

PRATHAM EDUCATION
FOUNDATION
ANNUAL REPORT
2016-17



5.7 MILLION

CHILDREN & YOUTH REACHED

1.1M

children reached through
Pratham led education programs

4.6M

children reached through
government partnerships

560,000

children surveyed through
the ASER survey

200,000

teachers trained in Pratham
methods

24,000

young adults equipped with
relevant job skills

4,300

girls given a second chance
to complete their education



CEO'S DESK

A year passes so quickly. Each year, we continue some of the activities we have been doing, taking incremental steps, iterating, refining, experimenting, measuring, reviewing and learning. We also do new things – taking big bold steps in new terrains. 2016-17 was no different.

In our direct educational programs, based on the learnings of Lakhon mein Ek campaign of 2015, we began to create neighbourhood based children's groups in every village and community where we work.

The idea is to have ongoing reading and learning activities in the community, periodically or continuously through the year in order to sustain and grow the learning that has been gained in camps and classes. Children do activities together in groups helped by family members, especially mothers or others. Having facilitated these groups, the challenge for us is how to fuel this activity on an ongoing basis on massive scale with new ideas but at minimal cost. By the end of the 2016-17 school year, close to 120,000 such groups were functioning across the country.

Our partnership work with governments also continued to grow. 123 districts. 14 states. Reaching 4.5 million children. Each partnership is forged with slightly different features, variations in activities, different implementation patterns. But all adding to the effort to improve children's learning outcomes in a substantial and significant way all over India.

We also tackled new questions: Do children learn only when they are taught? Can they learn on their own? How can technology play a role in helping children help themselves? As we look back over time, we will see that our first big bold steps in the digital space were taken in 2016 thanks to significant commitments from donors who encouraged us to explore what technology can do for children.

We tested ourselves in new territories. Over the last ten years, our ASER approach for assessment by citizens has spread to more than a dozen countries. In 2016, interest in our intervention models was beginning to grow, especially in Africa. In partnership with JPAL-Africa, we began to explore the landscape in Zambia. Amazingly, the transplantation and adaptation of our methods including of our phonetic-syllable charts seemed to help Zambian children.

In the sphere of vocational skilling, we strengthened our impact by building robust networks for post-placement tracking, and increased contact with Pratham graduates through an alumni network. The vocational skilling group also experimented with community-learning initiatives – via women's groups in rural areas and worker groups in urban localities. Over 35,000 youth were reached and oriented on requirements for employability.

None of this would be possible without the steadfast commitment of many partners and donors, individuals, institutions and organizations, in India and abroad, who continue to travel along this path and help us to learn as we move forward year on year.

With your help and support we look forward to another productive year.

Dr. Rukmini Banerji,
CEO, Pratham Education Foundation





ASER CENTRE

Over the years, ASER Centre has reported on the status of education in the country through the Annual Status of Education Report (ASER). 2016 saw the completion of the 11th round of the survey across rural India. The ASER 2016 Report was released in New Delhi on January 18, 2017, by Government of India's Chief Economic Advisor, Arvind Subramanian and Deputy CM and Education Minister of Delhi, Manish Sisodia.

In addition to the massive nation-wide household-based citizen-led survey carried out every year, ASER Centre engages in Assessment, Survey, Evaluation, Research and Communication activities in education and related social sectors. In addition to its own projects and activities, ASER Centre also offers its expertise in measurement, training, research and assessment to other institutions and organizations.

MEASURE
TO
UNDERSTAND

UNDERSTAND
TO
COMMUNICATE

COMMUNICATE
TO
CHANGE

ANNUAL STATUS OF EDUCATION REPORT (ASER) 2016

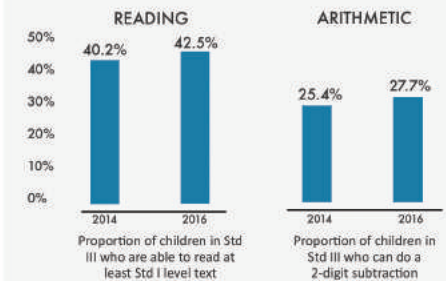
589
DISTRICTS

17,473
VILLAGES

350,232
HOUSEHOLDS

562,305
CHILDREN
SURVEYED

AGE GROUP 3-16



INTERNATIONAL COLLABORATIONS

The ASER model has spread organically over time to other countries. Currently 14 countries across 3 continents that have adapted the ASER model for use in their own contexts.

RESEARCH

ASER Centre concluded two major studies in the education sector during 2016-17:

The India Early Childhood Education Impact study is a five-year longitudinal study of a cohort of 14,000 four year olds – the first of its kind in India – conducted in collaboration with Ambedkar University, Delhi and UNICEF.

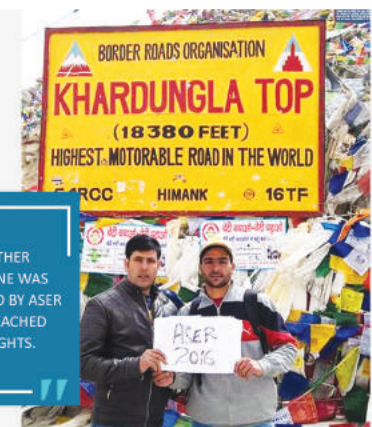
A study of transition to secondary school, supported by the Kusuma Trust UK, provides empirical evidence with respect to patterns in children's access to and enrolment in secondary grades in two states of India.

FROM THE FIELD

Heaven on Earth

In November 2016, ASER Kashmir associates travelled to Ladakh to conduct and monitor the survey. It was a challenging task as they drove through the world's highest motorable pass – Khardung La. The road unfolds like a dangerous serpent with harsh winds blowing across. The high altitude led to severe breathing discomfort. They finally reached the highest point, 18380 ft. above sea level and raised the ASER flag. Within minutes they were back at work, completing their monitoring and rechecking task in adjoining villages.

“YET ANOTHER
MILESTONE WAS
ACHIEVED BY ASER
AS WE REACHED
NEW HEIGHTS.”





EARLY YEARS PROGRAMS

Pratham believes that early years in a child's life play a foundational role in terms of laying the base for future growth and development. It is well known that exposure to early childhood education is an advantage that children carry forward well into their school years. It is also acknowledged that programs that involve families, especially mothers, can lead to better learning outcomes and life opportunities. Our Early Years programs have evolved over time and been developed according to the needs of children and the contexts in which they live.

Today, Pratham works directly in this space as well as through large-scale partnerships with the government ICDS (children aged 3-5 years) and education systems (children in grades 1&2) across the country.



DIRECT MODEL

67,298
CHILDREN

Daily classes run by Pratham trained instructors or community teachers in schools or in community spaces

GOVT. PARTNERSHIP MODEL

2,647,191
CHILDREN

Daily classes run by government staff, trained and supported, by Pratham who engage with children at existing Anganwadi centres or in schools

REACH



ENGAGING MOTHERS

As part of the Early Years outreach, Pratham engages with mothers in small and big groups, which meet at regular intervals. In these interactions, Pratham staff and mothers discuss children's progress across different developmental goals and also ways in which mothers can play a more active role in the education of their children. Other important topics like general health and hygiene, prevention of diseases, food and feeding are also discussed with mothers. Specific material is designed and shared with the mothers for this purpose.

FROM THE FIELD

Ashmina

Ashmina's family shifted from their village to Mumbai when she turned 7. Schools in the new city declared that she was "not ready" for school. In spite of her age, a Pratham Balwadi took her under its wings and helped her to acquire the skills required to enroll in 1st grade. She moved from alphabets to simple words and could gradually introduce herself before the class. Initially rejected by a few schools, Ashmina is now a happy student in 1st grade. She has also made many friends. Her parents eagerly talk about the benefits of pre-schools for children.

SHIFTING TO A CITY PUSHED OUR DAUGHTER IN A SHELL. THE BALWADI HELPED HER CATCH UP WITH OTHER KIDS AND NOW SHE IS DOING SO WELL IN HER NEW SCHOOL.





ELEMENTARY EDUCATION PROGRAMS

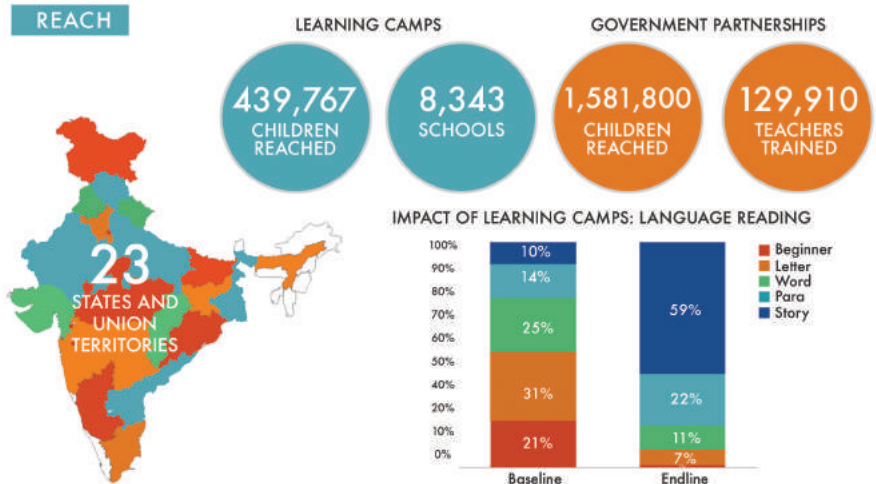
READ INDIA

Read India, Pratham's flagship program, was first introduced in 2007 with the objective of improving the reading, writing and basic arithmetic skills of children in the 6-14 age group. Today, the program is implemented across the country using Pratham's Combined Activities for Maximized Learning (CAMA) approach to strengthen the foundation of learning of children in primary grades. The approach, also known as Teaching at the Right Level (TaRL), has been proven to be effective. There have been a decade long series of randomized evaluations conducted by the Abdul Latif Poverty Action Lab (JPAL) at MIT. The approach and the evidence are both capturing a great deal of national and international interest. Today, Pratham's CAMA approach is implemented in two ways: "directly" through Pratham trained instructors, or through government teachers in "partnership" with school systems across India.

The direct model involves a Pratham team member who leads the teaching-learning activities with children through short-duration intensive activities model known as "Learning Camps". In addition to improving children's learning, Learning Camps provide a live demonstration of how children's learning can improve substantially in a relatively short period of time.

Through partnerships, Pratham acts as a "catalyst", introducing, incorporating and integrating its approach, teaching-learning methods and materials and assessment techniques into government school teachers' everyday practice. Partnerships with state, district and city governments have been instrumental in spreading Pratham's teaching-learning approach and in helping to improve learning outcomes of children in government school systems in different parts of the country.

In 2016-17, Pratham also worked in partnership with 50 DIETs (government run District Institute of Education and Training) to expose pre-service teacher trainees to Pratham's methods.



LIBRARY

To support Pratham's direct approach of Learning Camps, a community based intervention called "Library" was rolled out across program locations in 2016-17. Along with working inside schools, Pratham teams engaged with children and stakeholders, especially mothers, in the community through these Library activities. Groups created as a part of these activities aim to go beyond merely plugging learning gaps among children to focus on developing an environment where children are able to learn on their own. Through periodic contact at set intervals, Pratham staff support these children's groups through appropriate material, suitable to be used by children themselves. Basic learning material is provided in a specially designed package for children for each community for a week so that habitual changes can be brought in children by ensuring that they also take out time to study after school hours. The process is facilitated by Pratham Staff but the responsibility for implementing the community level activities lies with volunteers from the community who sit with children on a daily basis to help children study using the specially designed package.

120,467 CHILDREN'S GROUPS FORMED

729,094 CHILDREN PARTICIPATED

FROM THE FIELD

Sakshi

Sakshi was enrolled in school but she often sneaked out of class and spent time loitering in the village. Speaking to her family, the Pratham Learning Camp instructor found out that Sakshi was scared of school. She didn't understand anything that was being taught, hence did not want to come. To encourage her to be a part of the Learning Camp, he knew there was a need to win her confidence. So he decided to personally spend time with the girl. Soon enough, Sakshi started realizing that she could learn quickly. Her interest in Learning Camp activities and in learning grew swiftly and soon Sakshi became regular at school. Sakshi who once struggled even with basic letters, was a fluent reader by the end of the camp.

THANKS TO SAKSHI, OTHERS IN MY CLASS ARE ALSO DRIVEN TO DO BETTER





WORKING WITH UPPER PRIMARY GRADES

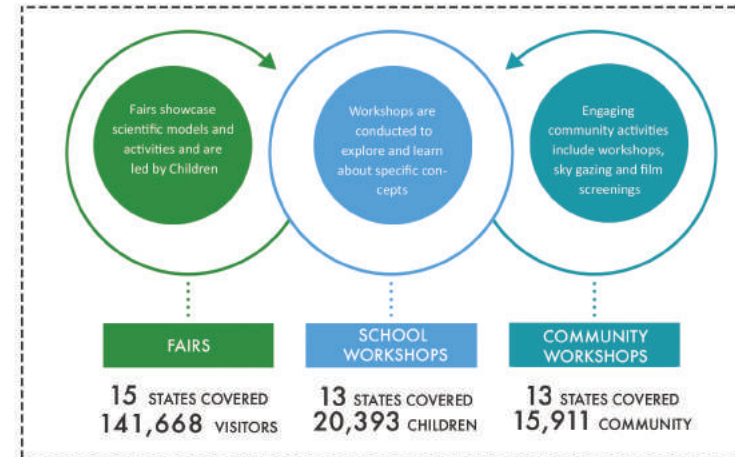
Pratham's works with children in Upper Primary grades with the aim to develop skills beyond basic reading and arithmetic. Just like the interventions for the primary school age group, here too, programs are delivered in two ways: "directly" through Pratham trained instructors, or in "partnership" through government teachers in select states across the country.

These interventions have a combination of class-based instruction and facilitation-based learning through daily programs as well as via the Learning Camp mode of delivery. The focus is on building children's language, math, English and science abilities by focusing on the development of comprehension and vocabulary, writing, problem solving and the capability of working in groups.



SCIENCE

Pratham's Science Learning Program seeks to create an environment of 'learning by doing', where children can gain first-hand experience with science models, experiments and activities. This is how they begin to develop systematic and scientific thinking and apply what they know to real life situations. The Science team carries out science workshops and fairs in schools and communities by Pratham-trained staff (Vigyan Mitras - Friends of Science). The program targets children in upper primary grades.



USING TECHNOLOGY

After spending more than a decade mastering how to help children learn to read and do basic math, Pratham has begun to try innovative ways of leveraging technology to bring learning opportunities right up to the doorsteps of children. Launched in 2015, Pratham's Hybrid learning program is a community driven, digitally-aided intervention, currently being implemented across three states of India.



IMPACT

Early results (after 9 months of intervention) with minimal facilitation have shown a 10% improvement in Hindi reading, 8% improvement in English reading skills and 9-16% improvement in subject awareness.



of Maharashtra, Rajasthan
and Uttar Pradesh

379
VILLAGES

26,000
STUDENTS

2,400
TABLETS

REACH

TECHNOLOGY UTILIZED FOR THIS INTERVENTION

Pratham has developed an Android app which is an integrated platform to access resources in math, science and English. Resources that are available include videos, simulations, games, quizzes and reading material. The games and simulations are developed in HTML5/Javascript so that they can be embedded on web pages for an online version or used on desktops in an offline version. All the resources i.e. videos, simulations and games are locally stored on the tablets so that the use of the tablet does not need internet access. Tracking and logging of user's behavior and scores is enabled to analyze the content being watched by the students, as well as time being spent on each resource.

WAY FORWARD

Right now, the Hybrid Learning targets children between age group of 10-14, but in the coming year, the program will also be made available for pre-primary, primary grade children and drop out girls appearing for their Grade 10 examination.

FROM THE FIELD

Aakash

Aakash knew that the femur is the longest bone in the human body. After learning about the human skeleton, he made a cardboard skeleton model. Through the model, he can show the bones in the body as well as how joints move. These are things that he will now never forget!

The tablet, provided as part of Pratham's H-Learning program, was a welcome guest in Aakash's tiny hamlet. Many young children used the tablet. Parents said that they saw a change in their children. Aakash's friend Shivan is bright young boy. His mother says that he is pushing himself to know more. Shivan is planning to use the tablet to make a video on his mother soon.



I AM WAITING FOR
MY SON TO CREATE
A VIDEO OF ME



PRATHAM COUNCIL FOR VULNERABLE CHILDREN

Initiated in 2001 in Mumbai, Pratham Council For Vulnerable Children spearheaded the movement of rescuing child labour from various industries. PCVC did this in partnership with different government departments like Police, Labour, Women and Child Welfare, Education Departments and other key stakeholders. Today, PCVC has grown from strength to strength in reaching out to the most vulnerable children from disadvantaged communities in both urban and rural areas. Today the team has established itself as a leading resource organization working in the field of child rights and child protection.

PREVENTION

RESCUE
&
REPATRIATION

REHABILITATION

AWARENESS
&
ADVOCACY

SPECIAL
INITIATIVES

4,590
CHILDREN
REACHED

THE CHILD RIGHTS PROTECTION
DESK PROGRAM

80%
CASES
RESOLVED

2,476
CHILDREN
RESCUED

CHILD LABOUR
RESCUE PROGRAM

129,199
CHILDREN
RESCUED

MERE SAPNE AUR
SACHCHAI

IMPACT



11
STATES

11
DISTRICTS

778
VILLAGES

REACH

CHILD LABOUR-FREE SHOP CAMPAIGN

In Dec 2016, PCVC started a child labour-free shop campaign across states to declare shops child labour-free. Stickers were pasted in all small shops and establishments where no child labour was found. The purpose of this campaign was to spread awareness among consumers and shopkeepers so that children would not be employed. Currently, 434,331 shops have been covered across locations where PCVC has a presence and these establishments have been declared child labour-free.

CHILDREN WITH SPECIAL NEEDS

Children with Special Needs Program caters to the needs of differently-abled children through direct interventions as well as referral mechanisms to like-minded organizations. In 2016-17, PCVC reached out to 3,103 children with special needs.

FROM THE FIELD

Arif

From being caught up in the vicious cycle of child labour in Mumbai, young Arif (Name changed) felt that this is how his life is destined to be. Little did he know that his tender hands working with tools, would one day flip the pages of a book! Life took a sudden turn for Arif when he was rescued by the Police. When he was sent back home to his village, he realised that maybe after all his destiny could change. Under the educational sponsorship program of Pratham Council for Vulnerable Children (PCVC) for repatriated child labourers, Arif was enrolled back in school, provided with books, stationery and all educational material he needed. To make commuting easier to & fro school, he was given a cycle. Today Arif encourages other children in his village to study and himself holds the importance of education in high regard. He is a constant reminder to children around him to not migrate to cities for work and instead continue their education for a better and a brighter future!





SECOND CHANCE

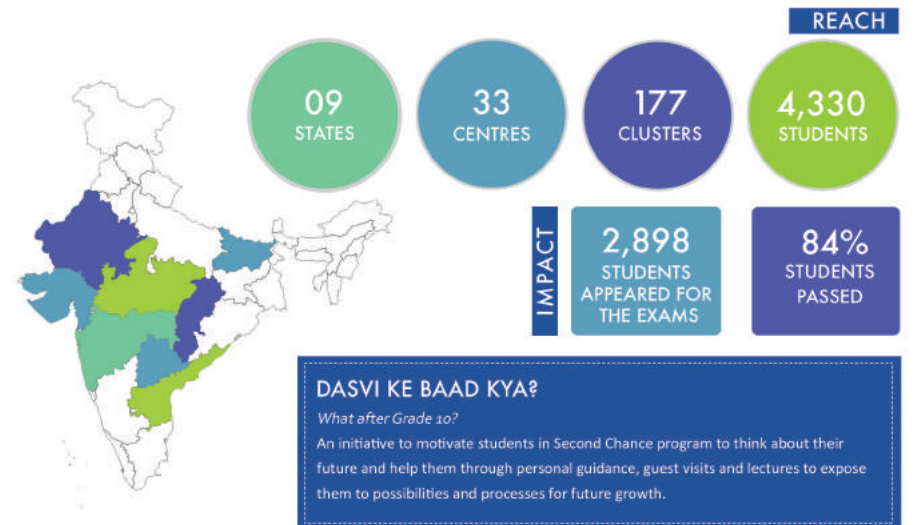
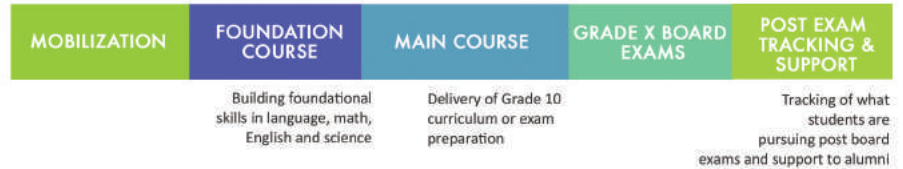
Pratham's Second Chance program focuses on providing school drop-outs, especially women, another chance at education. Over a period of one year, the program helps to develop foundational academic skills of students, build confidence and life skills, support learning for the board examinations and help those who appear for the exams to succeed. Every year, the program enables over 4,000 school drop-outs restart their learning journey, contributing not only to a better academic future, but to a better life for themselves and those around them.

THE SECOND CHANCE PROGRAM IS BROADLY DIVIDED INTO TWO PHASES OF PREPARATION: FOUNDATION COURSE (FC) AND MAIN COURSE

Holding meetings with parents and community members to encourage enrolment into Second Chance

Evaluation of fundamentals to ascertain preparedness for Second Chance

Board-exam style tests to prepare students for upcoming exams



FROM THE FIELD

Nazia

Nazia comes from a conservative family in Rajasthan; a family where girls are not supposed to study or even step out of the house. After dropping out of school and helping out at home for over 3 years she managed to convince her family to complete 10th grade through Pratham's Second Chance program. She is bright and promising according to her teachers. But the fear of a single mistake ruining her chance to step out of the house again overwhelms her. She is determined to bring a change not only in her life but also her family's attitude.

“MY ONLY AIM IN LIFE RIGHT NOW IS TO ENSURE THAT MY YOUNGER SISTER RECEIVES EDUCATION. I WANT TO SEE HER ATTEND COLLEGE AND GRADUATE.”





VOCATIONAL TRAINING FOR YOUTH

Pratham Institute, the vocational training arm of Pratham, works across the country to provide individuals with employability skills needed to address India's growing need for skilled manpower. The objective is to help young people from economically backward communities to access jobs and livelihood opportunities in the organized sector. Pratham Institute also spreads awareness, about vocational training and skilling, offers entrepreneurship opportunities, empowers thousands of young people with hands-on skills and places them in their first jobs.

ENABLE



EDUCATE



EMPLOY



CONSTRUCTION



ELECTRICAL



BEAUTY



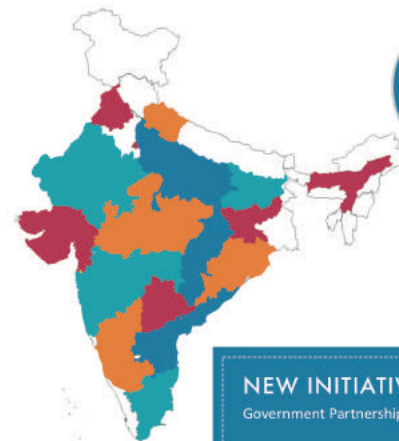
HEALTHCARE



HOSPITALITY



AUTOMOBILE



20,000
YOUTH

18
STATES

2
UNION
TERRITORIES

IMPACT

78%
AVERAGE
PLACEMENT

Rs. 7,800
AVERAGE
MONTHLY
SALARY

NEW INITIATIVES

Government Partnerships across 8 states at the district and state levels.

12,000 Skill Sakhis were created under partnership with UNDP and Government of Maharashtra. Skill Sakhis are community-leaders who reach out to women and spread awareness about vocational & employment opportunities through tablets.

FROM THE FIELD

Manisha

Manisha lives in a very small house in the slums of Mumbai. But her dreams go well beyond the cramped space. Manisha, facing resistance from her in-laws would struggle to make it to Pratham's Entrepreneurship program. Her struggle was not only for her dreams but also to support her husband and strive for a better future for her children.

After 3 months she managed to rent out a place near her house for a Beauty salon with the financial aid by Pratham. Her business picked up and she was soon able to repay more than half of the loan amount. Today, Manisha is able to support her family financially and emotionally.

THE SALON SAVED MY FAMILY FROM A MAJOR FINANCIAL SETBACK. I HAD NEVER THOUGHT I COULD BE AN EARNING MEMBER OF THE FAMILY.



FINANCIALS

PRATHAM EDUCATION FOUNDATION

(A Private Company Limited by Guarantee under Section 8 of the Companies Act, 2013)

BALANCE SHEET AS AT MARCH 31, 2017

Particulars	Note No.	As at March 31, 2017 (In Rupees)	As at March 31, 2016 (In Rupees)
EQUITY AND LIABILITIES			
Sources of funds			
(a) Reserves and surplus	3	388,177,463	280,771,311
		388,177,463	280,771,311
Current liabilities			
(a) Trade payables (includes amount due to micro and small enterprises Rs. NIL (P.Y. Rs. NIL)	4	52,459,242	52,317,673
(b) Other current liabilities	5	139,536,211	217,862,572
(c) Short-term provisions	6	12,296,216	6,008,557
		204,291,669	276,188,802
TOTAL		592,469,132	556,960,113
ASSETS			
Non-current assets			
(a) Fixed assets			
(i) Tangible assets	7	223,694,051	186,480,848
(ii) Intangible assets	7	-	-
(iii) Capital work-in-progress		28,443,743	23,803,750
		252,137,794	210,284,598
(b) Long-term loans and advances	8	38,276,274	31,333,877
		290,414,068	241,618,475
Current assets			
(a) Cash and bank balances	9	253,489,274	275,487,572
(b) Short-term loans and advances	10	42,007,697	37,652,563
(c) Other current assets	11	6,558,093	2,201,503
		302,055,064	315,341,638
TOTAL		592,469,132	556,960,113

See accompanying notes forming part of the financial

For and on behalf of the Board of Directors

In terms of our report attached.
For Deloitte Haskins & Sells LLP
Chartered Accountants

Mohammed Bengali
Partner



Rukmini Banerji
Director



Madhav Chavan
Director

Place : Mumbai
Date : 19 SEP 2017

Place : New York
Date : September 15, 2017

PRATHAM EDUCATION FOUNDATION

(A Private Company Limited by Guarantee under Section 8 of the Companies Act, 2013)

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED

MARCH 31, 2017

Particulars	Note No.	Current Year (In Rupees)	Previous Year (In Rupees)
Donation Income		2,002,749,415	1,558,394,171
Other income	12	25,642,950	15,207,701
Total revenue		2,028,392,365	1,573,601,872
Expenses			
(a) Donation made		135,817,643	200,123,374
(b) Professional Fees		136,377,538	200,621,689
(c) Teaching learning Material		124,054,156	129,939,939
(d) Training Expenses		188,269,559	137,320,466
(e) Rent		106,434,687	80,920,552
(f) Employee Benefit Expenses	13	818,555,924	588,853,346
(g) Other Expenses	14	336,691,748	254,655,730
(h) Depreciation and amortisation expense	7	74,784,958	55,305,004
Total expenses		1,920,986,213	1,647,740,100
Excess of Income over Expenditure before/after tax		107,406,152	(74,138,228)
See accompanying notes forming part of the financial statements	1-21		

In terms of our report attached.
For Deloitte Haskins & Sells LLP
Chartered Accountants

For and on behalf of the Board of Directors

Mohammed Bengali
Partner



Rukmini Banerji
Director



Madhav Chavan
Director

Place : Mumbai
Date : 19 SEP 2017

Place : New York
Date : September 15, 2017

INTERNAL COMMITTEE

During the year Pratham conducted orientations for its staff and as a step forward, trainings at the state or regional level are also being conducted. Additionally, Pratham is developing a cadre of its own state leadership who can train their own team members. Pratham is also motivating state coordinators to conduct awareness programs and sessions in their programs and teams related to prevention of sexual harassment at the workplace.

No. of complaints received: 17

No. of complaints disposed off: 17

No. of cases pending for more than 90 days: NIL

No. of workshops or awareness programs conducted: 101



OUR SUPPORTERS

Accenture Services Private Limited
Aditya Birla Group
Ador Welding Limited
ADP Private Limited
Afcons Infrastructure Limited
Amgen Incorporated
Artha Capital
Asian Paints Limited
BA Continuum India Private Limited
Bain & Company
BG Exploration & Production India Limited
Bharat Oman Refineries Limited
Bharat Petroleum Corporation Limited
Bhoomi Resources Private Limited
Bill and Melinda Gates Foundation
CA Technologies
Castrol India Limited
Chambal Fertilizers Chemicals Limited
Chanrai Trust
Chevron Phillips Chemicals India Private Limited
Citi Foundation
Coastal Gujarat Power Limited
Cvent India Private Limited
Cyrus Investments Private Limited
Deloitte India
Department for International Development (DFID)
Deshbandhu Foundation
Dharampal Satyapal Charitable Trust
DLF India Limited
Douglas B. Marshall Jr. Family Foundation
Dubai Cares
Ericsson India Private Limited
EXL Service Private Limited
Facebook India Online Services Private Limited
GAIL (India) Limited
Gillette India Limited
Godrej
Google.org
Government of Andhra Pradesh
HDFC Bank Limited
Idea Cellular Limited
IndoStar Capital Finance Limited
Indus Towers Limited
Ingenuo Technologies Private Limited
ITC Limited
Jhagadiya Industries
Jhajjar Power Limited
Kapadwanj Kelavani Mandal
KKR India Financial Services Limited
Kusuma Foundation
L&T Limited
L&T Hydrocarbon and Engineering Limited
L&T Public Charitable Trust

Maq India Private Limited
Michelin India Private Limited
National Stock Exchange
Nirav Modi Foundation
Obeetee Private Limited
Odisha Power Generation Corporation
Overseas Polymers Private Limited
Power Grid Corporation of India
Pratham Australia
Pratham Canada
Pratham Sweden
Pratham UK
Pratham USA
PricewaterhouseCoopers SDC (Bangalore) Private Limited
Procter & Gamble Hygiene & Health Care
Prometric Testing Private Limited
RG Manudhane Foundation for Excellence
RPG Foundation
Rubamin Limited
Rural Electrification Corporation
Rutgers WPF
SAP Labs India Private Limited
Sarva Mangal Family Trust
Sasakawa - India Leprosy Foundation
Save the Children - Bal Raksha Bharat
Shadowfax Technologies Private Limited
Shapoorji Pallonji
Shriram Foundation
SIGMA Electric Manufacturing Corporation
Skoll Foundation
SNL Bearings Ltd
The Sudesh & Chitra Arora Family Foundation
Tata Capital Limited
Tata Housing Development Company
Tata Motors Limited
Tata Power Community Development Trust
Tata Steel Limited
Tides Foundation
UBS Optimus Foundation
UNDP
UNICEF
United Way of India
Vodafone Foundation
Whirlpool of India Limited
Wildlife Conservation Trust
William and Flora Hewlett Foundation
Wipro Limited
Wrigley Company Foundation
Yale University

... and many more well-wishers and supporters



BOARD MEMBERS

Ajay G. Piramal

(Chairman, Pratham Education Foundation)

Arvind Sanger

Dinyar (Dinny) Devitre

Dr. Madhav Chavan

(President & Co-Founder, Pratham Education Foundation)

Neerja Birla

Pramit Jhaveri

Ramesh Mangaleswaran

Dr. Rukmini Banerji

(CEO, Pratham Education Foundation)

Sanjay Nayar

Vibha Paul Rishi

Vilas Gadkari

Vijay Goradia

CONNECT WITH US



@PrathamEducationFoundation



@Pratham_India



www.prathamindia.blogspot.in



@prathameducation



www.youtube.com/user/prathamfoundation



www.pratham.org

CONTACT

DELHI

B- 4/58, 2nd Floor,
Safdarjung Enclave
New Delhi-110 029
Phone: (91) (11) 26716083 / 41651638

MUMBAI

Y.B. Chavan Center, 4th Floor,
Gen. J. Bhosale Marg. Nariman Point
Mumbai, Maharashtra-400021
Phone: (91) (22) 22819561





Pratham

Every Child in School & Learning Well

