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INTRODUCTION

The Gandhi Fellowship Program is a two-year Fellowship program for talented youngsters from India’s top colleges. This inspiring initiative of Kaivalya Education Foundation (KEF) is rooted in the belief that as a nation, it is important to develop a cadre of people who are exposed to the complexities of bringing social and (public) systems change. In the current context, the forces of the market and capitalism are so strong that young people primarily focus on earning a living and doing well for themselves. The space to nurture confusions, to dream of doing something big or of making an impact has shrunk. The prevailing higher education system, in most disciplines, trains people to be job-ready. There are hardly any avenues that prepare youth to become social leaders. Several reports have mentioned the lack of talent in social sector. KEF envisaged that providing bright youngsters with an opportunity to explore new avenues, experiment, and engage with a diverse of issues would give them a chance to understand the realities of the world, be sensitive towards them, and possibly devote their energies to bring about change or effectively lead complex public systems.

The Gandhi Fellowship (GF) program is designed to provide youth the opportunity for personal transformation through self-discovery and contribution to the causes that surround them. It creates a legitimate space for young people to engage with social issues in a real manner. This case describes the design of the GF Fellowship and indicators of its success. It traces the history, process, and outcome of the GF program as a way to develop and fill the gaps in talent for the social sector.

1. The Gandhi Fellowship Program as a talent development process

The GF program is positioned as a process of talent development to fill the widely felt leadership gap at the national level. If one looks carefully, the GF program cannot be completely likened to any professional degree program or a liberal arts program in the formal education system. Nor can it be likened to the talent development / management program of organizations that have realized that for sustained growth they need to be able to attract, develop, and retain talent on a continuous basis.

“Talent development refers to an organization’s ability to align strategic training and career opportunities for employees” (“Talent development”, n.d.). Education, the most common means of talent development, is defined succinctly as “not the filling of a pail but the lighting of a fire” (WB Yeats). The goal of education is to recognize the inherent worth and value of each individual. It develops the potential of each person to the fullest extent. Education enhances the ability of each individual to cope effectively in a changing physical, economic and social environment (“Education”, n.d.). As John Dewey (1897) put it dramatically “Education is not preparation for life; education is life itself.”

The goal of talent development in organizations is to create an enterprise that is future ready. Talent development requires assessment of talent needs for the future, identification of the right resources, means to develop the identified resources, HR systems such as performance management, succession planning, rewards
The talent development practices of the Gandhi Fellowship Program of KEF are in many ways isomorphic with the approaches of the talent management cycles of organizations and in some ways with that of institutions of higher education. The program also goes beyond these two domains to create new processes in managing talent.

The nature of talent development across these three spaces has similarities and differences. Table 1 below compares the nature of talent development in the three spaces using a few factors.

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**Figure 2**
GF program vis-a-vis college degree programs and organization talent management programs

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The nature of talent development across these three spaces has similarities and differences. Table 1 below compares the nature of talent development in the three spaces using a few factors.

**Table 1**
Comparison of Talent Development Programs

<table>
<thead>
<tr>
<th>Domain</th>
<th>Higher Education</th>
<th>Gandhi Fellowship</th>
<th>Business Corporations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim of the program</td>
<td>Aims to prepare and let students meet the needs of society.</td>
<td>Aims to prepare GFs to take on newer roles as per their dreams and create change leaders for the nation.</td>
<td>Aims to develop people who will stay and contribute to the organization so that the organization’s goals are met</td>
</tr>
<tr>
<td></td>
<td>Prepares youth to learn for the future in both general and specific areas</td>
<td>Prepares youth to learn about bringing change in any large complex systems in future</td>
<td>Prepares talent for future specific roles within the organization.</td>
</tr>
<tr>
<td><strong>Selection</strong></td>
<td><strong>Selection for the program is based on interest shown by the participant</strong></td>
<td><strong>The participant chooses to be part of such a program.</strong></td>
<td><strong>Selection is often done by someone who has plans for the participant.</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td><strong>Entry barrier is low in most programs.</strong></td>
<td><strong>Entry barrier is high and there is a rigorous selection process.</strong></td>
<td><strong>Entry barrier in selection is high in organizations with good Talent Management practices.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Selection is based on potential to learn.</strong></td>
<td><strong>Selection for program is based on past performance and potential.</strong></td>
<td><strong>Selection for program is based on past performance and potential.</strong></td>
</tr>
<tr>
<td><strong>On-boarding process</strong></td>
<td><strong>Not much attention is paid to on-boarding.</strong></td>
<td><strong>A lot of attention is paid to orientation and fit into the Fellowship culture.</strong></td>
<td><strong>On-boarding is done with care.</strong></td>
</tr>
<tr>
<td><strong>Skills / competencies developed</strong></td>
<td><strong>Focus is more on conceptual learning and some skill development. Students gain a lot of knowledge and skills not related to anything in particular but can lead to many possibilities.</strong></td>
<td><strong>Focus is to know one’s self and use it as an instrument of change and development.</strong></td>
<td><strong>Focus is mainly on skill or competency development in specific domains that are needed for the organization.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>No pre-defined competencies.</strong></td>
<td><strong>Defined competencies for being a change leader.</strong></td>
<td><strong>Defined competencies for leadership, future roles.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Focus is on change in concepts, behavior, attitudes through general immersion.</strong></td>
<td><strong>Focus is on changes to self through immersion in context and culture and also through pointed activities and interventions.</strong></td>
<td><strong>Focus is on development of relevant skills/competencies through pointed activities and interventions.</strong></td>
</tr>
<tr>
<td><strong>Feedback to participant</strong></td>
<td><strong>In the form of examination/test results that primarily test conceptual knowledge.</strong></td>
<td><strong>Continual feedback from Program Leader and peer group.</strong></td>
<td><strong>Periodic feedback may be provided by boss / mentor / coach.</strong></td>
</tr>
<tr>
<td><strong>Participant assessment process</strong></td>
<td><strong>Periodic formal examinations are held; evaluation is by teachers.</strong></td>
<td><strong>Continuous reflection and review is done by self, with the Program Leaders, Program Managers and the peer group. Periodic assessment is done by Program Leaders and peer group.</strong></td>
<td><strong>Review and assessment is done by superiors through the annual performance assessment process. Some self assessment may happen.</strong></td>
</tr>
<tr>
<td><strong>Program review</strong></td>
<td><strong>Review and modifications in program is done after considerable intervals.</strong></td>
<td><strong>Continual review and modification of the program is done to ensure it is creating change leaders.</strong></td>
<td><strong>Periodic review and modification of programs is done to ensure it meets the organization objectives.</strong></td>
</tr>
</tbody>
</table>

*Note: Italics indicates that the practice overlaps across two or more domains*

KEF has taken the best practices of two domains and modified it to make it suitable for their own objective of bringing about change in schools and developing leadership talent.
2. About KEF

KEF was founded in 2007, by Aditya Natraj and several other members, with the aim of nurturing and creating a system-wide solution to help government schools provide quality education. Towards reaching its goals, it works closely with schools, government and administrative machinery at the village, cluster, block, district, state and central levels. Members of KEF come from diverse backgrounds and bring with them a wide range of expertise and experience from fields such as consulting, banking, FMCG, education, fine arts, engineering, social work, social entrepreneurship, business administration, accounting, and development studies. The organizational structure of KEF is shown in Figure 1 (Appendix F).

KEF has partnered and collaborated with organizations in the field of academic and education leadership such as IIM-A, Bodh Shiksha Samiti, Unicef, McKinsey & Co and Mercer Human Resource Consulting to design and implement its programs.

3. KEF Initiatives

Kaivalya Education Foundation (KEF) designs and runs a Principal Leadership Development Program (PLDP) to help school principals change personally and bring about change in their schools. The PLDP started in 2008 in the Jhunjhunu district of Rajasthan with an initial enrolment of hundred principals. The selection of principals was based on application by principals, acceptance by the District Education Office, and selection by KEF. One of the founding objectives of KEF is to go beyond running boutique or pilot projects. They design and work towards bringing change at the national level. Thus, after setting up the process for one district in Rajasthan they expanded their work to three more districts (Churu, Udapiur and Dungarpur) - Ahmedabad and Surat in Gujarat, and in the municipal schools of Mumbai. In each state the partnership rules and donors are different.

However, irrespective of the differences, the objective of the PLDP remains to bring about change in primary school education through working with the school Head Master/Mistress over three years. KEF works around the differences to reach its goal in its preparation to reach all parts of the country. In lieu of this, a conscious choice was made to test out in rural, urban, tribal parts of the country. However, to make it easy to experiment they chose to go to states where the founder members and the core team had some ease of language. By and large, this experiment has been successful if one looks at the fact that in all areas of operation the program is in its second or third year cycle. The total numbers of school principals who are part of the training are shown in Table 2.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Head Masters joined</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>100</td>
</tr>
<tr>
<td>2009</td>
<td>200</td>
</tr>
<tr>
<td>2010</td>
<td>200</td>
</tr>
<tr>
<td>2011</td>
<td>455</td>
</tr>
<tr>
<td>2012</td>
<td>1011</td>
</tr>
</tbody>
</table>

Source: KEF data
4. Design of the GF Program

Each of the school principals is assigned a young Gandhi Fellow (GF) who visits the school on a regular basis and helps the principal in his/her change journey. The PLDP - GF program of KEF thus becomes an innovative way to provide youth hands-on training required to serve the social sector, and in the process develop leaders for the nation.

KEF is coded in its DNA to grow and scale from Day one of its operations. Aditya Natraj of KEF shared that given the unique demographic divide of the country, (Figure 3 “Demographics profile” n.d.) it would be impossible to run any talent development process in the usual ways of high quality mentors/teachers working towards helping a small number of protégés.

In India, the old and the experienced would soon run out of the bandwidth to train the young. Thus, it is necessary to design programs that will be able to train a large number of youth with minimal intervention. Besides, given the scale required in the country, it is imperative that “programs have to constantly juggle between quality and quantity; having a non-replicable, well-designed, best quality program is going to make no difference to the issues that the nation faces. It is important to strive to develop models that can be scaled”. In all its processes, KEF started with the question of what would it take to run this program for 100 and 10,000 principals. The attempt has been to make all parts of the organization robust enough to sustain large numbers.

Interlinking the GF and PLDP programs creates synergy. By design, both the Head Master (HM) and GF are on a transformational journey, trying to achieve the common goal of changing the school. The success of both the programs, therefore, lies in each person learning from the other and motivating the other to achieve the end...
objective. Though the struggles are similar, the differences in age, backgrounds and social settings pose different sets of challenges for each of them. The energy, drive and passion of the GF brings a whiff of freshness to the perspectives of the Head Master. The HM is able to use the GF as a tool to loosen up and build relationships with the staff and the community. For the GF, the school becomes a highly engaging and effective lab to experiment and learn. It teaches the GF valuable life lessons while bringing about change in the school and the community around.

Through this slightly complex but intelligent process, KEF aims to develop young change leaders who will, in the next decade, contribute primarily to changes in public systems. They will either lead such efforts or become part of governance, academia, media, and the corporate world with public system support as their agenda. Aditya Natraj believes that by creating a cadre of GFs who have undergone similar exposure and experience, it may be possible to create a group of people who can easily call on each other for support, ideas, and connections to work towards a solution for a complex social issue. This is similar to the network that is easily drawn upon by alumni of prestigious colleges much after they have graduated.

Aditya said, “I dream of a day when thousands of alumni meet in the same room and someone is a head of a development bank, another is a district collector, and another is a professor in social sciences and they can talk the same language and have the easy camaraderie to collaborate and make a positive impact on society”. He envisages a 10-year road map (described in Appendix A) for the development of nation builders, with the GF program being the first step in the process.

The GF program has been in existence for the last five years and has undergone four iterations through the first four batches. The program has reached out to more than 300 GFs from all parts of the country. Table 3 shows the number of GFs who have joined and the number that have completed the program, over the years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number joined</th>
<th>Number completed</th>
<th>% completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>12</td>
<td>11</td>
<td>92%</td>
</tr>
<tr>
<td>2009</td>
<td>15</td>
<td>8</td>
<td>55%</td>
</tr>
<tr>
<td>2010</td>
<td>45</td>
<td>36</td>
<td>80%</td>
</tr>
<tr>
<td>2011</td>
<td>130</td>
<td>101</td>
<td>78%</td>
</tr>
<tr>
<td>2012</td>
<td>125</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Note: The program started in 2008, and the first batch of GFs graduated in 2010. Source: KEF data

The GFs are selected ensuring diversity in gender, location, educational and social backgrounds in the batch. Table 4 below shows the diversity of the GFs across the last three batches.
Each year the majority of GFs are from middle class homes, very few come from affluent and lower income households. The exact numbers for socio-economic status are not available.

Source: KEF data.

### Table 4
Background of Gandhi Fellows

<table>
<thead>
<tr>
<th>Details</th>
<th>Profile of the GANDHI FELLOWS graduating in</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011 (8)</td>
</tr>
<tr>
<td>Urban</td>
<td>6</td>
</tr>
<tr>
<td>Rural</td>
<td>2</td>
</tr>
<tr>
<td>Education</td>
<td>Arts - 3</td>
</tr>
<tr>
<td></td>
<td>Engineers - 2</td>
</tr>
<tr>
<td></td>
<td>English Literature - 1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender: M/F</td>
<td>Male - 1</td>
</tr>
<tr>
<td></td>
<td>Female - 7</td>
</tr>
<tr>
<td>Religion</td>
<td>Parsee - 1</td>
</tr>
<tr>
<td></td>
<td>Jain - 2</td>
</tr>
<tr>
<td></td>
<td>Hindu - 5</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Education medium</td>
<td>English medium - 4</td>
</tr>
<tr>
<td>vernacular</td>
<td>Vernacular - 4</td>
</tr>
</tbody>
</table>

**Note:** Each year the majority of GFs are from middle class homes, very few come from affluent and lower income households. The exact numbers for socio-economic status are not available.

Source: KEF data.

### 5. Foundation of the GF Program: GF Competencies

KEF understands that the success of the programs largely depends on selecting the right GFs. This belief is founded on the current thinking among leading human resource researchers that defining competencies upfront helps to select, train, promote, assign experiences better (“Competencies” n.d.). Thus, based on the experiences of the KEF core team members, consultations with several people who work in the social sector, HR consultants such as Mercer, and academicians, attempts to decode the DNA of a successful GF has led to the identification of six nation-building competencies (described in Table 5). This list has been reached over several iterations and is still a work in progress. In addition, three PLDP competencies have also been defined to enable the GF to successfully support the Head Master/Mistress on their mission to create change. These competencies form the backbone of the recruitment, selection, and training of GFs.
### Table 5

List of competencies for a nation builder and change agent

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Description</th>
<th>Sub Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nation builder competencies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self awareness</td>
<td>The awareness of one's own actions, thought patterns, feelings and strengths through regular self reflection, and conscious attempts to regulate behavior and responses</td>
<td>Inner Awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self regulation</td>
</tr>
<tr>
<td>Collaboration</td>
<td>The ability to work with others to achieve a common goal. It includes ability to get along with different people and the ability to communicate her/his authentic thoughts, wishes and feelings</td>
<td>Ability to get along</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assertive Communication</td>
</tr>
<tr>
<td>Influence without authority</td>
<td>To create social change, it helps to be able to influence people over whom the change agent has no formal authority. This requires that one knows how to build relationships that are effective and being optimistic about people in general.</td>
<td>Building an effective relationship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Having and communicating hope in people</td>
</tr>
<tr>
<td>Pursuit of excellence</td>
<td>The passion and the persistence to settle for nothing less than the best is a crucial quality of a nation-builder, which can be achieved by planning and being rigorous.</td>
<td>Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rigor</td>
</tr>
<tr>
<td>Articulation of private dream</td>
<td>Energy and resources can only be devoted to a cause for which there is a deep connect. The discovery and articulation of 'what is it that I am passionate about' is not automatic. Articulation of dreams requires diving deep to identify issues that intrinsically motivate and envisioning how to reach there, so that the interest can be sustained.</td>
<td>Passion for change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategically grounded vision</td>
</tr>
<tr>
<td>Articulation of values</td>
<td>During the course of creating lasting impact, it is natural to be faced with several dilemmas. To address these with success, a clear understanding of non-negotiable values is important. The ability to articulate values and live according to them are included in this competency</td>
<td>Articulation of values</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Authentic living</td>
</tr>
<tr>
<td><strong>PLDP COMPETENCIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal leadership</td>
<td>Ability to reflect on self and review self propensities and responses</td>
<td>None</td>
</tr>
<tr>
<td>Instructional Leadership</td>
<td>Understanding of issues of classroom management and ability to develop a joyful learning environment in school</td>
<td>None</td>
</tr>
<tr>
<td>Social Leadership</td>
<td>Understanding of the link between dynamics of socio-cultural factors, economic factors and effective school processes.</td>
<td>None</td>
</tr>
</tbody>
</table>
6. **GF Recruitment**

Effective talent management practice necessitates that an organization develops efficient entry barriers. The recruitment and selection process must ensure the entry of talent based on the identified competencies and their suitability in helping the organization reach its goals. KEF therefore pre-selects a certain kind of youth in the program who in turn will become successful change leaders in society.

Attracting talent for the GF program in the first few years was challenging and several ideas were tried out. During the initial years, the KEF team used personal contacts with college professors to make presentations and hold various events at college campuses to attract the attention of the students. The selection process was an intense weekend event with a lot of activities organized by the KEF team. Over the years, the word has spread and a brand is slowly being built for the GF program. Currently, marketing teams are deployed in 50 colleges located largely in A-list cities. Competitions and leadership workshops are regularly held on college campuses. GF alumni, professors at the college, and other friends of the organization are leveraged to create visibility for the program round the year. Posters announcing the GF program push the college students to think about nation building, take the time out to find answers to questions they might have and give two years to themselves (Appendix B shows two of the posters).

There are also issues in selecting the appropriate talent. In all selection decisions, a certain amount of error is expected. However, minimizing the error is very important to be able to maximize efficiency and also to decrease frustration within the system. Challenges are posed in the form of defining competencies, fine-tuning the recruitment process, training of selectors, and communicating expectations to the future GFs.

As of now, all steps of recruitment are designed to attract and identify youngsters who possess and show potential to develop the six identified competencies. The applicants go through a 3-stage selection process that includes filling a detailed application form, a telephonic interview, followed by an assessment centre and final personal interview. In each stage there is elimination. Only about 50 percent of the applications are called to the final personal interview.

A primary challenge faced by KEF is in finding the right talent. The selection process and the location and nature of colleges that have been targeted for marketing efforts has evolved, but talent continues to be a struggle because, a Fellowship such as this is still not high on the pecking order of aspirations of young people in the country. Even if a young person wants to take the Fellowship route, the parents are still conventional in their approaches to their wards' learning processes. KEF continues to struggle with questions of where to find the talent.

KEF believes that nation builders of the future have to be the brightest and the best. This creates two kinds of problems, on one hand the brightest and the best of the top 50 colleges (where KEF targets to find the Fellows) are often not interested in the Fellowship. On the other hand, seeking for the brightest and the best from the top 50 colleges creates an elitist bias.

A question that arises is - Would the children of well-to-do homes take this as a route to spend two years doing something “different” and then use this experience as a trump card to get plush jobs in UN, international funding
agencies, international agencies etc? There are related questions about, whether nation builders are likely to emerge only from the “A” list cities, studying in top colleges of the country? Is KEF interested in the IITs and IIMs and the top under-graduate colleges because it wants to add prestige, credibility to the Fellowship? In doing this, is it likely to veer away from the stated purpose? There are no easy answers to these questions. The record of alumni shows that GFs have not used the Fellowship as a launching pad for a high flying career in development sector or public policy. But, as the Fellowship gains popularity, the challenge to sift the really interested and those who have other interests would become more palpable.

Despite all the care during selection, over 20% have dropped out in the last two batches. The dropouts include those who are asked to leave the program because of mismatch of expectations and aspirations. The Fellowship is a tough learning process and often the Fellows find themselves not being able to cope with the pace and intensity of the program. Maximum attrition takes place during the first semester, when the new GF is thrust into unfamiliar territory and is unable to manage the transition. From the data we gathered from the organization, we found no visible patterns, vis-à-vis social and education background, in those who do not successfully complete the program. The exception is the year 2009 which saw significant dropout in the program. Several GFs joined from IITs, NITs, and other large national colleges, expecting a relaxing gap year where they could explore themselves. They were not willing to be part of an intense, structured program and quit midway. Learning from this experience, KEF encourages applicants to ask questions to be sure they make a sound decision as far as possible. Expectations are clarified in detail during the selection process itself. A senior member of the executive team at KEF said, “This has helped us in reducing dropouts in the subsequent years”. Every year, feedback from the performance of GF is analyzed to improve upon the recruitment process. Data such as who performs very well, who drops out and who is likely to be challenged and therefore will face difficulty during the Fellowship are considered at the beginning of the recruitment cycle each year. Vivek Sharma, Program Director of Marketing and Placement, said, “We are looking for the best minds who will be interested, be able to contribute, and will gain the most from the program. Finding such people needs wide scouting, sharp tools, sensitivity, etc”.

7. GF Training Program

The two year GF program is designed in a 4-semester format. During this period, the GF participates in a pre-defined set of tasks and activities designed to ensure that sufficient opportunities and platforms are provided to build and develop the nine competencies mentioned above. Given that the terms of engagement with municipal schools and the contexts are different in Rajasthan, Gujarat, and Mumbai, minor changes are made in the delivery of the various components of the program. However, the overall program design and objectives are more or less identical across locations.

The GF program calendar for the 2 year period is shown in Table 6 and the different parts are explained in Appendix C
## Table 6
Overall Design of the GF Training

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul</td>
<td>Aug</td>
<td>Sep</td>
</tr>
<tr>
<td>Induction</td>
<td>FS</td>
<td>FS &amp; LC</td>
</tr>
<tr>
<td>GI, WSI</td>
<td>CI</td>
<td>PR1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jun</td>
<td>Jul</td>
</tr>
<tr>
<td>FS &amp; LC</td>
<td></td>
</tr>
<tr>
<td>Break (10 days)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov</td>
<td>Dec</td>
</tr>
<tr>
<td>FS &amp; LC</td>
<td>CP</td>
</tr>
</tbody>
</table>

GI - General Induction; WSI - Whole School Immersion; CI - Community Immersion; FS - Field Support; PR - Personal Reflection; LC - Leadership Curriculum; LJ - Learning Journey; CP - Community Project; Conv – Convocation
The GF training program is neither classroom based nor theoretical. It focuses mainly on the GF going to the field and working with the school principal. In preparing the GF to meaningfully converse with the principal and understand the context of the school, the first three months are spent in the GF 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 GFs then provide field support to the principal in their schools. This forms the bulk of their on-the-job training.

At the same time, there is time spent on helping the GF 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 GF to undertake a life-long journey as an ‘influencer’ of large public systems. This part combines self reflection and discovery of the private dream (semester IV). The entire experience of the GF is designed and tailored to bring about change at the self level. Thus, where the GFs stay, with whom they live, how they negotiate their living arrangements are all thought out and designed to bring about realization of who they are and how they operate out of their conditioning and assumptions. Over the period of two years, there is regular monitoring and feedback for the GFs on all these competencies, primarily from the Program Leaders (PLs). This gives the GF clarity on where he/she stands vis-à-vis the competencies and the areas for development.

### Table 7
Semester-wise break up of competencies and GF Training processes

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPETENCY</td>
<td>Self awareness, Collaboration</td>
<td>Pursuit of excellence, Influence without authority, Collaboration</td>
<td>Pursuit of excellence, Influence without authority, collaboration</td>
<td>Values &amp; Articulation of private dream</td>
</tr>
<tr>
<td>GF TRAINING PROCESSES</td>
<td>General Induction and Whole school Immersion Process – Debriefs</td>
<td>Field Support – Planning/ executing school &amp; community visits, debriefing, filling in Fellowship register</td>
<td>Field Support – planning/ executing school &amp; community visits, debriefing, filling in Fellowship register</td>
<td>Field Support + Additional responsibilities – community projects</td>
</tr>
<tr>
<td></td>
<td>Personal Reflection I</td>
<td>Personal Reflection II</td>
<td>Personal Reflection III</td>
<td>Personal Reflection IV</td>
</tr>
<tr>
<td></td>
<td>HM Workshop</td>
<td>Learning Journey I, Learning Journey II (Vipassana)</td>
<td>HM Workshops</td>
<td>Learning Journey III</td>
</tr>
<tr>
<td></td>
<td>Community Immersion</td>
<td>Leadership Curriculum</td>
<td>Leadership Curriculum</td>
<td>Leadership Curriculum</td>
</tr>
</tbody>
</table>
A major aspect of the training for the GF is the Field Support (FS), and in this, KEF is faced with two kinds of challenges - one during recruitment and the other internally during the course of the program. During Field Support, each GF works closely with up to 5 school Head Masters (HMs) and takes the responsibility of helping them to work on their PLDP action plans. It is challenging enough to attract a set of bright, motivated, highly talented youngsters, whom they think are ideal to be groomed as a ‘nation builder’. To add to that challenge is the constraint of finding such youth who are also interested in School Change. Even after the GF joins, keeping her/him motivated continues to be an internal challenge. The Program Operations teams face several emotional and disciplinary issues among GFs arising largely because they are interested in developing their own leadership competencies; often some Fellows see school change as secondary. In particular, during the early part of the Fellowship, GFs do not realize that it is only by causing school change that they hone their own competencies.

In working with the school HMs, several principles of managing change are driven home without classroom teaching or theorizing about change. The Field Support program puts the GF in a position of influencing change without authority. The success of the Field Support greatly depends on the GFs ability to influence the HM who is not only several years older than the GF, but is also in a position of greater power than the GF. On the face of it, the scenario seems ludicrous. A 23-25 year old, with no experience in primary education, is trying to influence an HM who may have as many as 23-25 years of work experience and perhaps 8-10 years of experience as a Head Master. Their salary, performance, or job cannot be influenced by the GF in any way. There is no monetary incentive for the HM to change; there is no punitive action either, if he/she does not change. To be able to influence the HM to accept changes reward, punishment, expertise, legitimacy cannot be used as sources of power. This process includes but is not limited to identifying strengths, listening and understanding, motivating, demonstrating an attitude of patience and hope towards people, so that the other person can bring about change in his/her self. The GF learns to do all of this during the Field Support part of the training program.

When the HM does not respond to the GF or does not keep his/her word about trying something creative in the school that the GF had earlier proposed, the GF feels cheated and angry, and labels the HM as useless, untruthful etc. The GFs are taught to ‘Love your HM’. It is stressed upon them that no change can happen unless they love their HMs unconditionally. The GF, over time, realizes that this is the only win-win stance that they can take if they want to bring about change. In internalizing the maxim ‘Love your HM’ the GF learns the essential skills of ‘patience and unconditional acceptance of the other’. She/he learns that when you plan, when your intentions are above board, when you listen, when you communicate honestly, when you dialogue, when you persist, when you emotionally support the HM, there is positive movement. The GF also learns that when you judge, when you act superior, when you hope to cause change from a distance, the HM does not move.

The GFs 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 GFs, as to how they treated the different HMs - what works and what does not. This process of individualizing interventions, reflecting on interventions that work and those that do not work are useful lessons in managing change. The GF learns that change is not only a function of his/her skill but interacts with the readiness of the person changing. The GF also learns that change requires individual attention and planning. It is important to keep improvising on the plan as one tries out various interventions. Lessons about involving the HM in the plan,
and the importance of recognizing systemic issues in the plans not working out, are also learnt in the process of managing change.

There is also a need to strategize, individualize, and be patient to bring about change. The GFs share that they learn from those HMs who change but, they learn even more from those HMs who do not change. They realize that writing a policy document to bring about a change is easy but ineffective; supporting a person in the change process is difficult but effective.

The Field Support becomes a great opportunity to practice skills of planning and rigor. The GFs are held accountable for the 6-week plan that they develop and it becomes an exercise in disciplining themselves to plan and execute as per plan. The rigorous review process, which takes place at the end of each 6-week cycle, is an opportunity for the GFs to assess what impact they have made and to look at their work critically and not just emotively. The reviews also help GFs develop the habit of receiving feedback from peers and seniors. During the review, apart from the tasks related to Field Support, the GFs attention is also drawn to documentation, articulation and personal qualities such as persistence and self-discipline.

During the Field Support, the GFs learn the art of collaboration. The GF works with the HM, teachers and members of the local community to effectively implement the School Change Program. In addition, the GFs learn ways to manage conflict, persuade, and assertively communicate. Even within their peer group, the GF has to accomplish many tasks by working with a set of people over whom he/she has no formal authority. The GFs discuss and agree to a specific code of conduct for their groups during the Community Immersion and the WSI. Within their individual apartments, they also arrive at an agreement on the code of conduct, on who does groceries, and who coordinates with the house-help, etc. All decisions are taken by discussing within their own groups. To be able to influence others, the GF learns that it is important to understand and accept each other unconditionally.

In the most current version of the GF curriculum, the GFs are divided into teams (as per the Program Leader they are assigned to) and they are assessed both on individual and team development.

Within the GF program, the Community Immersion, Field Support, and personal reflection sessions help in the articulation of values. In the Community Immersion, the GF is forced to live in very simple circumstances with minimal resources. This helps them come face to face with their core values. This deep understanding of values and its influence helps GFs to learn to influence without authority. The GF realizes that operating from values is much more powerful than operating from authority.

After each learning journey or significant effort the GFs put up an exhibition of the work done and their learning and reflection. The PLs, PMs, visitors, GFs of the concurrent batch, are all invited to visit these exhibitions. The GFs are again indirectly led to pursue excellence in their work and its presentations through these events.

The Community Immersion helps to reduce the distance between the GF and their field of action for the coming two years. As explained earlier, the GF is learning to bring about change in the field and the field is the school in this case. The Community Immersion helps the GF to gain firsthand knowledge of the context of the students and
empathize with them. They are also able to learn another significant lesson of change - *Change cannot be initiated without deeper understanding of the stakeholders.*

The Community Immersion also increases the self-efficacy of the GF. The experience of being able to survive in unknown and difficult circumstances makes them psychologically ready to take on further challenges, helps them extend their boundaries of endurance, figure out and question their beliefs and assumptions about people, communities, and themselves. This is referred to as the constant process of de-conditioning that happens in the mind of the GF. Another lesson of change that is beginning to be ingrained in the GF is that *no change is possible unless there is change in self.*

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

In our various visits, discussions with HMs, GFs, Program Leaders and Program Managers, we were impressed with the sincerity and conscientiousness with which all the processes of the GF program are followed. Each GF we met (around 40 in Ahmedabad, Jhunjhunu and Mumbai) spoke about the intense personal change they have experienced. Not all had been able to articulate their personal vision or see their road map with clarity. However, each one shared that they at least knew what they would not do. Until now at KEF, what is promised is what is delivered.

### 8. Challenges in the GF Program

The design of the training curriculum is fraught with various challenges some of which are articulated here. They highlight the kind of background work that is needed to put in a meaningful action based Fellowship program for youth.

Designing the right kind of activities and tasks to build the six core competencies and also to develop mechanisms to monitor and keep track of progress is a daunting task. The changes in the design of the GF program over time reflect confusion regarding the mix between field-based learning and theoretical learning. The introduction of the leadership curriculum in its current offering is attractive to the GF who is bright and academically good. However, it also provides an escape from meeting people, discussing issues such as relationship building and giving feedback in the ‘here and the now’. Some of the GFs commented, “The LC is very good. It gives me the opportunity to hide behind my books and not always reflect and think about why my HM is not relating to me”. The original plan for the GF design was to move away from remote, theoretical learning and learn by first-hand experience and practice. This continual reflection and modification of the training design is strength of this program. In any experimentation, it is likely that some ideas would not pan out as planned.

Maintaining uniformity and quality across locations is a real challenge for KEF. The GF program, in the words of the one senior member, started off as a very ‘intimate’ one. It was a group of people passionate about creating nation builders. The design of the program reflected this passion and the success of the program largely depended on
the process of dialogue and the strength of relationships – between the GF and the PL, the GF and the HM, the GF and his/her team and so on. As the program scaled rather quickly, such a design posed several challenges. The sense of being part of a small, well-knit family was not as strong or even functional any longer. It has been difficult to ensure that the various dialogues that take place in all locations have the same quality and intensity. It is indeed a part of KEFs objective to scale up. It assumes that for a country like India, given its demographic makeup, traditional tutelage models will not work. Thus it experiments with how to provide quality training to the youth that will prepare them for their life journey in change and influence.

Challenges are faced in managing and building accountability in its GFs. Being a work and learn program, it puts GFs in a fairly comfortable position. They don’t face the pressures of either an employee or a student. Putting in place, checks and filters to identify genuine candidates, both at recruitment and during the course of the program without switching to a command and control mode, is a struggle.

To be able to provide effective and engaging learning contexts for the GFs every year is another challenge that comes with scale. In a highly people and time intensive process like the GF program, having the requisite number and quality of Program Leaders (PLs) every year is a challenge in itself. Once in, training the PLs in the systems and processes and getting them to perform on task takes almost a year. Building a shared understanding of the leadership competencies, and the processes to build them among the PMs and PLs, is necessary for the success of the GF program. Being able to do this while servicing the increasing number of GFs is like fixing a car as it is being driven up the hill.

Sometimes, the slow or unpredictable processes followed by the various partners who sign up for the school change partnership also pose challenges. To keep the GF program alive it is important that there are enough HMs who are enrolled in the school change program. However, it is a challenge to have enough HMs for the whole duration of the Fellowship. In Gujarat, for example, when the first agreement for three years came to an end the next was not in place despite the best efforts of the Gujarat KEF team. Elections and transfers of key officers led to a delay in the signing of the agreement with the State. In addition, several HMs disappeared from the PLDP when the state, in an attempt to improve quality of the HMs, introduced an aptitude test and minimum education criteria for HMs. Many of the HMs did not write, or pass the test and the State demoted them to be school teachers. Many of these changes cannot be anticipated or controlled by KEF. They simply have to be faced as they come along.

As the program scales and spreads across the country other issues of standardization across locations also arise. For example, in Rajasthan and Gujarat, HMs sign up for the program voluntarily and the agreement is supported by the District Education Office. KEF has the freedom to relate to HMs in the way they feel works best. In Mumbai, on the other hand, KEF works in tandem with several other organizations and thus has lesser freedom to work with the HMs. This, at times, needs different outputs from GFs and in some cases puts pressure on the Program to customize and yet adhere to objectives and design principles of the Fellowship.
9. Guiding Training Principles:

Principle 1: Self as the instrument of change

The Fellowship program teaches the GFs to use their 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. KEF’s work is greatly inspired by Fullan’s thought and writing on educational leadership and change (Fullan 1982, 1993). 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 6 weeks, participating in Vipassana, are all parts of the program that are designed to help the GF to work on self, and recognize his or her own 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 GF program. All the modules in the program are designed to facilitate planning and reflection between 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

Another theoretical construct that the Fellowship design rests on is David Kolb’s theory of experiential learning. The theory propounds that for learning to occur the learners must proceed through four stages - concrete experience, reflective observation, active experimentation, and abstract conceptualization (Kolb 1984, McLeod 2010). A learner can enter the cycle from any stage but 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 experience, see patterns, make generalizations and understand theoretical principles. This process, along with reading about leadership and life experiences of various people, comprises the ‘abstract conceptualization’ of the GF learning process. Learning would remain incomplete and theoretical if the learner does not practice things in a different manner 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 experience, leading to further reflection, abstraction and experimentation, and the cycle continues.
10. Support for the GF during the training period

KEF believes that its GFs must be given support and guidance to ensure they are able to successfully fulfill the requirements of the program. The organization has a dedicated team working closely with the GFs to provide them emotional and administrative support. The immediate contact person for a GF is his/her Program Leader. Every Program Leader (PL) is assigned responsibility for 5-6 GFs and fulfills the role of a mentor, coach, and guide. She/he anchors the daily reflection and debriefing sessions, is part of all GF reviews and holds one-on-one meetings with each Fellow under his/her charge. The PL visits the schools that his/her GF is assigned and is also responsible for the school change. A Program Manager (PM) is responsible for 5-6 Program Leaders. The PM mentors and supervises the work of the Program Leaders. A GF can also reach out to a Program Manager if the need arises. Every Program Manager is therefore indirectly responsible for 25-30 GFs and approximately a 100 schools. The Program Manager reports to a Program Director (PD), who is the location head and a member of KEF’s core team. A parallel process that mirrors the manner in which the GF supports the HM’s in their learning and growth process is seen in the support the GFs receive in their own personal change journeys. The Program Leaders and Program Managers hold the GFs emotionally and support them unconditionally through the two years they are at KEF. The GFs are expected to “love the HM”, the Program Leaders are expected to “love their GFs” and the Program Managers are expected to “love their PLs”. There is recognition that each person in the GF and PLDP structure is working towards change and the fact that change is difficult and slow is acknowledged across the organization. The leadership at KEF is professional, drives hard to get results, and is gentle with the experience that each individual goes through. There is recognition that to get results, “we have to be hardnosed about the outcomes but soft in our handling of the people who get us the outcomes”, says Nandita Rawal, Program Head at Ahmedabad. “From the day the GF meets us during the recruitment process and they speak about the municipality school, to the day that they start identifying with the HM and the school as ‘my school’ and ‘my HM’… is a long but emotional and satisfying journey”.

KEF also provides administrative and financial support to the GFs. Every GF is paid a stipend of Rs. 14,000 per month. In each location, they are provided shared accommodation with a housemaid and cook who are paid for by KEF, and their travel and cell-phone expenses are reimbursed. KEF sponsors the GF’s Vipassana course and the visits to NGOs during the two Learning Journeys. The generous investment in each GF not only helps the Fellow to concentrate on the primary objective, it also makes it easier for them to take the decision to give themselves a breather from finding a job immediately after graduation. It makes it possible for them to start repaying student loans or supporting their families.

11. Placement of GFs

The GFs are a great talent pool for other organizations in the social sector. In the last five years of its existence, KEF has been able to place all the GFs who wanted to take up work. The KEF placement team builds strong term relationships with organizations that does genuine and interesting work in the social change sector and supports the GF to identify the industry/organization he/she is passionate about. Directed placement efforts are made to match the interests of the GF and the organization. In an industry which faces a severe talent crunch, this is a win-win for both the organizations and the GFs. Nikita Ketkar, CEO, Masoom – an NGO that works with night-schools in Mumbai
Aditya’s dream of GF alumni collaborating to solve a complex social issue is taking shape. Kat-Katha, an NGO which works towards empowering and improving the lives of sex-workers in GB Road Delhi, is such an example. GF Alum, Gitanjali Babbar (GF 2010 - Journalism Honors, Delhi University, Diploma in Development Communication, Jamia Milia Islamia University) started Kat-Katha with the help of her Fellow GFs. Today, Kat-Katha is a team of 45-odd people, with several GFs on its board and several of them contributing their time and effort towards the cause. So is the case of GF Alums Abhishek Choudhary (GF 2012: BA English Literature, Delhi university) and Saransh Vaswani (GF 2012) working together on Capacity Building on School Management Committees.

Five years into the program, alumni career paths signal that KEF has been successful in its mission of developing youth leaders who will create an impact at the grass-root level. 68% of GF alumni today work in the developmental sector, with close to 6% having started their own initiatives in the same space. 25% have chosen to take up higher studies and/or other Fellowships in the same sector, also signaling that GF career paths are consistent with the 10-year road map the organization envisions them to take. Figure 4 & Figure 5 show the breakup of post Fellowship career paths of the GF alumni.
Our discussions with several alumni show how passionate and determined they are about the work they do. Most of them have been very active in school and college youth clubs and have worked with NGOs and social activists prior to joining the Fellowship. The alumni feel that the Fellowship has helped them develop the confidence and skills to continue and build upon their earlier passions. A common sentiment that all alumni expressed during our interviews with them was how the GF program has helped them trust their own abilities to create change. Most alumni said “when I graduated I thought that if I could change my HM and my community and survive the Village Immersion, I could do almost anything.”

KEF keeps in touch with all of their alumni using informal networks. As much as KEF is proud of what the GFs are doing, so are the GFs about the work they do and what they want to be doing in the future. The passion and focus in their voices and the determination in their spirits leaves one positive and hopeful about a generation of youth who are here to make a difference. Appendix D gives more details about the GF alumni and the work they are presently doing.

KEF is currently working towards building an alumni network which they feel will help the GFs and the organization in realizing their 10-year growth plan. The Gandhi Fellowship 6th batch started in July 2013. The program has over 150 alumni today.

13. Funding for KEF

It costs almost Rs 400,000 per year to support a GF. KEF is supported by donors who are dedicated to school change and youth development, and who commit to partner with them for the long term. In choosing a donor KEF looks for a partner who would, in addition to investing in their work, also help them learn and move towards their goal. Currently KEF has an assured donor in Mr Ajay Piramal through Piramal Enterprises Ltd for their work in Rajasthan; Michael and Susan Dell Foundation for their work in Ahmedabad and Surat; and UNICEF & Municipal Corporation of Greater Mumbai in Mumbai. The scaling from 10 Fellows in a year to 250 in a year over five years
also puts pressure to find adequate funding. KEF has also been in the process of building relationships with two corporations in Gujarat and Maharashtra for their work in the two states. In finding sponsors for its work KEF searches for partners who are both interested in education and youth development. The focus is also to find partners who, in addition to funding, are willing to help the KEF team grow in its management of scale.

14. Comparison of Fellowships in India

The Gandhi Fellowship is not the only Fellowship that is available to a young college graduate. There are several other Fellowships available in India. A comparison was done of the Gandhi Fellowship with the three other well known and similar Fellowships and is shown in Appendix E. The GF program is the most hands-on of all of them. It is holistic in its approach and focuses on self exploration and development. Its field of action is both rural and urban. It does not limit itself to training in any one language. It is designed to meet the objective of creating nation builders. The Gandhi Fellowship is surely an interesting model for other builders of talent to emulate. It combines the dialectic of action - reflection, hands-on - conceptual, performance driven - caring and nurturing, developmental - result oriented, micro change - macro change, in its design.

15. Future of the GF program

Several points emerge, as one views the GF program in totality. The organization has set an ambitious agenda for itself in wanting to create nation builders for tomorrow. One can measure its success or failure in different ways. The continued passions of its alumni, the domains in which they work and the initiatives take, are the evidence of the success of the program. Among the GFs that we interviewed, we could clearly notice a very distinct difference between the GFs in their first year and those in the second year. There was a visible shift in articulation of thoughts, energy levels, and positive attitude, to name a few. All these show that the program has been able to impact the GF in significant transformative ways.

Long term dreams and plans of Aditya Natraj for KEF include it becoming a forerunner in the field of education leadership. He hopes to start a School of Education Leadership (SEL) which will become the IIT/IIM for leadership in India providing certified courses to headmasters and administrators in the education system. It is envisioned that SEL will be able to create a course on Masters in Nation Building. He hopes to be able to extend the GF labs beyond education and foray into creating similar processes for GFs in other domains like environment, health etc.

The support of their first and major donor Ajay Piramal allows them to dream big. Mr. Piramal met the GFs in Jhunjhunu along with a team of 60 members comprising of the Group’s Board, business heads, associates, and well-wishers. He remarked “I felt humbled to see what the Gandhi Fellows and the Head Masters can do. The changes that they brought in the students and in the society around them are remarkable. I want to compliment them on what they are doing and I hope that over the coming years, it will help them further to change themselves, to improve the lives of people around them, in their family, and the schools they work”. In expressing his belief in the power of youth he said “the only way we can solve problems as a nation is by developing in the next decade 6000 people who will work on 60 different issues in the 600 districts of India”.

also puts pressure to find adequate funding. KEF has also been in the process of building relationships with two corporations in Gujarat and Maharashtra for their work in the two states. In finding sponsors for its work KEF searches for partners who are both interested in education and youth development. The focus is also to find partners who, in addition to funding, are willing to help the KEF team grow in its management of scale.
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APPENDIX A

The Gandhi Fellowship - 10 year extended journey

KEF sees the two year GF program as the first level of an investment being made in the youth of the country. The program, if seen in its entirety, is at least ten years long. KEF believes that nothing less than ten years of concerted effort on its GFs will cause for such transformation to take place. Thus, a ten-year growth plan has been charted out for the GF.

The first two years (described in detail in the case), is the Gandhi Fellowship itself. It is the most crucial and is the foundation for the subsequent years. The next three years are focused on building the foundation for the GF’s private dream (described in the section on placement of GF). KEF believes that at the end of these five years, two streams of people will emerge - one who want to start their own venture to create the change they wish to see and the other who want to take up further studies to gather deeper understanding of the sector. Both groups will invest another two years towards this purpose and KEF will support them through it by providing mentoring. It is envisaged that at the end of the 8th year, the group that takes up education would likely be in consulting-managerial roles impacting policy matters, through writing, managing and providing value-added perspectives. The group that takes up an entrepreneurial route would have stabilized after addressing starting troubles. In the following two years, the GFs will be able to fully establish themselves in their respective domains and be ready to provide thought leadership in their chosen fields. It is hoped they would have gained enough visibility by becoming part of the core group of an impactful Public Systems Change organization.
APPENDIX B

Gandhi Fellowship recruitment posters extended journey

YOU ARE ONLY 22!

What can you do?

22 can do many things. 22 can refuse to be like everyone else. 22 can pack up bags and leave for a remote village. 22 can live without the comfort of AC rooms and cars. 22 can travel many miles to reach a school every day. 22 can be creative. It can find new solutions to old problems. 22 can be stubborn. It can stand its ground when everyone else is gone. 22 can do much that 44 can’t. Thank God I am 22!

Gitanjali Babbar - Gandhi Fellow
A Post Graduate in Development Communications from
Mass Communication Research Centre, Jamia Milia Islamia.
She is a founder of kalkotha, an organization that is currently working on creating life choices and alternative livelihoods for women in difficult circumstances, and women living at the fringes of law.

Gandhi Fellowship is for 22 year olds who have the fire in them to change the world.
5 schools, 5 headmasters, 50 teachers and 500 children in rural and urban India will put you on an inward and outward journey of leadership and constructive transformation. Fellowship is a 2 year residential programme where you will work with government schools to enact sustainable and visible change.

Contact

To apply log on to www.gandhifellowship.org

Gandhi Fellowship
Unfold Impact Enjoy
www.gandhifellowship.org

An inward journey that could change your destiny.
An outward journey that could change a million lives.

Piramal Foundation
Knowledge Action Care
www.piramal.org
YOU ARE NO GANDHI!

Mind your own business.

Sure. I am not Gandhi. But, if I can change the lives of a few children in a village, why not? That’s why I packed my bags and left for a village in Rural Rajasthan. It wasn’t easy to work in a hot desert with school leaders who were cold towards a youngster telling them things to change. But, in the end, it was worth the struggle. The school is not the same today and I am not. I am no Gandhi. But, that is not going to stop me.

Toiba Sultana - Gandhi Fellow
Masters in Political Science works with domestic workers to ensure they get dignity of livelihood and with youth in upskilling with an organisation called Maitri in Assam. She is a founding member of MYFACTS, a youth forum which is a network of over 1331 members- a progressive group of Muslims who like to promote a sense of belonging and highlight Muslim people’s contribution in the North East. They represent not the Islamic religion but youth who are focused on taking charge of development of the society that they live in.

Gandhi Fellowship is for young people who have the fire in them to change the world. 5 schools, 5 headmasters, 50 teachers and 500 children in rural and urban India will set you on an inward and outward journey of leadership and constructive transformation. Fellowship is a 2 year residential programme where you will work with government schools to create sustainable and visible change.

To apply log on to www.gandhfellowship.org

Contact
APPENDIX C

GF training process

More details of these processes can be obtained from http://gandhiFellowship.org/

Induction:
The 12-week induction is the foundation to the GF program. During this period, a GF lives and works in a community of people in a shared space where the conventional boundaries of the private and public are re-worked. It forces the GF to go out of his/her comfort zone and integrate with both the locals and other Fellows, develop a sincere engagement with the community and understand their realities and challenges. The three key processes of the induction phase are:

Orientation Workshop (6 days)
The interactive and fun-filled orientation workshop helps the GFs to open up and share their life history, dreams, aspirations and fears with each other and the Program Leaders. It helps GFs to get to know each other, share their unique talents, and begin to practice acceptance of diverse people.

Whole School Immersion (WSI) (6 weeks):
During the WSI, GFs visit a primary/municipality/government school every day to observe and understand how it functions and establish relationships with the key stakeholders of the school. They take on the role of a teacher and teach for several hours each day in the school or within the community. In Rajasthan and Gujarat, the GFs teach in the school, while in Mumbai, the GFs identify a group of students within a disadvantaged community and teach them. In either case, the GF is expected to set a teaching goal and develop his/her teaching plan based on the principles of active learning.
The GFs also begin to practice the routine of “Plan, Act, Reflect and Share (P-A-R-S)” at this stage. They plan for the class each morning, visit the school, reflect on their actions, and then share experiences and learning during the daily debrief held at the end of each day with their PL and the other Fellows. At the end of the six week period, the GFs consolidate their learning, experience, and changes observed in self, and share it with the rest of the GFs, Program Leaders, and Program Managers.

Community Immersion (CI) (6 weeks)
As part of the third and final part of the Induction process, the GFs participate in 6 weeks of Community Immersion. The Fellows are expected to find one family from within the school community with whom they will live for 6 weeks. During the CI, the Fellows continue to visit the school and teach in the classroom as usual.

Before setting off for the Community Immersion, the code of behavior that will be adhered to by all GFs is mutually agreed upon by the GF and their Program Leaders. Norms such as how much money they will carry, whether they can take their cell phones, how many calls they can make are decided by the group of GFs themselves. The meetings in which these norms are decided usually lasts for 5 to 6 hours and are a practice in consensus decision making, listening to each other, respecting the views of others, and influencing without authority. This meeting is also meant to highlight the processes of self-governance. The Program Leaders are present at the meeting to guide but they do not dictate the rules.
During the CI, the Fellow also organizes an event that involves the community and some key stakeholders of the school that they have been teaching in. Over the years, the GFs have designed interesting events such as creating awareness and accountability towards school property through design of grass-root comics; organizing debates between the elders, village and youth of the village on how to improve facilities within the school etc.

In some cases the CI does not pan out as planned. GFs have to adjust and find other solutions. A GF from Jhunjhunu said that a couple of weeks into her CI, one day, the lady in the house she was staying in grabbed her by her arm and pulled her towards her door, shouting at her and asking her to get out of the house. The GFs are coached to adapt and stay firm. They have the option of reaching out to the Program Leaders only in dire emergencies.

This part of the training is valuable in several ways. It exposes the GFs to alternate realities and helps them examine the role of conditioning in the way they perceive situations/realities. It also helps them appreciate the context from which several of the school students come from. The GFs are able to start leveling and equalizing with each other as well. While staying in the community, the GFs are encouraged to keep a daily journal and record their responses and thoughts. At the end of the 6 weeks, they share their Community Immersion experience with the other Fellows, Program Leaders and Program Managers. It is believed that consolidating the experience and learning from it is as important as the actual immersion. It also reinforces the ‘P-A-R-S’ process that is integral to the GF program.

FIELD SUPPORT (FS) (October of Semester I to the end of the Fellowship)

Field Support is the key component of the Fellowship program. It is the laboratory that the GFs experiment in - where they live through the process of bringing about change and learn from it.

It involves two components - the ‘School visits and HM support’ and ‘Supporting HM workshops’. The GF visits at least one HM and their school every day and helps them implement the learning s/he acquires from the PLDP workshops and contact sessions. They also offer the HMs perspective to the Program Leaders of KEF which helps to fine-tune the design of PLDP curriculum. The Field Support program is divided into 6 week cycles. At the beginning of every cycle, the GF plans for the coming cycle on a ‘6-week template’, breaking it into daily plans, and sharing it with her/his Program Leader. At the end of each day, the Daily Plan is reviewed and the next day’s plan prepared/modified. The GF is held accountable for each day’s plan and is required to make the most effort to accomplish his/her daily goals.

The GFs spend time to dialogue with and support the HM in her/his plans to use the inputs received during the PLDP contact sessions. For example, the GF may help the HM to develop a plan to take one class every day. Prior to each visit, the GF works with the Program Leader and other GFs to plan the activities with the HM, in line with the needs of the PLDP. The GFs are supported by the PLDP and the Operations team on the intricacies of interacting with HMs, modulating communication and building a relationship with them. It is during the Field Support that each GF inevitably brings his/her own approach to the task. The GF’s personality and his/her ability to forge relationships and influence others becomes a key component to this module. Each HM visit, therefore, also becomes a chance for the GF to modify and sharpen these competencies.
Every evening the GF fills up the Field Support Register, where s/he records and reflects on the experience of his/her work with the HM and links action or attitude to outcomes. The analysis is then shared and discussed with the peer group and the Program Leaders, giving the GF a different perspective on his/her behavior. A GF mentioned how, doing debriefs with peers enabled her to regulate her own emotions and connect to other people’s emotions. Another talked about how he learnt to listen. Several GFs mentioned that listening to someone’s experiences in school provided reassurance to them about what was happening in their context. They also picked up ideas from each other on ways to get their HM to listen to them. One GF said, “One of my learning was that, the GF for whom I initially had no respect, was able to influence his HM the most”. GFs learn from each others’ experience and thus generate shared knowledge. The lessons from debriefing also add to institutional knowledge which is then incorporated in the PLDP design.

At the end of each 6-week cycle, the GF has to go through a rigorous review process to assess the work they have done with the HM and present it to a team of experts and senior professionals. These include Program Leaders, Program Managers and sometimes other members from within KEF, and/or from other associate organizations.

Workshops with Headmasters are an integral part of the PLDP. During the workshop, the GFs work with their HMs to develop action plans and commitments to take the learning’s back to their schools. The commitment made by the principal/HM is then followed up by the GF. The GF thus becomes a part of the entire process of learning and change that the HM goes through, from workshop to implementation in the school.

Other Fellowship processes

Through the two years of the GF training, the Field Support is interspersed with other structured training processes designed to help GFs develop deeper insights into themselves and what they would like to do. They also learn about leadership and other social change efforts across the country. The following sections briefly describe the various interventions.

PERSONAL REFLECTION (PR) WORKSHOP (5 days at the end of each semester)

The Personal Reflection workshops help the GFs identify their strengths and areas of development through evaluations and assessment development centers. Fellows are tested for both school support and leadership competencies. The emphasis is on identifying strengths and weaknesses within the Fellow Teams and coming up with a Team Development Plan for collaborative capacity building.

Design of the PR Process:

There are 4 Personal Reflection workshops in the GF program, one at the end of each semester. Each PR workshop is designed with a specific goal in mind.

PR I: The main goal of PR I is to help the GF understand his/her responses to the experiences during the first semester and identify broad areas of strengths and weaknesses. It also provides opportunities for the GFs to get
Leadership Curriculum (LC): (From the second semester)

Leadership Curriculum is the latest addition to the GF training program and has been introduced from the fifth batch. Even though the major focus of the GF program is on learning by doing, KEF felt that it is important for the GFs to think, read, discuss and learn from the experiences and knowledge gained by others. This led to the introduction of the Leadership Curriculum.

Design of the LC:

The Leadership Curriculum is a group activity, held for 2-3 hours every evening from the second semester onwards. There are six components focusing on a specific area related to either the Fellowship or the PLDP. The content of each Leadership Curriculum is woven into the life of a character such as, a teacher, a civil servant, a social entrepreneur, a politician, a Sarpanch or a CEO. The GFs are taken through the daily experiences of these characters by focusing on their emotional, intellectual and ethical challenges. In each session, the GFs are asked to help solve a new challenge in this character’s life, thus learning how to solve similar challenges during their Field Support. A GF mentioned how reading about Verrier Elwin inspired him to keep working on his Community Project even when he felt de-motivated.

PR II: The goal of PR II, scheduled at the end of semester II, is to answer the question ‘Who am I?’ Using different activities and psychometric tools, the process helps the GF discover his/her core values and unique personal power to impact people.

PR III: PR III, at the end of the third semester, focuses on the GF articulating his/her private dream and developing a lifecycle plan to develop this further. A GF, who wanted to introduce Yoga as part of the curriculum in government schools for the holistic development of children, spoke of how each step of the Private Dream articulation sessions helped her sharpen the articulation of the private dream - from ‘Education’ to ‘Yoga Education’ to ‘Yoga Education for Adolescents’.

PR IV: PR IV focuses on ways to convert the private dream into a strategic vision of one’s life. It is held during the fourth semester of the Fellowship with the focus on helping the GF develop a strategic plan for his/her 10 year journey.
Learning Journey (Lj): (30 Days)

GFs undergo a very intense engagement with issues pertaining to education, teaching, learning, and school change as part of the FS. However, many Fellows want to work in a variety of other fields. The Learning Journey helps the GF develop a perspective on systems and issues beyond education and also understand how organizations in different domains and geographies work.

Design and schedule of the Learning Journeys

The GFs undertake 3 separate Learning Journeys (LJ) in the course of their Fellowship, each of which is of 10 days duration. The LJ 1 & LJ 2 is scheduled before the summer break at the end of the 1st year, and LJ 3 is held towards the end of the last semester of the Fellowship.

Learning Journey 1:
LJ1 exposes the GFs to different NGOs operating in a variety of domains across the country. As part of their visit, they meet with the leadership team and members of 2-3 NGOs, try to understand how they work and gain perspective on how the social sector functions in that state. On their return, the GFs share their learning with other Fellows. Sharing with each other is a crucial aspect of this process as it builds awareness of the enormous diversity of issues and the responses to it across the country.

Learning Journey 2:
During LJ 2 the GFs participate in a Vipassana meditation retreat. Vipassana is a practice that builds self-awareness at the deepest level. It develops the ability to be equanimous - to be aware of one's emotions but not to be controlled by them. This Learning Journey for the GFs is designed to instill attitudes of being self-reflective, mindful, aware, and non-judgmental.

Learning Journey 3:
At the end of PR III, an individual LJ 3 is designed on the basis of the GFs articulation of his/her private dream. The focus of the LJ could either be Exploratory, Placement or Skill Building. The GF along with his/her coach/career counselor (who is invariably his/her Program Leader) decide on the kind of LJ that would be most appropriate. If a GF chooses to do an exploratory LJ, then he/she shadows a role model or leader to understand the experiences of the person. GFs who wish to build or enhance a specific skill choose to do a skill-building LJ and those who wish to be placed in a particular organization do a placement LJ with the organization and explore potential options to join them. In all the cases, the coach/career counselor supports the GF through the process.

Community project (CP):
 semester IV

The Community Project is a concept introduced in the GF program from the 4th batch. Until batch 3, Fellows took up a Research Associate (RA) role during the 4th semester. During the RA-ship, they handed over Field Support responsibilities to the junior batch and worked in a specific department within KEF that matched closely with their private dream. However, as the batch size grew, the concept of the Research Associate-ship became
difficult to implement as it became challenging to find roles within KEF to match with GFs’ private dreams. Hence the Community Project was introduced.

**Design of the CP:**

The CP is designed as a 3-month activity held during the final semester along with the Field Support. GFs, in groups of three or more, using their understanding of the community and its stakeholders, have to identify a project within the community they have been working in that adds value, meaning and joy to the community and align with the GFs’ private dream. A GF from Jhunjhunu worked on building a youth club for the village because he felt that though the youth are able to understand the issues within the community and mobilize the stakeholders, they are highly under-utilized. He realized that providing them with a platform to work together would help encourage them to contribute to society. Through his project, the GF was able to mobilize the youth and get them to work closely with the village Sarpanch, other villagers, and school children to address issues of sanitation and cleanliness within the community.
APPENDIX D

Alumni Of The Gf Program (“Gandhi Fellowship”, N.d.)

Toiba Sultana, Gandhi Fellow 2010
UG - Political Science, Miranda House; PG - Political Science, Delhi University

After the Fellowship, Toiba worked with Kaivalya before joining an organization called Maitri that works towards creating livelihood and dignity for youth and women. She joined as a Program Manager and is closely involved in the decision making and policy level interventions of the organization. She got a chance to write the District Project Report (DPR) on Prime Minister Special package for Manipur Government.

Moved by the recent violence in Assam she, along with a couple of friends, started MYFACTS (Muslim Youth Forum Against Communalism Terrorism and Sedition) - a movement to bring peace in the region and to work for its long term development. Currently, it is a network of 1331 members, a group of progressive Muslims from diverse backgrounds, lawyers and educationists, committed to the development of society and bringing peace to the region. The organization is engaged in a wide range of activities including documentation, counseling in refugee camps, creating rights based model villages and research into the cultural history of Muslims, their educational and health status etc. The movement aims to create an identity around the region and its development rather than focusing on religion.

Abhyudai Dhawan, Gandhi Fellow 2010
UG (History, Philosophy, Literature) from University of Delhi; PG (Sociology) (Ethnography), University of Freiburg, FLACSO

Immediately after the Fellowship, Abhyudai walked from his home town Dehradun to Ladakh. His spirit was awakened and Abhyudai felt that he needed to go deeper to the roots to develop an authentic understanding of several domains of societal life. That took him to the agricultural sector where he was able to live, work and interact with farmers, to see how they were coping with the frenzied changes that mark their existence today. He had the chance of working with an international team of researchers at Dr. Vandana Shiva's Bija Vidyapeeth, where he helped develop both rural and urban innovations for sustainable agricultural practices. Abhyudai, along with friends, later formed ‘LokMasti’, an enterprise that immersed deeply with the slum residents in his neighborhood on various issues such as alternative education, urban gardening, gift-economy, world cafe. LokMasti collaborates with other organizations working in the area and offers full and part time consultancy services.

Currently Abhyudai is doing his Masters’ degree in Globalization (Global Studies Program), while also interning at Fundacion Cambio Democratico in Buenos Aires, Argentina, which is a substantial civil society network that focuses on getting large global actors together to create space for meaningful dialogue over issues of climate change, sustainability, and democracy.
Sugandha Munshi, Gandhi Fellow 2010
UG - Political Science, Miranda House; PG - Journalism and Gender Studies, Delhi University)

Sugandha joined Kaivalya as a Program Leader in Rajasthan, immediately after completing the Fellowship.
Sugandha had worked with Arvind Kejriwal and the likes of him during her college days. Extremely passionate
about gender issues, Sugandha wanted to work towards creating gender sensitivity and equality in her home
state. During her work as a PL, Sugandha realized that providing quality education and building leadership skills
helped tackle several other social issues, including those of gender. During her field work, she saw how under-
privileged women spoke out for education and was raring to explore the world and its opportunities. Inspired by
these experiences, she joined the Gender Cell for the Department of Education, Bihar as a State Coordinator. She
has, since then, been working for the state as a consultant of UNICEF supporting gender related issues. Today,
she feels happy at being able to contribute to her area of interest in her home-state. She proudly talks about
how she is able to work very closely with the Chief Minister and key policy makers in her State to support them
in leading policy level interventions, and in planning and implementing innovations in this space. Of the many
initiatives she has been able to launch in her state, Sugandha feels most passionately about her publication on
Gender – Asha ki Udaan - released by her Honorable CM on the centenary year of Bihar Establishment - 2012.

Mayuri Joshi, Gandhi Fellow, 2012

Mayuri used the last six months of her Fellowship to research and understand her area of interest – orphans. She
worked with organizations and experts dealing with orphans. She is currently working with India Sponsorship
Committee's Vidayapeeth Project that is committed to protecting Child Rights in Pune.
# APPENDIX E

## Comparison of Fellowships in India

The Gandhi Fellowship is not the only Fellowship that is available to a young college graduate. There are several other Fellowships available. Three other well-known comparable Fellowships were examined. The details are provided in the table below.

<table>
<thead>
<tr>
<th>About the Program</th>
<th>Young India Fellowship</th>
<th>Prime Ministers Rural Development Fund</th>
<th>Teach for India</th>
<th>Gandhi Fellowship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Founding Organization</strong></td>
<td>International Foundation for Research &amp; Education (IFRE)</td>
<td>Ministry of Rural Development, Govt. of India</td>
<td>Teach to Lead</td>
<td>Kaivalya Education Foundation</td>
</tr>
<tr>
<td><strong>Year of inception of Fellowship</strong></td>
<td>2011</td>
<td>2011</td>
<td>2009</td>
<td>2008</td>
</tr>
<tr>
<td><strong>Batch size</strong></td>
<td>100</td>
<td>156</td>
<td>550 Fellows and 196 Alumni currently</td>
<td>250 Fellows for the year 2013-14 with approximately 150 alumni.</td>
</tr>
<tr>
<td><strong>Duration of Fellowship</strong></td>
<td>2 years</td>
<td>2 years</td>
<td>2 years</td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Eligibility Criteria</strong></td>
<td>A recognized undergraduate or post graduate degree with no more than 2 years of experience. Candidates are expected to be able to read, write and converse in English.</td>
<td>Postgraduate in Social Science/ Science/ Management or a graduate in Law/ Engineering/ Medicine and between 21-30 years of age at the time of application. Knowledge of Hindi and a local language is desirable. Work experience is preferred.</td>
<td>Indian citizens or candidates of Indian origin with undergraduate degree at the time of joining. Strong English communication skills preferred.</td>
<td>A recognized undergraduate degree</td>
</tr>
<tr>
<td>Selection process</td>
<td>Online application, Telephonic Interview, General Aptitude test and In-person interview</td>
<td>Online application with essays and statement of purpose, group discussion and Interview</td>
<td>Online application with essays, telephonic interviews, assessment centre with group discussions, aptitude tests, team activities and interviews</td>
<td>Online application with essays, telephonic interviews, assessment centre with group discussions, team activities and interviews</td>
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<td>Training &amp; Evaluation</td>
<td>Case based classroom lectures, workshops, regular guest speaker sessions and an Experiential Learning Module focusing on real life projects. The program is structured around 8 semesters of roughly 6 weeks each. Each semester has 3 Perspective Building Courses structured around different subject areas and 1 or 2 Skills. Each of these courses has up to 20 hours of lecture time spread over 5 weeks. Every term has weekly workshops, with 2 - 3 hour sessions, focused on soft-skills training. The project work under the Experiential Learning Module continues across all semesters and is managed by students outside their regular classroom hours. Progress is regularly monitored in terms of evaluations by faculty. Model of evaluation varies from faculty to faculty.</td>
<td>2-month intensive training including one month classroom training and a 4 week internship in chosen district. Classroom training focuses on ensuring that the Fellows develop a strong conceptual understanding on the State, economy, society and the socio-political context, skills to work with individuals, groups and communities; skills to analyze policies, programs and budgets and develop evidence-based policy and program support. During the 4-week internship, the Fellows spend time in the Collector’s office, get exposure to the relevant offices at different levels, and undertake field visits to interact with people, community-based organizations, Panchayat Raj Institutions, and civil society organizations. Post the training, Fellows are deployed in the district and work on a 2 years fixed contract as development facilitators in the chosen district.</td>
<td>5-week initial training after which Fellows are placed in under-resourced schools as full-time teaching faculty for two years. The training ensures that the Fellows are well-equipped to provide positive and significant impact in schools. Fellows are given adequate leadership training during the program to ensure that they are successful leaders in any field once they complete the Fellowship.</td>
<td>3-month induction program, followed by field support training. Induction program includes 6-day orientation, 6-week classroom teaching and 6-week community Immersion. During Field support training, Fellows work with School Headmasters and support them in their efforts to bring about School Change. Interspersed with field support training are also regular reflection sessions and academic support in terms of general reading and other skills building activities. Fellows also do two short internships, a Vipassana meditation, and a 3-month community project during the course of the two year period.</td>
</tr>
<tr>
<td><strong>Stipend</strong></td>
<td>No stipend is paid, but cost per student (Rs 500,000) is fully or partially funded. Food and accommodation are provided.</td>
<td>Rs 75,000/- per month</td>
<td>Rs 15,000 plus rent allowance</td>
<td>Rs. 14,000 per month. Also provided is shared accommodation with a housemaid and cook who are paid for by KEF. Travel and cell-phone expenses are reimbursed</td>
</tr>
<tr>
<td><strong>Support to the Fellow</strong></td>
<td>Fellows are mentored by experts from diverse sectors such as consulting, media, non-profit, banking and IT. These mentors interact with students, provide guidance in their areas of interest and also provide inputs to enrich the curriculum.</td>
<td>No formal support while on the ground</td>
<td>Fellows are supported by a Manager. Each manager has a team of 10 Fellows under him/her. Managers meet the Fellows twice a month and the entire group meets once a month.</td>
<td>Every GF has a Program Leader who is in charge of the GF journey. The Program Leader in turn is supported by at least 4-5 Program Managers.</td>
</tr>
<tr>
<td><strong>Certification</strong></td>
<td>Certificate of Completion endorsed by University of Pennsylvania's School of Engineering and Science and the Chairman of the Board of International Foundation for Research &amp; Education. The participants are designated Young India Fellows and awarded the Young India Fellow medal.</td>
<td>TISS certification under discussion</td>
<td>Not applicable</td>
<td>Not applicable</td>
</tr>
<tr>
<td><strong>Drop-out fine</strong></td>
<td>Rs 200,000</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Not applicable</td>
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<tr>
<td><strong>Post Fellowship options</strong></td>
<td>Higher studies, scholarships, Research Assistantship, corporate or development sector placements</td>
<td>The contract is extendable for one year else the candidate can pursue a career of his/her choice.</td>
<td>Fellows can do a third year with TFI or choose other career options. Of their Alumni, 54% are in socially relevant fields and 43% in education</td>
<td>Higher studies, scholarships, corporate or development sector placements which includes placements in KEF</td>
</tr>
<tr>
<td><strong>Technical/Academic Partners</strong></td>
<td>School of Engineering and Applied Science (Penn Engineering), Carleton College, The Institute d'études Politique de Paris, popularly called SciencesPo</td>
<td>Faculty is among the best of the country from leading academic institutes, state and central governments, the Planning Commission, civil society organizations, multilateral agencies, and people’s groups.</td>
<td>Teach for All, Akanksha. (MTV Act, Star India, Out-of-Home Media (India) Pvt. Ltd)</td>
<td>Bodh Shiksha Samiti, Mercer Consulting, Cocoon Consulting, Flow Consulting, Vernalis, Educational Initiatives (EI), Mckinsey, UNICEF et al.</td>
</tr>
<tr>
<td>Locations</td>
<td>New Delhi; currently co-located in Sri Aurobindo Center for Arts &amp; Communication (SACAC) campus. Will shortly shift to new Asoka University campus.</td>
<td>78 backward districts identified under the Integrated Action Plan spread across AP, Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Maharashtra, Orissa, Uttar Pradesh and West Bengal</td>
<td>Mumbai, Pune, Delhi, Hyderabad and Chennai.</td>
<td>Jhunjhunu, Churu, Udaipur, Dungarpur (Rajasthan); Surat, Ahmedabad (Gujarat); Mumbai.</td>
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<tr>
<td>Overall Comment</td>
<td>Theoretical, extension of college environment, focused on the discourse of development.</td>
<td>Practical, teaches action, concept that needs to be proved, no mentorship while involved in the field, does not focus on future of the trainee.</td>
<td>Designed to provide a certain kind of exposure for those young bright people who in the future are likely to be successful in mainstream jobs. Language of teaching is English; TFI Fellows do not integrate with the community.</td>
<td>Hands-on, action based learning paired with robust training principles. GFs internalize change management principles by living them. The goal is to develop nation builders and help the GF build the conviction that he/she can make a difference to a collective.</td>
</tr>
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</table>
APPENDIX F

Figure 1
Organizational Structure of KEF

ED
Aditya Natraj

Operations-Central

Jhunjhunu PD

Churu PD

Udaipur PD

Ahmedabad PD

Mumbai PD

PLDP PD

GFP PD

SIG PD

Marketing PD

Recruit PD

Accounts & Administration (11)

PL (11)

PL (10)

PL (12)

PL (11)

PL (5)

PM (1)

PM (4)

PM (1)

PM (2)

PM (2)

PL (5)

PL (2)

PL (3)

PL (7)

PL (2)

Accounts & Administration (10)

Accounts & Administration (6)

Accounts & Administration (7)

Accounts & Administration (8)

Accounts & Administration (2)

PF (55)

PF (55)

PF (55)

PF (55)

PF (55)

PF (55)