



**Pratham Direct Programs
Annual Report 2007-08**

Pratham Direct programs in 2007-08

The National Picture

Pratham's Direct program delivery model focuses on providing disadvantaged children access to pre-school and primary education and providing learning support to them to ensure age and class appropriate reading, writing and arithmetic levels. Pratham has historically run its direct programs in the difficult regions or areas of urban cities. Under this model, the programs are initiated and controlled by the organization and comprise of focused interventions undertaken in a defined geography of a slum pocket (basti) with clear measurable goals.

The model has been evolving over the years - from scattered units of activity in cities until about 2003, Pratham adopted the area-approach to ensure continuously raising the schooling and learning levels in defined slum pockets. Over the years, Pratham has reached over a million children. During the peak phase through the year, the program reaches close to 250,000 children daily.

Objectives

All direct programs are designed to address the following questions:

- Does every child have pre-school education?
- Does every child go to school?
- Does every child know reading, writing, and arithmetic?
- Do children have access to books?

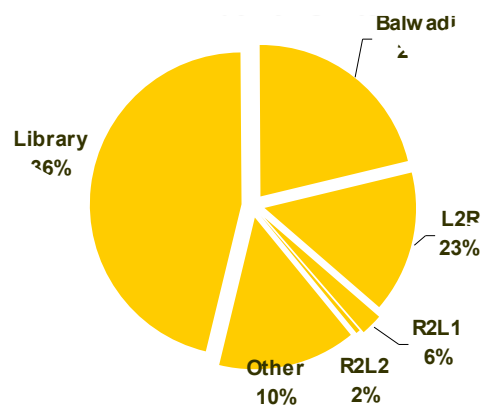
To address these questions, Pratham conducts a door-to-door survey in the beginning of the academic year. Prioritization based on availability of funds and local situation drives the actual program implementation in the areas. The programs implemented include the by balwadi, library program, learn to read and Read to learn classes. Details of these programs are provided in annexure I.

Coverage of the programs in 2007-2008:

In 2007-08, Pratham's direct programs were running in 43 cities covering 13 states and reaching almost 170,000 children.

State	Bastis	LIBRARIES		Direct Program										
				Direct Total		BALWADI		L2R		R2L1		R2L2		Ot
		Units	Borrowed Books	Unit	Children	Units	Children	Units	Children	Units	Children	Units	Children	Units
Karnataka	514	292	30,504	588	15,463	359	7,978	109	2,165	-	-	-	-	120
Andhra Pradesh	277	235	15,227	331	6475	121	2330	174	3580	36	565	-	-	
Tamil Nadu	440	309	13,224	506	9724	437	8361	-	-	69	1363	-	-	
Delhi	301	533	137,588	773	26,596	461	8,872	-	-	-	-	-	-	312
Rajasthan	120	120	8,962	90	2106	90	2106	-	-	-	-	-	-	
Bihar	375	219	13,768	1057	25,905	219	5,333	753	18,426	-	-	-	-	84
Uttar Pradesh	695	305	76,748	2019	48,369	259	5,451	1576	38,646	79	1,850	105	2,422	
Madhya Pradesh	63	62	9,105	4	1,514	-	-	-	-	-	-	-	-	
Punjab	-	191	26,718	-	-	-	-	-	-	-	-	-	-	
Haryana	174	64	7,379	186	4,572	-	-	186	4572	-	-	-	-	
Orissa	133	126	13,111	161	2,984	29	432	26	587	66	1,270	-	-	40
Maharashtra	2009	1467	18,325	1565	29,987	388	6,717	-	-	-	-	-	-	1176
Gujarat	286	46	5,155	189	3,260	18	234	112	1,978	26	522	33	526	
Total	5387	3969	538,832	7469	176,995	2381	47,814	2936	69,954	276	5570	138	2948	1736

Direct interventions in 2007-08: A national overview



As can be seen from the diagram, last year the focus was on all programs, the library perhaps enjoying greater emphasis.

Balwadi and ECCE

2381 units of the balwadi program were running last year, providing approximately 47,814 underprivileged children in the age group of 3-5 years access to pre-school education. Last year, Pratham also established the **Early Childhood Care and Education Center to leverage and institutionalize the experience Pratham has in early childhood care and education.** Since the last 14 years, Pratham has been running a successful Balwadi program and in this process has worked with and trained thousands of volunteers and pre-school teachers. The center is an attempt to consolidate and share the learning in this area through an institutional framework. Trainings in early childhood care and education is the key activity undertaken of the resource centre. Trainings are conducted for government and private pre-school teachers as well as for volunteers from within the community. The centre also promotes entrepreneurial effort in the field of ECCE. In addition, information is also provided to mothers and urban and rural poor so that are empowered with knowledge to improve the education and health of their children. Last year, a total of seven centers were established in Mumbai, Pune, Allahabad and Hyderabad and the first batch of trainings was conducted. Plans are underway to set up additional centers by 2008-09.

Libraries

Last year, efforts were also undertaken to strengthen the library model for encouraging reading and learning among children across 13 states. **A total of 3,939 units were operational and 538,832 books were borrowed last year.** The libraries were located both within government schools and in the communities. The librarian maintained a record of the level and number of books read by every child.

This was used to evaluate the improvement in the child's reading skills. In some cities, libraries were also used as places where the children were encouraged to read and learn more. A number of additional activities such as story telling, story making, art and craft, are also conducted throughout the year.

Learn 2 Read (L2R) and Read 2 Learn (R2L)

2936 L2R classes were held across 9 states and 69,954 children reached. 416 R2L classes were run and 8,569 children reached. The R2L coverage is fairly low as the program is still in the pilot phase. However, the coverage is currently being expanded. Significant improvements were observed in the learning levels of the children exposed to these interventions. In addition, several efforts were also undertaken last year to build and strengthen community awareness regarding the importance of quality education. Melas and rallies were organized at various locations throughout the country

English Program

In 2007-08, the English program was also consolidated and expanded to cover several other cities. This program was designed to meet the increasing demand for English learning in both rural and urban areas. **Classes were run in 10 locations across the country including Mumbai, Hyderabad, Bhopal, Cuttak and Delhi.** Through the program children are made to focus on listening, speaking and reading English for a period of 12 weeks. The program seeks to help children build confidence in using simple phrases and conversation. The impact of the program has been very encouraging. The English learning curve has shown a significant improvement in the post tests. In all the classes there are no children at zero level in the post test. **Within 12 weeks of participating in the program, children in the third grade could read simple paragraphs and answer direct questions**

HI Project

The HI project was running in 10 cities covering. HI newspaper project is an Internet based exchange programme between Pratham and PABO, a teacher's training institute in Meppel, Netherlands. The project is a cultural exchange programme between the children of Pratham classes and Primary Schools of PABO, Meppel. It provides a platform where children can share their learning's with others of the same age group but different cultural context. HI classes ran for six days in a week for one-hour daily. Teachers took 30 minutes for newspaper activities and 30 minutes for a specially designed curriculum for English learning.

School support programs

In some cities like Hyderabad, Delhi, Mumbai, UP the direct programs were supported by school support programs to create a link between the school systems, thereby improving the learning levels of the children and increase enrollment and retention. The models took different forms in different regions. In Hyderabad, volunteers from within the communities conducted learning enhancement classes to provide learning support to the children and also maintained regular contact with parents to encourage them to send their children to schools regularly. In Mumbai, a community contact person (CCP) maintained a record of students in communities and focused on home visits to ensure that the material being provided is actually being used properly by the students. In Delhi, a school support program was piloted in 20 MCD schools of Delhi to develop a model of quality education in Municipal schools through direct involvement. The programme was launched with an objective to work closely with select MCD schools to demonstrate a model of quality education to positively impact attendance, retention, and learning outcomes of school children.

The Impact:

The Impact of the direct programs has been very impressive especially in the areas of learning improvement. In cities like Gurgaon and Hyderabad there has been a more than 30 percentage point increase in the number of children who can read a story. The Balwadi model has demonstrated that it is possible to provide thousands of underprivileged children access to pre-school education using a low cost, scaleable model. The fact that Pratham Balwadi teachers have been absorbed in the ICDS run anganwadi centers is only a recognition of the expertise and experience Pratham has acquired in this area over the years. Through the libraries, Pratham has been able to provide over 12 lakh children with access to books and thereby inculcate a reading habit amongst them. In several cities such as Delhi, 33% of the identified out-of-school children have been mainstreamed into regular schools. The direct interventions have also helped establish strong network with the community and helped to garner the community support for ensuring that their children have access to quality learning.

Over the years, Pratham's work in the urban areas has evolved and grown. As Pratham moves ahead and expands its geographical reach as well as its scope of its work, it plans to consolidate its learning and experiences in the direct programs and based on this, fine-tune the future direct program model strategy.

Andhra Pradesh

Objectives

- Every child in the age group of 3-5 years must have access to pre-school.
- Every child above 6 should be able to read, write and do basics math.
- Every child in the age group of 6-14 years should be enrolled in a school or Pratham class.
- Every child must have access to and read over 30-50 books

Highest coverage in 2007-2008

Cities	Hyderabad, Warangal, Vizag, Guntur
Maximum number of children reached in a single month through the direct programs	6925
Highest no: of Balwadis operational in a single month	124
Highest no of L2R classes conducted in a single month	211
Highest number of library units operational in a single month	277
Highest number of children reached in a single month through the library program	19,353

Urban program in Andhra Pradesh in 2007-08

Balwadis – Hyderabad and Vizag

L2R – Hyderabad, Warrangal and Vizag

Community based libraries – Hyderabad, Warrangal, Vizag and Guntur

In-School Program – 16 mandals in Hyderabad

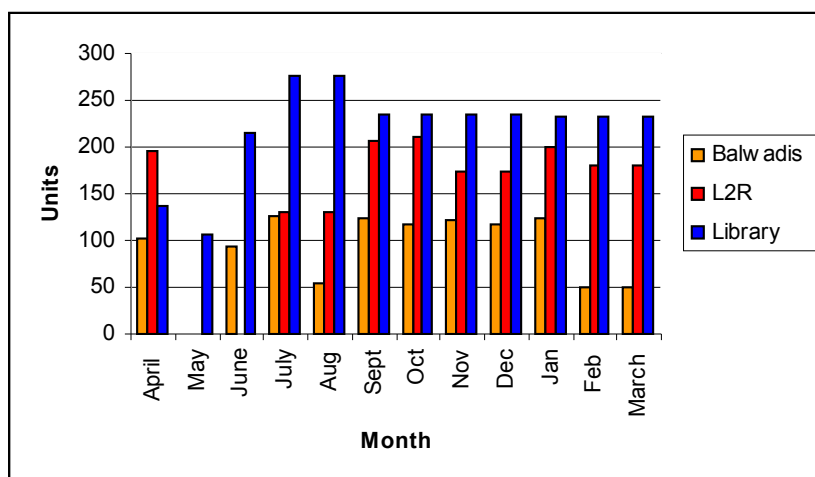
English Pilot – Hyderabad

HI newspaper project- Hyderabad

Vidya mela to raise community awarnesss- Hyderabad

ECCE- Hyderabad

The coverage of the direct programs over 2007-08 is indicated in the graph below:



As can be seen in the graph while the number of library units increased from July, the number of balwadis remained consistent throughout the year.

Highlights

- The urban direct program was operational in the cities of Hyderabad, Warrangal, Guntur and Vizag where the Balwadi, L2R classes and library activities were implemented.
- This was supported by the In-school program targeted at improving the learning levels of children at different stages of schooling and reducing government school dropouts within the elementary education structure.
- The Early Childhood Care and Education Center was set up in Hyderabad and the first phase of the ECCE training was conducted. The classes included training Balwadi teachers to become efficient early childhood education and care administrators.
- The English program was piloted in communities and schools in Hyderabad and received a good response from the Government school teachers.

Background:

Pratham initiated its activities in Andhra Pradesh in March 2005 by conducting a pilot project of the L2R program in 10 schools of Hyderabad District. By July, Pratham got permission to run this program in the government schools in 8 districts, covering about 68,000 children. Today, Pratham's programs are operational in 13 districts in the state. These are being implemented with the help of about 15,000 volunteers. In 2007-08, the direct programs were operational in Hyderabad, Warangal, Guntur, and Vizag.

Programs

Balwadi program

In 2007-2008, the highest number of Balwadis running in a single month was 120. Each balwadi class



Prasanna is the mother of 4 year old twin boys, Aklesh and Abhilash who are students of DIRECT programmes Balwadi component since March 2007. Both her sons have been recently admitted to a private school where their parents pay the fee of Rs. 150 per month. Prasanna says that they are ready to pay such a high fee for a private school because according to her English as a language is important in today's times for employment whereas Telugu remains a household language. On being questioned about the problem of bilingualism emerging for her sons because of their learning happening in two different languages within the school and the Balwadi, she highlights that her sons are keener in coming to the Balwadi for its play-way methods of teaching whereas they see the school as a space of serious study. She highlights, "My sons want help in studies which I can't give". Prasanna, therefore sees education in high regard and is happy with the functioning of a Balwadi centre in her community

enrolled 20-25 children. The activities covered language development, motor development, social and emotional

development of the children. Under language development component focus was on building the skills of the children for informal talk, story telling and rhyme recitation. Activities under the motor development component included jumping, skipping, drawing etc. Kits consisting of models of vegetables, fruits, animals, puzzle boxes, beads, colour pencils and crayon was also distributed to the children.

Learn to Read program

In 2007-2008 the 211 units of the L2R program were run covering a total of 6538 children. The program was run in three cycles - July to September (1974 children were covered); October-December (1793 children were covered) and January-March (2771 children were covered.) Each cycle was of three months duration.

Significant improvements were observed in the reading, writing and arithmetic skills of the children. In all three cycles there was a more than a 50 percentage point drop in the number of children who could not read. The number of readers increased by 50 percentage points. The number of children who could not recognize numbers decreased from 68% to 14% in Cycle I and from 56% to 16% in Cycle III. The table below shows the results of the baseline, midline and final assessments:

Duration		Reading (%)			Writing (%)			Maths (%)		
		Base	Mid	Final	Base	Mid	Final	Base	Mid	Final
Cycle-I	Nonreaders	83.2	69.6	25.5	93.4	78.5	40.5	68.1	31.0	14.2
	Readers	16.8	30.4	74.5	6.6	21.5	59.5	31.9	69.0	85.8
Cycle-II	Nonreaders	93.0	77.2	36.8	87.1	83.2	44.5	68.0	26.5	5.5
	Readers	7.0	22.8	63.2	12.9	16.8	55.5	32.0	73.5	94.5
Cycle-III	Nonreaders	86.9	69.7	35.7	90.3	77.5	55.9	69.9	45.6	16.4
	Readers	13.1	30.3	64.3	9.7	22.5	44.1	30.1	54.4	83.6

Raising community involvement and awareness – The Vidya Melas

On December 30, Pratham organized a Vidya mela at 4 locations in Hyderabad. The major objectives of the melas were to:

- Raise awareness regarding Pratham's teaching methodology in the community
- Improve parents involvement in the process of child education.

The idea was to engage the communities surrounding the schools in these areas through parent and child participation. The activities included quizzes, puzzles and riddles, extempore talks, story telling competitions etc. The mela saw participation from 4500 children and approximately 1130 parents. The response from SSA Officials and the school system was also encouraging.

The Library program: The highest number of libraries operational in a single month was 277. In addition to providing books, the community based libraries also conducted learning to read programs, reading competitions and interesting activities such as games, activities, songs, art and craft. The librarian conducted regular home visits in the communities to encourage parents to send their children to the libraries. Parent teacher meetings were also conducted to ensure regular attendance of students in children. A record of the number of books borrowed by the children was maintained throughout the year and their improvement assessed.

In May 07, a survey was conducted in 78 communities to assess the library activity conducted last year. 25 new communities were selected by July leading to an increase in the number of library units. However, the increase in the number of units was not matched by a corresponding increase in the number of children due to challenges faced in mobilizing the volunteers in the new communities.

In-school program:

In 2007-2008 Pratham worked in 16 mandals of Hyderabad city by covering 563 government schools and 1442 communities in the catchments area of these schools with the help of 787 volunteers. Each volunteer covered about 2-3 communities adjoining the schools.

The volunteers conducted classes both in-schools and in the communities to help children improve their reading, writing and arithmetic skills. The ideal teacher and student ratio was maintained to approximately 1 volunteer for every 65 learners in the program. The volunteers also worked towards increasing the enrollment and retention rates in schools. For this,

Nagamani is a 25 year old mother of four children named Anuradha (13), Jyoti (11), Sunita (7) and Venkatesh (5). She got to know about Pratham's In School programme

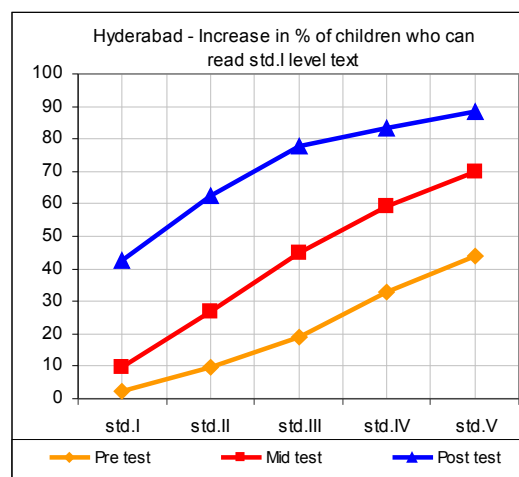
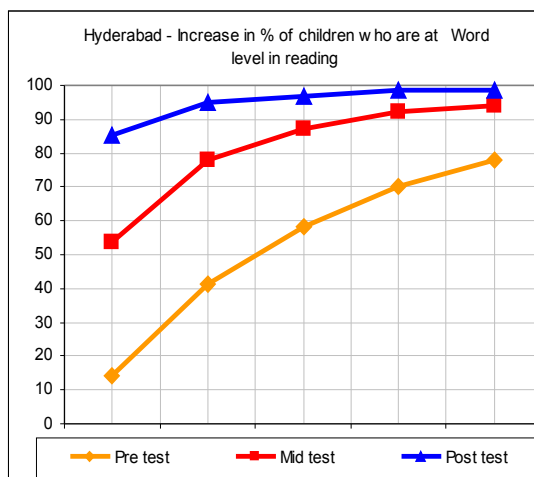


through the volunteer in her community. According to her the programme is about teaching children in both schools and community. On being asked about the value of education in her eyes, she says that though unemployment is rampant today, educating her children would at the least enable them to carry out day to day tasks like reading bus names, putting their signature down on official documents and help them in filling forms. She also explains that traditional ideas of getting girls married at an early age have started losing their hold on society as even while getting girls married today, their in-laws make their decision according to the level of education of the girl. She also says that according to her educated girls are better in taking care of their homes and in bringing up their children. She says that she wants to fulfill her dream of educating her daughters because she says, "I got married that's why I'm in such circumstances, and I believe that my daughters can do something more useful".

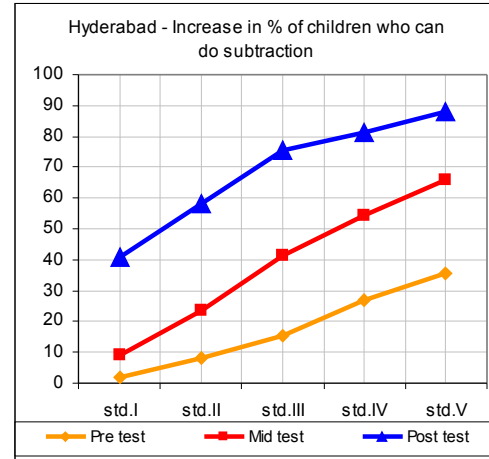
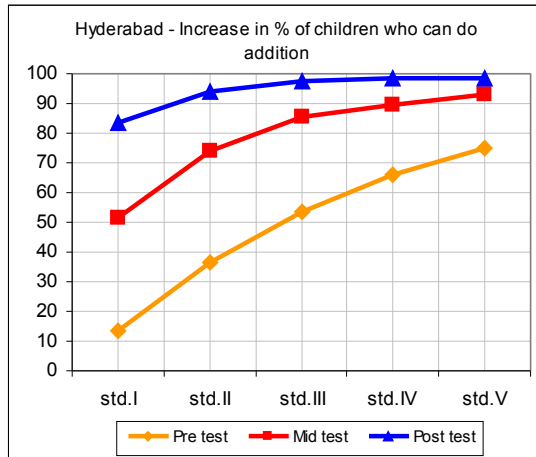
volunteers made an extra effort to bring the children to school by helping them to cross busy roads, arranging transport etc. The volunteers also prepared a list of absentee children and motivated them to come to schools and made efforts to build a rapport with the parents to encourage them to send their children to school. Thus, the volunteer acted as a catalyst in improving the children's access to school facilities as well as the his/her learning levels through the use of child friendly TLM and teaching methods.

As part of the in-school program, Pratham also initiated the Mother's Contact Initiative. Under this initiative the volunteer focuses on sensitising the mother/guardian and involving them in the child's learning process. This program was premised on the belief that participation of women in education initiatives in the community greatly aids in improving literacy levels.

Significant improvements were observed in the learning levels of the children at the end of the program. The graphs below show that there was a 70 percentage point increase in the number of children of Std I who could read words at the end of the intervention and a 53 percentatge point increase in the number of children who could read a word in Std II.



Like wise, there was a 70 percentage point increase in the number of children who could do basic addition in Std I and a 44 percentage point increase in the number of children in Std III. The number of children able to do subtraction increased by 39 percentage points in Std I and 54 percentage points in Std IV.



The impact of the In-School programme is also reflected through the number of children in the communities who have been re-enrolled into schools. A total of 5776 children were mainstreamed into regular schools and about 700 parent teacher meeting conducted both in the community and in schools. A detailed break -up of the children reached through the program is available in annexure II. Through the in-school program, volunteers were able to directly help students in reaching schools, subsequently benefiting the Govt. school structures. In addition, the program helped in establishing a strong community- school linkage.

English Program:

In August 2007, Pratham piloted a ten month English program in Hyderabad. A total of 400 children were covered with the help of 100 volunteers. 200 classes for 45 minutes each were conducted daily in the communities. Another 9500 children were covered through 165 classes conducted in the schools. The response of some teachers in the Govt schools was very positive and they showed interest in methodology as well as the materials used for the English program. There was also a lot of enthusiasm among the children and the difference was visible through the change in the behaviour of the children during the visits to the communities.

HI Project : 30 classes were conducted in Urdu and Telugu Communities under the HI project. Approximately 600 children were impacted through the program. The topics covered under every month were as follows:

- Who am I
- My Dream school
- Country-I live
- Our culture
- I can help environment

- Once upon a time story
- Making world Better
- Good Bye newspaper

In addition web chatting exercises were conducted and children were shown cartoon films.

ECCE

The Early Childhood Care and Education (ECCE) in Hyderabad was inaugurated on 2nd October 2007. In order to lay stress on the significance of ECCE, Pratham Andhra Pradesh devised a unique model of training Balwadi instructors through its classes. These classes include the activities of training balwadi teachers to become efficient early childhood education and care administrators through apt instruction given through Pratham developed Teacher Learning Material. Training for the first batch was undertaken from October to February. The course content included an introduction to the significance of early childhood education and the different stakeholders involved in early childhood care. The concept of holistic development, the principal stages on holistic development, child psychology etc.

Bihar

Objectives

- Ensure retention of children in school
- Develop reading habits among children.

Highest coverage in 2007-2008

Cities	Patna, Munger, Vaishali (Hajipur), Kishengunj, Sitamrhi, Purnia, Darbhanga
Highest number of balwadi units running in a single month	222
Highest number of children reached	35,238

Urban program in Bihar in 2007-08

Balwadis – Patna and Munger

Balwadhan – Patna, Hajipur, Munger

School and community based libraries – Patna, Munger and Hajipur

SSA classes- Patna

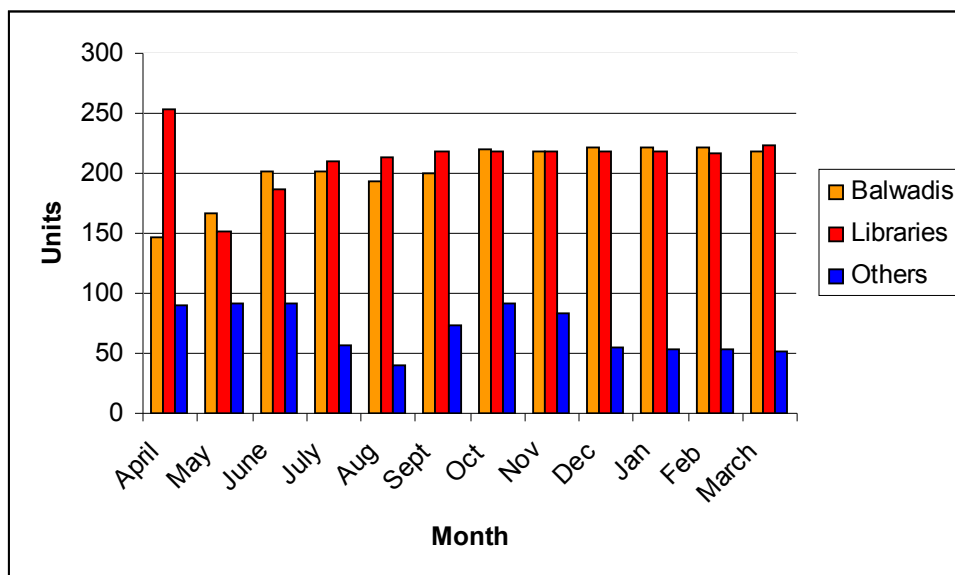
Child Labour –

Roaming laptop program – Munger

Celebration of Mahila Mahatosav

through the direct interventions in a single month	
Highest number of libraries operational in a single month	219
Highest number of children reached through the library	13,364

The coverage of the various direct interventions conducted over 2007-08 are:



Highlights:

- In 2007 the focus of Pratham shifted from the bastis to schools. The urban direct program in Bihar therefore attempted to ensure retention of children in school through the library program. Emphasis was also laid on developing reading habits among community children through the community based libraries.
- A roaming laptop program was introduced in Munger to provide the children with the opportunity to work on a computer. It also aimed at supplementing the learning of important concepts like food cycle, evolution of the earth etc. The program has helped improve attendance trends across all Government schools and 60% of the children can work on the computer independently.

Background:

Pratham's work aimed at imparting basic reading and arithmetic competencies to children in the 3 to 14 age category in Patna began in 2000. The vision towards "Every Child in School and Learning Well" was initially implemented through school

renovation projects, Pratham Education Centres and Balsakhi program. Currently, the direct urban programs are spread across the cities of Patna, Munger and one block in Vaishali (Hajipur).

The program in 2007-08:

Surveys were carried out across 270 Bastis in Patna and 30 Bastis in Hajipur in April and May 2007. The results indicated that out of the 17967 children surveyed in the 3 to 5 age category approximately 58% children were not in any pre school program. Of the children surveyed in the 6 to 14 age bracket, almost 24% were out of school. Approximately 21% of the surveyed children in the 6-14 age category could not read even simple words. A similar survey conducted in Munger revealed that of the children surveyed in the age group of 3-5 years, 50% were not a part of any pre-school program. 10% of the children in the 6-14 year old age group were out-of-school.

Against this background, Pratham undertook the following direct activities in the three urban areas of Bihar:

Balwadi:

Balwadi units were run in the cities of Patna and Munger. In Patna, approximately 100 Balwadis were running covering 2500 children. The entire curriculum of the Balwadi was designed for 8 months. Daily routine for all Balwadi Classes were carefully planned and sincerely adhered to. The classes were located either at a municipal school, community space, place of worship or a teacher's home. Monthly trainings were conducted wherein teachers were taught how to mingle with children, and on how to enhance the story telling and recitation skills of children. Extra learning materials and learning worksheets were developed to enhance the motor development and learning skills of the child.



A Balwadi ongoing at Munger

In both Munger and Patna, the Balwadi programme had a very impressive impact on the learning level for children. Children were assessed on the basis of acquisition as well as development of some of the basic age appropriate skills. Children fared very well in the development of their physical skills, which comprise of the development of smaller and larger muscles, hand eye coordination. In Munger, 40% of the children had good preparedness for learning Maths and Hindi.

Balwadhan:

A total of 90 balwadhan classes were run in Munger, Patna and Hajipur. This programme targeted children of the age group of 5yrs to 7yrs who have never attended school. 40 Balvadhan with an aggregate enrollment of over 1000 were in existence from June onwards in Patna. In Hajipur, 30 classes were held. The program was introduced for the first time in Munger, where post the intervention, almost 60% of children could read stories. 50% of the children also showed improvements in maths. Out of the 700 children 650 children have started attending school on regular basis.

Libraries

Pratham's libraries provide children from low-income families access to colorful and interesting books in their own language as well as in English. The libraries are also "activity centers" where the librarian conducts various games and activities designed to improve the child's reading and comprehension skills and inculcate in them a desire to read and learn more.

Both, community as well as school based libraries were functional during 2007-08. In Patna, approximately 1140 community based libraries reaching out to more than 25000 children in the 3-14 age group were operational last year. In more than 100 of these libraries a MoU was signed between the VSS and Pratham for smooth execution of the libraries. In addition, 13 libraries were operating completely in school. These libraries catered to more than 3300 children in school.

In Hajipur, 30 libraries reached more than 5700 children.. More than 150 children borrowed books every month from June 2007 – March 2008.

In Munger, libraries were functional in both government schools (35) and in bastis(5 bastis), covering approximately 6125 children in the age group of 6-14 years. Over 11 lakh books were exchanges in 2007-08, which is a big achievement. In Munger, the library program also saw the integration of the L2R activities to help improve the reading levels in children. Extra activities like craft and music sessions were also undertaken.

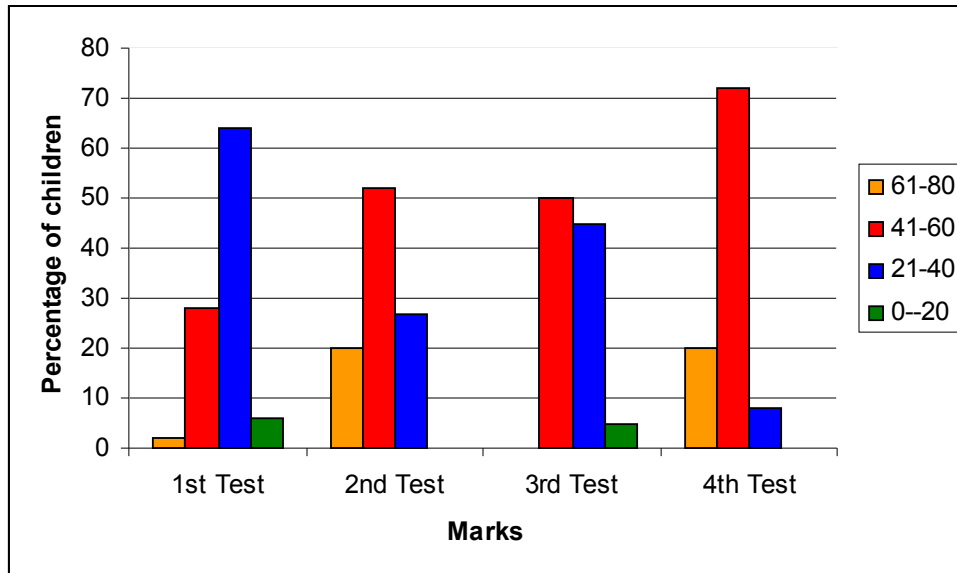
OTHER PROGRAMS

SSA Class: The survey undertaken by Pratham revealed that a large percentage of older girls continued to remain out of schools and were hard to reach as they felt shy in attending classes with children much younger than them in the learning centers. The SSA program was thus launched in 2005 with support from Sarva Siksha Abhiyaan in the slums of Patna to help mainstream the children in the age group of 11-14 years, especially girls.

In 2007-08, 48 classes covering 32 bastis and catering to around 1200 children were in operation. The program was aimed at ensuring the age expected learning levels for these children so that they could be mainstreamed to regular schools. The activities conducted in the classes included Abhibyakti, Maths, EVS and Social Science. A 6 day training was conducted for the instructors and a 4 day refresher was also conducted every two months.

A remarkable change was seen amongst the little older children specially girls. They achieved the age appropriate learning level and then they were mainstreamed in to formal schools. They also appeared in NOS "A" level exam and got through. The graph below shows the results of the language interventions undertaken in class IV. Similar improvements were also observed in the science and maths programs. In

Maths, the number of children scoring between 60-80% increased from 0% in the first test to 92% in the final test.



Child Labor: Classes were also organized for children working as rag pickers and those working at the brick kilns in Patna. From February – June 2007. 16 classes catering to almost 450 children in the 3-14 age category were operational in 6 brick kilns of Patna.

Roaming Laptop program: The Roaming Laptop Programme was introduced in 65 library and learning improvement classes in Munger. The programme helped in teaching the children the basics of computer and day-to-day curriculum. Under the program a laptop was taken to the classroom by the instructor and a definite syllabus followed. The teachers showed the teaching material on a CD and held discussions. The children were then made to play games related to the topics of discussion. The classes were held once in a week for a period of two hours.



This programme has brought dropped out children back to class and has positively affected attendance as well as retention of children across all schools. This has been

the most successful impact of the programme. It has also made learning easier and engaging. Constant content development is in progress.

Celebration of Mahila Mahotsav: On the occasion of International Women's day, a state level event was organized by the state authorities at the Gandhi Maidan in Patna. Pratham Patna team also put up a big stall where activities like Laptop teaching, Quiz, Book selling, children testing, poem recitation were carried out. The stall received an extremely encouraging response from the children and state authorities.

"The Innovative Programme for Enrolment, Retention and Learning in Northern States" Program

This program was approved by the Ministry of Human Resource Development for two years i.e. 2006-07 to 2007-08 to cover 300 *bastis* (aimed at 45,000 out-of-school children) spread in rural Bihar and to ensure that every child achieves the above mentioned goals. One basti Shiksha Kendra per basti / village, one library per basti / village, and 1,800 classes during the summer months (summer camp) were proposed to be run every year. The program was run in Sitamarhi, Purnia, Kishanganj and Darbhanga. By December 2007, 54,672 children were enrolled into schools.

Objectives

- Bring more children in 3-5 years in the preschool education net,
- Bring the out of school children in 6-14 years in education mainstream.
- Increase the learning level of children in 6-14 years through school and community based libraries.

Highest coverage in 2007-2008

Bastis covered	301
Total number of children reached	129852
Highest number of balwadis running in one month	486
Highest number of school based libraries	350
Highest number of community based libraries	312

Urban program in Delhi in 2007-08

Balwadis

School and community based libraries

Ahhibyakti classes

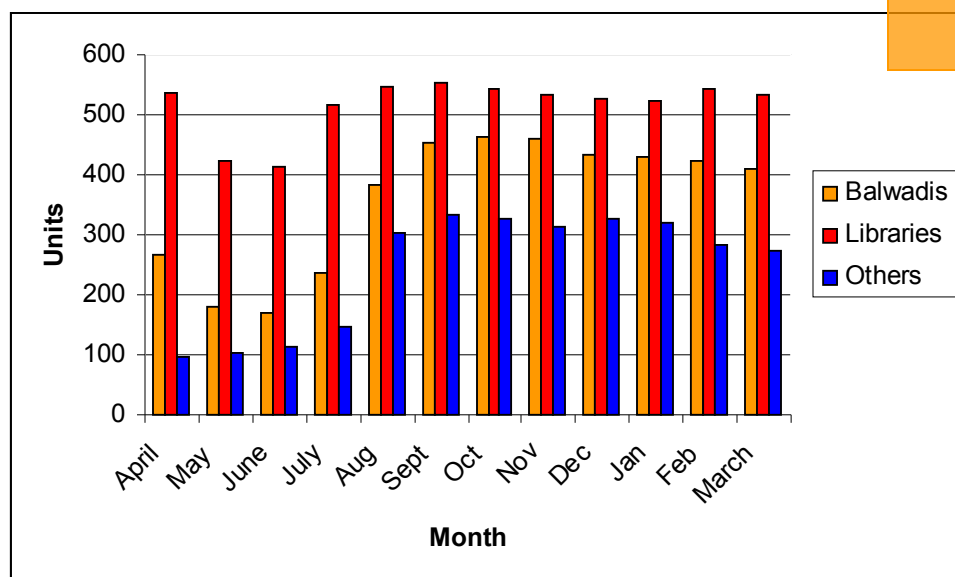
Women's Literacy program

HI Project

Educational program for working children

School Support program
Reading campaign in Bastis

The coverage of the direct programs across 2007-08 is as follows:



Highlights

- In 2007-08, Pratham Delhi continued with the Balwadi and library programs, covering 300 bastis and 350 municipal schools.
- A process of linking the libraries with the activities of the Municipal Corporation of Delhi was initiated through the school based library model.

- Efforts were made to develop a model for systemic reform through School Support Programme in 20 selected schools.

Background:

Pratham Delhi Education Initiative (PDEI) began its activities by providing pre-school education to the underprivileged children in some areas of East Delhi and bridge classes to mainstream 6-14 year olds out of school children. The work over the years expanded to cover large parts of Trans-Yamuna, West and Central Delhi and a small part of Noida.

In 2007-08 the interventions were spread intervention is spread across 6 of the 12 MCD zones at ten different locations. The eleventh location is situated in the district adjoining Delhi, called Noida. According to Government records, there are 3 million children in the age group of 6-14 years in Delhi. As part of Pratham's intervention strategy a detailed education profile of about 4.5% of the total children in this age group has been prepared. This exercise has been done by demarcating the programme area (i.e. 10 locations) into total 301 units referred to as Bastis. PDEI's programme is spread across 301 Bastis in Delhi situated in North Shahdara, South Shahdara, Zakhira (Karolbagh), Sadar-Paharganj, Nangloi (Najafgarh), Azadpur (Civil Lines) and Noida.

Program:

Balwadis: A total of 464 balwadis were running enrolling 9003 children. Of these 52% were girls. Each class of about 20 children was run for about 3 hours for 8-10 months. The objective was to enable children to become better-adjusted, happier learners. Enabling better retention and achievement at later stage. Activities like in other Pratham balwadis were based on the themes of language development, physical development, cognitive and social development. Monthly meetings were also held with parents to discuss the progress of their children. In addition to the educational component,

- An a week long exhibition was organised in some schools of Municipal Corporation of Delhi (MCD). In these exhibitions, children's art and craft work was displayed. This was done with a twofold purpose - Firstly, it helped build a relationship with the schools, to which the children were to be enrolled, secondly, it enabled parents to see the work done by their children in class.
- Balwadi teachers at the end of the session took the children (alongwith the parents) to the nearby MCD school for admission. The process of enrolling the

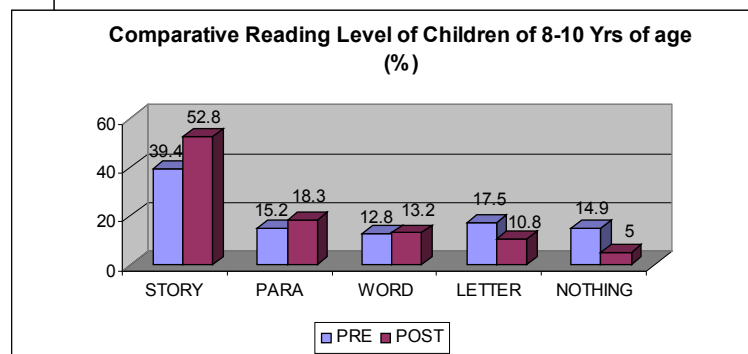
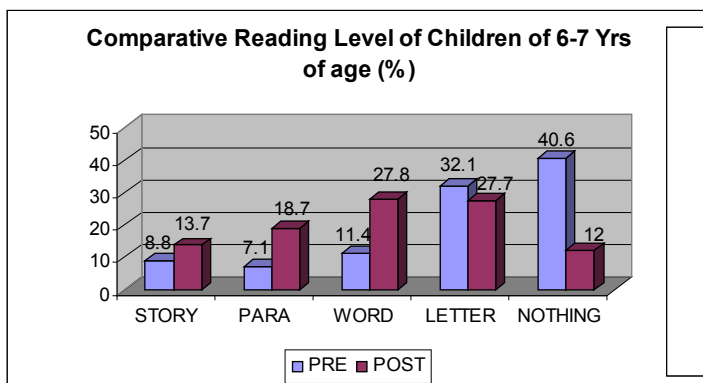
child of Pratham Balwadi into municipal primary school was thus supervised by the Pratham Balwadi volunteer teacher.

Significant improvements were observed in the children attending the balwadis. Some of the visible improvements were as follows:

- Children came to the centre clean with well combed hair.
- Learned to arrange their footwear in line.
- Were able to walk in a straight line.
- Were able to count numbers up to 10.
- Differentiate primary colours.
- Match the figures.
- Identify figures.
- Recite poems/rhymes and stories.
- Share belongings with others.
- Recognize alphabets.

Libraries: Both community and school based libraries were functional in Delhi last year. There were 308 libraries functioning in the communities. In addition, 8 other libraries in the community are being developed as Community Learning Centers. 50517 has been the highest number of children having accessed community library during any single month, an average of about 164 per Basti. Of these about 85% of them have read more than 10 books so far. These libraries have 262 unique titles of books. Many additional activities such as story telling, story making, drawing, art and craft were also conducted.

Reading levels of children in the age groups of 6-7 years and 8-10 years were recorded before and after the intervention. It was observed that out of the total non readers in the age group of 6 to 14 years about 55% of them were in the age group of 6 to 7 years, 33% in 8-10 years and 12% in the 11-14 years age group. The following graphs indicate the improvements in the reading levels of the children.



School based libraries were operational in 350 Municipal schools spread across 6 municipal zones of Delhi and one block of Noida district (35 schools). 104722 children was the highest coverage during any month in the school at an average 392 children per school. School based libraries were run to supplement the efforts in community library and also institutionalize the culture of Library in Schools and make it part of the mainstream curriculum. The session started with summer camps in the selected schools across the zones. The key activities in these camps apart from the Reading classes were as follows:

- "Main hoon aur main bahut khash hoon" {I am , and I am special} - Reflection about self.
- Notice Board preparation - sharing the information acquired through reading.
- Creative activities - Mask making, Book making, Story Making.
- Role Play.
- English Conversation.

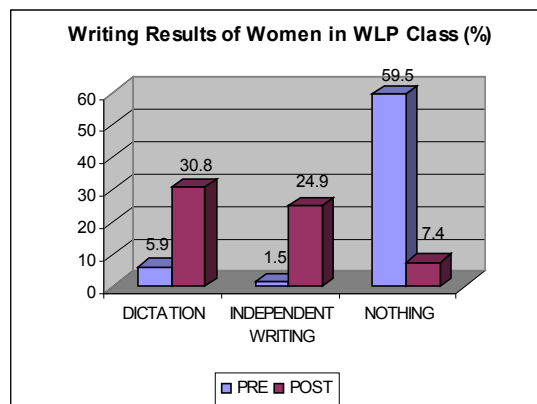
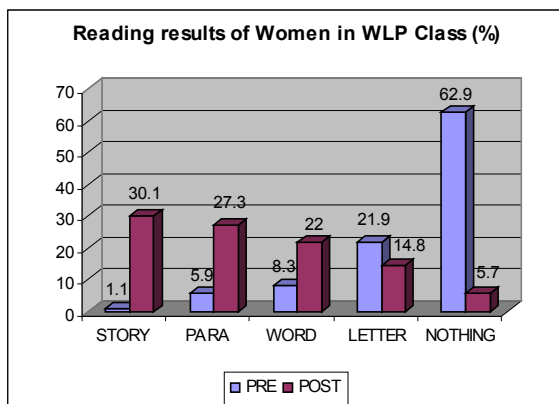
From July, the librarians went to the schools with a set of 200 titles of books. With the emerging demand and need realization from both the school and Pratham team the process of linking the library books and activities with the MCD Curriculum was initiated through approach. The names of some themes selected were:

- Plants and Trees.
- Sun and its role in our lives.
- Life Cycles: Butterfly, frog.
- Water cycle.
- Concept of Primary and secondary colors.
- Air.

Apart from these activities a number of events such as quizzes, story telling, role plays etc were also organized.

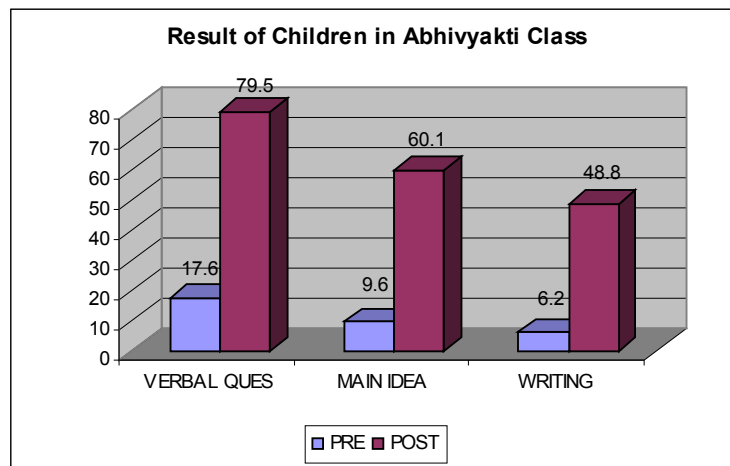
Supplementary worksheets were developed and given to children of Standard 4 and 5 of 50 shortlisted schools. These worksheets were based on subject specific themes on science and social science. Eight worksheets on the themes of hot and cold, camel, animal, life cycle, our body, transport, heart and mind and our constitution were prepared. The worksheets were distributed to the children of Pratham Library on a weekly basis. The objective of this approach was to help children in preparing for their school exams. This was piloted in 50 schools between January and March 2008. These worksheets were given to about 2600 students. Out of them 84 per cent returned the filled worksheets. The assessment was out of a total of 25 marks. Highest category was fixed in the range of 18-25 marks. In the first Worksheet (Garam-Thanda), 8.6% children were in the highest marks category. While, in the second worksheet (Camel), 43.7% were in the highest marks category.

Women’s literacy program: This is to make young women in slums, literate and numerate while engaging them in the learning and schooling of their children (for mothers) to reap multiple benefits. First, their own literacy, second, home support for their children and third their active participation in staying in touch with the school either individually or through the Parents Teachers Association. During the year, 234 units of WLP enrolled 3655 females. Of these 23% are in the age group 14-18 years, 40% between 19-30 years and rest above 30 years. Each unit of the WLP was run for 4 months.



Abhiviyakti Classes: were run to tutor children, who have learned to read and write through Pratham efforts to move to higher levels of comprehension, expression, and problem solving. 84 units of this class enrolled 1726 children. Among them 64% are girls. 60% of the total children enrolled in these classes are in the age-group of 8-10 years.

The main focus of the programme included group work, reflection based on prior knowledge and experience, need based learning, practical experience and mind mapping. Total children enrolled in this programme were 1891 out of which complete tracking could be done for 1464. These were the children who stayed during the complete course of the programme and were Pre and post tested. As against 17.6% children answering verbal questions during the Pre-test, 79.8% could answer without mistakes in the post test. Similarly while only 9.6% could highlight the main idea of the text, 60.1% could do it in the post test. This was successfully done in writing by 48.8% children as against 6.2% in Pre-Test.



Mainstreaming

In the beginning of the academic year 2007-08, out of 15746 out of school children identified in the age group 5-14 years, 5234 enrolled in government schools.

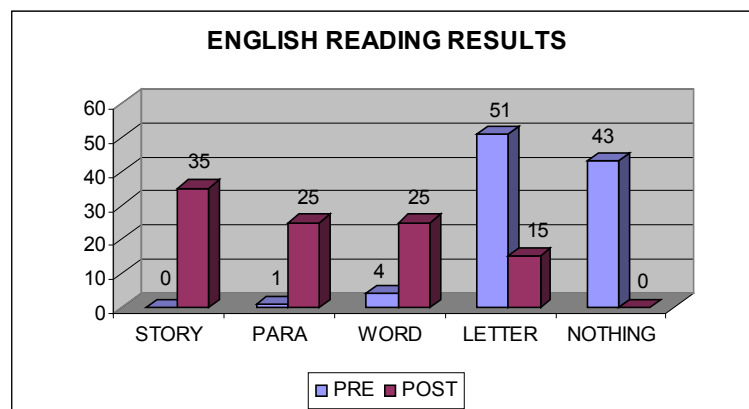
Educational programme for working children

There were 12 TECs being run under INDUS Project having 620 children. Children in these classes are in the age group of 9-12 and come from occupations like rag-picking, leather and jari work, domestic work, etc. These classes aim at providing the children the opportunity of being mainstreamed into schools. However, it continues to be a challenge to reach out to the child who is in difficult circumstances, bring them to the class and retain them. It also calls for greater degree of coordination with other stakeholders like Department of Labour, Government of NCT Delhi, the employers (wherever they can be identified) and parents of the children.

Apart from this, there were 72 classes for Balshramik(out-of-school) children operational in 4 areas of Delhi enrolling 1219 children. The objective of these classes was to provide working children a bridge education and get them back to mainstream education.

English program:

23 classes of the English programme were run covering 491 children. The classes were run by volunteers who were trained by Pratham, using the manual designed by central resource group. According to the Pre-Test, 95% children were at letter or nothing level. At post Test only 15% remained at letter or nothing level, 60% were at story or paragraph level. Of those who were at story level, 57% gave answers in complete sentences, while 32% responded in one word only.



Pratham Education centers Two centres, with the support of Tech Mahindra foundation were operationlised in the community in order to provide reading space to children. The key programmes and activities of this centre are as follows:

- Computer Assisted learning programme: 241 children availed the facility during the year at this Centre.
- Abhivyakti - 12 units covered 241 children.
- English Classes - 12 units covered 205 children.

School Support Program: The programme was operational in 20 MCD schools of Delhi to develop a model of quality education in Municipal schools through direct involvement. This programme was launched with an objective "to work closely and consistently with select MCD schools and the relevant stake holders with a view to demonstrate a sustainable and replicable model of Quality education that will positively impact attendance, retention, gender parity, equity, learning outcomes of school children and establishing better school-community linkages".

The strategy to achieve these objectives were as follows:

1. Pratham appointed one SSP (School Support Programme) teacher each, in all the 20 shortlisted MCD schools.
2. Pratham also integrated its School Library volunteer with the programme to support the SSP Teacher Further.
3. Each SSP teacher was allocated one section of Std 3.

As Pratham was involved in the overall improvement of the school, the program gave the team insights into the functioning of the school system and helped the team deepen their understanding of the impediments to improvement.

Reading Campaign in Bastis- According to the 2007 Basti Profile, 16630 children in the 6-7 years age group were at letter or nothing level. A campaign was therefore organised with the help of our librarians and older children in community providing them simple reading paragraph to practice. 7657 children from this nothing and letter category moved up. Similarly, in 8-10 years age group, 15166 children were in letter, nothing and words category 5546 children moved up after the campaign. Similarly, the campaign was organised on maths with 8849 children in 6-10 years age group. The number of children who could not recognize numbers upto 100 decreased from 33.3% to 11.4%. The number of children who did not know tables upto 10 decreased from 31.7% to 15.1%.

Early Reading by Mothers- 159 mothers in two locations (North East Shahdara and West Delhi) used our Balwachen material with their 5-6 years children to introduce early reading.

HI Project: Children of 50 classes from Delhi were electronically interacting with their counterparts in Jaipur, Ahmedabad, Ajmer, Netherlands, Pakistan, Canada and Sweden. Every month children of HI classes prepare a Newspaper on a pre-selected topic in which they express themselves by writing and drawing on the topic. These newspapers are exchanged with the city in their countries and are also uploaded on the projects. Online chat sessions were organized for the children and teachers. Web camera and microphone was used in the chat sessions.

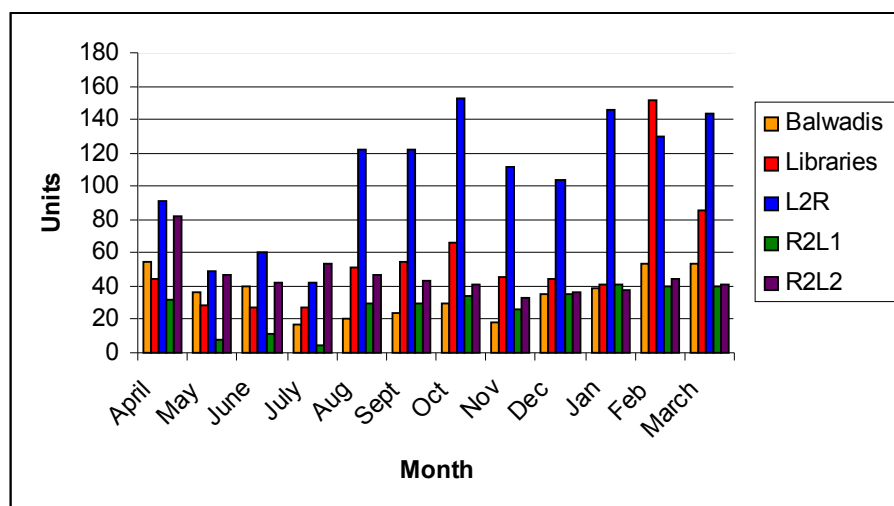
Gujarat

Objectives

- Development of an activity based curriculum
- Scaling up the implementation of trunk activities at all the Democratic Learning Centers(DLC)
- Building a financially stable model of DLC.

Coverage in 2007-2008

Cities covered	Asvara, Surat, Vadodra, Behrampura, Gomtipur, Vadodra, Bharuch, Khavda
Children reached	6516
Units	55 DLCs



Highlights

- The DIRECT programme covers children from **312** communities. Educational services were provided through the DLCs and libraries.
- The DLC model was continued in the state where Pre School (shishuvanchan), basic reading, writing, math and supplementary support for higher competencies were provided under each DLC.
- The Central resource group prepared 5 robust trunks and theme bags using state and national level curriculum guidelines. These were scaled to be implemented across 55 DLCs.

Background

Over the last 5 years, the urban program in Gujarat has gauged and addressed several community needs and evolved over the years. These changing needs of the community and Pratham's response to them can be divided into 3 distinct phases. Phase 1: Attendance Regularization and Remedial Support **In-Schools**. Phase 2: Universalization of basic literacy and access to pre-school and education net **In-Communities**. Phase 3: Higher subject competencies and non-academic development initiatives with non-rote based learning tools through **Community Learning Centers (CLC)**.

Democratic Learning Centers (DLCs) are the next step in the evolution of CLCs. The Democratic Learning Centres (DLCs) are centres in the slums that administer educational activities with the aim of devising a low cost, replicable models of child centred learning. DLCs aim to bring every child in the age group of 6-14 years in the education net and provide them with need based academic support. One DLC is set up between 5-10 bastis (150 to 250 households) as a physical space where the teaching learning activities take place. Children attend classes in different batches with a two hour time period each. Every batch has a mixed group of children in terms of age, knowledge levels and learning need. In the DLC classes, children work in groups based on their knowledge levels and learning needs. The DLC head typically is a woman from the community where the DLCs operate. The average qualification of these teachers is between grades 12 to bachelor's degree. The complex ground reality of this program calls for an evolutionary progress which may be operationalised into annual objectives in the direction of the overall aim. The DLC is also an attempt to create self-sustainable fee based models which address the educational needs of 6-14 year olds in the community.

Program

55 DLCs were operational last year. The activities undertaken by the DLC were:

- 1) Pre school support
- 2) Support in basic reading, writing and math competencies for grade one.
- 3) Advanced subject specific support up to grade four delivered through the trunks and,
- 4) libraries.

The Central Resource Group designed and developed five activity based trunks across subjects like Mathematics (1), Language (1) and Environmental Science (2)

and Art (1). The team used the National and the Gujarat state curriculum frameworks to guide trunk development. This involved clubbing the minimum levels of learning by the state curriculum along with the activity based methods, suggested by the National Curriculum Framework (NCF). A trunk comprises of 6 or more subject specific themes which are further divided into sub concepts. A set of activities have been prepared for explanation of each concept. Thus, materials in the trunk comprise of teacher guidance sheets for transacting these activities, teaching aids, assessment tools and supplementary reading material for the children. The trunk development was guided by theoretical frameworks like the curriculum Spider Web, ABCD (Audience, Behaviour, Condition Degree) and RCCE (Relevance, completeness, consistency exciting) to ensure robust material.

Libraries

Libraries focused on children who are not enrolled in the DLCs. Community assessments showed that children did not have access to any books except their school text books. The library consists of four different library trunks, which is a collection of approximately a thousand books in all, books which are carefully chosen from the available Gujarati literature. The children enrolled in the libraries were reading 10-15 books a month, and library usage of each child was tracked by the Basti Management information system on a monthly basis

Impact

During the period under review, a cumulative number of approximately 31,381 children were covered through 1987 DLC units run in the DLCs across five cities. The coverage consists of 21 percent children in pre school classes, 37 percent in basic math and reading classes and 42 percent enrolled for advanced competencies for Grade I to Grade IV. Children are enrolled into a specific class based on their current knowledge assessed through knowledge specific tests. The location wise program details are provided in annexure III.

Activity based learning methods have fostered enthusiasm and better learning amongst children and assurance amongst their parents regarding quality of the DLC services. Unlike the school environment of rote memorization, DLC learning processes aimed at engaging the child such that s/he enjoys the process and understands the concepts as well. Many children enrolled in the DLCs have fared well in their school examinations and this has earned the DLCs an identity in the community. Parents are increasingly recognising the value of the DLC as they witness the increasing interest levels of the children towards their education and in several cases even improved performances in their school.

The period Jan-Dec 2007 saw increased community ownership of the DLCs reflected by the revenue generation of INR 5,48,800. *While Pratham has run 55 out of the planned 96 DLCs, the programme has been able to reach more than targeted number of children.*

The number of DLCs reduced as 1) Number of bastis was increased per DLC from revenue point of view, 2) Advocacy efforts also resulted in reduction. Robust subject specific trunks, increased capacities of the DLC heads in transaction of trunk activities and innovative enrolment methods have resulted in good school results of the children. This has given the DLC an identity in the community. *The continued revenue generation in this period through 55 DLCs, is an encouraging indicator for the sustainability of the programme.* The organization has a plan to scale up 7 new activity based trunks in Year 2. Thus with better learning quality in DLCs, and an increasing community trust, the organization is hopeful for a boost in revenue generation from the communities.

DLCs as the learning centres and bench mark for the teachers in schools

Tulsiwadi is a community, in Baroda, with 700 households of socially backward communities. The people primarily sell vegetables as a means for livelihood. There is only one government school in the neighbourhood and the children are mainly first generation learners. When the Direct program was set up DLCs in Tulsiwadi, the DLC teams adopted a number of methods to enrol children in the DLC, which included house to house visits in the community and trunk exhibitions. They also visited the school to get lists of children who needed remedial or supplementary classes. 50 children were enrolled in the Tulsiwadi DLC, after interaction with teachers of the school.

Hansa ben is the DLC head in Tulsiwadi. She talked about the learning guarantee programme and invited teachers to visit the classes. Teachers from the school visited the DLC and monitored the improvement in the children levels. Over a period of time, the school teacher started to talk about the DLC activities in her school. When the children had to be enrolled for the second term, the school teachers talked to the community children to enrol themselves in the DLCs, giving examples of the children who had benefited from the DLC activity based methods. The school teacher has also encouraged ten children from her class to attend DLC classes supporting them by paying monthly fees. The DLC has benefited by the interest of the teachers, as they encourage the activities and mark the improvement seen in the children.

The year has also led to the capacity building of the DLC heads. **Capacity building for DLC heads focused on three broad areas 1) development of subject matter knowledge, 2) skills in classroom management and 3) skills in curriculum transaction. A bottom up approach to establish the learning needs of the DLC heads and development of tools to support their learning was put in place.**

Haryana

Objectives:

- Children at 0 and one level should be able to read a story and do basic subtraction.
- To develop a reading habit among children.

Coverage in 2007-2008

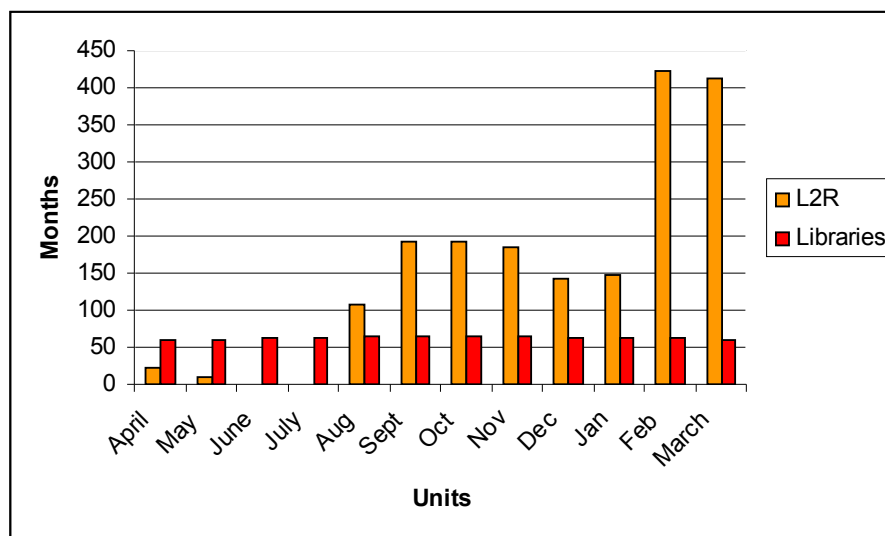
Cities covered	Gurgaon and Mewat
Highest number of L2R units conducted in a single month	423
Highest number of library units operational in a single month.	64
Largest number of children accessing books	7805

Urban program in Haryana in 2007-08

Learning Excellence program: Gurgaon and Mewat

Libraries: Gurgaon and Mewat

The coverage of the direct programs undertaken in Haryana over 2007-08 were as follows:



Background:

Pratham began its interventions in Haryana in 2006 in Jhajjar district. In 2007-08 learning excellence programs and libraries are functional in the Gurgaon and Mewat districts in the state.

Programs:**Learning Excellence program:**

The broad objective of the Learning Enhancement Program (LEP) was to achieve age and class appropriate learning levels for children in primary classes of selected government primary schools. Specifically, the goals of the LEP were that every child studying in government primary schools in the state in Stds I-II-III is proficient in reading, writing and arithmetic skills and no child in Standards IV-V is deficient in the above skills.

Components of the LEP:

1. Training of school volunteers in the accelerated learning methodology developed by Pratham
2. Pre-intervention assessment of learning levels of all children in school
3. Organising children in competency-based groups
4. Introduction of interesting Supplementary Reading Material (SRM)
5. Introducing specific *bhasha* and math hours in the school curriculum
6. Mid-term assessment and continuous monitoring of the LEP activity in classes followed by a post-test

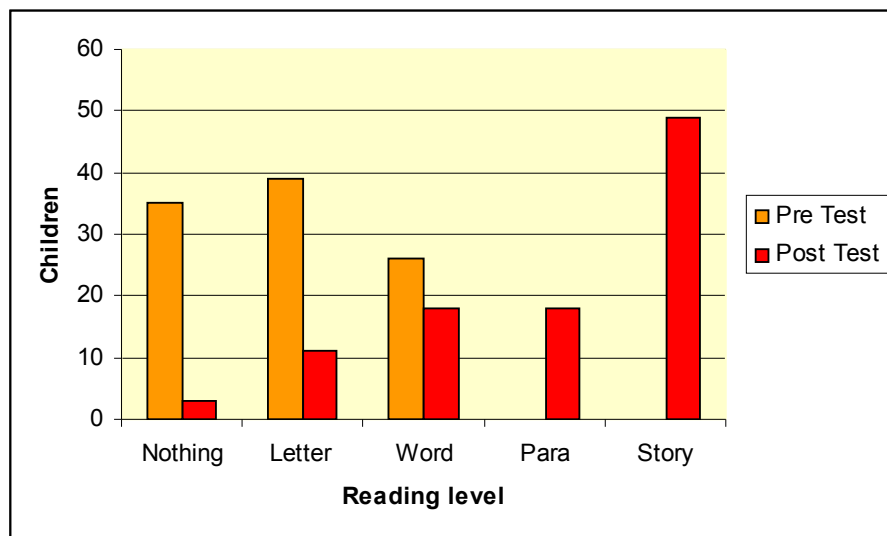
Under the program, the first two hours of each school day was devoted to bhasha and math learning, for selected children in Standard I to III. Any non-reading children in Standards IV-V were also included in these classes. During this time, children were brought closer to the expected level of learning as per the goals. Books were made available to the school children during the reading period to fortify their reading and comprehension abilities. A team of 4 supervisors led by a program manager was selected to mobilize, train, support and monitor the program in selected schools in Gurgaon. The program was undertaken in two cycles:

LEP Cycle I: Cycle I of the LEP started in 124 schools in the said blocks in July 2007. 124 Shiksha Mitra's (SM) were selected from the community around these schools and trained in Pratham techniques. This was followed by these SMs conducting school baselines to identify the competency of all children in the selected schools. Children who were either beginners or did not know more than alphabet / number recognition from Class I to III were selected. Children of similar competency from Class IV and V were also included in these classes. A total of 2857 children in 124 schools across the district were covered under this cycle.

LEP Cycle II: Cycle II of the LEP started in 153 schools in the said blocks in December 2007. 153 Shiksha Mitra's (SM) were selected from the community around

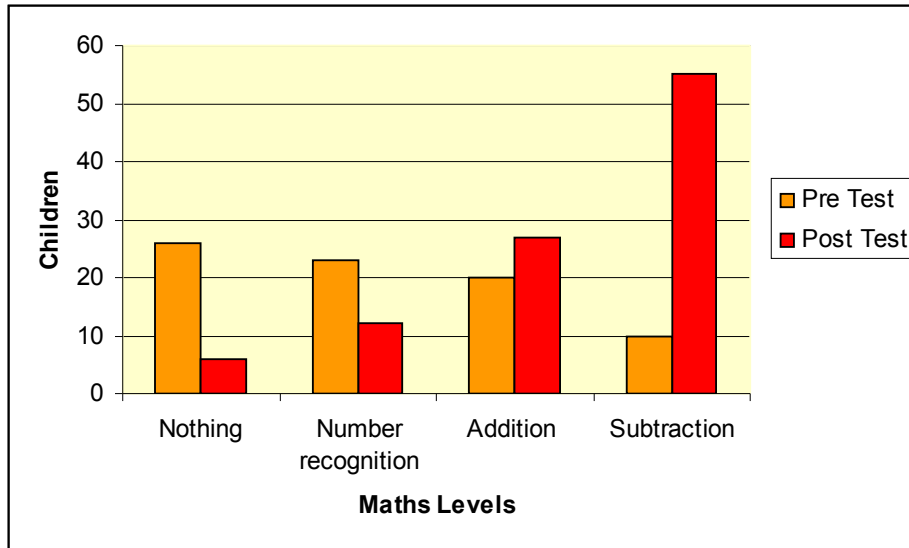
these schools and trained in Pratham techniques. The same procedure as of cycle I was followed thereafter. A total of 3305 children in 153 schools across the district were covered under this cycle.

Assessments were conducted in the 124 schools of Cycle I. 2874 children participated in the baseline and 2851 children participated in the post test.



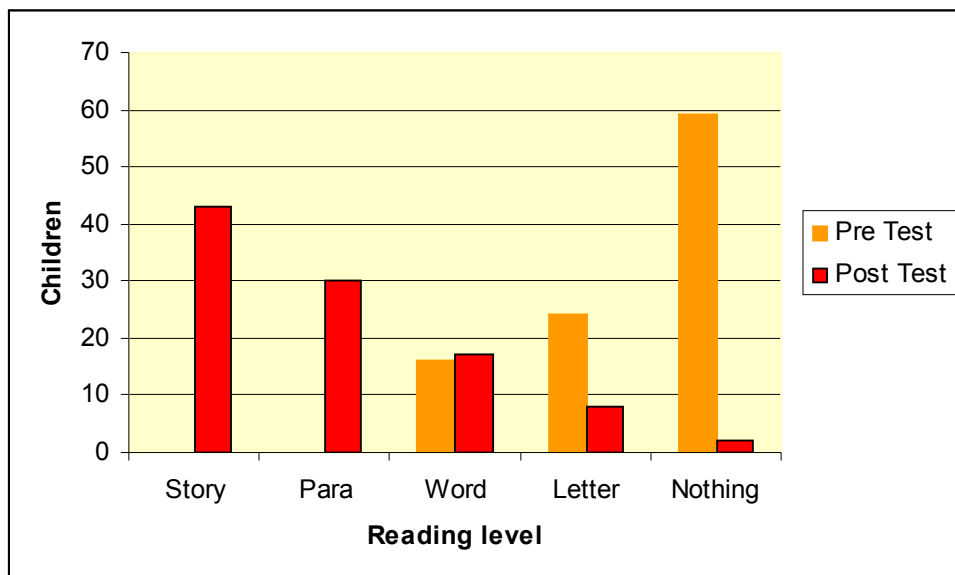
There is a 32 percentage point drop in the number of children who were at the nothing level and a 28 percentage point drop in the number of children who could not read a letter. Likewise, there is a 18 percentage point increase in the number of children who could read a para and a 49 percentage point increase in the number of children who could read a story.

In the Maths assessments, there is a 12 percentage point drop on the number of children who could recognize numbers. There was a 7 percentage point increase in the number of children who could add and 35 percentage point increase in the number of children who can do basic subtraction.



Similar improvements were observed in the Cycle II of the programme. The number of children who were at nothing level decreased from 1503 to 60 during the intervention. The number of children who could read a story increased from 0 to 1192. The number of children who could do basic subtraction increased from 103 to 1512.

349 direct L2R classes were also initiated in Mewat last year. A total of 10567 children were covered through this program and significant improvements were observed. The program was covered in two cycles. Cycle I covered 39 villages while cycle II covered 187 villages in the district.



At the end of Cycle I there was a 57 percentage point decrease in the number of children could read nothing and a 43 percentage point increase in the number of children who could read a story. Similar improvements were observed in Cycle II of

the intervention. There was an increase of 35 percentage points in the children who could read a story at the end of the intervention.

Libraries:

Community based libraries were run in both Gurgaon and Mewat to sustain reading ability, efforts were undertaken to ensure that children had access to books. The number of children impacted by the program was over 7000 . The community based libraries were run in rented spaces on the community catering to both in school and out of school children. Both the school based and community based libraries were functional for 3-4 hours. Books were provided to these libraries at the beginning of the year and were replenished at intervals during the year. Other activity materials like crayons, art paper, pencils etc were also provided to children in these libraries. Special activities like songs, role plays, story telling etc were organised in the libraries.

Karnataka

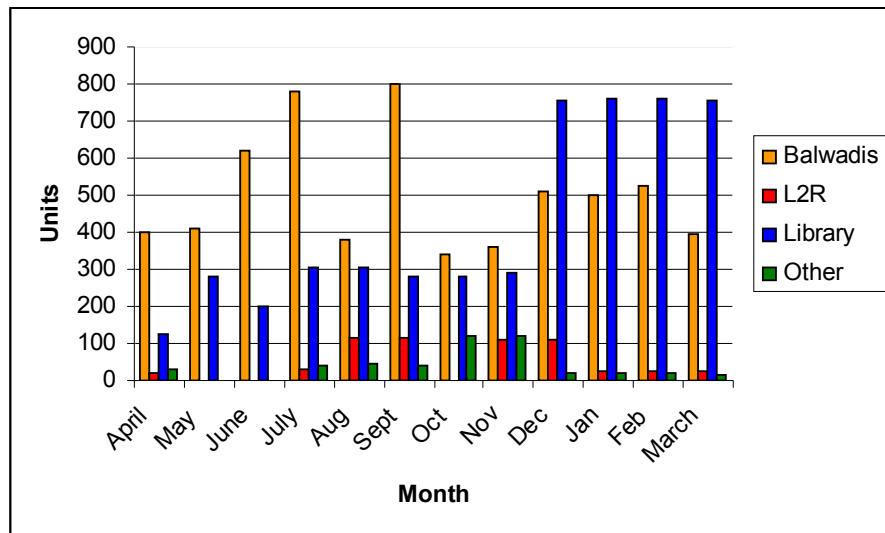
Objectives

To provide as many children as possible with access to basic quality education.

Coverage in 2007-2008

Highest number bastis covered	737
Children reached	
Highest number of balwadi units in a month	800
Highest number of L2R classes conducted in a single month	114
Highest number of library units operational in a single month	759

The coverage of the urban program in Karnataka was as follows:



Highlights

- In Karnataka, Akshara Foundation (a member of the Pratham network) has been partnering with the Department of Women and Child Development's Integrated Child Development Scheme (ICDS) by providing volunteers to government run anganwadis to impart education to 4 to 6 year olds. It has therefore been moving

away from directly running the Balwadis to focusing on training and development of balwadi teachers.

- A remedial mathematic program for children in Std II, III, IV and V was piloted last year in Bangalore. The program reached 35,768 children and significant improvements were observed in the progress of these children.
- Akshara Foundation, at the request of the state Education Department, monitored the progress of Kalika Andolan, the government's remedial education programme
- A MoU was signed between the Akshara Foundation and Education Department to set up 400 libraries in schools and communities to serve 470 schools in Bangalore.

Programs :

Balwadis: With the government stepping in to run the balwadis through the anganwadi system, Akshara has been moving away from running the balwadis directly and focusing on training and resource development. Training is a round-the-year feature and multiple training modules have been developed to support the needs of different kinds of balwadis. Trainers work with volunteers to strengthen their preschool skills, marketing and entrepreneurship skills along with their communication and self-development skills. Young women were trained in batches to set up and manage their own preschools and most of them have gone ahead and have reaped success in their efforts. They feel happy to have undertaken this enterprise and believe that the training provided by Akshara has given them confidence and self-belief. It has sharpened their skills, helped them with the knowledge of interaction and social engagement with parents and the community. Most importantly, they say it has given them an understanding of the importance of maintaining quality in their balwadis.

The Library Programme

The library program has shown impressive growth in the three years of its inception. In 2007- 08, 261 libraries were running in schools and communities, in all 9 Educational Blocks of Bangalore, serving 1012 schools in the city. The libraries had 1,13,736 children as members. There are 3,25,000 books in the system, with over a lakh books borrowed in a month, the average close to one book per child per month.

The books and CDs in the libraries range over fairly exhaustive genres - from mythological tales, fiction, drama, plays and fantasy, to history, nature, sports and wildlife. The concepts in these books, dealt with in an interesting way, are similar to

those that are taught in classrooms. The trained librarians at every library make the connection for children, helping them choose books, read and understand. Books are linked to classroom learning and teachers are encouraged to use the library books as resource material.

The Library Programme also forged partnerships with Hippocampus Reading Foundation and Kathalaya to help the libraries deliver the curriculum to children. Worksheets were devised by Hippocampus and Kathalaya had a training session for librarians in story telling techniques. Akshara Foundation aims at activity based learning in all its libraries.

Akshara Foundation has signed an MOU with the Department of Education to set up 400 libraries in schools and communities to serve all 1470 schools in Bangalore. It is the government's continued support and the strong working relationship with it that has given a fillip to the Library Programme.

The Mathematics Programme

A remedial mathematics programme for children of Std. II, III, IV and V was piloted last year from August 2007 to January 2008. The programme, Nagu Nagutha Ganitha (NNG), is an activity-based approach to mathematics for children in lower primary classes. It targets children who need extra support on basic math concepts. This pilot programme reached 35,768 children in 832 schools in Bangalore South district. It was an initiative of the Karnataka Learning Partnership, a public-private partnership between Akshara Foundation and the government.

The average composite score increased from 65.8% on the 20th-day test to 75.8% on the 60thday test. The average score from the 20th day was higher than expected, possibly because

children were selected for the programme subjectively rather than through a baseline test.

- Standard deviation decreased from 21.2 percentage points to 17.3 percentage points from the
- 20th-day test to the 60th-day test.
- .73% of children scoring below 60% on the 20th-day test had moved to scoring above 60% by the end of the programme.
- .89% of children scoring below 60% on the 20th-day test had increased their score by at least one "rung" (a score bracket of 20 percentage points) by the end of the programme.

- Aside from quantitative evidence on NNG's success, the programme has received overwhelmingly positive feedback from teachers and school officials, both informally and through a qualitative survey conducted by the District Institute for Education and Training (DIET).² The successful implementation of NNG at such a large scale is testament to the power of public-private partnerships.

Divya from Std. IV A at the Government Kannada Model Primary School in Karithimmanahalli, S2, is a shining example of this success. Mathematics had been tedious before NNG. In class she was bored, her face blank. NNG sparked her curiosity and imagination and very early in the programme she was using the mathematics kit in creative ways, devising her own sums in addition and subtraction. Soon, she was the leader of her team, instructing other children. By the end of the programme her learning curve had shown a steep rise. Her teachers said she was a student who could do mathematics well. Divya is only one of many such children who fared well in NNG.

Government officials also endorsed the programme's significance and supported its implementation. As Padmavathy, Block Educational Officer, South 2, Bangalore South, said, "Definitely, children need this programme. It is really helpful for them. It is easy to understand concepts with this programme. It makes it easier for children to learn mathematics. They have found math difficult. Their minds are not attuned to the subject. This programme touches their minds. The fear of the subject goes away. Basic mathematics is so essential for children in their day-to-day activities."

The District Institute of Education and Training (DIET) conducted an independent qualitative analysis of the programme in randomly selected schools. It found teachers to be enthusiastic about the mathematics kit. The frequently mentioned challenge of timing was counterbalanced by DIET's recommendation that the programme be conducted in spells of shorter duration and NNG be extended if need be. Most teachers felt that the programme should be conducted throughout the academic year. 72 out of 74 teachers interviewed felt that if the counting board and the workbook are used in Std. I and II as part of the regular mathematics curriculum the need for remedial teaching would reduce.

Monitoring Kalika Andolan

Akshara Foundation was asked by the Education Department to monitor the progress of Kalika Andolan - the government's remedial teaching programme, in 2500 schools across 202 Blocks of Karnataka. In a short timeframe of three months, from January 1st to March 31st 2008, Akshara Foundation and its partners made 4965 school visits and saw the programme running during 4354 such visits. 40,764

children were enrolled in the classes that Akshara visited and the attendance was 37,509 at the time of the visits. Akshara Foundation built alliances with partner organisations for this endeavor and held a State level workshop for them where the Director of Sarva Shiksha Abhiyan (SSA) gave them key points to observe while monitoring.

Madhya Pradesh

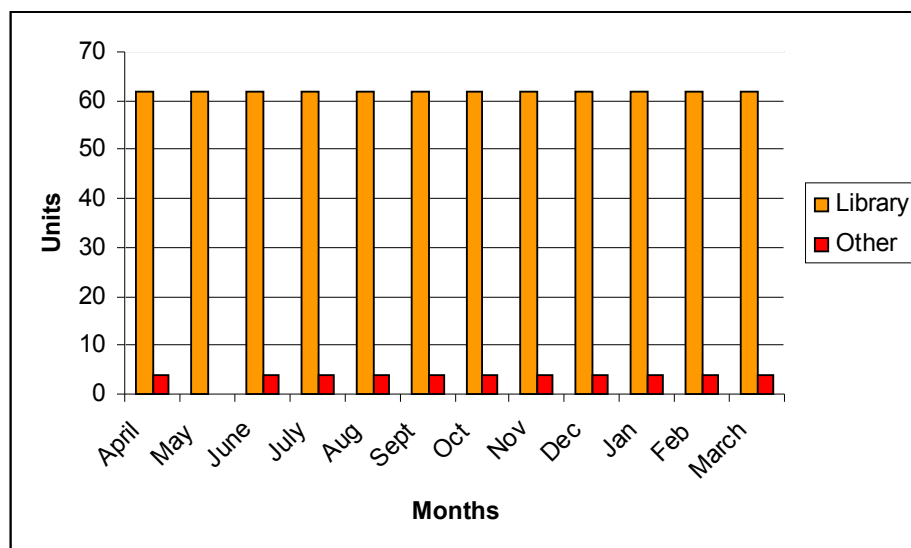
Objectives

- Provide underprivileged children with access to books.
- Improve their learning levels.
- Remove the fear among children about learning English and increase their confidence in English speaking.

Highest Coverage

Cities covered	Bhopal
Highest number of bastis covered	63
Highest number of libraries run	63
Highest number of children reached	9356

The coverage of the direct programs in Bhopal in the period 2007-08 is as follows:



Program

63 Community based libraries were running in Bhopal last year. From October onwards, one hour was introduced within the library class to run a learning enhancement program for children requiring additional support. These classes used the L2R methodology and were targeted at children from Std.I-VI. Significant improvements were observed in the reading and arithmetic levels of the children.

Std	Nothing Level	Letter Level	Word Level	Para Level	Story Level
1 st	0	13	0	0	0
2 nd	0	0	70	7	0
3 rd	0	0	7	79	25
4 th	0	0	0	31	291
5 th	0	0	0	63	709

English Classes

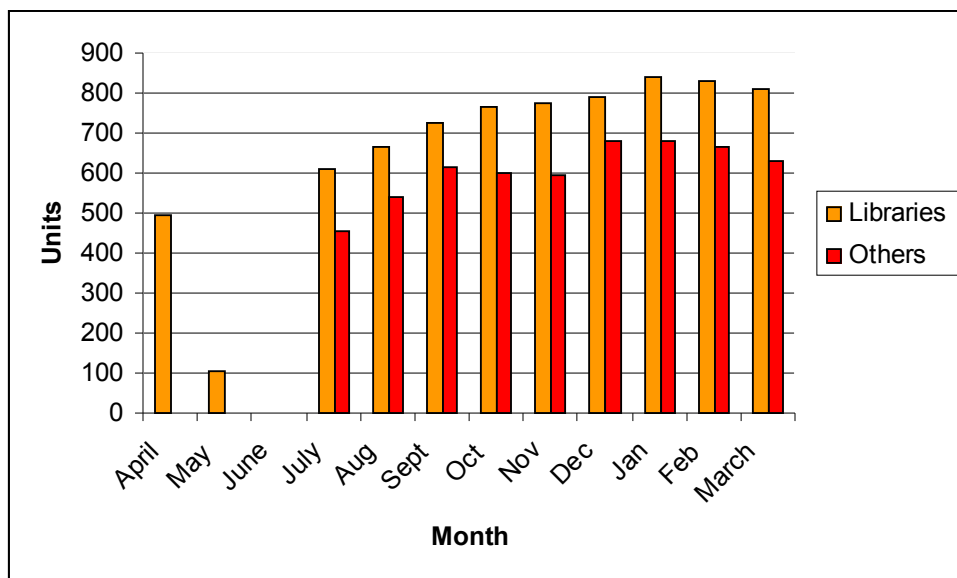
From March onwards, 50 community based English classes were run covering a total of 1000 children. Two hour classes were run daily and regular trainings were conducted with the teachers.

Objectives: Children should be able to

- To understand letters and numbers from 1 to 20 (Age group 4 to 5)
- To read the paragraph with comprehension and do the sum of division (age 8 to 10)
- To cover the children under L2R program through campaign
- To cover the children under special program like English

Coverage

Cities	Amaravati, Aurangabad, Nagpur, Pimpri, Kohlapur, Nashik, Solarpur, Thane, Alibaug, Mulshi, Ralegaon.
Highest number of libraries operational in a single month	839
Highest number children reached through the libraries in a single month	107,283
English classes	
National Open school classes	



Programs:

Libraries

839 community based libraries were functional in across 7 cities of Maharashtra. Over 107, 283 books were borrowed by the children over the year. Last year, the libraries in Maharashtra worked on a fee based model, where the librarian charged a nominal fee for each child. Pratham supported the libraries by providing material worth Rs 500 to each library. In addition to the exchanging of books, other activities like quizzes, competitions, fun day etc were also organized. Learning Enhancement programs were also undertaken as part of the library activity. The librarians were also engaged in conducting survey and running Reading campaign in her/his community as well as in surrounding communities. Read India campaign was the major program in 2007-08 so the librarians were also engaged in mobilizing volunteers in the community. With the help of librarian, the city coordinators have mobilized around 4500 volunteers in 7 cities.

English Class: an 8 month program was run across 9 cities in the state last year. The first three months were used to orient and mobilize the students and community. The program was implemented over the next 5 months. Two key models were used for the program:

In community model was the main model used. It was implemented through community teachers. They were trained by Pratham trainers. After seeing the progress made by students in a short span of time, individuals outside Pratham network were also interested in starting 'English Classes' and attended the training.

In school model implemented by teachers employed in Municipal and Zilla Parishad schools. These teachers trained by Pratham trainers thereafter used our teaching material and pedagogy in their classrooms. In many rural schools, our volunteers were invited to demonstrate the method in school

Regular trainings were organized for teachers in schools. In communities, parents and community leaders were invited to see the improvement in the children. Both pre and Post test interventions were undertaken to monitor the progress of the child.

From experience we know that children need revision, practice and teachers take time for pre and post tests. Therefore although we had decided to have to cycles in the academic year, in practice, same group of children attended the program for the whole academic year from mid July to end March.

National Open School: Pratham provided support to the out-of-school children planning to sit for the NOS exam in 9 cities last year. The team met with parents and

students, orienting them to the exam and requirements of the examination. Guidelines were shared with the students detailing the preparations required and steps needed to be taken for appearing for the exam. A total of 28 Students took the exam under the NIOS. 24 Students sat for Class 10 exam and 4 students sat for class 12 exams. 19 students cleared the Std 10 exams.

Objectives:

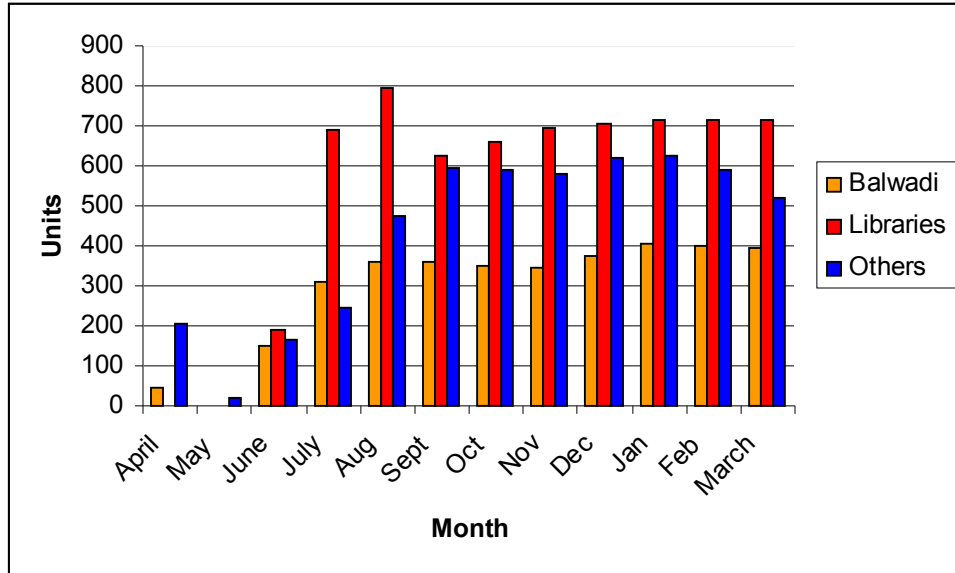
- Reach out to 20,000+ children in the 129 communities.
- Develop their reading skills, comprehension, learning ability,
- knowledge and interest in school curriculum over a period of one year.
- Augment the writing skills and basic math skills through the Library
- project.

Highest Coverage

Programs	Units	Enrollment
Balwadi	390	6,074
Library	793	
Shishuvachan	200	
Scholarship	114	2,189
English	215	3,272
Pratham Open School	101	848
Read Mumbai	832	83,966
TOTAL	1703	98,261

The coverage of the direct programs in Mumbai over the last year is shown in the

graph below:



Highlights

- Besides continuing its direct intervention in the community with various programs like Balwadi, Library & Shishuvachan, Pratham came up with Read Mumbai campaign to reach out to almost all children of Std 1 & 2 Municipal schools of Mumbai and Std 3, 4 & 5 in the six difficult wards of Mumbai. According to ASER-2005, L, F(n), P(n), M(e), M(w) & E ward are considered to be the difficult wards of Mumbai.

- The English and Scholarship programs were also introduced on a pilot basis.

BALWADI & SHISHUVACHAN

The training for the teachers took place in June 2007 in 3 batches i.e. old teachers batch, new teachers batch and lab balwadi teachers batch under the Early Childhood Care and Education (ECCE) Programme. The training was scheduled for 6 days of which 2 days were used in preparing the teaching-learning material. Other days were occupied by the theory sessions. Materials were given to the teacher before the regular start of the classes.

390 Balwadis were run last year. Every quarter, health camps were also organized in the balwadis. Children were given de-worming tablets, Vitamin A supplements and information regarding health care and nutrition was provided to parents.

For 4 to 5 age group, special shishuvachan, activities were conducted like story telling, Maths, knowledge about ways, Up, Down, sequencing, making pairs, painting, paper tearing, collage, filing colours within the line etc. These shishuvachan classes are considered to be the preparation classes of children for the 1st standard.

LIBRARY

In June 07, the Nagar Pramukhs or the Librarians surveyed the bastis for tracking the old members of library and registering the new members from the basti. Since most of the Librarians had undergone the training for the Library programme in the previous year, they were provided only orientation on the following topics – coupons, register, listing of books and other logistics of the class. 127 Libraries started from July 07 onwards with teachers conducting the class everyday for 3 hours. Based on the baseline data collected in June 2007, the 'O' level, word level, letter level, children were tested on an every month basis through the reading camps to test the achievement. 156753 children registered in the 793 units started by Pratham. Out of these children 85680 borrowed 85680 books. The number of children who got a blue, silver, gold and silver care are as follows:

1-10 (Blue)	11-30 (Red)	30-60 (Silver)	60+ (Gold)	Century
15982	16169	18532	19268	15729

E.C.E.D-

By October, the 1st term exam paper checking was done by the ECCE panel members. Based on the assessments the inputs of the Advisory Team, the module was revised and content finalized.

SCHOLORSHIP

The Government of Maharashtra holds a state wide examination for all students in classes IV and VII. In 2007, the Government sent instructions that ALL government school children in std IV, should appear for the scholarship examination and the performance of the school will be measured partly according to the scholarship examination result. Pratham, in order to ensure that the government's policy was implemented, started classes as a platform to prepare the 4th std children. The aim was that at least 50 % of the students pass the exam. Preparation in terms of getting the resource group and training the trainers started in April 2007. The Trainers were selected from the existing Pratham program staff and after testing them for their writing skills, grammar and maths they were interviewed. The same process was also followed by the teachers. They were given 6 days of initial training and 3 days monthly training during which their knowledge was tested continuously to ensure that they had the ability to teach. The focus was on visiting schools and communities and to ensure that as many children as possible from the chosen communities sit for the exam. The classes started between July and August 07, in 55 schools and 59 communities. These classes were conducted for 3 hours daily. 60 % of these students were from Municipal schools and the rest are from poor private schools which were Marathi medium. The curriculum for the exam was divided into 4 levels based on increasing levels of difficulty and was covered as per a detailed monthly plan that was prepared by the core team. Material for teachers and students ie. the teachers manual and the children's guide was finalized after doing extensive research from all that is available in the market. Since there was very good material already available the same was used for the classes. The Curriculum was completed by end Dec and mock tests were held from January onwards.

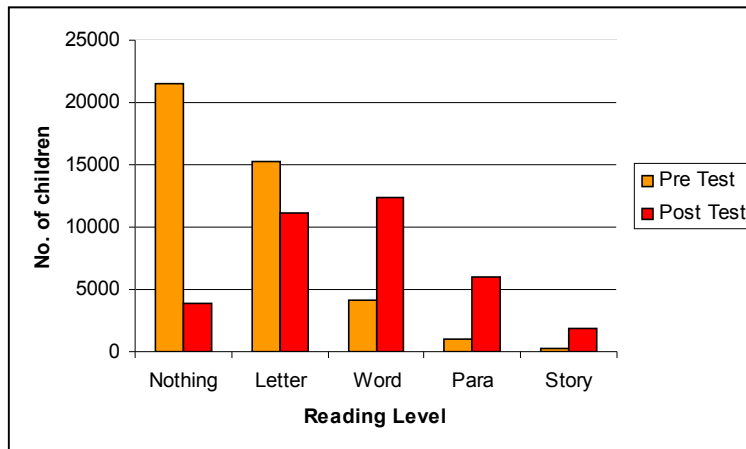
Out of 2197 children who enrolled for the program, only 1757 children appeared for the exam. The passing percentage was 65% with 1144 children passing successfully. Besides, 23 of Pratham coached children came in the merit list, 18 being from Private schools and 5 from BMC schools. Remaining 35% (612) failed to pass the exam. 20% of the children who enrolled could not appear due to circumstances like their name was not added in the exam list, they did not get hall ticket. Demand for the classes had increased in Hindi and Urdu schools as well.

READ MUMBAI-

Read Mumbai which was launched on September 10th, 2007. All CCPs prepared a contact list of the children with their names and addresses and conducted pre tests. The CCPs had also actually mapped the distance and time taken for children from different communities to reach school in order to correlate attendance and distance from school. Pretest, Midtest and Posttest was carried out in the program in the month of October, November and March simultaneously.

The CCPs conducted regular home visits to ensure that the material is actually being used and to ensure that the children are being covered. They tested children on their random visits to check levels. Phase II of the program was launched in December. Under this phase weekend camps were held for a duration of 2 hours each (one each on Math and English) and the children were divided on the basis of their levels.

For Std I, 42217 children were tested for the pre-test and 35175 children were assessed in the post test. Results show that there has been a drop of 40 percentage points in the children who were at nothing level at the end of the intervention and an increase of 5 percentage point increase in the number o children who can read a story. Improvements in the rest of the children are available in annexure !V.



ENGLISH CLASSES-

214 English classes were started in Mumbai and approximately 4,000 children were covered. Classes were held between August – October. Trainers conducted 5 days of initial training . Teachers underwent 3 days of initial training and 1 day every fortnight (alternate Saturdays). On the other two Saturdays, the teachers met the trainers in their zone to give feedback and discussed issues and solved problems if any monitoring took place through 9 member master trainer team and the two dedicated monitors. In addition, external volunteers were invited to randomly visit

classes and check their functioning. The monitors also checked to see if the curriculum was being followed and matched the children to ensure that the enrolled children attend. Every class was visited at least once a week The Mid Test was completed in end December.

Though the program was conducted for the first time in Mumbai on a pilot basis, it gained a good response, with parents and children from the community coming forward demanding for more classes. Out of the 1767 children that were tested, 1016 included Govt school children and 751 of private schools. The results of the final tests conducted with them are as follows-

Nothing Level	Letter Level	Word Level	Sentence level	Para Level	Story Level	TOTAL
53	0	315	352	501	546	1757

Integrated Child Development Scheme (ICDS) in collaboration with Pratham launched a training program for the Anganwadi teachers of Mumbai, called the School Readiness Program. The program was launched in November 2007 with an aim of:-

- o Training to all the Anganwadi teachers and Supervisors by Pratham
- o Material to be provided by Pratham to all children of Anganwadis
- o Material to be provided by Pratham to all the parents
- o Parent’s workshop to be organized & parents will be trained on the use of material
- o Costs of Training and monitoring and administration to be paid by ICDS to Pratham

Pratham’s strength in the pre school program is well recognized and all the Pratham pre school teachers have been absorbed by the ICDS whenever there has been an opportunity.

PCVC –

The below table shows the different programs started by Pratham Council for Vulnerable Children in Mumbai and the number of children covered under the programs.

Activities conducted	Number of children.
EDUCATION	

Hobby	284
TEC	393
SSA	666
SSA R	232
Institution	101
RESIDENTIAL SHELTER	71
PREVENTION	
Platform	64
Community	1851
RESCUE	
Raid	531
Convincing owners	4985
School Enrollment	3014
Total	12192

Orissa

Objectives

- Provide children in the age group of 3-5 with access to education.
- Bring the children of the area in the network of library and help inculcate reading habit in them.
- Improve the reading proficiency of children.

Urban program in Orissa in 2007-08

Shishuvachan: Cuttak and Bhubaneswar

Libraries: Cuttak, Jeypore

L2R: Cuttak and Jeypore

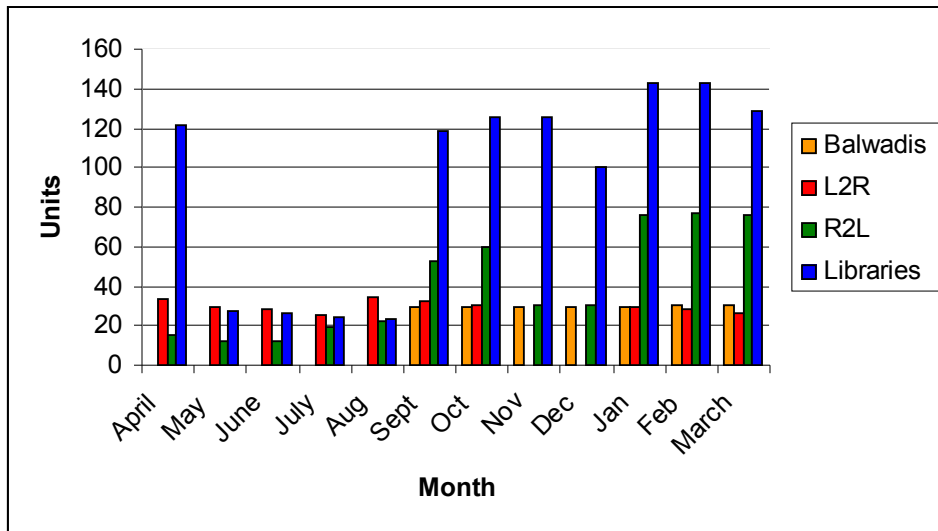
R2L : Cuttak and Jeypore

English program: Cuttak

- Children in the age group of 6-14 yrs would be able to know general greetings, Common English words, learn letter sounds and poems. They would be able to read a std II text with fluency.

Coverage

Cities	Cuttak, Bhubaneswar and Jeypore
Highest number of Bastis covered in a single month	277
Maximum number of children reached	6516
Children reached	
Highest no: of Balwadis in a single month	120
Highest no of L2R classes conducted in a single month	190
Highest number of library units operational in a single month	277



Highlights

- Almost 600 children were part of the English program. Many of them have gained the confidence of speaking a minimum of 4 sentences in English.
- Sishuvachan program has increased the competency of the children in the age group of 5yrs who are now able to read simple sentences and count from 1-20
- Library – children have borrowed books more than 100 times and around 100 children had achieved golden card

Background

Pratham-began its work in Cuttack in the year 2003.It gradually expanded to cover 300 slums therein. This year the program further expanded to Bhubaneswar with an immediate 62 classes in the Saliasahi slum. In the year 2007-08, the urban direct interventions were operational in the cities of Cuttak and Jeypore.

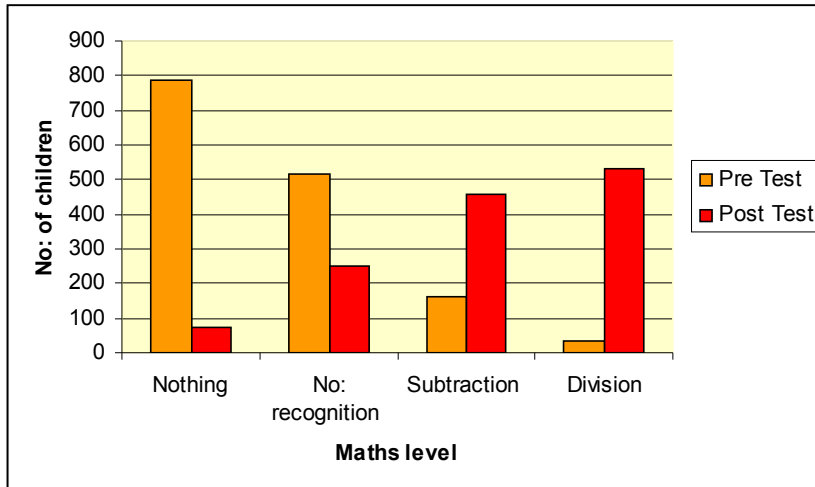
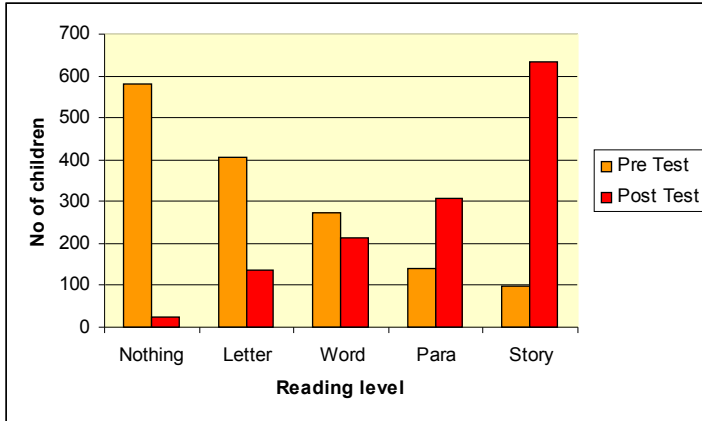
The Balwadis :

30 classes of Sishuvachan, an intervention for children under the age of 5 years was started in the slums of Cuttack. The results of the pre-post test were taken and the same showed remarkable improvement in the learning ability of the child. This year the program has been expanded to the slums of Bhubaneswar with a modest starting of 18 sishuvachan classes. Meanwhile were also held regularly with the Department of W&CD to partner with ICDS to impart training to the Anganwadi workers who can then take on the program to each and every village of the State.

Library

Each library covers around 500-600 children. The library basically aims to develop reading attitude amongst the children of slum areas. Besides giving books to read it also holds one hour of learn to read class wherein a child is also exposed to the way of learning how to read. Other than this there are other activities wherein attempt is made to make the child aware of the various developments taking place around him/her. The Libraries of Cuttack today touches around 20,000 slum children. Attempt is also made to involve

L2R and R2L classes: were conducted in Jeypore. A significant improvement was observed in the children attending these classes. The analysis of Pre-Test and Post - Test data of Language says 581 children were in Nothing levels in Pre Test which decreased to 25 in number in Post-Test. Similarly we found in story level, where the 99 number of children were in Pre-Test, it increased to 632 in Post-test



Similarly the analysis of Pre-Test and Post –Test data of Mathematics says 789 number of children in nothing levels in Pre-test which decreased to 75 number of children in Post-test. In higher levels where the 33 number of children were found in Division level in Pre-Test, it increased to 532 numbers of children in Post-test. In both the higher in Math and Language we found a drastic changes in development of the children.

English Program

The English program was introduced in Cuttak last year. The program began with the piloting of 50 classes in 3 districts of Odisha namely Cuttack, Bhubaneshwar and Gajapati. The teachers and students were very enthusiastic about the program. Monthly trainings were held for the teachers and classes were monitored regularly to ensure that the teachers taught using the prescribed methodology.

Punjab

Objectives:

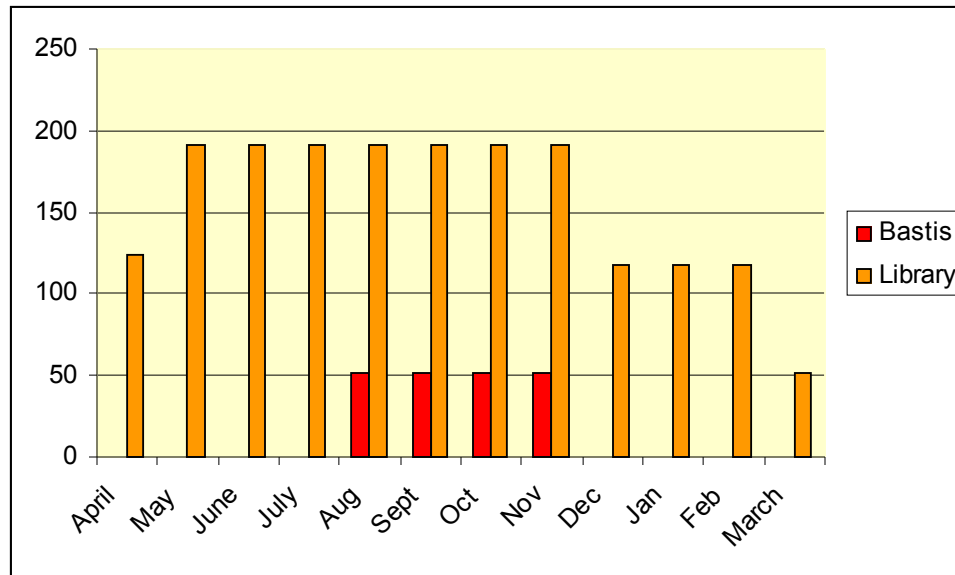
- a) To develop a reading and learning environment for children
- b) To develop and upgrade basic reading skills
- c) To develop basic mathematical skills among children
- d) To improve learning levels and overall development of children through games and activities

Coverage

Cities	Ludhiana and Bhatinda
Highest number of Bastis covered in a single month	51
Highest number of library units operational in a single month	191

Maximum number of children reached	
Children reached	
Highest no: of children reached in a single month	26718

The coverage of the library units run under the urban direct program in Punjab over 2007-08 is shown in the graph below:



Programs

Libraries in Ludhiana

Components of the Intervention:

- a) Library activity (Book lending/returning of books)
- b) L2R Program
- c) Learning through games, activities, songs
- d) Competitions

Library Team: the libraries were run by a team of 62 people (51 teachers, 8 supervisors, 1 zonal, Accountant and program manager each). Emphasis was laid on the proper training of teachers, so that the program becomes sustainable. The main focus of the libraries has been the overall development of the child. Besides using the L2R techniques, several other activities were also conducted such as role plays, poem recitation, drawing competitions etc. Educational toys were also used in the libraries to support the learning programs - These toys are basically educational in nature and help children understand simple maths. *Ganit mala* has made simple counting an easy learning task, *Jodo* is a set of

wooden blocks which helps children concentrate. *Akshar Pariwar* teaches children to recognize alphabets while they fix these alphabets to form various structures. These toys have played a vital role in increasing childrens' participation besides giving them a good fun time.

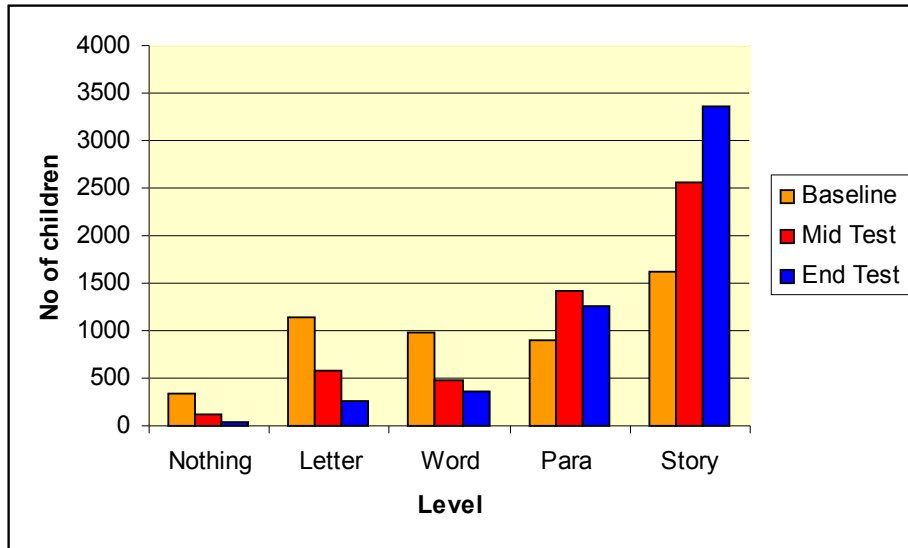
Monitoring and reporting: Various models were tried in order to attain on time reporting and efficient monitoring across the district. Route schedules are prepared keeping in mind the distance and conveyance among schools. Schools were graded on basis of certain parameters and accordingly their visits organized, which leads to better time management. Besides weekly supervisor meeting, where elaborate reporting is taken on every school, supervisors held cluster meetings among their respective school teachers once every fortnight. For better efficiency, each supervisor monitored 6 schools and visited each school at least twice a week. Library registers were maintained at every library which recorded each child's particulars (number of books read every month, learning level at different intervals).

Program Outcomes:

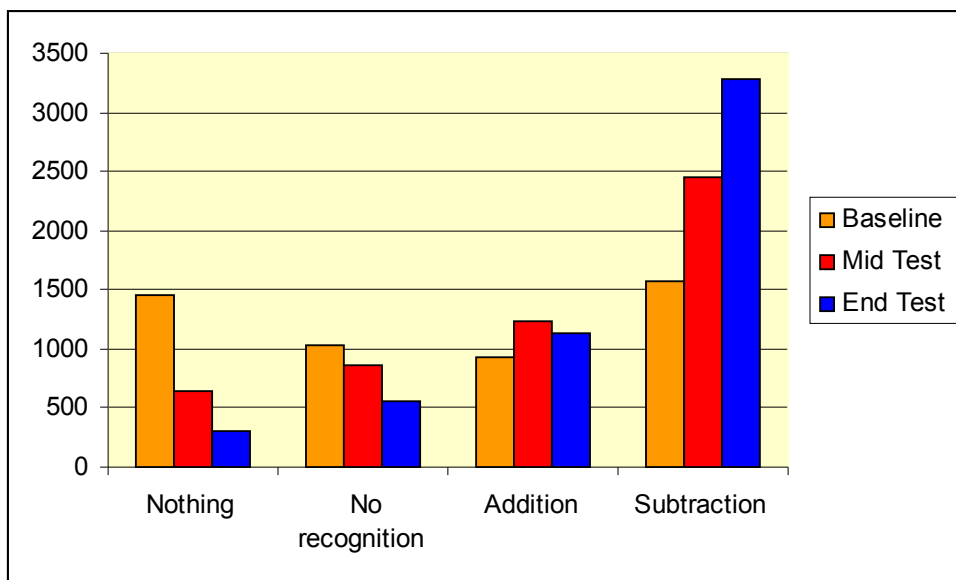
- 1) Development of reading habit among children
- 2) Better mathematical/analytical skills
- 3) Improvement in speaking / writing skills
- 4) Improvement in school attendance
- 5) Encouraging Competitive ability
- 6) Enhancing Confidence in children
- 7) Empowerment of teachers involved
- 8) Inspiration for government teachers to follow
- 9) Better discipline among children
- 10) Enhancing creative skills through drawing competition

Impact Analysis

The improvements in the reading levels of the children are given below. The number of children who could read nothing declined from 343 at the baseline to 38 by the end of the intervention. Likewise, children who could read a story increased from 1611 at the baseline to 3358 at the endline.



In the maths component also, improvements were very visible.



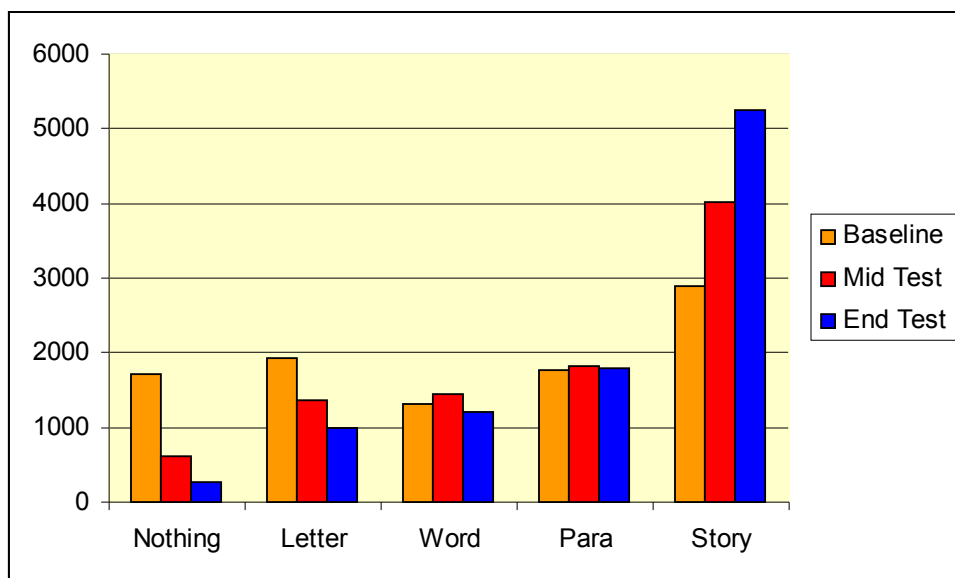
The number of children who could not do subtraction increased from 1578 to 3278 while the number of children who could not recognize numbers decreased from 1029 to 563.

Bhatinda

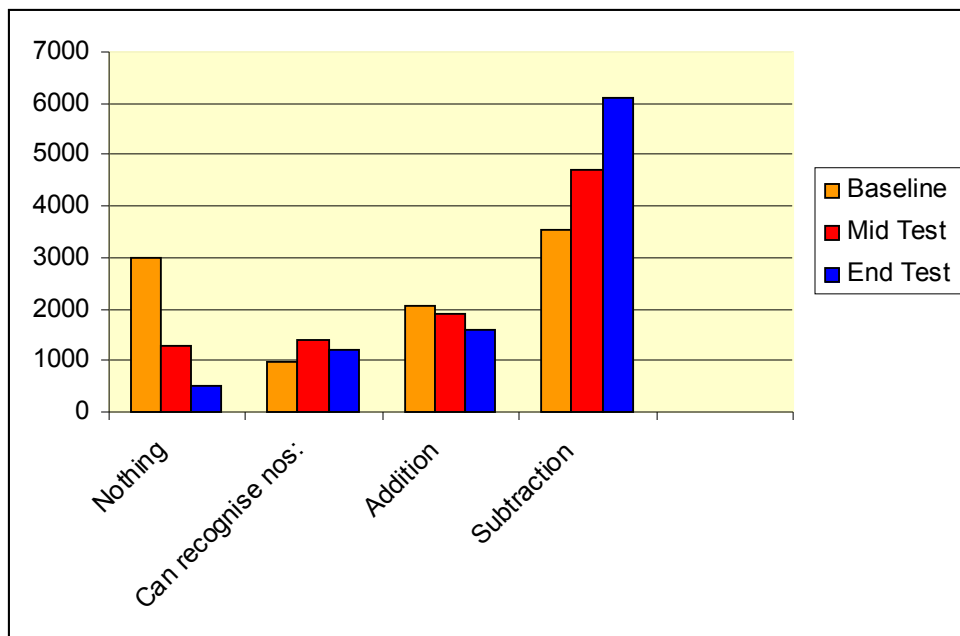
In Bhatinda, Pratham was running 67 libraries in 67 government primary schools across educational blocks of Bathinda, Sangat and Talwandi sabo. These libraries offered various kinds of interest building and learning activities. Library registers were maintained to record child wise information on number of books read in each month. Learning levels were recorded at the start (baseline), in the mid (midtest) and at the end (end test) of the program. Encouraged by the community and children participation, pratham ran classes in community during the summer break.

This summer campaign focused on confidence building activities among children besides orienting them towards basic learning. **Pratham Bathinda was recently working with 10,531 children.** Midst of all these efforts to enhance learning levels of children studying in Government schools of Bathinda district, the program has turned out to be a thriving example of women empowerment across rural areas. Pratham volunteers who were hesitant to even step outside their places, are traveling across north India for similar kind of initiatives. Gone are the days when bunches of these young girls were reluctant to participate in a discussion, today they hold regular meetings with Head teachers and Block level officers. Pratham Bathinda's success story is all about commitment and interaction among all the stakeholders may it be SSA, DEO, Community, Schools and Block level cadre. The role and support of district administration has been phenomenal particularly of Honorable Deputy Commissioner Mr. Rahul Bandhari. It was the result of his commitment and vision that Pratham Bathinda has been able to achieve tremendous response to its initiatives in the district.

The improvements in the reading levels of the children can be seen through the graph below:



The number of children who could read a story increased from 2881 to 5240. Likewise, in terms of the improvements in the writing preference, the number of children who could write a sentence increased from 3562 to 5993.

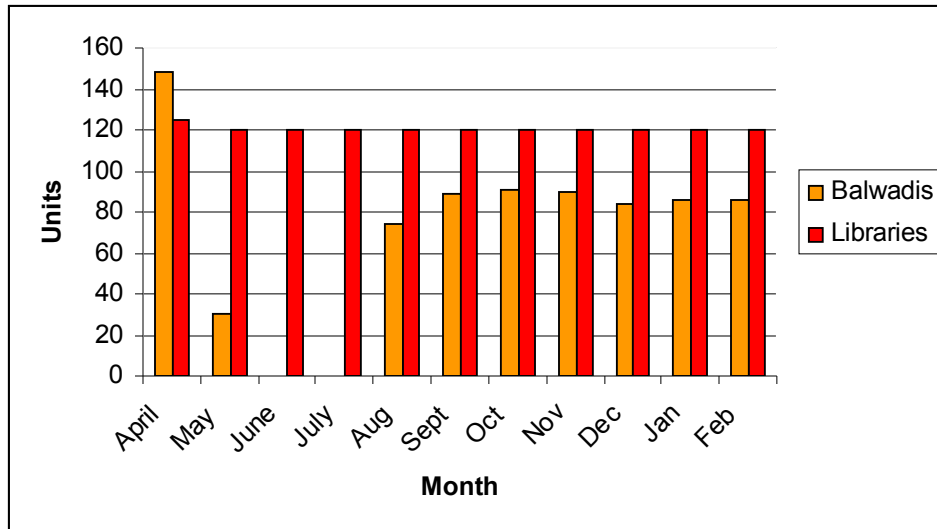


Rajashtan

Objectives

Highest Coverage

Cities	Jodhpur, Ajmer, Bikaner, Rajsamand, Kishangarh, Udaipur, Jaipur.
Highest number of Bastis covered in a single month	125
Highest number of Balwadi units running in a single month	91
Highest number of library units operational in a single month	125
Maximum number of children reached	
Children reached	
Highest no: of children reached in a single month trough library	10,705



Background

Pratham's operation in Rajasthan started in 2001, as Janshala Programme of Government of Rajasthan invited to assist in mainstreaming of "Out of school" children who organized bridge courses. In last seven years, Pratham Rajasthan has traversed a learning trajectory & has built its capacity. Today it has presence in 133 rural blocks & 7 urban centres.

Programs

Balwadi : approximately 91 balwadis were running in all the seven cities. Activities conducted included story telling, drawing of objects, awareness about senses, recognizing colours, recognizing of objects, toy making, playing in a group etc.

Mainstreaming of children

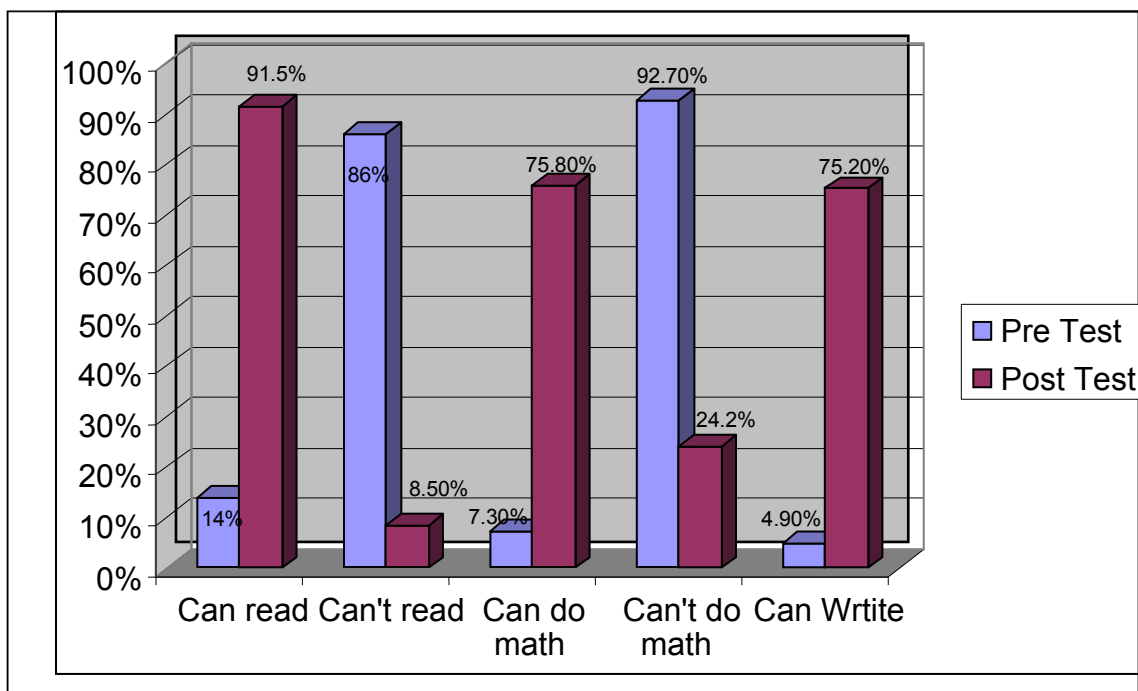
- Around 43% (855) children of Balwadi were mainstreamed in regular schooling.
- Around 50% children of Shiksha Mitra classes were mainstreamed in regular schooling.

Shiksha Mitra Classes

At the instance of DPEP-Jaipur and SSA-Jodhpur, for identifying the never enrolled and drop out children, Pratham surveyed 30 slums of Jaipur and 10 slums of Jodhpur. On the basis of baseline survey, DPEP-Jaipur issued 30 Shiksha Mitra classes in Jaipur and 5 in Jodhpur. The classes started functioning from 1st of January and ended by 31st of March '08. For these classes, Pratham recruited Shiksha Mitras

(teachers) from each of the targeted *basti*. The impact of the shkisha mitra classes is visible in the following graph:

- No. of classes – 35 (30 in Jaipur, 5 in Jodhpur)
- Total No. of children enrolled –
 - 974 in pre test (831 in Jaipur + 143 in Jodhpur)
 - 1003 in Post test (860 (Jaipur)+ 143 (Jodhpur)



Libraries

This year 120 urban libraries have been functional with total membership of 21944 children which shows an average of 174 members per library. Out of total 24093 children in 7-14 yrs, 73% are members of library. Of these 73%, 43% children have read more than 70 books.

No of Libraries	Gender Wise Distribution	Total Children in Basti (3-14 Yrs)	Total children (7-14)	Total members in the Library Program	Children who accessed Library in March 2008	Total Books transacted in March 2008

	Girls - 17986			11171	5280	113960
	Boys - 18470			10733	5425	
120 (Urban)		36456	24093	21944	10705	

English Programme

English L2R programme was started in Jaipur, 14 classes were run on pilot basis, covering around 300 children. Most (around 75%) of these children are now able to understand and speak around 30 sentences and know about 100 common words.

Community Mobilization: Efforts were also undertaken to involve the parents and community members to educating their child. The cooperation of community members (Basti Shiksha Samiti) in Pratham's work has been commendable. These samitis are operational in all the slums, where Pratham Rajasthan's work is undergoing. The involvement of community members in finding out space for running classes, monitor the performance of teachers and ensuring the regular opening of classes in community has given an impulse to our efforts and has contributed to mobilization of more children in our classes.

Special Projects:

H-I Project

During 2007-08, in addition to Jaipur, the Hi-Project was initiated in 3 more cities of Rajasthan, namely Udaipur, Bikaner & Ajmer. 80 classes were running across 80 slums of Rajasthan. The Canada chapter of Hi-Project had started with initial efforts from an intern, Mathieu Grau-leclerc, who did 3-months internship in Pratham Rajasthan during May-July '07. He shared the HI-project experiences with a number of schools in Canada as a result of which Helene Kabis, a primary school in Canada, came ahead to start the HI-project activities. Since September '07, around 22 children (6-12 yrs) in five classes of Canada and 25 children (6-14 yrs) in two HI-Classes of Jaipur have regular interaction through different topics in project activities. Both the chapters exchanged 5 newspapers by the end of May '08.

In addition the English programme was initiated as part of the HI project. The target of these classes was to make children able to write in English for the news paper

topics and read comprehensively the newspaper coming from Holland without the help of teacher. 80 classes was rolled out covering more than 1500 children across 4 cities of Rajasthan. The improvements of the children is available in annexure V.

Sexuality and Reproductive Health Programme

Sexual and Reproductive Health and Rights programme was launched in the Jan 2007 with a goal of improving reproductive and sexual health of adolescents and women in targeted communities. **Currently SRH project is covering 20 communities. This number would expand to 60 by the end of the pilot phase.** Field implementation was started in 5 basties¹ and 5 villages of Rajasthan. In this period four interactive sessions in each community with all the 5 groups for increasing the information levels about reproductive health and HIV/AIDS and STDs incorporating gender issues was conducted with the help of structured modules. More than 400 sessions were conducted last year. **The SRH project will benefit 2500 girls and 2500 boys ageing 11-19 years and around 1200 mothers across 60 targeted habitations over 2 years.** In this period the pilot had covered 50 adolescents directly from each basti/village in two separate age groups (11-14 & 15-18) for both boys and girls and covered 20 women in the reproductive age group in each basti and village.

SRHR programme will be implemented through Library channel in 15 basties and 15 villages of Rajasthan.

National Child Labour Schools:

National Child Labour Project (NCLP) is an initiative undertaken by the Labour Department to address the issue of Child Labour. Under this project, Pratham conducted a needs assessment survey in 14 wards of Jaipur, and identified 727 children in 8 wards. In August 2006, two NCLP Special Schools were issued to Pratham Rajasthan in Kabristan and Bandha Basti area of Vidyadhar Nagar Zone. In February 2007, two more schools were offered to Pratham in Lankapuri and Hazi Colony area of Vidyadhar Nagar Zone. 200 children are enrolled in these schools and half of them are now at the level of 3rd and 4th standard.

¹ Basti: In Rajasthan basti is a group of 250 conjugated households in an urban community. In Gujarat basti is a group of 500 conjugated households in an urban community.

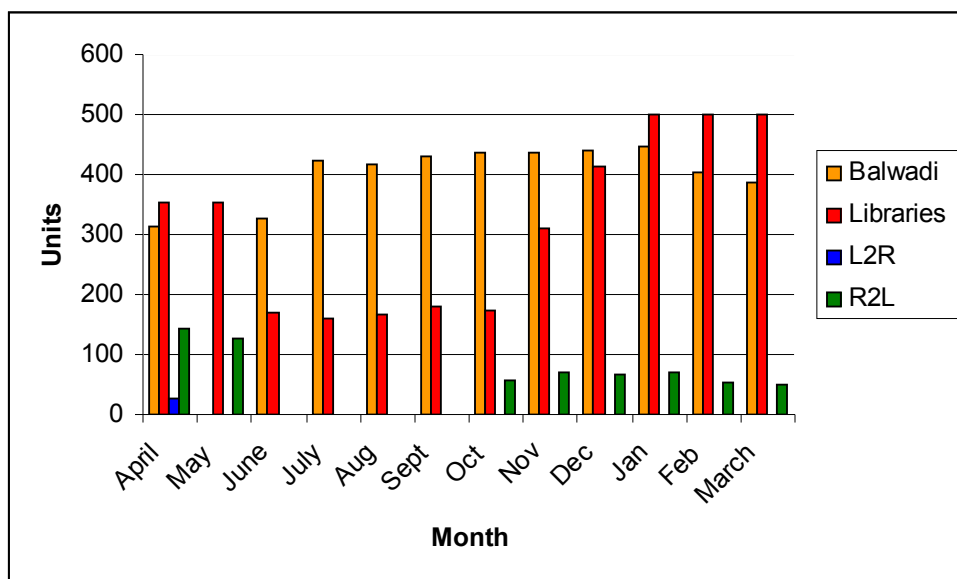
Tamil Nadu:

Objectives

- To provide access to pre-school education
- To improve learning skills of the children

Coverage

Highest number of Balwadi units running in a single month	447
Highest number of library units operational in a single month	500
Highest no: of children reached in a single month through library	13,324
Highest number of learning enhancement classes conducted in a month	142



Highlights

In Tamil Nadu, the urban direct programs were undertaken by our affiliates, AID India and Vidyardambam Trust. Vidyardambam Trust was responsible for implementing the Balwadis, libraries and R2L classes whereas AIDS India implemented libraries.

Programs

Balwadis:

Balwadis² were run by Pratham / Vidyardambam for children who were attending Anganwadis run by Govt. where only a mid-day meal was being provided to them, but no learning was taking place. Pratham filled the gap and provided education for a couple of hours every day mostly in the evenings. A total of **8,311 children** were reached with pre-primary school education last year. The balwadis seek to develop the emotional, cognitive, social and language skills of children and prepare them for regular primary school education. Innovative methodology using play way methods were adopted. The curriculum was predominantly play based and incorporates the notions of discovery and fun learning.

Significant improvements were observed in the children enrolled in the program. Most of the children were approximately 4 years of age at the time of joining the Balwadi and were therefore very tense and would not listen to the tutor. After 3 to 4 months, most of them are well settled and ready to learn. They were shown pictures and words to develop their language vocabulary and numbers up to 5 to clearly understand the concept of counting anything anywhere. All of them have picked up the skill of singing small songs with rhymes

² Balwadi= Pre school run by Pratham/ Vidyardambam

and actions. They all have picked up a number of words in English for the things or actions that they come across in their day to day life.

Libraries: 500 library units were run for children in the age group of 8-17 years to inculcate a reading habit among children and to develop their skills of reading their language without mistakes and comprehending what they read. A total of 16,805 children were reached through the library units.

On 29th and 30th March 2008, the Eureka Little Writers' Festival was organized in Chennai as a State level event. In this 2 children were paired into a team – one child would write a story and the other would illustrate for it. More than 500 booklets were made by children at the block level. 40 winning children then came to Chennai where story writing and drawing workshops were conducted for them. They then made their own booklets by writing stories and drawing pictures for them. 3 best booklets were judged and prizes were given away.

The Drama Festival was organized in June 2008 in 900 of the library villages. In 2 months, 15000 new script writers, directors and actors were born. These children prepared their own scripts, directed and performed skits in their villages. We selected 200 of these children from each of our 17 library districts for the state drama festival at Chennai on August 2008.

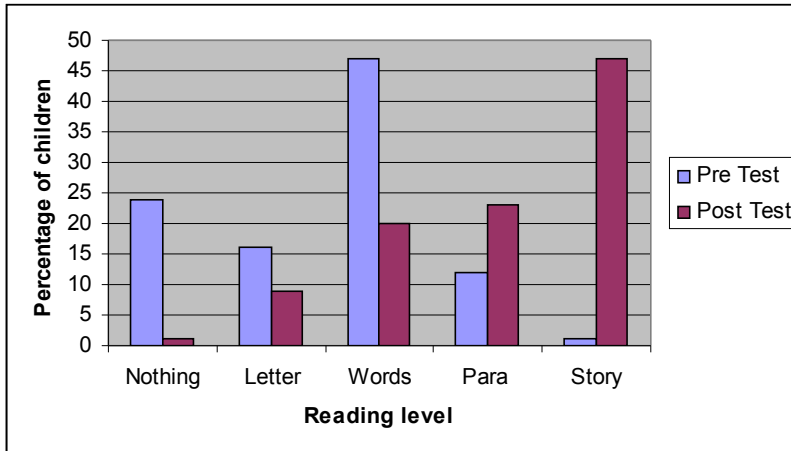
Learn to Read and Read to Learn classes

These classes were conducted for students in Stds. IV and V to help improve their language and arithmetic skills using Pratham's Reading to Learn(R2L)³ technique. A total of **1326 children** were reached through this program.

Students who were struggling to read a para are now able to read stories. Most of them even understand what they read and are able to reply the relevant questions. A few are just reading without using the comas and full-stops. They all are under intensive training. These children have learnt place value of numbers and are therefore adept at subtraction of any digit, multiplication and division. In some centers they have already introduced the concept of fractions and decimal

³ R2L = strengthens reading, comprehension of school and/or other texts, writing, encouraging and enabling self learning

Impact of the Learning support programs in 2007-2008

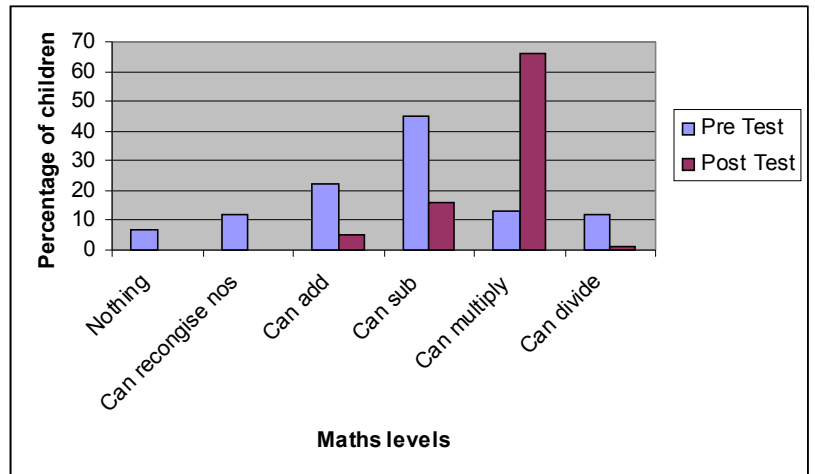


Tests were conducted for all the 1326 children enrolled on the learning support program before the start and at the end of the programs. In language, the percentage of children at nothing level has reached almost zero from 24% and the percentage of children who were at the Story level has increased from 1% to 47%.

In Math the nothing and only number recognition levels have become zero. The number of children who can do multiplication has increased by almost 60 percentage points.

Most of the headmasters of the schools of these children have appreciated and thanked the program for improving the skill levels of such students who were labeled as dull and neglected.

The improvements in the learning levels of the children have also demonstrated that a fast and visible



change is possible, which in turn is leading to a change in the attitude of the people towards learning.

Uttar Pradesh

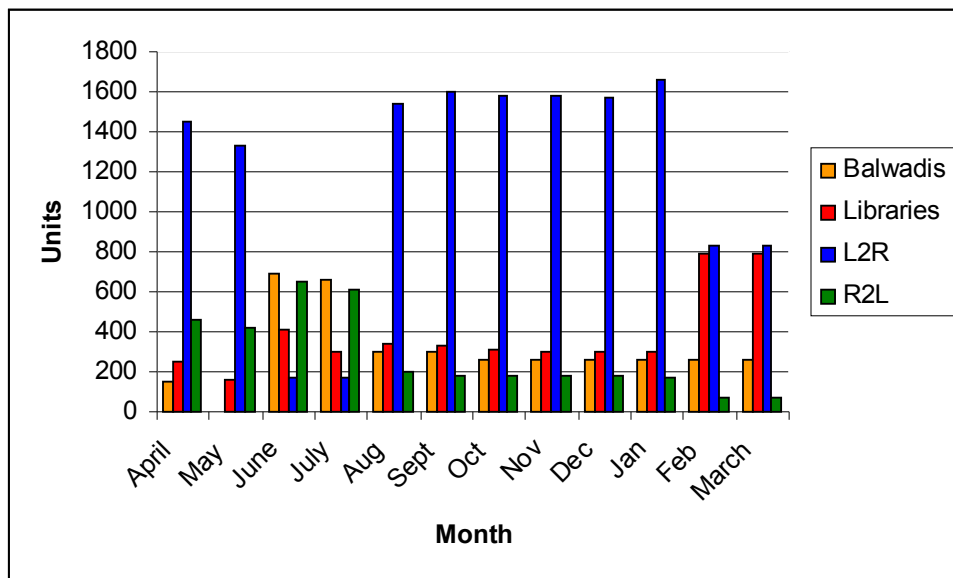
Objectives

- To increase enrollment of out-of-school children
- To ensure that children in school are learning well.

Highest Coverage

Cities	Allahabad, Lucknow, Varanasi, Rampur, Agra.
Highest number of Bastis covered in a single month	125
Highest number of Balwadi units	668

running in a single month	
Highest number of library units operational in a single month	787
Highest no: learning enhancement classes conducted	1577



Background:

“The Innovative Programme for Enrollment, Retention and Learning in Northern States” was approved by the Ministry of Human Resource Development for two years i.e. 2006-07 to 2007-08 to cover 282 such *bastis* (aimed at 42,300 children) spread in Agra, Lucknow and Varanasi cities of UP and to ensure that every child achieves the above mentioned goals. One **Basti Shiksha Kendra (BSK)** per basti/cluster of 25-300 households, one library per basti / cluster of 25-300 households, and 1,692 classes during the summer months (summer camp) were proposed to be run every year.

In UP, this project was active in cities of Agra (80 BSKs), Lucknow (110 BSKs) and Varanasi (92 BSKs) for two years. The division of the number of Basti Shiksha Kendras was decided and recommended by SPD, Sarva Shiksha Abhiyan, Government of UP. According to this, the need identification was done in consultation with city and district level education officers and the decision was taken that continuous areas within the same city should be taken so that the effectiveness of the program would be greater.

The project has three components:

1. **Basti Shiksha Kendra:** 282 *Basti Siksha Kendras (BSKs)* were sanctioned for the three cities (Agra 80, Lucknow 110, Varanasi 92). The concept of BSK is a Basti (Slum area) where 6 units run to cover 150 non-reader and out of school children of 6 - 14 years age group.
2. **Units:** The project was sanctioned to run 1692 *units* (Agra 480, Lucknow 660, Varanasi 552) to improve the learning and schooling status of around 42300 non-readers and out of school children (Agra 12000, Lucknow 16500, Varanasi 13800) in the project areas.
3. **Library:** Books for 282 *libraries* were sanctioned to provide interesting and attractive literature to all children of project area to raise their interest in reading activities. No Librarian costs were included in the sanctioned amount.

The Activities conducted in 2007-08

During the project period, summer camps were conducted in April-May-June each year. Basti Shiksha Kendras (BSK) ran in the remaining months of the year. Libraries ran all year long.

Basti Shiksha Kendras

282 *Basti Siksha Kendras (BSKs)* were sanctioned for the three cities (Agra 80, Lucknow 110, Varanasi 92). The concept of BSK is that there is a unit of 6 classes that run in a Basti (Slum area). These classes/units cater to out of school children and also provide learning support to enrolled children who are lagging behind academically.

	No. of BSKs	Units	No. of children covered
Agra	80	468	11052
Lucknow	110	655	16129
Varanasi	92	552	13793
Total	282	1675	40974

Summer Camps

the summer camp had three main objectives:

1. To identify and prepare 6-8 year olds for enrolment in school
2. To serve as a campaign for universal Std I enrolment

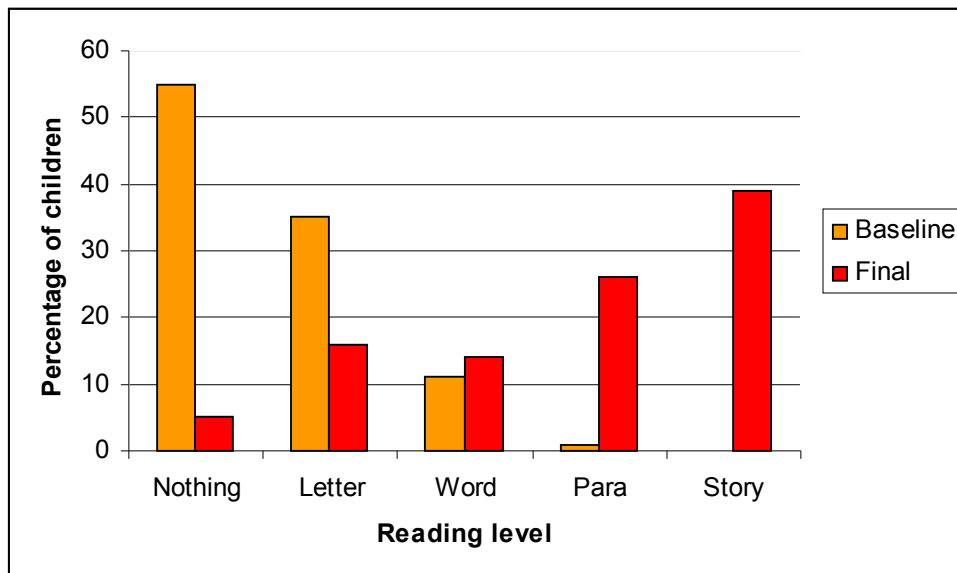
- To serve as a back-to-school campaign ensuring that children actually return to school after the summer break.

Name of the City	Coverage through Summer Camps	
	Units	Children
Agra	480	10834
Lucknow	660	16100
Varanasi	552	13735
Total	1692	40669

In 2007-2008 40,669 children were covered through the summer camp program and thus prepared for enrolment in the 1st standard and upwards. The number of children covered was significantly higher than the previous year.

Learn to Read

Learning To Read (L2R) was to improve the basic reading and arithmetic levels of out-of-school children and thus prepare them for school and also strengthen learning levels of children who are in school but lagging behind. The objective of these classes was to enroll as many out of school children as possible into regular school. In the cases where out of school children were not enrolled after L2R classes, they were taken on into the next level of classes called Reading to Learn (R2L). The objective of this level was to develop their reading fluency, comprehension, writing, vocabulary and higher level arithmetic, problem solving abilities. It was hoped that this higher level of learning would enable them to be enrolled into age-appropriate classes wherever schools were accessible



Children's Library Program

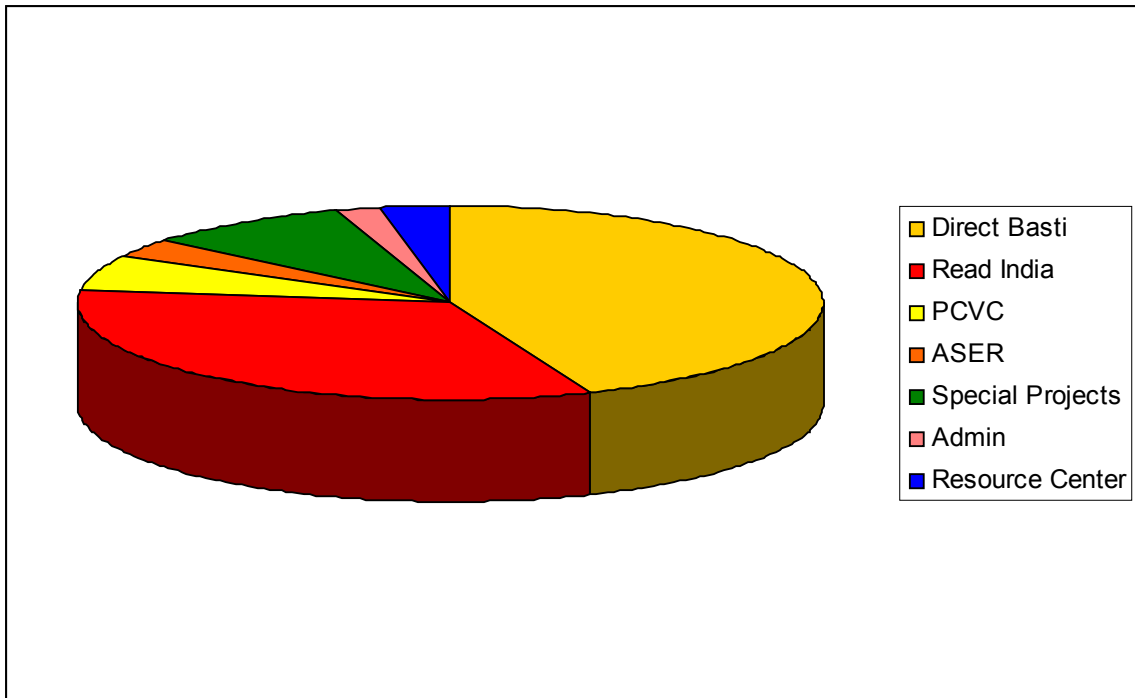
During the project period, 282 libraries were functional with 392 books and 24 reading cards in each library. The libraries have received a very good response from the children who enthusiastically provide feedback on the books they have read. In 2007-2008, around 1,24,150 children were taken part in library activities in these areas. Details of the coverage are provided in annexure VIII.

Enrollment of children in schools

After the programs had adequately prepared children to enter into their age appropriate Std, the children were enrolled into government and private schools. In July and August 2007, 11404 children were enrolled into government schools, private schools or Madrasas. The details regarding the number of children enrolled in schools is provided in annexure VII. Similarly, after the meeting conducted by State Project Director of SSA UP and as per the directions given by him to District Officials in October 2007, 4,678 children were enrolled from the project areas till December 2007.

Financials

Expenditure – 2007-08



In 2007-08, expenditure on urban programs comprised 44 per cent of the total expenditure incurred by Pratham.