

PRAVAH & APPRECIATIVE ENQUIRY 2000 – 2003



Building leadership among youth for social change



About this document

This is a documentation of the evaluation that was conducted in 2003 for the period 2000-2003, at both the organisational and programmatic levels for Pravah. The background, process, data and specific outcomes of the exercise have been summarised here.

This would be useful reading for partners of Pravah in order for them to be able to understand the strategic direction of Pravah as well as the content and design of its interventions. Since a lot of changes initiated in both the organisational and strategic focus have emerged from the findings and recommendations thrown up by this evaluation, the document provides deep insight into the rationale behind these shifts within Pravah.





Acknowledgements

This evaluation has been an extremely meaningful and enriching experience for Pravah one, because it gave us an opportunity to reflect on our work so far and create a road map for the future that builds on the feedback and recommendations that have emerged from the exercise and two, because it also created the opportunity for us to engage deeply with all our partners who have contributed immensely to the vision and growth of Pravah with their valuable support and encouragement. We'd like to acknowledge and thank all our partners which include principals and teachers from schools that we've been working with , NGO partners, the external evaluators - Fr. Heredia, Gagan Sethi, and of course our students who we did not meet specifically for this evaluation but sought feedback from at various points in time.

We understand and deeply appreciate the time and energy that all of these people have invested in meeting and sharing their valuable inputs with us on this evaluation and we hope the results of this exercise will help in further strengthening our relationship, giving it direction and energy.

As we move ahead with a challenging road map to lead us in the implementation of the recommendations, we would like to invite your participation and support in working with us and helping us achieve the standards we've set for ourselves- for it's a long road and we've only just begun!

Thank you

The Pravah team

Pravah was set up in 1993 as a non-profit registered society to work with adolescents and youth in the area of citizenship education with a vision to build leadership for social change.

The youth intervention (SMILE program) addresses college and non- college youth by providing them opportunities to gain hands- on exposure to social issues. This is done through encouraging volunteering with urban/rural NGOs as well as social action projects and campaigns.

The adolescent intervention in schools addresses life skills and citizenship education. It was initially conducted through the VIDYA program.

In 2000-2001, the VIDYA program was redesigned and it matured into the Making Changemakers (MCM) program, which is delivered through a 40-hour curriculum titled From Me to We and the FUN camps. These interventions are currently operational in approximately 30 schools in and outside Delhi reaching out to 3500 students annually.





PROCESSES 1



PROGRAMMATIC IMPACT ASSESSMENT



The Making Changemakers (MCM) program, between 2000-2002 has been supported jointly by Sir Ratan Tata Trust (Mumbai) and the Lodestar Foundation (USA). From 2002 onwards, The Tides Foundation (USA), has been part-supporting the program on the recommendation of the Lodestar Foundation (USA).

Since this was a pilot project, it was felt that an evaluation of the program would enable Pravah to make an assessment, consolidate learnings and strategize for the future.

A participatory evaluation was therefore conducted by Fr. Rudolph Heredia from the Social Science Centre St. Xavier's College, Mumbai who facilitated the process of activity level impact assessment of the intervention

Over a period of four months from November 2002 to February 2003, the evaluation was conducted. The methodology for the impact assessment was primarily qualitative. Interviews and group discussions were conducted with principals and teachers of 12 schools in Delhi and 3 schools in Jaipur for the 'From Me to We' program. For the FUN camps, feedback from student log books (which record their experiences, attitudes and thoughts before and during the camps) and interviews with/written feedback from principals and teachers of 5 schools and 2 host organizations were used.

The key findings and following recommendations were discussed and finalized over 4 days through workshops involving the entire Pravah team and facilitated by Fr. Rudolph Heredia.



Key findings

'From Me to We' curriculum

Making Changemakers (MCM) is a program that inculcates social responsibility through the development of life skills and awareness/ sensitization to social issues in adolescents. The program includes the design and delivery of a 40 hour curriculum on Life Skills and Citizenship Education entitled 'From Me to We' with schools conducted with adolescents between the ages of 14 – 17 years, and evaluation of the effectiveness of the curriculum using an attitude scale through an instrument measuring changes in the students before and after the intervention, along with regular reporting for each school.

Regarding relevance of the program, it is encouraging that through their long-term association with Pravah, schools have started realizing the immense need and relevance of education for social responsibility, and therefore for a program like From Me to We. While the overall feedback was positive, there was an expressed need for improving aspects such as quality of facilitation, contextualisation of the curriculum, and enhancement of impact on students through action projects.

There appears to be a high degree of clarity of the curriculum's vision and objectives amongst principals and teachers except amongst those teachers who have not been continually associated with the program.

There seems to be a general agreement on the effectiveness of the content and relevance of the curriculum. However, in order to contextualize and customize the content further, the need to develop a common understanding between partners was highlighted.

On the aspect of coordination and facilitation by Pravah, there was mixed feedback which brought forth issues of relationship building with the school, the need to enhance quality of facilitation and on-going monitoring and review processes.

One of the lacunae of the program was that Pravah did not actively facilitate students to undertake action projects in all the schools. However, the fact that the schools believed that it was an important aspect that Pravah needs to address is a positive sign. It goes to show that the schools do consider the intervention to be valuable and have expressed the need for strengthening its impact, which is done best by concrete and visible action projects.

On the issue of sustainability, the findings seem to indicate that these interventions are most effective when they are sustained from within the school. This could be done either by having teachers trained by Pravah running the program, or by ensuring that some teachers are "attached" to the program so that they can reinforce what is being covered in the workshops. This





is an endorsement of the need for Pravah to focus on strengthening the From Me to We intervention through its teacher training program.

Overall, the most commonly observed change among students has been increased confidence levels and more positive interpersonal behaviors. By and large, every school has shared examples of individual cases of students (the “quieter ones”) where they have observed a marked difference in the way the individual would participate in group processes and express and assert himself /herself. In the absence of instances where students have taken initiative to express their concern towards social issues, it becomes important for the curriculum to make a stronger connection between interpersonal skills and their social relevance by making linkages to the real world.

5 of the 7 organizations contacted gave positive feedback on the camps on all aspects including its vision, the design, coordination, facilitation, and the impact on the students. The other organizations viz. 2 schools, while indicating their belief in the vision and objectives, also focused largely on the need for improvement in aspects relating to implementation such as design and delivery.

There was a clear need for the program - the findings indicate that all the partners felt that.

Except 2 schools, all the partners felt that the objectives had been met. For these 2, the feedback reflected a difference in understanding of objectives between Pravah and the school.

All the partners felt that the basic design was effective and in sync with the set objectives. However, there was a need for Pravah to ensure that activities that are challenging and help provide insights into rural realities are included in every camp.

Key findings

FUN Camps

Friendship Udankhatola (Fun) Camps offer an interactive experiential learning module that enables urban students to learn about rural India through hands -on exposure and reflect upon themselves and their roles in society. The camps facilitate among students the breaking of stereotypes and develop in them respect for each other’s culture, traditions, environment and knowledge systems. The camps also expose students to voluntary work, NGOs and development work.





In 1 school the camp had made a considerable impact on the rest of the school's culture/ atmosphere. This can be attributed to the fact that in this school, the experience of the students and accompanying teachers has been by and large positive.

The program has been made an integral part of the curriculum in 2 schools. However, in one of them, although rural exposure has become part of the school curriculum, it is no longer undertaken in partnership with Pravah.

In the light of the feedback that the impact of the camp wears off over a period of time especially because the students have so many activities vying for their attention, there is a need for sustained follow-up. This therefore points to the need for long-term follow-up to be integrated into the program, and plans for these (including action programs by students) to be designed with the school.

In terms of future plans, all the partners with the exception of 2 were willing to make a long-term commitment vis-à-vis the association with Pravah on future FUN camps.

On coordination and facilitation, there was general agreement on its effectiveness. In 2 cases the feedback pointed to the relationship between facilitators and teachers not being managed well, which led to ineffective coordination and facilitation.

The impact on students has been observed only in 2 of the schools in terms of students demonstrating a significant positive change in attitudes and awareness about social issues.

The analysis of the data from student logbooks shows considerable positive movement on all the areas (Self-awareness, Trust, awareness on sustainable development, rural crafts, interpersonal skills and rural knowledge).

Both the host organisations interviewed, felt that the program contributed positively towards strengthening their objectives and enhancing their outreach. It was felt by the Pravah team that designing the camp in partnership with the host organisation would greatly contribute to the content and quality of the program.

The organisations also shared that their expectations from the camp had been met with and reiterated the fact that the objectives of the camp synchronized with their own organisational objectives.



KEY PROGRAMMATIC RECOMMENDATIONS



The findings shared before have led to significant recommendations that are both general in nature, and specific to both the programs. The following pages record these recommendations.

These recommendations are of two types, namely, General Recommendations and Program Specific Recommendations.

The General Recommendations are those that refer to the overall adolescent intervention. These are common across all specific programs within this larger umbrella.

The Program Specific Recommendations are those that are specifically related to the two direct intervention programs of MCM – From Me to We and FUN camps.



1. GENERAL RECOMMENDATIONS

A. Strengthening partnerships

One of the key findings in this evaluation has been the critical need for Pravah to strengthen its relationship orientation towards schools and other institutional partners including NGOs. To facilitate this, recommendations and action –points for the same have been formulated in the following broad areas:

- I. Developing institutional partnerships
- II. Enrolling teachers as partners
- III. Involving principals in the program
- IV. Creating a constructive and participative school environment for the program
- V. Creating participative evaluation and feedback processes
- VI. Involving Parents in the program

B. Facilitation

The evaluation has indicated that while the content and relevance of Pravah school intervention is fairly good, it is the inconsistency in delivery, which is a cause for concern. To strengthen Pravah's facilitation recommendations have been drafted in the following areas:

- I. Training of facilitators
- II. Adequate monitoring and review processes

C. Coordination

Coordination refers to the overall management and monitoring of each of the interventions with each of the partners as well as creating linkages for greater inter and intra intervention impact. As is the case with facilitation, coordination is an area that needs to be strengthened in terms of consistency and effectiveness. The recommendations highlighted the need for communication between Pravah and the school to be prompt and regular. This communication should also include ongoing feedback on the workshops.

D. Follow- up

The current program design envisages a project undertaken by the students at the end of the program. It would appear however, that this is not sufficient and the action component of the Pravah interventions needs to be strengthened through:

- I. Design and implementation of creative action learning programs for each module as well as the entire curriculum
- II. Creation of spaces to connect and work with alumni

E. Sustainability

Pravah's long term plans indicate the strategy to move from direct execution with adolescents to training and facilitation in terms of building capacities in teachers to conduct the program in their schools. Keeping this in mind Pravah should develop clear strategies in partnership with the school as well as the NGO (in the case of FUN) to develop a plan for making this happen so as to make each program sustainable within a specified time frame.





2. PROGRAM SPECIFIC RECOMMENDATIONS

From Me To We - The 40 Hour Curriculum

A. Program Design

Since different schools have their own specific needs as well as infrastructure constraints, Pravah will need to customize and contextualize its programs in line with the requirements of the schools without compromising on its goals and objectives. In this regard it is recommended that optimum standards and non negotiable norms related to these be specified in a number of areas including duration of each session, gap between sessions, group size, age group, physical space, content, structure, methodology, follow up and action plan. The evaluation instrument used by Pravah i.e. the Social Sensitivity Instrument (SSI) needs to be redesigned.

Fun Camps

A. Strengthening Partnerships

Recommendations in this regard have already been made in the general section. However, since the findings of the evaluation indicate that in the recent past there has been a breakdown in the relationship between Pravah and one key partner school in the program, a further detailing of the more generic recommendations have been made for this specific section. This would enable Pravah to focus its energies to sustain and strengthen its relationships. Keeping in mind the recommendation of developing a three-way partnership between Pravah, the NGO and the school, the following parameters have been developed as key considerations:

- I. Developing a partnership orientation to the school
- II. Developing an effective relationship with teachers
- III. Developing a relationship with parents
- IV. Developing a relationship with NGOs
- V. Redesigning the orientation and pre-camp preparation processes

C. Facilitation

Facilitation emerged as a key area of concern in the evaluation. Due to the intensive nature of these camps facilitators are in very close contact with teachers and students. It is important to concentrate on developing facilitator competencies through training and monitoring, and maintaining an optimal student facilitator ratio.

D. Follow Up

Strengthening FUN specific follow-up strategies i.e. post camp review, feedback, reporting and facilitating action projects with students would help Pravah assess and reinforce the learnings at camp.

E. Sustainability

Pravah needs to develop processes for building a 3 way partnership between itself, the school and the host organisation.

F. Program Design

The general recommendations regarding the need to customize the program to the partner schools apply to the FUN camps as well. However in view of the special nature of the program it requires a greater degree of attention, since every camp site offers very different exposure opportunities and degrees of hardship.

J. Fun Camps For Class IX

In view of the feedback received, recommendations have also emerged for the FUN camps conducted specifically for students from Std. IX. The recommendations are that a separate design be developed, with the campsite being relatively closer to Delhi, camps being of a shorter duration and with a more flexible structure.





PROCESSES 2





ORGANIZATIONAL EVALUATION AND DEVELOPMENT



With the objective of enhancing organizational effectiveness, a programmatic and organizational level evaluation was conducted through a participatory approach. This was done over 2 sets of workshops for 2 days each with the entire Pravah team, facilitated by Mr. Gagan Sethi. The process involved an assessment of the organization including systems and structures to identify areas of change. The key areas are being strategized through 3 change projects to be implemented by the Pravah team over the next 1 year.





1. OVERALL ORGANISATION RELATED KEY RECOMMENDATIONS

ORGANISATIONAL AND PROGRAMMATIC ASSESSMENT PROCESS – A SUMMARY

Discovering Pravah

The workshop began with an exercise that was aimed at helping the team discover Pravah collectively. The team, through individual stories discovered the life – giving forces and values that form the bedrock of the organisation. The significant values identified by the team commonly were commitment and taking responsibility. The life giving force singled out as the most important one was celebration of togetherness.

Understanding Pravah

The next stage was that of understanding Pravah more deeply and clarifying the orientation of the organisation in terms of 3 common orientations – to be; to do and to relate. Each one of these orientations has an implication on the roles of the personnel and ideally a balance between all the 3 orientations is the key to being an effective organisation. Largely, the group felt that Pravah had a leaning towards the ‘to do’ state. The discussion also indicated that there were gaps in the understanding among personnel with respect to the 3 states.

A. Organizational strategy

- I. To rearticulate the purpose of the organisation and make the structure respond to strategies.
- II. To envision the organisation as a whole and develop clear cross functional synergies.
- III. To develop organisation wide quality benchmarks in different areas.
- IV. To further develop the concept of the capability centre.
- V. To develop procreation strategies for Pravah and for each of its programs.
- VI. To identify process change agents.

B. Structural innovation

- I. To analyse and define roles and responsibilities for each position.
- II. To review the possibility of creating a shared leadership model.
- III. To put in place a plan to develop second line leadership.

C. Human Resource Development

- I. To strengthen internal synergies and competencies through training.

Organisational development audit

In order to study the structure of Pravah, an organisational audit was carried out through a questionnaire. The five structural models presented through the audit were Simple Structure, Machine Bureaucracy, Professional Bureaucracy, Divisionalised Form and Adhocracy. The definitions of each are given in the main report. The scores suggested that Pravah is moving towards being an Adhocracy. It is currently between the stages of the Divisionalised Form and an Adhocracy.

Adhocracy refers to a form of organisation, which is creative, flexible, informal and expert. It consists of temporary ad hoc groupings, which are constantly changing as





- II. To undertake a participatory process of self- audit and feedback on capacity requirements.
- III. To create a process of sharing of expectations across functions and levels.
- IV. To review remuneration structures.
- V. To review systems and processes.

D. Governance

- I. To invite auditors to audit Societies Act norms along with financial compliance norms.
- II. To expand the board to include people who would be able to review and critically analyse systems, ask 'good questions' on compliance and advise on strategy.
- III. To involve the board in playing a more formal, directive role.

E. Financial management

- I. To develop a more effective method of managing financial resources.
- II. To streamline the administration system.

needs change. Bureaucracy, formalisation, systems and the like are kept to a minimum. There is much emphasis on open communication.

Making Pravah a home

The metaphor of the home was applied to Pravah by analysing different elements of a home. The elements were placed along 6 poles of a star viz. exterior realities, interior realities, orders and conflicts, aesthetics, materials and technology, material services, spirituality and ideals.

The Pravah team reflected along these parameters (star model), on Pravah and its 2 main functions – on the relationship between different dimensions of an organisation

and what was the current situation of Pravah around these dimensions. This reflection was made in 3 teams viz. the leadership team looking at the organisation as a whole, and the MCM and SMILE teams looking at their specific programs. The teams also identified areas that required intervention, and these were articulated through change projects.

It was found that there was a great deal of coherence between the teams' perception of different processes. It was felt that the teams needed to be far more critical of their own processes and tended to externalise their problems. It was also felt that more engagement in the planning process and better communication between teams would be helpful in ironing out some of the issues and developing a better perspective of the concerns in a more meaningful way to prevent externalising the issues.

Change projects

The teams then went back to work on sharpening their respective change projects before they met for the second phase of workshops. These were discussed along the 6 parameters identified in the star diagram.

External reality

There was a great deal of coherence within Pravah on the understanding of the external reality. This is a reflection of the synergy between Pravah's vision towards addressing these realities.



2. PROGRAM SPECIFIC GENERAL RECOMMENDATIONS

Internal reality

There seems to be a coherence in terms of understanding the internal reality of the organisation and its response to the external reality as expressed through its interventions.

It was felt that one of the most positive changes in internal reality was the leadership change proposed and implemented in 2002. However, it also brought forth the need to build the strength of the leadership team to ensure organisational effectiveness. The development of the capability centre was also seen as a strong part of strengthening the internal reality of Pravah.

In general, most of the Pravah team reflected that motivation levels could go down and the responsiveness decrease due to reasons such as inadequate remuneration, celebration and acknowledgement, training and the 'to do' orientation reflected by inadequate attention to quality.

Purpose

Overall, there seems to be coherence in purpose within the various teams.

The need for Pravah to clearly articulate strategies for

The teams drafted specific recommendations related to their change projects, which have been mentioned in detail therein. The general recommendations on each of the programs are given below.

A. Making Changemakers

The key recommendations from the impact assessment have been reflected in the recommendations from this process as well. The areas addressed are given below

- I. Curriculum design and delivery
- II. Action projects
- III. Training and development
- IV. Creating change agents for Pravah

B. SMILE

- I. Mobilisation
- II. Mentoring students
- III. Volunteers as change agents
- IV. Networking with organisations
- V. Training and development

procreation were also specified and emphasised.

It was also felt that to reduce the 'to do' orientation and increase the quality orientation there was a need to clearly articulate and understand the objectives of each intervention and Pravah as a whole.

Materials and technology

The diversity of the team emerged as a key area of strength. The areas of divergence discussed were:

A need to enhance the ability of the team to conceive the smallest part as integral to the whole such that each part is complete in itself.



The highlights of the change projects are mentioned here. The details of each project are given in the main report.

Leadership team change project

This is to develop a strategic plan for Pravah. The project is based on the hypothesis that there is a possible lack of ownership and respect for one's own and other's roles leading to poor accountability.

Making Changemakers team change project

This project focuses on strengthening training of Pravah facilitators and making action projects an integral part of the program. The hypothesis that the team worked on was that the organisational response to changing realities is slow.

SMILE team change project

This project is aimed at enhancing the effectiveness of the volunteering program. The hypothesis was that the contribution made by volunteers that Pravah works with is not adequate, and this is also due to a considerable amount of process waste in the SMILE program.

The need to improve assessment and evaluation processes, and to create adequate systems for feedback.

Orders and conflicts

Overall, the fairly flat structure and the non- rigid hierarchy were perceived to provide comfort and enable multi tasking in a non-competitive atmosphere. The areas of improvement that were identified were:

Cross level and cross functional communication as well a greater degree of engagement in the conceptualising, planning and design processes.

Leadership role definitions and there being 'too much leadership in too little space'.

3. PROGRAM SPECIFIC CHANGE PROJECTS

The need to create spaces for articulating differences at various levels was also discussed.

The need for the board to take on a more directive role

Complete adherence to norms of the Societies Act in terms of documentation including formal minuting of board meetings etc.

The need to reorganise the financial system to reduce process loss and overload on operation systems.

From a programmatic point of view, the existence of process waste possibly leading to the ineffectiveness of implementation of strategies.

Aesthetics

The greatest strength identified was the symbol of a river and a boat and its association with the name Pravah. As a metaphor, everyone including Pravah's audience identified strongly with it. However, there needed to be a greater formality and sharpness in communication both internally and externally.





CONCLUSION

The impact assessment and OD process for organisational and programmatic evaluation have thrown up several recommendations, which have been described in detail in the rest of this document.

While some of them are being operationalised through the change projects, a more conscious effort to integrate these into Pravah's annual planning and review process would be undertaken.



ABOUT PRAVAH AND ITS PROGRAMS



Towards self development and social responsibility

ABOUT PRAVAH

Vision

Building Leadership among Youth for Social Change

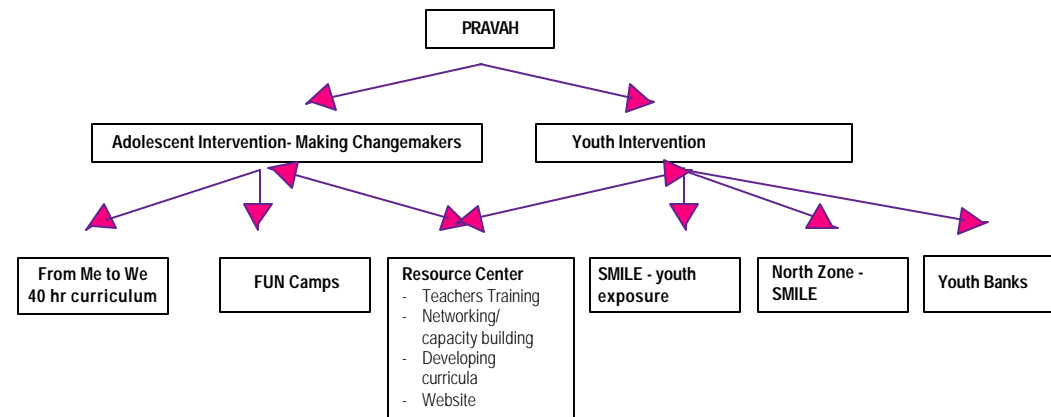
Pravah was founded in 1993 as a non-profit registered society by a group of young professionals creating a confluence with vast experience in diverse fields like human resource development, theater, psychology and social sciences with a view to influence societal issues. Pravah is dedicated to equipping young people with skills for personal growth and development, essential to building sensitivity and responsibility towards society and developing them into positive changemakers of the future. This framework has helped in developing innovative training methodologies in the field of citizenship education.


Pravah believes that mainstream education in India overlooks issues of social relevance. By empowering future decision-makers with the skills to develop positive attitudes, to solve problems creatively and to become socially responsible citizens, they are working towards building a qualitatively different future for our country.

Pravah has been working with adolescents and youth in schools and colleges through a number of programs (see chart).

The Youth Intervention mobilizes college and non-college youth through hands on exposure to development issues. To enable these young people to become agents of social change, the intervention also develops their competencies through a series of workshops on life skills, campaigns on social issues, meetings and events.

In Adolescent Intervention, Making Changemakers (MCM) is a program that inculcates social responsibility through the development of life skills and awareness/sensitization to social issues in adolescents. The program is being supported jointly by Sir Ratan Tata Trust (Mumbai) and the Lodestar Foundation (USA). This report documents the findings of the evaluation of this program.





Pravah has been working with schools on life skills and Citizenship education since 1993 through the VIDYA program. In 2000-2001 VIDYA matured into the From Me to We curriculum and FUN camps, which have been operational in about 30 schools in and outside of Delhi.

Pravah has also collaborated with Sambhav in Jaipur and Sankalp in Mamuni on conducting citizenship education programs with adolescents. Sambhav is currently working with 11 schools in and around Jaipur. Sankalp is working with approximately 300 young people from local communities who are not necessarily part of formal schools.

Over the last 9 years the program has managed to establish credibility within the education sector. Its methodology together with the design has enrolled a long-term commitment from schools with varying profiles.

ACTIVITIES UNDER MCM

From Me to We

This includes the design and delivery of the 40 hr curriculum on Life Skills and Citizenship Education with schools conducted with adolescents between the ages of 14 – 17 years; and evaluation of the effectiveness of the curriculum using an attitude scale through an instrument measuring changes in the students before and after the intervention, along with regular reporting for each school.

Training of teachers

Training of facilitators to implement the life skills curriculum with their students is part of the program.

The Beyond Zebra Initiative

A network of NGOs working with students on social issues. The network has developed a curriculum that addresses different issues like child rights, homelessness & poverty, environmental degradation, waste management, volunteerism, AIDS and sexuality.

FUN camps

Camps organised for urban school students to encourage an understanding of rural issues and realities, and establish the interconnections with our own urban lifestyles.

From Me to We- the 40 hour curriculum

The objective of this curriculum is to recognize, motivate and promote individuals and their innovative initiatives in the areas of social responsibility education.

The curriculum is conducted with adolescents in schools over an academic session. Typically every group goes through a series of workshops, the duration of each varying according to what fits in with the school calendar.

ABOUT MAKING CHANGEMAKERS

Program Vision
Towards building leadership for social change among adolescents through design and delivery of innovative service learning and life skills education programs.

The curriculum
aims to develop in the student:

- The ability to discover intrinsic talents and abilities
 - Personal and social responsibility
 - A sense of purpose in life
- Positive attitudes and values
- Desire to engage with personal and social problems

Responsible decision making skills

- Leadership and Team skills
- Creative problem solving skills
 - Tolerance and respect for diversity



TEACHER TRAINING PROGRAM

Program Objectives

To train teachers coming from high, middle and low-income schools to run a curriculum on life skills and social responsibility

The curriculum aims to enable teachers

- To understand themselves and identify their role in society
- To link the process of education with social realities
- To understand issues and dynamics of the existing education system
- To learn new ways of designing and teaching within the existing framework
- To equip themselves with resources and tools to deliver the curriculum on life skills and social issues
- To interact, share and learn from each other

FUN (FRIENDSHIP UDANKHATOLA) CAMP

The camp is an interactive experiential learning module that enables urban students to learn about rural India through hands-on exposure. It provides an opportunity to urban students to make friends with rural adolescents, learn traditional crafts, gain insight into rural socio-economic structures through a village study, builds leadership and team spirit through adventure and enhance personal confidence and inter-personal skills. The program is designed as an intensive participatory learning experience of 5 to 7 days using creative methodologies like theatre, music, simulation exercises and games. The entire camp is designed as a journey where students reflect upon themselves and their roles in society as well as break stereotypes through interactions with local people in rural areas. The focus is on breaking stereotypes through exposure and developing respect for each other's culture, traditions, environment and knowledge systems. Sports, art, music, theatre and adventure are an intrinsic part of the camp.

The camp is also designed with the purpose of exposing students to voluntary work, NGOs and development work in general. The students are prepared before the camp, through an orientation workshop for what they are likely to experience. The emphasis is on learning by doing and reflecting on the rural experience, with a view to identify areas of change by:

- Inculcating positive values and attitudes
- Building ownership for self and society
- Developing interpersonal skills
- Developing opportunities to exercise social responsibility

After the camp feedback is collected from the students in a follow-up program, to evaluate the impact and learning from the exposure. Students fill in logbooks to record their experiences, attitudes and thoughts before and during the camp. Facilitation and personal interaction by the resource persons helps students assimilate the learnings. A great deal of planning is done to ensure that the whole experience is educational as well as fun. The logistics and the arrangements for the camp are organised by Pravah in partnership with an NGO that is working in a rural area.





OTHER ANNEXURES





**PROFILE OF
FR. RUDOLF C. HEREDIA, S.J.
EVALUATOR, MCM PROGRAM**

Rudolf Heredia completed his Licenciate in philosophy (1967) and his Bachelors in Theology (1973) from Jnana Deepa Vidyapeet, Pune. He has his doctorate in Sociology from the University of Chicago (1979). He is the founder director of the Social Science Centre, St. Xavier's College Mumbai, started in 1980. In 1992-94 he was director, department of research, Indian Social Institute, New Delhi, where he also edited the Institute's journal, "Social Action", from 1993-94. He is now the rector of St. Xavier's College, since 1998. His present interests include issues related to globalisation, education, religion, with especial reference to subaltern people.

Some of his publications are:

Voluntary Action and Development: Towards a Praxis for Non-Government Agencies, Concept Pub., N. Delhi, 1988;

Tribal Education for Community Development: A Study of Schooling in the Talasari Mission Area, ibid., 1992;

Urban Housing and Voluntary Agencies: Case Studies in Bombay, Institute of Social Sciences, N. Delhi, 1989;

Tribal Identity and Minority Status: The Katkari Nomads in Transition, 1994, Concept.

He has also published in various journals like the Economic and Political Weekly, as also in some of the local newspapers, such as, The Times of India and The Hindu.





Mr. Gagan Sethi, Executive Secretary of Janvikas since 1987 and Managing Trustee since 1997, has been involved in initiating and co-ordinating Janvikas sponsored programmes. As an expert, he provides training, organisational development (OD), project planning and evaluation support towards institution building to various NGOs, government programs and funding agencies in Sri Lanka, Bangladesh and India.

Mr. Sethi's areas of specialization include Team Building, Conflict Resolution and turnaround OD Intervention and Planning, Monitoring and Evaluation for NGOs and development support organizations. In the course of his career, he has designed and conducted over 400 training programs for these client groups in the field of rural & urban development related to the following issues: Social Forestry Co-operatives, Ecology related grassroots programs, Organization of Schedule Castes and Tribes, Legal Awareness, Lobbying and Advocacy work, Youth & Women and Development and Training of Trainers for support organizations.

Mr. Sethi has consulted for notable clients and projects, conducting Zopp Moderation, Planning, OD and Review Workshops for GTZ, Swiss Development Co-operation, Misereor, IGSSS and others. He has also consulted on Curriculum Development and Long Term Training Program in Gender for Swiss Agency for Development and Co-operation and Diploma in Human Rights for Centre for Social Justice.

**PROFILE OF
MR. GAGAN SETHI
FACILITATOR, ORGANIZATIONAL
DEVELOPMENT**



LIST OF PEOPLE INTERVIEWED

Sn.	Name of School	Designation of Interviewee	Names Persons Interviewed
1.	The Sri Ram School (TSRS), Gurgaon	Principal	Ms Abha Adams
2.	Bluebells International, East of Kailash, New Delhi	Head Mistress Principal	Ms Lina Aparajit Ms Suman Kumar
3.	Kendriya Vidyalaya, Andrews Ganj, New Delhi	Std IX Class teacher School Social worker Principal	Ms Nandita Ms Bhavna Ms D Virmani
4.	Andhra School, Deen Dayal Upadhyay Marg, New Delhi	School Counsellor Principal	Ms Archana Ms. Anmol
5.	Delhi Kannada School, Maharshi Ramana Marg, New Delhi	Teacher coordinator Principal	Ms. V. Lakshmi Mr. Hegadi
6.	Apeejay School, Sheikh Sarai, New Delhi	Std IX Class teachers Principal	Ms.Lata; Ms. Kaveri ; Ms. Somya Ms. Meenu Goswami
7.	St. Mary's School, Safdarjung Enclave, New Delhi	Class Teachers School Counselor Principal	Mrs. Arora, Ms Ranjana Ms Sunita Rao Ms. Annie Koshy
8.	Sarvodaya Vidyalaya, R.K. Puram, New Delhi	Class teachers/ Subject teacher Coordinator	Ms. Rekha Gupta, Ms Jasmine, Ms Neeta Vijay Kumar, Ms Sadhna Vyas Ms Meenu Sakuja
9.	B.R. Mehta School	Vice Principal Class teachers	Ms. Madhu Agarwal Ms. Babbar
10.	Delhi Police Public School, Safdarjung Enclave, New Delhi	Coordinator Vice Principal Coordinators	Mr. Saran Das Mr. Ranjit, Mr. Chowdhary Ms. Ruchie Seth
11.	Nagar Palika Coed School, Moti Bagh, New Delhi	Principal Coordinators Class Teacher	Ms. Bhavna Pandey, Ms. Sree Laxmi Ms Mukta Mr. Meena
12.	Ramjas School, RK Puram, New Delhi	Coordinator Principal	Mr. Suman Mrs. Balachandran Mr. Mitra
14.	Sanskriti School, San Martin Marg, New Delhi	Coordinator (FUN) Coordinator (MCM) Class teachers	Ms Akshika Ms Seema Kapoor, Mrs. Kamala Subramaniam, Ms Neeta Joshi, Mrs Kayastha Mrs. Ishwaran Ms Shivani
15.	Prayas(Shelter home), Tuglakabad Extn., New Delhi	Principal Counselor Teachers	Ms. Devyani; Keshav; Swati; Lata; Sharmishtha Mr Rajib Haldar
16.	Delhi Public School, Rohini, New Delhi	Director	Ms June Fernandes
	Host organisations (FUN CAMPS) SWRC, Tilonia SBMA	Principal (written feedback) Program director Secretary Field officer	Mr Srinivasan, Mr. Kanha Ram Mr Cyril Raphael Mr. Paliwal



SCENES FROM OUR PROGRAMS





*Walking the Thin
Line Between:*



Work and Fun

Sacrifice and Social
responsibility

Indiscipline and
Creativity



Hindi and English

Black and White



Right and Left

From Me to We



Come Walk With Us
prawah

15/10 (2nd Floor), Kalkaji
New Delhi-110019
Tel - 011-26440619, 26213918
e-mail: prawah@vsnl.com
website : www.younginfluencers.com