



Pratham Delhi Education Initiative  
Every child in school...and learning well

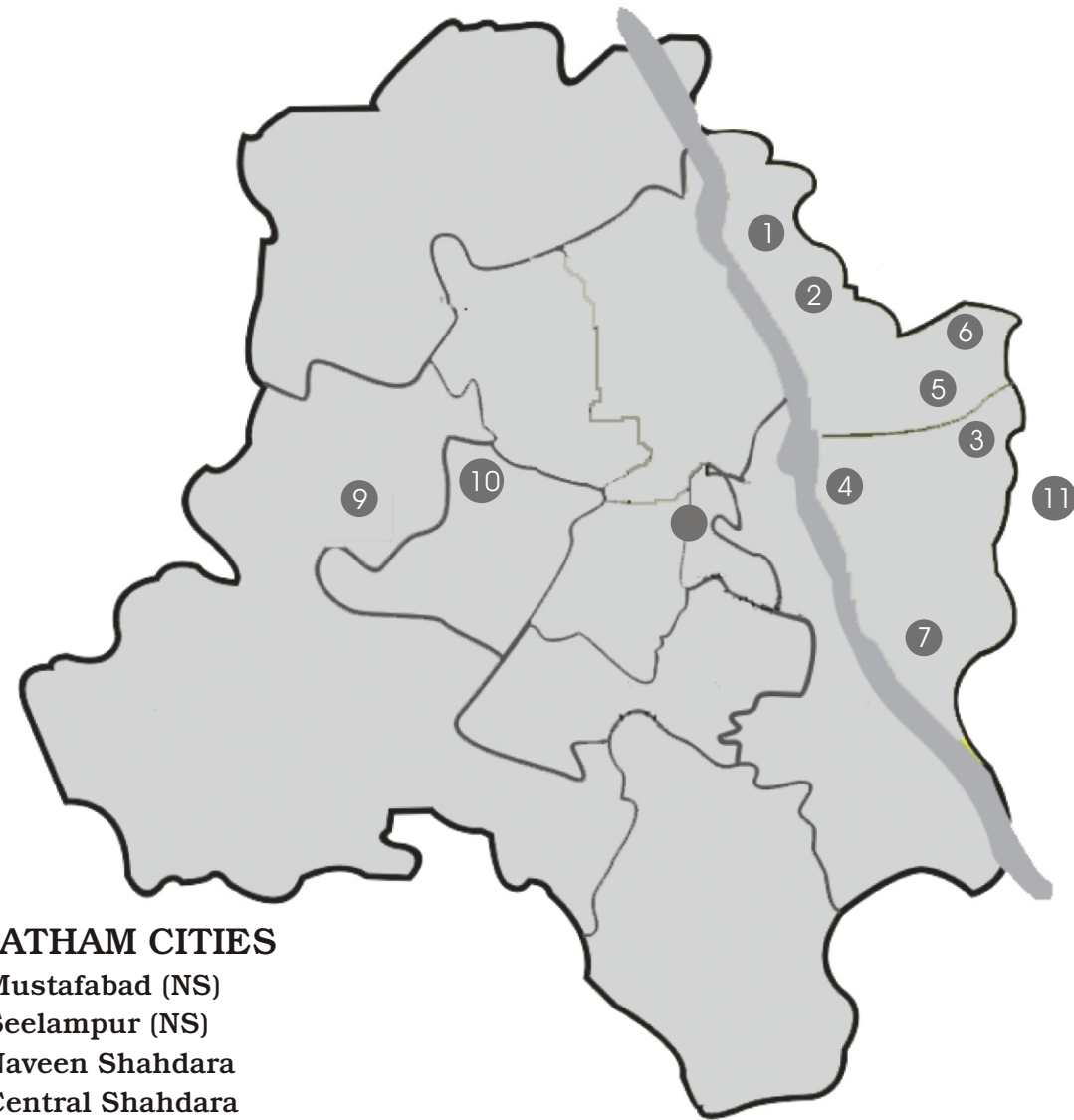


# Annual Report

2007-2008



## Our Presence In Delhi 2007-2008



### PRATHAM CITIES

- Mustafabad (NS)
- Seelampur (NS)
- Naveen Shahdara
- Central Shahdara
- Nand Nagri (NES)
- Seemapuri (NES)
- South Shahdara
- Sadar/Karol Bagh
- West Delhi
- Zakhira
- Noida

## Foreword

*"It is the birthright of every individual to receive at least the basic education without which he cannot fully discharge his duties as a citizen."*

*- Maulana Azad, First Education Minister of India (1947-1958)*

It gives me great pleasure in presenting Pratham Delhi Education Initiative's Annual report for 2007-2008.

The Balwadi Programme for pre school children of 3 to 5 years in under privileged areas covering over 9500 children and Library Programme in Bastis and in Municipal schools, covering a combined total of about 150,000 children continued. These programmes were spread over 300 Bastis and 320 Municipal schools. In the Municipal schools' Library Programme, responding to the felt need, the process of linking the library books and activities with the Municipal Corporation of Delhi (MCD) curriculum was initiated. Abhivyakti programme towards learning enrichment continued. Efforts were also made to develop a model for systemic reform through School Support Programme in 20 selected schools.

Compared to the size of the problem of a Metropolis like Delhi, much more ground needs to be covered. Moreover, an annual turn over of about 40% in the child population in our programme areas due to various reasons poses serious problem for our efforts to improve and upgrade the schooling and learning profile of the communities in which we work.

Pratham's Annual Status of Education Report (ASER) has highlighted the deficiencies in the primary education in rural areas; The Urban ASER is yet to be evolved highlighting and diagnosing the specific issues of quality education in urban areas. The Constitutional Amendment of year 2000 is yet to be operationalized and made justiciable through the passage of Right to Education Bill.

We are grateful to the Delhi Municipal Corporation or Municipal Corporation of Delhi, our Donors, and our programme collaborators. Without their support, generosity and cooperation Pratham Delhi would not have been able to implement its programmes. Continuing support and guidance from Pratham Resource Centre, from Madhav Chavan, and valuable inputs from our Trustees is gratefully acknowledged. Of course, the sustenance and success of Pratham Delhi would not be possible without the exemplary commitment, energy and enthusiasm of the Pratham Team at all levels. It may sound repetitive, but I cannot conclude without a special word of thanks to Mr Vinod Khanna whose wisdom and help continues to be available to us.

**Syed Shahid Mahdi**  
Managing Trustee

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# About Pratham

Seeded by UNICEF and Mumbai Municipal Corporation in 1994, Pratham ([www.pratham.org](http://www.pratham.org)) began in the slums of Mumbai. Born as Pratham Mumbai Education Initiative, which is the mother organization looking after strategy, planning, and implementation, it is now a network of several autonomous organizations created locally by a mix of former administrators, entrepreneurs and other like minded individuals. Today, Pratham is one of the largest non-profit organizations working in the primary education sector.

The growth of Pratham has been organic with local ownership of the autonomous bodies, a prerequisite for the replication of Pratham. Pratham Delhi, Pratham Rajasthan, Akshara Foundation, Pratham Books, Pratham Uttar Pradesh are just some of the names of the local organizations. The pratham network now has a presence in most of the states of India. It serves over 500,000 children through its urban direct supplementary service delivery education programmes in 43 cities, with about 10,000 young- mostly women- volunteers. In addition, it reaches out to over 17 million children through its Read India programme, which mobilizes volunteers to help children on one hand and trains and assists school teachers to ensure that all children at least acquire basic literacy and numeracy skills.

A unique feature of Pratham is, its commitment to work on a very large scale and also working with governments to achieve set goals within set timelines. Pratham has innovated, tested, and scaled up delivery models and learning techniques during the last 13 years.

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

PDEI started with Balwadis to provide pre-school education to economically disadvantaged children in the 3-5 years age group in some areas of East Delhi and Bridge-Classes to mainstream 6-14 years old out of school children. The work expanded to large parts of Trans-Yamuna, West Delhi, Central Delhi and even a small part of Noida. Learning both from the experience of Pratham elsewhere and ground realities of Delhi, various education programmes were initiated to respond to the felt needs of the community. With the permission of Municipal Corporation of Delhi, PDEI worked in 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 the last 4 years PDEI has been working closely with Municipal schools and has set up libraries in more than 300 schools as centres for learning enrichment. This presence has facilitated the revival of hitherto moribund libraries in schools. This has given the children easy access to lots of story books which in turn has enhanced their interest in school.

PDEI has been continuing 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



# A bout Pratham Delhi

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

**Pratham Delhi Education Initiative's (PDEI'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. As per Government records, there are 3 million children in the age group of 6-14 years in Delhi. As part of our intervention strategy a detailed education profile of about 4.5% of the total children in this age group has been prepared. This exercise has been done by demarcating our programme area (i.e. 8 locations) into total 301 units referred to as Bastis. Each Basti comprises about 283 households and on an average has 450 children in the age group of 3-14 years. This is our unit of planning and intervention. **PDEI's programme is spread across 301 Bastis in Delhi situated in North Shahdara, South Shahdara, Zakhira (Karolbagh), Sadar-Paharganj, Nangloi (Najafgarh), Azadpur (Civil Lines) and Noida.**

**Table 1 : Extent of coverage of children in PDEI Programmes**

	<b>Units</b>	<b>Children</b>
Number of Bastis covered	301	1,29,852
Number of Basti based Libraries	312	56,791
Number of School based Libraries	350	11,6614
Number of Balwadis	486	9,571
Other Interventions	199	3,545

# B asti Programmes



## Balwadi

This programme is for community children who are not in any pre-school. Each balwadi has about 20 children and is run for 3 hours each day for 8-10 months. The objective is to enable children to become better-adjusted, happier learners. Thus, enabling better retention and achievement at a later stage. Activities in Balwadi is designed with the objective of all round development around the following themes:

1. Cognitive development
2. Motor Development
3. Emotional Development
4. Social Development

During the year, 9571 children in the age group of 3-5 years were enrolled in Pratham Delhi's 486 Balwadi units. After one year the following progress was observed among children:

- ✍ They come to the centre clean with well combed hair.
- ✍ Learned to arrange their footwear in line.
- ✍ Are able to walk in a straight line.
- ✍ Are able to count numbers up to 10.
- ✍ Differentiate primary colours.
- ✍ Match the figures.
- ✍ Identify figures.
- ✍ Recite poems/rhymes and stories.
- ✍ Share their belongings with others.
- ✍ Recognize alphabets.

In the monthly meeting with parents, children's progress was discussed. Special topics were planned for each such meeting and parents felt happy to be part of the process of growth and development of their children. Apart from regular class activities, following initiatives were taken during the year:

- An exhibition was organised in some schools of Municipal Corporation of Delhi (MCD) which lasted for a week. In these exhibitions, children's art and craft work was displayed. This was done with a twofold purpose - Firstly, it helped build a relationship with the schools, to which the children were to be enrolled, secondly, it also displayed the work of the children which enabled parents to see the work done by their children in class.
- Balwadi teachers at the end of the session took the children (alongwith the parents) to the nearby MCD school for admission. The process of enrolling the child of Pratham Balwadi into municipal primary school was thus supervised by the Pratham Balwadi volunteer teacher.

**Health:** For our Balwadi children, Micronutrient supplementation programme has been implemented under the guidance of Niramaya Health Foundation. Three camps were organised during the year where record of children's heights and weight was taken and a follow up prescription given to the balwadi teacher and orientation session for the mothers was organised to explain how nutritious food can be given to the child within limited resources. Of the total enrolled children in Balwadis, 54% attended both the camps. In this, while 11.4% children were in grade III and IV level of malnutrition, the percentage dipped to 3.5 in the second camp. Similarly, the percentage of children having normal nutritional

## Basti Library Programme-Reading Campaign

Total number of Basti library units during the year was 312 where a total of 56,791 children between 6 to 14 years of age benefitted. The reading level of children of 6 to 7 and 8 to 10 years of age was recorded before and after the intervention.

It was observed that out of the total non readers in the age group of 6 to 14 years about 55% of them were in the age group of 6 to 7 years, 33% in 8-10 years and 12% in the 11-14 years age group.

The comparative level of children (6-10 years) before and after intervention is presented in figure 1 & 2 :-

Figure 1: Comparative Reading level of children of 6-7 Yrs of age (%)

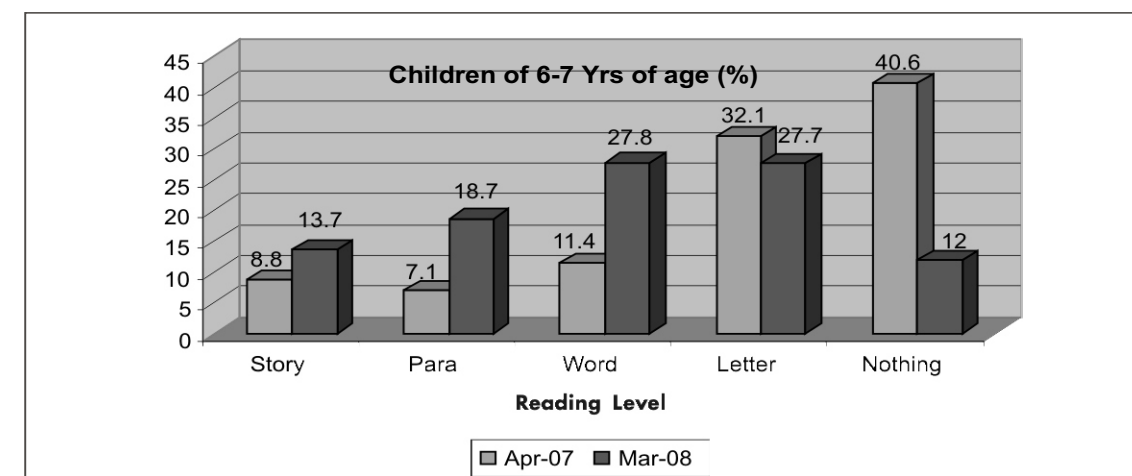
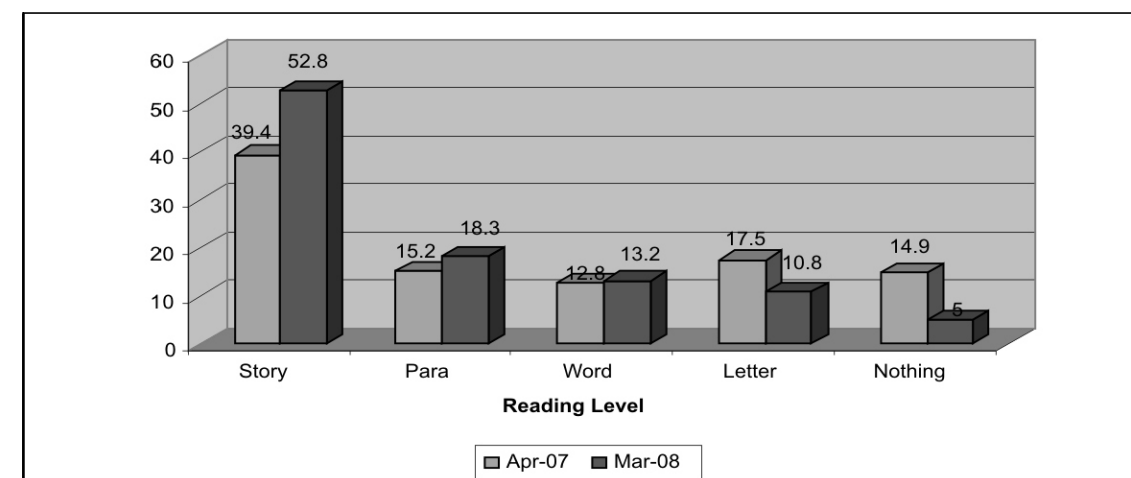


Figure 2: Comparative Reading level of children of 8-10 Yrs of age (%)



This analysis is based on the total number of 23,709 children of 6-7 years of age and 34,361 children of 8-10 years of age tested in 301 Bastis of Delhi.

**Maths-** The intervention was with the objective of number familiarity and Tables upto 9, 8469 children involving. There has been an increase of about 17 percentage points of children who can comfortably handle numbers upto 1,00,000 and reduction in 22 percentage points among children who cannot recognize numbers upto 100. Similarly, 50% children learnt tables upto 9 against the initial 27%.

## Abhivyakti

The Abhivyakti Programme was conceptualized for higher learning and expression. It covered children within the 8 to 14 years age group. Only Story and Paragraph level children were taken. During the year, 1891 children were enrolled in this programme.

### Main Focus of the programme

- ✎ Group work
- ✎ Reflection based on prior knowledge and experience
- ✎ Need based learning
- ✎ Practical work
- ✎ Mind mapping

### Indicators of learning assessment of children :

In the Abhivyakti Programme, children's learning is assessed along the following parameters:

#### Reading:

- Answer the questions on the story/text.
- Explain the main theme of story in writing/orally.
- Depict the story through drawing .
- Enact the story through Role play.

#### Mathematics:

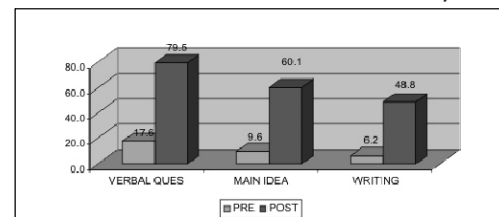
- Price estimation on the basis of given data.
- Calculating the price of different goods.
- Question formulation.
- Solving operations involving division & fractions.

The above indicators were used to analyse the outcomes of the Programme. Children were assessed and graded as A, B or C viz

- A - Solves without any mistake
- B - Solves with minor mistakes
- C - Cannot solve/do.

**Results** - Total children enrolled in this programme were 1891 out of which complete tracking could be done for 1464. These were the children who stayed during the complete course of the programme and were Pre and post tested. As against 17.6% children answering verbal questions during the Pre-test, 79.8% could answer without mistakes in the post test. Similarly while only 9.6% could highlight the main idea of the text, 60.1% could do it in the post test. This was successfully done in writing by 48.8% children as against 6.2% in Pre-Test.

Figure 3: Result of children in Abhivyakti Class

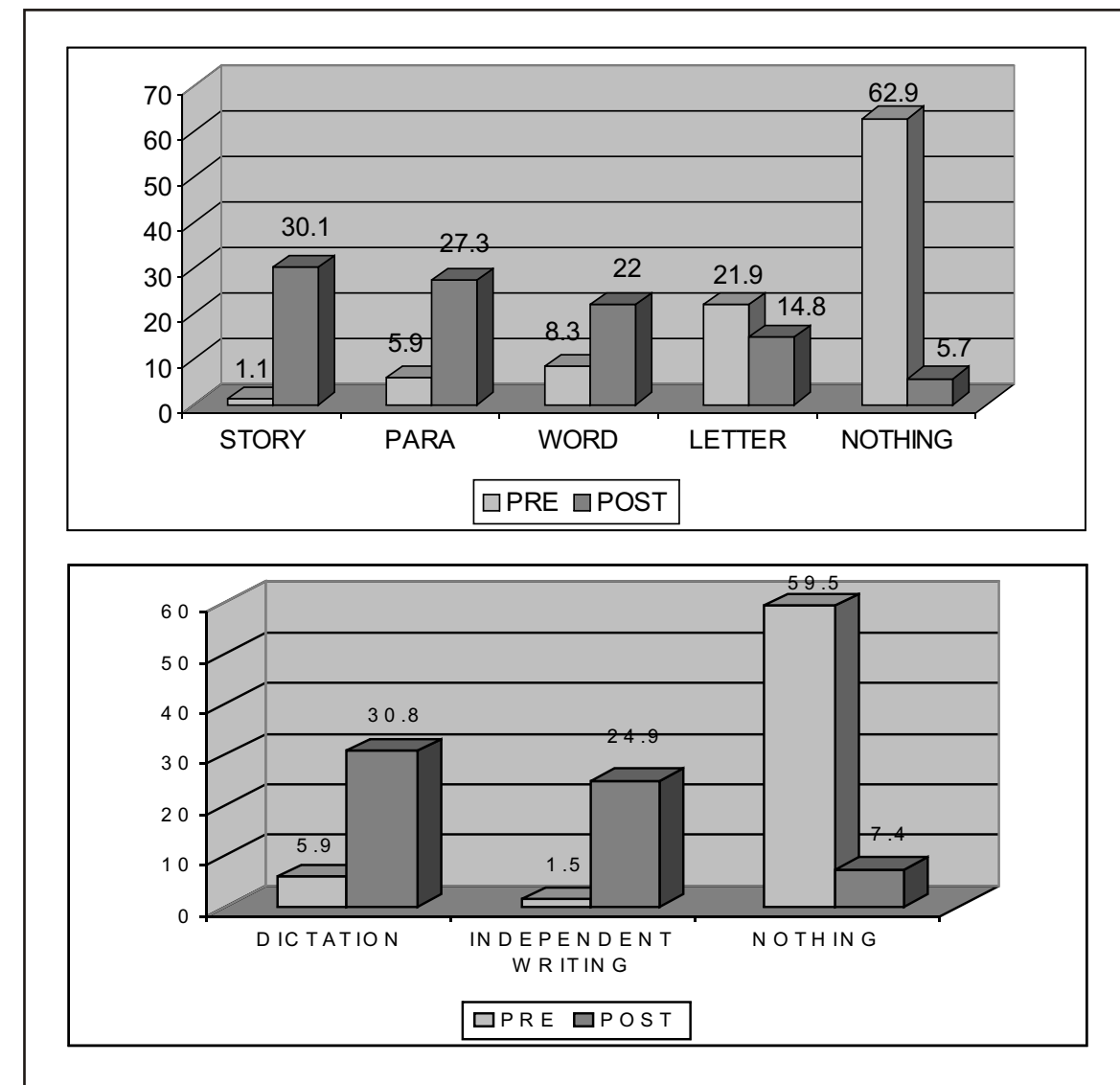


## Special Programmes

**Women's Literacy Programme:** The Women's Literacy Programme (WLP) ran in some of the Bastis with 3544 women enrolled in 227 units. Each unit of WLP was of 4 month duration. The basic objective of the programme was to :

- ✎ Increase literacy and numeracy of the participating women.
- ✎ Bring back young adolescent girls who have dropped out of school into the education net.
- ✎ Enhance awareness among young mothers to monitor the education of their children and actively participate in the Parent Teacher Association (PTA) of the school.

Figure 4: Reading & Writing results of Women in WLP Class (%)





**Educational Programme for working children:** There were 12 TECs being run under INDUS Project having 620 children. These centers were operational in Nabi Karim of Sadar-Paharganj, Janata Colony and Kabir Nagar of North Shahdara, Chilla and Shashi garden of South Shahdara and Azadpur. Children in these classes are in the age group of 9-12 and come from occupations like rag-picking, leather and jari work, domestic work, etc. These classes offer an opportunity for children to come out of their occupation and prepare themselves for mainstreaming. However, it continues to be a challenge to reach out to the child who is in difficult circumstances, bring them to the class and retain them. It also calls for greater degree of coordination with other stakeholders like Department of Labour, Government of NCT Delhi, the employers (wherever they can be identified) and parents of the children.

Apart from this, there were 72 classes for Balshramik children operational in 4 areas of Delhi enrolling 1219 children. The objective of these classes was to provide working children a bridge education and get them back to mainstream education. The need for such classes apart from the one supported by INDUS project emerged due to the qualification norms of the latter. The children in our Balshramik classes are largely those who are working because they are out of school due to one reason or the other. They may or may not be working in hazardous occupations as defined in Child Labour Prohibition and Regulation Act.

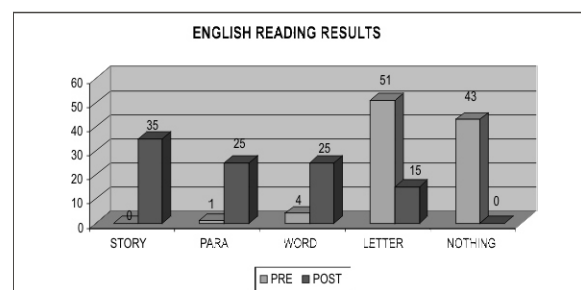
**English classes:** 23 classes with 491 children using the Teaching Learning Material provided by the Pratham English Programme team was operational.

The objective of the programme was:

- ✍ To encourage question based conversation among children.
- ✍ Recognize and write alphabets.
- ✍ Read and comprehend a story.

The classes were run by volunteers who were trained by our English team, using the manual designed by central resource group. As per the Pre-Test, 95% children were at letter or nothing level. At post Test only 15% remained at letter or nothing level, 60% were at story or paragraph level. Of those who were at story level, 57% gave answers in complete sentences, while 32% responded in one word only.

Figure 5: Reading Results of children in English



**Pratham Education Centres (PECs):** Two centres, with the support of Tech Mahindra foundation were operationalised in the community in order to provide reading space to children. The key programmes and activities of this centre are as follows:

- ✍ Computer Assisted learning programme: 241 children availed the facility during the year at this Centre.
- ✍ Abhivyakti - 12 units covered 241 children.
- ✍ English Classes - 12 units covered 205 children.

## School Programmes





## Library

During the period, a total of 350 School Library units operated across 6 zones of MCD and Noida. The maximum number of children who benefitted from the book borrowing facility were 1,16,614.

The session started with summer camps in the selected schools across the zones. The key activities in these camps apart from the Reading classes were as follows:

- ✎ "Main hoon aur main bahut khass hoon" {I am , and I am special} - Reflection about self.
- ✎ Notice Board preparation - sharing the information acquired through reading.
- ✎ Creative activities - Mask making, Book making, Story Making.
- ✎ Role Play.
- ✎ English Conversation.

From July, the librarians went to the schools with a set of 200 title of books. With the emerging demand and need realization from both the school and Pratham team the process of linking the library books and activities with the MCD Curriculum was initiated through **THEME BASED** approach. The names of some themes selected were:

- ✎ Plants and Trees.
- ✎ Sun and its role in our lives.
- ✎ Life Cycles: Butterfly, frog.
- ✎ Water cycle.
- ✎ Concept of Primary and secondary colors.
- ✎ Air.

Apart from these activities a number of events and celebrations were also organized. These were:

- ✎ Inter school Quiz Competitions- On library activities like those of Map reading, Story telling, Mask making, Role play, Extempore, Essay writing and Poster making.
- ✎ Christmas celebrations.
- ✎ Rallies by children.
- ✎ Independence Day Celebrations.
- ✎ Exhibition of children's work.
- ✎ Children's day celebrations.
- ✎ Art Camp.

Supplementary worksheets were developed and given to children of Standard 4 and 5 of 50 shortlisted schools. These worksheets were based on subject specific themes on science and social science. Eight worksheets on the themes of **hot and cold, camel, animal, life cycle, our body, transport, heart and mind and our constitution** were prepared. The worksheets were distributed to the children of Pratham Library on a weekly basis.

The objective of this approach was to help children in preparing for their school exams. This was piloted in 50 schools between January and March 2008. These worksheets were given to about 2600 students. Out of them 84 per cent returned the filled worksheets. The assessment was out of a total of 25 marks. Highest category was fixed in the range of 18-25 marks. In the first Worksheet (Garam-Thanda), 8.6% children were in the highest marks category. While, in the second worksheet (Camel), 43.7% were in the highest marks category.

## Dialogue with MCD schools

A meeting of those schools in which Pratham libraries were operational was convened by the Director (Primary Education), MCD in September 2007 at MCD's In-service Teachers Training Institute, Shakti Nagar, Delhi. This was attended by Additional Director, Deputy Education Officer and Head of the In-service teachers training Institute. Principals from 215 Municipal schools attended the meeting. An Exhibition of the children's work was also put up. The objectives of this meeting was:

- o To familiarize the Principals with details of the library program.
- o To discuss the impact of the library on children.
- o To initiate a dialogue on the issue of sustainability of library in schools.

## Workshops

- o A 3-day workshop on "**Various Aids in Story telling - Preparation and Usage**" was organized for our Librarians.
- o A 3-day workshop was organized on environment issues in collaboration with the Vigyan Prasar. **Dr. B.K.Tyagi (senior scientist)** was the resource person for the Workshop.
- o Two Story writing workshops were organized, where children were introduced to the process of story writing by eminent children's authors-Ms. Surekha Panandikar (AWIC) and Ms. Vinita Krishna (Khass Kitab). The objective of the 3 day long workshop was to inspire the children to write original stories, which would then be published in book form.

## School Support Programme

This programme was launched with an objective "to work closely and consistently with 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 strategy to achieve these objectives were as follows:

1. Pratham appointed one SSP (School Support Programme) teacher each, in all the 20 shortlisted MCD schools.
2. Pratham also integrated its School Library volunteer with the programme to support the SSP Teacher Further.
3. Each SSP teacher was allocated one section of Std 3 with the following roles:

As a **class-teacher**, the activities were as follows:

- ✎ English teaching by using the Pratham English Programme course kit, phonetics, rhymes with the help of tape recorders.
- ✎ Used Pratham's accelerated Reading methodology for developing the reading skills among children who cannot read.
- ✎ Used Maths kit, developed with the help of Jodo Gyan, an organization specializing in Elementary maths to help children build the concepts of maths.

Towards **Whole School Development**, the activities were as follows:

- ✍ Having children's creative corner in the class where their creative work was posted.
- ✍ Facilitated the organization of school assembly.
- ✍ Streamlined the distribution of Midday meal in school.
- ✍ Regular meeting of the school resource group to share the learning with other teachers of the school.

As Educational **Social Worker**, the activities were as follows:

- ✍ Developed the Students Profile format to record the details of every child in school along 8 parameters.
- ✍ Conducted home visits of children and convened Parent teacher meetings.
- ✍ **Major learning and Key issues.**

As passionate insiders whose role was not just to impact the learnings of some children immediately but as active participants in the improvement of MCD schools itself, thereby creating a model for the system, we have had varied experiences. The exposure gave us better understanding of the system and its bottlenecks. We got an opportunity to understand the major impediments in the way of any kind of reform. It is the effort and dedication of some of the MCD teachers in school which has kept the system functioning and prevented complete erosion of faith of the parents who continue to send their children to MCD Schools.

### Holland India Newspaper Project

Holland India (HI) newspaper project is an Internet based exchange between Pratham and Pabo, a teacher's training institute in Meppel, Netherlands. It is a cultural exchange between the children of Pratham classes and Primary Schools of Pabo Meppel and provides a platform where children can share their learnings from others in the same age group but different cultural context. During this year, the project was expanded to other countries and other states of India. Children of 50 classes from Delhi were electronically interacting with their counterparts in Jaipur, Ahmedabad, Ajmer, Netherlands, Pakistan, Canada and Sweden.

Every month children of HI classes prepare a Newspaper on a pre-selected topic in which they express themselves by writing and drawing on the topic. These newspapers are exchanged with the city in their countries and are also uploaded on the project's **website [www.hi-newspaperproject.moonfruit.com](http://www.hi-newspaperproject.moonfruit.com)**

Online chat sessions were organized for the children and teachers. Web camera and microphone was used in the chat sessions.

As the project progressed, due to interaction with their peers in a foreign country and with other Indian cities, children started having a global view and an understanding of other cultural domains.

## Looking Ahead

Pratham now wishes to take its agenda beyond reading and basic mathematics towards learning enrichment to achieve grade specific competencies for children. In order to effectively achieve the set targets, Pratham plans to work in all the schools of 5 zones (out of a total of 12) of Municipal Corporation of Delhi (MCD). These zones are North Shahdara, South Shahdara, Sadar-Paharganj, Karol Bagh and Rohini. The total number of schools in these 5 zones are 812 (MCD has about 1799 schools in Delhi).

We plan to attach on an average, 2 volunteers per school. One volunteer would be assigned Standards I and II. She would use Balwachen methodology (early reading pedagogy) to get these children to learn to read during the library period, in the first phase. During the next phase she would use the library books for beginners to consolidate their reading and simultaneously work on numeric skills (number recognition and subtraction). The second volunteer would be assigned Standards III, IV and V. This volunteer would work on the reading fluency of the children and arithmetic operations upto division, in the allotted library period. During the next phase, she would progressively introduce English conversation and contents of Abhivyakti for learning enrichment. Along with this, both volunteers would continue to carry out the function of book distribution and book based activities with children. All these children will also be sharing their learnings with their counterparts in other countries, through Digital exchange.

Each of these two volunteers will visit the catchment community, distribute reading cards among children and their mothers once a week and organize Reading camps in schools. Children from the catchment community who are not enrolled in that school will also come to these camps.

Apart from the community based Balwadis we plan, to have a pilot project in collaboration with the Department of Women and Child Development, Government of NCT (National Capital Territory), Delhi to work on Pre-school education in Anganwadi centres.

Pratham is now in the process of setting up learning labs (LL) which are largely targeted toward capacity building of the teams and as a training/resource centre for the programmes. These will be focussed on delivery of Mathematics, Science, English and Computer Education to ensure that the resource people who come out of these centres are English speaking, computer usage friendly, confident individuals with conceptual understanding of mathematics and science. With the of the Learning Labs we will build up resources to deliver grade and age specific competencies. The LL will have daily classes on the above mentioned subjects.

MCD has a provision for children from grade IV & V to sit for the Scholarship exam every year. The ultimate goal, that we aspire to achieve from the intervention for Std. I-V, is to improve the number of children qualifying the scholarship exam. Since the exam is based on general knowledge and some text book based questions, preparing for this exam implies a quantum leap in the learning and knowledge of the children.

# Acknowledgement

We acknowledge the support of all individuals and institutions who continue to support our vision of "every child in school...and learning well".

**Municipal Corporation of Delhi** for the trust reposed in Pratham and working together with a great sense of partnership.

**Department of Labour, Government of NCT Delhi** for giving us an opportunity to join hands with them towards eradication of child labour through the INDUS Project.

**NOVIB**, a development organization in Netherlands, for being one of our biggest overseas supporter.

**Michael and Susan Dell Foundation** for their guidance and continuous support.

**Tech Mahindra Foundation** for providing us the inspiration and necessary support to look for a comprehensive model of school reforms.

**Citibank** for its support to community based education programmes in one of the most challenging areas of Delhi.

**Social Initiative**, a development funding organization of Sweden for providing active human resource support, apart from regular financial support.

**Chirag Foundation** for joining the Pratham movement with their valuable support.

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

**Rajeshwar Sushila Dayal Charitable Trust** for helping us in setting up a small corpus.

Our sincere thanks to Room to Read Trust, American India Foundation, British Gas India (P) Ltd, Pratham USA, Pratham UK, Niramaya Health foundation, Paul Hamlyn Foundation, Shroff Charity Eye Hospital, Charities Aid Foundation and other individual donors both in India and abroad who have always stood by us in our mission.

We also thank Mr. B.K Tyagi of Vigyan Prasar, State Resource Center Jamia Millia Islamia and students and faculty of Lady Irwin College for their contribution at various levels.

## FINANCE & ACCOUNTS

Our accounts for the year ended March 31st, 2008 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, 2008

Expenditure	Amount		Income		Amount	
	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08
Balwadi Programme			27.54		290.33	309.70
Learn to Read (L2R) Programme			5.78		2.609	23.38
Read to learn 1 (R2L1) Programme	22.80		0.20			
Read to learn 2 (R2L2) Programme	10.56		0.13			
Balwadi Programme	3.02		-			
Library	0.48		90.21			
<b>Special Programmes</b>	12.10					
A) Balshramik Programme		9.60				
B) Adult Literacy Programme		4.62				
C) Health Research Project		4.38				
D) Mepple Exchange Programme		1.99				
E) Pratham Education Centre		2.46				
F) Universalisation of Elementary Education		4.40				
G) Library Project		95.67				
H) Room to Read		8.69				
I) Catalytic		-				
J) Indus Project		2.02				
<b>Sub Total</b>	<b>133.83</b>	<b>43.94</b>				
Training and Monitoring Expenses		37.75				
Programme Support Expenses		61.88				
Administration Expenses		10.78				
Teaching and Learning Material Expenses		24.51				
Depreciation		0.54				
<b>Grand Total</b>	<b>318.27</b>	<b>324.10</b>			<b>318.27</b>	<b>324.10</b>
			Donations / Grants			
			Add : Transfer from \ to Specific Fund/Restricted fund/Current liabilities/Current Assets			
			Other Income			
			Excess of Expenses Over Income			

## 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.**



<b>GRANTS &amp; DONATIONS RECEIVED FOR THE YEAR 2007-08</b>		
<b>S.No.</b>	<b>Donors</b>	<b>Amount (In Lacs)</b>
1	NJOIVIB	49.78
2	Michael Susan Dell Foundation	61.44
3	Pratham UK	40.95
4	Pratham USA	40.00
5	Pratham India Education Initiative	7.40
6	Citi Bank	24.87
7	Room to Read	5.70
8	Paul Hamlyn Foundation	0.07
9	Charities Aid Foundation	1.77
10	Niramaya Health Foundation	0.88
11	Bharti Foundation	2.84
12	British Gas India (P) Ltd.	3.33
13	Delhi Government - Indus	6.42
14	Tech Mahindra Foundation	16.50
15	Social Initiative, Sweden	36.81
16	Chirag Foundation	10.00
17	Shroff Charity Eye Hospital	0.06
18	Exotic Natural	0.10
19	Vedic Life Science Pvt. Ltd.	0.20
20	Vinod C. Khanna	0.20
21	Others	0.39
	<b>Total</b>	<b>309.70</b>

<b>Corpus</b>		
<b>S.No.</b>	<b>Donors</b>	<b>Amount (In Lacs)</b>
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  
B-57, New Rajendra Nagar, New Delhi - 110060

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

## Board of Trustees

(As on March 31, 2008)

**Ms. Shailaja Chandra, IAS (Retd)**

Former Chief Secretary, Government of NCT Delhi  
Executive Director, National Population Stabilisation Fund

**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, IFS (Retd)**

Former Ambassador

**Mr. Vikram Lal**

Trustee, Vikram Sarabhai Foundation

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

Former VC Jamia Millia Islamia

**Ms. Farah Naqvi**

Writer & Development activist

**Ms. Vimala Ramachandran**

Educationist, Founder Director Mahila Samakhya

**Dr (Ms). Neeraja Sharma**

Reader, Department of Human Development and Childhood Studies,  
Lady Irwin College, New Delhi