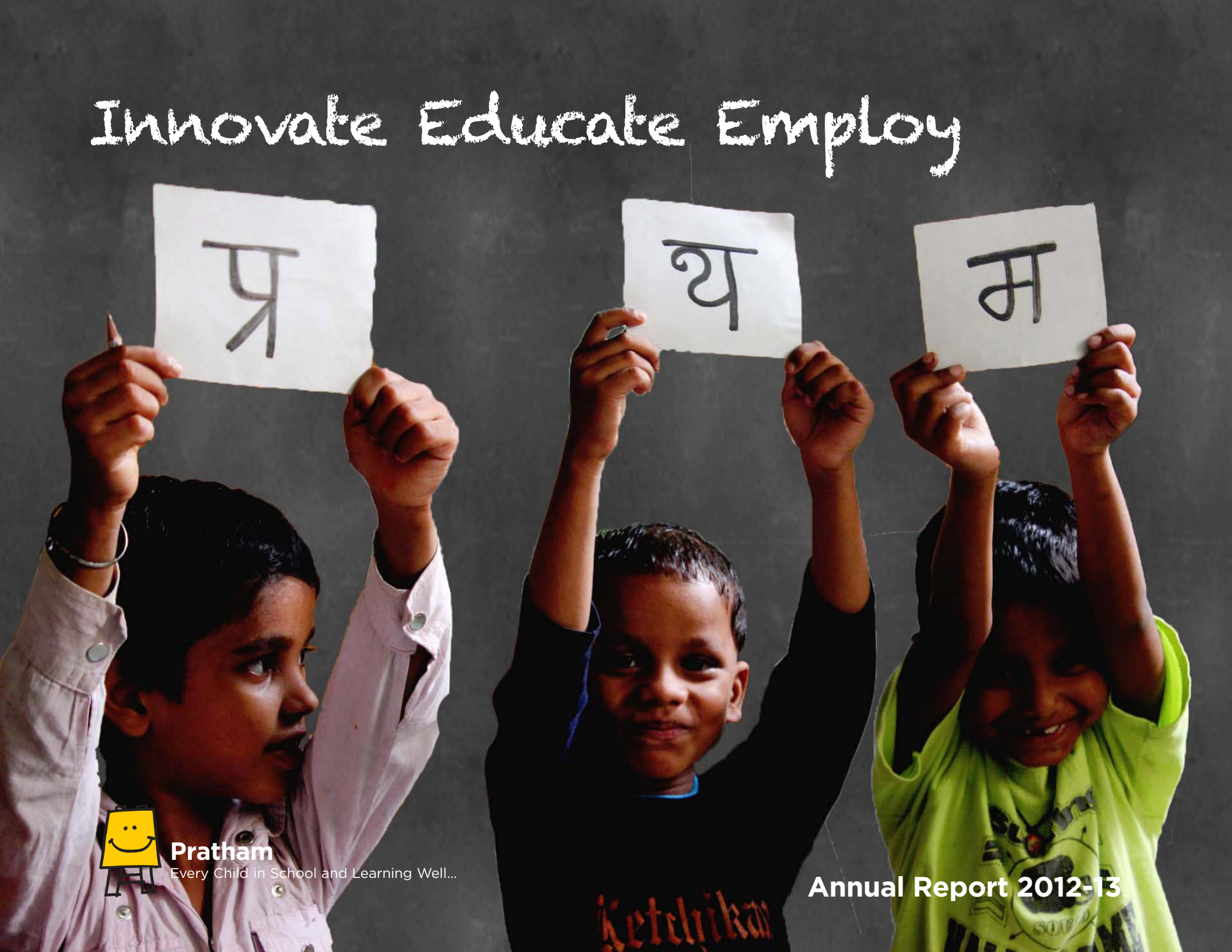
Innovate Educate Employ



Pratham
Every Child in School and Learning Well...

Annual Report 2012-13

OUR MISSION

EVERY CHILD IN SCHOOL AND LEARNING WELL

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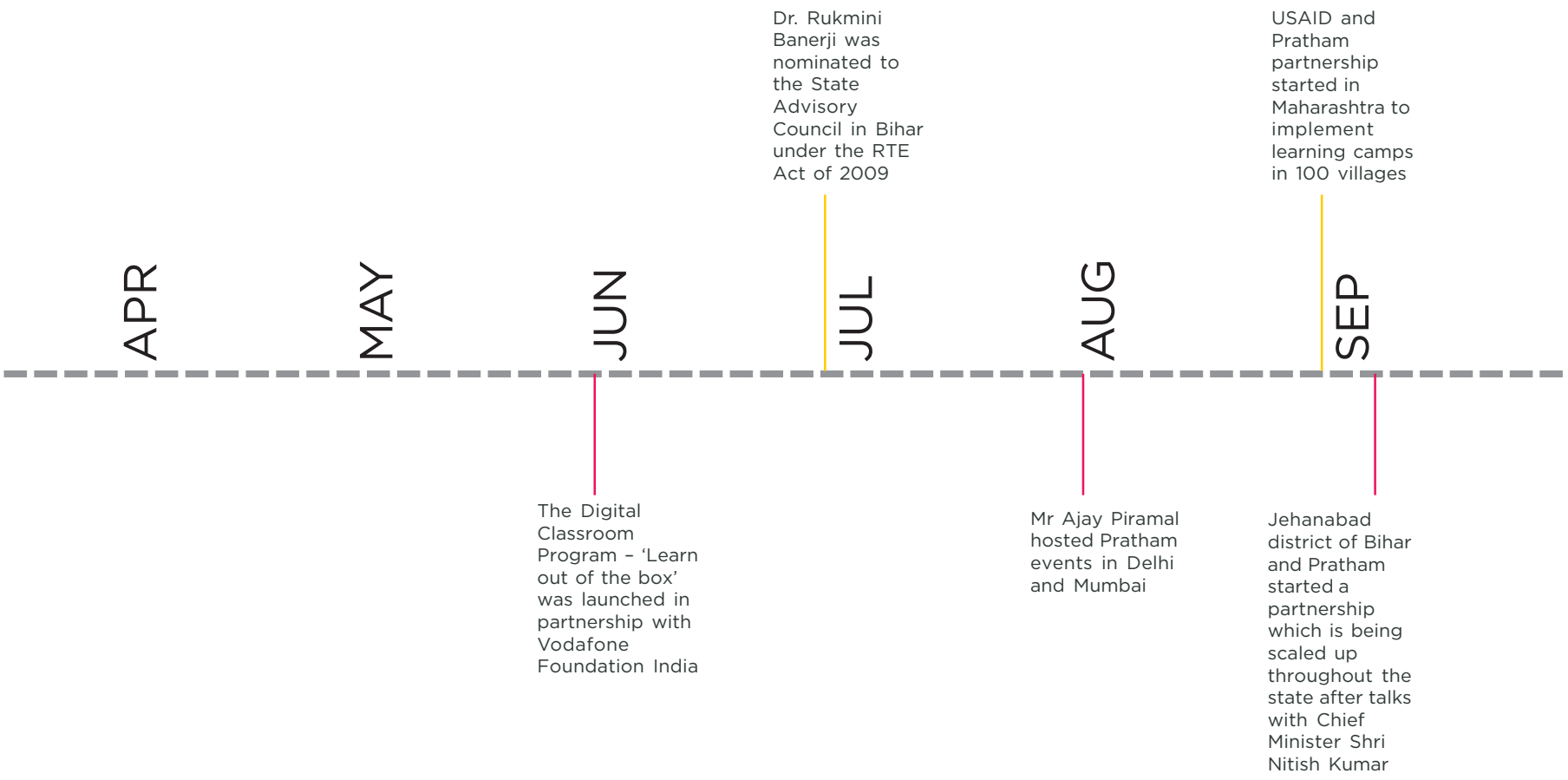
FROM THE CEO'S DESK

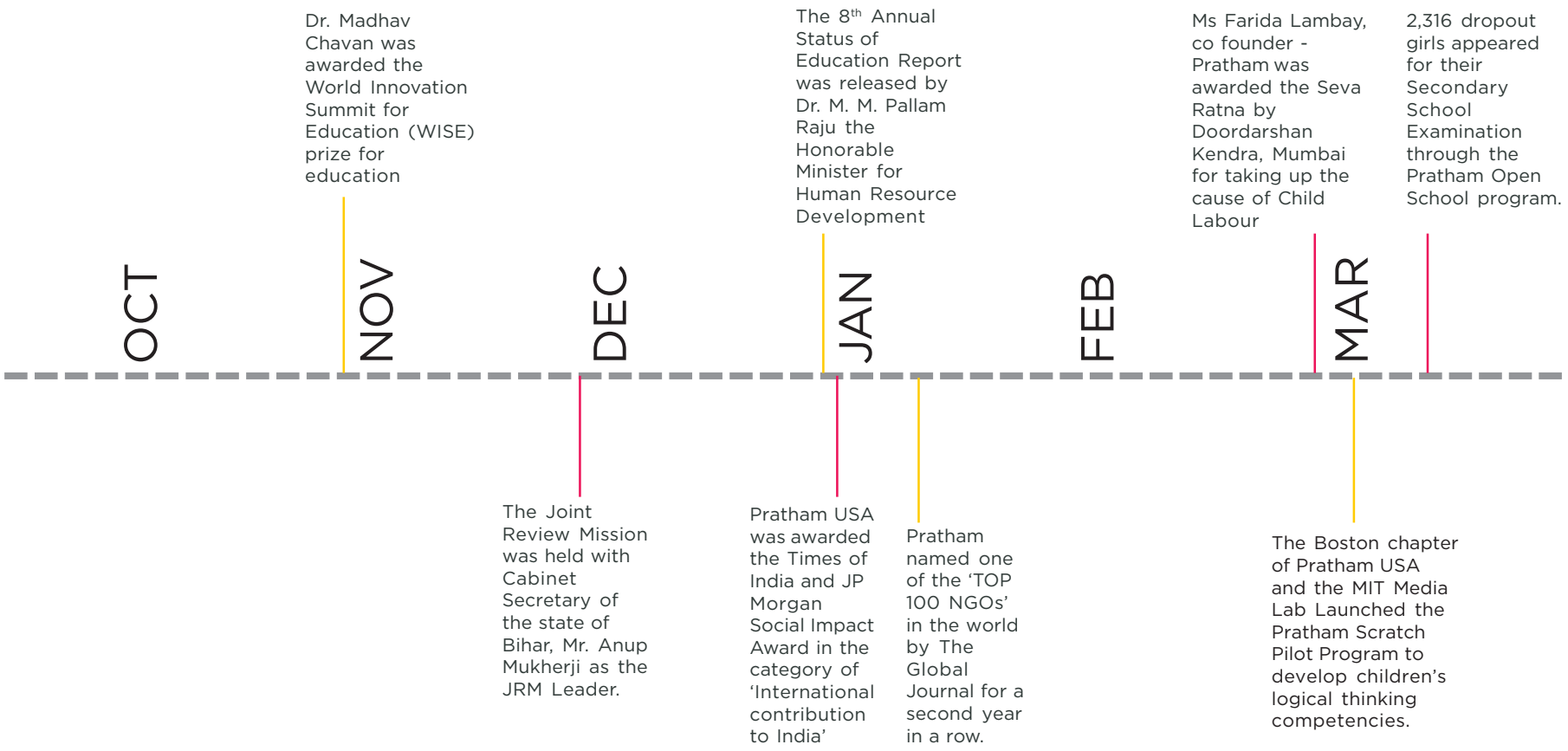
OUR IMPACT

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.

1.5 million children reached through Read India in 30,000 villages across 20 states with the participation of 60,000 volunteers. Over 2,600 dropout girls appeared for Std X state board examination via the Second Chance Program. ASER 2012 surveyed 6,00,000 children in 3,30,000 households across 567 districts of India. 20,000 youth gained vocational skills via Pratham Institute. More than 4,000 children rescued from vulnerable conditions. 7,500 children were reached through the Digital Classrooms Program.

THE YEAR IN REVIEW

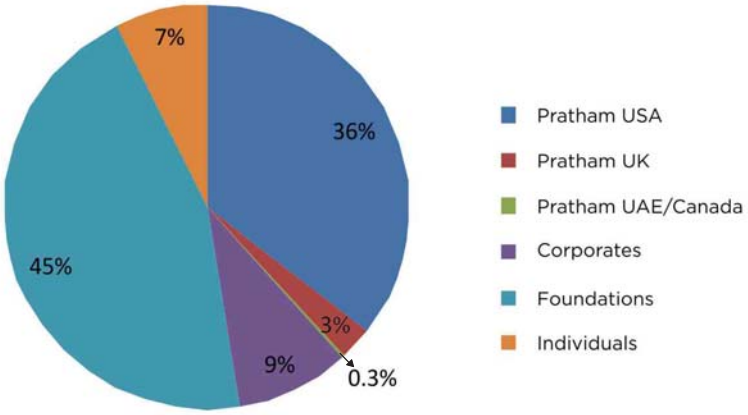



OCT
NOV
DEC
JAN
FEB
MAR
Dr. Madhav Chavan was awarded the World Innovation Summit for Education (WISE) prize for education
The Joint Review Mission was held with Cabinet Secretary of the state of Bihar, Mr. Anup Mukherji as the JRM Leader.
The 8th Annual Status of Education Report was released by Dr. M. M. Pallam Raju the Honorable Minister for Human Resource Development
Pratham USA was awarded the Times of India and JP Morgan Social Impact Award in the category of 'International contribution to India'
Pratham named one of the 'TOP 100 NGOs' in the world by The Global Journal for a second year in a row.
Ms Farida Lambay, co founder - Pratham was awarded the Seva Ratna by Doordarshan Kendra, Mumbai for taking up the cause of Child Labour
The Boston chapter of Pratham USA and the MIT Media Lab Launched the Pratham Scratch Pilot Program to develop children's logical thinking competencies.
2,316 dropout girls appeared for their Secondary School Examination through the Pratham Open School program.

FINANCIAL STATEMENT

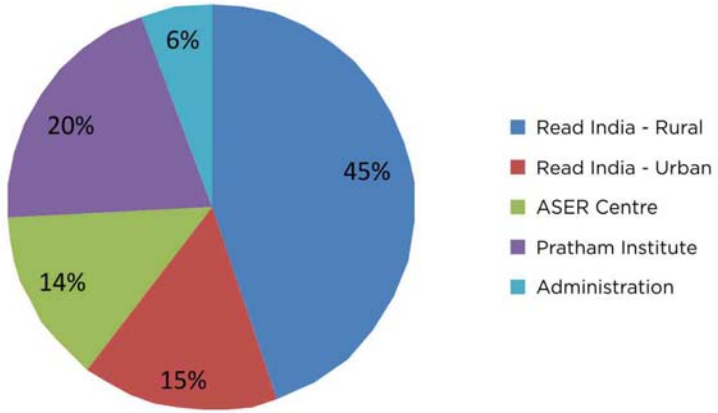
Income Statement (in Rs. Millions) (UnAudited)

Particular	Amount
Pratham USA	279.17
Pratham UK	20.46
Pratham UAE/Canada	1.98
Corporates	70.59
Foundations	355.13
Individuals	58.16
Total	785.48



Expenditure Statement (in Rs. Millions) (UnAudited)

Program	Expenditure
Read India - Rural	303.44
Read India - Urban	105.56
ASER Centre	93.83
Pratham Institute	136.33
Administration	38.19
Total	677.35



PART I

PRATHAM EDUCATION FOUNDATION

READ INDIA (RURAL)

Pratham's flagship program, Read India was launched in 2007 with the aim to improve the reading, writing and basic arithmetic levels of children in the age group of 6-14 years. The second phase of Read India was launched in 2010.

2012-13 marked the last year of the second phase of the Read India campaign. The objective of the Read India II campaign was to create demonstration blocks through learning Camps for learning level improvements, increased community participation and influence on government teachers.

LEARNING CAMPS

A Learning Camp is a short duration, high intensity intervention where children are divided into groups based on their comp level and taught by volunteers and Pratham's local team members. To ensure continuity of learning, multiple camps were held in villages. The exact model of implementation varied across states and so did the strategic focus.

Through learning camps, Pratham reached out to 4,20,951 children through 27,842 volunteers in 11,530 villages across the country.

READ INDIA CLASS

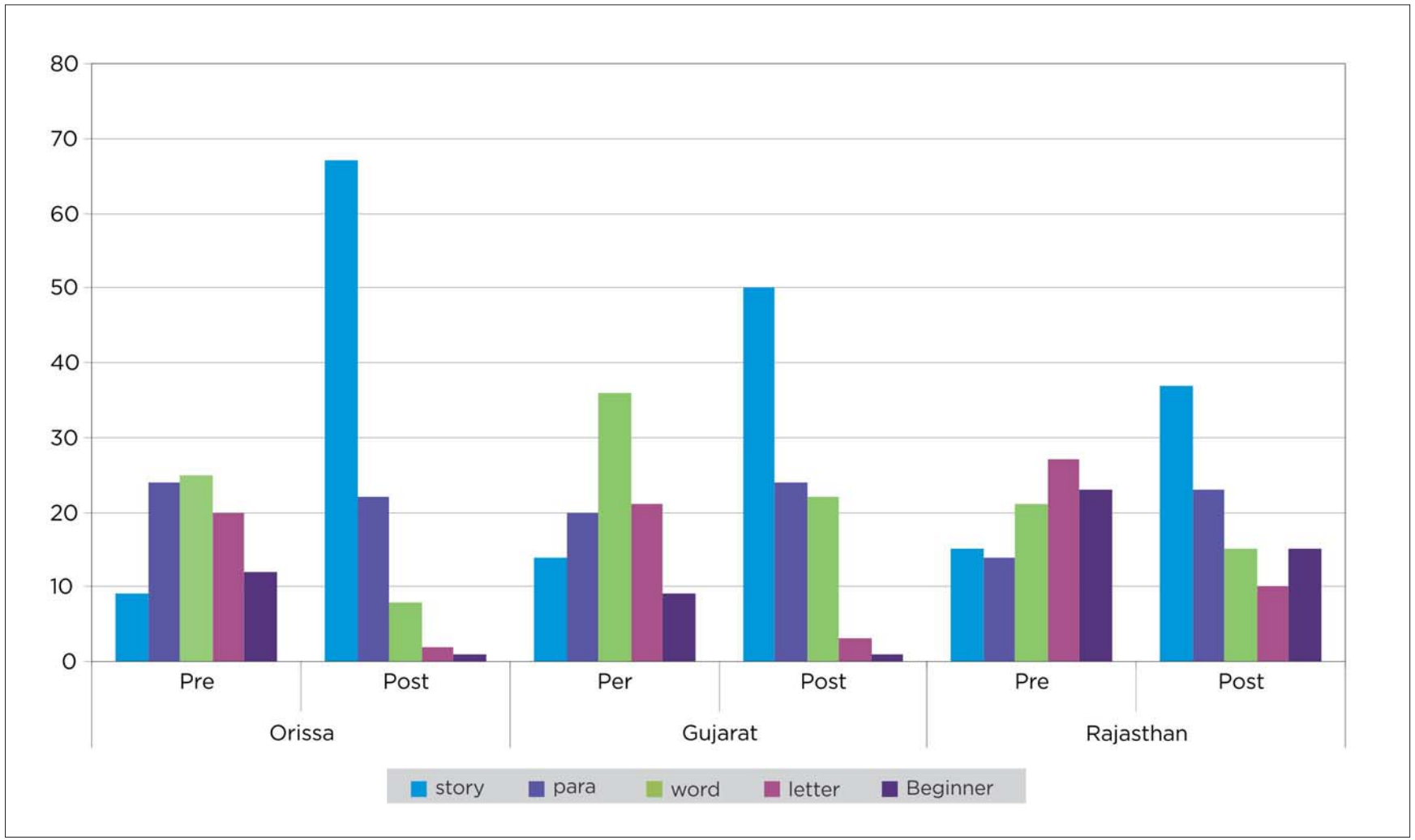
Read India classes in Math, Language and English were conducted for children in Std. 3 to 5 who were grouped according to lerning levels rather than grade.

Typically, these classes were conducted by village volunteers for 3 months with close monitoring by Pratham Cluster Resource leaders (CRLs). In some states, these classes were conducted alongside learning camps as a way to enable children to grasp the learning camp activities. In other states these volunteer-led classes served to follow-up with children and ensure that they retained the lessons taught during the learning camps.

Through classes, Pratham reached out to 5,11,654 children through 36,596 volunteers and government school teachers in 16,142 villages and schoools.

The assessment for Language starts with the reading of a paragraph; if the child reads fluently with sentence as a unit, they will be grouped as Paragraph level children, if they read the text like a string of words and halt many times they will be grouped as Word level children. If the child is not at word level then he/she will be asked to read 4-5 letters. And, if the child is not able to recognize letters either, then he/she will be marked as beginner level. If the child can read a story text then he/she will be marked as a story level child. Children at Paragraph and story levels are 'fluent readers.'

CHANGE IN LEARNING LEVELS POST CAMPS



JOINT REVIEW MISSION (JRM)

The JRM is an annual review activity of Pratham's programs across the country. An eminent panel comprising high-ranking government officials, members of foundations and leading development experts jointly assess select programs.

The third JRM was held in December 2012 with participation from donors such as Hewlett Foundation, Sir Dorabji Tata Trust, other foundations such as Children's Investment Fund Foundation (CIFF), Dubai Cares, members from organizations such as DG Murray Trust of South Africa, Bill and Melinda Gates Foundation (participating in individual capacity), members of Pratham USA and government officials such as the prior Cabinet Secretary of the state of Bihar, Mr. Anup Mukherji, who was also the JRM Leader.

Read India camps, Read India classes, Pratham Open School, Early Childhood Education program, and government partnership programs, wherever relevant, were visited by the separate teams in Andhra Pradesh, Bihar, Maharashtra and Uttar Pradesh. A wide range of issues covering, teaching methodology, model of implementation, community participation, government partnerships & advocacy, sustainability of learning etc were discussed by the JRM teams.

GOVERNMENT PARTNERSHIPS

Pratham successfully undertook government partnerships in various states.

BIHAR - Jehanabad Model of District Partnership - The District Magistrate of Jehanabad district of Bihar invited Pratham to run a program in collaboration with the district administration. The objective of this program was to improve retention and learning in schools through activating the existing government machinery. Pratham provided training, content and implementation support wherever required. As per the program, the Cluster Resource Center Coordinators were first trained in the teaching methodology and made to teach children. Thereafter, once they were convinced that teaching in this specific manner yields results, they were given the duty of training teachers in their cluster of schools. This specific partnership has become a great advocacy tool for the next phase of Read India and is being replicated in districts of other states. In Bihar, specifically, this model was discussed with the Chief Minister, Shri Nitish Kumar, and discussions have begun to scale this model across the whole of Bihar.

ORISSA –Towards the end of 2011-12, Pratham Orissa entered into a partnership with Odisha Primary Education Program Authority (OPEPA) wherein, Pratham would train 2 primary school teachers from each of the 100 schools in each of the 30 blocks of the 30 districts Pratham currently works in. By September 2012, 5643 teachers and resource persons were trained. Through this program, about 1,20,000 children in std. 1 to 5 were covered. Learning camps were conducted in these schools by local Pratham members in order to provide on-the-job training to teachers who underwent the formal training sessions previously.

UTTARAKHAND – A partnership was forged with the government to enhance the learning and the reading level in English and basic Math. The program was introduced in 6 districts of UTK, covering around 8615 students studying in government primary schools. Pratham provided the teaching and learning material to selected government schools and trained volunteer for 6 days in adopting the enhanced methodology of teaching and ways to implement the modules. The baseline test showed that the program had a very positive impact on children's learning skills; number of students' ability to write English sentence at beginner's level increased by 20.28%.

MADHYA PRADESH – Pratham Education Foundation, Madhya Pradesh collaborated with Rajya Shiksha Kendrya to help teachers enhance their teaching skills that can be used to effect the educational development of Std 1 and 2 students with the help of new activities. This was done through training of teachers. In February-March 2013, about 24,000 teachers were trained by Pratham followed by a second phase of training. The impact of this program will be visible in 2013-14. Pratham's team of 27 members will provide onsite support to trained government district resource group (DRG) going forward.

READ INDIA (URBAN)

Read India urban program works with children within the age group of 3-14 years through a range of interventions.

Pratham started through urban programs in 1994 in slums of Mumbai with an aim to provide quality education to poor and marginalized children. Today this program has spread to 32 cities in 10 states namely Delhi, Rajasthan, Uttar Pradesh, Madhya Pradesh, Bihar, Orissa, Gujarat, Andhra Pradesh, Karnataka and Maharashtra.

In 2012-13, a total of 3,08,485 children were covered through different urban programs and 1,05,234 children benefitted through the library program.

URBAN PROGRAMS AND ACTIVITIES

Urban programs are divided broadly in two categories: *Intensive Activities* that occur inside an urban learning center (ULC) like tuition class, pre-school (Balwadi) class etc. and *Extension Activities* that take place in government primary schools or in the community like School Management Committee (SMCs) meetings etc.

URBAN LEARNING CENTER

The urban learning centre (ULC) is a rented structure in an urban slum area, where various educational classes are run. ULCs offer learning classes in schools and communities for school-going children who are unable to gain access to or cannot afford after-school support. These classes provide children additional support for their studies which they often require.

Apart from in-centre classes, ULCs also act as a hub from which extension activities are conducted in the communities surrounding the ULC.

Each ULC extends its reach to about 10 Nagars and each Nagar to about 150-250 households.

MAJOR URBAN PROGRAMS

The Balwadi or the pre school program, the Library class, Science, English, and Computer classes, learning camps and tuitions classes form the major components of the Urban program.

The presence, nature and scope of each of these programs, however, differs from center to center and community to community. This depends on the requirement and possibility of running each program in and around each slum community.

The Alphabet

SCIENCE PROGRAM

The Pratham Science program was started in 2005 with an aim to stimulate scientific curiosity among middle school children and to reach children in rural India with innovative ways of learning Science.

SCIENCE ACTIVITIES

SCIENCE FAIRS – New and unique types of Science fairs were piloted where preference was given to hand-made models instead of pre-fabricated models. *'Bal Vigyan Mela'* manuals were provided that gave complete guidelines for various models related to curriculum covered in the upper primary section.

ALLIANCE FOR SCIENCE (AFS) - A movement started by the Pratham Science team aims to popularize Science with the help of local support. Individuals come forward and provide financial support for Science fairs to be organized in the village or school of their choice and the local youth are trained by the Pratham Science team to conduct these fairs. More than 40 such fairs have been organized under this initiative in Uttarakhand, Uttar Pradesh and Maharashtra. This initiative not only helps to scale up the reach but also empowers the youth and encourages community participation.

CAMP GALILEO - The most popular activity undertaken by the Pratham Science Program in which the Vigyan Mitras travel between villages with a telescope to give children an opportunity to glimpse the grandeur of the universe.

OBSERVING 'TRANSIT OF VENUS' - On June 6th, 2012, planet Venus was seen over the disc of the Sun, before it crossed over the face of the sun and disappeared. *'Suraj Zameen Par'* workshops were specially organized by Vigyan Mitras to understand the science behind this phenomenon. Around 8,000 children witnessed this once in a lifetime event from 61 locations, across 17 different states in India.

MEASUREMENT OF LATITUDE - On March 20th 2013, day of the Spring Equinox, a countrywide activity was undertaken in which 465 children from 20 schools in 11 states gathered and learned to find out the latitude of their village with the help of a simple shadow and stick experiment.

CONTENT DEVELOPMENT – PSP team was also involved in writing, editing and compiling articles on different household appliances explaining its working for development of *'Houseful of Science'* android based app game.

HIGHLIGHTS

VIGYANOTSAV – An exhibition of models prepared by *Vigyan Mitras (friends of Science)* and *Bal Vigyan Mitras* and inaugurated by Dr Anil Kakodkar was conducted on February 20th and 21st , National Science Day. With an overwhelming participation of over 35 Vigyan Mitras from across the country and over 150 Bal Vigyan Mitras from Amchi Shala School, Mumbai, the exhibition was a huge success.

15 Cluster Learning Centers were implemented in 3 blocks of Bihar with the support of Tata trust.

PROJECT DNYANARPAN – L&T Finance is supporting Pratham Science Program in 10 blocks of 4 states by providing funds for the next 3 years under project Dnyanarpan. Over 150 science fairs have been organized in upper primary government schools across these 10 blocks, in the past year.

No of States	13
No of primary schools	230
No of science clubs formed	400
No of science fairs conducted	400
No of children reached	Over 96000

ENGLISH PROGRAM

Pratham English Program started in 2005 with an aim to enable primary school children to achieve basic competencies in reading, writing, listening and speaking.

In the year 2012-13 there were a number of programs created for all levels of English speakers.

The early and primary school groups were introduced to classroom vocabulary and colloquial sentences. In high school, the students focused on reading fluency, comprehension and textbook vocabulary. Students appearing for the State Secondary Certificate (SSC) exam were given grammar and writing instruction, while students in the job market focused on application and resume writing skills. For each course, the team conducted extensive teacher training and monitored the progress of each program.

TALK CENTER

Over 4,500 youth benefitted from the English Talk Centers that aimed to instill confidence and improve oral skills. For this purpose the 'talk center' facility was also extended to 254 Pratham Open School tutors, 130 Foundation Courses for Employability tutors and 96 Read India tutors.

FOUNDATION COURSE

Over 2,500 students benefitted from the Foundation Course that was designed and offered at all 55 Pratham Open School centers. Since English is a compulsory subject for the SSC exam, the Pratham English program developed a specific exam-prep English course for the POS centres. Throughout this course, students were given periodic and end-of-term practice tests.

English Foundation Course is also a key component of the Vocational Skilling program at the Pratham Arora Center for Excellence. Specific requirements of industry are kept in mind while developing these courses. Modules for bed-side assistants, beauticians, construction workers and hospitality personnel have been developed with a focus on understanding simple day-to-day English and industry specific non-technical vocabulary.

Over 5,000 youth across 7 states benefitted from the Foundation Course for Employability - writing job applications, preparing a resume, understanding advertisements and preparing for an interview.

HIGHLIGHTS

About 500 tribal students benefitted from an elementary course in English speaking which was offered in the Talasari block of Thane District in Maharashtra.

In Pune, 88 young women were trained to conduct classes at community level. More than 1,800 children in Std. 3 and 4 attended these community classes. There was around

40% improvement in the reading ability of children in these classes. Vocabulary showed a sharp rise by more than 50%.

English is a key component of the Cluster Learning Centres in Bihar, where Pratham has adopted 3 blocks and works on the increase in the quality of education from pre school to middle school. About 750 middle school children benefitted from this program.

A program was designed that focused on textbook based English teaching for students in Std. 6 and 7. Pratham trained teachers went to municipal schools in low-income areas and taught them new methods of teaching textbook lessons. At the end of the program students were able to understand and answer questions based on their grade-level textbooks.

PRATHAM OPEN SCHOOL

The Pratham Open School program was started in 2012 with an aim to provide academic support to drop-out girls in rural areas across India and help them clear their Secondary School Examination (Std. 10). In addition to this they are given training in personality development and other employable skills.

Twenty Five Pratham Open Schools were started across the seven states of Andhra Pradesh, Madhya Pradesh, Rajasthan, Maharashtra, Gujarat, Chhattisgarh and Orissa in the year 2012.

INITIATION INTO THE PROGRAM

When the students first join they follow a three month curriculum in Math, Language, English and Science. This constitutes the Foundation Course. After the Foundation Course, a final selection of students is done based on their performance and keenness to continue with the course. They will then be trained in all subjects of the Secondary School examination for 9 months, through the Hub Center facility.

FINAL TRAINING

Selected students are then trained through a Hub center that holds qualified faculty. The faculty members are subject specialists and provide intense, short duration couching to the students. Unlike urban cities, the hub centers in rural areas are residential and students can stay there to avoid traveling every day.

Every hub caters to around 100 candidates in a block spread across approximately 50–100 villages in rural areas and 2000-3000 households in urban areas. It is linked by 4 to 5 spokes that cater to smaller clusters of 20 – 25 villages each. There are 5 cluster tutors for each hub centre who support a batch of 20-25 students with their teaching-learning process at the cluster level. Each cluster has a tutor who holds classes' everyday while the hub center classes are typically for 5-6 days a month for the students of any one cluster.

POS STUDENTS UNDERTAKE READ INDIA PROGRAM

In exchange for participating in the Pratham Open School program, students are expected to pay in kind by teaching a group of primary school children in their respective villages. These dropout trainees are likely to be more dedicated and effective than other volunteers since they themselves are in a yearlong intensive program to learn and train A total of 19,907 children were impacted across 7 states by the POS students.

No of states	7
No of students enrolled in the course	4135
No of students who took the exam	2639

Twenty four year old, Komal, dropped out of school in Std 9 due to the poor economic conditions of her family and her mother's ill health. She then got married at a very early age and has a five year old daughter today. She realized, in this journey, the opportunities she lost out on due to not completing her education and decided a different course of plan for her daughter, who also inspired her to take up her studies, one more time. "My husband and I decided not to send our daughter for tuition classes and that we would be the best tutors to her and this gave me the strength to pick up where I had left off" Thus Komal enrolled herself in the Pratham Open School program. She is a dedicated student and spends time studying alongside her household work. She is very keen to clear her secondary school examination and wants to continue studying even after that. Komal has set a great example for many girls like her who wish to change their lives for the better.

PROGRAM EVALUATIONS

Pratham Education Foundation believes in measurable outcomes. A concerted effort is made to evaluate programs in a timely and systematic manner in order to track progress and ensure transparency.

MEASUREMENT MONITORING AND EVALUATION (MME) UNIT

With the third phase of Read India starting this year, a new set of measurement, data collection and evaluation process along with a Measurement, Monitoring and Evaluation (MME) unit have been put in place. The main aim of this unit is

- Accurate and timely data collection from each learning camp.
- Periodic analysis and reporting on data received from the learning camps.
- Capacity building of state Pratham teams to understand data.
- Sample based visits to learning camps and other activities to monitor progress.
- Basic activities to be done in the context of learning camps related to data.

1. School/village report card - This will cover all children in Std 3, 4 and 5 before the learning camp starts and be used as a benchmark to assess Pratham's work in the village for the year.

2. Grouping - Based on data from the school report card, children will be divided in 3 groups, as per number recognition ability for math and on reading level for language.

3. tracking attendance - common and new children will be identified for each camp and their attendance will be tracked.

4. Tracking progress in learning - Progress of each child will be tracked from camp to camp.

5. Feedback of data – Data will be collected timely for state teams to analyse and improve the functioning of the next set of camps.

BLOCK EXCELLENCE PROGRAM EVALUATION

The Block excellence program End Line 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. The sample includes children who have directly benefitted from Pratham's activities and also those who have not. The assessment is carried out by the Assessment Survey Evaluation and Research (ASER) Center. 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.

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 Mother's Literacy program has been running in Bihar and Rajasthan, since 2011.

PART II
PRATHAM AFFILIATES

ASER CENTRE

The Annual Status of Education Report was started in 2005 with an aim to measure the enrollment and learning levels of children in Rural India. Each year, the ASER Centre has added to its portfolio of research and assessment studies in addition to the annual ASER survey, covering education and literacy as well as a wider set of topics in human development.

The ASER 2012 national report was released by the HRD Minister, Dr. MM Pallam Raju on January18th 2013 and indicated a shocking decline in learning levels in most states.This report also included an assessment of basic capability in English reading and comprehension, comparable with the English assessment conducted in 2007 and 2009.

ASER CENTER PROJECTS

The ASER Center has been involved in a number of projects either directly or indirectly and in a varying capacity. Few of these projects are

Impact of Early Childhood Education (ECE) on early grade enrolment and learning.

Impact of cognitive stimulation and nutrition education on children's development.

Evaluation of Bal Bhavan Kilkari program in Patna, in partnership with the Government of Bihar.

Impact of mother's literacy on children's learning.

Assessment PAHELI - People's assessment of Health, Education and Livelihoods.

Assessment of learning levels in Kolkata Municipal Corporation primary schools.

Process documentation for Child Friendly Schools and Systems-CFSS in Kamrup district of Assam.

Assessment of learning outcomes in Dibrugarh district of Assam.

Profile of English in Bihar (children from preschool to Std 3) in partnership with the British Council, ARK-Enable evaluation in Delhi.

Optimizing immunization systems/ Vaccine acceptance (in partnership with University of Montreal and Bill and Melinda Gates Foundation).

Development of community based health communication packages (in partnership with University of Montreal and Shastri Indo Candian Institute).

CAPACITY BUILDING

A three-tier capacity building structure for ASER Centre staff included modules on Understanding Right to Education, Basics of Sampling, Human Development, Advanced STATA, Advanced Communications and Soft Skills.

"Certificate for Leadership and Organization Management", was started in partnership with Tata Institute of Social Sciences, for developing capacities fora

second line of leadership in the state teams.

A 3-day 'translating policy into practice' workshop structured around understanding the Right to Education Act was conducted for all ASER Centre field staff. Subsequently, at the beginning of 2013, these workshops were run by ASER Associates and ART members for ASER partner organizations and Pratham teams in 10 states, with the participation of about 400 people so far.

Rural Districts covered	567
Villages covered	Over 3,32,000
Households covered	Over 16,000
Children covered	About 6,00,000
Volunteers	Over 30,000
Organizations, institutions & groups participated	500

ASER AROUND THE WORLD

The global community has ardently noticed ASER's impact on Education in a developing country. As a result, ASER like initiatives have been started and implemented in many other countries. These are based on the ASER India model (methodology, tools etc.) but have been altered and adapted according to their respective context and needs.

In 2012, more than a million children have been assessed through these initiatives in Pakistan, Uganda, Tanzania and Kenya. Two more countries- Mali and Senegal did their first round of piloting in 2012.

A group of 8 Pakistani development professionals including members from Idara-e-Taleem-o-Aaghai (ITA), the organization that conducts the ASER survey in Pakistan, other partner organization of ITA and a journalist visited the ASER Centre in July 2012. As part of their study tour in India, they interacted with ASER Centre, Pratham, Accountability Initiative and Centre for Civil Society.

Rukmini Banerji attended a conference in Lahore titled, 'Quality and Inequality in Education' organized by ASER Pakistan and Idara-e-Taleem-o-Aaghai (ITA).

ASER Centre Directors Rukmini Banerji, Wilima Wadhwa and Suman Bhattacharjea attended the JUBA family meeting in Naivasha, Kenya.

PRATHAM INSTITUTE

Pratham's Youth Skilling Program was launched in 2005 with the aim to provide youth with employability skills needed to address India's growing demand for skilled manpower. Pratham works with unemployed and underemployed youth to provide them with access to training to reach employability, certification of skills, and provision of subsequent employment or entrepreneurship opportunities. Today it has a presence in 10 states across the country.

CAREER GUIDANCE, ASSESSMENT & COUNSELING CENTRE:

The first Career Guidance, Assessment & Counseling Centre started at Gadchiroli in January 2013 in conjunction with the Government of Gadchiroli. This center aims to assess prospective students and counsel them for the Industry Specific Programs. So far over 2,400 youth have been assessed and many of them have enrolled for the Industry Specific Centers.

INDUSTRY SPECIFIC PROGRAMS

PRATHAM ARORA CENTER FOR EDUCATION (PACE)

Industry Specific Programs are offered with an aim to provide youth with the necessary first-hand experience of growing industries. The four Industry Specific Programs offered at PI are Hospitality, Construction, Bedside Assistance and Automotive.

There are currently 11 Residential Centers for this program, while 2 new Centers are in the pipeline.

The PI placement program seeks to ensure that the students are employed once they finish their training. In the year 2012-13 placement rates in the Hospitality and Construction verticals were at 90 percent and the cost recovery across Industry Specific Programs was at 70 percent.

The *'Learn Now Pay Later Scheme'* has been successfully implemented as part of the Hospitality Program. This scheme provides the trainees with the opportunity to pay a portion of their fees upfront and the rest after their job placement. Over 320 students have benefitted through this scheme with 19 placement partners having come on board to help implement this program.

ENTREPRENEURSHIP PROGRAMS

PI provides a Beauty Entrepreneurship Program that caters to people who want to set up their own practices. Talented and interested individuals are selected, given material support and mentorship to set up their own enterprises under the banner name 'Pratima Beauty Parlour'. In the year 2012-13 this program had a loan recovery rate of 92 percent and 75 percent of the Beauty Centers that have been set up so

far are making profits.

A Tailoring Entrepreneurship Program which will follow the same entrepreneurial model is in the process of being started.

GENERAL SKILLING CENTERS

There are 4 General Skilling Centers in Chembur, Nashik, Satara and Kolhapur Districts of Maharashtra. They focus on providing Employment Readiness Skills to underprivileged youth. These include a foundation course with an emphasis on soft skills to ensure personal and professional growth, along with options in courses like Retail, Desktop Publishing, Tally, Hardware and Networking, Mobile Repair, White Goods Repair and Driving.

PARTNERSHIPS

PI has various government partnerships apart from the Knowledge Partners that not only provide financial support, but also mobilization support for Industry Specific Training Programs.

Other partnerships include government collaborations with Gadchiroli, Singrauli, District Rural Development Agency, Employment Generation and Marketing Mission (EGMM) and District Poverty Initiatives Project (DPIP).

The General Skilling Center at Satara received financial support from BARTI (Babasaheb Ambedkar Research and Training Institute), an autonomous Institute of the Social Justice Department, Government of Maharashtra. This prepares SC/ST students to sit for competitive examinations.

The General Skilling Center at Kolhapur, received financial support from RSMIT Education, an entity under the sponsorship of the Ministry of Rural Development (MoRD) for the Foundation and Computer Application courses.

At the age of nineteen, living in a remote village of Rajasthan, Shiv Kumar was at a juncture in his life where there were many dreams but no prospects. He taught at a local school and belonged to a modest family. His meager salary and the lack of opportunities in his village were not helping him move ahead in any way.

It was during this time that a Pratham mobilizer was in his village to orient the youth with Pratham's Vocational Skilling program and Shiv Kumar did not have to think twice about attending it.

He saw videos and heard stories about young men and women like him who underwent various courses in the Vocational Skilling program and had come a long way due to the basic skills they learnt there. He decided immediately that he wanted to join this program and was fascinated by the Hospitality indistry. He said "*this industry will teach me the finer things I have always wanted to learn and take me away from this mundane life. It seems very glamorous and I want to be a part of it."*

But in spite of this exciting new opportunity he was very nervous about this leap and understandably so. He was leaving the security of home and a paying job and shifting to another city to learn something that was out of character and comfort zone, for him.

When he first arrived at Pratham's Hospitality training centre in Udaipur he declared his biggest fear to be interacting with foreigners or with any guests for that matter. Like a lot of youth who come directly from small villages, he too felt incapable of conversing with 'people from cities.' He was very shy and as it is in most cases it was just a matter of practice and time till he started shedding his inhibitions.

He was a sincere student and never hesitated in taking help from his seniors. He learnt Basic English & Computer Skills apart from the main course of training in the Food and Beverage department. Hospitality is a difficult industry and there were lot of hurdles in his way like constant struggles with English, times when he got yelled at and pulled up for mishaps etc but he never gave up.

His dedication clubbed with the purposefully planned all round training program got him placed as a waiter at the Rajputana Resort in Udaipur.

Today he is a confident young man who has garnered the nuances of the hospitality industry and is working each day to make his way up. Not only does he understand and speak Basic English, but also helps other students in making the transition to a life in the Hospitality Industry.

He is one of the preferred waiters at the resort where he is working and is gaining the expertise and practice to shift to even bigger hotels and cities in the future.

PRATHAM COUNCIL FOR VULNERABLE CHILDREN

The Pratham Council for Vulnerable Children (PCVC) was started in 2001 as an outreach program to withdraw the most vulnerable and unreached children from exploitative conditions and ensure their rehabilitation in their family, school and society.

PCVC has been striving to create an environment of zero tolerance to child labour through prevention programs in disadvantaged communities under the Focus City Intervention (FCI) in 7 cities, volunteer mobilization across villages under the Focus Block Intervention (FBI) in 30 rural blocks, and awareness raising activities in both urban and rural areas.

Other activities targeted at overall protection of Child Rights include Drop in Centers to rehabilitate working children, Child Rights Protection Desks to establish contact with members from disadvantaged communities, Residential Shelters to cater to extremely vulnerable children, Education Support Classes to support school-going children, Disability Program to assist differently abled children, and the Personal Hygiene and Sanitation Education Program.

HIGHLIGHTS

Over 4,800 children were rescued from work and other forms of exploitation.

Over 11,000 out-of-school children were directly enrolled in formal schools across India.

Right to Education School Assessments was conducted in nearly 4,000 schools across India.

Nearly 13,000 cases of child rights protection (Education, Health, and Disability) were registered through the central Child Rights Protection Desk Program across 7 cities.

No of states	7
Urban Coverage	153 communities in 8 Cities
Rural Coverage	1,731 villages in 30 Blocks
No of children rescued from work	4810
No of children enrolled in school	11,134
No of children covered through Disability Program	2,192
No of Volunteers Mobilized	9,536
Total Number of Children Reached	1,89,389

Akash Mala Tamang lost both his parents to a tragic accident at the tender age of seventeen. At that time his older brother was just twenty. The situation he suddenly found himself in and the liabilities of young Aksha were very difficult for him to handle alone. They had no help from relatives or any sort of economic backing.

Much against his wishes he decided to enroll Aksha in the PCVC shelter. He was very concerned about his little brother's future and wellbeing. As soon as Aksha was enrolled in the shelter he was also admitted in a formal school in Std 8. He was a sincere student and always eager to learn. He enjoyed listening to music and also practiced singing.

Aksha's years in the shelter passed smoothly unlike lot of other rescued and sheltered children of his age, especially boys. He was always calm and friendly and the staff had good reports on him each time his brother visited.

He cleared his Std 12 exam with 48%. Today Aksha is twenty three and is pursuing a Bachelor's degree in Social Work from the prestigious Nirmala Niketan College in Mumbai. The 'regular follow ups' on him by the PCVC staff have shown that he is performing extremely well in his assignments and is one of the brighter students in his class.

He now lives with his brother and has expressed a desire to pursue a career in the social sector, post graduation.

FORM THE STATES

An Opinion poll on 'Child Safety in Mumbai' was conducted in January 2013, covering over 100,000 people, the results of which were covered by various media and formed the basis of subsequent news articles and research documents.

Over 150 tribal children in Maharashtra were enrolled in formal schools and a felicitation program was organized for in the presence of various Block and District level officers.

Over 30 children working in wedding ceremonies were rescued by PCVC Rajasthan. As a result the District Child Protection office and PCVC conducted a workshop for all wedding band companies in Jodhpur District on the issue of child labour associated with wedding ceremonies and its potential implications under law. This was followed by a formal undertaking, by all such companies, that they would never employ children in the future.

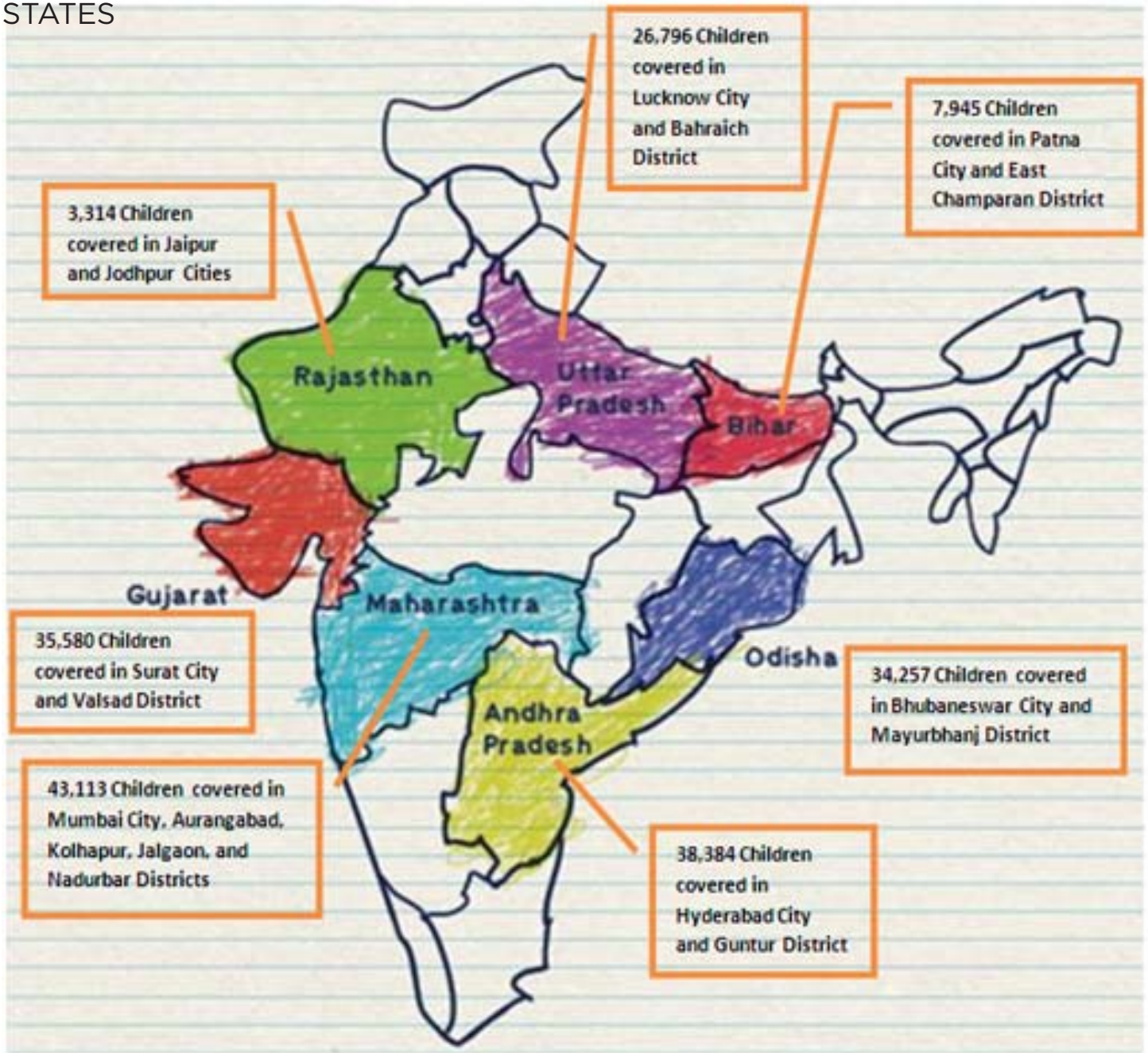
PCVC Uttar Pradesh in collaboration with the Department of Women Development conducted training sessions for teachers from all Government Institutions on Pratham's CAMaL methodology and superintendents from all Government Institutions were trained on child rights protection.

PCVC Andhra Pradesh launched Child Line in Karimnagar District through which 133 cases of child rights violations were successfully solved.

PCVC Mumbai covered nearly 1,000 disadvantaged communities across 24 wards of Mumbai for the protection of all rights of children.

PCVC Orissa became a member of the Orissa Primary Education Program Authority (OPEPA), a statewide network advocating for education and child rights in Orissa.

FROM THE STATES



PRATHAM BOOKS

Pratham Books was set up in 2004 to create high quality, affordable books for children with stories rooted in Indian origins. They are written in multiple Indian languages, beautifully illustrated, and produced at affordable prices in a way that develops a love for reading.

In the year 2012-13 the focus was on content creation, product innovation, access and engagement.

CONTENT

Marathi stories by Madhuri Purandare were translated and published in multiple languages.

The *Rituchakra Series* was published to bring out books that revolved around the five seasons in India.

The Seventh Sun, a bilingual book was shared on the internet for a free download immediately after its publication in 6 languages.

'*Uunt Chala, Bhai Uunt Chala*', a set of poems written in Hindi by eminent poet Prayag Shukla introduced children to poetry.

PRODUCT INNOVATION

A story card sachet was launched with a set of 5 story cards priced at Rs. 20. The packets were retailed through small grocery stores, and bus and railway stations.

A unique product called the 'Library-in-a-Classroom' was developed for schools that don't have the facility to house full-fledged libraries. It is a simple wall mounted unit that holds 125 books and costs just Rs. 5000.

ACCESS AND ENGAGEMENT

Book fairs and events were organized across the country with an aim to reach children in smaller cities and villages where access to books is limited.

One Day – One Story Campaign was launched on International Literacy Day in which over 250 volunteers read out a single story '*Susheela's Kolams*' across all of India's 28 states. Over 422 sessions were conducted, impacting over 18,000 children on that one day. Initially, the book was published in 5 languages and was later translated into 9 new languages.

OPEN CONTENT

Over 400 books were uploaded under the Creative Commons licenses.

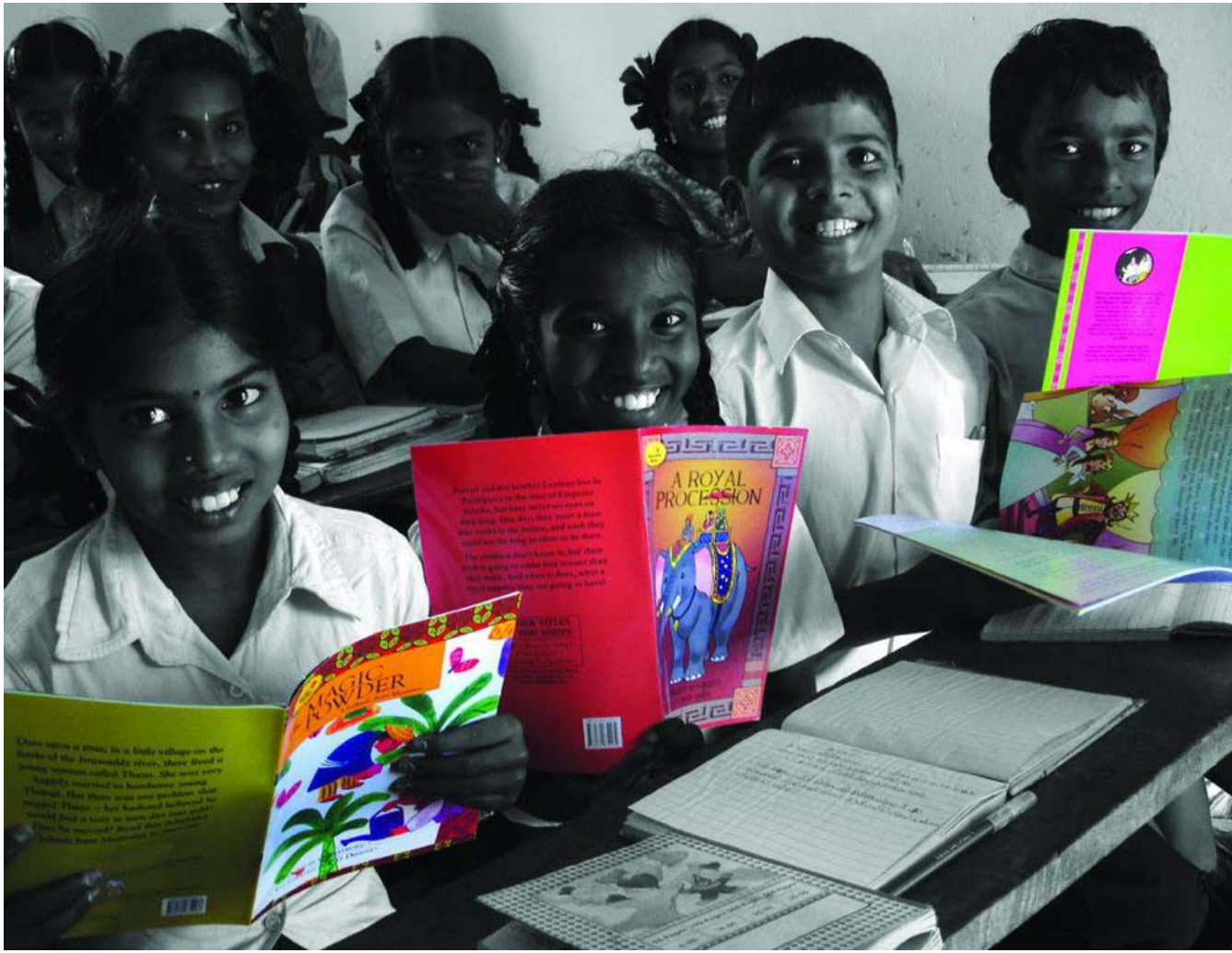
Multiple derivative products have been created like iPad and iPhone applications.

Versions of the books were created for reading impaired persons using braille books and audio books.

Many of the books have been translated to different languages like Assamese, Italian and French. Santali, Hebrew, Malayalam, Konkani are underway.

"We are not about being pedagogic readers, but part of a child learning how to read, developing a love for books. Reading has been about discovering the world between the pages of a book, and we want that every child should have that joy of reading. If you don't inculcate the love of a book, make reading joyful, how can you sustain learning?"

– Rohini Nilekani, co-founder and Chairperson, Pratham Books.



PRATHAM INFOTECH FOUNDATION

Pratham InfoTech Foundation (PIF) was started in 2004 with an aim to achieve e-education for all. PIF works to facilitate the adoption of information technology in education and boost digital literacy to bridge digital divide and aid inclusive growth.

SCHOOL BASED EDUCATION PROGRAMS

Pratham InfoTech Foundation runs the Computer Aided Learning (CAL) and Digital Literacy as Life Skill (DLLS) programs in 9 states of India namely Maharashtra, Gujarat, Rajasthan, Punjab, Haryana, Uttar Pradesh, Delhi, Karnataka and West Bengal.

In the year 2012-13 a total of 431 Digital Technology centers, covered 532 schools, benefitting over 123,000 school children in various states.

Computer Aided Learning (CAL) program aims to provide school going children in the age group of 6-9 years with quality computer aided education. Efficient computer instructors called *Sancharaks* assist the children in enhancing their day-to-day learning. On the whole, CAL works towards bridging the digital divide along with improving learning in schools, generating interest in students, increasing enrollment and reducing the dropout rate in schools.

Digital Literacy as Life Skill program (DLLS) aims to provide IT education to children in the age group of 10-15 years. The program focuses on teaching basic technological skills that are in demand in today's world. The children get an opportunity to practice different application software on computers as part of their weekly schedule. The program gives the students an exposure to the available options in the job market, its relevance and scope. This gives them an understanding of the skills they require to stay technically competent.

STUDENT ENRICHMENT PROGRAM

Utkarsh works towards holistic development of the students who are at risk of academic failure in subjects like Math, Science and English. The program works before and after school-hours and focuses on guiding slow learners with economically disadvantaged background in daily classroom studies. It strives to strengthen the competency centric topics that are the foundation for future studies and better performance. The program also provides scholarships to std 10 students in vocational courses in order to make them independent livelihood earners and prepare them for better employment opportunities.

In the year 2012-13 Utkarsh covered over 600 higher secondary (std 8, 9 & 10) students across 25 schools of Mumbai.

TEACHER DEVELOPMENT PROGRAM (TDP)

The Teacher Development Program is an intensive, result oriented Leadership Development Program for primary school teachers and principals. It aims to foster a student centric culture and facilitate an environment, more congenial to learning at the schools. At its' crux, the program aims to motivate, influence and empower teachers and other stakeholders to bring about sustainable change in the environment of the schools that is more conducive to learning,

all this through a comprehensive training module. It also includes monitoring of the outcomes through observations and feedback aimed at improving training effectiveness.

TDP is a two-year pilot program and in the year 2012-13 it covered 35 primary grade school teachers across 14 schools of Mumbai.

COMMUNITY BASED PROGRAMS

Public Online Media - The India Beehive program is a Public welfare program to create a sustainable, information based eco-system for people with relatively low literacy levels. It contains information in vernacular languages covering basic relevant topics like Finance, Health, Education, Livelihood, Agriculture etc which is important for the target audience to expand their opportunities to access the information that is important to expand their opportunities for economic livelihood and improve their abilities for informed decision making.

After Pune, the second beehive, Mumbai Beehive, was launched this year. *(mumbai.thebeehive.org)*.

Community's Information and Training Center - The CIT focuses mainly on IT and soft skill training to members of underserved communities. Youth from the communities are trained in the centers and armed with employability skills which make them competent in the new global economy. Along with this awareness is also created in the communities through workshops which focus on IT adoption and soft skill development.

In the year 2012-13 over 500 youth have been trained in this center and local community reach through community workshops is over 5000.

DIGITAL CLASSROOMS

Digital Classrooms, the 'Learn, Out of the Box' project, is an initiative in partnership with Vodafone Foundation India that aims to introduce technology as a teaching tool in low-income schools.

The project offers a low-cost digital learning solution that provides each school with an LCD TV and a WebBox. The WebBox is a digital device manufactured by Vodafone with preprogrammed Math and Science courses that follow the state curriculum for Std 6 and 7.

The broader objectives of the project are:

To enrich the lesson planning and in-class experience of teachers

To engage students by making learning fun

To diversify learning activities

HIGHLIGHTS

The project was launched in 151 locations in the states of Assam, Delhi, Karnataka, Maharashtra, Rajasthan and Tripura.

Teacher training programs were organized in all of these states to ensure a comfortable transition from black-board based teaching to an integrated digital-classroom approach.

The Pratham Education Fellowship was designed to create a committed support structure for the project in all states which included the following:

1. A Management Fellow, who looked into operational and management aspects of the program at a state level.
2. A Training Fellow, who trained teachers to use technology as a teaching tool in classrooms.
3 Based on teacher feedback, digital content was created that focused on enhancing understanding levels and activity based learning.

An innovative teaching and learning framework with three sections - See, Think and Do, was designed.

Digital content in Math and Science is continually being developed for Std 6 and 7 following the state-aligned curriculum.

Locations and numbers for the second phase of the project have been finalized. In addition to Phase-1 states, the remaining schools were decided to be launched in the states of Himachal Pradesh, Uttarakhand, Uttar Pradesh, Bihar, Jharkhand and Andhra Pradesh.

Planning for Phase-2 also included finalizing block level launch locations in states, identifying partnerships with state governments and building support teams in all states.

No of States	6
No of Schools	151
No of Teachers trained	300
No of Students reached	7500

Having rolled out in the past year the Digital Classroom program has garnered lot of attention and excitement in classrooms.

Launched at The K.M.S. Dr. Shirodkar High school in Mumbai in 2012, currently the program is being implemented in Std 7 across all 6 divisions. Six Math and Science teachers, reaching a total of approximately 450 students have been trained to teach using the WebBox.

They find that the content on the WebBox has provided not just material which can be shown to the students, but also has innovative ideas on how to teach difficult concepts. This is especially helpful while teaching math where abstract concepts can sometimes be very hard to explain.

Shreyali, who has been taught via the WebBox says introduction to this exciting mode of teaching has changed her idea of school. On being asked what has changed, she says "I look forward to going to school now, unlike earlier when I would often make excuses."

Peeked interest has in turn improved the focus and attention of children within the classroom. Majority students at the Shirodkar High School said they especially enjoy their math classes as videos on the WebBox make it easier to learn confusing concepts.

What they did not enjoy, however, was the long time it took to load a video on the system– a problem, that has been since resolved with the new framework and application.

INTERNAL HUMAN CAPITAL DEVELOPMENT

Internal Human Capital Development (IHCD) - Pratham's internal capacity building unit was established in 2011. While each vertical in Pratham has its own program-specific training team, this unit specializes in Leadership Development and general capacity building of people across verticals.

DIPLOMA IN COMMUNITY LEADERSHIP FOR EDUCATION (DCLE)

Pratham-IGNOU Community College designed the 'Diploma in Community Leadership for Education' for Pratham employees at the block and district level with an aim to build their skills in mobilization and community leadership.

The diploma was designed to suit the needs of young people, who are in the practice of Education. The primary aim was to address issues of perspective, proficiency and practice.

A 40-day residential training was conducted in two phases and on-the-spot counseling was provided through mentors. The topics covered were - Community Leadership, Education - principles and practices, Pratham Pedagogy, Application of CAMaL method in Language, Math and other subjects.

In June 2012, 905 participants applied for Term End Examination that was conducted at 16 Exam Centers across 13 states; and 796 of them successfully completed the course.

THE LEADERSHIP DEVELOPMENT PROGRAM

Pratham Leadership development Program was specially designed in 2011 for senior leaders in Pratham. The main objective of the program was to equip the leaders with the right knowledge, skills and attitudes and to encourage them to take bigger and broader responsibilities in the future.

The leaders participated in various interactive sessions to understand their micro and macro environment better. A number of sessions helped them understand themselves and to refine their interpersonal skills.

This year, about 40 senior leaders attended weeklong sessions every four months on various modules ranging from Data skills to Emotional Intelligence; and from proposal writing to challenges of urbanization.

CERTIFICATE IN LEADERSHIP AND ORGANIZATIONAL MANAGEMENT (CLOM)

A meaningful partnership between Pratham and Tata Institute of Social Sciences was developed this year. The first joint project was to create a joint certificate course for middle level employees and consultants at Pratham.

CLOM, as it is popularly known now, is a six month Certificate course with 26 days of residential contact sessions. Participants of

the Pratham Leadership Program nominated senior people from their teams for this course. 109 people from 13 states across all verticals joined the first batch of 'Certificate in Leadership and Organizational Management,' from July 2012 to December 2012. The contact sessions were held at Pratham training centers in Pilani, Bhopal and Bapatla.

Participants reported a great amount of learning and skill up-gradation in their personal and professional spheres and their seniors reported a higher degree of confidence, program ownership, initiative and more effective communication and decision making abilities in the participants.

FACILITATION SKILLS WORKSHOP

IHCD also conducted Facilitation Skills Workshops for various trainer groups during the year. These included tailor-made workshops for CLOM facilitators, Read India and State Government Master Trainers in Madhya Pradesh and Andhra Pradesh and the Foundation Course Master Trainers. About 120 trainers attended such workshops this year.

LOOKING AHEAD

FOUNDATION COURSE

The Foundation Course is aimed at improving learning levels of middle school and high school children by first building a strong foundation which helps them to cope with higher competencies in each subject. In 2013-14 the focus will be on building a robust intervention model that would build the foundation for coping with the academic demands of higher classes. It will also thereby prevent children from grade 6 to 9 from dropping out. Subjects for the intervention would be English, Science, Math and Language and the model will be tested across all states, with Pratham presence.

VOCATIONAL SKILLING

The Industry Specific programs at the Pratham Arora Center for Excellence (PACE) will offer a couple of new programs. Food Production will be introduced as a new stream under the Hospitality Program whereas Welding and plumbing will be offered under the Construction Program.

The Tailoring Entrepreneurship program will also be offered along with Hub Centers for both Beauty and Tailoring.

MEASUREMENT MONITORING AND EVALUATION (MME) UNIT

With the third phase of Read India starting this year, a new set of measurement, data collection and evaluation process along with a Measurement, Monitoring and Evaluation (MME) unit have been put in place. The main aim of this unit is

Accurate and timely data collection from each learning camp

Periodic analysis and reporting on data received from the learning camps

Capacity building of state Pratham teams to understand data

Sample based visits to learning camps and other activities to monitor progress

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WITH GRATITUDE

Hand in hand with our supporters, Pratham has been able to inspire millions of children to break the cycle of illiteracy and aspire to new heights. In the following pages, we proudly celebrate those who share our committment to place every child in school and ensure they are learning well.

Abinash Mohanty	1,000
Amit U Badkar	15,000
Abinash Mohanty	1,000
Amit U Badkar	15,000
Ananya Vivek Goenka	400,000
Anil C Shah	50,000
Arjun Vilas Gadkari	20,000
Centre De Recherche Du	1,907,273
Century Plyboards	100,000
Citibank	26,908,766
Community Contribution	181,195
Consulate General of Singapore Lcy Coll	52,000
D Subbarao	100,000
Dalberg Developers Advisors Pvt Ltd	50,000
Deep Kalra	50,000
Deloitte	5,497,000
DLF Limited	500,671
Douglas Marshall	3,663,640
Edenpark Hotels Pvt.Ltd.	250,000
Elcomponics Sales Pvt.Ltd.	400,000
ERFOLG	100,000
Essel Mining & Industries Ltd.	11,000,000
Financial Times	28,912
Flashnet Info Solutions [INDIA] Ltd.	400,000
GE Foundation	32,328,918
Give India	2,000,000
Godfrey Phillips India Pvt.Ltd.	1,000,000
Gurpur Ganesh Pai,Madhuri Pai	100,000
Hemendra Kothari Foundation	1,000,000
Hewlett	195,318,177
HPCL Mittal	177,900
IGB Infrastructure	10,000,000
Indian Embassy Alfs	196,396
Indiawin Sports P Ltd	1,100,000
Individuals	1,252,189
J Sagar & Associates	590,594
Jalaj Dani	600,000
JetKing	15,485
JP Morgan	5,343,981
Knowerx Education (I) Pvt Ltd.	10,000
Kohinoor Foods Limited	400,000
Kusuma Trust	489,241
L&T Finance Human Resource Group	124,079
L & T Finance Ltd	6,673,738

Lal Chand Trust	100,000
Lila R Miller	4,929
M Bhat	10,001
M M Lal Charitable Foundation	250,000
Mac Arthur	3,463,111
Madhumati D Desai	25,000
Mangalal Chotalal Mehta	5,000
Maq India P Ltd	1,250,000
Nirdosh Tyagi	50,000
Nirlon Foundation Trust	75,000
Nishith Desai Associates	600,000
Oil & Natural Gas Corporation	476,400
One Economy Corporation	1,876,731
Parinit Parmeshwar Devadig	2,000
Piramal Enterprises Ltd	20,000,000
Pradnaya Dasarwar	8,656
Pratham Cananda	1,306,250
Pratham Canada	670,976
Pratham UK	20,460,800
Pratham USA	279,166,357
Pricehouse Water Coopers Foundation	741,500
Rajesh Laddha	50,000
Ramesh Mangaleswaran	50,000
Rangaswami Sheshadri	40,000
Ranjan Sanghi	400,000
Random Motion Advertising	23,842
Rural Electrification Corporation	720,000
S Ramaswamy	10,000
Sandeep Shrikhande	50,000
Sameer Nayar & Inderjit Walia	120,000
Samiksha Sunil Jhunjhunwala	5,625
Sanjay Nayar	1,000,000
Sanjiv Pilgaonkar	50,000
Sarva Siksha Abhiyaan	976,877
Skoll Foundation	23,561,947
Sneh Lata Verma	80,000
Snigdha Verma	150,000
Steel Plant	172,584
Sudesh Arora	52,307,000
Sudhir Gensets Ltd.(Corporate Office)	600,000
Sunteck Welfare Foundation	600,000
Suraj P Verma	45,000
Swarupa Agrawal	38,000
Tata Housing	232,500
Tarun Kataria	100,000
Techaspect Solutions Pvt Ltd	39,600
United States Agency for International Development	2,900,000
Vibha Paul Rishi	500,000
Vijay Shah	400,000
Viney K Jain	15,000
Vision Valley School	50,000
Vivek Mehta	10,000
World Bank Employees	28,191
World Wild Foundation	1,058,339
Vodafone Foundation	58,143,107
Zigisha Vijay Mhaskar	12,000