



Pratham

Every Child in School & Learning Well



PRATHAM EDUCATION FOUNDATION

ANNUAL REPORT 2014-15



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FROM THE CEO'S DESK

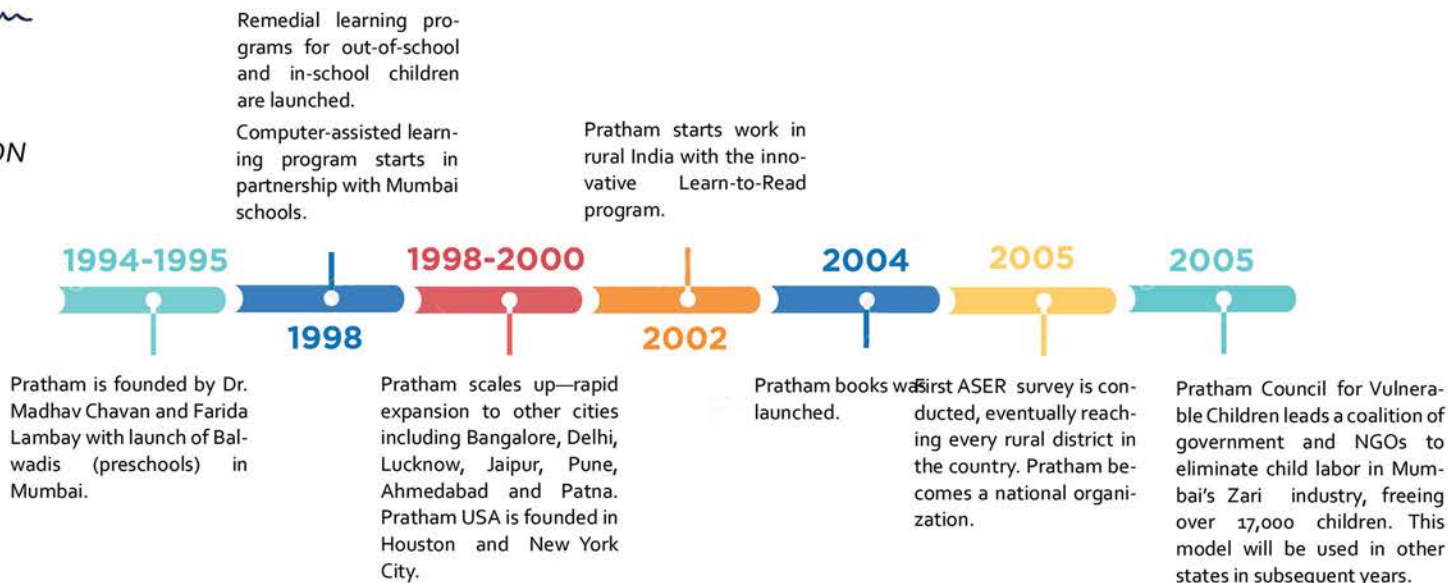


Madhav Chavan

DR. MADHAV CHAVAN
CEO, PRATHAM
EDUCATION FOUNDATION

Pratham is one family of different programs and also consisting of a number of independently registered not-for-profit organizations tied to the goal of 'every child in school and learning well'. Each program and organization has evolved out of this core mission.

While Read India and ASER are our flagship programs aimed at basic learning outcomes of school children, our infotech initiative is now 16 years old having made a beginning with first the first donation of phased out computers from ICICI in 1998. The Pratham Council for Vulnerable Children has specialized in working on issues of child labor as a direct result of the work with out-of-school children in Mumbai in our early years. As Pratham started working with unpaid volunteers in rural areas the need for doing something for the unemployed youth was felt. Combined with a national need for skilled workers, the vocational training program started in 2006 and grew into the Pratham Institute for Vocational Training. As we innovated the 'learning to read' technique, the need for books was felt strongly and Pratham Books was established as an independent entity that has grown on its own over the last ten odd years. The fact that children could learn reading and math quickly led to the question, what next? The interventions in upper-primary education came later but before that we decided to experiment with young women who had dropped out of school who wanted to complete their education. We had tried our hand at application of digital technology for learning as early as 2002 with the Leap Pad technology but it could not be sustained. The Learn Out of the Box program introduced technology in the classroom and now we are on the verge of a wider application of digital technology that will be unraveled next year.

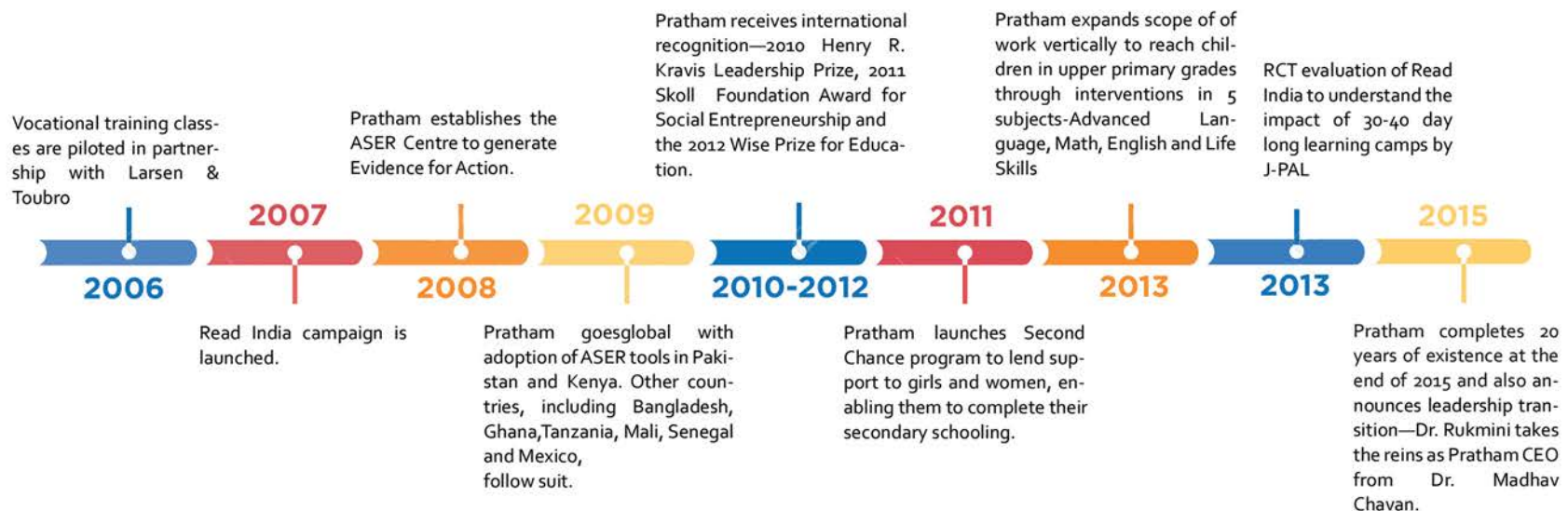


Innovation, trials, corrections and application on scale is an ongoing process in Pratham. We are focused on basic learning but we also see the dynamic change in needs and demands from children. With your help we strive to do our best to do better and better every year.

Pratham completes 20 years of existence at the end of 2015. It may just be another anniversary but with every passing year the organization grows. We need to make it an organization that will have institutionalized processes that will help it thrive and outlive its founders.

One of the key factors in institutionalization is succession. After nearly two years of quiet deliberations in the Board, I have decided to step down as the CEO. It gives me great pleasure to introduce Dr. Rukmini Banerji - whom you already know as one of the pillars of Pratham- as the new CEO designate of Pratham Education Foundation. The Board has asked me to continue as a full member of the Board and I will also be looking after the growth of the vocational training program. I have always liked to tinker and experiment. So, with help from some donors, I intend to experiment with use of digital content and devices in mass-scale learning. Hopefully, Pratham will find use of such experimentation in future mass scale endeavors.

I am not going away, so there are no good-byes. But, I must thank all the Board members, supporters, and my colleagues in Pratham for taking such ownership of Pratham that I had to do very little. Please join me in welcoming Dr. Rukmini Banerji as the next CEO of Pratham Education Foundation.







OUR MISSION

EVERY CHILD IN SCHOOL & LEARNING WELL

Pratham envisions every child in school and learning well through creation of an outcome-oriented system dedicated to large scale success in India's educational landscape. Founded in 1995, it is an innovative learning organization working towards improving the quality of education in India.

The journey that began with providing pre-school education to the children in the slums of Mumbai has now grown in scope and has become a pan-Indian movement reaching millions of children in both rural and urban areas through a range of interventions across the country. Pratham reached about **7.7 million children, 15,000 youth and 4,600 dropouts across 21 states and union territories** in 2014-15.

Pratham programs are designed to address a gamut of educational problems – pre-school education, learning support to both in-school and out of school children, mainstreaming of out-of-school children, computer literacy, vocational training for youth and special programs for vulnerable and working children. Pratham focuses on high-quality, cost-effective and measurable models which can be easily be replicated and adopted by other organizations.

In 2014-15, Pratham worked with government at various levels to implement key elements of Pratham interventions to achieve large scale impact. Involvement of local volunteers, parents, community members and Panchayats ensure greater support and awareness for results-based quality education.

Pratham strives to build upon its innovative teaching methods, directly reach a great number of children, and continue campaigning for institutional change across the nation.

READ INDIA

TO BUILD BASIC READING, WRITING AND ARITHMETIC SKILLS

21
States

7,065
School/Villages

430,000
Children

Read India is Pratham's flagship program which focuses on strengthening basic literacy and numeracy skills of children between the ages of 3 to 14 through innovative teaching learning techniques.

The Read India movement was launched in 2007, and over the years has evolved its implementation strategy to balance scale and impact. Read India works in a direct teaching-learning mode on the one hand and in an indirect mode in collaboration with governments on district or state-wide scale.

The direct delivery model currently is that of Learning Camps. Learning Camps are short-duration periods with high-intensity activities that last 5-10 days each time. Led by a trained Pratham team member and assisted by community volunteers, these camps are conducted with children 3-5 times in the course of one school year. Children from Grade III, IV and V are grouped by their learning levels and not their age or grade for instruction.

Across two years - 2013-14 and 2014-15 - the Read India program reached a total of 10,562 schools. In about 67% of these schools, over 75% children (selected for the intervention) can now read a Grade I or a Grade II level text.

In 2014-15 alone, Pratham has worked in about **7,065** schools/villages in the Learning Camp mode and directly reached close to **430,000** children in Grades I-V. Through this intervention, the ability of children to read increased by 56 percentage points and similarly in math, the ability to recognize three digit number recognition increased by 54 percentage points.

Pratham's direct work (Learning Camps), in addition to creating direct impact, serves as demonstration areas to showcase the Pratham methodology for raising learning outcomes of children. These direct demonstrations help in the scale-up of Pratham's indirect teaching-learning approach through government and other partners. In 2014-15, Pratham worked in 9 states in collaboration with government at various levels to increase impact manifold and to create sustainable change. State-wide partnerships in 3 states, combined with 7 smaller district-level and other partnerships, reached an estimated 6.2 million children in 2014-15 alone.



Results from a Randomized Control Trial study conducted with J-PAL to evaluate the direct Learning Camp program in Uttar Pradesh and indirect program with the Government of Haryana confirmed results of both the interventions. The preliminary results from the Uttar Pradesh study showed a difference of almost 25 percentage points in reading levels of students impacted by Learning Camps when compared to those not exposed to Camps in just 100 hours of instruction time. Results of the collaborative work with the Haryana government showed that the intervention group's oral reading score improved by over 0.15 standard deviation over control groups.

URBAN PROGRAM

TO MOBILISE. TO EDUCATE. TO CHANGE COMMUNITIES TOGETHER

365,000
Children Reached

28
Cities

11
States

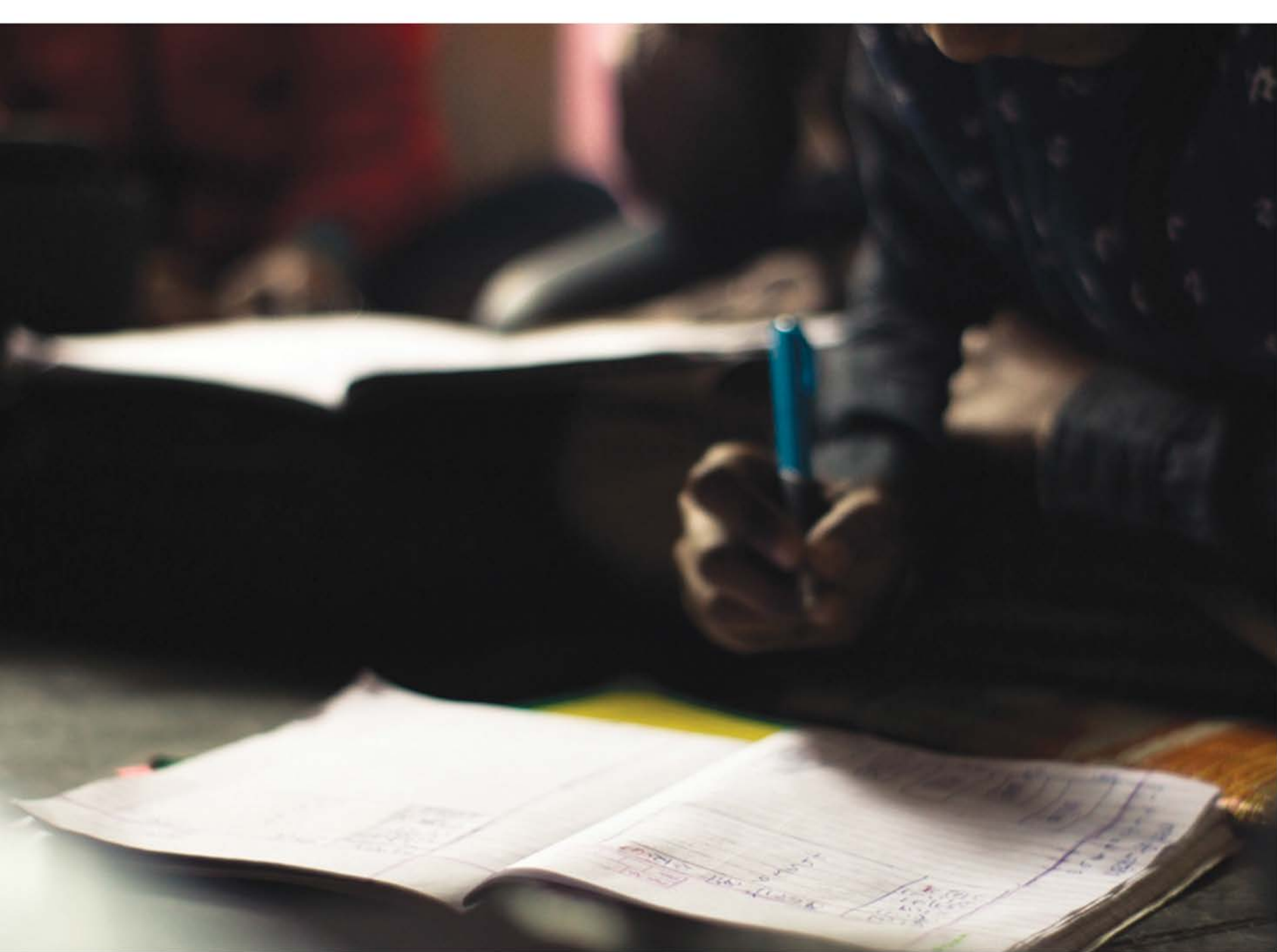
Pratham's genesis dates back to 1994 in the slums of the urban city of Mumbai through Balwadi or the pre-school program. Over the years even as Pratham's scope of work has shifted from urban cities to rural India, its community based interventions continue to support first generation school goers of the migratory slum population with lateral and vertical expansion to its program and coverage. In the year 2014-15, the urban program spanned 28 cities in 11 states to reach over 365,000 children in the age group 3 to 14 years.

Typically, programs ranging from pre-school to secondary school were offered at multipurpose Urban Learning Centers in slum communities and in collaborations with government schools. In this year, major focus of interventions in the urban cities was on Early Childhood Education (ECED) and the Library Program. ECED interventions for children in the age group 3 to 5 years reached over 45,000 children via community balwadis and government anganwadis through year-long developmental activities.

On the other hand, school and community Library interventions reached over 2.2 lakh children to provide access to good quality books to all children in the age group 6 to 14 years in selected areas of work.

Alongside, Support Learning Programs for children in the age group 6 to 14 years aimed to teach children language, math and science by developing CAMaL integrated advanced level curriculum.

In the urban communities of our work, Pratham made efforts to promote ownership of the members of the community in its interventions through community engagement activities like workshops on health and education of children, RTE awareness etc. In some cities, self-sustaining vocational training and digital literacy courses were also conducted for adolescents and youth for the larger benefit of the society as a whole. Going forward, Urban Program will promote the two-way approach of teaching in and reaching out through all its programs in urban cities.



ASER

TO MEASURE TO UNDERSTAND, TO UNDERSTAND TO COMMUNICATE AND TO COMMUNICATE TO CHANGE



The Annual Status of Education Report (ASER) is a massive nationally representative household survey of children's basic reading and arithmetic that has been carried out in India every year since 2005. Facilitated by Pratham, ASER reaches over 560 districts each year, surveying about 600,000 children in more than 16,000 villages across India.

The survey aims to provide reliable annual estimates of children's schooling status and basic learning levels for each state and rural district in India. Simple yet rigorous methods are used to collect data from door to door in the rural areas of India.

2014-15 was the tenth year of the survey and partnered with about 250 District Institutes of Education and Training and other NGOs to conduct the survey. ASER 2014 results explain that in India nearly half of fifth graders are unable to read a second grade text. This observation and similar trend over the last ten years has highlighted the huge deficiency in learning levels of children and the need to put the overall quality of education into perspective.

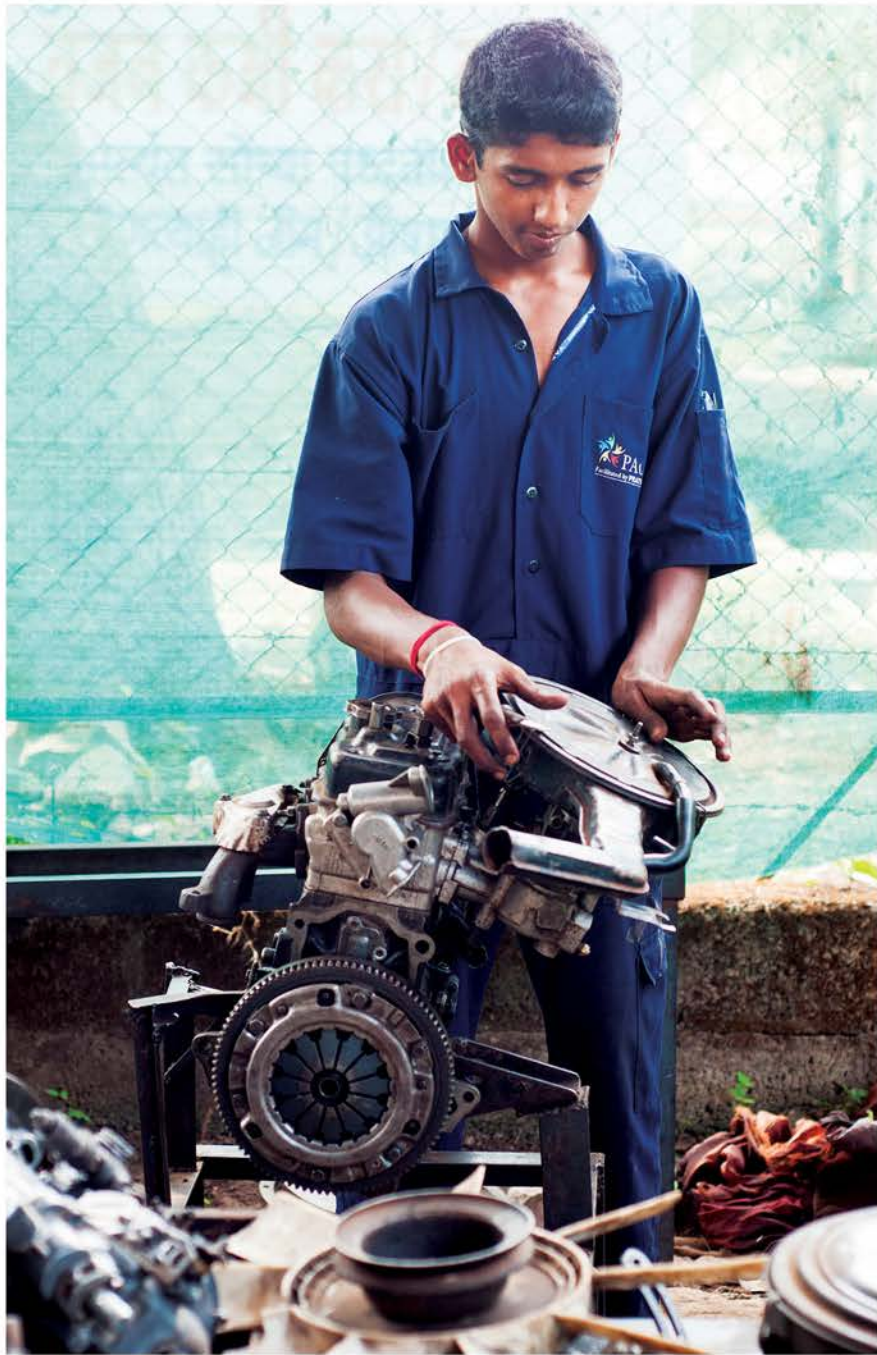
The simplicity and effectiveness of the survey in creating awareness and providing valuable data on learning levels has reached beyond the boundaries of the nation.

Other countries like Kenya, Tanzania, Uganda, Pakistan, Mali, Senegal, Mexico and Nigeria are implementing similar citizen led learning assessment initiatives to track the level of education amongst their own people. Bangladesh has done a pilot and it is expected that more countries in Africa are likely to join soon. Representatives of all 9 countries attended the ASER 2014 launch in New Delhi, following which they were exposed to Pratham's CAMaL methodology in Aurangabad, an initiative to move from assessment towards action.

Over the last 10 years ASER has been drawing attention of policy-makers and law-makers of India as also the general public. Nationally and internationally, ASER has played a significant role in stressing that 'schooling is not learning'. As a result the discussion about the Sustainable Development Goals (SDG) internationally and in the 12th Plan of India has noticeably shifted to a focus from only inputs and infrastructure to learning outcomes.

The year of 2015-16 has been declared as a gap year for ASER, and this period will be used to build action around the networks activated through ASER over the past ten years, while simultaneously plan for the future ASER to be conducted in 2016.





VOCATIONAL TRAINING

TO OFFER VOCATIONAL TRAINING AND OPPORTUNITIES
TO SUSTAIN LIVELIHOOD

In 2014-15
12,500
Youth Trained

80
Centers

16
States

Pratham Institute helps to provide relevant vocational skills to the underprivileged youth to gain employment in industry or to foster entrepreneurship. **Pratham ties up with industry leaders such as the Taj Group of Hotels, Larsen & Toubro, and Godrej to set up training centres called Pratham Arora Centres of Education (PACE) that provide industry specific training and joint certification.** Along with certification, the course also provides students with placement and job opportunities.

By the end of 2014-15, Pratham Institute had expanded its reach to 80 vocational training centers in 16 states, with an annual training capacity increased from 15,000 to 25,000 youth. Youth trained in the industry specific programs of **Hospitality, Construction, Electrical, Healthcare, Beauty, Tailoring and Automotive** expanded from 6,000 in 2013-14 to 12,500 youth in 2014-15.

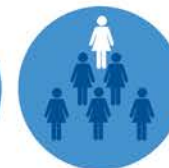
75% of youth trained in placement oriented professions were successfully provided industry-specific livelihoods. Additionally, 300 young women were supported in setting up micro enterprises such as beauty salons and tailoring, including provision of training wherever required.

Unlike other Pratham programs, vocational training programs are residential and need civil infrastructure. A large number of centers are run in rented premises or premises loaned free of cost by partner organizations. However, thanks exclusively to donations from Mr. Sudesh Arora, Pratham now has owned campuses near Pilani (Rajasthan), Bhopal, Ralegaon (Maharashtra), Latur (Maharashtra) and Aurangabad (Maharashtra). New centers are planned at Ahmadnagar (Maharashtra), Lucknow and Dhamtari (Chhattisgarh) along with expansion of the current centers.

Substantial progress was made towards an end to end skilling model by introducing 'Learn now, pay later' model for financial stability and strengthening post placement tracking, mentoring and counselling to reduce attrition.



Educate



Encourage



Empower

VULNERABLE CHILDREN

TO PROTECT EVERY CHILD'S RIGHTS & TO PROVIDE EDUCATION
TO GROW AND LEARN

9

States

676

Disadvantaged
Communities

988

Villages

PCVC works in the field of child rights and protection where they reach out to the most vulnerable and deprived children in disadvantaged communities in both urban and rural communities with the mission of "Every Child's Rights Protected, Every Child in School and Learning Well".

PCVC operates in nine states in India - **Maharashtra, Gujarat, Rajasthan, Bihar, Uttar Pradesh, Uttarakhand, Andhra Pradesh, Orissa and Telangana.**

In 2014-15, through various projects, PCVC covered a total of **676 disadvantaged communities** across **9 cities** and **988 villages** spread across **19 rural blocks**. Nearly 22,444 vulnerable children in urban and rural areas were reached through direct programs such as

- Drop In Centres for out-of-school or working children
- Rescue Programs
- Child Rights Protection Desks for immediate assistance to vulnerable children and families in disadvantaged communities
- Residential Shelters that provide rehabilitation to rescued child labourers and the most vulnerable children
- Education Support Classes for children who were enrolled in school
- Disability Programs for differently-abled children

- Personal Hygiene And Sanitation Education (PHASE) program, and Music programs

Our Girls Our Pride was an initiative to raise awareness about issues related to the girl child, and educate girls who were first generation learners from underprivileged backgrounds. The initiative demonstrated significant impact in terms of enrollment and retention of girls in schools. Furthermore, as part of the initiative, PCVC worked closely with the Police, Labour, Women and Child Welfare, Education and Health Departments across states to set up a task force for the rescue and repatriation of working children.

An additional 250,000 children were reached through the unique child rights awareness sessions.





$$\begin{array}{r} 2070 \\ \hline \end{array}$$

$$2+70$$

$$2=18$$

$$\begin{array}{r} 180 \\ 70 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \hline \end{array}$$

SECOND CHANCE

TO BREAK BARRIERS TO EDUCATION

4679
Students

31
Centers

8
States

The program, true to its name, aims at giving dropout girls and women a Second Chance to complete their school education by preparing them for the landmark Grade 10 examination. Under the umbrella of Pratham Open School of Education (POSE), the program also creates awareness regarding the importance of girls' secondary education.

Along with providing support to help candidates to pass their end-of-school examinations, the program also aims to develop students' soft skills in presentation, conversation, and self-confidence as well as building their English speaking abilities.

Every new academic year begins with a three month Foundation Course wherein interested students are taught the basics of the school curriculum to bridge the gap created since they dropped out of school, and strengthen their foundations before the advanced secondary curriculum is taught. Eligible students are selected for further guidance for the Grade 10 examination after an eligibility test conducted at the conclusion of the Foundation Course.

Started in 2011, the Second Chance program has expanded significantly in the last 3 years.

In 2014-15, 4,679 students were covered through 31 centers spread across 8 states: Andhra Pradesh, Chhattisgarh, Gujarat, Madhya Pradesh, Maharashtra, Odisha, Rajasthan and Telangana.

Over the years, the students who cleared the Grade 10 examination increased steadily from an aggregate 51% students clearing the exam in 2012-13 to 85% passing in 2014-15.



OTHER PROGRAMS





SCIENCE PROGRAM

Pratham's Science Program is a focused intervention where **children are taught various science concepts by hands-on experiments and demonstrations that simplify and demystify the technicalities of these concepts**. Different methods like organizing science fairs, conducting thematic workshops and observing the sky are some methods used to teach children. Such interventions create curiosity for learning science and help to develop a scientific perspective not only among children but in the community at large. For example clarifying superstitions related to both lunar and solar eclipses in the Indian rural communities. The program also gives an opportunity to the unemployed youth/adults in the community to get trained and become science instructors.

In 2014-15, stand-alone Science interventions reached close to **30,000 children** in Grades 6 to 8 across **8 states**. Additionally, the program was integrated in Upper Primary interventions across Pratham program states, and also in urban programs in various locations across the country.

The concept of **Mobile Science Vans** was expanded in the 2014-15 academic year to enhance program impact and reach. These vans not only help in reaching out to more children in each project area, but also serve as a demonstration facility for children in areas where there is little or no infrastructure to support Science learning. Construction of 6 more mini Science centers was completed with the centers becoming fully functional, while 6 more are under construction.

A large scale awareness campaign to mark the event of Mission Mars taken up by India was organized as part of the program. Specially designed posters, videos, films reached even to the remotest areas through the Science program network. This awareness campaign was very well received by the schools and the community.

UPPER PRIMARY PROGRAM

Upper Primary program was launched in April 2013 as a pilot project with government schools in Himachal Pradesh.

The program focuses on improving learning levels of children in 5 subjects – Maths, Language, English, Science and Life Skills. The language component focuses on building the reading and comprehension skills of the child in the first language. The Math component focuses on establishment of foundational competencies and understanding the higher level skills such as fractions and geometry. In English, the focus is on reading and building the vocabulary of the child thereby facilitating comprehension in the subject. In Science, fairs and workshops are organized to help children understand practical concepts and explore models related to different science themes. The Life Skills component focuses on building three core skills - communication, problem solving and interpersonal behavior.

In 2014-15, Upper Primary program was implemented in 16 Indian states, reaching out to about 67,000 students. The program has reached a total of 1175 schools.

Pratham has not only been successful in bringing about positive change in the learning outcomes of targeted children but has also influenced government practices in certain districts. Pratham hopes to build upon these innovative teaching methods, directly reach children for enhancing learning outcomes and continue advocating for institutional change in secondary education.





LEARN, OUT OF THE BOX

The goal of Learn, Out of the Box (LOTB) is to positively impact the learning levels of students in low income schools through the introduction of technology in classrooms.

Funded by Vodafone Foundation, this programme was launched in 2012. LOTB has been operational in 1,000 government and low income private schools across 12 states. The schools have been provided a WebBox containing curriculum aligned content and a television for display. The programme provides content for Math & Science for Classes 6 & 7 and typically engages two teachers from each school. Regular in-classroom support is provided by an appointed field staff in addition to yearly trainings provided to the teachers. In 2014-15, the program impacted over 80,000 students across the 1,000 schools.

Both the internal and external assessments were completed in 2014-15. The reports indicated an overall enhancement in the learning levels of the students. There has been a significant improvement in the ability of teachers in handling technology and classroom practices as well. The cognitive skills of students have also seen improvement.

This academic year also saw launch of the entrepreneurship centres in Giridih, Jharkhand & Nagaon, Assam where village youth was trained and provided digital technology to establish their learning centres.

The programme has collaborated with STIR Education to initiate structured teacher networking in Uttarakhand and Mumbai through which teachers are brought together to implement innovative teaching-learning practices.

Consolidating the use of technology and introducing teachers to diverse methodologies shall remain the priority of the programme for the next academic year. The programme is also working on introducing Math and Science content for Class 8 through a more holistic and decentralized form of training for teachers in the coming years.

ENGLISH PROGRAM

The aim of this program is to equip children with better reading, writing, listening and speaking abilities in English.

Staff conducted English learning camps for Grade 6-8 students in government-run upper primary schools in various programs across the country. These camps were conducted in schools or in communities over a 24-day period. English camps sought to build students' vocabulary as well as develop their reading and comprehension of words, simple sentences and short texts of 8-10 lines. A baseline of students was conducted prior to the start of the camps and an endline was conducted on the conclusion of the camp. A further 15-day extension was provided if the program goals were not met by the time of endline.

In three blocks in Maharashtra, Spoken English activities were conducted with tribal school students from primary to secondary school to develop their speaking skills in English.

SMS STORY PROJECT

From February to April 2015, a controlled trial study was conducted with the District Administration of Bundi in Taleda block. The trial investigated the potential of using daily mobile phone text messages to support in-class English teaching-learning using the phonics method to improve e-reading and comprehension skills of 2,500 children in grades 4 through 7 across 50 rural government schools in Bundi district.

ANGREZI SEEKHO (LEARN ENGLISH)

This program was piloted across seven cities and aimed to develop English sentence-making and comprehension skills of 2,369 grades 6 to 8 students through Interactive Voice Responses (IVR) on mobile phones. Phones were preloaded with content for children to use. English clubs were formed, and local coordinators were given the responsibility of distributing mobile phones and maintaining attendance records.



PRATHAM BOOKS

Pratham Books had a range of partnerships moving further on the path of collaboration. Ignus ERG, a stellar partner, helped create a set of primary readers, Adikahani, in four different tribal languages of Odisha. Child Fund India reached out to help select and distribute half a million books to 38,500 children in 14 states.

Openly licensed stories, all 450 of them, carved out a path of their own, embarking on journeys to Malaysia, Pakistan and South Africa through partner organizations. New language versions include Sanskrit, Swahili, Dutch, French and Spanish. A couple of American colleges are converting our stories into sign language. And in a breakthrough of sorts, Pratham Books stories have found their way into ICSE textbooks.

Pratham Books' flagship community event, 'One Day, One Story' is now a 1300 volunteer-strong movement across India. We collaborated with Bangalore Literature Festival and the Jaipur Literature Festival as outreach partners taking literature into classrooms.

In the last decade, Pratham Books has published over 300 original titles in 18 Indian languages, including 4 tribal languages and distributed over 14 million books.

Pratham Books is an independent autonomous body that is a part of the Pratham family but operating entirely on its own in all aspects. The Pratham Books board is chaired by Suzanne Singh, and trustees include Ashok Kamath, Rekha M Menon, Kanchan Banerjee, M S Sriram, Srikanth Nadhamuni and R Sriram. Information on the Advisory Board and Team can be found on their website www.prathambooks.org





PRATHAM INFOTECH

Pratham InfoTech Foundation (PIF) began in 2004, with the aim to bridge the gap in the digital divide, **to facilitate adoption of information technologies in education, and to equip disadvantaged youth with skills, tools and capabilities to adapt to the changing economy.** PIF has a variety of programs catering to children, youth and community members at large:

- Computer Aided Learning (CAL) program in 7 states and 33 cities
- Digital Literacy as Life Skills (DCLS) program in 7 states and 33 cities
- India Digital Inclusion to promote access to information and livelihood training in 7 cities

In 2014-15, programs reached about **160,000** children and approximately **6,000** youth were trained in digital literacy and job readiness.

BOARD MEMBERS

Ajay G. Piramal

(Chairman, Pratham Education Foundation)

Arvind Sanger

Atul Varadhachary

Dinyar (Dinny) Devitre

Ishaat Hussain

Madhav Chavan

(CEO, Pratham Education Foundation)

Narayanan Vaghul

Neerja Birla

Pramit Jhaveri

Ramesh Mangaleswaran

Rohiqa Mistry

Sanjay Nayar

Vilas Gadkari

Vijay Goradia





OUR SUPPORTERS

THE BELOW ORGANIZATIONS HAVE DONATED GENEROUSLY TO ENSURE THE
CONTINUED SUCCESS OF OUR MISSION

CORPORATIONS

ADP Private Limited
Afcon Infrastructure Ltd
BA Continuum India Private Limited
Bain & Company
Ballarpur Industries Ltd
Bharat Petroleum Corporation Ltd
Bhoomi Resources Private Limited
Cairn India Limited
DLF Limited
Ericsson India Private Limited
General Electric
Godrej
Idea Cellular Ltd
ITC Ltd
JP Morgan
Larsen & Tubro Public Charitable Trust
L&T Finance Ltd
Maq India Pvt Ltd.
Oil and Natural Gas Corporation
Piramal Enterprises Ltd
PricewaterhouseCoopers India
Rural Electrification Corporation Ltd
SAP Labs India Pvt. Ltd.
Sigma Electric
Tata Capital
Tata Housing Group
Tata Power Ltd

FOUNDATIONS

Australian Rotary
British Council
CHUM Canada
Citi Foundation
Douglas B. Marshall, Jr. Family Foundation
Dubai Cares
Gates Foundation
GE Foundation
Global Development Network
HCL Technologies Foundation
Hemendra Kothari Foundation
Kusuma Foundation
L&T Public Charitable Trust
MacArthur Foundation
Planet Read
Pratham Canada
Pratham Germany
Pratham UK
Pratham USA
Save the Children

Skoll Foundation

Tata Trusts

Unicef

United Way Mumbai

United Way Worldwide

USAID

Varkey Foundation

Vodafone Foundation

Western Union

Wildlife Conservation Trust

William and Flora Hewlett Foundation

Wrigley Company Foundation

GOVERNMENT

Sarva Shiksha Abhiyan



PRATHAM FINANCIALS

(For the year ending 31st March, 2015)

Pratham Education Foundation

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

BALANCE SHEET AS AT MARCH 31, 2015

Particulars	Note No.	As at 31 March, 2015 (In Rupees)	As at 31 March, 2014 (In Rupees)
EQUITY AND LIABILITIES			
Sources of funds			
(a) Reserves and surplus	3	354,798,878	180,884,694
		354,798,878	180,884,694
Current liabilities			
(a) Trade payables	4	33,115,004	14,141,095
(b) Other current liabilities	5	191,859,306	73,310,248
(C) Short-term provisions	6	4,616,514	1,290,754
		229,590,824	88,742,097
TOTAL		584,389,702	269,626,791
ASSETS			
Non-current assets			
(a) Fixed assets			
(i) Tangible assets	7	145,914,603	78,486,163
(ii) Intangible assets	7	91,519	183,542
(iii) Capital work-in-progress		9,962,883	167,950
(b) Long-term loans and advances	8	34,183,847	55,692,937
		190,152,852	134,530,592
Current assets			
(a) Cash and bank balances	9	363,866,271	106,612,393
(b) Short-term loans and advances	10	29,766,394	28,435,330
(c) Other current assets	11	604,185	48,476
		394,236,850	135,096,199
TOTAL		584,389,702	269,626,791
See accompanying notes forming part of the financial statements	1-20		
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 Place : Mumbai Date : 31/8/15			
For and on behalf of the Board of Directors Madhan Charan Director Place : Mumbai Date : 31 Aug 2015			

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, 2015

Particulars	Note No.	Current Year (In Rupees)	Previous Year (In Rupees)
Donation and others	12	1,482,454,030	920,862,260
Other income	13	8,200,805	6,212,853
Total revenue		1,490,654,835	927,075,113
Expenses			
(a) Donation made		210,858,054	168,758,471
(b) Professional Fees		161,081,976	138,758,798
(c) Teaching learning Material		79,524,892	61,782,495
(d) Training Expenses		120,817,720	70,905,743
(e) Rent		56,063,146	37,483,250
(f) Employee Benefit Expenses	14	414,984,345	251,140,392
(g) Other Expenses	15	236,829,270	162,128,547
(i) Depreciation and amortisation expense	7	36,581,248	26,320,499
Total expenses		1,316,740,651	917,278,195
Excess of Income over Expenditure before/after tax		173,914,184	9,796,918
See accompanying notes forming part of the financial statements			
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 Place : Mumbai Date : 31/8/15			
For and on behalf of the Board of Directors Madhan Charan Director Place : Mumbai Date : 31 Aug 2015			

