is now a local hero.

A story that stays in my mind is that of a young girl waiting for her father to return from the fields late at night and then using his mobile phone surreptitiously to contact DD staff to complete her lessons. Even when schools reopened temporarily many were reluctant to return or were unable to do so for a variety of reasons beyond their control. The need of the hour is to provide opportunities for education that are flexible in terms of space, time and context. To overcome learning loss and to catch up we will need blended learning combining the best features of online and offline learning as well as continuous support and mentoring by teachers and community volunteers beyond school hours.

Doosra Dashak is well positioned to face this challenge. When it was not possible to hold residential camps due to COVID, we decided to switch to short term non-residential camps during the day to provide basic education and life skills to adolescent girls and boys. Ikhvelos are working on a timetable and schedule suited to the daily routines of learners and their parents and adhering to government’s health advisories. Both are well-liked venues for preparation for Open School examinations of Rajasthan State Open School examinations for Grades X & XII.

PARTNERSHIPS

We have been fortunate that our major donors, especially Azim Premji Foundation (APF), HTPF and Bajaj Auto have been generous enough to allow DD to make such mid-course adjustments and allowances to our projects, as were necessary, to serve our communities better in this unprecedented crisis.

Collaboration with like-minded NGOs like Pravah, Nirantar, Pratham and the Centre for Budget and Policy Studies (CBPS) has been an important source for ideas and innovation.

Video conferencing platforms, particularly ZOOM, have been an unexpected and cost-efficient ally in keeping us in touch in these trying times and facilitating frequent meetings and conversations to focus, concentrate and enhance our abilities to plan, monitor, review and fine tune our interventions continuously in a rapidly evolving scenario.

Last but not the least, I should mention our backbone –the Yuva Manch & Mahila Samooh – who support and motivate us with their selfless contributions in every sphere of our work for the marginalized populations in rural Rajasthan.

LOOKING AHEAD

As we move towards launching a massive campaign for COVID vaccinations in nine blocks, we are emboldened by our community support, our team work, our work ethics and our values that have stood the test of time.

Simultaneously we have to work in tandem with government, teachers, civil society and local communities to restore schooling and to provide opportunities for continuous learning for the disadvantaged groups outside school hours.

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

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 challenges in their day to day 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.

GEOGRAPHICAL COVERAGE

Doosra Dashak project is implemented in 9 blocks of 7 districts of Rajasthan, covering 256 revenue villages and 36 hamlets of 114 Panchayats (till March 2021), the details of which are given below.

Table 1: Block Coverage

Block	Panchayat	Village	Hamlets
Abu Road	5	7	20
Bali	1	1	5
Bap	24	48	7
Bassi	11	17	0
Desuri	6	15	0
Kishanganj	7	20	2
Laxmangarh	6	13	2
Pindwara	37	108	0
Pisangan	17	27	0

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.

Table 2: Description of Blocks

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

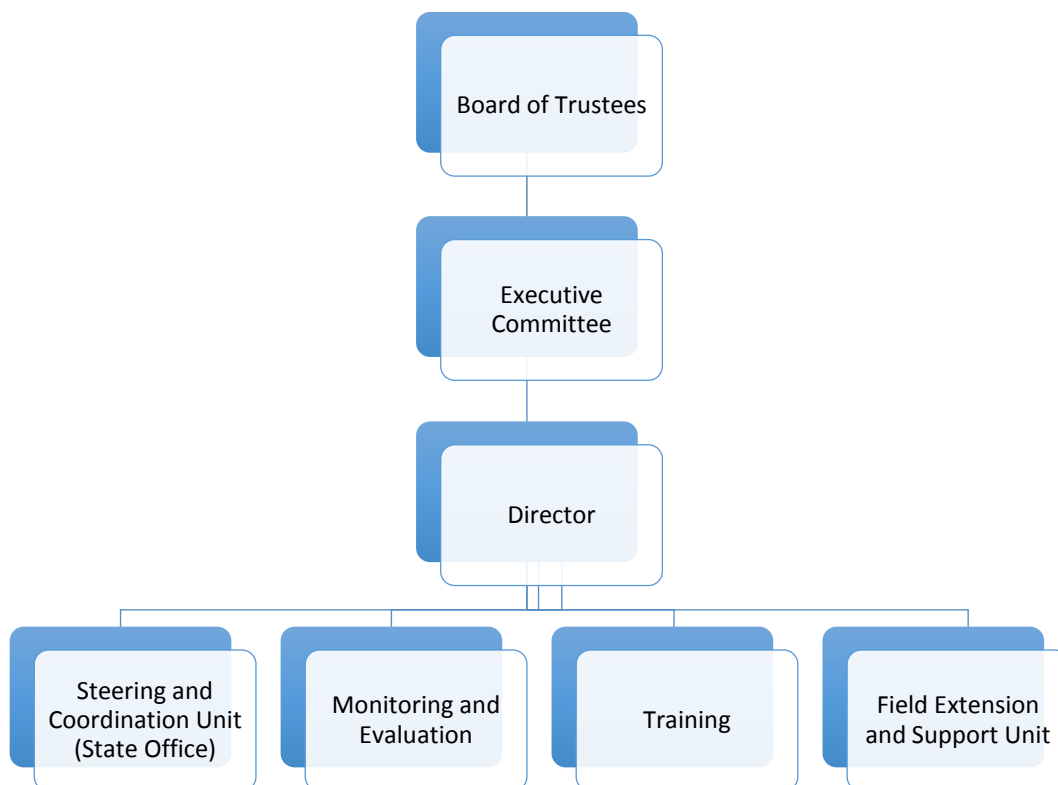
TEAM OF DOOSRA DASHAK

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) is operational under the leadership of a Project Director assisted by a team of professionals which include field project coordinators, associate coordinators and accountant. The field staff supporting FESU includes camp teachers, field organizers and persons in charge of continuing education centres (Ikhvelo in-charge) and community mobilizers. The team works at the grass root level with the community and is dedicated to meeting their educational and development needs. 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 projects and fund-raising. The SCU comprises of a team of professionals and is led by the Director.

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

The numerical strength of the team in Doosra Dashak as on March 31, 2021 is 126 members.



Board of Trustees: As a 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.

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

1. EDUCATIONAL INITIATIVES

1.1 RESIDENTIAL AND NON-RESIDENTIAL CAMPS

Every year, through traditional residential camps for never enrolled adolescents, especially girls, Doosra Dashak addresses the educational needs of adolescents who belong to different castes, communities and faiths. “Residentiality” helps adolescents to respect and understand each other, thus paving way for social integration. Innovative pedagogies responding to context, age and learning needs of adolescents help in accelerated learning. Various activities help to tap their latent potential to ‘discover themselves’; their self-esteem increases and they learn to express themselves with confidence on a range of issues.

This year was different. Due to pandemic and government-imposed lockdowns, camps could not be organized as planned. DD shifted its strategy from residential learning and promoted blended learning to cater to the situation in the field.

A traditional residential camp for adolescent girls was organized only at Abu Road. For assessing their understanding of Hindi and Math, a baseline evaluation was conducted to help camp teachers create competency-based groups for learning. Unfortunately, due to the pandemic, the camp which started on 25 January 2021, had to be suspended from 25 February 2021 as per local government advisory. 50 participants had enrolled for the camp out of which 45 had never been to school.



Creative Activity in Abu Road Residential Camp

On the other hand, a shift in strategy was adopted at DD. What began as an experiment in Bap Block in 2016-2017 in Open Schooling (OS) for adolescent girls above 14 years of age, gained momentum this year. It was realised that despite earnest efforts for raising literacy levels within the state, high numbers of students still continue to leave school without completing their secondary education. A high number of girls drop out after class VIII due to gender discrimination, distance of schools and safety issues. Open schooling gained popularity as a strategy for a second chance for older adolescents, especially those who had crossed the mandatory school going age of 14 years.

High number of girls enrolling for examination through Open Schooling shows the significance of open distance learning for girls living in backward rural areas. Reports from field indicate that taking Class X and XII exam has been a turning point in the

lives of girls. They have been able to delay age of marriage and avoid teen pregnancies. They have been able to negotiate to continue their education and take important decisions pertaining to their own lives.

Responding to the desire as well demand of the community, residential preparatory camps for RSOS were planned in five blocks: Abu Road, Bassi, Kishanganj, Bap and Pisangan.

Bassi and Kishanganj (HTPF): 4 month residential preparatory camps for adolescent girls to prepare for Grade 10 and Grade 12 examinations started in fourth week of January 2021 in both the blocks. 40 girls in Bassi block and 39 in Kishanganj block enrolled for them. Out of 39 adolescents enrolled in Kishanganj block, 5 girls dropped out due to personal reasons.

Lockdown was announced by GoR in third week of March, 2021 due to 2nd wave of corona pandemic. Camps were shut down. State Open Board Examinations of class X were postponed. Despite adverse circumstances, camp teachers and block staff continued academic work with the participants through online classes. Relevant videos and documents were shared through social media applications and follow up was done through regular phone calls. Subject based online study material was sent on What's App to students along with teaching-learning materials developed by PRATHAM.

Bap and Pisangan (APPI): In Bap, abiding with Covid protocols, 4 non-residential camps of 20 days each with 10 participants were planned. 40 participants were to be covered. Follow-up camps were also planned in a non-residential format. But this strategy was modified and 4 camps of 10 days each were conducted with around 10 participants in each camp. 43 participants attended the camp.

4-month residential camps were planned to be held in Pisangan. Unfortunately, they had to be suspended after 2 months due to lockdown. 43 girls participated in the camps.

DIGITAL LEARNING

Bap: In response to the situation which arose because of the pandemic where girls could not attend residential camps, a 'What's App' group was created to ensure continuity in educational process. 27 girls with smart phones preparing for their Class 10 and 12 exams through RSOS were part of this group. Innovative ways were adopted to enrich the Question/Answer process through appropriate use of digital devices.

Abu Road (Bajaj Foundation): In Abu-Road, 2 Month camp for out of school adolescents (15-20 age group) started from 10 December 2020 for preparation of open school board examination. It had to be run in a non-residential manner due to the pandemic. 71 girls were supported in preparation for exam.

1.2 CONTINUING EDUCATION

IKHVELO (Continuing Education Centers at Panchayat Level)

Ikhvelos are centers for continuing education at the Panchayat level. Learning from experience, over the years, Doosra Dashak has taken several steps to revitalize and upgrade Ikhvelos. To meet the diverse learning needs of adolescents and school children, especially girls and young women, two persons, have been made in charge since 2018. At least 50% of the Ikhvelo in charge are women. Community based organisations, PRIs and school authorities are consulted for identification of suitable buildings in each Panchayat Headquarters and selection of In-charges. Proper arrangements for seating children/adolescents and community members, free and easy access with basic amenities and facilities are ensured in Ikhvelos.

Activities conducted at Ikhvelos :

- Linking out of school adolescents with Ikhvelos so that they can continue their education with necessary academic support and mentoring.
- Making digital devices like laptops and tablets available to adolescents and to teach them M.S. Word, M.S. Excel and how to use google search.
- Conducting non-residential trainings in life skills education, financial literacy, sexual and reproductive health and rights (SRHR) and digital literacy.
- Ikhvelo in-charges contact parents of out of school adolescents and children and motivate them to get their child admitted in formal schools and Aanganwadi centers.
- Informing community and linking them with various social security schemes provided by government such as old age pension, widow pension,

To provide educational support and enhance learning level of adolescents, benchmarking of school going adolescents was conducted in Ikhvelos in Kishanganj and Bassi. Subject wise (English, Hindi and Math) benchmarking was conducted with 80 adolescents in Kishanganj block and 38 adolescents in Bassi block. On the basis of this, adolescents were divided into three learning groups- A, B and C



Using technology for Art and Craft Activity

food security scheme, MGNAREGA, Aadhar and PAN cards, opening bank accounts, registration for BPL card, etc.

- Conducting regular meetings of Yuva Manch (Youth Groups), Mahila Samoohs (Women Groups) and facilitating community meetings.
- Supporting non-residential training programs in govt. schools.
- Art and craft, Origami, Painting and Collage work.
- Designing/Developing T.L.M

During Covid pandemic, Ikhvelos helped adolescent boys and girls understand and gain information on the importance of hand washing, use of sanitizers, wearing of masks, and social distancing. Community awareness programs were organized to motivate community to vaccinate themselves

Positive outcomes:

- From July 2020 to January 2021 Ikhvelo in-charges in Abu Road, along with community mobilizers, have successfully enrolled 255 students in government schools and 144 children in Aanganwadis. Also, 75 adolescent boys and girls have enrolled for Rajasthan State Open School (RSOS) examinations for Grade X.
- Two Sahbhagis from Kishanganj, Govind and Rashim, made hand-sanitizers and a model on how to create electricity. They presented their models in Khakhara school and won an award Rs. 10,000 in the local Vigyan Mela.
- 80 adolescents in Kishanganj and 44 adolescents in Bassi block are getting computer education

There has been no project funding in Desuri, Bali and Laxmangarh block since 2019. Therefore, only a small core team has been retained in the blocks. 2 Ikhvelos in Desuri and one each in Bali and Laxmangarh have continued functioning even during lockdown. They are managed by youth leaders and sahbhagis with support, in cash and kind, from community. At the Ikhvelos:

- Children are supported in academics, play activities, and digital education.
- Understanding is built on SRHR with women and young girls
- 78 women in Desuri, 15 adolescents in Laxmangarh and 64 in Bali have benefitted from a computer course for women.
- 38 young women, 15 women and 5 men have been supported in filling forms for RSOS examination in Desuri. In Bali, 23 adolescents have been supported in their academic preparation for RSOS examinations.
- 35 girls have been assisted in obtaining admission in schools, 15 girls to Sharde hostels and 5 girls to KGBV in Desuri

Table 3: Number of Ikhvelos and their enrolment

S. No.	Blocks	Ikhvelos	Adolescents	Sahbhagis	Out of School Adolescents	Children (Below 11 years)
1	Abu Road	3	33	25	37	-
2	Bali	1	39	-	52	22
3	Bap	6	22	13	29	65
4	Bassi	2	137	101	65	146
5	Desuri	3	136	-	4	165
6	Kishanganj	2	120	48	-	103
7	Laxmangarh	1	-	-	-	45
8	Pisangan	7	70	50	37	83
	Total	25	557	237	224	629

NON-RESIDENTIAL LEARNING CENTERS

Due to pandemic, the education of children and adolescents in residential settings was disrupted. After consultations with HTPF, innovative non-residential learning centres dedicated to academic and Life Skills Education were introduced.

Initially 4 new non-residential learning centres (2 in each block) were established in Bassi and Kishanganj in villages where there were no Ikhvelos. The main objectives of the centres:

1. Providing academic support to adolescents (11 – 14 years).
2. Providing support to those adolescents who are preparing for Class 10th and 12th examination through RSOS.
3. Providing Life Skills Education on issues like Gender Based Violence, Understanding Self, Learning to Live Together, Understanding Society, Health & Hygiene, Financial Literacy, SRHR, Self Defence, etc.



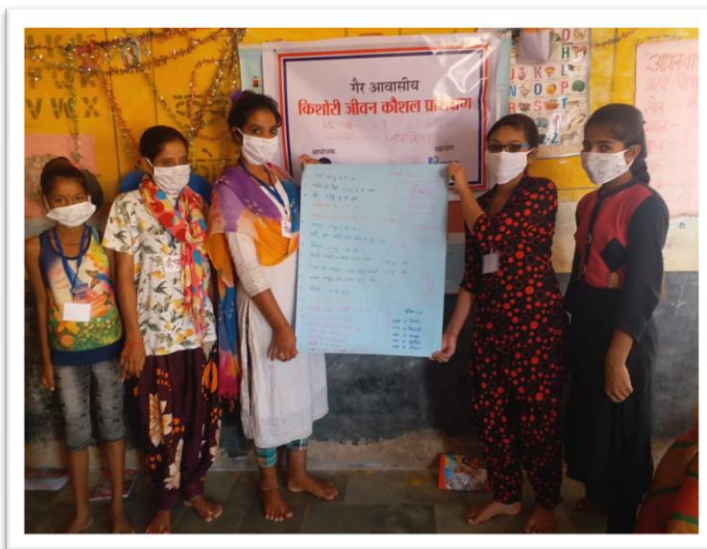
Providing academic support to prepare for RSOS

So far 172 adolescents have been linked with these centres and 51 adolescents are being supported for their Class 10 examination through Rajasthan State Open School.

Due to lockdown, the learning centres were also closed temporarily. Nevertheless, the centre in-charges continued conducting online subject wise sessions. Several documents, educational videos, question papers etc. have been shared with adolescents through WhatsApp. Centre in-charge are available on call to support the adolescents.

1.3. LIFE SKILLS EDUCATION CAMPS

Doosra Dashak has prioritised Life Skills Education (LSE) or Skills for Life and Work 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 play, group discussion, music, extempore oration, games and film shows are arranged to develop and address issues of self-identity, self-expression, friendship addiction, superstition and health. In addition to this, skills like Financial literacy, Spoken English, Self Defence and Digital literacy have been emphasised.



Building an understanding of LSE with adolescent girls

This year, need for LSE was more evident. Many adolescent girls and boys admitted that they were going through a difficult time emotionally as well as mentally because of the effects of pandemic and lockdowns. A rise in gender-based violence was observed.

Through LSE trainings and workshops, social and psychological issues were addressed by trainers. A positive change in behaviour and a change in social attitudes was observed. Adolescents are now able to communicate their concerns better and their outlook has become more constructive.

During trainings, following issues were covered:

- Understanding biological changes during adolescence.
- Developing critical thinking and ability to take decisions.
- Developing communication and reflective skills.
- Building gender sensitivity
- How to overcome psychological impact of COVID-19.

- Spoken English
- Digital literacy
- Financial literacy
- Self defence

In Bap, it was a challenge to conduct SRHR sessions. DD faced resistance from village elders in the community. However, with diligence and dialogue, success was achieved. The parents of girls fully supported DD and even provided them their smart phones to attend training sessions. The youth are now comfortable in talking about SRHR issues in the presence of elders.

Table 4: Life Skills Education

Block	Residential Camps			Non-Residential Camps		
	No. of camps	Participants		No. of camps	Participants	
		Boys	Girls		Boys	Girls
Abu Road	1	13	22	7	76	127
Bap	2	26	32	17	-	348
Bassi	-	-	-	32	487	524
Kishanganj	-	-	-	21	342	370
Laxamangarh	-	-	-	1	-	25
Pisangan	-	-	-	11	-	323
Total	3	39	54	89	905	1717

1.4 ACCESS TO LIVELIHOOD OPTIONS-VOCATIONAL PREPAREDNESS

Doosra Dashak has been providing training to those adolescents who are interested in enhancing their technical skills as well improving their job prospects. Today youth are migrating to urban areas in search of jobs and better opportunities. It has been observed that they struggle due to inadequate knowledge and skills. With this in mind, several trainings



Creating awareness among youth for vocational preparedness

have been organized in blocks to help adolescents. Counselling sessions, inputs from AAJEVIKA Bureau and CMF to improve their employment prospects have been included.

In Abu-Road, a one-day non-residential training was organized in September, 2020 to impart information related to livelihood options and to motivate youth to be proactive. 19 boys and 6 girls participated in the training. Information was provided on hand-pump repairing, beauty-parlour, duties of Security-Guards and commercial loans (Mudra Loan and Start-up business). In Kishanganj Block, a one-day vocational training was organized in October-2020 where 12 girls and 13boys participated. The main objective of the training was to develop an understanding of current job market and necessary skills required to be a productive part of it. They were made aware of the challenges they may face during migration and how they can be prepared for it.

2. COMMUNITY BASED ORGANIZATIONS

At the core of Doosra Dashak's interventions is community engagement. DD believes that community participation and ownership increase the prospect of sustainability. This is facilitated by identifying socio-economic concerns of family/community and supporting them in resolving those issues. DD supports marginalized communities in seeking their rights and entitlements.

To this end DD has invested in capacity building of CBOs (Yuva Manch and Mahila Samoohs) and provided them with the wherewithal for community-based interventions.

2.1 YUVA MANCH/ YUVA SHAKTI SANGATHAN (YSS):

Since its inception, the focus of Doosra Dashak has been on educating adolescents and empowering them as catalysts for social change. Adolescents, in particular, those who receive either 4-month residential training or short duration life-skills training, are assisted to form their own community organizations in their respective villages. They involve themselves in the Adolescent Forums (Yuva Manch) at village level and Yuva Shakti Sangathan (YSS) at Block level. The groups are gradually emerging as change agents to work for transformation of society. They impact a substantial number of beneficiaries (indirect participants) through peer education, science fairs, libraries, kala jathha, rallies etc.

Due to the pandemic, conducting regular meetings was not possible. Nevertheless members remained in continuous contact through calls and messages. Keeping all Covid government guidelines in mind, small meetings and door to door visits were organized. Youth groups were active in:

- Linking illiterate, drop-out children and adolescent boys and girls to Aanganwadis, schools and Rajasthan State Open School(RSOS).
- Persuading parents of adolescent girls to participate in 4- month residential training camp and to enrol them in Kasturba Gandhi Balika Vidyalayas (KGBVs).
- Ensuring immunization of pregnant and lactating women.



Meeting of Yuva Manch

- Collecting and sharing information of migrant workers from other states and sharing it with local government authorities.
- Distribution of food at Aanganwadi centers and assisting in distribution of dry-food rations kits received from local donors and government to local communities.
- Capacity building of adolescent girls and young women on Sexual Reproductive and Health Rights (SRHR)
- Providing information about government schemes- Public welfare schemes, Pension, MGNREGA, Food security, and Ration distribution. Also helping in enrolling the disadvantaged and marginalized groups in social security schemes.
- Creating awareness on importance of casting vote and getting enrolled in electoral voter list.
- Working collectively with village folk in creating community awareness about prevention and precautions for COVID-19.
- Linking community members with PHCs & CHCs for COVID vaccination.

SAHBHAGI DEVELOPMENT

Doosra Dashak orients rural Sahbhagis in their project area to work for their community. They help to link community members with social security schemes, raise, analyse and resolve social issues related to development of the community. 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.



Sahbhagi development workshop in progress

In **Abu-Road**, a 3-day residential workshop was organized in November, 2020 for Sahbhagi development. 23 adolescents (boys/girls) participated in the workshop. Understanding was built on following issues:

- Role of local panchayat.
- Knowledge about various government welfare schemes
- Community-based organisations
- People's Rights related to land, water forest etc.

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 and to bring sustainable changes in the community frequent training is provided.



Mahila Samooh discussing community issues

Women's group meetings were held to discuss issues concerning their daily lives. Engaging with women is especially fruitful as they are able to influence the family discourse around education. Many adolescents are now connected to State Open School. The change in attitude, behaviour and practices of community members have brought improvement in health, personal hygiene and education. Knowledge about various government welfare schemes has increased and community has shown ownership towards DD program in blocks.

Issues discussed in meetings:

- Prevention and protection from COVID-19
- Awareness on voting rights.
- Public welfare schemes- Pension schemes, MNREGA, etc.
- Information about food security schemes, especially Mid-day Meals and PDS.
- Abuse and violence against women.
- Importance of school and continuing education.

Table 5: Community Based Organizations(CBOs)

Blocks	No. of Mahila Samooh	Members of Mahila Samooh	Member of JMS	No. of Yuva Manch	Member of Yuva Manch			Member of YSS		
					(Boys)	(Girls)	Total	(Boys)	(Girls)	Total
Abu Road	10	89	89	9	55	40	95	45	50	95
Bap	28	250	50	21	151	130	281	195	87	282
Bassi	20	231	64	21	156	146	302	32	32	64
Desuri	10	110	33	22	107	163	270	29	16	45
Kishabganj	14	171	53	13	84	88	172	25	16	41
Laxmangarh	11	111	28	11	68	22	90	15	1	16
Pindwara	20	284	50	16	166	77	243	30	52	82
Pisangan	30	486	27	25	179	217	396	27	27	54
Bali	3	30	13	3	30	13	43	6	6	12
Total	146	1762	407	141	996	896	1892	404	287	691

Linkages with Government schemes

Doosra Dashak, through its Yuva Sangathans, Mahila Samoohs and Ikhvelos, has been able to link community members with various central as well as state government schemes like MGNREGA, Pension, Ujjawala, Aadhar card, BPL card, Pradhanmantri Awas Yojana, Unnat seed kit distribution etc.



Helping villagers to avail entitlements

Table 6: Linkages with Public Welfare Schemes

Block	Male	Female	Total
Abu Road	74	1349	1423
Bali	73	53	126
Bap	37	46	83
Bassi	210	458	668
Laxmangarh	2246	3368	5614
Desuri	276	324	600
Kishanganj	192	380	572
Pisangan	29	107	136
Total	3137	6085	9222

2.3 SOCIAL MAPPING

Social mapping is one of the pioneering techniques used by Doosra Dashak to map 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.



Collecting household data

Workshops were organized for trainers (Resource persons) in block offices of Bassi and Kishanganj. In the workshops, trainers gained clarity on survey forms and

understood the ‘why and how’ of ‘Nazri Naksha’. With community engagement, they collected and analysed data from 13 villages of 12 Gram Panchayats and 4 hamlets in Bassi Block and 20 villages of 7 Gram Panchayats in Kishanganj block.

Table 7: Social Mapping

S.No.	Block	Families	Detail of adolescents in 11-20 age bracket								
			School Going			Dropout			Never Enrolled		
			B	G	T	B	G	T	B	G	T
1.	Bassi	3000	1479	1239	2718	144	154	298	10	26	36
2.	Kishanganj	3778	1442	1203	2645	485	430	915	70	113	183

The number of dropout and never enrolled adolescents is still high. Community promised to work collectively to improve the functioning of village schools. Parents of out of school children/adolescents were motivated to send them to school. Locally available human resources were tapped to support DD’s efforts in improving quality of education

3.PROJECT INNOVATIONS

3.1 INTERNATIONAL CENTER FOR RESEARCH FOR WOMEN(ICRW), NEW DELHI

FED was selected by ICRW, a prestigious US based think tank to implement a project on ‘Gender Equity Movement in Schools (GEMS)’ in Pindwara block. The project started in September 2019. It covers 114 villages and 94 government schools in Pindwara block. Boys in grades 6, 7 and 8 are the prime beneficiaries of the project. The GEMS project works with teachers in public schools to sensitise parents and students to gender issues through an innovative curriculum. DD staff in the Block



Capacity building of DD staff under GEMS project

have been trained and engaged as Field Facilitators to support the training. PD Pindwara leads the project and is responsible for its implementation.

To develop an understanding of adolescent boys on gender issues and to support schools to create a conducive environment for fostering gender equality, following activities were held:

- Capacity building of teachers and DD staff with the help of digital technology.
- Class wise distribution of GEMS learning materials.
- A virtual capacity building training for DD staff on School Management Committee with a view to improve coordination between project teams and SMC members.

A change in behaviour of boys was observed after 6-7 months of rigorous work. There were some examples of boys being positive influencers in their families in promoting gender sensitivity. Similar changes were observed in teachers as well. The team members have become more fluent with technology, developed a better understanding on Gender and have been able to express themselves freely.

Cohort study- On successful completion of one-year of GEMS project, ICRW appointed an independent evaluation agency, IPSOS to study and analyse all aspects of the project. For this, 20 schools were randomly selected. Govt. Sr. Secondary School, Watera was additionally selected for the pilot study in Pindwara block.

Previous year's work has been discussed and further strategies for strengthening of program has been shared with the State Education Department.

Connecting GEMS students with DASRA and UNICEF- Under GEMS project, Mohammad Irfan Khan of class VIII, from Pindwara block was selected for a digital literacy program organized by UNICEF, New Delhi and DASRA. This program will provide technical skills related to videography, photography, downloading an application, and creating content to spread awareness in the community regarding COVID-19 and other issues of community.

3.2 EDUCATIONAL INNOVATIONS, ESPECIALLY IN BAP

Banglanatak .com

Khalaton ki dhani in Ghaton Panchayat of Bap block has many residents who are earning a living through cultural activities. Unfortunately, their children are not going to school as the nearest one is at a distance of 5 kms. Amitav Bhattacharya of Banglanatak.com was approached to start an Ikhvelo center for learning to address this issue.

An old school building was revived with the help of community and DD, and an Ikhvelo was opened. 20 boys and 29 girls in 2 batches are currently using the learning center. One batch comprises of older adolescents who are preparing to sit for the open school exam, the other is of young children who are being taught foundation skills in Maths and Hindi. The center has also helped 4 young adolescent girls to appear for Class 10 exam through Open School.



Learning to read and write at the learning center

'Razia says that whenever she saw her friend reading books, she wondered if she would be able to do so. Her dream has been realized through the learning center and now she can read newspapers, books etc. She thanks Banglanatak.com for it'

'Hava says that she had never dreamt that she could pass Class 10. Thanks to the leaning center, she is ready to sit for exam through Open School. She says that she is sure she will pass with good marks with all the help she is getting at the center. She hopes to continue with her studies even after passing Class 10'

Tryst with Technology

To enable children to become familiar with computers, 4 computers were distributed by DD in one of the villages in Bap block. These computers were installed in homes where there was an electrical connection and children living in the vicinity could avail of them. It was for the first time that children were learning to operate a computer. They are now able to do simple tasks like painting, open files, listen to music etc. The children who are learning are also teaching other friends. A positive atmosphere for digital education has been created.

'Bilal says that he used to think that one needed to know English to operate a computer and so it was beyond his reach. But now, he has learnt how to operate it and he is teaching other children too! He can download files, search for information on google etc.'

'Aasiya thought that only boys can operate computers. Thanks to Bilal, she is also learning how to use it. She can now download music which she loves to hear!'

Chote Master:

For most of the year schools were closed because of the pandemic and children were at home. There was no clear understanding as to when they would reopen and when children would again be connected with learning. Those who had android phones and internet facility were able to avail of 'on line' education provided by government. But these numbers were small. In villages, education of children had more or less come to a halt. Students studying in higher classes voluntarily took up the responsibility of teaching younger children in their neighborhood. They are called 'Chote Master'.

The first Chote Master was selected in 'Kaalukhan ki dhani' in Noore ki Bhurj panchayat. Mukhtyaar, studying in Class 12, is teaching younger children in his village with great enthusiasm.

His father is happy and proud with Mukhtyaar's new role. Both Mukhtyaar and his father record teaching sessions and send it to others. They have inspired other adolescents to take up such roles.



Chote Master taking a class

In 17 villages of Bap block, 31 adolescents are now 'Chote Masters', out of which 5 are girls. 117 boys and 88 girls are connected with education through 'Chote Masters'. The young teachers are themselves studying in school and college.

SAURYA URJA:

Saurya Urja Company of Rajasthan started with educational activities in Noore ki Bhurj panchayat of Bap block in December 2017. They helped in opening 2 learning centers and agreed to undertake co-educational activities in 4 schools in Chudon ki Basti Bhadla. In 2020-21, two learning centers and five more schools were added. In addition to this, 10 schools were identified with the objective to increase their educational levels and 19 schools



Co-educational activity at learning center

were provided with first-aid kits. Learning Centers were provided with oximeters and thermometers. Interventions in 10 Anganwadi centers have been planned with the objective to improve pre-school education.

4. CAPACITY BUILDING IN DOOSRA DASHAK

DD is an evolving organisation. It provides a learning environment in tune with the organisation's goals. DD Teams continually expand their capacity and work for actualizing outcomes. It is a place 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.

This year many activities could not be held in person. Meetings, trainings and discussions were held on line. Internet and its applications were used for teaching/learning as well as for disseminating information and creating awareness. To optimize, DD team, from SCU to field level worker, upgraded themselves in the use of technology.



Capacity building of DD staff on Digital Technology

Several training programmes were organised to provide professional support to DD team.

- For digital capacity building of Abu Road block staff, a 2-day workshop was organized in November, 2020. The digital competency of participants on MS Excel, MS Power point, handling Social Media (Twitter and Instagram) and organising and participating in Zoom meetings was upgraded. Also, a workshop related to Project Management & Documentation was organized.
- In tandem with this, DD website was updated. DD Instagram Page and Twitter page were created and regular posting is being done for 'Advocacy and Communication' purposes.
- Working during pandemic, it was realized that a deeper understanding on health issues was required. With the help of trainings, understanding of DD's own staff improved significantly on issues of SRHR which helped them to be comfortable in trainings and during discussions.
- Knowledge of DD staff on Financial literacy improved.

Newly recruited employees of Kishanganj and Bassi block were oriented to develop an understanding of the program. They were oriented on the following points:

- DD – Its vision, mission, goal and overall activities

- Ikhvelo and its activities.
- Microplanning.
- Grading system.

Under GEMS Project in Pindwara block, capacity building of staff was organized on-

- GEMS module- Issues such as patriarchy, work distribution on the basis of gender, masculinity and privilege, peer pressure, socialisation, and self-expression were discussed.
- ICRW also organised a virtual workshop for deeper understanding of complex issues like gender violence, masculinity, reproductive system, menstruation, hygiene, gender discrimination, patriarchy, equality, traditional customs, etc.
- MIS - For better implementation of GEMS program, a mobile application was developed for MIS by ICRW and Mahiti Sansthan, Bhopal. It was developed to maintain class wise records to be presented on different platforms.

5. WORK WITH GOVERNMENT

Orientation of SMC/SDMC members

In September 2020, one day orientation program of SMC/SDMC members of Abu Road was organized in which 23 SMC members and teachers participated. Relevant topics such as – precaution during COVID-19, roles & responsibilities of SMC/SDMC, new enrolments, Ikhvelo etc., were discussed.

Training of PRI members on adolescent education

In September 2020, a workshop for PRI representatives was organized in Abu Road. 29 representatives took part in the training. The agenda of the workshop was to familiarize PRI members with COVID-19 protocols, role and responsibilities of



Training of PRI members

PRI representatives, reach of Government schemes, and mechanics of Panchayati Raj.

Work with Aanganwadis

Trainings of Aanganwadi workers were organized at cluster level. Issues related to AWWs, pre-school activities with children, immunization, nutrition and practical use of Teaching Learning Materials (TLM) were taken up in training sessions.

136 children up to age of 6 years were connected with Aanganwadi centers in Abu Road. Apart from this, community mobilizers and Ikhvelo in-charges assisted Aanganwadi workers, Sahayika, ANM and ASHA in immunization program for pregnant women, lactating mothers, and adolescents.

In Bap and Pisangan, a training of anganwadi workers was held. 40 ANMs, ASHA and AWWs attended 6 one day workshops on effective delivery of health services.

Work with Government Schemes

In Bassi and Kishanganj, a 5-day ToT workshop was organized by District council under Rastriya Gramin Swaraj Abhiyan scheme. The main objective of the workshop was to brief participants on PRI system, funds and allotments, and government schemes for village development.

Workshop with adolescent girls

A workshop was organized with 40 girls of grade X and XII in the week of International Women's day at Maa Sharde Hostel under Beti Bachao Beti Padhao scheme. Issues discussed during the workshop include importance of women's day, self-expression, gender based violence and understanding rights and entitlements.

Table 8: Government Trainings

Block	Type of Training	Participants
Abu Road	1 SMC training	5 M, 18 F
	1 PRI training	25 Panch/Sarpanch, 4 Community members
Pindwara	17 Teacher training	259 M, 89 F
Bap	2 Teacher training	34 M, 2 F
	3 Frontline service provider training	1 ANM, 17 ASHA, 33 AWW
Bassi & Kishanganj	1 Panch/Sarpanch training	237
Pisangan	1 Frontline service provider training	14 ASHA

6. THEMATIC PARTNERSHIPS WITH LIKE-MINDED NGOs

FED has been actively networking and collaborating with like-minded organizations. This year the main collaborations have been as follows:

Nirantar, New Delhi- DD and Nirantar have a long-standing relationship. We have been engaged in development of curriculum and a continuous exchange of ideas on Gender issues.

The Third Eye Project: FED is working with Nirantar as a Knowledge Partner and has helped innovate and develop ‘Digital Pedagogy’ under this 3 year project. Digital pedagogy is used to deal with issues related to gender and other current issues, both ‘online’ and ‘offline’ in Bap and Pisangan blocks. For this, two ‘digital educators’ (one male and one female) have been working in both blocks since September 2020. The first newsletter (in video format) published by ‘The Third Eye’ reported efforts made towards education during the lockdown period in Pisangan.

PRAVAH, New Delhi: PRAVAH works with urban youth. DD shares a relationship of mutual respect with PRAVAH.

Every organization needs to change according to changing context, time and needs. Once every five years, DD holds workshops and trainings to evaluate its work and strategies. This year the responsibility of Organizational Development Exercise (ODE) has been shared with PRAVAH.

Centre for Budget and Policy Studies (CBPS), Bangalore: DD is partnering with CBPS on a Ford Foundation sponsored research project on ‘Gender Violence in Public Spaces: Studying the Approaches and Theorizing Pathways of Change’ in Bassi block. The project is for a period of 3 years. A virtual training was held in October 2020 organized by CBPS on qualitative research practices on gender and violence.



CBPS team interacting with community

PRATHAM, Jaipur: DD and PRATHAM share a mutually beneficial partnership. DD has been an active partner in contributing to ASER Surveys since 2008.

The lockdown period was utilized for capacity building of camp teachers. Reference materials developed by Pratham for Open School exams were used extensively. A virtual meeting was held in which 3 resource persons from Pratham and camp teachers from Bassi, Bap and Abu Road participated. Digital resource material ‘Corona-thodi masti, thodi padhai’ and ‘Corona- Apni suraksha’ was shared on ‘Whats App’ with all blocks.

Collaboration with other NGOs:

Indian School of Development Management (ISDM), UP: Under the programme ‘Realizing India’ of ISDM, UP, a ‘District Human Development Report of Pali District, Rajasthan’ is to be prepared. Unfortunately, due to pandemic, students were not able to visit the block. DD was approached to help and a virtual meeting was organized in October in which SCU, PD of Desuri, team members of Bali block and 8 students of ISDM participated. A fruitful discussion took place.

A DD Faculty member was a panellist on the jury for discussion on presentations by students of Post Graduate Programme in Development Management (PGP-DM).

Jatan, Udaipur: Jatan and DD have been working together in partnership since a long time. This year, a trained youth peer educator from Desuri block was part of a series on ‘Menstrual Health Bharat Darshan’ in which she shared her ground level experiences and work done in community on the issue of menstruation.

Svataalim Sanstha, New Delhi: Established in 2018, Svataalim Sanstha is working in Panipat and Mevat region of Haryana. It also works in KGBVs to empower girls, strengthen teachers and parents. On their initiative DD has started building a relationship with the Sanstha through a number of dialogues and workshops.

7. RESPONSE TO COVID-19 PANDEMIC- RELIEF WORK

Despite the rapid spread of corona virus and suspension of normal project activities due to lockdowns in all project blocks, Doosra Dashak was able to quickly re-position itself to become a key player in helping the district administration in responding effectively to the unprecedented crisis. Doosra Dashak was able to do so because of its presence on the ground in project villages, its intimate knowledge of rural households and its capacity to influence and mobilise local communities over the last two decades. Concomitantly DD's strategy of working in close partnership with local government, public representatives, school authorities, health services, Aanganwadis, etc. has made it a reliable ally in relief and rescue work in times of a crisis of this magnitude.

To provide support to the community during COVID-19, Barefoot College, Tilonia provided 100 ration kits worth Rs.2, 50,000/- free of cost. Each kit consisted of 20 kg atta, 2.5 kg dal, 1 ltr. cooking oil, 1 kg salt, 250 gram red chili powder, 100 gram turmeric, 2 kg onion, 2 kg potato, 1.25 kg mixed grains powder, 5 masks, 1 soap, 5 sanitary pads.



DD made valuable contributions to implement humanitarian relief and rehabilitation measures undertaken by central and state governments. To support, sensitize and raise awareness in the community, a number of activities were undertaken in all blocks.



Ration distribution

Support: During the first wave of the pandemic, one of the major challenges was migration of labour. Daily distribution of food packets was carried out with support of local administration, donors, youth and women group members and community members. Needy families were supported by providing ration kits and vegetable packets. In places, cooked food packets were also distributed. Girls and women

were facing a shortage of sanitary pads due to lockdown. The issue was immediately taken up with Panchayat members and pads were distributed through Anganwadi workers.

DD also coordinated with local panchayats to provide food, water, electricity and other essentials at local quarantine centres. Block teams supported the local administration in identifying and quarantining people from villages.

DD staff of Kishanganj distributed 300 food packets daily to the migrant labour passing through Highway 27 with the support of local community. A total of 2500 food packets were distributed over a week costing INR 42,000/-.

In Khiriya and Pipalkhedi village, 21 needy families were provided ration kits and soaps with the support of ITC Kelwada- Ahmadabad branch

In Bassi Block 466 cooked food packets, 535 dry ration packets, 250 vegetable packets and 8255 face masks were distributed through the support of youth groups and DD staff.

Shelter Home (Kanota Village, Bassi)- 1466 ration packets and 100 sanitary napkin packets were distributed to the migrant labours staying in the shelter home. INR 25,050/- and 750 KGs of food grains was donated by community members, youth groups, block team.

GEMS, Pindwara: 2615 persons in the block were given rations. 2115 people from 10 villages were made aware of preventive protective measures. Facilitators disseminated information about social distancing, wearing masks, frequent hand washing and use of hand sanitizers. 1000 face masks, 300 sanitizers, 300 soaps and 300 sanitary napkins were distributed to local communities. 1500 families were provided with phenyl for improving sanitization and hygiene. DD staff worked as volunteers in village-level committees and as "Police Mitra" in support of the district administration. Sh. Hansraj, Program Coordinator was recognised by Azim Premji University, Bangalore for his support to their COVID-19 research project on understanding the impact of the virus at the grassroots

Creating Awareness: Awareness campaigns were organized in project villages of DD blocks in tune with Government mandate of COVID protocols which included:

- Sanitization and frequent hand washing.
- Wearing masks and its importance.
- Maintaining social distancing.
- Creating awareness about the benefits of Vaccination drive

15 posters regarding pension, ration, MGNREGA, child marriage, etc. were created with the support of Sahbhagis. 180 such posters were pasted on the walls in 12 villages to provide information and make the community aware. 500 posters received from state government were also pasted in villages by DD staff.

Posters and digital media like What's App groups were created by Yuva Manch and Mahila Samoohs to disseminate correct information regarding COVID-19 and to differentiate myths from facts. Posters of government schemes regarding pension,

ration, MGNREGA, child marriage, etc. were created. People were also contacted at MGNREGA sites and were made aware of preventive measures for COVID-19.

Apart for the above stated activities, DD staff of Bassi and Kishanganj blocks, with the help of donor funding agency supported community and health department in sanitization of villages with Hypochlorite. Due to lack of information, some community members were not able to get their entitlements through PDS. DD staff prepared a list of such families and shared with the local administration and Sarpanch, soon after which families received grains and ration kits which included- wheat, pulses, rice.



Covid -19 Awareness campaign

APPI supported relief work in Bap and Pisangan blocks in 2 phases. In the 1st phase, there was budget available for ration, water tankers, sanitary napkins, masks, soaps etc. Along with this, awareness was spread through banners, posters, loudspeakers so that people were careful. In the 2nd phase, along with the provisions of the 1st phase additional provision for pregnant women and lactating mothers was made. The need for slippers, safe drinking water & sanitary pads were met. Spray machines and Sodium hypochlorite were provided to sanitize community areas.

In Bap and Pisangan, ration has been distributed twice in the year. In in the 1st phase- 1547 families benefitted from it, whereas in the 2nd phase 650 families received rations.

In the 1st phase 24 pregnant and lactating mothers were given nutritional supplements. In the 2nd phase 317 pregnant and lactating mothers were given nutritional supplements. In addition, 500 adolescent girls were also given nutritional supplements.

1500 earthenware pots were distributed for cold water in the raging summer with community support.

84 water tankers in the 1st phase and 65 in the 2nd were distributed in places where there was a shortage of water.

Around 5000 sanitary napkins packets were distributed in shelter homes for migrant workers. DD workers, AWW and members of the Mahila samooh helped in the distribution.

Around 8000 masks and 236 sanitizers were distributed to teachers, police and other frontline workers. Many women were involved in making masks.

35 pairs of slippers in the 1st phase and 483 in the next were distributed to migrant workers.

8. FED FUNDED BLOCKS-BALI, DESURI AND LAXMANGARH

Bali, Desuri and Laxmangarh are three blocks of DD where currently there is no funding through a donor project. These blocks are in part funded by FED.

Over the years, DD has been successful in strengthening and empowering youth and women's groups. The community is aware of their rights and responsibilities. Even though regular residential camps could not be organized in these blocks, community-based activities and programs continued despite lack of donor funds.

During pandemic, women's groups and youth groups were in continuous touch with people physically and with the help of technology. They created What's app groups and helped in a number of ways.

- Awareness drive: Youth and women's groups created awareness in the community regarding Covid-19 and measures to be adopted to keep safe. They used technology, went door to door, took out rallies, painted slogans on walls, pasted posters with information about the disease and how to keep safe.
- Counselling: Youth and migrant workers who came back to their villages due to lockdown were going through a difficult time. Frustration often led to addiction and domestic violence. DD workers helped to counsel them, to get job cards so that they could avail of MNREGA scheme and connected them with PDS to get free rations.
- Distribution of ration: The community collected money to buy and distribute dry rations to help the poor and needy.
- Making and distribution of masks: those women who had sewing machines at home, helped make masks and distribute them free of cost to high risk people like those working at shops, MNREGA, labour etc.
- Sanitization: Houses, drains, community spaces were sanitized with Hypo-Chlorite.

Youth and women's groups helped the community become aware of their voter rights. Discussions were held with community on Panchayat elections – how to choose the correct candidate, how to make elections corruption free etc.

Work at Ikhvelos continued despite lockdown. Ikhvelo in-charge continued to educate children 'online' and to work on issues like SRHR.

9. REVIEW AND PLANNING

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

- Ikhvelo
- Cluster
- Blocks
- State

These meetings are an opportunity for participatory team building of staff.

The COVID lockdowns and travel restrictions during the last year prevented face to face meetings of SCU and PDs.

Nevertheless video platform such as Zoom provided an opportunity for SCU and PDs(along with other field staff) to meet frequently for planning, review & monitoring purposes.

Project Directors Meeting

- 29/04/2020
- 06/05/2020
- 03/06/2020
- 24/02/2021
- 26/02/2021
- 05/03/2021
- 09/03/2021
- 13/03/2021

Statutory meetings of FED's Board of Trustees and Executive Council were held as follows:

Board of Trustees Meeting

- 10/10/2020
- 06/03/2021

Executive Committee Meeting

- 30/07/2020

10. SHRI ANIL BORDIA SCHOLARSHIP

The Anil Bordia Scholarship is awarded annually to those adolescents of Doosra Dashak (DD) who wish to continue their higher education after participation in a 4-month residential camp, but are inhibited by financial constraints. This year 11 adolescents (all girls) were awarded this scholarship. 4 adolescents out of 11 girls qualified for the first time while the scholarships of 7 girls was renewed. Details of scholarship holders are as under:

Table 9: Recipients of AB Scholarship

	Name of DD participants, with block	Block	Studying in	Amount per year	Status
1.	Ms Tulsi Kumari	Desuri	MA I Year	Rs. 10,000/-	Renewal
2.	Ms. Santi Kumari	Abu Road	BA II Year	Rs. 10,000/-	Renewal
3.	Ms. Kari Kumari	Kishanganj	BA II Year	Rs. 10,000/-	Renewal
4.	Ms. Dholi	Laxmangarh	BA II Year	Rs. 10,000/-	Renewal
5.	Ms. Sika Kumari	Abu Road	BA I Year	Rs. 10,000/-	New
6.	Ms. Shobha Kumari	Desuri	MA I Year	Rs. 10,000/-	Renewal
7.	Ms. Chamci Kumari	Pindwara	BA II Year	Rs. 10,000/-	Renewal
8.	Ms. Sahina Bano	Laxmangarh	MA Final Year	Rs. 10,000/-	Renewal
9.	Ms. Priyanka Kumari Bairwa	Bassi	Class-12	Rs. 10,000/-	New
10.	Ms. Rubina Bano	Pisangan	Class-11	Rs. 10,000/-	New
11.	Ms. Suman Bairwa	Pisangan	Class-11	Rs. 10,000/-	New

11. SCHOLARSHIP BY SHRI VIJAY MANILAL

Apart from the Anil Bordia Scholarship this year Shri Vijay Manilal from USA has started a scholarship for marginalised adolescents through FED. These scholarships are to be awarded annually to those adolescents of Doosra Dashak (DD) who wish to continue their higher education but are inhibited by financial constraints. This year 4 adolescents (all girls) were awarded this scholarship. Details of scholarship holders are as under:

Table 10: Recipient of Vijay Gina Manilal Scholarship

	Name of DD participants, with block	Block	Studying in	Amount per year	Status
1	Ms Durga Kumari	Desuri	BCA I Year	Rs. 10,000/-	New
2	Ms. Sangeeta Kumari	Desuri	BA II Year	Rs. 10,000/-	New
3	Ms. Andu Kumari	Abu Road	BA II Year	Rs. 10,000/-	New
4	Ms. Arti Bairwa	Bassi	BA I Year	Rs. 10,000/-	New

12. FINANCIAL OVERVIEW OF FED

Financial Discipline (Audit and Income Tax)

The Foundation for Education and Development has ensured timely filling of Income Tax Returns based on its Audited Annual Accounts by an independent firm of Chartered Accountants. It has filed Income Tax Returns for Assessment Year 2020-2021. Audited accounts have 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:

Table 11: Position of the Corpus Fund

(Rs. in crore)			
Sr. no.	Corpus Funds	As on 31.03.2020	As on 31.03.2021
1	SDTT-FED-Corpus Fund	7.30	7.38
2	FED Fund (Self-generated)	1.51	1.74
3	AB Scholarship Fund	0.20	0.26
	Total	9.01	9.38

Table 12: Position of Annual Turnover

(Rs. in crore)			
Sr. no.	Particulars	2019-20	2020-21
1	Annual Turnover	4.69	4.34

Above position reveals that FED has a healthy Corpus of Rs.9.38 crores as on 31.03.2021 and Annual Turnover of Rs.4.34 crores during the year ending as on 31.03.2021. These strong parameters have enabled FED to access project funding from prestigious funding agencies such as Azim Premji Philanthropic Initiatives (APPI), Bajaj Auto Ltd., HT Parekh Foundation, ICRW, and HCL Foundation.

13. GRATEFUL THANKS TO OUR FUNDERS

FED would like to take this opportunity to thank the donors who have generously reposed faith in the project. Their contributions have helped support and fund activities that are often out of reach for participants. Participants from four month residential camps, life skills and short term training camps, continuing education centres and other interventions of DD have benefited from the generosity of donors in the past year.

Azim Premji Philanthropic Initiative (APPI) – APPI has granted project funding to FED to empower marginalized adolescent girls to assume leadership roles for social transformation in 50 villages of Bap and Pisangan Blocks of Rajasthan. The project commenced in May 2019 and has been approved for a 3-year period.

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 resumed project support to 2 blocks (Bassi and Kishanganj). They have agreed to fund organization capacity building through external expertise.

Bajaj Foundation – Bajaj Foundation sanctioned a 3-year project to FED starting July, 2019 “To educate and empower a majority of marginalized adolescents in the 20 villages of Abu Road block to become harbingers of social transformation.

Bloom & Give – Bloom & Give supported three continuing education centres (Ikhvelo) in Pisangan block under the project “Empowering Adolescents of Marginalized Communities” to create an environment that contributes to breaking the endless cycle of child marriage, teen pregnancy and gender abuse.

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

International Centre for Research on Women (ICRW) - A formal partnership between ICRW and FED was initiated to implement ‘Gender Equity Movement in Schools (GEMS)’ project with class 6-8 boys in Pindwara block. The project started in September 2019 and covers 94 public schools catering to 114 villages.

Hindustan Computers Limited Foundation (HCLF) – HCL Foundation approved the 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. The project came to a close in June, 2020.



14. CHALLENGES OF RESOURCE MOBILIZATION & WORKING WITH DIVERSE DONORS

DD has been working with different donors in six blocks on various projects. It has been a challenge to meet the expectations of each donor especially during the pandemic. The challenges have been at different levels- from formulating proposals, to reporting, review and monitoring, in different donor formats as per their requirements.

15. 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. He resigned as a Trustee in April, 2021 due to personal reasons.
- 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.
- 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 of Political Science at Hyderabad Central University. She 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. 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 (Ministry of Home Affairs) and a member, Central Administrative Tribunal. He was awarded Police Medal for Meritorious Service, 1958 and President's Police Medal for Distinguished Service in 1992. He is 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:

Ms. Abha Bhaiya, (Founder Director, Jagori, New Delhi)

Shri Ashok Kumar 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)

Ms. Shubhangi Sharma, Executive Director, IIMPACT India.

Shri. R.D. Sharma, Acting Director, Doosra Dashak, Member Secretary

Representatives of Project Directors

Shri Narsaram, (Abu Road)

Ms Rajani Sharma, (Desuri)

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
DD Doosra Dashak
FED Foundation for Education and Development
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

PD Project Director
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
YSS Yuva Shakti Sangathan