



Pratham

**PRATHAM
EDUCATION FOUNDATION**

Every Child in School &
Learning Well





A close-up, black and white photograph of a hand holding a piece of chalk, writing on a dark chalkboard. The hand is positioned in the center-right of the frame, with the fingers gripping the chalk. To the left, there are some faint, white chalk markings on the board, including a large, stylized letter 'E' and some smaller, less distinct marks. The lighting is dramatic, highlighting the texture of the chalk and the skin of the hand against the dark background of the chalkboard.

HISTORY

Pratham Education Foundation (Pratham) is one of the largest NGOs in India with a record of innovative, rigorously evaluated programs that have inspired similar programs across three continents. With a history spanning almost 30 years, Pratham's work today extends from programs for early years to youth skilling and employment.

Through programs covering 25 states and Union Territories, in an average year, Pratham usually reaches over 6 million children and youth. This is achieved through a combination of efforts: directly working with children and youth in communities, as well as through collaborations with state and district-level governments. Pratham has received notable awards such as the Lui Che Woo Prize, WISE Prize for Innovation, Skoll Award for Social Entrepreneurship, the Henry R Kravis Prize in Leadership and the CNN-IBN Indian of the Year for Public Service. Pratham also received the 2021 Yidan Prize for Education Development.



ASER Survey

ASER stands for Annual Status of Education Report. Facilitated by Pratham, this is an annual citizen-led survey that provides reliable estimates of children's schooling and learning levels in rural India. The 'basic' ASER survey tracks enrollment for children aged 3-16 years and assesses basic reading and arithmetic of children aged 5-16 years. While the 'basic' ASER survey is conducted in alternate years, in the gap years, a different lens is employed to examine various age groups and/or explore new aspects of children's learning.

ASER provides critical data on the state of education in rural India, highlighting gaps and challenges, and serves as a valuable tool for policymakers, educators, and NGOs to make informed decisions and develop targeted interventions for improving the quality of education. The ASER survey has played a pivotal role in raising awareness about the importance of foundational skills and fostering dialogue on educational reforms to ensure equitable and inclusive learning opportunities for all children in the country.

ANNUAL STATUS OF EDUCATION REPORT (ASER) 2022 REACHED ALMOST

700,000
Children

19,000
Villages

616
Districts

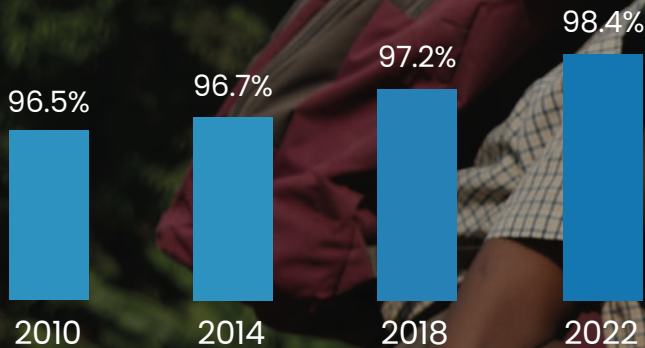
Scan here to know
more about ASER



Learning Crisis

According to ASER 2022, the enrollment rate for the 6 to 14 age group has been above 95% for the past 15 years. Despite school closures during the pandemic, overall enrollment figures have increased from 97.2% in 2018 to 98.4% in 2022.

School Enrollment (Age 6 to 14 years)



Nationally, children's basic reading and arithmetic abilities have dropped to pre-2012 levels, reversing the slow improvement achieved in the intervening years. Drops are visible in both government and private schools in most states and for both boys and girls. For example, the proportion of children enrolled in Grade 5 in government or private schools who can

- at least read a Grade 2 level text fell from 50.5% in 2018 to 42.8% in 2022.
- do division has also fallen slightly, from 27.9% in 2018 to 25.6% in 2022.

The Immediate Solution: Teaching at the Right Level

Over the last 15 years, Pratham has developed and evolved an approach now known as Teaching at the Right Level (TaRL) that enables children to quickly acquire foundational skills, like reading and arithmetic. Regardless of age or grade, teaching starts at the learning level of the child. This is what is meant by “Teaching at the Right Level”. The TaRL method is the most effective for children who have already reached Grades 3, 4 or 5 but have not acquired foundational skills.

Since 2001, J-PAL has rigorously evaluated Pratham's approach to understand its effectiveness on improving children's reading and arithmetic skills. Six randomised controlled trials (RCTs) have been carried out on Pratham's work by J-PAL researchers, which have shown that TaRL is an effective and low-cost strategy that helps children to “catch up” in a short period of time. Pratham has been implementing TaRL directly and in collaboration with state governments and UTs.

ASER Tool

The ASER Tool interface displays three main sections:

- Reading Comprehension (Q2):** A passage about a boy named Raju who is a good student but has a bad habit of skipping school. The text describes how his parents are worried and how he is being encouraged to attend school regularly.
- Reading Comprehension (Q3):** A short story about a boy named Ravi who lives near a river. He is a good student but has a bad habit of skipping school. The text describes how his parents are worried and how he is being encouraged to attend school regularly.
- Arithmetic:** A grid of arithmetic problems. The first column contains simple addition and subtraction problems (e.g., 3 + 7, 1 + 4, 8 + 2, 5 + 9). The second column contains multiplication problems (e.g., 65 x 38, 92 x 23, 47 x 72, 54 x 87, 29 x 11). The third column contains division problems (e.g., 41 ÷ 13, 84 ÷ 49, 56 ÷ 37, 45 ÷ 18). The fourth column contains a long division problem (7)928(.

ASER uses tools in 20 languages



Scan here to know more
about Teaching at the Right Level





Simple one-on-one assessment done with children of Grades 3, 4 and 5 to group them as per their learning levels rather than grades.



Teachers are allocated to facilitate classes, group activities and individual work.



Each group is given a level-appropriate set of activities and materials.



Similar assessment is done after a predefined midline assessment of the intervention to track their progress and formally re-group children.

Long-Term Solution: Early Years

While Pratham's TaRL program aims to help children in Grade 3 and above "catch up" on their basic reading and arithmetic skills, Pratham's Early Years program strives to build strong foundation among children in their pre-school and early grade years so that they "leap forward" and do not fall behind in their later years.

Pratham's Early Years program looks at the holistic development of a child and follows a multi-stakeholder approach — engaging Anganwadi workers /pre-school teachers, volunteers, parents (especially mothers), and the larger community — to build a strong learning environment around the child.



Capacity building of Anganwadi workers/school teachers on age-appropriate teaching pedagogy focused on play-based methods



Engaging mothers through groups and workshops to orient them on how to contribute to their child's foundational learning



Mobilising young volunteers and engaging them in children's learning and offering them courses on essential life skills



Conducting events like School Readiness Melas periodically to build awareness around children's foundational learning among the larger community

Scan here to know more about Early Years program









Mothers' Groups

A key component of Pratham's Early Years program is its mother and community engagement initiatives. To engage mothers, Pratham facilitates the formation of groups where mothers from the same hamlet/neighbourhood meet every week to discuss digital learning content shared by Pratham. It orients them on teaching-learning activities to do at home with their children.



काउंटर नंबर 03

बौद्धिक विकास

५ विभाग ३, १०६ एम.ए. रोड, काठमाडौं, नेपाल



School Readiness Melas

To engage the community at large, Pratham developed the concept of “School Readiness Melas”. These are community-level fairs done annually for children about to enter Grade 1 to gauge their school readiness level. The mela consists of stalls for each development domain. Children and their mothers participate in all activities, at the end of which mothers are given report cards that indicate their child's school readiness. The mela serves as a key tool in creating awareness about the importance of foundational learning.

Scan here to know more
about School Readiness Melas







Hamara Gaon

Hamara Gaon (Our Village), Pratham's flagship program, started in 2018 with the aim of improving the basic learning levels of children and fostering a sustainable learning environment with engagement and participation from community members. Each Hamara Gaon location focusses on 25 communities (rural or urban). Activities under this program include learning camps, using Teaching at the Right Level approach, for improving children's learning, and formation of Mothers' Groups as well as community-based children's groups for supporting children's development and growth. The overall objective of Hamara Gaon is to catalyse education transformation in the communities over a period of 3 to 5 years. These communities are like live laboratories or demonstration sites to develop teaching-learning materials and become locations where impacts on learning could be measured and effectiveness of the approach could be shared more widely with partners and governments.

Scan here to know more
about Hamara Gaon program



Second Chance

Pratham's Second Chance program, started in 2011, aims to support girls and women who have dropped out of school before completion of their secondary education. The program focuses on completion of Grade 10 as a secondary school certificate re-opens opportunities for educational growth and employability. The Second Chance program uses innovative teaching methods to provide accessible learning opportunities very close to where the students live. Since its inception, this program has reached over 40,000 girls and women across 12 states.

Scan here to know more
about Second Chance program





Digital Initiatives

Pratham has been experimenting with innovative ways of leveraging technology and digital content by placing it directly in the hands of children, thus providing them with the opportunity to learn at their own pace. The program aims to aid learning beyond basics and reach out to others in the community with appropriate content to create an environment of learning for children.

Scan here to know more
about Digital Initiatives





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सुखिया काका ने मूँछें उमेठी
और निकल पड़े।
पूरी ताकत से राग मल्हार गा
रहे थे।
...आ जा बदरवा आ जा...

Vocational Skilling

Pratham launched its Vocational Skilling program in 2005. The objective was to train youth (18-25 years) from economically disadvantaged backgrounds and provide them with employable skills, coupled with access to employment and entrepreneurship opportunities. Today, Pratham's Skilling programs are spread across the country to enable youth to access entry-level jobs in 10 major vocations, including automotive, beauty, hospitality and healthcare sectors. Pratham runs more than 140 centers across 19 states and a Union Territory in India with a placement rate of over 85 percent. Over the past 10 years, Pratham's Vocational Training programs have helped more than 200,000 youth across the country access industry-specific training and placement opportunities, through a network of over 2,000 employers.



Scan here to know more
about Skilling programs





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