GANDHI FELLOWSHIP
unfold impact enjoy

Piramal Foundation
knowledge  action  care

**P R O S P E C T U S**
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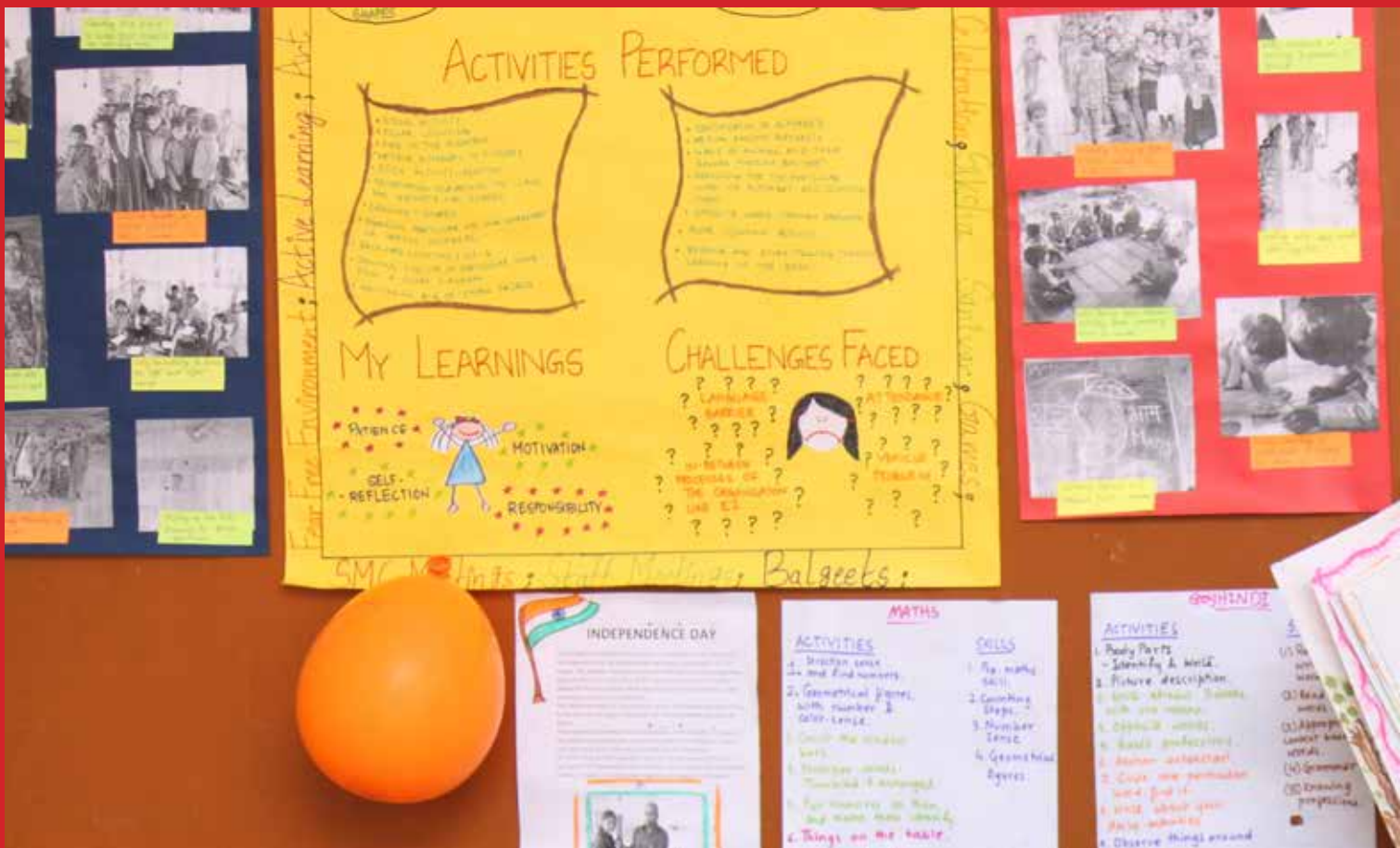
The Gandhi Fellowship Program is a two-year Fellowship program for talented youngsters from India's top colleges.

The program is rooted in the belief that as a nation it is important to develop a cadre of leaders exposed to the complexities of bringing change in social and public systems.

The Gandhi Fellowship Program is designed to provide youth with the opportunity for personal transformation through self-discovery and thereby, contribute to the causes surrounding them. It creates a legitimate space for young people to engage with social issues in a real manner and devote their energies to bring about school change through their tenure and effectively lead complex public systems in the future.
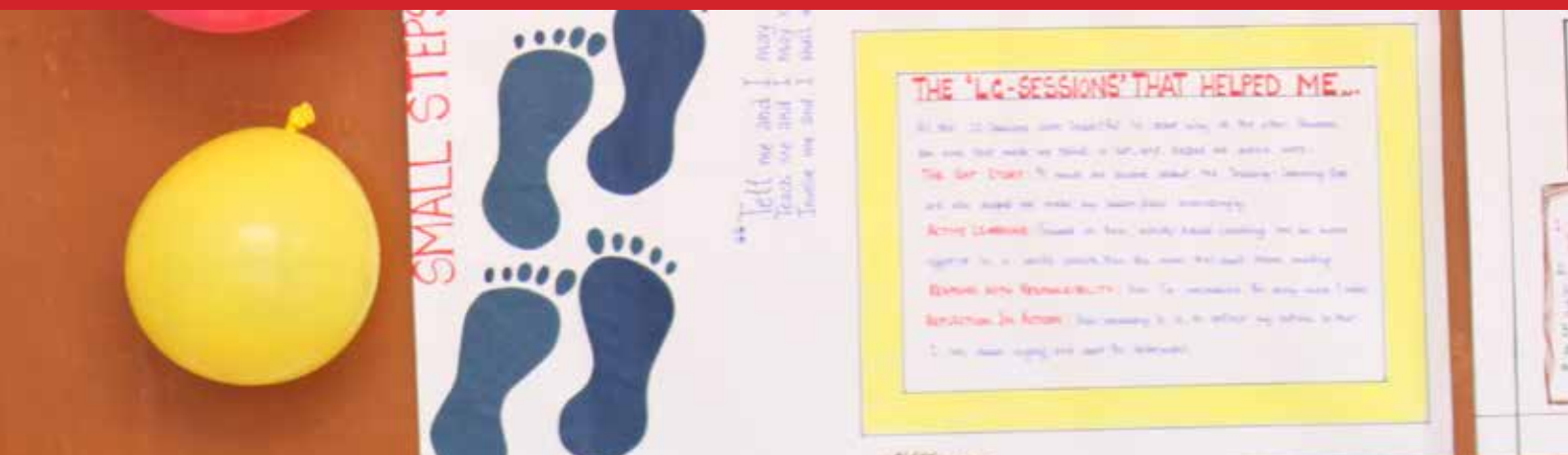
## 2 YEARS, 5 SCHOOLS, 1,000 CHILDREN AND THE GANDHI FELLOW

As a catalyst for school change, each Fellow brings change in 5 schools by being a resource person for the school principals and by potentially impacting the lives of 1,000 children.

Fellows assist teachers and identify when and where Headmasters (HMs) need extra support. Fellows interact and work with teachers, community members and education officials towards the goal of creating model schools.

**PRINCIPAL LEADERSHIP DEVELOPMENT PROGRAM: Principals as Leaders**

The organisation conducts a three-year in-service training course for primary school Principals/ Headmasters called the Principal Leadership Development Program (PLDP). The training combines in-class instruction with live projects, which help establish a connection between theory and practice on the ground. It helps Principals tackle day-to-day problems in government schools and turn around failing schools. PLDP hopes to transform administrators into leaders.

**PLDP AND GANDHI FELLOWSHIP: A Symbiosis**

Fellows facilitate the process of school change by working closely with the HMs engaged in the PLDP. They provide on-ground training and coach them in various aspects of pedagogy, institutional leadership and administrative efficiency. The program adopts a holistic approach to sustain change through key stakeholders i.e. the HMs, teachers, community members, government bodies, experts, multidisciplinary team members in order to impact the quality of learning provided to children.

# FUNDAMENTAL TRAINING PRINCIPLES

**Principle 1: Self as the instrument of change**
The Fellowship program teaches fellows to use their own self as an instrument of change. All the training processes are devised around this principle and focus on the discovery, development and de-conditioning of the self. The organisation's work is greatly inspired by Fullan's thought and writing on educational leadership and change. Fullan (1982, 1993) suggests that the starting point of systemic change is individual change. He believes that individual change creates systemic change when all individuals begin to understand and act within their own sphere of influence, while retaining an awareness of the bigger picture. The village or slum immersion for six weeks, participating in Vipassana, are all parts of the program that are designed to help the Gandhi Fellow (GF) to work on self, and recognize his or her assumptions and values.

**Principle 2: Learning to 'Plan, Act, Reflect, Share'**
The Plan - Act - Reflect - Share cycle is a non-negotiable process in the entire Fellowship program. All the modules in the program are designed to facilitate planning and reflection on every action. Planning ensures that every action is deliberate. Reflection helps analyze the past actions and incorporate the thoughts and learning from them to modify subsequent actions. Reflection is followed by sharing one's thoughts and learning with peers and with the PL / PM. It allows the GFs to receive feedback and add perspectives.

**Principle 3: Action learning through action and abstraction**
For learning to occur the learners must proceed through four stages - concrete experience, reflective observation, active experimentation, and abstract conceptualization. Although a learner can enter the cycle from any stage, she must complete the cycle for learning to take place. Concrete experience is the 'doing' component of learning. The Induction, the Whole School Immersion, Community Immersion, and Field Support program that the GF goes through, become the 'concrete experience' part of the learning cycle. 'Reflective observation' is reflecting on the experience served by the regular reviews and Personal Reflection sessions. The discussion, reflection and review enables the GFs to abstract learning from their experiences, see patterns, make generalizations and understand theoretical principles. This process, along with reading about leadership and life experiences of various people, comprises 'abstract conceptualization' of the Fellowship learning process. Learning would remain incomplete and theoretical if the learner does not practice things differently based on what was learnt. The GF is encouraged to plan for the forthcoming week based on their experience and reflection. 'Active Experimentation' with the learning also helps generate new concrete experiences, leading to further reflection, abstraction and experimentation, and so the cycle continues.

# CURRICULUM
## THE POTENTIAL OF IMPACTING MORE THAN 2,500 PEOPLE
## 40 GOALS | 10 PROCESSES | 7 COMPETENCIES

The two-year Gandhi Fellowship program is designed in a four-semester format. During this period, the Gandhi Fellow participates in a predefined set of tasks and activities designed to ensure that sufficient opportunities and platforms are provided to develop core competencies required to affect large scale change. Fellows create change in multiple contexts - the government school, and in all those communities in which they will live.

The curriculum is entirely goal based. Fellows are challenged to demonstrate learning and impact, which encourages accountability, creativity and resilience.

There are 10 Fellowship Processes across four semesters. Each process has a clearly identified goal, which is tied to various competencies.

Meeting goals through processes hones seven specific, measureable leadership competencies through which their progress is charted.

### The 40 Goals are divided into
12 Impact Goals
8 Learning Goals
11 Reflection Goals
4 Fitness Goals
5 General Conduct Goals

### The 10 Fellowship Processes
1. Field Support
2. Debriefs
3. Classroom Training*
4. Community Immersion^
5. Public Systems Project+
6. Leadership Curriculum
7. Fitness Curriculum
8. Learning Journey
9. Private Dream Discovery Process
10. Collaborative Living

### The 7 Leadership Competencies
1. Self Awareness
2. Collaborative Work
3. Influence without Authority
4. Excellence
5. Risk-taking & Entrepreneurial Ability
6. Value Articulation
7. Private Dream Articulation

Through the program, a Fellow builds each competency from Level 1 to Level 9.

**ASSESSMENT**
At the end of every process, fellows come together for a four-day period of structured reflection around learning called the PRAP or the Personal Reflection Assessment Process. The PRAP helps fellows identify their strengths and areas of development through evaluations and assessment. Fellows are tested for both school support and leadership competencies.
The goal-based framework is used to measure and assess growth and performance. The framework is further nuanced to create markers that help assess high, medium and low performance.

**CYCLICAL**
The continual cycle of experience - reflection - conceptualization - experimentation that is an integral part of the Gandhi Fellowship program becomes a transformative process. As the GFs go through regular iterations of this cycle, the learning and change taking place within the GF gets articulated and in the process becomes consolidated and internalized.

* 4 Classroom Teaching (CRT) processes in each semester with impact goals deepens fellows engagement in the classroom.
^ 4 Community Immersions (CI) give Fellows opportunity to understand engage and mobilize a community.
+ 4 Public Systems Projects (PSP) develop Fellow's capability plan own interventions in the community.

## SEMESTER 1

**Field Support (FS)**
Influence without Authority: 1, 2, 3 | Excellence: 1, 2, 3
Value Articulation: 1, 2, 3
Three of the HMs report 30% School Learning Outcomes - SLO growth by using 60 worksheets in three skill areas and report two School Management Committee (SMC) meetings on SLO at the end of the first semester.

**Debriefs**
Self Awareness: 1, 2, 3, 4 | Collaborative Work: 1, 2, 3, 4
Value Articulation 1, 2, 3
Fellow is able to come up with a unique learning statement relevant to her problem statement, in 70% of the debrief Sessions. Fellow is able to come up with two actionables (for School Field Support) for her group members in 70% of the debrief sessions. Fellow practices appreciative enquiry 100% of the time.

**Leadership Curriculum (LC)**
Value Articulation: 1, 2, 3 | Private Dream Articulation
Fellow will articulate his understanding of four tenets of leadership aligned with NCF; is able to take data informed decision (SLO related). Fellow understands what is a Private Dream.

**Morning Curriculum (MC)**
Self Awareness | Collaborative Work | Resilience
Fellow participates in all the MC activities (100%) and takes up the R role for one stream.

**Classroom Training**
Self Awareness: 1, 2, 3 | Influence without Authority: 1, 2, 3 | Value Articulation: 1, 2, 3
Fellow is able to show 25% increase in selected skill areas of the child by maintaining 100% fear free environment.

**Community Immersion (CI)**
Influence without Authority: 1, 2 | Value Articulation: 1, 2, 3
Fellow mobilizes 100 people for an event of two hours where five opinion leaders from five different demographics play the chief facilitator.

**Public Systems Project**
Collaborative Work: 3, 4, 5 | Value Articulation: 1, 2, 3
Entrepreneurial Ability: 1, 2, 3
The fellow generates 20 educated volunteers to run two hours of after-school education lab impacting 100 children in math and language.

**Private Dream Process: Workshop 1**
What is a Private Dream? Fellows come up with an articulation of what a private dream is.

**Living with Others**
Self Awareness: 1, 2, 3 | Value Articulation: 1, 2, 3
Collaborative Work: 1, 2, 3
Fellow lives by organizational norms and discipline as well as house ground rules 100% of the time.

## SEMESTER 2

**Field Support (FS)**
Influence without Authority: 4, 5, 6 | Excellence: 4, 5, 6
Value Articulation: 4, 5
Fellow enables HM to empower eight teachers of three schools to conduct ABLised M/L classes for five days a week. 20% overall SLO growth in three schools by setting up learning corners (library, math lab), two SLO directed SMC meeting every month.

**Debriefs**
Self Awareness: 4, 5, 6 | Collaborative Work: 4, 5, 6
Value Articulation: 4, 5
Fellow numerically tracks the efficiency of the zone/block's school performance to articulate five problem statements. Fellow contributes to collaborative processes to solve 15 problems faced by different individuals in the group regarding FS and school.

**Leadership Curriculum (LC)**
Value Articulation: 4, 5 | Private Dream Articulation: 1, 2
Fellow is able to leverage organizational and social spaces to escalate SLO, along with using advanced classroom methodologies. Fellow uses her strengths to support others and seek help where required in 80% of group processes. Fellow identifies PD domain area and narrows down to three specific interests.

**Morning Curriculum (MC)**
Self Awareness | Collaborative Work | Resilience
Fellow takes part in playing a structured organized competitive team sport. Is a part of the sports team at the block / location.

**Classroom Training**
Influence without Authority: 4, 5, 6 | Excellence: 4, 5, 6
Fellow reports 25% SLO growth in selected skill areas. Fellow creates 3 learning corners in the class. Creates learning files & prescriptions for every child.

**Community Immersion (CI)**
Self Awareness: 3, 4, 5, 6 | Risk-taking and Entrepreneurial Ability: 1
Value Articulation: 4, 5
Fellow takes up five labor jobs. Fellow completes the CI without spending more than Rs.200. Stays with family for 100% days.

**Public Systems Project**
Collaborative Work: 3, 4, 5 | Value Articulation: 1, 2, 3
Entrepreneurial Ability: 1, 2, 3
Fellow creates one revenue generating community library with representation from marginal communities, women and governance. Arranges the seed fund from community / private / government.

**Learning Journey 1 (Multiple Organisation visits)**
Private Dream: 1, 2, 3, 4
Fellow articulates her key insights about three public systems.

**Learning Journey 2 (Vipassana)**
Self Awareness: 1,2,3,4, 5, 6
Fellow completes 10 days of Vipassana.
Fellow practices Vipassana for half an hour, four times a week.

**Private Dream Process: Workshop 2**
Private Dream: 1, 2, 3, 4
In 1-8-5-4-3 module, fellow narrows down to her 3 tracks and 3 domains.

**Living with others**
Self Awareness: 3 ,4 ,5, 6 | Collaborative Work: 3, 4, 5, 6
Fellow dissolves home-related conflict 100% of the time without Project Leader's intervention.

## SEMESTER 3

**Field Support (FS)**
Influence without Authority: 7, 8, 9 | Excellence: 5, 6, 7
Value Articulation: 5, 6, 7
Fellow is able to come up with a School Transformation blueprint made by HM such as, activities, time lines, and flow chart set to transform the school into the best school in the local area. Academic review committee set, 15% SLO growth achieved.

**Debriefs**
Self Awareness: 7 | Collaborative Work: 7 | Value Articulation: 5, 6, 7
Fellow identifies five takeaways through a collaborative process with peer group which she practices for achieving goals in FS and CRT. Fellow establishes their relevance in Public Systems and how they can be applied to the same.

**Leadership Curriculum (LC)**
Value Articulation: 5, 6, 7 | Private Dream Articulation: 3, 4, 5
Fellow learns to see SLO in the context of SLLO (holistic growth indicators of the child) and designs inputs to achieve that. Fellow can articulate specific change goals and a strategic vision for long term and large impact change in her PD area.

**Morning Curriculum (MC)**
Self Awareness | Collaborative Work | Resilience
Fellow is able to run for 15 minutes, practices body cleansing techniques twice a month, is able to do intermediate pranayam.

**Classroom Training**
Excellence | Risk-taking and Entrepreneurial Ability: 5, 6
Fellow comes up with 25 15-minute activities completed in the class regarding SLLO. Reports 10 percent of SLO improvement overall.

**Community Immersion (CI)**
Influence without Authority: 7, 8, 9 | Value Articulation: 5, 6, 7
Fellow facilitates a women's collective with a Public Servant for two meetings based on a prefixed, co-created agenda.

**Public Systems Project**
Collaborative Work: 6, 7 | Value Articulation: 5, 6, 7
Entrepreneurial Ability: 5, 6, 7 | Private Dream Articulation: 6, 7
Fellow takes up one issue around sanitation, water, education, health, environment etc and tries to solve it by forming a team from the local community, mentored by one community member and one from outside, and generating resources from govt to execute the model which impacts 500 people in one village.

**Private Dream Process: Workshop 3**
Private Dream: 4, 5, 6
Fellow zeros down on her particular track. Fellow identifys her specific domain.

**Living with others**
Self Awareness: 9 | Value Articulation: 5, 6
Fellow role models and mentors three junior fellows in living according to organizational norms and discipline as well as house ground rules 100% of the time.

## SEMESTER 4

**Field Support (FS)**
Influence without Authority: 9 | Excellence | Value Articulation: 7, 8, 9
Entrepreneurial Ability: 8, 9
Standard Deviation in classrooms; Fellow creates a phasing out plan with a stated goal for the school for next one year. Fellow and HM build 10 key insights for sustainability and action steps from last two years' experience.

**Debriefs**
Private Dream: 6 | Value Articulation: 7, 8, 9
Fellow articulates 10 key learnings from FS, which are essential for public sector transformation for realizing their PD by consulting peers. Fellow sets weekly goals for peers regarding PD in 50% of debrief sessions. Fellow participates in five reviews of PD goals.

**Leadership Curriculum (LC)**
Value Articulation: 7, 8, 9 | Private Dream Articulation: 6, 7, 8, 9
Fellow comes up with 10 authentic, unique insights on SLLO and SLO correlation. Fellow finds two mentors outside the organisation who have agreed to support her PD, and has inspired five others, to support her in realising her specific strategic vision over the next 3-5 years.

**Morning Curriculum (MC)**
Fellow does three hours of exercise voluntarily each week.

**Classroom Training**
Risk-taking and Entrepreneurial Ability: 7, 8
Standard Deviation of SLO data is <5.

**Community Immersion (CI)**
Influence without Authority: 7, 8, 9 | Value Articulation: 7, 8, 9
Private Dream Articulation | Risk-taking and Entrepreneurial Ability: 6, 7
Fellow executes a mahapanchayat to create a roadmap to address one persistent issue of the village.

**Public Systems Project**
Collaborative Work: 7, 8, 9 | Value Articulation: 7, 8, 9
Entrepreneurial Ability: 7, 8, 9 | Private Dream Articulation: 6, 7, 8
Fellow scales up the project up to four villages collaborating with three other fellows. Sets up core committee and structure for the project to sustain it, involving block level govt offical/(govt adopting the model).

**Learning Journey: Specific Organisation Visit**
Private Dream Articulation: 6, 7, 8, 9
Fellow meets with one of her mentors for her PD to create a two-year career plan.

**Private Dream Process: Workshop 4**
Private Dream: 7, 8, 9
Fellows find two mentors for her PD, designs a two-year career plan to maximize her professional growth and her contribution to her organization / stakeholder.

**Living with others**
Self Awareness: 9 | Value Articulation: 9
Fellow mentors three junior fellows to resolve home-related conflicts 100% of the time without PL's intervention and in fixing household logistical issues without needing PL's intervention.

# CORE TEAM

**Aditya Natraj | CEO**
Aditya qualified as a Chartered Accountant, worked as a corporate finance consultant for KPMG before working in senior management and business development in Europe. On returning to India, he took over and grew Pratham Gujarat into the state's largest educational not-for-profit organisation and subsequently, launched the Gandhi Fellowship Program in 2008. Aditya is an Education Expert for Monitor Consulting and an Advisory Board Member for Nirmala Niketan College of Social Work in Mumbai. He has an MBA from INSEAD, France.

**Anubha Khanna | Program Director - DLDP Designs**
Anubha has worked for 16 years with progressive organisations in the field of Organisation Development and Human Resources. She has designed Institutional processes, developed and implemented leadership development curriculum and set up processes for people capability development. She is an MBA from Bombay University and a certified trainer in programs related to self, team and leadership development.

**Manmohan Singh | Program Director - Government Advocacy, Large Scale Program (DLDP, Mumbai Operations)**
Manmohan has over 10 years of experience ranging from leadership development, systemic change, startups, large scale transformation projects and non-profit management. Previously, he worked with regional, national and international institutions like, WHO, UNICEF, MSF, PRATHAM, Rotary and Red Cross. He has a post graduate diploma in Conflict Analysis and Peace-building from Jamia Millia Islamia University, New Delhi.

**Monal Jayaram | Program Director - Curriculum Design & Evaluations for School Leadership Development Program**
Monal has an MA in Fine Arts from MS University, Baroda and has worked as a faculty member of MSU and the National Institute of Design. At Pratham, she gained five years of experience in curriculum development while co-managing the urban program.

**Nandita Raval | Program Director – Gujarat Operations**
Nandita graduated from Ekalavya Teacher Training Institute before becoming the Vice Principal for a primary school. At Pratham, she coordinated with 500 remedial classes across 30 rural and urban locations in Gujarat for five years before working on Gandhi Fellowship. She is a part of the organisation's Ahmedabad and Surat team and especially adept at handling Government relations and program design. She has an M.Ed from Gujarat University.

**Niraj Lele | Program Director – Rajasthan Operations**
Post his engineering, Niraj ventured into the development sector and served at Ramakrishna Mission for more than two years. A graduate with Masters in Social Work from TISS, he currently manages the entire state of Rajasthan. His interest lies in nurturing youth for leadership and is keenly involved with Gandhi Fellowship from its initial days.

**Tripti Vyas | Program Director - Fellowship Curriculum Design Team**
Tripti taught English literature to undergraduates, at a college affiliated to the University of Mumbai for over 12 years, before deciding to move out from the abstractions of theory to try her hand at practice: at getting things done. This led to stints in publishing and arts funding. After heading the editorial team at IMS Publications Mumbai, she moved to the India Foundation for the Arts, Bangalore, as their Head of Programs. Now with the organisation, she manages the Gandhi Fellowship Program.

**Vivek Sharma | Program Director - Fellowship Alumni Program**
Vivek was previously Program Director with Pratham. While with Pratham, he set up learning enhancement programs in government schools of Punjab, Himachal and Uttarakhand. Trained as a journalist, he spent over a decade working for a cross section of Indian media. He has also been part of some unique businesses, IT and Telecom startups.

**Anand Oak | Program Director - HR & Leadership Development**
With more than three decades of work experience and a Ph.D in Physics, Dr Anand Oak is associated withthe organisation since June 2011. Having worked for leaders from Information Technology, Industrial Electronics and Management Institutions, Dr Oak found his true calling with children and their development. Dr Oak's current role focuses on Leadership Development and Learning Processes.

**Bindi Dharia | Program Director - Technology**
Bindi is an alumnus of the Harvard Business School, with a focus on social enterprise and education. While in business school, she worked with One Laptop per Child over summer and more recently, did a project with the Shiv Nadar Foundation in Delhi. She has worked with Arcelor Mittal for four years in operations as an automation engineer before joining the business school. She has done her Masters in Electrical Engineering from the University of Michigan – Ann Arbor and Bachelors in Electronics & Telecommunications Engineering from Mumbai University.

**Rohit Talwar | Program Director - Marketing & Recruitment; Donor Managment; PR**
As core team member of Pratham Gujarat, Rohit was involved in Urban/Rural primary education initiatives and fund raising to support Gujarat programs. He then moved to the UK for further studies in Business Management and Finance. Post studies, he set up an entreprenurial venture in UK and managed business there for six years. He has an MSW from Sardar Patel University, Gujarat and an MBA from University of Bedfordshire, Luton, UK.

# PARTNERS

Corporations and organizations that play an essential role in advancing our work through sponsorships, strategy or knowledge.

## DONOR PARTNERS

### THE PIRAMAL FOUNDATION

The Piramal Foundation is a private philanthropic foundation established in 2006. Through the pursuit of practical innovations for India's development, it aims to create replicable solutions to some of our nation's most pressing challenges. Its method is based on a belief that talented young people when challenged to address the country's most common development issues, will find innovative solutions that are relevant, cost-effective, and applicable to the nation at large. Their primary areas of focus includes democratizing healthcare, sustainable solutions and rural employability among other worthy causes. The foundation's emphasis is on engaging young people and finding systemic solutions for the delivery of quality education. The Piramal Foundation has been a key supporter of the Fellowship: they funded the launch in 2008; they also gave invaluable inputs on strategic questions.

### MICHAEL AND SUSAN DELL FOUNDATION

Inspired by a passion for children and by a shared desire to improve the lives of children living in urban poverty, Michael and Susan Dell established their Austin, Texas-based foundation in 1999. In its early years, the Michael & Susan Dell Foundation focused its efforts on improving education and children's health in Central Texas. But within a few short years, their reach expanded, first nationally and then globally. To date, the Michael & Susan Dell Foundation has committed more than $1 billion to assist non-profit organizations working in major urban communities in the United States, South Africa and India. They focus on opportunities with the greatest potential to directly and measurably transform the lifelong outcomes of impoverished urban children around the globe.

### UNITED NATIONS INTERNATIONAL CHILDREN'S EMERGENCY FUND (UNICEF)

In 1946, the United Nations created UNICEF to serve the purpose of providing food, clothing, and healthcare to the starving and diseased children in Europe during the World War II. Since then, the UN has undertaken a global initiative in providing long term humanitarian and developmental assistance to children and mothers in developing countries. Their projects incorporate areas such as child rights to protection, education, healthcare, and good nutrition. UNICEF is a key contributor to our Mumbai project.

### USAID

USAID is the leading U.S. Government agency that works to end extreme global poverty and enable resilient, democratic societies to realize their potential. In order to support these goals, President John. F. Kennedy created the United States Agency for International Development by executive order in 1961. U.S. foreign assistance has always had the twofold purpose of furthering America's interests while improving lives in the developing world. USAID carries out the U.S. foreign policy by promoting broad-scale human progress. At the same time, it expands stable, free societies, creates markets and trade partners for the United States, and fosters good will abroad. USAID is donor partner in Gujarat.

### MUNICIPAL CORPORATION OF GREATER MUMBAI (MCGM)

The MCGM is the primary agency responsible for urban governance in Greater Mumbai. It was established in 1882 as India's first municipal corporation. Since then, numerous non-political groups, NGO's and organizations of citizens have worked closely with the civic body in the fields of education, public health, creation of urban amenities, art and culture, heritage conservation, etc. MCGM is one of the largest local governments in the Asian continent.

**SARVA SHIKSHA ABHIYAN**
A Government of India flagship program for achievement of Universalization of Elementary Education in a time bound manner, as mandated by the 86th amendment to the Constitution of India making free and compulsory education to the children of 6-14 years age group, a Fundamental Right.

**STATE GOVERNMENT OF RAJASTHAN**
The State Government of Rajasthan has been working towards expanding literacy and awareness in all corners of the state. Various innovative programs have been launched for the enhancement of literacy. The Directorate of Literacy and Continuing Education, Rajasthan has been endeavoring for the expansion of literacy by bringing the left out illiterates in the literacy net, educational and social economic development of the neo-literates.

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**SURAT MUNICIPAL CORPORATION**
Surat Municipal Corporation is a local self government which came into being under the provisions of the Bombay Provincial Municipal Act, 1949. It was established on 2 October 1966. It carries out all the obligatory & discretionary functions prescribed there under. Currently, our organization is working with Nagar Prathmik Skikshan Samiti (NPSS) of the corporation.

## TECHNICAL PARTNERS

### BODH SHIKSHA SAMITI
Bodh Shiksha Samiti was established in Jaipur and is guided by leading educationalists and social sector specialists. Bodh has created a system wherein children and the community are involved in school activities at all levels of the program: learning, school administration and curriculum development. It reaches out to more than 26,000 deprived children (urban and rural) through its bodhshalas and government schools in Jaipur and Alwar. It has been instrumental in designing the Learning Quality and alternative Pedagogy processes for Instructional part of the Leadership Development curriculum. They have guided and supported the capacity development for school staff and Fellows.

### HARVARD GRADUATE SCHOOL OF EDUCATION (HGSE)
HGSE's Global Education Initiative, together with partners around the world, aim to address the knowledge and innovation gaps in education leadership. Our organisation is one of the six global partners of this comparative study. This research focuses on the study of educational policies and programs that develop 21st century skills. These skills include knowledge areas such as financial literacy, entrepreneurial skills, civic and leadership competencies, engineering and design skills, and global citizenship competency.

### EDUCATIONAL INITIATIVES (EI)
Educational Initiatives is an Ahmedabad-based consultancy working in education research and assessments in India. The company is headed by IIM graduates, Sudhir Ghodke and Sridhar Rajagopalan. It aims to promote an atmosphere of equality within India's primary school system. EI has been working alongside us to conduct research and assessments to improve our programs.

## FRIENDS OF THE ORGANIZATION

### ASHOKA INDIA
Ashoka India is the global association of the world's leading social entrepreneurs—men and women with system changing solutions for the world's most urgent social problems. Over a 30-year span, they have elected and funded over 2,800 leading social entrepreneurs in more than 70 countries. Rather than building one school or clinic in one community, Ashoka Fellows work at the systemic level, transforming the way children learn or creating new healthcare delivery systems. Ashoka then distills action-principles that cut across the work of these social entrepreneurs and creates frameworks for collaborative entrepreneurship to author global change. Aditya Natraj was elected to the Ashoka Fellowship in 2010.

### ECHOING GREEN
General Atlantic launched Echoing Green in 1987, naming it after a Wiiliam Blake poem about creating a better world. Echoing Green is committed to foster individuals who are committed towards social change. In 2002, Cheryl L. Dorsey took over the leadership of Echoing green and reshaped the organization into a global non-profit. Since then this initiative has been providing funding to about 500 social entrepreneurs who have launched bold new organizations to generate positive systemic change across the world. Aditya Natraj is an alumnus of the Echoing Green Fellow.

### HARVARD UNIVERSITY
Harvard University was established in 1636 under the name of the college's first benefactor, John Harvard of Charleston in Cambridge, MA. The motto of Harvard is 'Veritas' (Latin for Truth). The institution, since its inception, has evolved as one of the finest institutions in the world with more than 323,000 alumni and 44 Nobel Laureates spread across the world. Harvard is known for its global leadership in education with faculty and student composed of world class scholars.

### JODO GYAN
Established in 1998, Jodo Gyan is an organization of professionals and social activists who have come together to find workable solutions to the problems in classroom practice in schools across India. Jodo Gyan tries to take a fresh look at these problems and draws upon cutting-edge research to solve them. They are a social enterprise motivated by the need to find sustainable and broadly applicable solutions to make education meaningful for every child in India. Jodo Gyan provides training in the pedagogy of Mathematics and teaching materials for the Fellowship.

### INDIAN INSTITUTE OF MANAGEMENT, AHMEDABAD
The Ravi J. Matthai Centre for Educational Innovation of IIM- A was set up in 1986 to conduct research and undertake training activities to influence the management of education systems in India. Its areas of research include literacy and popular culture, educational performance among disadvantaged communities, teacher-generated innovations in primary education and the role of teachers' associations in educational reform. The Centre also focuses on curriculum development, framing quality assurance policies and accreditation mechanisms in higher education. We have always been associated with experts from the Centre to develop and finetune our Leadership Development Curriculum.

# FELLOWSHIP ALUMNI
ACADEMIA | GOVERNMENT | SOCIAL ENTREPRENEUR | MENTORSHIP
SOCIAL INTRAPRENEUR | POLICY

## SOCIAL ENTREPRENEUR

**Jabir Karat**
Founded and Launched Green WORMS - a social venture that produces organic manure from organic waste in Calicut, Kerala.

**Abhishek Chowdhary & Saransh Vaswani**
Co-Founded 'Saajha' - a social venture that is working with over 900 School Management Committee (SMC) Members in Delhi. Their project impacts 29,000 students. They aspire to create a national collation of 100,000 SMCs by 2025.

**Geetanjali Babbar**
Founded Kat-Katha,a social venture that works on the education of Sex Workers and their Children. Formally worked with NACO.

**Ashwini Krishnaprasad & Archita Sisodia**
Co-founded a social venture Superheroes Incorporated. They train youth (18-23 years) to become more self aware and motivated towards their life.

**Nikita Gupta**
Leading a program - School of Life, focusing on Child Sexual Abuse, sexuality and related subjects. The program educates parents about the issues via workshops.

## SOCIAL INTRAPRENEUR

**Ankush Bharadwaj**
Promoted as the National Head of 'Yuva Parivartan'. Turned his organization as the Biggest NSDC Grantee. Trained over 40,000 Youth in a variety of vocational skills. Aims to train a Million by 2014-15.

**Salman Khan**
The first Fellow to get promoted to a Program Manager in the Organization. Currently, leading the Dungarpur Program.

**Vivek Kumar**
Started a Fellowship in Africa "Educate" - on the lines of our fellowship. Simultaneously, pursuing a Masters in Education from Tata Institute of Social Sciences.

**Akansha Agarwal**
Promoted as the CxO in 'Design for Change'. Develops Design Thinking among school children. Works with Kiranbir Sethi - Head of Riverside School and Board Member of Teach for India.

## POLICY

**Sugandha Munshi**
Appointed as the India Curator of World Economic Forum. Heads women farmer cell at India Rice Research Institute. Formally State Head - Gender Cell, Dept. of Education, Bihar.

**Kabir Arora**
Appointed as the National Coordicator - Alliance for Waste Collectors Collective. Advocating on rights and livelihood of Waste Collectors.

**Toiba Sultana**
Consulted the national commission for women on a paper for Minority Women Issues in Assam. Currently working on the 21st Century Millionaire Program.

**Dipanjana Bhattacharjee**
Part of the Pravah Team framing youth policy for Govt. of India.

## GOVERNMENT

**Shreya Tiwari**
Recruited by NUEPA (National University for Education Planning and Administration) as an assistant professor. Worked with the pioneering team of NCSL (National Council for School Leadership) under the Guidance of Prof. Govinda. Currently, pursuing her Ph.D.

**Divya Jain**
Selected by UNDP to Lead Rural Livelihood Pilot work with Artisians at NRLM (National Rural Livelihood Mission).

**Ishrat Jahan**
Recruited as the State Coordinator in SCERT, Haryana Government.

**Vishal Jadhav**
Recruited as Directorate of Economics and Statistics by the Government of Maharashtra.

**Sheetal Lad**
Recruited by the Government to work in Jeevika Bihar, Bihar Rural Livelihood Project, associated with National Rural Livelihood Mission.

## MENTORSHIP

**Mohar Dey**
Mentored by two professors of the Columbia University.

**Nilanjan Mondal**
Mentored by Judi Frater - Ashoka Fellow (America).

**Snigdha Gupta**
Mentored by Jeffory Sachs in a Poverty Education Project.

## ACADEMIA

**Jeeku Saha**
Pursuing MBA in the Prestigious Thunderbird School of Global Management, USA.

**Gayathri Balan**
A student of the SAID Business School, University of Oxford.

**Tehseen Haroon**
A student of Ankara University, Turkey; currently pursing a Ph.D on a Scholarship.

**Abhyudai Dhawan**
A student of one of Europe's Top Research Institutions - University of Freiburg, Germany, pursuing Masters in Ethnic Studies.

**Parag Kulshreshtha**
Pursuing an MBA in rural development from one of the best institutes of India - IRMA, Gujrat.

**Aditya Charegaokar**
Raised in the SOS Children's Village, Pune. Currently, pursuing integrated Ph.D in Tata Institute of Social Sciences.

**Tanay Mandowara**
Enrolled for MBA in the International Business at Grenoble Ecole De Management, France.

**Kumar Abhishek**
Currently, a student of Social Entrepreneurship Program in TISS.

**Fasih Ahmad**
Enrolled in one of the Best Institutes for Islamic Finance - INCIEF, Malasiya. Currently, pursuing a Masters in Islamic Finance.

**BE INFORMED | TAKE ACTION**

# CHANGE 1 MILLION LIVES IN 10 YEARS

## IT STARTS WITH YOU

Over the next decade, we hope to create a new generation who will touch One Million lives each by leading positive social change agendas with creative problem-solving minds; and creating empathy for the constituents they are working with.

The Placement team has its unique mapping systems in place so that the fellow is placed in organizations offering to follow their Private Dream (PD). In line with the fellow's PD, a first job is the first step in the journey of PD. Strategic placement aligned to PD is an innovative and one of a kind placement process. A mentor to support the fellow in his/her PD journey is essential and hence, a fellow is encouraged to find mentors.

The Alumni team launched its Decadal Learning Program to support the journey of the Millionaire. This is a ten-year journey towards excellence. This aims at creating 1000 young men and women who will touch 1 million lives each.

PL
**PROGRAM LEADER**

HM
**HEADMASTER**

COM
**COMMUNITY**

GF
**GANDHI FELLOW**

# TEAM LEARNING

The training program is neither classroom based nor theoretical. The Gandhi Fellow goes to the field and learns through his work with the Head Master, Program Leader, the Community and other Gandhi Fellows.

The training program is neither classroom based nor theoretical. It focuses mainly on the fellow going to the field and working with the school principals. In preparing the fellow to meaningfully converse with the principal and understand the context of the school, the first three months are spent in teaching in a classroom (Whole School Immersion), living with the parents of a student in the school (Community Immersion), learning to organize something in the community where he or she lives as a guest, and attending one five-day classroom module along with the HMs (during their in-class training). The fellows then provide field support to the principal in their schools. This forms the bulk of their on-the-job training.

Simultaneously, time is spent on helping the fellows learn the basics of managing change, planning, acting, and reflecting (Personal Reflection, Learning Journey); understanding self and transforming self (Learning Journey); learning about change leaders from books and cases (LC);

learning about social sector in the country (Learning Journey1). Another part of the training is to prepare the fellow to undertake a life-long journey as an 'influencer' of large public systems.

Over the period of two years, there is regular monitoring and feedback for the fellows on all these competencies, primarily from the Program Leaders (PLs). This gives the fellows clarity on where he/she stands vis-à-vis the competencies and the areas for development. A major aspect of the training is the Field Support (FS). During FS, each GF works closely with up to five school HMs and takes the responsibility of helping them to work on their PLDP action plans. The fellows learn to make use of different kinds of interventions depending on the competencies that each HM needs to develop. They learn from each other and also draw upon the experiences written down by the previous fellows.

# LOCATION

The Fellowship was pioneered in 2008 in the government schools of Jhunjhunu and Churu in Rajasthan. In 2009, the Fellowship program expanded to Ahmedabad and in 2010, it further expanded to Mumbai.

We are looking for students of top colleges across India who have demonstrated leadership qualities through their work in both academics as well as extracurricular activities.

Extracurricular leadership can be identified in the form of school captain of sports / art club teams, house captain, president or secretary of college events, participation at state / national / international level competitions.

Entrepreneurial activities will be considered for leadership experience.

**The Gandhi Fellowship Program
Is For Those Who Are -**
Self driven
With intrinsic motivation
Approach any task with rigor
Empathetic in dealings with others
Have people skills
Solution oriented
Analytical

**Grant**
You shall be entitled to an all-inclusive monthly grant of Rs. 14,000, a fixed monthly phone allowance of Rs. 600 and rent-free accommodation and other allowances as applicable. Of the monthly grant of Rs. 14,000, half shall be paid on monthly basis and the remaining Rs. 7000 would be retained as interest-free reserve amount. The cumulative reserve amount will be paid at the end of the Term of Fellowship after the period of 23 months. For details log on to our website or speak to your Fellowship Recruitment team.

**GANDHI FELLOWSHIP**
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**Piramal** Foundation
knowledge action care

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