

annual report 2010-11

EDUCATION



READ

Pratham Delhi Education Initiative

"Every child in school...& learning well"



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Foreword



I have great pleasure in presenting the Pratham Delhi Education Initiative's (PDEI) Annual Report for the year 2010-2011. During this year PDEI continued its efforts in a concerted way towards fulfilling its motto "Every child in school and learning". The field based initiatives initiated in the previous years, continued in six of the 12 Zones of MCD for the enhancement of children's reading levels at the primary stage and for ensuring better quality access to early childhood education.



With regard to the enhancement of reading levels, a systematic effort was made to assess the reading level for every child and plan appropriate support and interventions through the 715 School Based Library Programme and 387 Learning Labs which together covered 2,06,541 children. For this purpose the teacher-volunteers of PDEI were specially trained to conduct activities that would promote reading

in groups based on the learning levels for which a Baseline assessment was carried out and periodic assessments were made later to monitor the progress. Besides, 92 new story books were also added to the school libraries to stimulate more interest in reading and 1,63,559 children accessed the library books. This was the highest number recorded in a month. Unfortunately due to the Commonwealth Games there were disruptions in the school calendar for long spells which to some extent impeded the progress of children, as recorded in the end term evaluations, so that although there was gain, it was not at the commensurate levels.

The Balwadi Programme was continued to make Early Childhood Education accessible to children below five years with 204 community based Balwadis covering 4190 children in the five zones. I am happy to report that the quality of the Balwadi Programme has been widely appreciated for which I would like to commend the efforts of the Balwadi supervisors and instructors who do such good work under tremendous space constraints. PDEI also continued its collaboration with the Department of Women and Child Development, Government of NCT, Delhi by providing professional support in 264 Anganwadis covering 4937 children with the objective of activating the ECE component of the ICDS, which generally receives low priority in the Programme, being only one of its six components.

While these efforts have continued and the RTE has also completed one year of its implementation, the challenges continue in terms of helping children come up to acceptable levels of literacy and numeracy. PDEI has over the year reflected more intensively on its own role and priorities as a civil society partner contributing to the RTE goals, particularly in view of the significant challenges and severe resource constraints; in this context it looks forward to working in a more focused way towards providing systemic support to strengthen government systems rather than create parallel structures which would be less sustainable. It also proposes to adopt a more comprehensive area based approach so as to provide more concentrated support and ensure more measurable and significant outcomes.

We are thankful to all our donors and to our collaborators the Municipal Corporation of Delhi, Department of Women and Child Development, NCT without whose support and cooperation PDEI would not have been able to reach out to the large numbers of children in Delhi who need help and support to come up to their aspired levels of performance. We continued through the year to gain from the advice and counsel of our mentor Dr Madhav Chavan and our eminent Trustees who have always been very supportive. Last but not the least, I would like to place on record the exemplary commitment, hard work and dedication demonstrated by the PDEI team which has undoubtedly been the most significant factor in its success in the last one year.

September 2011

Venita Kaul
Managing Trustee



Program PDEL 2010-2011		Actual
School Based Program	Units	715
	Children covered	2,00,000
Balwadi	Units	204
	Children covered	4190
Anganwadi	Units	264
	Children covered	4937
Learning Centers	Units	387
	Children covered	6541

Pratham - An Overview

The year 1994 saw the launch of Pratham in Mumbai. At present Pratham consists of 7 Autonomous Trusts, 19 State Chapters, 2 affiliates and 3 International Chapters. In 2010-11, Pratham reached more than 425,000 children across 30 cities. Further, through its Read India Campaign Pratham reached out to about 2.4 million children from 251 rural districts across 19 states. The Annual Status of Education Report (ASER) was launched by Pratham in 2005 which is a citizen's report on the status of elementary education in India. It is the largest non-governmental effort to assess the schooling and learning level of children in about 550 rural districts of the country.



Pratham Delhi Education Initiative Trust (PDEI)- The Last Decade

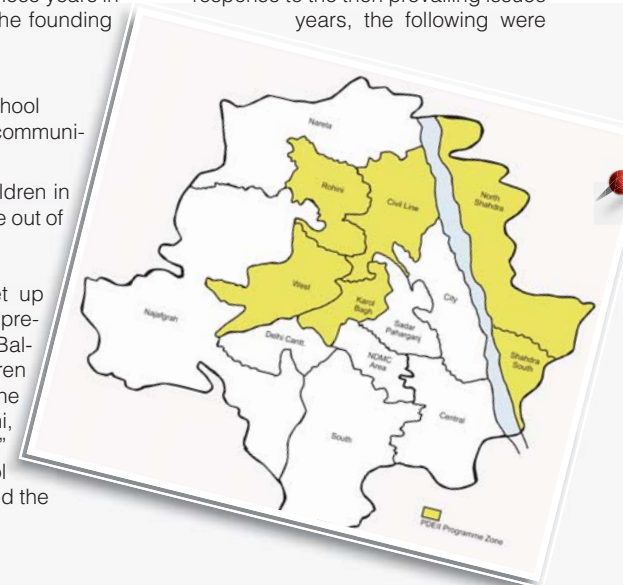
The organisation was set up in Delhi in 1999 by Mr. Vinod Khanna, former Ambassador. It is registered as Public charitable Trust. The present nine-member PDEI Board of Trustees include eminent educationists, industrialists and retired civil servants. The Board is headed by Prof. Venita Kaul, Director, Centre for Early Childhood Education and Development, Ambedkar University, Delhi. The Programme team comprises of about 100 functionaries who lead or support different Programmes, which are implemented by about 1200 community volunteers.

Pratham Delhi has now been in existence for a decade sharing the mission of "every child in school...and learning well" with rest of Pratham network. The strategies to attain the goal of organisation evolved during these years in response to the then prevailing issues at the grass root level. During the founding years, the following were the key issues:

1. An almost non-existent preschool structure in underprivileged communities.
2. Significant proportions of children in the age group of 6-14 years were out of schools.

Pratham's response was to set up large scale community based pre-school centers referred to as Balwadis for underprivileged children in the 3-5 years age group. For the older age group, Pratham Delhi, set up "Bridge Class centers" in communities for out of school children. These classes prepared the out of school children for age appropriate mainstreaming.

As children started getting enrolled in school, Pratham's focus, particularly in the last five years, shifted from out of school children to in school and more specifically to





the classrooms. The engagement with the Municipal Corporation of Delhi schools under Pratham's Balsakhi programme to provide retention support to children, provided an opportunity to understand the gaps in the expected and actual learning levels of children. This gap was manifested by the following facts:

- A large proportion of children in grades III-V could not read a simple text of grade II difficulty level.
- A large proportion of children in grades III-V could not recognise numbers or exhibit slightly higher levels of mathematical competency.

In response to this situation, the Pratham team devised a process to accelerate reading among children. It was an immediate requirement in order to demonstrate to the parents of first generation school goers that children are indeed learning something in school before they lose their confidence. From the child's point of view, learning to read was an attempt to equip them with the basic skill to handle the regular class curriculum. Thus, different strategies were employed to achieve the objectives of accelerated reading pedagogy during the last seven years. These were:

- Balsakhis took separate sessions with the identified children during school hours in the school premises. In other words, she worked with children who could not read from different grades in batches of about 20-25.
- Pratham volunteers used the pedagogy, in a community setting, in sessions of three to four months duration as Learn to Read classes for 8-12 year old children or Balwahan for 5-7 year old children.
- The Pratham training team conducted training of MCD school teachers on accelerated reading pedagogy and supported them in using the pedagogy with children who could not read.

During last 3 years, Pratham Delhi has been engaged in three major types of grass root level activities.

- **Municipal School Based Programme** - Working in about 700 municipal schools spread across 6 of the 12 zones. The objective of this initiative was to help children learn to read and sustain reading skills and interest in studies through hundreds of story books provided to them during regular school hours. The initiative benefited around 3,50,000 children last year.
- **Community Based Learning Centers** - These centers were set up at 33 locations to provide supplementary learning support to first generation school going children enrolled in Classes III-V in government schools. Such children if not given additional support may



drop out of school. Pratham endeavours to help them through regular academic inputs in subjects like English, Maths and Science. Last year the organisation engaged with about 6500 children.

- **Preschool Programme** - Preschool centers have been set up for about 4000 children in the 3-5 years age group to prepare them for primary schools. Pratham Delhi also collaborates with the Department of Women and Child Development, Government of NCT, Delhi to assist them with preschool education for children enrolled in Anganwadis. This benefits about 5000 children on a regular basis in 2 project areas of ICDS- Trilokpuri and Nandnagri.

Assessment and outcome measurements are key components of Pratham Delhi's model which has an elaborate database to track the schooling and learning status of children covered in the Programme. Pratham Delhi believes that to provide quality elementary education to all three million children in Delhi, the government has to play a significant role and as members of civil society it is their endeavour to support, supplement and critique its efforts.



Programmes In 2010-11

Preschool Programme- Balwadi and Anganwadi

The objective of this intervention is to address the four developmental needs of children in their early years – physical, language, cognitive and social development. These children are not part of any existing preschool programme.

The intervention impacted 4190 children through Balwadi and additional 4937 children through Pratham's collaboration with Anganwadis.

A number of development linked activities are conducted with children everyday. These activities are theme based which includes:

"Hamara Parivaar" (Our Family)

"Hamara Shareer" (Our Body)

"Yatayat ke Sadhan" (Modes of Transport)

"Jeev Jantu" (Living Organisms).

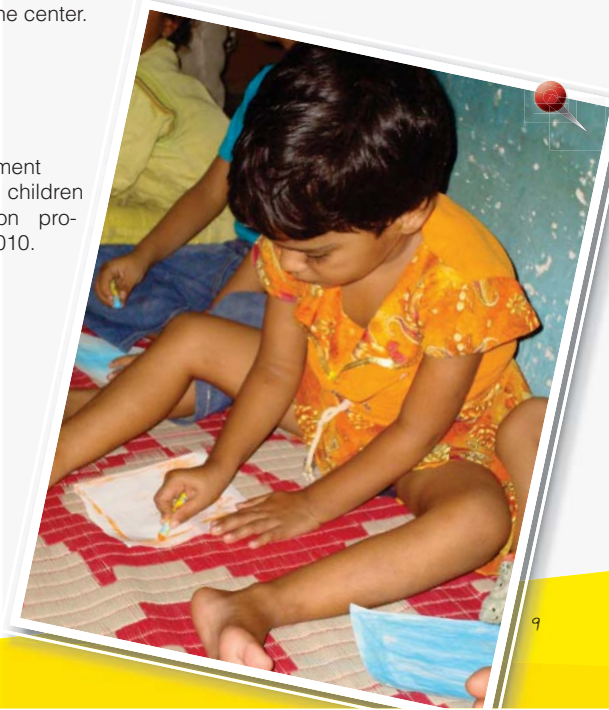
For the preschool programme, no formal assessment is conducted. However, since all the activities are designed to address the 4-developmental needs of children, teacher-volunteers are trained to record their observations of children over the period of time. The observations ranges



from coloring a given pattern to making circular or triangular patterns, making 2-3 pieces of puzzles to 7-8 pieces of puzzles, interacting without hesitation to talking confidently and doing role plays, matching alike pictures to match pictures with the letter with which they begin. Another key observation point is the manner in which children play among themselves. It is divided in three categories:

- Solitary Play: Children prefer to play on their own. For example with dolls, blocks etc. Most visible mode among lots of children during first few weeks in the class.
- Parallel play: Children move to playing alongside other children without much interaction with each other. They may be engaged in similar activity or totally different activities but they like being around others their own age. This is usually the next stage.
- Group play: They are able to share ideas and toys. Through interactive play they begin to learn social skills such as sharing and taking turns. They also develop the ability to collaborate on the "theme" of the play activity. This is visible in the center which is settled and children are regularly coming to the center.

The preschool Programme winds up with teacher-volunteers getting the children attaining 5 years admitted in the nearby government primary school. About 5000 children from the preschool education programme joined school during 2010.





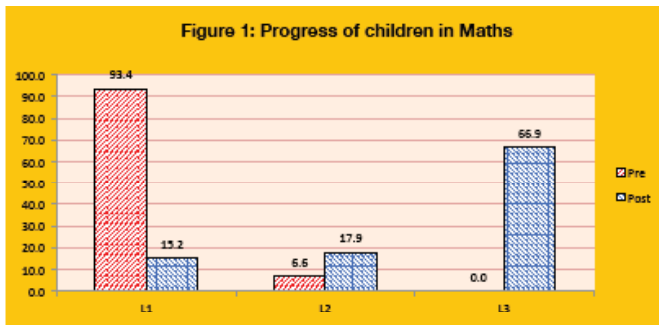
Learning Centers

The learning centers were set up with the objective to provide grade appropriate learning support to children who have attained basic literacy and numeracy. 33 Learning centers were set up in the communities enrolling 6541 children. Learning centers were also set up in 18 schools, with the MCD's permission. The centers in the schools were of operational during the second half of the day as the schools were of single shift.

Grouping of children was done according to ability level rather than age. Supplementary learning support was provided to children in 3 difficult subjects-Maths, Environmental Sciences and English.

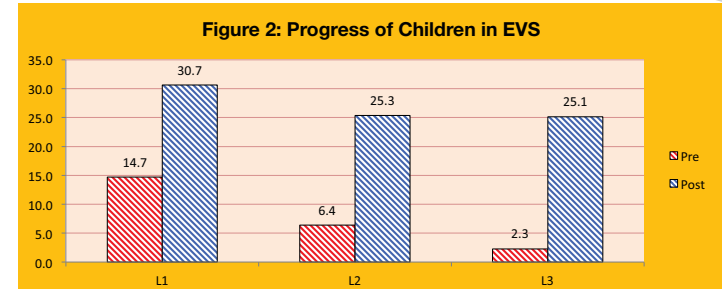
Maths-The Contents of this subject was based on concepts related to the curriculum of Std III-V like divisions, simple fractions, understanding of numbers, time and Shape. Three distinct layers were created based on the difficulty level of the operations- L1, L2 and L3 in ascending order. Thus, based on the pretest, children were assigned the level class and transaction was in accordance with the learning needs of children. Out of the total 6541 children enrolled in the Learning Labs, the progress of only 5398 was tracked as they continued without dropping out.

At the time of pretest, 93.4% of the tested children were at Level 1 which decreased to 15.2% and 66.9% children reached the level 3 (highest level) due to intervention.



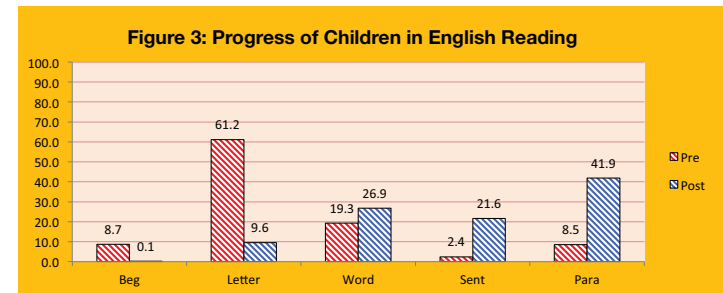
Environmental Sciences (EVS)-In this subject commonly dealt topics in the primary grade curriculum were picked. These are related to communication, environment, sports, etc. The course objective was to enable children understand their surrounding and integrate it with their learning. Again the contents of the topics were organised in terms of difficulty

level viz Level 1, Level 2 and Level 3 in ascending order.



As seen in Figure 2, only about 23% children were at some level during the pre-test. In other words, about 77% children were at nothing level. However, at the time of post test (after the intervention), about 81% children attained one of the 3 levels with 25% children at the highest level (L3).

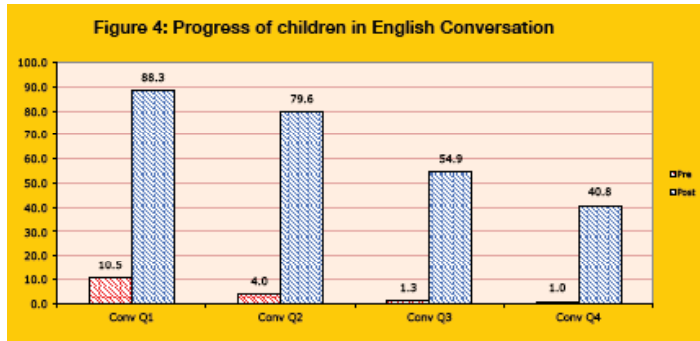
English -The course objective was to enable children read simple sentence and engage in conversation. The class process involved exposure to lots of reading material created specifically for children having no exposure to English texts.



The progress of children was regularly monitored which shows that while only 8.5% children could read a simple paragraph at the time of pretest, this has increased to 41.9%(fig 3). Similarly, English conversation ranged from simple YES-NO answer type (Q1) to conversation involving complete sentence (Q4). It was found that almost 41% children engage in



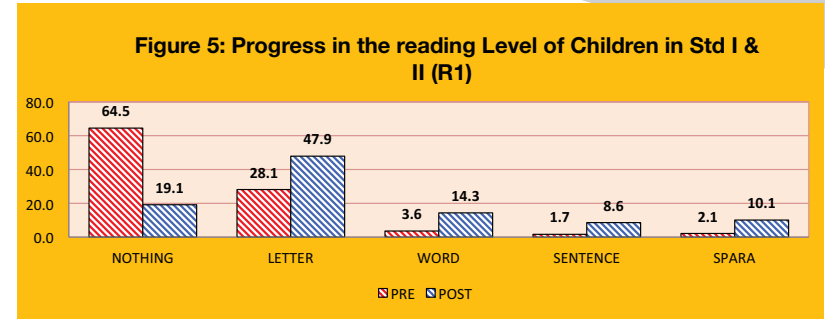
fluent conversation due to the intervention(Fig 4).



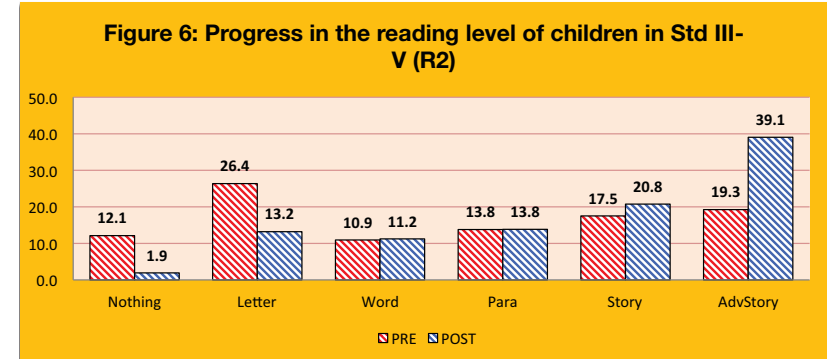
School Based Library

PDEI worked in 715 municipal schools spread across 6 zones in Delhi to provide Reading Support to children. The objective of this initiative was to help children learn to read and sustain reading skills and interest in studies through hundreds of story books provided to them during regular school hours.

The reading intervention in school was divided into two parts- pedagogy for Std I & II children (R1) and pedagogy for Std III-V children (R2). While R2 was operational in all the schools, R1 was confined to 390 schools only. Thus, R1 benefited 35,218 children, R2 impacted 1,68,521 children. The outcome of the programme can be gauged from the progress chart in fig 5 and 6. There has been a reduction of 45 percentage points among children of Std I & II (R1) who were at nothing level or who could not identify even a letter (Figure 5).



Similarly, among children of Std III-V (R2) about 60% children could read story fluently as against only 37% at the time of the beginning of the session. Another category was added this year in the reading assessment- Advanced Story. This is longer than the story of the regular assessment tool along with more than one character. There has been an increase of 20 percentage points among children who can read the advance story.



Besides 1,70,000 children accessed story books in schools during the year.

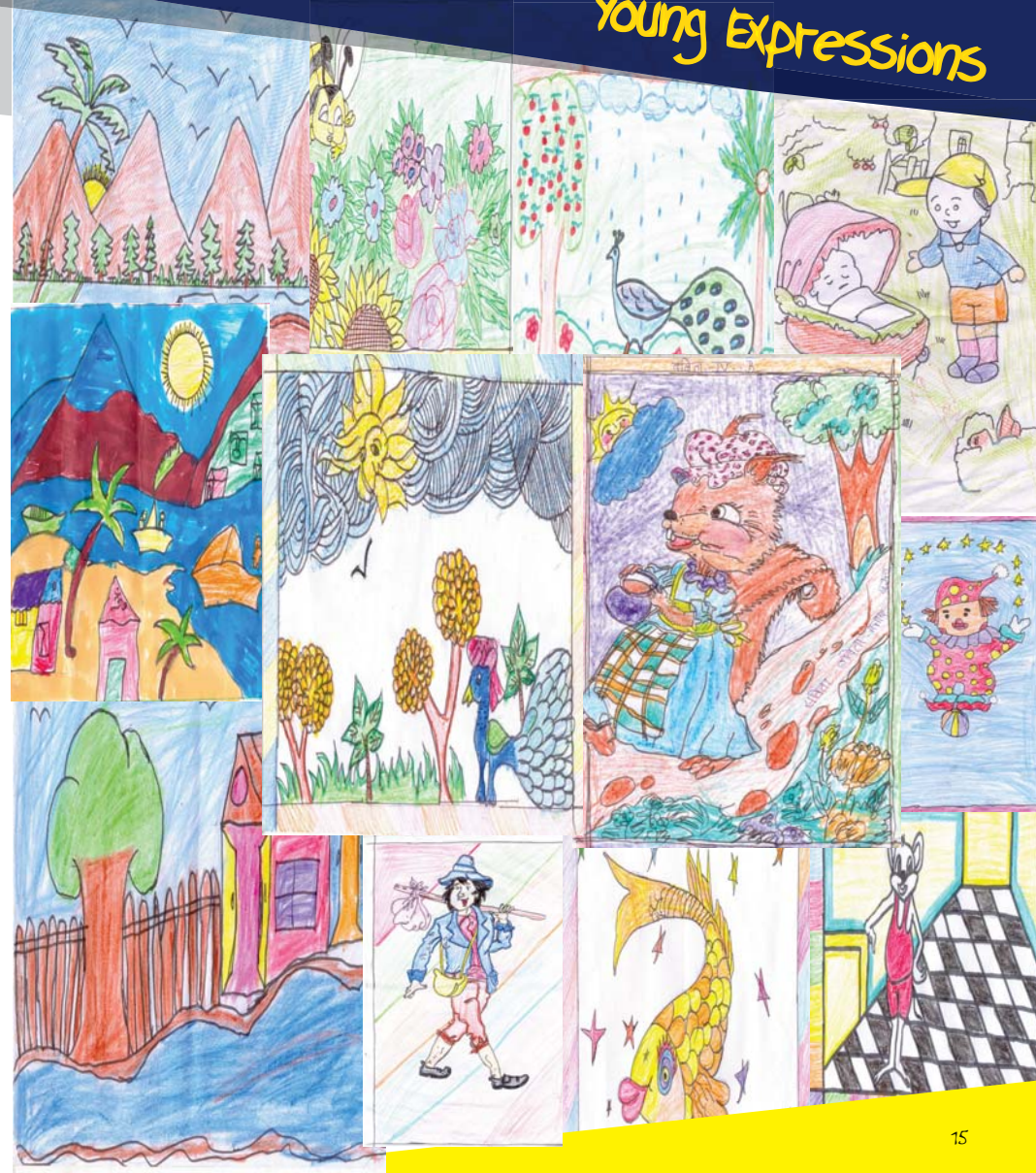


Early Childhood Education Programme

The objective is to increase the age group from 3-5 years to 3-7 years thereby also including early reading and numeracy as a programme component. (Balwadi - preschool for 3-5 year old children and Balwadhan - early literacy and numeracy for 6-7 year old children).

School Library

In accordance with the revised frame work of implementation of Sarv Shiksha Abhiyan and provisions of Right to Education Act,PDEI intends to support schools in having functional libraries.To do this, it plans to have "Creative Corners" in short listed Municipal schools which will have story books and other materials. Each section of the school would be assigned to come to a creative corner during the library period. The anticipated outcome of this intervention is that children would become fluent readers and develop an interest in and bond with books.





Functionaries of Pratham Delhi Team

✓ **Shailendra Kumar Sharma**
Executive Director

✓ **Pallavi Kakaji**
Programme Head

✓ **Kuldeep Kaur Sandhu**
Content & Training Coordinator- Preschool Programme

✓ **Anita Bisht**
Content & Training Coordinator- Early Reading & Numeracy Programme

✓ **Shabana Parveen**
Content & Training Coordinator- Library Project

✓ **Madhu Kardam**
Content & Training Coordinator- Library Project

✓ **Jalaluddin (JD Sonu)**
Chief Administrator Officer

✓ **Sandeep Mishra**
Chief Accountant

✓ **Vijay Kumar**
Accountant

✓ **Namita Khurana**
Senior Manager- Resource Mobilisation

✓ **Anil Kumar Dhiman**
Manager Logistics

✓ **Shrawan Kumar Yadav**
Data Manager

✓ **Shiv Kumar Raghav**
Manager- DTP

Presently they are supported by about 40 full time functionaries in PDEI's regular Programme activities and about thousand of community volunteers who provide learning support to children.

Further, the following 5 were part of senior executive team of PDEI in 2010-11.

Arshi Naaz
Content Head

Samyukta Subramanian
Programme Coordinator

Mohammad Khateeb
Chief Accountant

Shipra Sharma
Programme Coordinator- External Relations

Sachin Parashar
Data Manager

DONORS LIST

FINANCE & ACCOUNTS

Our accounts for the year ended March 31st, 2011 have been duly audited by our auditors M/s B S R and Company Chartered Accountants. Excerpts from the audited Income & Expenditure Account is attached from which it may be noted that we continue to receive support from a large number of national & international donors for our expanding activities. We would be happy to provide any further information that may be required by our constituents.

AUDITED STATEMENT OF ACCOUNTS FOR THE YEAR ENDED MARCH 31, 2011

	(In Lacs)		(In Lacs)	
	2009-10	2010-11	2009-10	2010-11
	Expenditure		Income	
Balwadi Programme	22.25	21.89	347.46	406.19
Learning Centre	40.17	83.45		9.18
School Learning Centre	-	12.38	(20.48)	
Anganwadi Programme	18.67	23.12		326.98
Scholarship Programme	5.25	-		1.98
Library Programme	112.46	123.72		(2.42)
Special Programmes	-	0.74		
Adult Literacy Programme	-	0.74		
Sub Total	32.81	45.32		
Training and Monitoring Expenses	68.79	73.57		
Programme Support Expenses	18.72	18.83		
Administration Expenses	7.36	9.36		
Teaching and Learning Material Expenses	0.06	-		
Depreciation	-	-		
Grand Total	326.54	412.38	326.54	412.38

Legal Status

Pratham Delhi Education Initiative is registered, as a public charitable trust having a Governing Body of Trustees from various fields/professional backgrounds to oversee the smooth operations of its educational activities. The Trust has been granted exemptions under sections 12(A), 80(C) and 35(AC) of the Income Tax Act, 1961. The Trust has also been registered under the Foreign Contribution Regulation Act (FCRA) and is eligible to accept grants from overseas donors.

Donations to the trust are eligible for 100% tax exemption u/s 35 AC of IT Act 1961.

GRANTS & DONATIONS RECEIVED FOR THE YEAR 2010-11

S.No.	Donors	Amount (In Lacs)
1	Michael and Susan Dell Foundation	300.00
2	Citi Bank	43.25
3	Social Initiative Sweden	21.43
4	Save the Children (Bal Raksha Bharat)	9.43
5	Tech Mahindra Foundation	10.03
6	Eicher Goodearth Trust	10.00
7	Pricewaterhouse Coopers (PwC) India Foundation	5.33
8	Annapurna Indian Womens Club (AIWC)	2.00
9	Rajeshwar Susheela Dayal Charitable Trust	1.00
10	Charities Aid Foundation India	0.92
11	Fordham University	0.91
12	Gali Gali Sim Sim Educational Initiative	0.44
13	London Business School	0.35
14	Vishal Sehgal	0.31
15	Indira Yadav	0.15
16	Radha Mani	0.10
17	Sunil Arora	0.10
18	Harish Khare	0.10
19	Ajay Krishan Uppal	0.06
20	Priyanka Misra	0.05
21	Others	0.24
	Total	406.19

S.No.	Donors	Amount (In Lacs)
1	Neotia Foundation	2.50
2	Vinod C. Khanna	0.13
	Total	2.63

External Auditors : B S R and Company - Chartered Accountants
Building No. 10 8th Floor, Tower - B, DLF Cyber City, Phase - II Gurgaon - 122002 India

Internal Auditors : S.M. Varma & Co. - Chartered Accountants
B 57,2nd floor,New Rajendra Nagar, New Delhi - 110060

Bankers : ICICI Bank Ltd.
9 A Phelps Building Connaught Place, New Delhi - 110001



Board of Trustees as on March 31,2011

✓ **Dr. Venita Kaul**

Managing Trustee

Director, Centre for Early Childhood Education and Development, Ambedkar University, Delhi
Former Senior Education Specialist, The World Bank

✓ **Mr. Romesh Kapoor**

Treasurer Trustee, FCA (England and Wales)
Honorary Financial Advisor, Sir Ganga Ram Hospital Trust

✓ **Mr. Syed Shahid Mahdi, IAS (Retd)**

Vice President, Indian Council for Cultural Relations (ICCR)
Former Vice Chancellor, Jamia Millia Islamia

✓ **Mr. Vinod C Khanna, IFS (Retd)**

Former Ambassador,
Principal Consultant, Tech Mahindra Foundation

✓ **Prof. R Govinda**

Vice Chancellor, National University of Education Planning and Administration (NUEPA),
New Delhi

✓ **Ms. Shailaja Chandra**

Chairperson, Delhi Public Libraries
Former Chief Secretary, Government of NCT Delhi

✓ **Mr. Vikram Lal**

President, Common Cause,
Trustee, Vikram Sarabhai Foundation

✓ **Dr. Neerja Sharma**

Vice-Principal, Lady Irwin College

✓ **Ms. Annie Koshi**

Principal, St. Mary's School, New Delhi.



CHILD

LEARNING

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Pragati Vihar, New Delhi-110003



PRATHAM

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richasinghal88@gmail.com

