

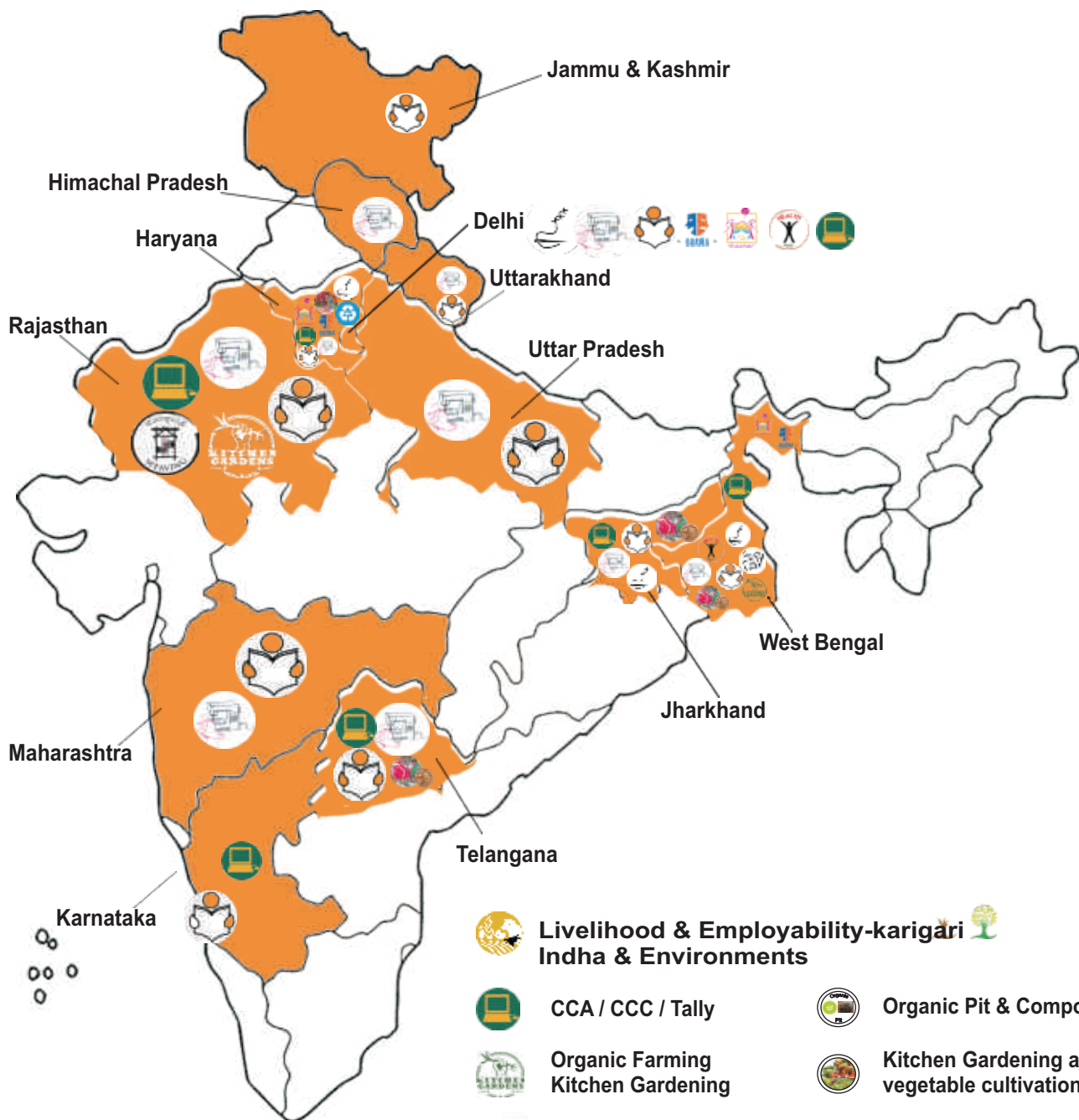



# ANNUAL REPORT


2017-18



Bringing Education, Employability, Empowerment to 500,000 Lives




















 **Education**  
 Vidyapeeth  
 Paathshaala  
 Gyantantra Digital Dost  
 Gurukul

 **Shiksharth**  
 Theator / Value Education  
 Animation / Yoga

 **Health**

 **Livelihood & Employability-karigari**  
**Indha & Environments**

-  CCA / CCC / Tally
-  Organic Farming  
Kitchen Gardening
-  Tailoring & Stitching
-  Patta Making
-  Hand Embroidery
-  Weaving
-  Paper Recycling
-  Art & Craft  
(handmade)
-  Product making

-  Organic Pit & Compost
-  Kitchen Gardening and  
vegetable cultivation
-  Mushroom Farming
-  Goat Farming & Coir-  
based products
-  Mobile Repairing Shop
-  E tutor in community
-  Bike Ambulance Service in  
rural community
-  Beauty Saloon

20 Years, 6,27,000 Lives, 106+Centers, 13 States

# Literacy India



From My Desk  
**Capt.Indraani Singh**

I am humbled and grateful by seeing the list of our well wisher, supporters and Donors for partnering with us in our journey. Though there are many names however to name a few Oxford University Press, SBI-Card, Anish Memorial Trust, Ehsaas Scholars 81 SITS for Women, Netherland for continuing their support to Vidyapeeth. We could not have survived with Our Gyantantra-Udbhav program at Bhiwadi without Honda Scooters & Motorcycles pvt Ltd, Aks Optifibre, DRI and Shriram Piston. Hundreds of students have been impacted in this district Clifford Chance Business Pvt.Ltd, Levante Foundation, Rabo Bank and MasterCard support deeply impacted our Livelihood and Remote Communities welfare programs.

In Gyantantra – Digital Education, Dell Youth Learning Grant, led to the making of Gyantantra Udbhav in English, thereby making this program useful across the nation. This was very crucial for Literacy India`s overall impact.

Oracle Grant created significant transformation in the students which otherwise would not have been possible , and created a ripple effect in the community about our causes like Importance of Education, Girl Child`s Rights , Women Empowerment etc.

Future way forward ,we have Planned on sharing our Gyantantra program with other NGO s and like minded individual on a larger scale .We shall continue to evolve in our livelihood generation work in rural and urban communities .Our Gurukul program is looking into good colleges and Institutions for meritorious students.

I will also write about Company`s Employee Engagement on the Volunteers` s page of this Annual Report .We once again hope to have our supporters watching our back all the time so that we could do much better next year.



# INTRODUCTION

Two eventful and satisfying decades of operations later, we at Literacy India continue our mission to bring education to and increase livelihood opportunities for the marginalised and deprived people, with as much enthusiasm, passion and energy as in the beginning. Indeed, the results of the two decades impel us to go on and widen our efforts to make more meaningful and sustainable differences in the lives of the people who we engage with. The experience of the past years helps us identify areas which need our intervention and find the best way of doing it.

Our twenty-first year has been an action packed one where we have positively impacted the lives of many children and families. We understand that it is not only classroom education that these children need, but they also need to know that they have the chance of a better future with education. They need encouragement and confidence to be able to meet and interact with people beyond their immediate environment or background.

Education can be spread in so many ways other than through the classroom. We have seen wonderful results by using theatre and songs for telling stories, computer and multimedia for teaching math and languages. We hold counselling sessions for the children and their families to help them find solutions to their problems. Our satisfaction from our work comes when we see children like little Anchal Mahato attend school regularly and her growing interest in learning due to the atypical and interesting teaching methods we use. When we watch talented women, such as Arti Gupta, applying her talents and her learning gained from us to run a business and generate income for her family, it reaffirms our faith in our work.

Our prime objective this year was to increase the reach and participation of digital learning to a greater number of students. Children today are always exposed to the digital world in one way or another. They may not have access to a smartphone or personal computer, but every child has seen them in action in someone else's hand. So, when on entering school, they see that they, too, have access to a computer, their interest is stoked, and they become more inclined to learn. The earlier years had shown us that learning is enhanced to a large extent when classroom teaching is augmented by multimedia and digital lessons. The time taken by students to imbibe and process knowledge is quicker when digital mode of learning is incorporated in the process. Digital learning has proved to be an effective tool in the mission of bringing literacy to first generation learners. In some of the case studies which will appear later, the students and teachers have spoken about the positive experiences that they have had when the students were introduced to digital learning.

It is not only in studies that we have seen the positive impact of digital learning, but it has made the students more interested in coming to school and taking part in extracurricular activities. They have been performing well in sports, theatre and other activities, too.

Another goal for us this year was to generate self-employment opportunities, especially for women. We have been imparting training to the women who have come to Literacy India's centres in the previous years. This year we went about identifying more fields in which women could work, both conventional and the not-so-common ones and showed them ways to start and grow a successful business. We have women driving e-vehicles, making candles and farming goats. Of-course, our efforts are not restricted to women alone - men, too, have been encouraged to take advantage of the trainings that we provide. All in all, this has been a year during which we have tried to build a base from which in the coming years we can continue to grow the number of self-reliant and self-employed small entrepreneurs.

Literacy India members are a special breed of people, dedicated to improving the lives of their fellow citizens in every way. Over the years, the Literacy India family has grown and has over a hundred centres in twelve states. As we look back on the year, we see a group .



## About Us

### **MAKING EDUCATION AND LIVELIHOOD ACCESSIBLE FOR SUSTAINABLE LIVING**

We at Literacy India have travelled on a road to educate and empower underprivileged women and children who were deprived of such essentials that we take for granted. Our purpose is to help them achieve sustainable means of earning their livelihood. Our journey began over twenty years ago, in 1996, and over the years we have come to understand the needs of the people. We have worked to develop programs that can be utilised in the most effective way by the people they are meant for to derive the greatest benefit from them.

To enable sustainable livelihood, literacy must go hand in hand with social awareness and skill building. Literacy, by itself, without the means to earn a livelihood is impractical. To improve the quality of living, it is imperative to bring education and practicable skills to those who need it. It is with this idea that we embarked on our venture, to bring awareness of issues like the need for education among young boys and girls so that they can bring about a positive difference in the lives of their families and community. Our students and trainees become role models for the members of their communities and encourage them to seek to empower themselves.

The last year has been an eventful one. Our Literacy India family has grown bigger and today we function out of a hundred centres in twelve states and reach fifty thousand beneficiaries annually. With many well-wishers, volunteers and donors who have encouraged us with support and help, we are committed to reach even more people in the years to come.

## What We Do: Our Approach Strategy and

The decision-making process in the programs that are run by Literacy India are participation based, where every member is encouraged to voice ideas that they may have. The day to day operations of running the various programs are carried out by a strong team of project directors, program managers and senior executives under the guidance of the Managing Trustees. Each division, department and program undergoes a monthly review to assess the impact of the program and future planning. A group of technically competent senior management executives from diverse backgrounds and expertise form our Advisory Board, who, in liaison with our Trustee Board sets up the guidelines followed by Literacy India. They also ensure good governance and compliance with best practices.

There are audit systems built into the operation process to ensure accountability and to comply with standard statutory norms. Program audit and Internal Process Audit are conducted regularly throughout the year and Management Information System (MIS) Reports are generated monthly. The Beneficiaries Management System tracks progress and development of beneficiaries across all programs. The impact of the programs is analysed and assessed regularly by the field executives and program managers. This ensures that quality parameters are maintained at the highest level.

Accounts are maintained on a daily basis and analysed and checked in compliance with standardised management policies and accounting practices.

Our assets are the people who work at Literacy India, who are devoted to the cause and indefatigable in their efforts. An annual appraisal and review system identifies future leaders and also rewards outstanding achievers within the organization



# Literacy India Education Projects

Literacy India has various education projects directed towards different sections of the population addressing their varied issues.

## Vidyapeeth

The Vidyapeeth project is at the core of Literacy India. It is central to the effort of bringing education to the underprivileged lot who slipped through the cracks when the rest of the country moved forward. These include migrant populations, seasonal workers and children of labourers etc. For these people, it is a struggle just to make ends meet. Their children do not attend school but are often engaged with their parents in working throughout the day.

The Literacy India volunteers meet with the parents of such children and work to convince them to send their children to school. They explain the importance of education and how their children can have better prospects with education than without it.

Vidyapeeth, is the name of the school run by Literacy India at Village Bajghera in Gurugram. Here the children are taught both the school curriculum and lessons on real life implementation of what they learn in school. They are given the opportunity to participate in sports activities and to be part of project-based learning. The students appear for their Board exams through the National Open School.

Vidyapeeth follows an open-door policy where no student is turned away and admissions are taken throughout the year. For over-age students or mid-year admissions, there are special classes which help them catch up with their peer groups. There are two computer labs, a science lab and a library in the school.

The curriculum taught at Vidyapeeth is designed in a way to generate and sustain children's interest in education and their keenness to continue to attend school. This is superimposed with extra-curricular programs, and an experimental educational approach which together span a wider socio-cultural horizon, to capture the interest of these children.

Through classroom contacts, excursions, and inspirational interaction with well-known personalities, the program is



a learning process. The idea is to enhance the process of overall growth of these children by building character, enabling them to be self-reliant and most of all providing an opportunity to live a childhood that every child deserves.

The students learn by doing. A student of Vidyapeeth has designed a vacuum cleaner with a plastic bottle in the science lab. When they have the opportunity of doing real projects, their interest is captured and sustained. Digital learning plays an important role in awakening the interest in learning in even the children who are first-time learners.

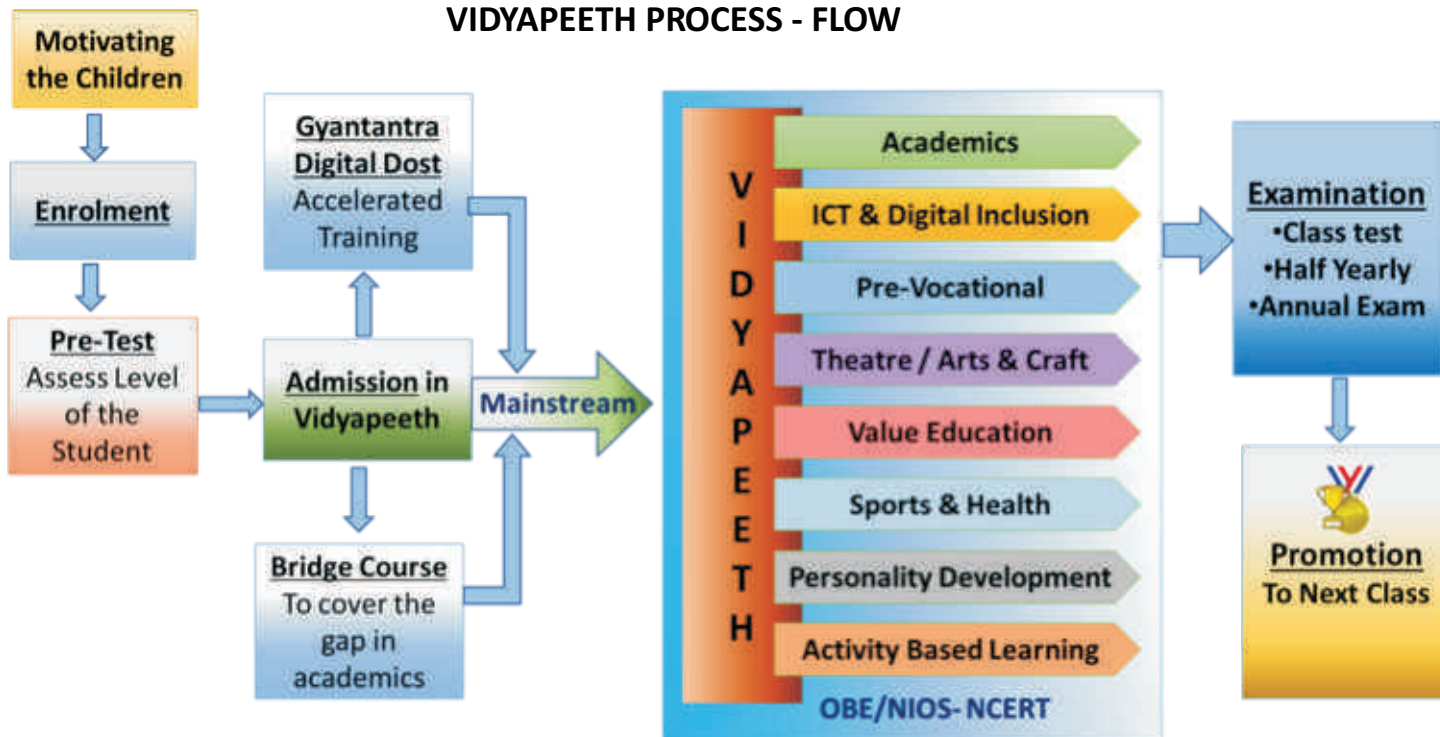


School's computer course is accredited to the National Institute of Electronics and Information Technology (NIELIT), which allows students who pass out of class X to enrol for Course on Computer Concepts (CCC), while simultaneously pursuing studies for classes XI and XII.

All students are provided with midday meals and attend daily physical training sessions as a part of their routine curriculum. For many children, this is the only nutritionally balanced meal that they get in a day. Keeping this in mind, the meals are planned to provide balanced nutrition and meet the daily needs of children through childhood and teenage years. The teachers do regular tasting of the food to ensure quality.

For Project Vidyapeeth, the teachers are an extremely important facet of the system. The success of the project is solely because of well educated, qualified and intellectually alive and empathetic teaching and academic staff, who take keen interest and put in extra effort to educate the children belonging to economically backward sections.

### VIDYAPEETH PROCESS - FLOW





## PROJECT VIDYAPEETH STAR

### PERFORMERS

#### Roshni: A Bright Student

Roshni and her family are migrants. They came from Uttar Pradesh to Delhi for work. Here the family lives on an income of INR 9000 every month. They live in Palam Vihar extension Dharam Colony where living conditions are unhygienic.

Roshni's appearance belies her family's background and unhygienic living conditions. She attends school regularly and is always neatly dressed. She is sincere and diligent and shows keen interest in academics as well as extra-curricular

Apart from performing well in Science, she loves playing badminton, drawing and singing. She consistently participates in theatre activities.

She is quite active in class, engages in discussions and grasps concepts quickly. She has participated in the Mock Parliament and in many plays as well. Roshni hopes that her studies and activities at Literacy India will help her channelize her positive energy towards a path where her aptitude lies. A bright future awaits her and her family.



#### Rahul : Future Blogger and Ethical Hacker

Rahul lives with his parents in a farm house where his parents work as caretakers. His elder brother was a student with Literacy India. The family survives on a meagre income of INR 7000, but his parents are determined to give him a good education. Earlier he would miss school due to poor health. But his health and attendance have both improved now. The ICT exposure and Hardware Vocational Classes

in school nurtured his curiosity and encouraged Rahul to explore Science & Technology.

Through classes and practical activities, he obtained a comprehensive understanding on the fundamentals of computer science. Rahul has become a regular blog reader and has acquired a sound knowledge of Ethical Hacking & Network Security. He dreams of studying to become Software Engineer.

Literacy India believes that with a little more encouragement Rahul can really do wonders.

As Rahul says: I would not have known about ethical hacking concepts or been reading the blogs without the ICT classes. I would like to become a software engineer and work with Apple or Google.



## Neeraj Kumar Trainer @ Dance Worx

He recalls how he witnessed a performance at the school that inspired him to take up dancing as a profession. For Neeraj never had it easy. Every day, he would have to travel 20 km from his home to the dance school in Gurugram. Now he is professional Dance trainer and teaching dance to school students and earn 16500 per month. Neeraj's father away when Neeraj was 8 years old. Mother used to work as Maid servant in Houses and enrolled Neeraj to Literacy India. He has been a trainer at Dance Worx Academy last couple of years and achieved his dream.



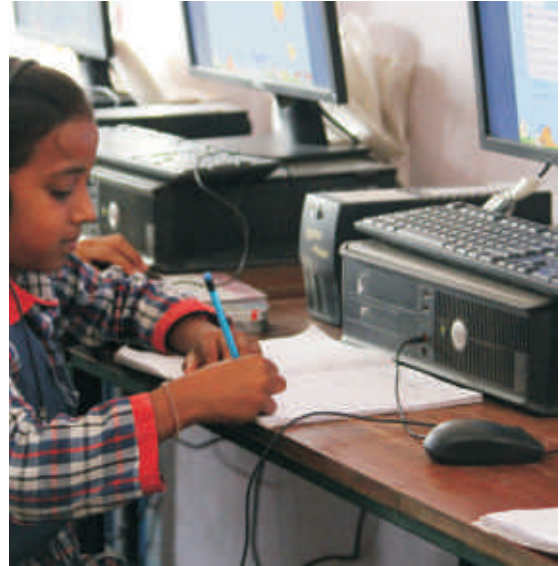
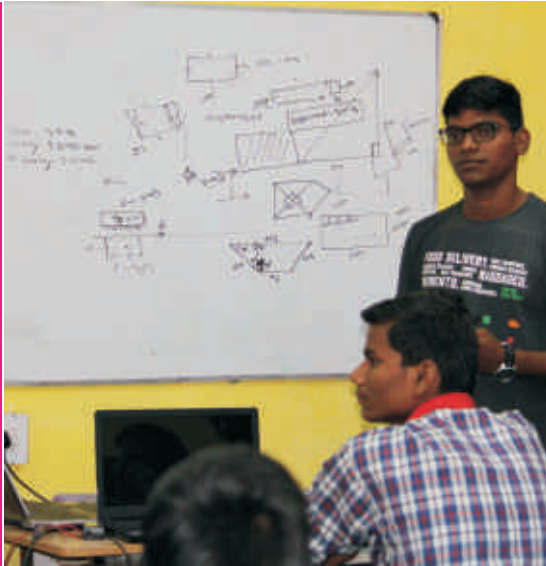
**SANJAY** lives with his parents and an elder Brother at Choma Village. His father used to work at Construction site as a labourer along with his mother. He and his brother started at Vidyapeeth, village Chauma from LKG level. Both the children grew up to watch their father becoming alcoholic. He used to quarrel with wife, started beating children and whole



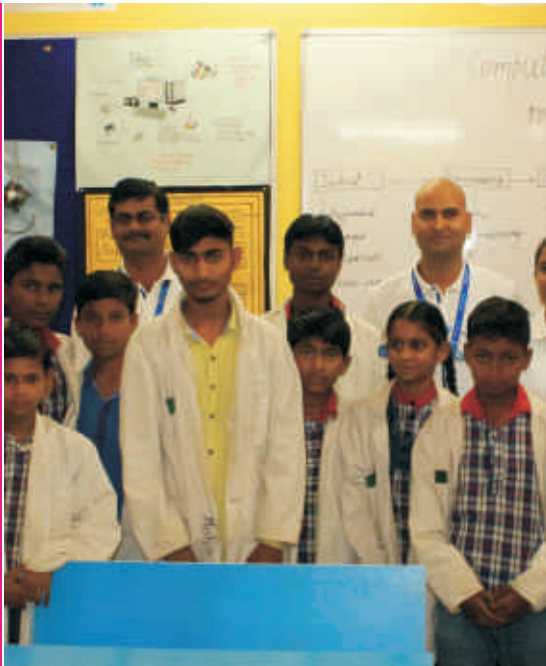
family became disturbed. But Sanjay's mother a resilient and hard-working lady, managed home while being working as a guard.. Family approached to Literacy India and finally LI intervention through Police and Financial support. Sanjay was very determined child. He gradually passed Grade X, XII in Vidyapeeth and mentored under Arawali Scholar program for Engineering entrance exam. He Cleared successfully engineering and admitted into Kanpur institute of Technology for 4-year B. Tech (Mechanical Engineering). "It was a life-changing experience for me during my journey at Literacy India." He said, "I feel that I am more confident and independent than before, and now I have goals for my future" Sanjay has started working with a well-known JBM group Haryana where he was selected from the Campus placement cell.

GLIMPSES OF VIDYAPEETH

STEM MENTORING



HARDWARE CLASSES AND COOKING IN ACTION



BOYS TOO LOVED STITCHING AND EVEN BEAUTY CLASSES





## Pathshala

Project Pathshala was the first Literacy India project started in 1996. It seeks to be a bridge to mainstream learning for children who do not attend school or need extra help beyond what they are taught in the classroom. It introduces flexibility to the learning process by adapting to the time and availability of students rather than asking students to come at a fixed time. This has proved to be a positive step with many more students turning up than they would otherwise have.

Pathshala follows an open classroom method of teaching, holding remedial classes for students who need it and basic education for beginners. Children attending government schools, who are behind for their class levels, are provided with extra lessons and support to bring them to the level of their peers. To make the process of learning an enjoyable one, Literacy India teachers take the help of ICT – Information Communication and Technology. The target at Pathshala, is to teach every student to read and write within a period of three months to a year.

Pathshala has grown at a steady rate and today has a 1800 students in twelve states.

The Pathshala model is being implemented for women and homemakers to teach them reading and writing so that they can manage their finances without being misguided due to illiteracy. A total of 110 women have been helped till now and the number is on the rise.

### Project – Sponsor a Child

This project under Pathshala was felt necessary for children who needed extra or remedial classes. It is a support system for children unable to keep pace with classroom learning.

### Key activities undertaken in the first term of the program for 2017-18 are:

- ★ Survey & Meeting with community to identify new children.
- ★ Selection & Enrolment of children for new session. Promotion of children already part of the program.
- ★ Distribution of school accessories, shoes, school bag, water bottle and notebooks.
- ★ On-going classes to ensure improvement in academic performance.

### Impact & Outcome:

- ★ Periodic Evaluation conducted, and overall impact measured. Children's learning ability improved in subject like Science, English and Math with respect to pre-test - from 35% to 55% and from 28% to 52% average score in all three subjects.

# Pathshala Path Leader

## Jugnutara : Promising Player

Jugnutara studies in the Bajghera Government School. She joined the Pathshala program at Literacy India in 2015, as she was academically very weak for her age. She could

not read or write simple sentences. The remedial classes of Literacy India and the Gyantantra Digital Dost program helped her immensely and she is now capable of reading, writing and doing arithmetic as she would be expected to. She loves art and has won accolades in art in school level competitions. She was selected for training in Judo. She proved to be a talented practitioner and today, Jugnutara is the star Judo player of Literacy India. She has won 5 gold medals, 3 silver medals and 3 bronze medals in various competitions. Jugnutara has a bright future and her hard work is sure to make her a success in both studies and sports.



## Neha- The Shining Star

Neha is class IX class student of Literacy India Pathshala program. It has been seven years of her linkage with LI now. While she came across as a hard working and dedicated student right from the beginning, there has been a tremendous growth in her performance post joining LI.

Focussed on academics, Neha has shown a great interest in other activities as well. This became the reason for her being part of electrical classes. The



concepts. Neha shares, "Every Sunday I attend electrician class. I learnt many things like fixing wire in bulb, fixing wire in fan. I fixed tube light at my home. For some things now I do not need any electrician. Surrounding neighbors are calling me for little problems at their home. Thanks to Literacy India for such a wonderful and useful activity."

When Neha joined LI in class III, she was a shy natured girl but today she is a friendly natured individual who would please any one with her smiling tone. Neha's mother is a house wife and her father works as a tailor. With limited income, it was difficult for her to study earlier. However after having associated with Literacy India, Neha and her family feel relieved. The multi – talented girl is a promising singer as well. Neha shows clear potential and aspiration to reach the heights of success. Literacy India wishes her good luck and hopes to see her doing wonders.

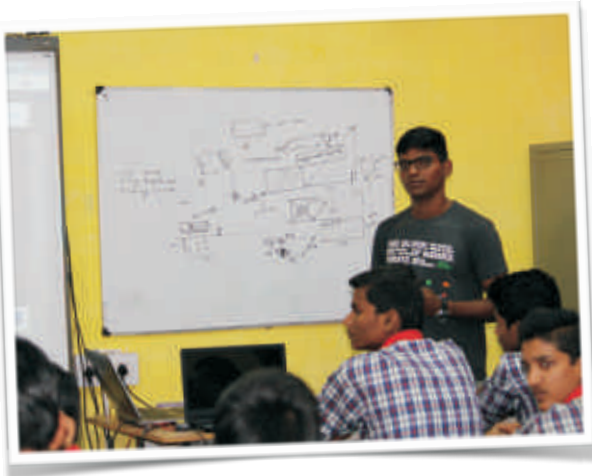
## Anjali Grade:X

Anjali is a sweet, fun loving little girl. She is a class VIII student from Government Girls' Senior Secondary School and is a native of Uttrakhand. However, due to no employment, her father decided to over to Delhi. He is working here as a helper in a private company while her mother is a house wife. She has one sibling too. Due to limited income it is not easy to make both ends meet for the family as they also have to spare for the monthly house rent. Anjali joined Literacy India Bijwasan last year. She has been a good student from the beginning but there has been a tremendous growth in her performance post her association with LI. She is a hardworking girl who is always focussed towards her studies and performs well in all subjects. Her confidence has boosted within last one year.



She scored 86% in her 1st term exams held in her school and obtained 1st position in her section.

Since last three years she is performing always excellent in her class. Besides academics, Anjali participates in sports and extra-curricular activities. She participated in debate competition and poetry competition held at Vidyapeeth, Bajgerah. She is a supportive person who helps her classmates in doubts. Anjali aspires to be a professor some day.



## Project Gurukul

Project Gurukul is the next step in learning for talented scholars who are eager to go for higher education. When a student shows an inclination at mainstream education, he or she is sponsored through the Gurukul project to join one of the schools that have an arrangement for enrolling such students. The student is provided with all help by Literacy India. If necessary, tuitions are also given. Their holistic development is the aim and they are encouraged to participate in various activities within Literacy India's other projects.

The Gurukul scholars over the years have done us proud in both education and extracurricular fields and we expect to find many stars going forward.

## GURUKUL SCHOLARS ~ WINNING AGAINST ALL ODDS

### Jyoti Jha : A Natural Leader

Sixteen year-old Jyoti is determined to be a lawyer and confident in her ability to succeed in her mission. Jyoti and her family migrated from Bihar in 2002. Her mother is the only earning member of the family as her father became paralyzed early on. Jyoti was admitted to Vidyapeeth and today is a Gurukul scholar with Literacy India.

She studied with Literacy India from Lower Kindergarten. Noticing her diligence and interest in studies and her results in class, she was admitted to St. Soldier School in class IX. She scored an 8.8 CGPA in the CBSE Board Exams.

Jyoti showed exemplary leadership qualities at her school in Literacy India. Her science teacher, Ms. Sonika, recalls the project that she did based on traditional irrigation system as Her social science teacher, Ms. Namita, recalls that Jyoti took up a project, "We the People Initiative", where she familiarized her friends and neighbours about their rights.



She devised a public grievance redressal system and led a campaign along with other students to the Sarpanch as well as the Block District Officer with a plea to make a road in Bajghera. Her efforts paid off and the road was built. Today it has been made into a *pukka* road.

Jyoti's favorite subject is Political Science. Her teacher, Ms. ShantiBhardwaj at St. Soldier School, has faith in Jyoti's capabilities and therefore, provides her with additional support without any charges. Her teachers are very proud of her achievements, both academic and as a person.

### AbhishekYadav:Well-rounded Personality

Abhishek began schooling with Literacy India in Upper Kindergarten in 2010. In his class I, he was sponsored by Literacy India to be admitted to Rotary Public School, PalamVihar.

Abhishek is a serious student in class. He is good at sports too, particularly Judo in which he has competed at the national level in his age group. His favourite subjects are mathematics and science, and he also loves painting and athletics. He has received various awards for these as well. Literacy India's efforts to develop a holistic personality are well demonstrated in Abhishek.

Abhishek aspires to become an IAS Officer as he wants to help society. Being consistent and hardworking he has the tenacity to fulfil his ambition. He has already made a roadmap for himself with goals at all stages which he aspires to work towards. The first one is to get a gold medal for academics this year. Literacy India believes that he will achieve his ultimate goal and will continue to support him throughout his journey

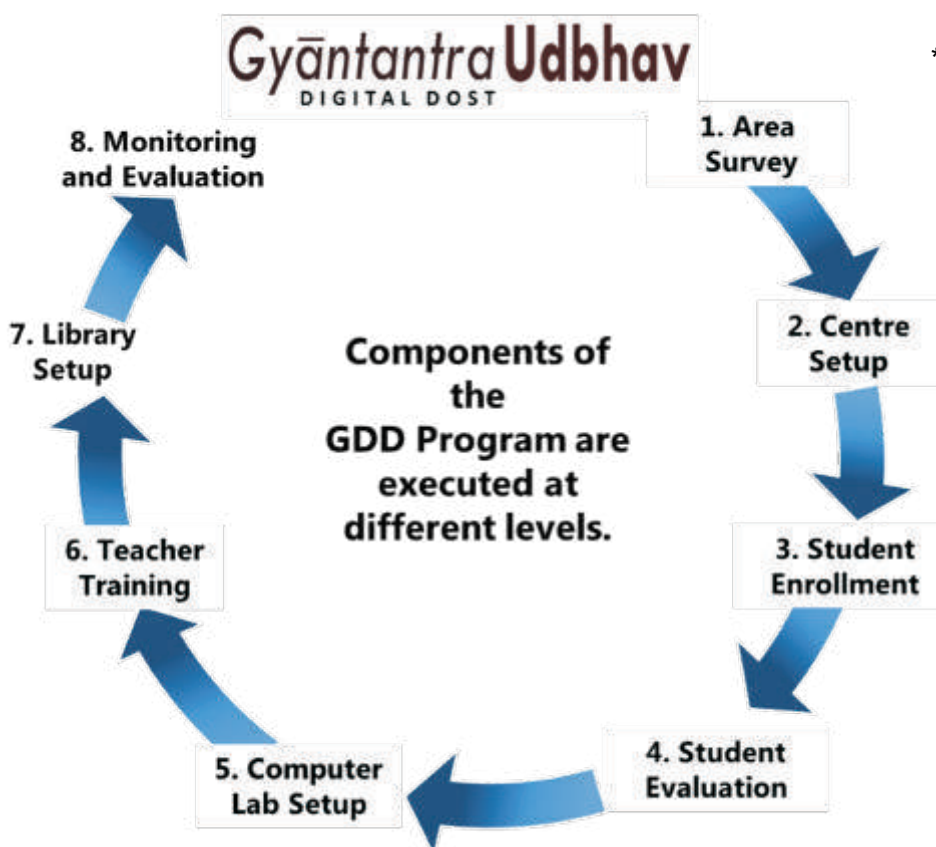


## Digital Learning

Literacy India has developed a multimedia software called GyanatantraUdvab as a part of the ICT-based learning program called Gyanatantra Digital Dost (GDD). This software was conceptualised to be used in conjunction with classroom teaching to reinforce and clarify the topics taught in class. It is a self-paced method that students can use to learn and is made to be an enjoyable experience for the children by using cartoon characters and animation. Besides curriculum subjects, students are also made aware of social issues such as HIV, sexual abuse, voting rights etc.

This software has been adopted by the governments of Rajasthan and Haryana in some districts where government schools have been using it in the classrooms up to class V. In the last two years, it has become an extremely effective learning aid for students who have shown better understanding and retention when digital learning is used alongside regular teaching methods. The stated objective of the program is as follows:

- \* Accelerate the learning process
- \* Raise the child's reading ability to an age appropriate level



\* Help children operate computers and use technology to learn at their own pace

Introducing ICT in the schools have helped to address various important issues such as inadequate supply of textbooks and workbooks, poor teaching quality and lack of motivation among the children. Children who had been lagging were able to catch up with the class after this program was introduced.



## Program Impact

A pre-assessment has been conducted for each child. This included oral and written assessments of over an hour. The questions ranged from easy to grade level competencies. This has been developed grade-wise. In the current period, pre-assessment was conducted across the government schools as well Literacy India community centres for grades III, IV & V level children. Apart from basic reading and arithmetic ability, attempts were made to measure children's ability to understand, express themselves, think critically and solve problems.

The results of the pre-assessment showed that there was a substantial gap between what they are required to know at a certain age and what they know. Even school going children were at least two grades below the level of proficiency they were supposed to have, going by their textbooks.

### Evaluation of Gyantatra Digital Dost Program :Submitted by Think through Consulting Pvt. Ltd

To gauge the actual impact of GDD, Literacy India had the project independently assessed by a third party evaluator. The intent was to determine the extent to which the project had fulfilled its aim and what steps were needed to improve its functioning in the coming years. The findings showed that the project had achieved its aims quite substantially.

- The students looked forward to lessons and showed rapid improvement when GDD method was used alongside classroom teaching.
- It also helped bring a level of consistency to the teaching standards.
- The most important finding was that the students felt that they benefitted from the program.

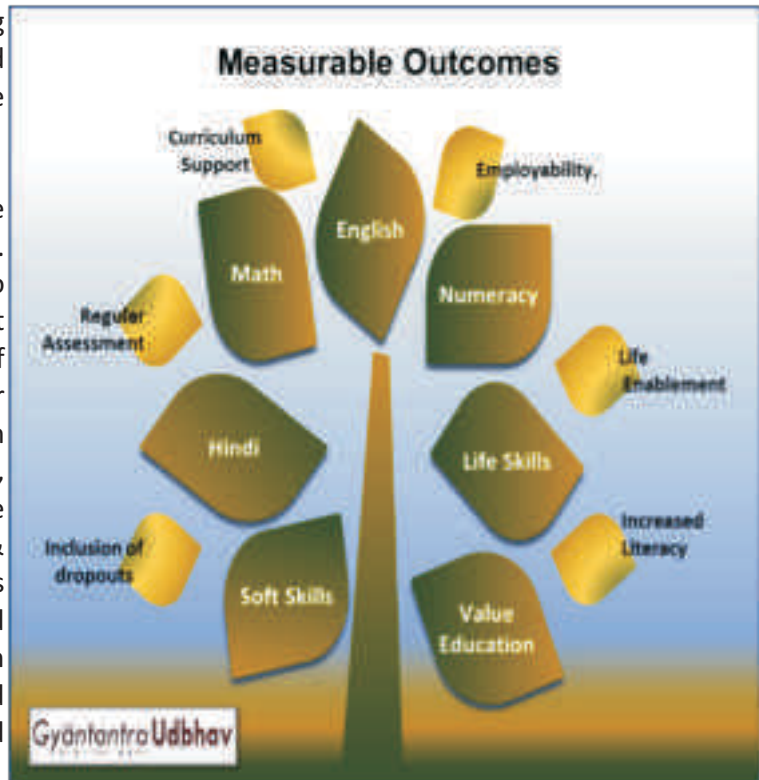
Alongside this, the assessors observed that if a set of guidelines for the functioning of the project is defined, it could result in even better outcomes. As an example, they mentioned the GDD programs in government schools, which are designed as support modules to help weaker students catch up. However, since the school administration required all students to take up the program, the target students were not getting enough time or attention.

- Defining a standard operating procedure (SOP) and preparing allied documentation.
- A monitoring plan to ensure that the SOP is followed.
- Regular engagement of Literacy India officials with the GDD schools and community partners.



The DELL YOUTH LEARNING lab has been utilised in government schools for technology integrated teaching classes. The DYL lab at Literacy India learning centres was used for technology integrated classes as well as for Digital Literacy for the youth in the community.

After pre-test, students get enrolled in the appropriate level of the GDD program. Presently, there are five levels (Level-1 to Level-5). During the GDD course the student are made to undergo a number of weekly/monthly tests to monitor their progress. A rapid learning growth has been seen in the student in word recognition, simple mathematical operations, like addition, subtraction, multiplication & division, identification of colours, shapes etc. The students have demonstrated confidence, self-awareness and growth in personality. GDD has positively impacted the education pedagogy and has improved learning in students.



While more than 70% of the children scored poor in the pre-test, with less than 0.1% with an above average score, in the mid-term test, 86% of the children scored above average. A similar trend is observed for boys and girls.



## GDD: Independent Impact Evaluation

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The steps suggested to increase the effectiveness of the program were as follows:

- Defining a standard operating procedure (SOP) and preparing allied documentation.
- A monitoring plan to ensure that the SOP is followed
- Regular engagement of Literacy India officials with the GDD schools and community partners.



## GDD Heroes: Champions of Change

### Priyanka

Priyanka studies in class IV in the Government school in Wazirabad. Her father, a carpenter earns INR 7000 per month. When she joined GDD she was found to be academically weak. She was below par in all subjects that she was tested in.

With the help of the GDD program she learnt many new things. First and foremost, she learnt how to use the computer. She started studying through the GDD app and quickly picked up Maths, English and Hindi. Now she can read and spell up to four-alphabet words. In the second month itself, a great improvement was seen, and she scored 90% in the test, which was an excellent level of improvement.

Priyanka is very good at drawing and her aim is to become an artist. She scored 1st Prize in Mehndi Competitions organized by Literacy India in the school.



### AjayKumar

Nine-year-old Ajay lives in Tijara with his elder sister and brother. Both his parents live away from home to earn their livelihood and his sister takes care of both the boys. Their mother can only visit them once a month.

Ajay is a class III student in GGSSS Tijara. In the initial days, he would run away from school and when he did come, he would not have books or notebooks with him. He did not have any interest in learning. He was hesitant about speaking, and it was only with a lot of counselling that his problems were identified. The

issues at home were a distraction for him. A comprehensive plan was designed keeping all this in mind to help and motivate him towards learning.

With the help of the GDD module, Ajay slowly overcame his hesitation and began to enjoy the learning process. Today he is confident and eager to learn the next lesson with his “virtual teacher”, and has great fun reciting new words in Hindi and English using the multimedia learning system. With the love of learning his level of proficiency is also catching up to his age level.

Ajay dreams of joining the police force as an officer when he grows up. Literacy India will be with Ajay every step of the way to his goal and all our good wishes are with him.



## Sapna

Sapna is nine years old. Like all children of her age, she loves watching television and playing hide and seek. She loves barfis and roses, and dreams of becoming a teacher when she grows up. When she first came to GPS Bajghera School, her knowledge of school subjects were very poor. She had never gone to school before and knew neither Hindi, Math or English. She proved to be a quick learner however and improved rapidly after joining the school. The GDD classes helped her understand the nuances of both Hindi and English, and Math has become easy for her today. She knows the importance of hygiene, education etc. She loves the GDD classes and picks up her lessons fast.



Undaunted by a difficult childhood, Sapna is on her way to fulfil her family's dream of a better future. Literacy India's support is always with her.

## Krish

Krish loves the summer vacations when he goes to his grandparents' home in Uttar Pradesh. During the rest of the year he lives with his brother and parents in Bajghera, Gurugram in a rented house, where his father works in a factory. He is a talkative child who can be quite careless and naughty. He was enrolled for GDD classes after a pre-admission assessment test which showed that he was far behind his age group in all subjects. After he began attending school, he quickly began to learn and today is at a good level with his lessons of the year he lives with his brother and parents in Bajghera, Gurugram in a rented house, where his father works in a factory. He is a talkative child who can be quite careless and naughty. He was enrolled for GDD



His teacher says that he is doing well in studies and extracurricular activities and can do even better if he uses his energy in the right way. He is interested in art and craft and has won a prize for playing cricket. He says that the soldiers inspire him and so he wants to be an officer in the Indian Army when he grows up. Literacy India salutes his dedication and wishes him well in his efforts.

## Balaram

Balaram's teachers at Government Secondary School, Narnaund, had always noticed that he was a boy with a very strong personality and very clear ambitions. However, he was not up to the mark in academics. Balaram is a student studying in class VIII. He is differently abled and not able to understand what is taught in his regular classes. He was an under average student and struggled at the time of joining Literacy India. He was, however, a sincere student in his class. The pre-tests conducted for enrolment in the GDD program demonstrated his deficiencies and a plan was tailor-made for him.



Five months on, Balaram has shown improvement in all his subjects. He is a perfect example that proves that hard and targeted work brings positive results. He keeps his classmates engrossed by narrating stories to them. Using activities like flash cards has improved his understanding and now he can easily complete two-three letter words, making sentences, drawing and number names. With the motivation that he has got here, he has changed tremendously and is now strong on the basics. We expect great things from him and are confident that he has a wonderful future ahead.



COLLAGE OF OUR WORK





## Project Shiksharth & Project Jagrukta

Project Shiksharth and Jagrukta complement each other and are used to get students to school and stay on in school by letting them engage in various cultural and extracurricular activities. The success of our effort to educate lies in being able to get children to continue attending school and not drop out midway. For the children who have never been to school, it is quite challenging to face a full day of studies in the classroom, when they have spent their days either working or wandering around. In the beginning it is more effective to involve them in activities such as theatre, art and craft and games. Participating in these activities, makes them feel as if they are a part of a cohesive group. They also spread messages on social issues through theatre and while doing so, themselves become aware of these issues and the ways that they can get rid of social evils. They look forward to coming to school every day instead of looking for excuses to avoid coming, and eventually classrooms and learning becomes a much more positive experience for them than it would otherwise be.

Project Shiksharth is a result of our observations. Children are made to take part in various activities according to their interests and talents, and the results have been very encouraging. Our students have staged plays in the RashtrapatiBhavan and in productions staged in other states, too. They have taken part in cultural festivals and acted in movies and television serials where their work has been noticed.

A part of our social awareness program under which theatre workshops are held and plays presented come under Project Jagrukta. In this project, we use the medium of street plays to bring awareness about important social concerns. In the villages this has been an effective way of conveying messages such as the importance of a girl child, movement against female infanticide, population control, health and hygiene etc.

To ensure that the message gets across to the maximum number of people, posters are put up in the surrounding areas beforehand. The impact of the plays and the extent to which the message has been successfully conveyed are judged by subsequent visits. After a few weeks, plays are held in the same areas again to reinforce the message.

Project Jagrukta has benefitted both people of the areas where these street plays are held as well as the Literacy India children who stage these plays. The creativity, time and energy of the children are well utilised, and the children's classroom learning on the social evils is reinforced while rehearsing. While their creative skills are nurtured, they grow up with healthy values, a good outlook towards life and a sense of dignity and confidence in themselves.

The theatre workshops include various activities like rhythmic movements, theatre games, rhythm speech, storytelling, educational drama, mimes, theatres game characterization etc. Students form groups of 10-15 members each and prepare a play. The teacher prepares the children for various theatre formats like street theatre, street play, nukkad natak, stage shows, dramas, etc. Various skills through various stages production including writing, acting, set design and behind the scene activities are worked upon. Students work on character development, vocalization, dance and play, theatre games.



## Teaching Life Skills Through Theatre

*Navoudit:* Navoudit is a platform for the underprivileged children to express their cultural and literary talents. Navoudit 2018, held at PGDAV College Delhi in Feb, saw participation of 2800 underprivileged children from 81 centres across Delhi-NCR in 16 different competitions in the day long carnival. Students from Literacy India Delhi & Gurugram participated in the program. These children had not had an exposure to such talent hunt platforms earlier. They won in several categories - 1st prize in science model, debate, yoga, rangoli, street plays and dance; 2nd prize in quiz competition, origami, shlok chanting and painting. The program was planned, prepared and presented by teachers and trainers of the Literacy India team.

## Nurturing Life-Skills Through Music

Music classes were started for children to develop their confidence and personality. Children write and compose their own songs as a team. In the process they learn to assess their abilities, solve problems and resolve group conflicts, learning empathy and collaboration while being creative. The curriculum and pedagogy are focused on teaching life-skills such as confidence, creativity, leadership and team-work through the process of group learning and performances. Rhythm, melody, song-writing and music appreciation are taught using different innovative methods.



## Achievements of the Shiksharth students

- The play Fauji, was performed by 15 students, in the month of June 2017 in Dell, Gurgaon.
- The play MuniakiDunia, performed in May 2017 in 3 Government Schools in Haryana and Rajasthan, highlighted the social bias against a girl child.
- PadheLikheAnpad was performed in the offices of Dell, American Express and Kirti Institute in Dwarka. It bagged the first prize for the wonderful performance in Kriti Institute. It was also performed in Literacy India and various officials from organisations like Dell, KPMG and Deloitte came to see the show.
- The plays KuchtohGadbadhai, Eidgah, SochalayEkSoch, Say No to Plastic were the other plays that were performed during the year. They were applauded by the audience, teachers and Literacy India volunteers.
- The mega show “Mere Gaon Ka Gandhi ZindaHai” provided an opportunity for 200 children to show their talent and culminated with 50 performers selected as future artists.
- Life skills & value education made them confident in their daily lives. Literacy India used innovative teaching techniques, such as volunteer interaction, guest speakers, group work and discussions, role play and theatre, educational games, story-telling, debates, arts and music, field trips, community projects to show the students the wider world beyond their classroom and immediate environment.

Another important achievement of the Literacy India’s Saket children stood first when they participated in an inter- NGO Talent Hunt competition organized by Corporate, at Army Auditorium, Dhaula Kuan, New Delhi, in August.

There were 19 disciplines for the children to participate in, divided into two age groups. Literacy India bagged 14 Gold, 20 silver and 8 bronze medals in all and was adjudged 2nd Runners Up from amongst eleven NGO's from the National Capital Region. The children won 1st prize in group dance and waste materials art. The students received medals, certificates and gifts of games for their efforts, besides several individual certificates and prizes. The overall event trophy was won by Literacy India. Out of 46 students, 42 students won prizes in several categories.



## TESTIMONIALS

### Salim, father of students

Salim, father of Shivan and Shayna, had never been to school. But he wanted to educate his children to provide his children with opportunities for a better future. The children now studying in Vidyapeeth “My daughter Shayna and son Shivan now have this opportunity. They have also been attending theatre activity. They have learnt various life skills and are now more confident and vocal. I hope they will also be able to make career choices as per their interest and skills”, said Salim.



### Rinku Devi, mother of Nikita

Rinku Devi was thankful to Literacy India's team for the opportunities her daughter was getting. She said, “I would like to take this opportunity to thank Literacy India for grooming my daughter. She has gained a lot from the school. Most important, she gained self-confidence after joining the theatre program. Recently, I watched the theatre event organized by school. As a parent I am very happy to see my child performing on stage. Thank you, Literacy India, for giving this opportunity to my child.”



### Manas Fuloria, CEO Nagarro's

Manas Fuloria was enthusiastic about the show put on by Literacy India students. In his words: “The show your students put on yesterday was outstanding. I was humbled, honestly. Also, it reminded me (and many others in the audience, I am sure) about the huge potential of millions of lives that will go waste if we don't do something about it. Meanwhile, the scope and scale of what you are doing is most impressive and shows the mirror to many of us who haven't really done much so far”.



## Value creation: Women's Empowerment

### Winning with People in Livelihood

Literacy India's target is not only to educate and bring knowledge to people, but to also improve their earning capacities to better their livelihood efforts. To this end, our attempt is to teach them to refine any skills that they may already possess, and in case of unskilled works, teach them skills that are in high demand in their areas and make them employable.

In urban areas, where many migrants make a living by working in people's houses as cleaners and cooks, knowledge of kitchen hygiene and rudimentary nutrition can vastly improve the prospects of earning. In areas where small scale farming is practised, organic produce can be sold far more than crops that are grown with chemicals and pesticides. In places with temples nearby, the flowers from the temples can be gathered and used to make incense sticks which are then used in the temples again as an example of sustainable recycling.

These and many other efforts towards upskilling and reskilling has led many of our beneficiaries towards a better life and increased self-employment opportunities among them. Literacy India has also helped people who wanted to start their own businesses with small loans. . They have paid back the loans.

### Project Karigari

We have a saying in Hindi which summarises the thought behind Project Karigari, '*Apnahaath, Jagannath*'. This is the message we are looking to spread far and wide. It says: 'Our own efforts will take us towards a better life'.

An important project for the current year, in Project Karigari, we have been working with women and youth to provide them with vocational training and soft loans without interest which can help them become self-reliant. There exists a mismatch between the number of people looking for jobs and the number of jobs available. In contrast, there is a demand for skilled workmanship of different kinds which are not easily found.

Project Karigari trains women and young people according to their aptitudes and the specific demands in their areas in one hundred and fifty-two villages. It started in 1999 and more than 10,000 women have so far been trained by Literacy India with the help of corporate sponsors.

Different courses are taught keeping in mind the demands in the local environment. Tailoring, master-cutter training, beautician courses, grading and packing of spices are some of the things that are taught. Alongside, the participants learn the basics of managing their finances. They learn about managing home finances, and also their own business accounting functions.

Computer courses certified by the National Institute of Electronics and Information Technology (NIELIT) are run under Project Karigari. Candidates who successfully complete the course are provided with a computer system and the GDD digital learning module of Literacy India. They can then become e-tutors to students and earn a living through it. The efforts women put into the family is no less than that of men, be it in managing the household or earning to meet expenses. But they do not get equal respect or have a say in family expenditure. Project Karigari is our attempt to bring the women up to a level where their voices matter and the balance within the household is equal.

Although Project Karigari is focused on uplift of women, it does not turn away anyone who comes with a desire to learn. While empowering a woman benefits her whole family, when a young man comes to learn, he sees that a harmonious synergy between genders can bring about a positive transformation in the family and society.

This year, we have helped many women in starting small-scale businesses with training and micro loans. They are already in the process of becoming successful entrepreneurs. Many have already begun to pay back the loans. In the coming year, we intend to grow this number and are working to that end.

**The small-scale enterprises supported were:**

- Organic farming & organic pit preparation , Kitchen gardening and vegetable cultivation
- Mushroom cultivation ; Goat farming & production of coir-based products
- Spice packaging ; Book binding
- Mobile repairing ; Running e-kiosks
- E-tutoring the community ; Bike ambulance Service in rural communities
- Tailoring & stitching ; Beauty parlour services
- Hair cutting ; Candle making
- Running food stalls ; Running tea stalls

**Outcomes of the project:**

- 823 potential as well as skilled workforce were sensitized about the business potential in the community.
- To strengthen women's role in social enterprise, internships were started for developing quality checking teams and creating master cutters.
- Groups of 10 artisans were created across 10 locations and were trained in traditional skills of making handicraft.
- 245 entrepreneurs were sensitized on the kind of help they could get.
- 97 skilled beneficiaries started learning advance product-making and are now associated with Indha, our go to market channel.
- 20 women, 2 group entrepreneurs sought assistance from the bank in Lowakui which we facilitated. They started farming goats . Each one received INR 3600 of a total INR 40000 loan sanctioned by the United Bank of India, Matha Branch of West Bengal's Purulia district.
- Issues related to credit guarantee/collaterals, technical and financial training and bank document processing were addressed.
- 91 women / youth were provided interest-free soft loans varying between INR 3000 and INR 30000 to establish small business enterprises.
- All individual enterprisers have seen increased profits ranging between INR 1,500 to INR 4,000 per month during the first 3 months.
- Interviews and baseline information showed participating women gained in self-confidence and self-esteem and have emerged as leaders with ability to deal with community and personal issues.
- Women in the program have access to income and other forms of social influence through the management of their family businesses.
- Women saw a greater role in decision-making, faced less violence, and experienced more independence.
- Financial literacy sessions were held about various bank loan schemes.
- Many of the beneficiaries started their own micro/small enterprises while others became job-ready for relevant industries. They have been trained on advanced designs with quality finishing of goods.
- Some women have been empowered in the true sense. A woman named Anjana Das, whose husband is not supportive and is creating problems within the family, is managing the family with her own income. She has set an example to the others and has been able to help others to make the best of their enterprises.



### **FOCUS GROUP DISCUSSION WITH beneficiaries: Raghunathpur & Belgachiya, West Benga**

The focus group discussion was reflective of how much the program has benefitted participants. Confident and strong, the middle-aged women participants are brimming with joy after completing a major portion of their course. When asked about the training program, they respond with unanimous cheer and laughter. Coming mostly from poor backgrounds, the training program has instilled in them a sense of freedom and empowerment.

Each one had a story to share. Some, who had never visited a beauty parlor before now boast of knowing the benefits of undergoing a beauty treatment. Not letting family responsibilities come in their way, these women do all the household chores before coming for the training. Whereas earlier, in the absence of any skill, these women were unable to financially support their families, they are now financially independent. The families, too, have been very supportive and have encouraged these women to complete the training.

When asked about the content of the training and mode of instruction, praises for the trainer flowed. The trainer, who taught the beautician's course, not only provided them with individual attention, but in a show of confidence in their newly gained abilities, also let her students practice on her own body! She encouraged them to ask questions so that their theoretical concepts were clear. The students made notes and helped the fellow participants who could not write. Talking about the practical class, the women were happy that enough material was provided for them to practice, which helped them learn better.

From the focused group discussion, it emerged that the training instilled in these women a great deal of confidence which will not only help them with livelihood opportunities but also empower them to deal with everyday challenges.

The women who have been participating in Project Karigari initiatives are role models to other women in their area, who are stepping out to learn and earn.

## INDHA - A PLATFORM TO LEARN & EARN



**Project Indha** was conceived as a means of support to women trained by Literacy India in its artisanal training projects like Project Karigari. The women from the villages were unable to utilise the training they received to earn a livelihood as there were no channels between them and potential customers. Moving to other markets was not feasible. Literacy India recognised the deficiency and created Project Indha to address it. In 2004, production centres were set up in the villages of Daulatabad, Sarai and Bajghera to help them support themselves. Indha has scaled to villages of Haryana, Delhi, Rajasthan & West Bengal.

Today, Project Indha has successfully created a sustainable stream of livelihood for women from interior areas by helping showcase and sell their products for a fair profit. It also serves as a platform for companies to run their corporate social responsibility (CSR) programs through Literacy India.

Through Project Indha Literacy India has been able to create a platform for women who have little or no access to the market, to trade with dignity and fairness. The current goal for the project is to first create and then provide employment opportunities to 1,500 women artisans in areas where Literacy India has a presence.



## Livelihood Project Success Stories

### Saraswati Gorain: Changing lives with digital learning

For people in her area, Saraswati Gorain is an example of how determination can change lives. Saraswati comes from a family of 5-6 members and a combined earning of INR 5000 to 6000 per month. Though she lacked the confidence needed to succeed a career, what she had was a desire to learn and get as much from the program as she could.

Saraswati passed her higher secondary exam from a local village school. Her father refused to pay for further education and instead tried to arrange an early marriage for her. But Saraswati, named after the Goddess of learning, wanted to study.

She took admission to the Computer Certificate Course in Literacy India's training centre at Pratappur. She participated in the training actively. As the course progressed, she not only learned the subject skills but also learned to communicate better, work in teams and completed the training program successfully. Soon after, she joined Literacy India's Pratappur centre as a GDD instructor. She went through a selection process and proved to be the best candidate for the post. She has been identified as potential e-tutor and Literacy India has provided her with a computer. Now, she is running an e-tutor program, earning INR 1000 to 1500 per month.



### Suraj: Opening digital doors

Suraj always has a warm smile, belying the challenging circumstances he comes from. He lives with his family in the Bhati Mines area of South Delhi. His father is a labourer and the financial condition of the family is miserable. Suraj had to discontinue his studies after class X and had no clue about what he wanted to do next. Suraj was counselled to join a skills training program offered by Literacy India. After completing the course, he was guided to set up a mobile repair shop in his community along with a computer and a soft loan to start the business.

Today, Suraj earns between INR 200 to 300 per day. He credits Literacy India with guiding him to a good future. Literacy India wishes him all the best and hopes to see him working hard to realize his dreams.

As Suraj says, "I never thought that I will be skilled and will be an owner of a shop. Now I am self-dependent, and feel privileged."





**V. Pramila** looks older than her thirty years. Married off early, she has five children. She was living on the brink of poverty as her husband, who is a mason, does not earn enough to meet the needs of the family. They live in Velwarthy village of Nalgonda district in Andhra Pradesh.

Pramila was a full-time homemaker, but was certain that she would have to start earning to give the children a better life. It was at that this point that she was introduced to the livelihood project. She was eager to join the candle-making program.

Pramila joined the program in January 2018 and has completed her training. In recognition of her passion and enthusiasm to start working, Literacy India provided her with a micro loan and she began to make and sell candles in Nalgonda.

Today Pramila is saving upto INR 2,000 a month. She thanks Literacy India for helping her identify her potential, empowering her to start earning. It gives us satisfaction to see the persistent efforts which has made her successful.



### **Pushpanjali: Stitching a better life**

The story of Pushpanjali is that of a fighter. When we asked her how she had managed to overcome so many obstacles, she proudly replied, “my courage is my capital.” Pushpanjali was born into an extremely poor family, but her emotional strength and presence of mind are impressive. “I desperately wanted to study, but being a girl, and that, too, from such a poor family, I never got the chance,” she says. She had studied up to class VIII and then was married off to a man in Manoharthana village in Rajasthan, when she was just thirteen. She worked as a daily wage labourer even as she kept having children. Pushpanjali says, “my husband was very lazy and had no permanent job. I wanted to have a stable source of income, especially because we had two children. I realized that if I did not start earning, my children would suffer just like I did.” She had heard about Literacy India and the stitching and cutting course they taught. She enrolled herself. Seeing her dedication and desire, she was enrolled in advance product training and included in the group of women working at the centre. The group took orders for petticoats, blouses, bags etc. from the market and supplied the finished goods.

Today she earns INR 2500 to INR 3000 every month. “Literacy India's financial literacy training was very helpful. But most of all, I met so many women and I knew I was not alone,” she says. Pushpanjali is very proud of her achievements. Her children attend good schools now and the future looks bright for the family.



## Anjana Das: Off the beaten track

Anjana Das is on her way to fulfil her dreams of a better future powered by her determination and a little support from Literacy India.

Anjana's life was thrown into turmoil when her husband lost his job and was unable to get another one. She then decided to pitch in and began to sell meat to help meet the family's needs, which met with disapproval from friends and neighbours.

One day she came across a focus group discussion of Literacy India where she learnt about e-rickshaws and

their growing popularity. Anjana had learnt driving before marriage and knew that this skill could be a way to a secure livelihood for her family. Her husband, however, disagreed and refused to support her efforts financially.

She approached Literacy India for a loan and with the money purchased an e-rickshaw. Today she drives her own vehicle and has been earning quite well. She will begin repaying her loans shortly. She has also learnt tailoring at a Literacy India workshop and wants to begin a small-scale business eventually. She is regarded as a trailblazer in her hometown of Liluah for young women who want to take on an unconventional means of livelihood.



## Poonam Singh and SoniHela - Lending a helping hand

The story of Poonam Singh and SoniHela is one that we, at Literacy India, are fond of repeating. Poonam Singh was born in a scavenger's colony. As is customary among her people, she was married early and gave

birth to a little boy. Misfortune struck when she was deserted by her husband at the age of 28. Her life was an endless struggle but then Literacy India came into her life. At the Literacy India centre, she was trained in cutting and tailoring and became a skilled apparel maker. With some help in marketing her clothes, she began supplying apparel at the local level and started earning enough to make ends meet.

In the meanwhile, she got a job with Howrah Municipal Corporation in the Dengue Control Project. With the new job and the skills that she learnt at Literacy India, Poonam is completely independent now.



Poonam then decided that she would mentor, guide and support those who are in need in the way that Literacy India had supported her. She came across Soni, who was deserted by her husband at the age of 23. She had no skills to earn a living. Poonam brought Soni to Literacy India. Soni took the beauticians course that was offered. After completing the first three months, Soni began working as an on-call beautician in her neighbourhood. Thereafter, she completed the six-month course and made a name for herself doing bridal makeup. Now she earns about INR 1500 every month. In Poonam's words: I am very happy to be a part of the change for Soni Hela.

## Organic Farming

Organic farming has become an important part of Literacy India's livelihood projects. People in rural areas grow crops in their small farms but are not able to earn enough to feed their families. When they approached Literacy India for ways to earn a sustainable living, we did a study on the potential of organic farming as the demand for organic produce is on the rise.

Literacy India proposed to train these farmers in organic farming methods where they could grow crops that are in high demand. The farmers were trained in making organic manure and pesticides, using organic waste for sustainable and no-waste farming. They found that the initial costs incurred by the farmers were comparatively less and the crop yields increased with organic farming methods.

Many farmers showed interest in organic farming. They are now using these methods in their own farms and spreading the word among their peers.

### **FoolaBai:KisanSakhi**

FoolaBai was among the first of 30 women to come on board as a team of Women Kisans. Field visits, live demonstrations and support sessions drew Foola and her friends to the training. However, ultimately, it was the promise of optimal resource use, improved yields and better incomes that convinced them to make the shift to organic methods.

Now, from start to finish, be it preparing different kinds of organic manure, using of leaves and stacking for better garlic, soya, various vegetables and tomato crop yields, she has learnt organic farming which has helped her and other women farmers like her get higher yields and better incomes with lesser inputs.



Literacy India organised farmers, including Foola, into collectives and provided direct access to available resources to ensure quantity and quality of the produce. Now Foola has become a KisanSakhi, a role model for women farmers everywhere.

### **BiramChand:Moreforless**

BiramChand is a 55-year old farmer who lives with his family in a small house in village Sadla of Rajasthan. He has two sons. His wife Narayani helps him in their agriculture work. Biram is a small farmer and has 3 bigha of agricultural land. Six years ago, he used to use chemical fertilizers and pesticides on the farm. This was a very costly method of agriculture and harmful, too.

He attended the meetings of organic farmers. Literacy India had organised training and demos about organic farming for the farmers. Biram attended the training with experts.



He adopted the organic farming method in 1 bigha land. For the last 6 years he has been practicing organic farming and saving on agricultural expenses.

He now makes organic compost, shivansh manure, organic pesticides and sprays and applies them to the crops.

Organic farming has increased his crop yield which leaves him with enough to sell in the market after feeding his family. He is also spending close to INR 2500 less than he used to earlier per month.

## Bike Ambulance Service

In its bid to bring service and livelihood to villages, Literacy India launched the first bike ambulance service at Jhalawar in Rajasthan. This was a much-needed service in this area which does not have a hospital nearby and the marginalised people of the area found it hard to transport the ailing to the hospitals far away. The bike ambulance proved to be an efficient and cost-effective method of addressing this challenge.

Literacy India CEO Indrani Singh launched the service in June 2018. She said that the bike ambulance service helps meet Literacy India's mission by creating employment and impacting the community in a positive way. The bike ambulance has already transported many patients and is an ideal solution for the villages which do not have motorable roads for long stretches.

A bike was loaned to start with and, with this, a new livelihood method was created as the person who drove the bike ambulance received a regular income.



## Winds of Change in Tribal Areas



One of the most picturesque areas in our country lies in the tribal belt bordering West Bengal, Jharkhand and Chhattisgarh. A large part of the area is hilly and forested. The area lags behind in basic amenities, especially for the economically backward tribal people of the region. Services like healthcare, sanitation, livelihood options and education are inadequate. On the other hand, these areas are some of the last ones where traditional art and craft are still practised.

Tribal areas have a rich cultural heritage. The popular martial dance of “Chhau” originated and is practised in these parts of West Bengal's Purulia district. There are seasonal festivals celebrated with songs like Bhadu, Tusu and Jhumur. With a salubrious climate during summer and a reasonably cold winter, the area has become attractive to tourists.

Literacy India's attempt has been to catalyse development in these areas through access to education and support to traditional art and craft, including help in marketing these products. Eco-tourism can also be a good source of earning for the local population but needs to be developed in a way that the environment does not suffer as a consequence.

Literacy India has its learning centres in Baghmundi, Jhalda and Raghunathpur block in Purulia. These blocks are remotely located on small hills and within dense forests where communication is extremely challenging. Local residents are mostly tribal. Early on, Literacy India found that tribal girl children are mostly deprived of secondary education and are married off at an early age. It is here that Literacy India works with the people to convince them to send their children to school.

The occupation of the parents of these children is mostly related to agriculture, collection and selling of forest products, lac farming and sericulture, making plates out of dried leaves (which is an ecologically sound way of recycling), and working for daily wages. Literacy India convinced the parents by counselling them on the importance of education for their children on one hand, and providing for their educational requirements, such as stationary, uniforms etc. on the other hand.

Under the Tribal Gurukulprogram, Literacy India launched the 'School Chalo' drive. Students, mostly girls, were enrolled in a school and hostel, where all their necessities were provided for. Mosquito nets and emergency lights, which are essential in rural areas, were also given to them. They were given extra coaching after school hours as they needed help over and above the teaching in the classroom.

## Tribal Gurukul: Fostering Learning

### MamoniSingsardar

Thirteen year old Mamoni's education was erratic because her parents are temporary labourers in brick kilns who migrate from place to place. Mamoni's father does not have any alternate skills to increase his earnings or change his occupation. The meager money that he makes is not enough to meet the family's needs.

Mamoni wants to continue her education and wants to become a nurse and serve people but fears that she may have to give up her education and settle in for an early marriage like her cousin.



Mamoni is a quiet and serious student, who is determined to finish her education. She is a student of class VIII in Sonkupi MSK school. Earlier she was weak in Maths and English. But the tuition support from the Gurukul teachers has helped her understand the subjects better. Literacy India provided her with the school stationery she required. She now stays at her home with her grandmother while her parents migrate for work. This perseverance and sincerity paid off. This year she had an excellent result and was promoted to a new class.

### SathiBesra

Sathi lives in village Bhursubera of Baghmundi block in Purulia. Her father MahendraBesra is an agricultural labourer and mother manages the household. Sathi is the youngest in the family. When she was in primary school, she was excellent in academics. She was good at sports, too, and won many block level competitions.

Extreme poverty forced her father to discontinue her schooling after primary level. But Sathi came to Literacy India through her school teacher and was enrolled in Baghmundi Girls' High school in class V. She was provided hostel facilities and other essentials like stationery, supplementary books, tuition etc.



Her performance in her last examination was excellent and she is currently studying in class X. This year she will appear for the Madhyamik exam. Her dream is to be a nurse because this young girl has seen terrific health hazards in her village and wants to alleviate the sufferings of the villagers.

## ***Rural engagement and betterment efforts***

After the education program for children took off, it was time to engage with the adults of the villages to map out strategies for sustainable economic development of the region. Fortunately, Literacy India already had a rich experience of livelihood activities in rural communities. These were put to good use in Purulia.

Literacy India started working in Purulia's Lowakui village. This village, and adjacent villages such as Charida, Suisa and Munnibera, were renowned for the art of making masks for Chhou performances, which was in a state of decline. Low demand, lack of connectivity and competition was forcing the artisans to almost give up their art. The lack of alternate avenues of earning had made the community frustrated and disillusioned. Alcoholism was rampant and sometimes led to violence.

In a short period of time, with some new technical know-how, a little brush-up in the indigenous skill and knowledge brought about a change. People realised the potential and became focused and motivated. They were now able to "learn and earn" which transformed their lives.



## ***Some Indigenous Art and Craft Pattal Making***

Shanti, Haribasi and Jaleswari's lives changed when Literacy India came to their village. These women were in a state of near penury, even though they practised agriculture and grew some food for themselves. Without the knowledge of fertilisers and with seeds of poor quality, their crops were simply not enough to sustain their families. Shanti, who is a mother of four children, sold liquor in the village as her husband did not earn anything. However, Shanti has a very good knowledge of leaf plate and bowl making or *pattal*.

With Literacy India's efforts, the Forest Department allowed Shanti, Haribasi and Jaleswari to collect saal leaves from the forest without any legal hassle. They already were skilled at making plates and bowls with these leaves. However, they were unaware of the process of mass production and marketing. Literacy India helped install a *pattal* making machine in the village and provided training in using the machine, making plates of different designs and marketing them. At present, they are able to produce about 32,000 pieces and cater to orders from Purulia town.

## ***Chhau Dance***

Chhau dance is popular in the area of Baghmundi. All the characters in the dance are required to wear masks to represent characters. They express moods through body movements. While mask movements show anger, shoulder and chest movements portray joy, melancholy, courage etc. The masks used in Chhau dance are made in Charida village in the Baghmundi area by sutradharas, who have been engaged in such work for generations. The artists, who are familiar with the details of the Indian epics that form the base of Chhau dance themes, produce intricate masks which require great artistic skills. Literacy India supported the formation of a tribal dance group by the youth of Lowakui in 2013. The Baghmundi Block administration provided training to them. Within two years they became a trained and disciplined group who hold the audience spellbound by their excellent performances. The team today has performed in other states, too, and have won much appreciation.



### **Tribal Rannaghar**

As the tribal areas are located in hilly and forest terrain, they attract a lot of tourists. The district administration is promoting eco-tourism in Purulia areas where Literacy India is working. Keeping this in mind, Literacy India started training tribal women in cooking methods as part of livelihood training. The women later started Tribal Rannaghar or tribal kitchen, where they prepare local cuisine with locally harvested ingredients in the Raghunathpur and Lowakui areas. They have tourists and local residents as their customers.

### **Agriculture**

With the aim to check and curb seasonal migration and unemployment in Lowakui, Literacy India began propagating organic methods of farming to the people who practised agriculture in the region. The villagers showed their interest in sustainable organic farming in kitchen gardens and paddy production through System of Rice Intensification (SRI). Both men and women started learning ways to cultivate green chilies, gourd, bitter gourd, cucumber, pumpkin and so on. Farmers are not only able to produce the vegetables, they are now able to sell them in the local *haat* (twice a week market), which has given them a source of regular earning.

SRI application and production was very successful, too. SRI is a low water, labour-intensive, organic method that uses younger seedlings singly spaced and typically hand weeded with special tools. These women and their families trained in SRI with a few simple techniques. They had the skill of sowing and weeding and this learning made them more focused with intensified production.



### **Rural Art**

30 Santhal Tribal girls were identified at Raghunathpur and received training on Santhal Art. They already know the art form with mud, charcoal and cow dung that they are painting in the wall of their own hut — the training was organised for transforming it into paper and other product which can be saleable.

These girls received training on colour combination, basic art at drawing sheet, measurement making and so on. These ladies were really good in this work- they have already painted community centre wall, Kettle, Photo frame and coaster. Diya colouring and during festival community based business sale initiative promoted. Similar thing was tried with Group of Men in Lowakui Village , This Group excelled in no time to become professional graffiti artist across the district to be hired by the local hotels and Govt. official. These groups also work for **INDHA**





## Rural Utsav Indradhanush 2017

The villages of India are full of colours, from the red of the soil and green of the crops to the riot of colours in the clothes and jewellery of its people. Indradhanush 2017 was an appropriate name for the village festival held in Khedadih village in Jharkhand in 2017. The festival was an occasion to showcase the music and dance, arts and craft and food of the villages of the region. The villagers took great interest and participated enthusiastically, which made the festival a success for all.

These rural festivals form a platform where village artisans can interact with visitors who come from fast-paced cities. They enjoy the folk music and dance, which is being revived through such festivals. The villagers, too, profit both financially in terms of selling their products, and learn ways of marketing their ware.

The Rural Utsav is a great promoter of eco-tourism wherever it is held. India and its villages are celebrated through its people, their food and art and culture. In the Jharkhand festival, the visitors enjoyed local food cooked and served by the villagers. The villagers were trained in working in kitchens following proper food hygiene requirements. They wore chef's hats and gloves while serving the food, which was appreciated by the visitors. There were other items on sale like handmade organic soaps, and decorative craft items, all of which were sold out.



## Healthcare Programs in Villages

Literacy India provides healthcare services from its centres to the people who come there. This year, the bike ambulance service is an initial effort in mobile healthcare services. It has been very well received and the service can now be rolled out on a larger scale. Healthcare needs, both in cities and rural areas, are immense and though we are doing our bit, we are only able to address a very small part of it.

### Much left to be done

There is much that remains to be done. Accessible and affordable healthcare is, unfortunately not available to most of the people that we work with. Our efforts to that end have been to help individuals with chronic ailments get treatment from medical practitioners and ensure completion of follow-up visits and recommended treatments. We attempt to bring the patient and doctor together and cover the financial costs through donations. Many doctors have supported our efforts by providing their expertise and treating the patients forgoing their own fees. The costs incurred are for medicines as well as hospitalisations and surgeries etc. (if needed), living and transportation costs of patients and their families. Sometimes the patients must travel long distances to get treatment and sometimes the main breadwinner in the family may be incapacitated by illness. Since these families do not have any surplus money and no savings, illness of any member becomes a financial emergency.

**Rabita** lives at Bijwasan, near Gurugram. Her father Kamlesh is the sole breadwinner of the family and works as a temporary wage earner in an export company. They are a family of five. The past few years have been difficult for them. A lot of responsibilities fell on Kamlesh's shoulders, especially after daughter Rabita became incapacitated due to a rare disease. After the basic tests and examinations, she was diagnosed with a rare skin disorder which covers her body with white spots. The family moved from Siwan District in rural Bihar to Delhi for treatment at Safdarjung Government Hospital. Initially they lived with relatives, but soon found their own lodgings as they would have to stay for a long period. . Kamlesh tried to manage his job as well as the day to day hospital visits. But, gradually it became difficult to manage the medical expenses as well as day to day expenditures of the family. Rabita was then diagnosed with osteoporosis and her hip bone is fractured. The medical team has suggested hip surgery (estimated cost INR 3,00,000) and post-surgery medicine (estimated cost INR 50,000). The total cost being, INR 3,50,000, which is beyond the means of the family which was fundraised , thanks with the help of Encore Capital, India



Rabita is under the care and guidance of Dr. Sunil Marwah (M.S. Orthopaedic), at the Narayan Hospital in DLF Phase 1, Gurugram. Dr. Marwah's free consultation and Encore Capital's generous support has given wings of hope to this girl's life.

# ENDOWMENT & CONTRIBUTING TO NATION BUILDING

Words by Capt.Indraani Singh

As per a study conducted by Towers Perrin Global Workforce (2007-2008), CSR is the 3rd most important driver for employee engagement and an organizations reputation for CSR is an important driver for retention and engagement.

*“Effective philanthropy requires a lot of time and creativity –the same kind of focus and skills that building a business requires” – Bill Gates*

There is a change in the overall CSR Strategy of the Indian and Multi-National Companies in India. Its not really about signing a cheque of contribution for a cause. Companies ask has broadened they have employee engagement is a top priority and CSR has followed suit rightfully positioning itself at the heart of business strategy

Highly Switched-on companies ensure CSR intrinsically woven into their organisation's ethos, and this has resulted in positive employee relations, such as increased morale, talent retention and productivity for both Donor and Donee organization. The overall Rapport building has led to positive vibe and awareness on both sides . I personally have learnt a lot from the Donor Organisation and have spent lot of time in explaining our work and what goes in the life of a beneficiaries, which in turn becomes a humbling and feel good experience as well.Top level of the companies have come forward for Pro-Bono work despite their time crunch and I have a feeling they feel superbly excited about it.

Ways in which organizations & its Employees Engaged with us

- A matching gift is a charitable donation by an organization that matches the employees' donation.
- Skill-Based programs: Dell and Tupperware Employees decided to cook a meal for the whole school at VilllageBajghera.
- Financial Literacy and Hardware is a favourite option of Encore Capital and Dell-India.
- Story Telling /Writing : Oxford University Press and Xoirant are famous in Story Telling , writing and Drawing Competitions
- FootBall and Indoor Games is forte of Teleperformance Employees
- SBICards – did a great job in creating awareness about health , Hygiene and Road Safety.

Overall it has helped Literacy India engage on a positive note with all the companies and get support for our future programs Being involved in CSR initiatives works as a win-win for every organization, on the one hand, it helps to improve their public image by providing positive publicity and on the other hand, it helps in keeping employees happy and engaged by giving them a sense of accomplishment that comes with contributing for the greater good. No wonder organizations are not holding back once it comes to participating in CSR initiatives.



**NUMEROUS COMMUNITY DAYS BY DELL, DELOITTE, OXFORD UNIVERSITY PRESS, XORIAN, ENCORE CAPITAL, TELEPERFORMANCE, TUPPERWARES BICARDS, KPMG, CLIFFORD CHANCE, VERIFONE, MASTERCARD, ORANGESUDHIRPOWER, DRI-BRYAIR**

# WE THANK OUR DONORS WHO CHAMPIONED THE PROJECTS THIS 2017-18

## DONORS OF PROJECT VIDYAPEETH

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Mr. Joy Kumar Jain  
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 CAF INDIA( ORACLE )

# FINANCIALS

## LITERACY INDIA

Regd. Add:- C-1/11, Vasant Vihar, 1st Floor, New Delhi

| BALANCE SHEET AS AT 31st, MARCH, 2018             |                   |                             |                             |
|---|-------------------|-----------------------------|-----------------------------|
|   | SCHEDULE          | Amount (Rs)<br>F.Y. 2017-18 | Amount (Rs)<br>F.Y. 2016-17 |
| <b>SOURCES OF FUNDS</b>                           |                   |                             |                             |
| <b>I. FUND BALANCES:</b>                          |                   |                             |                             |
| a. Fund Balance                                   | [01]              | 449,42,468                  | 269,75,142                  |
| b. Asset Fund                                     | [02]              | 277,34,847                  | 275,85,657                  |
|   |                   | 726,77,315                  | 545,60,799                  |
| <b>II. LOAN FUNDS:</b>                            |                   |                             |                             |
| a. Secured Loans                                  |                   | -                           | -                           |
| b. Unsecured Loans                                |                   | -                           | -                           |
|   |                   | -                           | -                           |
| <b>TOTAL Rs.</b>                                  | <b>[ I + II ]</b> | <b>726,77,315</b>           | <b>545,60,799</b>           |
| <b>APPLICATION OF FUNDS</b>                       |                   |                             |                             |
| <b>I. FIXED ASSETS</b> [03]                       |                   |                             |                             |
| Opening Balance (W.D.V)                           |                   | 275,85,657                  | 256,55,989                  |
| Add: Addition During the Year                     |                   | 34,57,234                   | 56,01,161                   |
| Less: Depreciation                                |                   | 33,08,044                   | 36,71,493                   |
| Net Block   |                   | 277,34,847                  | 275,85,657                  |
| <b>II. INVESTMENTS</b>                            |                   |                             |                             |
|   |                   | 187,44,049                  | 114,84,940                  |
| <b>III. CURRENT ASSETS, LOANS &amp; ADVANCES:</b> |                   |                             |                             |
| a. Loans & Advances                               | [04]              | 9,89,037                    | 8,16,439                    |
| b. Other Current assets                           | [05]              | 21,91,113                   | 8,72,513                    |
| c. Cash & Bank Balance                            | [06]              | 254,59,452                  | 294,37,922                  |
| d. Inventory                                      |                   | 11,43,962                   | 10,50,964                   |
|   | <b>A</b>          | 297,83,564                  | 321,77,838                  |
| Less: CURRENT LIABILITIES & PROVISIONS:           |                   |                             |                             |
| a. Other Current Liabilities                      | [07]              | 11,37,795                   | 17,38,849                   |
| b. Unspent Grant Balance                          |                   | 24,47,349                   | 149,48,788                  |
|   | <b>B</b>          | 35,85,144                   | 166,87,637                  |
| <b>NET CURRENT ASSETS</b>                         | <b>[ A - B ]</b>  | 261,98,419                  | 154,90,201                  |
| <b>TOTAL Rs.</b>                                  | <b>[I+II+III]</b> | <b>726,77,315</b>           | <b>545,60,799</b>           |

Significant Accounting Policies and Notes to Accounts

[13]

The schedules referred to above form an Integral part of the Balance Sheet

For S. SAHOO & CO  
Chartered Accountants  
FRN: 322952E

CA Subhajit Sahoo, FCA, LLB  
(Partner)  
MM No - 057426

Place : New Delhi  
Date : 27/09/2018

LITERACY INDIA

*Subhajit Sahoo*  
(Trustee)

*Subhajit Sahoo*  
(Trustee)

LITERACY INDIA  
NEW DELHI  
VASANT VIHAR

(Trustee)

## LITERACY INDIA

Regd. Add:- C-1/11, Vasant Vihar, 1st Floor, New Delhi

| INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31/03/2018 |          |                             |                             |
|--|----------|-----------------------------|-----------------------------|
|  | SCHEDULE | Amount (Rs)<br>F.Y. 2017-18 | Amount (Rs)<br>F.Y. 2016-17 |
| <b>I. INCOME</b>   |          |                             |                             |
| Grants   |          | 627,04,071                  | 445,26,830                  |
| Donations  |          | 216,91,123                  | 156,44,086                  |
| Other Income   | [08]     | 45,44,278                   | 16,82,822                   |
| Interest Income  | [09]     | 19,82,054                   | 14,60,655                   |
| <b>TOTAL Rs.</b>   |          | <b>909,21,526</b>           | <b>633,14,394</b>           |
| <b>II. EXPENDITURE</b>                                     |          |                             |                             |
| <b>Program Expenditure</b>                                 | [10]     |                             |                             |
| Pathshala Program  |          | 92,24,037                   | 105,16,719                  |
| Vidyapeeth Program   |          | 169,42,593                  | 164,44,041                  |
| Gurukul Program  |          | 27,43,981                   | 21,22,610                   |
| Karigari Program   |          | 169,26,348                  | 130,50,652                  |
| Shiksharth/Jagrukta Program                                |          | 8,57,041                    | 6,65,918                    |
| Health Post Program  |          | 3,69,551                    | 15,84,284                   |
| Indha Program  |          | 76,44,724                   | 47,27,030                   |
| Digital Education Program                                  |          | 182,45,925                  | 105,41,720                  |
| Depreciation   | [03]     | 33,08,044                   | 36,71,493                   |
| Less: Depreciation transferred to Asset Fund               | [03]     | 33,08,044                   | 36,71,493                   |
| <b>TOTAL Rs.</b>   |          | <b>729,54,200</b>           | <b>596,52,975</b>           |
| <b>III. EXCESS OF INCOME OVER EXPENDITURE</b>              | [I - II] | <b>179,67,326</b>           | <b>36,61,419</b>            |
| <b>IV. EXCESS OF INCOME OVER EXPENDITURE</b>               |          |                             |                             |
| TRANSFERRED TO PROJECT FUND FOR ONGOING PROJECTS           |          | <b>179,67,326</b>           | <b>36,61,419</b>            |

Significant Accounting Policies and Notes to Accounts [13]

The schedules referred to above form an integral part of the income & expenditure account

For S. SAHOO & CO  
Chartered Accountants  
FRN: 322952E

CA Subhajt Sahoo, FCA, LLB  
(Partner)  
MM No - 057426

Place: New Delhi  
Date: 27/09/2018

LITERACY INDIA

  
(Trustee)



  
(Trustee)

## LITERACY INDIA

Regd. Add:- C-1/11, Vasant Vihar, 1st Floor, New Delhi

| RECEIPTS & PAYMENT ACCOUNT FOR THE YEAR ENDED 31/03/2018 |          |                    |                   |
|--|----------|--------------------|-------------------|
|  |          | Amount(Rs.)        | Amount(Rs.)       |
|  | SCHEDULE | F.Y. 2017-18       | F.Y. 2016-17      |
| <b>RECEIPTS</b>  |          |                    |                   |
| <b>Opening Balance</b>                                   |          | 409,22,863         | 278,58,364        |
| Grants   |          | 504,09,772         | 532,01,585        |
| Donation   |          | 216,91,123         | 156,44,086        |
| Other Receipts   | [11]     | 34,04,600          | 16,80,396         |
| Interest Income  | [12]     | 19,82,054          | 14,05,407         |
| <b>TOTAL Rs.</b>   |          | <b>1184,10,411</b> | <b>997,89,838</b> |
| <b>PAYMENTS</b>  |          |                    |                   |
| <b>Program Expenditure</b>                               |          |                    |                   |
| Pathshala Program  |          | 92,24,037          | 105,16,719        |
| Vidyapeeth Program                                       |          | 169,42,593         | 164,44,041        |
| Gurukul Program  |          | 27,43,981          | 21,22,610         |
| Karigari Program   |          | 169,26,348         | 130,50,652        |
| Shiksharth/Jagrukta Program                              |          | 8,57,041           | 6,65,918          |
| Health Post Program                                      |          | 3,69,551           | 15,84,284         |
| Indha Program  |          | 76,44,724          | 47,27,030         |
| Digital Education Program                                |          | 182,45,925         | 105,41,720        |
| Changes in Advances/ Liability                           |          | 12,52,711          | (7,86,000)        |
| <b>Closing Balance</b>                                   |          | 442,03,499         | 409,22,863        |
| <b>TOTAL Rs.</b>   |          | <b>1184,10,411</b> | <b>997,89,838</b> |

Significant Accounting Policies and Notes to Accounts

[13]

The schedules referred to above form an integral part of the receipts & payment account

For S. SAHOO & CO  
Chartered Accountants  
FRN: 322952E

CA Subhajit Sahoo, FCA, LLB  
(Partner)  
MM No - 057426

Place : New Delhi  
Date : 27/09/2018

LITERACY INDIA



*Indira*  
(Trustee)

*[Signature]*  
(Trustee)





## **GOVERNANCE**

As a part of our commitment to strengthen governance and compliance efforts, we have been registered with Global Giving, , Your Cause , Silicon Valley Community Foundation, Give Foundation ,Erika und Erwin Schreiter Foundation , Wadhwa Foundation & Levante Foundation. Addition to existing collaboration with Charities Aid Foundation, India & Give India , Give2Asia & KPMG Foundation. We are thankful for their continued support and guidance. Our **Present Auditors – S. Sahoo & Company** have kept up the pace of auditing and for a continued Transparency. Complete transparency is a norm at Literacy India and we encourage our sponsors and partners to participate in our strategic decision-making process.

### **Project Study and Management**

The project management & monitoring system in LI comprises of a systematic and well laid down processes. These are as follows

- The process of project monitoring is done by Field Executives and Project Managers regularly
- Every Project is closely monitored by impact analysis, which is a done internally.
- Programme & Project Audit System ^ is followed to assess and ensure impact of the donation, proper utilisation of money to achieve desired results.
- Internal & Process Audit System ^ This is conducted throughout the year in order to ensure accountability in the internal operation of the organisation

Statutory Audit ^ is done by the statutory auditor for finalization of balance sheet and statement of affairs. This is also

### **Decision Support and Decision making**

Literacy India encourages each and every person in the organization to actively involved in the process of decision support and decision making.

#### **Review Meetings**

Monthly review meetings are held for each division, project and department regularly.

#### **Day to day Management**

Managing Trustee and Senior Executive supported by Projects Managers manages the LI,s day-to-day operation.

#### **Board of Advisors**

The Board of Advisors comprises of technically competent Senior Management Executives from diverse backgrounds and expertise. The **Board of Trustees** sets the vision and broad guidelines for LI and ensures good governance in liaison with the Board of Advisors.

## **Beneficiaries Management System**

A successful beneficiary management system is operational across all projects. This helps LI in tracking the progress and development of all the beneficiaries.

Management Information System (MIS) A monthly MIS is prepared and analyzed internally by Management and Project Managers. Relevant reports are submitted and discussed in Review Committee meetings for assessing the operational activities and to do future planning.

## **Accounting System**

The accounts are maintained on daily basis through advanced and updated computerized systems. The same is also analysed and checked periodically by the auditor to ensure that the same is in compliance with standardised Management Policy.

## **People Management**

Our people are our assets and LI's family members. LI believes in a democratic and participatory work culture. Appraisal and review system is conducted once a year in a democratic way to identify the future leaders of the organization and reward excellent performers.

## **Travel Expenditure**

No payment has been made to any board member as remuneration or travel allowance, including Managing Trustee of the NGO or any other Trustees.

| <b>Slab of Salary and Honorarium</b> | <b>Male(No)</b> | <b>Female(No)</b> | <b>Total ( No)</b> |
|--------------------------------------|-----------------|-------------------|--------------------|
| Less than 5,000                      | 33              | 77                | 110                |
| 5,000-10,000                         | 39              | 92                | 131                |
| 10,000-25,000                        | 21              | 51                | 72                 |
| 25,000-50,000                        | 7               | 2                 | 9                  |
| 50,000-1,00,000                      | 3               | 1                 | 4                  |
| 1,00,000-2,00,000                    | 0               | 0                 | 0                  |
| <b>Total</b>                         | <b>103</b>      | <b>223</b>        | <b>326</b>         |

## WORK FORCE -

Sohit Yadav, Sangha Mitra, Satya Prakash, Sunil Kr. Singh, Sudhir Gahlot, Ghanshyam Prasad Singh, Gopal Saran Dubey, Kanwar Pal, Dharmendra Yadav, Savita Sharma, Birender Yadav, Sarla Devi, Teena Wesley, Manju Rani, Rajni Bhatia, Nisha Dohroo, Anuradha Nigam, Namita Das, Alka Mishra, Sarita Wali, Shiv Kumar, Sheela Verma, Om Prakash, Poonam Khanna, Dip Shankar Das, Santosh Malik, Dalsingar, Bipul Kumar Singh, Harendra Kumar, Ardhandu Biswash, Madhu Dang, Sujata, Ram Singh, Tara Kumari, Sarita, Virendra Chaurasiya, Sarita Wali, Rajeshwari Morya Singh, Amit Kumar, Sonika Rajput, Hari Prakash, Naveen Kumar Singh, Mahinder, Surendra Singh, Shankar Mehta, Shitij, Prabir Kumar Banrjee, Vikash Goel, Pradeep Janghu, Idrish Mohamad, Kavita, Kalpna Barnwal, Raj Bala, Rekha, Arup Mahto, Sudha, Rajbala Verma, Sunil, Parvesh, Gyan Chand, Amrita Singh, Poonam, Nirupama Ranjan, Sanjeet Kumar Singh, Nehakoul, Sandeep Kumar Gaur, Kaushikbasu, Sonu, Babita Jangid, Rajesh Kumar, Shakti Singh, Dharamchand, Rinchen Dolma, Rajaram, Idrish Mohamad, Trina, Manikrishna, Shweta, Simple Jamwal.

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Manu Rikhye – MD- Encore India Pvt Ltd

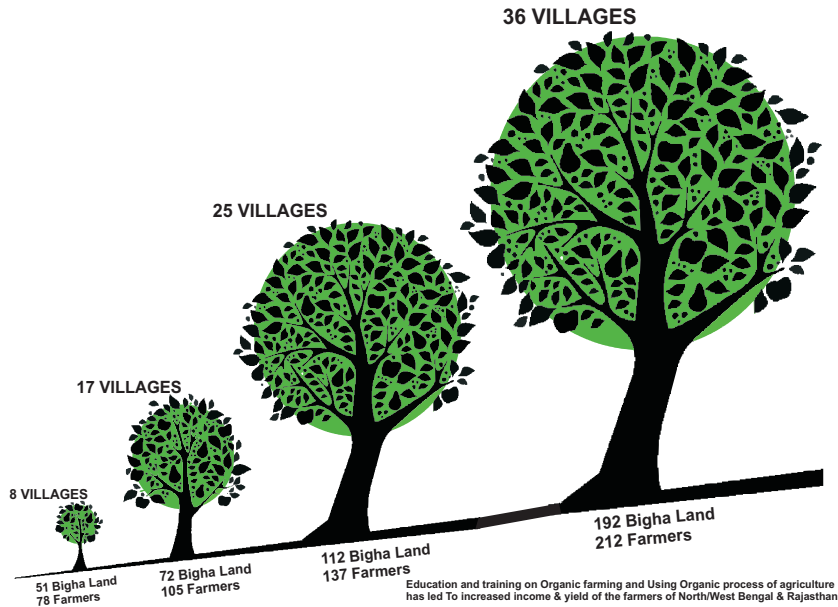
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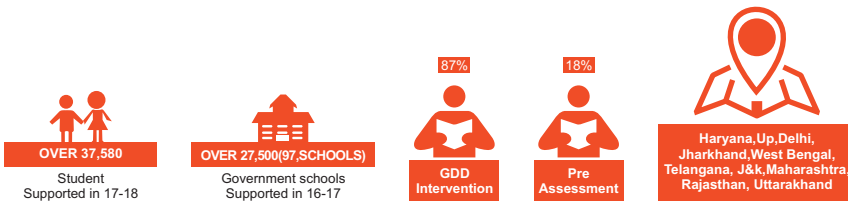


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| PROJECTS                      | PROJECTS GEOGRAPHIC LOCATION  | MAJOR CITIES/DISTRICTS   | IMPACTED BENEFICIARIES |
|-------------------------------|---|--|------------------------|
| VIDYAPEETH                    | HARYANA   | DELHI NCR, GURGAON   | 1145                   |
| HEALTH PROJECT                | HARYANA, WEST BENGAL  | DELHI NCR, WEST BENGAL   | 12350                  |
| PATHSHALA PROJECT             | HARYANA, DELHI, WEST BEGNAI   | GURGAON, SOUTH DELHI, PURULIA, KOLKATA   | 2590                   |
| KARIGARI PROJECT              | HARYANA, DELHI, WEST BEGNAI, RAJASTHAN, UTTAR PRADESH, TELANGANA, AND JHARKHAND | NOIDA, GURGOAN, DELHINCR, FARIDABAD KOLKATA, KALIMPONG, PURULIA, EASTSARAIKELA SANKARI, VARANASI, NALGONDA BOKARO, JHALAWAR & PUNE   | 12500                  |
| INDHA PROJECT                 | HARYANA, DELHI, WEST BEGNAI, RAJASTHAN, UTTAR PRADESH, TELANGANA, AND JHARKHAND | GURGOAN, DELHI, KOLKATA, PURULIA, JHALAWAR, VARANASI, NALGONDA & BOKARO  | 612                    |
| GURUKUL PROJECT               | HARYANA, DELHI, WEST BEGNAI & TELANGANA & KARNATAKA                             | GURGAON, SOUTH DELHI, WEST BENGAL NALGONDA KARNATAKA & ALWAR RAJASHTHAN  | 457                    |
| SHIKSHARTH PROJECT            | HARYANA, DELHI & WEST BEGNAI  | GURGAON, SOUTH DELHI, PURULIA, KOLKATA   | 10790                  |
| GYANTANTRA DIGITAL DOST       | HARYANA, DELHI, WEST BEGNAI, RAJASTHAN, UTTAR PRADESH, TELANGANA, AND JHARKHAND | GURGOAN, DELHI NCR, NOIDA, KOLKATA, DARJEELING KALIMPONG, PURULIA, JHALAWAR, ALWAR BHIWADI, NALGONDA, BANGLORE, UTTAKASHI & BOKARO JHARKHAND, PUNE MAHARASHTRA, LADDHAKH J&K | 27500                  |
| ANNUAL IMPACTED BENEFICIARIES |   |  | 67944                  |

