

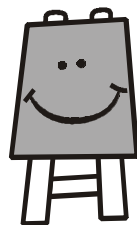
# Annual Report

Pratham Delhi Education Initiative  
2006-2007



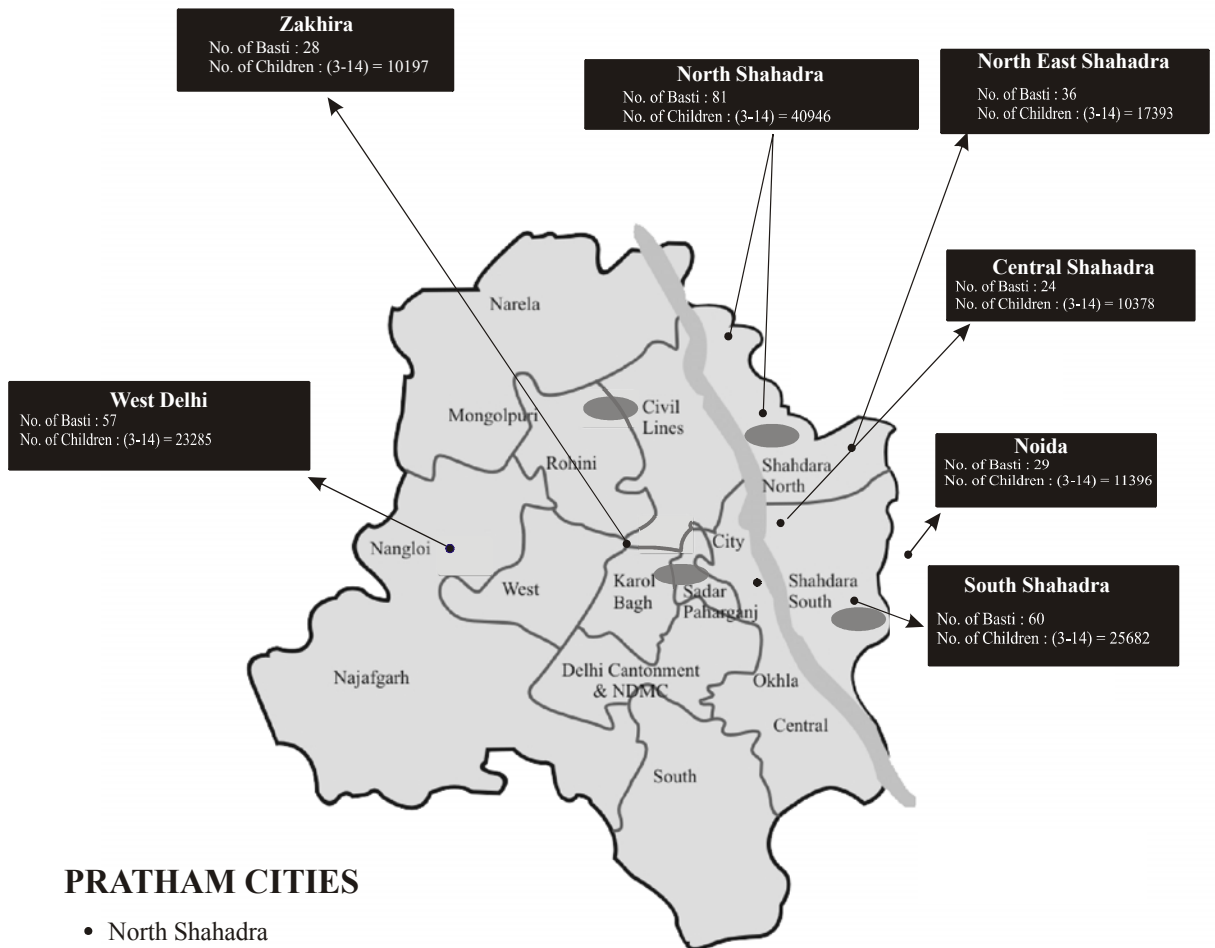
# Annual Report

Pratham Delhi Education Initiative  
2006-07





## OUR PRESENCE IN DELHI 2006-07



### PRATHAM CITIES

- North Shahadra
- North East Shahadra
- Central Shahadra
- Noida
- South Shahadra
- West Delhi
- Zakhira

#### Balshramik Programme

- Azad Pur
- North Shahadra
- Nabi Kareem
- South Shahadra

## Managing Trustee's Message

It gives me great pleasure to present Pratham Delhi Education Initiative's Annual Report for 2006-2007. In the last few years, the movement has come a long way from the modest beginnings in the year 1999. Direct and indirect coverage of the programme is 30,000 and 90,000 children respectively from economically disadvantaged families.

Compared to the size of the problem, much more ground still needs to be covered. Instead of expanding the programme to new areas, which no doubt need Pratham's presence and support, it was decided to mainly consolidate the core programme in the existing areas.

Based on the experience of several years of work and encouraged by the success of the Library programme, particularly in schools, a new initiative in the form of 'School Support Programme' in 20 schools was started. The model that is being developed aims to be cost effective and replicable. Its progress and lessons learnt will be closely monitored and analyzed with a view to its expansion and replicability.

Annual Status of Education Report (ASER) which has highlighted qualitative deficiencies in Primary Education endeavors should be a further reminder to all of us to start focusing on the related issues and accelerate our efforts to bridge the gaps. One of the crucial factors for reducing the stark fact of 'social exclusion' will be leveling the quality gap in education.

We are grateful to the Municipal Corporation of Delhi and our Donors without whose cooperation and generosity Pratham Delhi would not have been able to implement its programme. Continuing support and guidance from Pratham Resource Center and valuable inputs provided by Trustees of Pratham Delhi is gratefully acknowledged. Of course, the sustenance and success of the programme would not have been possible without the exemplary enthusiasm, energy and commitment of the Pratham team at all levels. Lastly thanks to dear colleague Mr Vinod Khanna who pioneered and nurtured Pratham Delhi so tirelessly over the years and whose wisdom and support continues to be available to all of us.

**Syed Shahid Mahdi**  
Managing Trustee

## CONTENTS

Introduction	5
The Basti Approach	7
PDEI Programmes	9
<b>In Bastis</b>	
• Balwadis	9
• Balwachan	11
• Community Libraries	12
• Women's Literacy Programme	13
• Abhivyakti Classes	14
• Learn to Read	15
• Read to Learn	16
<b>In Municipal Schools</b>	
• School Libraries	17
• School Support Programme	18
• Holland India Newspaper Project	19
<b>Special Programmes</b>	
• Educational Programme for working children	20
• Learning Centers	21
Acknowledgement	22
Financial Statement	23
Board of Trustees	



## Introduction

Pratham education movement was initiated by UNICEF and the then Municipal Commissioner of Mumbai in 1994. The actual work of building Pratham was undertaken by Dr. Madhav Chavan as the first Executive Secretary and Ms. Farida Lambay with late Mr. S.P. Godrej as the first Chairperson. Subsequently, Mr. N Vaghul, the then Chairman and CEO of ICICI joined the Pratham Mumbai Education Initiative Board of Trustees and became its Chairperson.

The network of Pratham and other Pratham-like initiatives now operate in 21 states of India. Its projects are run in 39 districts in these states. Strong support comes from an overseas network of Pratham charities-in USA, UK, Benelux, Canada and the UAE. The different bodies and trusts come together in the Governing Council to plan, review, and exchange ideas.

Pratham's vision is to ensure "every child in school...and learning well" in a mentally stimulating and physically attractive environment. This requires teachers who are committed and skilled, willing and able not only to impart to the children the essentials of reading, writing and arithmetic but also to assist them to rise to their full potential as individuals and as self-confident, caring, socially responsible, peace-loving citizens, respecting the principles enshrined in our Constitution. This has to take place within a community which cherishes its children and seeks to provide its best to their care and development.

The Pratham movement came to Delhi in 1999 and **Pratham Delhi Education Initiative (PDEI)** was constituted as a public charitable trust in April 2000. The present twelve member PDEI Board of trustees includes eminent educationists, social workers, industrialists and retired civil servants. The board is headed by Mr. Shahid Mahdi who is ex-Vice Chancellor of Jamia Millia Islamia, New Delhi.

PDEI started with a few Balwadis which provided pre-school education to economically disadvantaged children in 3-5 yrs age group in some areas of East Delhi. The work soon began to expand at a very rapid rate both in terms of the areas covered---extending over large parts of Trans-Yamuna, West and Central Delhi and even a small part of Noida--- and in the range of educational interventions. Learning both from the experience of Pratham in Mumbai and ground realities of Delhi, various programs were initiated. to respond to the felt needs of the community. Thus, in addition to Balwadis, the PDEI undertook to run a large number of bridge classes to mainstream out-of-school children. Soon thereafter, with the permission of MCD, PDEI entered about 500 Municipal schools of Delhi to provide remedial

education through Balsakhis (community education volunteers) to newly mainstreamed children who were largely the first generation school goers in their family.

In addition, in the last three years PDEI maintained its presence in schools through libraries (starting with 90 schools and presently in 277 schools). This presence facilitated the revival of hitherto moribund libraries in school, increasing the accessibility to lots of story books to children and increasing their interest in school. Further, it has initiated a more intense School Support Programme in twenty of these schools.

PDEI's has continued its quest for innovative solutions which are replicable at mass scale to address the problems of access, retention and achievement. This report will seek to share with its readers the status of these programmes in 2006-07.


Over the years Pratham Delhi has been successful in building a very large and competent team of dedicated workers. The Executive team is composed of professionals with different background like social work, education, management, finance, software and library science. Reaching out to tens of thousands of children in hundreds of classes and libraries are a thousand or so community volunteers who have organized themselves into community based organizations, led by the most experienced among them.

As mentioned above PDEI started with pre-school education for children in 3-5 yrs age group in small parts of East Delhi and soon spread to cover major parts of trans Yamuna region i.e. East, North-East Delhi and Noida apart from West and Central Delhi. The program of PDEI evolved in response to the felt need in the community. Thus, as mentioned above, from bridge class to mainstream out of school children it soon entered in about 500 Municipal schools of Delhi to provide retention support through Balsakhis (community education volunteer) to newly mainstreamed children who were largely the first generation school goers in their family.

PDEI's goal has been to find innovative solutions which are replicable at mass scale to impact positively the schooling of children and provide an opportunity for creative learning for children.

In 2002, PDEI adopted twin approach to address the problem of illiteracy among school children-through community classes and in Schools through Balsakhis. This approach was further modified with the adoption of 'Basti' based model on one hand and catalytic model on the other. 'Basti' model, apart from identifying children who cannot read and having a direct intervention classes, also served to identify and impact pre-school system, out-of school children and library for all children. At the same time through Catalytic model, PDEI conducted training sessions for Municipal school teachers with its 'Reading tool', who in turn used the methodology with the children of their class who were lagging behind. In addition, in the last three years PDEI maintained its presence in schools through libraries.





## The Basti Approach

National Capital Territory Delhi is spread across an area of 1483 square km having population of 14.6 million. For civic administration, Delhi is divided into 12 zones, which come under the jurisdiction of Municipal Corporation of Delhi (MCD). Apart from this, New Delhi Municipal Council and Delhi Cantonment Board are also the bodies having stake in municipal administration in their respective demarcated areas.

Pratham's intervention is spread across 6 of the 12 MCD zones at seven different locations. The eighth location is situated in the district adjoining Delhi, called Noida. For convenience sake we have designated them as "Cities". This programme area has been demarcated into total 330 units referred to as Bastis. Each Basti comprises of about 200 households on an average having 425 children in the age group of 3-14. Basti is our unit of planning and intervention.

Community-based planning is an approach to ensure complete coverage in a specific cluster of households.

The programme evolved into a more focused approach covering each child in the demarcated boundary of the Basti resulting in easy and effective monitoring. It created more scope for community mobilization and hence sustainability. These linkages allowed broadening the scope for better network within and among the community and, above all, the deliverables through the above approach were measurable and the impact on the beneficiaries was quantifiable.

**The Basti Approach** addresses three essential questions:

- Does every child in the age group 3-5 yrs have access to pre-school education?
- Does every child (6-14 yrs) go to school?
- Does every child (6-14 yrs) do basic reading, writing and arithmetic?

This Approach also serves to:

- Test organizational methods and teaching learning techniques for scaling up.
- Train young people, especially women, who themselves could not get quality education, to play leadership role in large initiatives.



The seven "Cities" over which this programme is spread are:

1. *North Shahdara - 81 Bastis*
2. *North East Shahdara -51 Bastis*
3. *South Shahdara - 60 Bastis*
4. *Central Shahdara - 24 Bastis*
5. *West Delhi - 57 Bastis*
6. *Zakhira -28 Bastis*
7. *Noida -29 Bastis*

Educational profile of programme area as per the household survey conducted by Pratham Delhi in April 2006 in all 330 Bastis presented the following picture:

- 35% of the children in 3-5 yrs age had access to pre-school.
- 18.8% children in 6-14 yrs age group were out of school.
- 51.4% children in 6-14 yrs age group could read simple text.
- 42.3% children in 6-14 years age group could do operations involving subtraction with carry over.

Following is the change in the Basti profile after one year of Pratham's intervention:

- 78% of the children in 3-5 yrs age group have come in pre-school net.
- 43% of the out of school children mainstreamed leading to a drop of 9 percentage points overall in the number of out of school children.
- 57.2% children in 6-14 years age group can read simple text.
- 50.8% children in 6-14 years age group could do operations involving subtraction with carry over.





## PDEI Programmes

### In Bastis

#### Balwadis

Pratham Delhi Education Initiative ran 517 Balwadis in the period 2006-07. Balwadi programme caters to the educational needs of children in the age group of 3 to 5 yrs in the community. Children for this Programme are identified through the Basti profile and those children who are not in any pre-school set up of any other agency (government or non-government) are enrolled in our Balwadi classes. 10241 children were enrolled in these Balwadi classes during the session of 2006-07

The objective of this programme is:

- Early childhood education through play-way methods and to develop school going habit in children.
- All round development of the child which includes physical development, language development, cognitive development, social development and emotional development.

As stated, the objective of the programme is to facilitate the learning of children by the play way method. Thus in the curriculum, activities are designed on the following basis.

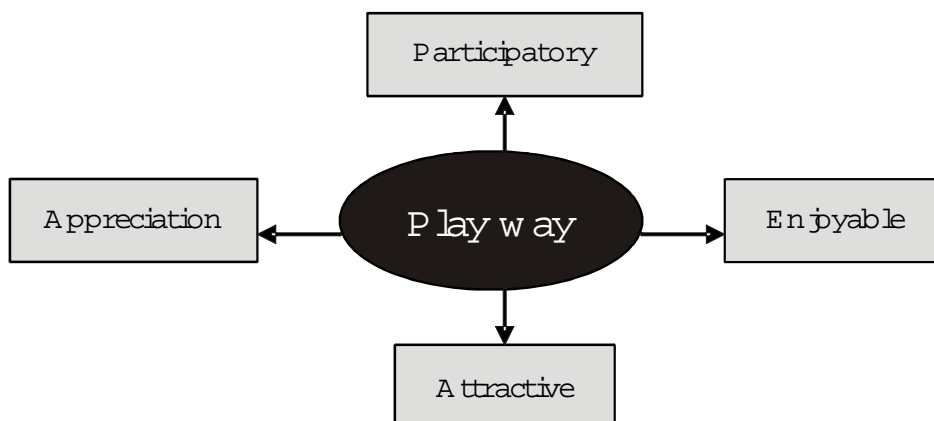


Figure 1: Curriculum Basis



The curriculum provides day-wise activities to be conducted in the classroom by the teacher. Attention span of children is one of the key considerations in designing the activities for them. The activities therefore are of different varieties to keep the children interested. It ranges from being:

- Silent and noisy.
- Outdoor and indoor.
- Individual and group work.
- Free play and Structured or Guided play.
- Child led and teacher led.
- A new activity, which is apart from the curriculum.

The curriculum is "**Theme Based**". The 4 themes on which the curriculum is based are as follows:

1. Our Family or "*Hamara Parivar.*"
2. Our Festivals or "*Hamare Tyohaar.*"
3. Weather and Clothes or "*Mausam aur kapde.*"
4. Trees and Plants or "*Ped aur poudhe.*"

Each theme takes about 2 to 2½ months to complete. At the completion of every theme, the art and craft work done by children is displayed in their class and parents and others from community are invited to see and appreciate it.

### Health Intervention in Balwadi

The findings of study done in Pratham Balwadi prepared the foundation to start health intervention. The study revealed that preschool children in Pratham Balwadi bear an alarming level of anemia and moderate level of helminthes infections. It was also verified that the Iron supplementation, Albendazole and Vitamin A supplementation are proven interventions to address these conditions and also improved the child participation in school and regular attendance.

This intervention is also termed as **Micronutrient Intervention Programme (MIP)** as it aims to correct micronutrient imbalance among children by providing them periodic supplementation. Niramaya Health foundation which is part of Pratham network provides technical inputs and capacity building of our health volunteers. MIP aims at not only correcting micronutrient imbalance among Balwadi children but also educating their parents about nutrition.

About 8% children of our Balwadi were found to be in grade III and IV of malnutrition in the first camp, which has been reduced to 4% in the second camp. Besides, we have also tied up with Shroff Charitable Eye Hospital to organize free eye check up camps and provide spectacles or surgery at subsidized rates in needed cases.

### Balwachan

It is a class for 5-6 years old children of community to develop reading and numeric skills among children at an early age. The activities of the programme are:

- Story telling
- Discussions on specific topics (Gup-Shup)
- Word games
- Letter games
- Number cards, wooden blocks, beads, etc.





11,252 children were enrolled in this programme who learnt to read simple paragraph and numbers upto 20. It helped children in getting ready for enrollment in Std I. For those who were already enrolled, it was an early literacy and numeracy class to be able to better participate in regular school transaction.

### **Community libraries**

There are 320 community libraries and the highest number of children accessing books in any given month has been about 63000. These libraries had 262 unique titles of books. Some of the activities conducted in the libraries are:

- Story telling
- Story making
- Art and Craft
- Drawing
- Role play and so on

Quiz competition was organized for children who have read more than 100 books, having questions from our popular books. Short listed children from amongst these were taken to Science Museum and Children Park as an incentive to encourage the participation of children in library activities.

The following resource persons helped in the capacity building of the library team:

- For story Reading there has been sessions with members of Bachpan Society led by Surekha Panandikar (who is also member of AWIC).

- Library team also had a session on Story telling with Ms. Geeta Ramanujan of Kathalaya based in Bangalore.
- On activities (particularly on Chakmak) in libraries we had 2-days training by Eklavya.
- Vigyan Prasar conducted training for our library people on understanding and demonstrating simple science concepts.
- A workshop was organized by a theatre personality Mr. Danish Hussein for our library trainers and teachers to make its use in role plays.

### **Women's Literacy Programme**

The programme aims at imparting literacy skills to females of 15 years and above in the community. The programme not only helps in making them literate, it also aims to impart self-confidence in them to assume active role in the education of children of their families both in home and in school. In the first cycle of 2006-07, 30% are in the age group of 18-30 years.

The objectives of this Programme are as follows:

- Increase literacy and numeric skills of the women in the Programme area.
- Bring back young adolescent girls who have dropped out of school into the education net.
- Awareness among the women to monitor the education of their children and actively participate individually or through Parent's Teacher Association of the school.



About 3300 women in North East and North Shahdara joined this literacy programme. About 60% of them have learnt to read and write small sentences during the cycle of 4 month. We have also set up a small library with reading material from SRC Jamia and other books to keep their interest in reading alive. The group celebrated 'International Women's day' in which they gave stage performance on their learnings.

### **Abhivyakti Classes**

It was piloted with about 200 children with inputs from a Jaipur based organization Sandhaan, headed by an eminent educationist Dr. Sharda Jain. The organisation will continue to be associated with us for taking this initiative forward.

The idea is to tutor children who have learned to read and write through Pratham efforts to move to higher levels of comprehension, expression, and problem solving-progress to be tested through appropriate assessment tools.





The objective of this Programme is as follows:

- To encourage children to engage themselves in the healthy process of inquiry as a class process.
- To begin the dynamic process of converting thoughts into meaningful oral, written, graphical, theatrical forms in
- To understand what (stimuli, content, environment and teacher support) brings about free expression since it cannot be taught.
- To work on assessment, teacher training modules aligned to the central theme of the project.

### **Learn to Read**

It is a 3-month intensive learning class for 7-14 years children who cannot read with an objective to develop reading skills and arithmetic operations upto subtractions with carry forward. The activities of this programme are:

- Story reading
- Barakhadi (phonetic chart)
- Word games
- Number games
- Some writing exercises



9858 children from the community joined the programme. 55% of the children learnt to read and do basic mathematical operation during the programme cycle. These children became the regular member of community library after learning to read.

### **Read to Learn**

It is 8-month class for out of school children in 7-14 years with an objective to develop writing skills as well as better analytical and discussion skills with overall objective to mainstream children. The activities of this programme are:

- Story discussion
- Writing: Factual, linked and imaginative
- Difficult word games.
- Higher math skill

2220 children were enrolled in this programme who will be mainstreamed in the government schools during the academic session 2007-08.





## In Municipal Schools

### School Libraries

With the approval of the Commissioner MCD, Pratham upscaled its library programme to 274 MCD Schools spread over 6 municipal zones in Delhi.

Pratham provided about 350 unique titles of books to each of these libraries. Apart from books, a children's magazine "**CHAKMAK**" has been provided as a resource book to the library teacher. The session of 2006-07 started with the summer camps. In addition to the children of the same schools these summer camps were open for other community children also. Apart from the normal curriculum the summer camp included activities like Mask Making, Book making, Creating a Story, Role Play, Games, Drawing, Craft, etc.

To ensure that each child participates in library programme, monthly activities were decided and organized during the period from August to March. The highest number of children who have accessed books during any month is about **88000**. Apart from the regular library activities, Pratham organized various events/celebrations in which the schools participated, e.g.

- Inter School Science Exhibition
- Inter School Quiz Competition
- Story Telling Sessions from Various Resource Persons.
- Christmas Day Celebrations
- Children's Day Celebrations
- Art Camp
- Science Mela

Principal's workshop was also organized in which around 35 principals from various schools participated. The purpose of organizing this workshop was to get the feedback from them about the effectiveness of the library programme in their respective schools.

A high amount of creative energy has been generated through this process. Our library teachers and children worked together to develop excellent science models, which has generated a sense of curiosity among the children to

know further. While presenting their models they promised to seek more explanations from their teachers. Thus, this exhibition has somewhat broadened the knowledge domain of the children which is going to propel them to look for the reasons of phenomena around them, and the answer to this has to come from the school and books.

The impact of these efforts and its role in attaining the goal of having library as an integral part of school system can be gauged, albeit in limited sense, from the following feedback of the School HMs (from 70 schools). 62 schools acknowledged that with library in school there has been increase in the attendance of children, 65 of them reported increase in the reading ability of children and the same number reported increase in the regular co-curricular activities in the schools.

### School Support Programme

Municipal Corporation of Delhi is the biggest stakeholder in Primary Education Sector of Delhi. In its 1800 schools, the corporation enrolls about 9 lakh children. Children from underprivileged section are the biggest client group of MCD schools.

Apart from the universal enrolment and retention, one of the key objectives of Sarva Shiksha Abhiyan is 'Focus on elementary education of satisfactory quality with emphasis on education for life'. The issue of quality education is directly linked with the retention of children in school. Delhi has attained a stage where there is near universal enrollment in Std I but by the time they reach Std V, 27% of these children drop out<sup>1</sup> (against the national average of 34%). There may be multiple reasons for this turnover as migration and economic instability are key issues in Delhi but factors like lack of quality teaching-learning in schools cannot be completely overlooked. Particularly when studies<sup>2</sup> suggest that 46% children in Std III and 29% in Std IV of MCD School cannot even read a simple text fluently and 24% in Std III and 15% in Std IV cannot even identify numbers up to 100. These facts are not too complicated for even non-literate parents to understand and rationalize in favour of engaging their child in work rather than continuing with school.

The current challenge is to effectively address the key issues of equity and quality in elementary education with a view to accelerating progress - not just towards education for all, but towards quality education for all. It is imperative, therefore, to address the critical need to improve the quality and delivery of education, to make it more relevant, joyful and motivating for children towards this end. As mentioned above, PDEI in partnership with the Municipal Corporation of Delhi has initiated an intervention in 20 schools for improvement in the quality of education in Action Research mode. The objective of the project is to work closely and consistently with the select MCD schools and the relevant stake holders with a view to demonstrate a sustainable and replicable model of Quality education that will positively impact attendance, retention, gender parity, equity, learning outcomes of school children and establishing better school-community linkages.

The achievement so far has been:

- Goal setting by the school principals.
- Recruitment of the support teachers by PDEI.
- Capacity building of support teachers on pedagogy, issues like VKS/PTAs.
- Formation of resource group in schools involving regular school teachers.
- Streamlining morning assembly and the distribution of mid-day meals in some of the schools.
- Encouraging conversation in english among children.

<sup>1</sup> Source: MCD Education Department Data base 2006-07.

<sup>2</sup> Source: Universalizing Elementary Education in India's Mega Cities- Issues from Mumbai & Delhi, Pratham Resource Center, 2005.

## Holland India Newspaper Project

Emanating with the question "how big is your world?" children, students and teachers from primary schools in Netherlands have been linked to their peers in India. With Support from OXFAM NOVIB, Pratham is running a virtual exchange programme called Holland-India (HI) digital newspaper project. The project has its own website [www.hi-newspaperproject.moonfruit.com](http://www.hi-newspaperproject.moonfruit.com), where the work done by children of both the countries is uploaded.

About 700 children from selected Pratham Libraries interact with their counterparts in Netherlands on pre-decided themes like 'myself', 'my country', 'my story'. Children collect information from their surrounding to share with their peers. This virtual newspaper project has been extended further involving children from an organization in Pakistan, ITA. Thus children from 4 schools of Delhi are exchanging their views on the theme 'Myself' with children of 4 schools from Lahore.



## Special Programme



### Educational Programme for Working Children

The intervention to bring the working children back to the mainstream education away from the working situation continued in the 4 key areas of Delhi viz

- Nabi Karim in Sadar-Paharganj Zone
- Azadpur in Civil Lines Zone
- Parts of North Shahdara
- Parts of South Shahdara

Education status of children in all four areas was almost similar. Majority children from these areas have either never gone to school or dropped out before completing the primary education. Some children could merely identify a few numbers and words. Long working hours together with various socio-economic and cultural factors have forced them to be out of the school and into work. Accordingly, it was inappropriate to introduce these children to formal education system directly. We initiated classes to impart non-formal education to working children of these areas. This helped to develop interest among them for school and study, along with bridging the gap in their education level and aid them to attend a minimum level. At the beginning of the academic year 2006-07, 515 children were mainstreamed in government school (497 in Primary and 18 in Upper Primary School). The table below shows the number of classes initiated in each area with the number of children covered through this programme during the year.

No.	Area	Number of classes	Number of Children
1	Azadpur	35	671
2	Nabi Karim	16	204
3	North Sahadra	22	460
4	South Sahadra	15	329
<b>Total</b>		<b>88</b>	<b>1664</b>

## **Learning Centre: Universalisation of Elementary Education (UEE) Mission**

The centre completed its programme cycle with 1924 out of school children and mainstreamed about 1200 of them in government schools. The remaining children who could not be mainstreamed were integrated in our Read to learn programme.

Pratham received a letter of appreciation from the Secretary Education, Government of NCT Delhi for its performance in this project.

### **Looking Ahead**

Pratham in Delhi has completed eight years of its existence. This period apart from success at various fronts has left certain unfinished agenda. Our mission 'Every child in school...and learning well' continues to be a dream which looks close yet quite far away. Issues like chronic absenteeism in school which makes the schooling status of a child itself ambiguous continues to challenge us. Besides, what constitutes quality education and how it can be delivered to every child from underprivileged background is an area on which Pratham aspires to work.



## Acknowledgment

**P**ratham Delhi thanks everybody who made possible the task of imparting education to the children of the marginalized urban poor.

**Municipal Corporation of Delhi** as ever continues to be our one of the most important partner as the largest stakeholder of the primary education in Delhi.

**Directorate of Education, Government of NCT Delhi** for support in mainstreaming the out of school children.

**ICICI Bank** for all their support right from the launch of the mission in Delhi.

**NOVIB**, a development organization in Netherlands, for the continued support during all these years.

**Michael and Susan Dell Foundation** for emerging as a key partner in our collective endeavor for education of underprivileged children.

**American India Foundation** for their ongoing support to our community based programme.

**Citibank Group** for its support in one of the most difficult areas of Delhi.

**Social Initiative**, a development funding organization of Sweden for joining us in our mission.

**British Gas (India)** for its support to school based libraries in central part of Delhi.

**Room to Read Trust** for supporting our school library initiative and providing useful inputs to further improve the programme.

**Charities Aid Foundation** for supporting community based programme in parts of Noida.

**Australian High Commission** for providing support to our libraries.

**Bharti Foundation** for their support to our education programme.

**Rajeshwar Sushila Dayal Charitable Trust** for their support.

**Pratham USA, Niramaya Health Foundation, Paul Hamlyn Foundation, Shroff Charity Eye Hospital** and other individual donors both in India and abroad have always stood by us in our mission.

Our sincere thanks to Ms. Surekha Panandikar of AWIC, Ms. Kusum Lata of Bachpan Society, Ms. Pincha Singh, Mr. Manas Mahapatra of NBT, Mr. B.K Tyagi of Vigyan Prasar, Science and Quaynat, Jodo Gyan, State Resource Centre, Jamia Milia Islamia University and students and faculties of Lady Irwin College.

## FINANCE & ACCOUNTS

Our accounts for the year ended March 31st, 2007 have been duly audited by our auditors M/s Price Waterhouse. Excerpts from the audited Income & Expenditure Account are presented 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, 2007

(Rs. In Lacs)

Expenditure	Amount		Income	Amount	
	2005-06	2006-07		2005-06	2006-07
Balwadi Programme			Donations / Grants	269.01	290.33
Learn to Read (L2R) Programme			Add : Transfer from / to Specific Fund/Restricted fund/Current liabilities/Current Assets	31.66	26.09
Read to learn 1 (R2L1) Programme	16.27	22.80	Other Income		316.41
Read to learn 2 (R2L2) Programme	16.36	10.56	Excess of Expenses Over Income	237.35	1.78
Balwadhan Programme	2.37	3.02		1.10	0.08
	0.25	0.48		2.41	
Balwadhan Programme	2.38	12.10			
<b>Special Programmes</b>					
A) Balshramik Programme	10.54	9.60			
B) Adult Literacy Programme	1.85	4.62			
C) Health Research Project	3.25	4.38			
D) Mepple Exchange Programme	1.79	1.99			
E) Pratham Education Centre	2.53	2.46			
F) Universalisation of Elementary Education	14.92	4.40			
G) Library Project	44.13	95.67			
H) Room to Read	6.30	8.69			
I) Catalytic	6.11	-			
J) Indus Project	-	2.02			
<b>Sub Total</b>	<b>91.42</b>	<b>133.83</b>			
Training and Monitoring Expenses	42.28	37.79			
Programme Support Expenses	42.79	61.88			
Administration Expenses	9.85	10.78			
Teaching and Learning Material Expenses	15.89	24.51			
Depreciation	1.00	0.54			
<b>Grand Total</b>	<b>240.86</b>	<b>318.27</b>		<b>240.86</b>	<b>318.27</b>

#### 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(G) 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 2006-07			
S.No.	Donors	Amount (In Lacs)	
1	N[O]VIB		94.18
2	Michael Susan Dell Foundation		70.07
3	American India Foundation		31.33
4	Citi Group Foundation		37.63
5	Room to Read		9.78
6	Delhi Government - UEE		6.86
7	Paul Hamlyn Foundation		2.52
8	Charities Aid Foundation		0.04
9	Niramaya Health Foundation		0.62
10	Australian High Commission		3.60
11	British Gas India (P) Ltd.		7.41
12	Social Initiative		18.22
13	ICICI Bank		7.23
14	Shroff Charity Eye Hospital		0.30
15	<b>Individuals:</b>		<b>0.54</b>
	<b>More than Rs. 5000/-</b>		
	i) Vinod C Khanna	0.10	
	ii) Shahid Mahdi	0.10	
	iii) Lalit Nirula	0.20	
	iv) Others	0.14	
	<b>Total</b>		<b>290.33</b>

Corpus			
S.No.	Donors	Amount (In Lacs)	
1	Rajeshwar Sushila Dayal Charitable Trust		1.00
	<b>Total</b>		<b>1.00</b>

External Auditors : Price Waterhouse - Chartered Accountants  
Building 8, 7th & 8th Floor, Tower - B, DLF Cyber City, Gurgaon - 122002 (Haryana)

Internal Auditors : S.M. Varma & Co. - Chartered Accountants  
New Rajendra Nagar, New Delhi - 110060

Bankers : ICICI Bank Ltd.  
NBCC Place, Bhisma Pitamah Marg, New Delhi - 110003

## Board of Trustees

**Ms. Shailaja Chandra**

Former Chief Secretary,  
Government of NCT Delhi,  
IAS (retd.)

**Dr. R Govinda**

Professor,  
NUEPA

**Mr. Romesh Kapoor**

FCA, England & Wales  
Finance Consultant  
Sir Ganga Ram Hospital, Delhi

**Dr. (Ms) Venita Kaul**

Senior Education Specialist,  
The World Bank

**Mr. Satish Kaura**

Chairman & Managing Director,  
Samtel Corporate Office

**Mr. Vinod C Khanna**

Former Ambassador,  
IFS (retd.)

**Mr. Vikram Lal**

Trustee,  
Vikram Sarabhai Foundation

**Mr. Shahid Mahdi**

Former VC Jamia Millia Islamia University,  
IAS (retd.)

**Mr. Sandeep Malhotra**

GM ICICI Bank

**Ms. Farah Naqvi**

Writer & Development Activist

**Ms. Vimala Ramachandran**

Educationist,  
Founder Director Mahila Samakhya

**Dr. (Ms). Neerja Sharma**

Reader,  
Dept. of Child Development,  
Lady Irwin College, Delhi



## **Pratham Delhi Education Initiative**

Registered Off: 3rd Floor, ICICI Ltd, NBCC Place, Bhisma Pitamah Marg,  
Pragati Vihar, New Delhi-110003. Tel.: 91-11-24308339. Fax: 91-11-24390074  
E-mail: [info@delhi@pratham.org](mailto:info@delhi@pratham.org)

Operations Off: 38 A, West Laxmi Market, Patparganj Road, Surya Kiran Building,  
Khureji, Delhi-110051. Tel.: 91-11-22460251. Fax: 22507721