2011
2012

Contents

From the CEOs Desk

Writing Pratham's Annual Report is always a major challenge for people closely involved in running our programs because our efforts are emotional and intellectual, daring in their scope and limited by what is possible, extensive in their reach and yet mere first steps within a context where the needs are vast. An organization that reaches over 2 million children in 17 states in 38,000 villages through a variety of programs executed by hundreds of people with a sense of commitment and ownership has plenty to say, of course. But this Report is merely a sketch which aims to capture the wonderful poetry of activities by children, volunteers, teachers and parents, working together within schools and communities in congested urban slums and rural villages in the hills, deserts, forests, and farmlands of India.

The complex structure of Pratham which has evolved over the last 18 years presents another challenge. This is the Annual Report of the Pratham Education Foundation (PEF), which took over the organization of the Pratham network from its mother organization, the Pratham Mumbai Education Initiative Trust, which gave birth to Pratham in 1994-95. The role of PEF is four-fold. First, it is responsible for executing the teaching-learning programs for children in large parts of India. Second, it raises funds mainly from businesses, corporations, and foundations in India and overseas. Third, it works with Pratham USA, Pratham UK and other organizations overseas who raise significant financial resources for Pratham. Finally, it coordinates the activities of autonomous implementing bodies, such as Pratham Delhi- Pratham Mumbai, and works

synergistcally with affiliates such as the ASER Center, Pratham Institute, Pratham Council for Vulnerable Children, Pratham Infotech Foundation, and Pratham Books. These independent affiliates, led by highly competent people devoted to Pratham's mission, are an important part of the Pratham network, reflecting the variety of specialized know-how created and nurtured during the evolution of Pratham since 1994.

Thus, this Report, a testament to Pratham's expanding footprint and national impact across India, is divided into two parts. Part I describes programs directly executed by Pratham Education Foundation and Part II is about the activities of Pratham's independent affiliates and supporting organizations. The autonomous members of the Pratham network in India and overseas also produce independent Annual Reports.

Education in India entered a new phase recently when India's economy began its surge. Until 2004, the expenditure on elementary education was largely incurred by the states. The UPA government has now stepped up the Union Government's expenditure on education in absolute terms. "The Right to Education Act" has raised expectations further. Despite these significant national advances, however, the problems of delivering high quality education remains challenging and becomes increasingly difficult.

How does one define quality? How might we deliver quality to each and every child? What is needed most urgently? How do we ensure long-term institutional and cultural changes that will address the needs of individuals while also meeting the needs of the nation? These and other related questions are constantly on our mind as the Pratham network continues its day-to-day work. This Annual Report for 2011-12 gives you but a glimpse of the challenges we face, the strides we have made, and our aspirations for India and her children which continue to drive us.

Madhav Chavan
CEO- President, Pratham Education Foundation

Our Impact

Though the problems seem insurmountable, Pratham firmly believes that actionable and effective solutions exist. With your support, Pratham was able to achieve the following successes in the past year.

2 MILLION children in rural India reached through Read India. Read India is active in 17 STATES and 38,000 VILLAGES. 62,000 VOLUNTEERS mobilized and 48,000 TEACHERS trained through Read India. 633,000 CHILDREN surveyed in ASER. OVER 173,000 CHILDREN gained computer skills in 450 CENTERS across 8 states. Over 54,000 YOUTH have gained employable skills. 137,000 CHILDREN in rural areas accessed Pratham libraries. 270,000 CHILDREN were impacted through urban programs. 3,500 CHILD LABORERS and street children were rescued and sheltered.
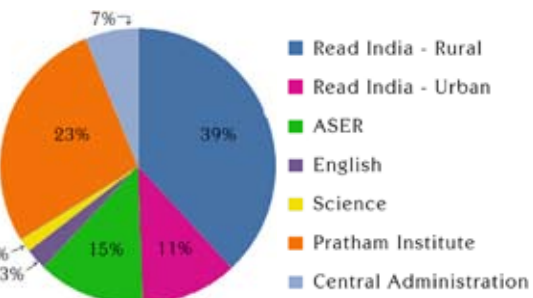
Income

& Expenditure

Statement of Income (in Rs. Millions)

Particulars	Amount
Pratham USA	256.11
Pratham UK	57.66
Pratham UAE/ Canada	2.12
Corporates	57.86
Foundations	192.76
Individuals	23.50
Total	590.01

- Pratham USA — 43%
- Pratham UK — 10%
- Pratham UAE/Canada — 4%
- Corporates — 10%
- Foundations — 33%
- Individuals — 4%
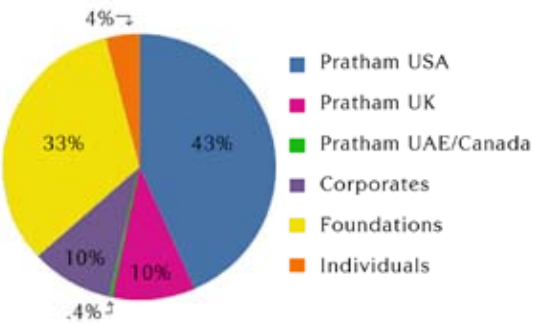
Statement of Expenditure (in Rs. Millions)

Particulars	Amount
Read India - Rural	2,14.60
Read India - Urban	63.92
ASER Centre	85.25
English Program	14.55
Science Program	9.14
Pratham Institute	125.48
Vocational Skilling	46.32
Education for Education	61.42
Training Centre	17.73
Central Administration	35.45
Total	550.39

- Read India - Rural — 39%
- Read India - Urban — 11%
- ASER — 15%
- English — 3%
- Science — 2%
- Pratham Institute — 23%
- Central Administration — 7%

*This financial statement does not include income or expenditure of the affiliate trusts.

Part I
Pratham Education Foundation
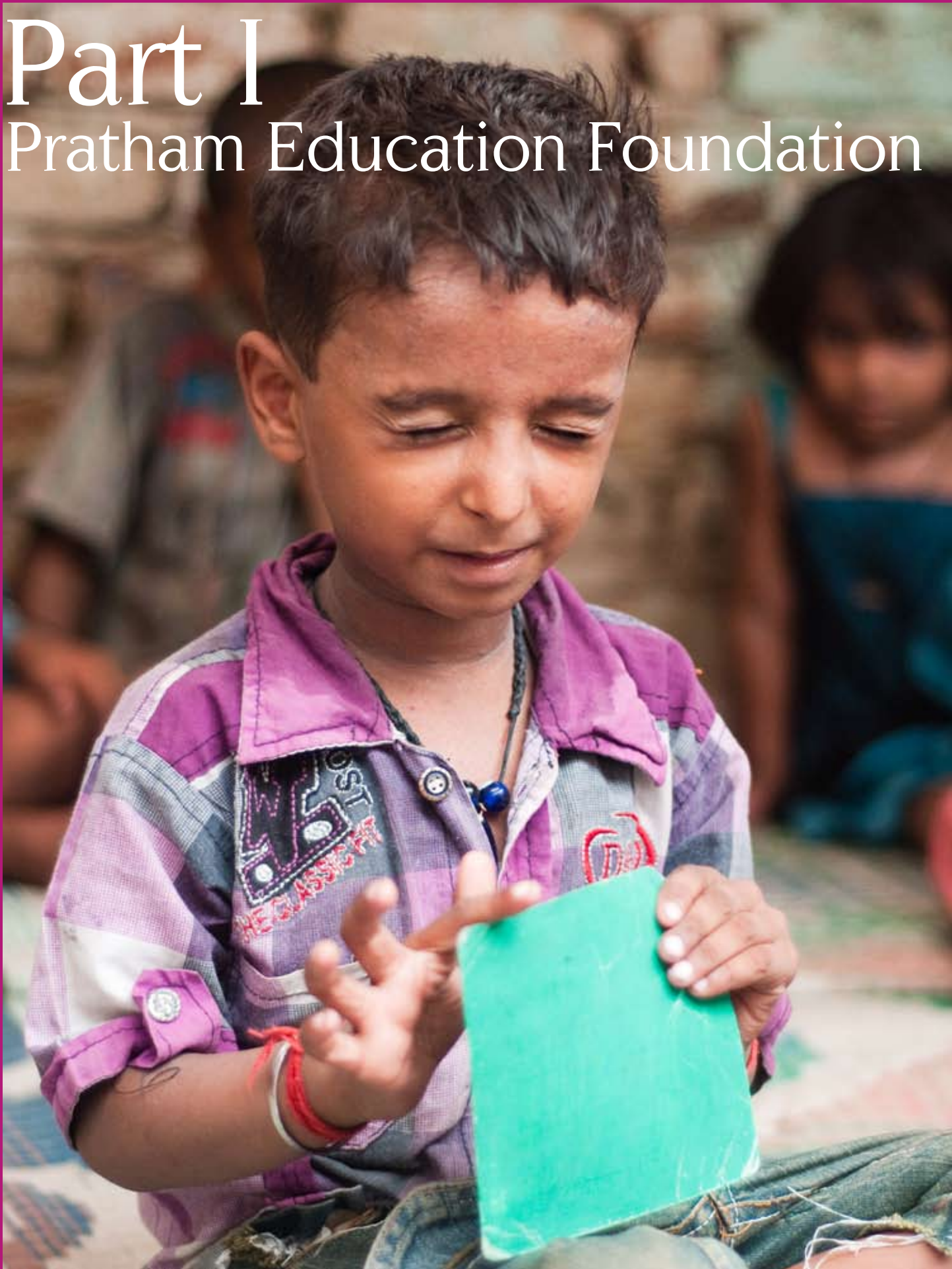
Read India
Rural

The first phase of the Read India campaign was launched by Pratham in January 2007 with the aim of having children in the age group of 6 to 14 years to be able to read simple text and perform basic arithmetic operations.

The second phase of the campaign began in 2010 under the nomenclature of Read India II. It aims to set up a demonstration model with three specific goals and aims for the government to adopt the model for wide-scale replication. These models are formed as Block Excellence Programs (BEP's) that creates an excellence model in a block of 100 villages.

GOALS OF READ INDIA II
- to bring about improvement in children's learning levels
- to influence teaching-learning practices in government schools
- to increase community participation

LEARNING LEVEL IMPROVEMENTS
Pratham conducted volunteer-led classes in government schools or communities to directly assist children with learning. These children were taught to read in their regional language and perform basic arithmetic operations based on Pratham's CAMaL (Combined Activities for Maximized Learning) methodology. Over 2 million children were reached with the help of 62,000 volunteers.

Pratham also conducted learning camps where focused activities were undertaken with children directly by the Pratham staff, for short durations averaging at about 10 days. The camps were targeted with simple learning level goals and saw quick improvements in learning levels. 200,000 children were reached through 13,500 camps held during a one year academic cycle including summer vacation.

To support the teaching activities, Pratham also ran a library program in 8 Read India states. These libraries were either stationary, situated in a community or mobile, where an adequate location was unavailable. In a mobile library the librarian went from house to house to distribute books. 93,000 children were reached by Pratham's libraries with the aid of 3,600 volunteers.

INFLUENCING TEACHING LEARNING PRACTICES (GOVERNMENT PARTNERSHIPS):
Pratham constantly tries to engage government teachers and officials in its work by conducting demonstration classes and showcasing the use of its teaching-learning material. In 3 states Punjab, Rajasthan and Uttarakhand, Pratham established state-wide partnerships with the government where the Read India program was implemented through the government teachers. In Gujarat, Pratham collaborated with the government to develop their ABL (Activity Based Learning) methodology, which was rolled out in 2,600 schools across Gujarat. Pratham also had partial collaborations with the governments in Odisha, Assam and Uttar Pradesh for either teacher trainings or developing school management committees and in Chattisgarh Pratham has partnered with UNICEF for BEP.

INCREASING COMMUNITY PARTICIPATION
For the program to be sustainable, it is critical for it to be adopted by the community. To make this possible Pratham uses a two fold method. Firstly awareness is created within the community about the poor learning levels of their children and the causes for it and secondly tools are provided for greater engagement of the community in their child's education.

The learning camps that Pratham organized in the villages created tremendous interest amongst the community members and acted as a great medium for Pratham team to share their findings and methodologies. In 6 states, targeted activities were conducted with mothers of children in Grades 1 & 2 to provide them with tools to engage in their child's education. Various other activities such as fares, meetings, tests are conducted to demonstrate and discuss the issue of poor learning levels.

CORPORATE PARTNERSHIPS
Pratham's efforts have been supported by some of the leading companies across India. Our supporters include Bharat Petroleum Corporation Limited in Maharashtra and Madhya Pradesh, Hindustan Unilever and BNP Paribas in Maharashtra, TATA in Jharkhand and various other companies.

Read India
Urban

Through the Read India Urban umbrella, Pratham works with children in the age group of 3 to 14 years and with young women, across 32 cities in 9 states and the National Capital Territory.

In 2011-12, the urban component of Read India covered around 270,000 children. The programs are tailored to meet the unique needs of each city, and are conducted through Pratham's Urban Learning Centers (ULCs); within the communities; and in partnership with government schools.

Urban Learning Centers

ULCs are a Pratham initiative to create a network of learning support for children from underprivileged communities. ULCs offer supplementary learning classes for school-going children who are unable to gain access to after-school support, and bridge classes for out of school children. ULCs also include libraries and community based Balwadis (pre-schools). Last year, ULCs reaches around 30,000 children all over.

In-School/Community Programs

Pratham partners with government schools and organizes in-school classes for children of Grades 3 to 5 to provide learning support. In-school intervention also enables Pratham to demonstrate its methods and provide training to government teachers. In areas where there is no school-level partnership, Pratham holds similar classes in the communities. Learning support classes were given to 27,000 children either in schools or in the community.

In addition, Pratham works with children in the schools of Maharashtra to prepare them for their State Education Board examinations. Scholarship coaching classes were given by Pratham teachers to 4,500 Municipal school children in Maharashtra who were undertaking state scholarship tests.

Pratham also sets-up libraries in schools and in the communities to cultivate a reading habit among the children and improve their reading fluency. 185,000 children benefited from library activities conducted in schools and communities.

The Balwadi program, a key focus area for Pratham, is a community based preschool program that seeks to foster the all-round development of children, including physical, cognitive, linguistic and socio-emotional development. Last year, 25,000 children were enrolled in Pratham Balwadis.

Early literacy and numeracy classes, as the name suggests, laid the groundwork for children (between the ages of 6 and 7) to read and recognize numbers at an early age. These classes are also referred to as Balwachan or Shishuvachan and were attended by around 9000 children in 2011-2012.

In addition, approximately 6,000 children in Grades 1 to 7 were given English classes in Delhi and Maharashtra and 640 children were given computer classes in Delhi, Gujarat, Rajasthan and Uttar Pradesh.

Other Programs

Pratham helped approximately 165 women who had dropped out of schools in Maharashtra, Rajasthan and Madhya Pradesh to prepare for and enroll in the National Institute of Open Schooling (NIOS). In some centers, women were also provided with vocational skills to create greater opportunities for them.

Pratham Hyderabad collaborated with the district administration and School Management Committees to strengthen the capacities of 288 government schools reaching out to almost 40,000 children.

Science Program

Pratham initiated its science program in 2005 with the objective of reaching children with innovative methods for learning Science.

The program began with community and class surveys along with visits to a number of organizations working in this field. This led to the launch of the Maharashtra pilot program in 2006 which reached over a 1000 children in 13 cities. Following this success, Pratham worked in collaboration with the Homi Bhabha Center for Science Education and built government partnerships. A unique dome shaped structure of 900 sq. ft has been built at Ralegaon, Yavatmal district in Maharashtra as an observatory and training center. Currently the program is present in 22 blocks over 16 states. Through science fairs, science clubs and workshops, children are learning the hitherto obscure concepts simply by doing something with their own hands.

OBJECTIVES:
1. Develop the skill of handling experimental material, making correct observations, reasoning and draw their own conclusions accordingly.
2. Encourage children to collect and record information from their surroundings.
3. Raise confidence levels of children to perform experiments and enhance demonstration skills.
4. Identify budding talents and nurture them via special workshops and exposure visits.

SCIENCE PROGRAM IN 2011-12
A comprehensive science learning program was piloted in 5 District Resource Centers of 6 states and more than a 100 science fairs were organized. Nearly 50 science clubs were established that touched over 25,000 students.

Training : Vigyan Mitras (Science Coordinators) were selected and trained during a week long pre-selection training at Pratham Arora Center for Excellence (PACE) Aurangabad. Following this, refresher training was organized in mid September. In January 2012, national astronomy training was organized wherein Vigyan Mitras got an opportunity to learn basics of sky watching and telescope handling.

Science Fairs : It is a specially designed activity in which children demonstrate experiments in front of others. This year Pratham organized over 224 science fairs in 16 states.

Science Clubs : The positive momentum created by the science fair is harvested through the organization of science clubs in participating schools. Any child having interest in the subject from grade 6 - 8 can become a club member. In each club, Vigyan Mitras conduct sessions at least twice a month on different concepts. Currently, Pratham has over 365 science clubs in 16 states.

Camp Galileo : 'Children learn better in a camp mode', this learning was utilized for designing the implementation of Sky watching activities. A four day learning camp was organized at different locations where children gathered just before the sunset and learnt basics of Astronomy. Between, January and March 2012, Pratham organized over 95 Camp Galileo's.

Science Fellowships : Ten month Science fellowships were offered to village youth under which they received training and a kit to form science clubs. These fellowships helped spread awareness about the program. This program was piloted in five selected blocks this year.

States with the Science Program	16
Districts with the Science Program	22
Number of Science Clubs	365
Number of Science Fairs	224
Total Children Reached	81534

English Program

Pratham's English Program started in 2005 to enable the primary school children to read and write a complete sentence in English apart from encouraging them to engage in limited question-answer based conversation. The English Program, subsequently, became an important part of Read India, particularly in states like Himachal Pradesh and Uttarakhand. When 'Education for Education' was offered to the volunteers of Read India, a course in English was introduced as a primary component. And now conversational English is also a part of Pratham's vocational program.

- English was introduced as part of Education for Education for the first time and about 9000 volunteers were trained.
- All hospitality students of Pratham Arora Center for Excellence have English classes as part of their training.
- Some of the trainings/courses offered were:
  1) English entrepreneurs course in Madhya Pradesh and Odisha.
  2) Special course for teachers in tribal BHIL academy school in Jhabua, MP.
  3) Capacity Building of State Resource Groups in UP, Bihar, Rajasthan, Assam and West Bengal.

TALK CENTER

Students who enroll under this program receive a call at a designated time from a talk centre representative. They engage in an English conversation for 10-15 minutes to help improve their speaking skills. The conversation starts with the pre-test followed by 3 calls a week for 3 months and then a post test to check for improvements. There is one talk centre each in Delhi and Mumbai. About 3200 students have benefited from this initiative in 2011-12.

Program Evaluations

Pratham Education Foundation believes in measurable outcomes. We make a concerted effort in evaluating our programs in a timely and systematic manner to track progress and ensure transparency.

✓ **VOLUNTEER BASED EVALUATIONS**
Volunteer based evaluations are done for every class or camp conducted by our volunteers. We test the learning levels of every child with whom we directly engage through our programs, at the beginning and end of every phase of teaching. Our goal is to assess: If the child is actually in school and learning at the right level?

✓ **THE BLOCK EXCELLENCE PROGRAM EVALUATION**
The Block Excellence Program Endline is a sample based assessment of children's learning in the Read India Program. In 2010, an assessment of a random sample of children studying in grades 1 to 5 in government schools was taken. The same children were assessed in 2012 and will be tracked in 2013. This sample includes children who have directly benefited from Pratham's activities and also those who have not. The assessment is carried out by the Assessment Survey Evaluation and Research (ASER) Centre. The assessment involves testing every child separately for five tasks - Speaking, Reading, Understanding, Writing and Problem solving. BEP allows for the learning progress of over 200,000 children to be tracked nationally.

✓ **EXTERNAL EVALUATIONS**
Wherever possible, Pratham utilizes external evaluators. In 2011, 13 reputed academic and non-governmental organizations were selected for conducting external evaluations, one for each regional block. External evaluators visit regional blocks; observe classes; interact with volunteers, teachers, principals, parents, and children as well as government officials and community leaders.

✓ **JPAL AND MOTHERS LITERACY PROGRAM**
One external evaluator, the Jamal Abdul Lateef Poverty Action Lab (JPAL) at MIT, a partner of Pratham since 2001, has been evaluating whether a mother's literacy capacity could better a child's learning level. The Mothers Literacy Program has been running in Bihar and Rajasthan, since 2011.

Part II
Pratham Affiliates

ASER Centre

The ASER Centre was established in 2008 as an autonomous unit within the Pratham network with the objective of institutionalizing the lessons learned from the first three years of conducting the Annual Status of Education Report. In terms of institutional development ASER Centre is now a s.25 company under The Companies Act 1956.

Vision Statement: "Evidence for Action"

When ordinary people are empowered with knowledge, they can bring about extraordinary change. Measurement, which is critical to generating knowledge, has been an exclusive domain of experts. We believe that measurement needs to be rigorous, but easy to understand and to act upon. When ordinary people learn to measure what affects their lives, they can communicate with each other across villages, states, nations, and continents to identify and understand their problems, take steps to resolve them, and change the world for the better.

Mission Statement: "Measure to understand, Understand to communicate. Communicate to change"
ASER Centre generates evidence for action. It focuses on outcomes and processes in education and other social sectors. It builds the capacity of individuals and institutions to measure at scale, understand, communicate and act upon the findings of assessments and research, with the objective of improving the quality of social sector programs. It aims to create a culture where rigorous measurement of outcomes is integral to action, thus bridging the gap between theory and practice, assumption and reality.

With the ASER survey now in its eighth consecutive year, the scope of ASER Centre activities has expanded to include a variety of other activities in addition to the annual report.

KEY ACTIVITIES OF THE ASER CENTRE:

GENERATION OF NEW EVIDENCE
ASER 2011: ASER was planned, piloted and executed on schedule and the report was released by Mr. Kapil Sibal, Minister for Human Resource Development, Government of India on January 16, 2012. Dr D Purandeswari, Minister of State for Education chaired the panel discussion at the event.

RESEARCH STUDIES: A major two-year primary school study that tracked 30,000 children in 900 schools across 5 states was released in October 2011. Findings were presented at several forums in Delhi and in the states covered by the project. Other studies currently in progress aim to expand ASER Centre's area of interest, covering preschool education (in a collaboration with UNICEF and the Ambedkar University, Delhi) and post primary education (with support from the MacArthur Foundation). In addition, the organization reached beyond the education sector with PAHELI, a rapid multi-sector assessment conducted with the support of UNDP

NEW TOOLS: ASER Centre has used its tools to conduct a number of assessments for other organizations, including Pratham (Block Excellence Program, English program); Aga Khan Foundation; Bihar Bal Bhavan; UNICEF Assam and Chhattisgarh.

COMMUNICATIONS
ASER DISSEMINATION: During 2011-12 dissemination and communication activities included ASER 2011 state level releases in 10 states and district level dissemination in 8 districts which have long-running ASER partners. The ASER national report was shared with all Members of Parliament, officials of MHRD, state education ministers, SPDs, state education secretaries and other education officials in the states. As before, ASER has been cited in the National Economic Survey of India.

OTHER ACTIVITIES: The findings of Inside Primary Schools study have been presented at a number of national, state and international venues including a

meeting of all Education Secretaries, Directors of SCERTs and SPDs; and another to all state Education Ministers. Communication material created during 2010 on the Right to Education Act was utilized by state governments and various other organizations.

CAPACITY BUILDING

INTERNAL COURSES/MODULES: ASER Centre implemented a year-long learning program certified by Indira Gandhi National Open University, titled "Certificate Program for Survey and Research Coordinators", with 30 ASER Associates.

MODULES WITH PRATHAM: Day-long sessions on "Understanding Data" were carried out with 400 Pratham members across 8 states. District and block level teams also received this training along with one on "Basics of Monitoring". These trainings were certified by IGNOU.

MODULES WITH EXTERNAL ORGANIZATIONS: ASER Centre partnered with MIT-JPAL to build capacities for a newly created cadre of 'Action Research Associates' for SCERT Haryana. A similar model has recently been accepted by SCERT indicators and collection and analysis of data. In May 2011, ASER Centre conducted a 2 day education module with District Education officials in Bihar. In Oct 2011 and later in Feb 2012, ASER Centre conducted a 3 day education module with a batch of Deputy Collectors in Bihar.

ASER AROUND THE WORLD

Along with the media, government, and civil society in India, the global community has also taken notice of ASER's impact on changing education in a developing country. Below are some of the countries that Pratham has worked with to inspire change in their region.

Bangladesh: India's neighbor is beginning to address its illiteracy problem by implementing an initiative modeled after ASER.

Kenya: Kenya is using the ASER model to test the learning levels of their children. Since 2008, Pratham has lent people, ideas, and information to support them.

Pakistan: In 2008 Pakistan implemented a research program modeled after ASER to determine children's learning levels. Pratham has been sharing people, ideas, and information.

Tanzania: According to UNICEF Tanzania has an illiteracy rate of about 72%. With Pratham's help, the country is instituting their own ASER-like model to determine children's education needs.

Pratham Institute

Pratham Institute for literacy, education & vocational training was set up as a company under section 25 of the Companies Act 1956 with the mission to create sustainable programs for training and re-training of youth for employability or entrepreneurship by providing vocational skills, job placements and enterprise support.

Objectives:

- Provide vocational skill training to underprivileged youth from economically disadvantaged backgrounds for employment or self employment.
- Help the youth build confidence and develop the foundation skills needed to succeed in the professional arena.
- To develop capacity building programs for Pratham's internal staff.
- Develop education entrepreneurs across different states through mentoring and providing financial support.

VOCATIONAL SKILLING
(PACE - Pratham Arora Centre for Excellence)

Skills are provided in the field of hospitality, construction, automotive and bedside assistantship apart from the beautician entrepreneur program.

HIGHLIGHTS OF VOCATIONAL SKILLING PROGRAM (2011-12)

1. Youth Training & Placement: Placement percentages jumped from 53% last year to 97% in hotels rated 3-star and above. Partnerships with Citi Foundation and Tata Trent helped launch the Foundation Course for Employability.
2. Training Capacity: Currently there are 19 residential centres and over 800 training locations across India. Also, 52 beautician micro enterprises were launched across 3 different states.
3. Sustainability: As majority of the students are unable to afford the course fee, a financial assistance scheme called 'Learn Now, Pay Later' was introduced where students pay a portion of the fee at the beginning and the remaining post placement. This was successfully implemented and Pratham Institute now has salary deduction agreements with 23 hotels.
4. Collaborations: Certification partners include Taj Group of Hotels, Larsen & Toubro, National Council for Vocational Training and National Skills Development Corporation. The 85 placement partners include Mirador Mumbai, Lemon Tree, Sun & Sand, Taj Hotels, Tata Trent, Coffee Day and PepsiCo amongst others.

TRAINING CENTRES

Training centres were set up across 8 states for the Read India team. These were strategically located in areas where the hospitality courses were operational so that students were able to benefit from it as well. Currently there are 10 centres spread across the country.

EDUCATION FOR EDUCATION (EFE)

The EFE Program aims to strengthen the "Read India" program through the sustenance of volunteers. It orients the rural youth with basic digital literacy, English language and soft skills.

HIGHLIGHTS OF THE EFE PROGRAM (2011-12)

- Trained over 60,000 Read India volunteers at over 800 training locations.

- Increased engagement of volunteers in Read India through the EFE Program.
- Enhanced the digital literacy modules to include a Foundation Course in computer usage, Microsoft Office and internet.

Pratham launched two internal capacity building programs this year:

- Pratham Leadership Programme (PLP): For senior personnel with the objective to equip them for challenges in the sector. 40 people across the organization participated in this program and are being mentored by the top leadership of Pratham.
- Diploma course in Community Leadership in Education (DCLE) - Pratham in collaboration with Indira Gandhi National Open University (IGNOU) launched this program for field level personnel. The program aims at building their theoretical base.

Pratham Council for Vulnerable Children

Pratham Council for Vulnerable Children works in 8 States of India covering over 180,000 children Annually!

A large proportion of Indian children in the age group of 6-14 years can be classified as vulnerable children. These children face exceptional environmental and institutional pressures, which makes it difficult for them to come to school or attend any form of education that will enable them to learn and enjoy their basic rights as a child. In April 2001, Pratham created the "Pratham Council for Vulnerable Children" (PCVC) in Mumbai and started its Outreach Program to reach out to these children, understand their lives and explore various avenues of educating them.

This gave birth to a new motto: "Every Child's Rights Protected, Every Child in School and Learning Well."

Vulnerable Segment of Children includes:

- Children working in hazardous conditions and in an organized form in industries such as leather, power looms, textiles, diamond polishing, carpet weaving, brick making etc
- Children in cities who resort to begging or selling at streetlights, platforms; working in hotels, as domestic help; sexual trafficking etc.
- Children in conflict with the law and housed in institutional settings like observation homes, remand homes, orphanages and juvenile homes.

Since its inception, PCVC has successfully removed more than 45,000 children from their workplace and

reintegrated them in their families or in Pratham shelters. Educational opportunities are provided to these children to mainstream them into formal schools and support classes conducted by PCVC help retain them in schools. To prevent more children from being employed, PCVC is also working to create an environment of zero tolerance to child labour through prevention groups and awareness raising activities. Over the years PCVC has become an influential actor on the political scene. It contributed to important improvements in legislation and policies and is calling for further, intensified action on child labour.

All our interventions are based on the following core values:

- All children should get equal opportunities
- All children's rights should be protected
- No child should be working
- Zero tolerance to exploitation/abuse of children

Advocacy
To strengthen advocacy work and use the opportunity given by the Right to Education Act, PCVC created the 'Right to Education Cell' in 2010.

- Nodal agency for CHILDLINE 1098 in parts of Uttar Pradesh and Gujarat.
- Collaboration with the Government under National Child Labour Project and Sarva Shiksha Abhiyan initiatives
- Working with Labour and Education Department and other like minded

organizations to ensure eradication of child labour (formation of District Task Forces, conducting rescue operations with police, etc.) and strengthening of Right To Education Act implementation (RTE school assessments with UNICEF, School Management Committee formation, etc.)

Highlights
Currently, PCVC reaches out to over 60,000 children annually through its direct intervention and approximately 1,19,515 children are covered through child rights sessions across 7 States in India. In each State, the intervention focuses on 2 rural Blocks, the capital city (for advocacy purposes) and other specific cities through programs such as National Child Labour Projects, Residential Shelters, Right To Education Act intervention and Pratham's 'I want a teacher too' national campaign. In all, PCVC is present in 14 Blocks and 19 cities.

PCVC also continues to run all donor-supported activities (Drop-in Centre, Shelter, etc) as well as specific programs such as the Disability program or Personal Hygiene and Sanitation Education (PHASE).

In 11 years, PCVC has become a recognized organization in the field of child labour and child rights and has demonstrated various successful models of intervention to cater to the needs of different categories of vulnerable children.

Pratham Books

TiNG TONG!

The Doorbell Rings

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Lubaina Bandukwala

Pratham Books is an autonomous not-for-profit organization based out of Bangalore. It was set up in 2004 with a mission to see "a book in every child's hand" and democratize the joy of reading.

As a multilingual publisher its focus is on creating a diverse range of storybooks set in the Indian cultural context that engage and inform children. There is an equal emphasis to make these books available to children who have traditionally not had access to books. Some important steps taken to improve access are to open up innovative distribution channels like post offices, railway stations and small grocery stores. Pratham Books believe that every child has the right to enjoy reading quality books, in a language that they are familiar with and at an affordable price. Therefore it created a unique product called the 'story card', a "mini" storybook that can be bought for Rs. 2!

Pratham Books are also strong advocates of an open content policy and believe that an open content model catalyses content creation and allows for greater degrees of inclusive access to content, which embodies both its mission and ideals. That is why it has uploaded over 50 of its books online for free use and re-use.

In the last 8 years, it has published over 1500 books in 11 languages and has sold over 10 million copies.

KEY LANDMARKS IN 2011-12

The year has been particularly eventful for Pratham Books. It used many different paths to get closer to its mission of "a book in every child's hand". A million books reached thousands of children across the country.

- Published 366 books during the year.
- The books were published in 11 Indian languages including English.
- Increased outreach across NGO's and retail outlets.
- Emphasis on reaching out to tier 2 and 3 towns where availability of affordable, good quality reading material is a challenge.

On the occasion of the 100th year of Bihar - Bihar Government, Pratham and Pratham Books worked together to create a packet of 100 stories in Hindi. This was launched by the Chief Minister of Bihar, Shri Nitish Kumar. Pratham Books launched its new website with a special idea - a live write-a-thon with women authors and illustrators who created a story in a single day! That story got downloaded 700 times. For the first time a title-'The Seventh Sun' was uploaded for a free download under the Creative Commons license immediately after its publication. Pratham Books was also the official bookstore partner for the Aviva Great Wall of Education. Over 4,000 books were donated through its website.

Pearson Education inked a Memorandum of Understanding (MoU) to promote reading among children who had low access to books. We sent out 65,000 books to 1,000 libraries across India.

The Pratham Books Champions idea invited anyone with a love for books, and children, to read to them – in metros, towns, and smaller cities. This simple community led idea has become a powerful tool for reaching out to children all over India at a meagre cost of Rs. 250 per event.

Pratham InfoTech
Foundation

Pratham Infotech Foundation (PIF) was set up as an autonomous Trust in 2004 with the following objectives:

- Mobilize resources, provide advising and transfer know-how to assist school managements in implementing computer aided learning effectively and efficiently.
- Ensure school children with economically disadvantaged backgrounds have an access to most up-to-date information technologies, quality instructional resources and technology training services at affordable prices.
- Streamline revenue generation activities and facilitate capacity building operations to sustain efforts.

- Promote use of innovative information technologies in learning and teaching.

OUR OUTREACH IN 2011-12

COMPUTER AIDED LEARNING, DIGITAL LITERACY & LIFE SKILL PROGRAM
Computer Aided Learning (CAL), Digital Literacy and Life Skill (DLLS) program is operational in 8 states of India to address the issue of digital divide and use IT to increase learning in the age group of primary school children.

A total of 500 plus schools with 170,000 school children have been covered under the program since its inception.

COMMUNITY INFORMATION AND TECHNOLOGY TRAINING CENTERS
CIT Centers aim to boost digital literacy and bridge digital divide through youth training and community development reaching out to the unemployed youth from underprivileged background, arming them with employability skills (IT and soft skills) and connecting them to jobs available in the IT sector. Currently the program is operational in Maharashtra. A total of 300 youth are trained and 1000 have been reached through local community workshops.

PUBLIC ONLINE MEDIA
Public Online Media is to create a multi-lingual community website that aims to connect low-income population to best-practiced information and relevant resources that are critical in

improving economic livelihood and quality of life. For details refer to pune.thebeehive.org

ASSISTANCE IN EDUCATION
The Program provides assistance to the students from low economic backgrounds who need learning assistance. It covers students of grades 8 to 10 in 25 schools of Mumbai thus reaching out to 525 students. Each year around 50% of grade 10 students go for vocational training after their board exam is over.

PARTNERSHIP
Pratham Infotech Foundation has developed Computer Aided Learning Program to be implemented in partnership with Bharat Petroleum Corporation Ltd, Tata Power, Rotary International USA, IBM, WNS and One Economy.

Coming Up...

LEARNING WITH VODAFONE

Pratham launched the 'Learning with Vodafone' program in collaboration with the Vodafone Foundation in 2012. This aims to reach over 50,000 children across 1000 schools in both urban and rural India over the next 3 years. The program targets students from grade 6th & 7th with the aim of integrating technology into the classroom.

The state-curriculum aligned digital content for the classroom including videos, images, hands on activities and assessments, which are all stored directly on an innovative teaching tool called the WebBox. The Webbox is also internet enabled (via a SIM card) and equipped with tools to allow teachers to surf the internet and save videos and images for lessons.

SMS DATA COLLECTION

Pratham implemented an SMS Monitoring System in 12 states this year. The idea behind the system is to get a daily update of the number of camps being held and children being reached in every state. Pratham field staff in every camp sends an SMS with relevant data. These numbers are updated real-time on the server. The SMS Monitoring System has been implemented in Andhra Pradesh, Assam, Bihar, Chattisgarh, Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Uttar Pradesh and West Bengal.

LIVEALBUM

LiveAlbum is a mobile app and a technology platform that helps Pratham connect staff and volunteers on the field with the outside world. This tool can also be used as a form of internal communication to build synergies between various centres. The app enables up-to-date status and connection with volunteers on the ground they can easily update photographs and other information via their smart phones. Thus people working in isolation in remote villages in India get connected with the developed world. Please visit the link below to know more: http://www.liveimpact.org/pratham/

PRATHAM OPEN SCHOOL

Completing secondary school education is still a problem in India because of poor elementary schooling combined with lack of access to secondary schools. Plus, in many communities, girls after a certain age are not allowed to receive education. Pratham Open School gives dropout students a chance to complete their education and acquire skills for employment. At least 4 learning camps of 3-5 days are conducted in each village every 2 months. About 50 - 80 girls learn in ability-wise groups with the help of 5-10 local volunteers and teachers. Volunteers are not paid cash but given a Foundation Course in Employability to enhance their job prospects. Currently GE Foundation & Deloitte USA support this program in 5 states.

Looking Ahead...

Over the next five years, Pratham plans to scale up its reach through - partnerships with governments and NGOs, learning camps in advocacy-campaign mode and by expanding the age-group of children reached. At the same time, it will continue to improve and deepen the quality of learning achievement in its projects. It also plans to launch Read India III its flagship program with an aim to improve, on scale, overall learning quality of children in the age group of 3-18 years.

Read India III will strive to create conditions both inside and outside schools that enable children to acquire basic skills which are needed to access, construct and acquire knowledge necessary for her/his growth, development, and well-being. With no direct control over the failing schools, Pratham will, nevertheless, work to improve schools in collaboration with governments while simultaneously working directly with children, parents, and the communities to create an ecosystem that helps children learn well. Pratham will organize distinct activities to deal with specific issues of different age groups:

Group 1: Pre-school and early school years (ages 3-5, and 6-7 or grade 1-2)
Group 2: Primary school (age 8-10/12 or grade 3-5)
Group 3: Upper primary- Secondary education (age 12-14/16 or grade 6-10)
Group 4: Secondary education completion for youth (16+ dropouts).

Apart from enlarging the scope of teaching - learning, the emphasis would be on Training and Content Development. One of the key tasks of the Training and Content Development Group is to create a theoretical framework of the CAMaL approach to learning and the delivery mechanism based on 'learning level group-wise teaching-learning process' through intensive 'learning camps' and other enabling activities based on empirical evidence.

Emphasis would be given to training and it will form the skeleton around which all program implementation and advocacy will be built.

Our Board

Annexures

Audited Financial Statement

(Page 1)

Pratham Education Foundation
(A Private Company Limited by Guarantee under Section 25 of the Companies Act, 1956)

BALANCE SHEET AS AT MARCH 31, 2012

| Particulars	Note No.	As at 31 March, 2012 (In Rupees)	As at 31 March, 2011 (In Rupees)
EQUITY AND LIABILITIES			
Sources of funds			
(a) Reserves and surplus	3	166,834,850	122,145,616
		166,834,850	122,145,616
Non-current liabilities			
(a) Long-term borrowings	4	40,000,000	40,000,000
(b) Other long-term liabilities	5	3,077,260	670,968
(c) Long-term provisions	6	304,780	-
		43,382,040	40,670,968
Current liabilities			
(a) Short-term borrowings	7	-	13,497,854
(b) Trade payables	8	28,876,255	10,851,093
(c) Other current liabilities	9	6,998,971	12,603,213
TOTAL		246,092,116	199,768,744
ASSETS			
Non-current assets			
(a) Fixed assets			
(i) Tangible assets	10	34,067,265	43,234,121
(ii) Intangible assets	10	193,903	273,115
(iii) Capital work-in-progress		12,834,605	8,034,862
		47,095,773	51,542,098
(b) Long-term loans and advances	11	3,967,355	1,143,730
		51,063,128	52,685,828
Current assets			
(a) Cash and cash equivalents	12	148,239,650	113,032,108
(b) Short-term loans and advances	13	46,176,979	32,618,946
(c) Other current assets	14	612,359	1,431,862
TOTAL		246,092,116	199,768,744

Audited Financial Statement

(Page 2)

Pratham Education Foundation
(A Private Company Limited by Guarantee under Section 25 of the Companies Act, 1956)

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED MARCH 31, 2012

Particulars	Note No.	Current Year (In Rupees)	Previous Year (In Rupees)
Donation and others	15	590,009,606	441,430,625
Other income	16	9,516,005	7,077,635
Total revenue		**599,525,611**	**448,508,260**
Expenses			
(a) Donation made		54,489,250	74,479,415
(b) Professional Fees		60,746,349	148,367,388
(c) Teaching learning Material		38,235,543	34,812,061
(d) Training Expenses		49,764,729	24,821,976
(e) Rent		28,757,025	13,230,048
(g) Employee Benefit Expenses	17	186,540,989	-
(f) Other Expenses	18	102,439,138	47,259,332
(h) Finance Cost	19	2,406,292	670,968
(i) Depreciation and amortisation expense	10	31,457,062	14,179,643
Total expenses		**554,836,377**	**357,820,831**
Excess of Income over Expenditure before tax		**44,689,234**	**90,687,429**
Tax expense:			
(a) Current tax expense for current year		-	-
(b) Deferred tax		-	-
		-	-
Excess of Income over Expenditure		**44,689,234**	**90,687,429**
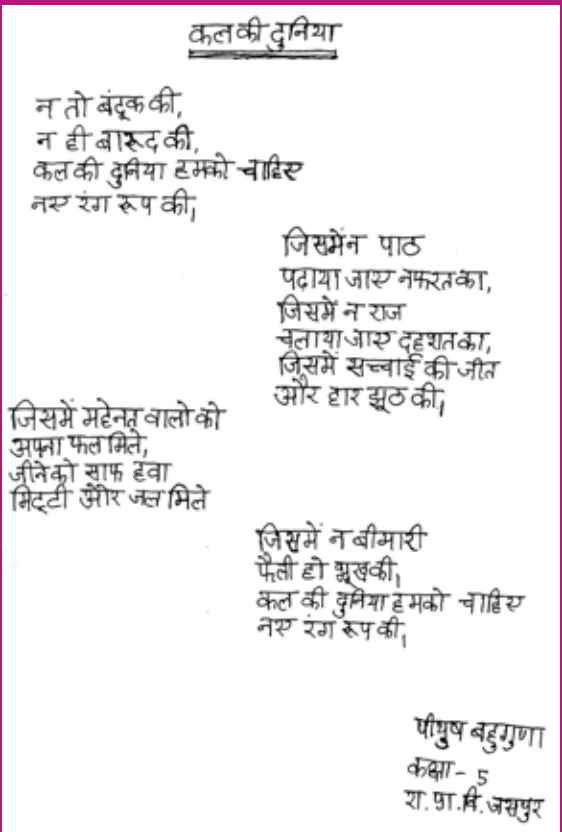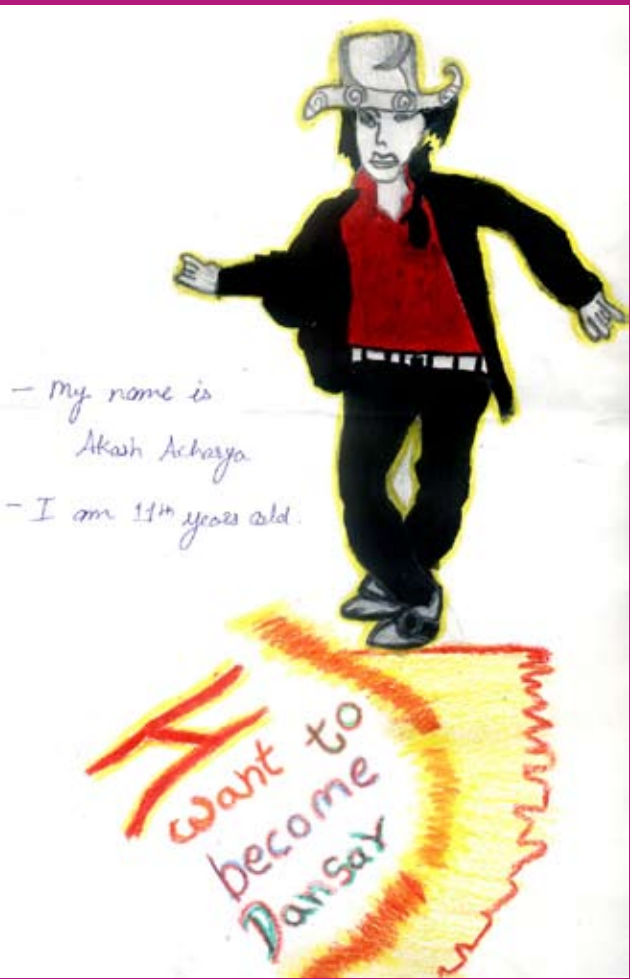
Pratham was set up in 1994 to create a tri-partite societal mission of government, business, and civil society to address the problems of elementary education. Set up initially as Pratham Mumbai Education Initiative, Pratham has grown and evolved to realize its vision of "every child in school and learning well". Today Pratham has grown into a network of organizations with a complex structure dealing with children and youth in both rural and urban areas through a range of interventions.

Pratham Education Foundation

www.pratham.org
http://prathamindia.blogspot.in/

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