

# Literacy India



*Its all about Education , Empowerment and creating Livelihood opportunities...*

**Literacy India completed 16 years** of work at a fervent pace towards educating, empowering & finding employment opportunities for our beneficiaries. Seeing children grow up as successful young adults who are doing well for themselves as well as giving back to Literacy India, makes us feel proud that ***we taught them right.***

**ANNUAL REPORT**

**2012**

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*Sujata @ Colombia Asia Hospital and at Literacy India Tarrannum - Marshal Arts Champion*

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**FOUNDER S DESK**

Towards the year end – it is difficult to sum up and prepare a synopsis of bucket load of work and activities carried out in various projects under challenging circumstances. Let me start with Sujata, our Vidyapeeth success story as to how Sujata came to my rescue as my savior angel. For my yearly Flying Medicals, I needed to get my ultrasound for my liver, I was in a hurry and needed to get the report at the earliest. At Colombia Asia, the Radiologist had no appointment slot for the next three days but our 20 year old Sujata spotted me and came to my rescue. After finishing school in our Vidyapeeth, she was General Assistant to the Radiologist. She made adjustments and convinced the doctor to fit me in. I was touched and overwhelmed with pride. This was a true validation that our children have become productive citizens and Literacy India provided her a platform to blossom.

My mind went back to ten years back, when her parents had brought her brothers to be admitted, I remember telling them, “If you want your sons to be admitted, bring your daughter first.” Today Sujata contributes majorly to the family income and earned herself a respectable place in the family.

We thank Encore ,Teleperformance and KPMG for their ongoing support to Vidyapeeth where Sujata passed out from and many other children growing up with proper schooling.

Karigari owes its gratitude to Godfrey Philips followed by well timed contribution from Master Card on Women Empowerment across India specially at the remote villages of UP, Jharkhand,Rajasthan,Haryana & WestBengal where many livelihood plans have been actioned

Adobe , American Express , PVR NEST continued its support bringing transformation in many children on the streets who lead a life of abject poverty.

I specially owe it to the donors who helped Literacy India’s Digital Literacy Program – DIGITAL DOST reach its completion which is being implemented at our Pan India centers.Individual and anonymous donors always came from nowhere for a definite impact , Literacy India continues to be grateful to them for their support.Our beneficiaries are Tribals from the forests , Villagers living in the hills to the Children from poor back ground in Delhi NCR - Literacy India faced challenges yet the team



***Dynamic and confident Neha is an assistant to the Front Desk Manager at the chic ITC Hotel in Gurgaon. She is an alumna of Gurukul Project under which children of underserved background are sponsored in various public schools / colleges near centers of Literacy India – Pan India.***

remained determined to carve out strategies for success .There is water and Power crisis - roads and communications to the remote areas still erratic which slows down the progress.We hope for a better year ahead.





**Our Pedagogy & Projects**

- **Pathshala (Open classroom):** This was our first project in 1996. Under this project we undertake remedial classes for school going children and also help children who do not attend regular school to get into mainstream education. A stepping-stone to the mainstream learning process, here a child can spend just 2-3 hours a day to learn the basics. Here we use an educational approach that aims to capture the interest of children. This project is now reaching out to street children as also to children who are working as domestic help. Under this umbrella, we have also introduced adult literacy classes. This project has received support from organizations like PVR Nest, UPS Foundation, Kathpal Foundation ,DELL and many individual donors.
- **Shiksharth:** This is a unique program that aims at providing a platform to slum children for bringing out their creative talent in various art forms such as painting, pottery, theatre, dance, etc. This motivates children to continue their academic education. This experiment has met with great success and it is one of the key elements of the holistic learning model that LI has developed over the years. It is a matter of great pride that several of our children have performed for the past President APJ Abdul Kalam at Rashtrapati Bhawan, Governor of Himachal Pradesh, besides performing for varied audiences in Shimla, Chandigarh, Kolkata, Bhopal, etc. and have acted in leading feature films such as Omkaara , Blue Umbrella and lately Character – Millimeter of 3-Idiots is our beneficiaries. We have also introduced computer animation and photography under this program. This program has been supported by organizations like Adobe, Youth Voice and Phat Phish, the music company that helped us release our music album. Another Breakthrough under

this project is the first making of 2D animation film”Rooster and the Sun” can be found on Literacy India’s youtube link.

- **Vidyapeeth:** This is the core program at LI wherein we run classes up to high school like any other school children under this program are exposed to excursions, and inspirational interaction with well-known personalities. This is being run out of the school building at Village Bajghera, New Palam Vihar, Gurgaon. Sponsors like Charities Aid Foundation, COTW, FEEL Group, American Express, Encore and many individual donors are supporting Vidyapeeth. Children appear for their Board Exams through National Open School. Children of Vidyapeeth have their own Science Blog too and updated with their latest science experiments.
- **Gurukul:** Supports meritorious students who show an inclination for continued education and desire to receive mainstream English education. We sponsor their education at public schools such as Rotary Public School, St Soldier School and Little Ones Public School by meeting the entire cost of their education. Under this project we also support students who wish to pursue vocational courses such as fashion designing, interior designing and even a MBA .We have recently tied up with Rai Foundation who are sponsoring professional education for girls passing out from higher secondary classes. This project has many individual donors and Corporate sponsors like Amrican Express , HSBC,PWC,OSC & Charities Aid Foundation , India , UK & America.
- **Karigari:** This was established to provide a platform for vocational training to those students who showed a lack of interest in formal studies or were dropouts from school. Here we organise programs with an eye on

providing employable skills to the youth. We offer courses in O – level Classes under DOECC ( regd.),DTP, Web Design, Networking, Tally for Accounting, Spoken English, Retail Management, Paper Bag Making and Housekeeping. We have partnered with Maruti Suzuki under their Road Safety Program for training in driving. It is a matter of pride that many graduating students are working with organizations like Maruti Udyog Ltd,Kuoni Destination Management , B-CUBE, Reliance Fresh, and Big Bazaar etc. Corporate like Wirkle technogies ,GE and Aricent have given technical teaching support to this program

- **Indha:** This is the brand under which we sell handcrafted products made by village women. LI has taken the initiative to empower rural women by equipping them with special skills to earn a little income along with managing their household work. Indha products have become quite popular among many donors and can also be found on the shelves of many shops and online portals like ebay , craftsville & shopclues.
- **Health Post:** A health initiative was started at Village Bajgera in 2006, as health facilities were virtually non-existent around the village. A Doctor has been made available 6 half days a week. On weekends we have started Doctor on Wheels, wherein doctors holds camps in neighboring villages. Specialist medical camps are held covering eye, dental checks, orthopedic, etc. These have been very successful and the villagers are now receiving proper health care. Youth Reach has been funding its recurring cost with Rotary Club Chanakyapuri help kick start and set up the project.This also has a support of Brit Marine Company based out of UK.



**PATHSHALA & GYANTANTRA - DIGITAL DOST**

This year Pathshala had set its own target in three specific areas: 1) Escalating and replicating the concept of Pathshala in Pan India context 2) Gyantantra- digital dost implementation in Delhi NCR and Pan India centre 3) Facilitating a new and advanced shape to existing Pathshala centre along with street children project.

The concept of Pathshala evolved in Literacy India as that of an open classroom. It has three basic objectives i) Facilitate children into learning process ii) Mainstream them into school iii) Remedial class in order to ensure retention at school.

This open classroom is for all age groups targeting street children, school dropouts, children who are not going to school, children who once went to school but forgot everything, child labourers and children belonging to rural underserved background.

**Gyantantra's implementation across centres**

Pathshala aggressively implemented Gyantantra as the bridge course in few centres with great success such as PVR Campus, Sheetla Colony, Dharam Colony, Bhati, Bijwasan, Ambience Learning Centre, and Nebsarai. There are few set features in Gyantantra like - 1) Self-Learning & Fast Learning, 2) Consolidated course, 3) Well structured ICT tools, 4) Non-conventional teaching material, 5) Learning by games and play method.

LI was determinedly involved with the street children both in PVR campus and Muskan Foundation( Rehab Shelter) Incomparable benefits and interesting impacts were found in the street children project that led LI to shape and introduce a new career and employability program specifically with them. Apart from that, it is also operational at Ambience Learning Centre, Nebsarai, Sheetla Colony, Dharam Colony, Bhati Village, Bijwasan. Lowakui at Purulia has been showing outstanding achievement at West Bengal. Tribal children are able to operate Gyantantra on their own. It was found that it also broke the barrier of languages among students at West Bengal. Although the tools are made in Hindi language, but became popular across all regions among children.

**Gyantantra in Pan India Centre**

Literacy India urgently feels the need to expand Pathshala concept in other regions so that it helps introduce three E's program in other region. Keeping that in

mind, survey and need assessment was carried out in few areas in West Bengal, Jharkhand and UP. Four new centres came into operation at Chuikhim at Darjeeling, Khatanga at Puruliya, Raipurajaigir & Monoharthana at Rajasthan. There are few centres in the pipeline at North 24 Paraganas at West Bengal, Chandan Keyari and Khetadi in Jharkhand,

Centres had aggressively implemented Gyantantra- digital dost across Pan India.

The tribal centre at Lowakui showed exceptional improvement in bridge course, mainstreaming into school and also into remedial classes in terms of both enrolment and quality performance. In Monoharthana, children from Govt. school are also using the software in order to practice Mathematics and English. Raipurajaigir centre is able to mainstream the children in schools after the completion of Gyantantra.

**Gyantantra & Street Children Project & Rehabilitation Program:**

Street children are school drop-outs or child labourers. These children are roaming in the PVR campus. They are either begging or doing menial work in the campus. Such children are difficult to motivate – they need an environment to change. Literacy India's Pathshala centres were opened to empower & motivate children with lot of activities. During the course of journey Literacy India found two types of children 1) Roaming around doing seasonal begging, 2) Children with substance or drug abuse. In case of one, LI realized the need for coming up with Digital Dost Gyantantra so as to facilitate holistic package of fast-track learning by using technology without losing much time and achieving greater results in short time. It was found that most of the children were addicted to substance and drug abuse. In order to extricate those children from drug addiction, they were sent to drug de-addiction centre at Muskan Foundation. Muskan Foundation is a NGO working for drug de-addiction for children. Eleven children from PVR were sent and four out of them have already completed drug detoxification. They have been restored and reintegrated with their families.

**Facilitating a new and advanced shape to existing Pathshala centre**

Pathshala in Delhi NCR are running in full swing. New survey was conducted in order to assess & refresh the advance level needs of the community in urban slums. It was found that the existing children who are regulars, have a growing need for motivational training, career counselling

and other soft skill such as computer literacy, personality development and spoken English. Apart from that, LI observed that girl children even in urban slums, are being discriminated against. They became drop-outs after completion of Board Exams, awaiting marriage. In most of the cases, it was found the marriage either broke or was in turmoil. With that background, Career Grooming is a new area that comes under purview of Pathshala. Community reading habits is another area that was initiated in the centre with a view to generate learning and reading habits within community. Another area is to improve the habits of observing books and reading among parents, who are also coming to the centre. Nebsarai, Bijwasan and Sheetla Colony are running library in the centre. There were two fixed days for library in a week whence both children and adults issue books.

In fact the library period are conducted and managed by older children in order to promote community reading habits, these centres started Adult Literacy Program among women.

Besides, this, regular visits to the centre might also attract them into other programs.







Bimla Singh Saradr

Mehboob

Kunwarpal in Action

Mritunjaya Thakur

## Story of Change

**Bimala Singh Sardar** is learning at Literacy India's Learning Centre. She is at the level of IIIrd Standard. She stays at Lowakui, Baghmundi, Purulia. She is youngest daughter of her family. Her father is a farmer; Bimala is first generation learner. She is admitted in school but she was not able to get guidance in her house. Then her parents send her to Literacy India for remedial classes. At the learning centre, she started Gyantantra (Digital Learning) where at first, her level was very poor. But as she knew the varnamala, she started practicing Gyantantra and within three months her pick was excellent and she is now at the level of class III standard. She can operate Gyantantra on her own and is well conversant in computer also.

**Mehboob**, who is originally from Bihar, has three brothers and three sisters. He started his life on the street when he was too little. Having lost his mother at an early age, his father deserted them and went to Mumbai where he got married again. Out of his three sisters, the elder one got married and stays at Meerut, the younger one is staying with his grandmother in Bihar while the middle sister stays with eldest sister at Meerut.

**Mehboob**, along with three brothers, stays at PVR where they have been begging since long. He is also a good dancer and imitates Hritik Roshan. In PVR campus, he used to show dances and people gave him money. He used to take whitener at regular course. He was sent to drug de-addiction centre – Muskan Foundation, where he started digital learning Gyantantra Courses. Beginning as a complete illiterate with no knowledge of letters, alphabet, spelling, or counting, he started Gyantantra. Today he can count, add and subtract, identify letters and the alphabet. He has started tailoring and stitching and aspires to be a fashion designer.

## Champions Of Change

**Kunwarpal** is a qualified teacher with technical degree for teaching. He is working as a science teacher in LI at Vidyapeeth. He was taught with conventional teaching tools. Completely new to computer education or e-learning tools, when he first saw the software, he was surprised. Initially he was doubtful about his success. Despite apprehensions about his success rate, he took a chance to apply Gyantantra as pilot-run in local cyber café at Bajgerah Village in Gurgaon with 15 children who were simple rag pickers. Everyday he conducted two hours sessions for five months. He found at the advent of 6 months that his children were ready for admissions to class II and III level. Encouraged by his experiment, he successfully implemented it in Dharam Colony.

**Mrityunjoy Thakur** did BCA course and has a good background in IT. He had seen Gyantantra software but had confusion in implementation. He felt as the software is in Hindi how could it be implemented among Bengali tribal community. However, despite his doubts, he went ahead and implemented it. Mrityunjoy was amazed to see how fast the children picked up and he is now convinced that language is not a barrier if the course is made interesting for the children.

### GuruKul :

Pathshala and Gurukul are linked with each other. Gurukul Project specially supports meritorious students who show an inclination for continued and higher education. Children who had shown exceptional intelligence and brilliant results in their Junior School are to be mainstreamed into good Govt. school or Private schools. The basic goal of this program is to further promote these children into higher studies. Gurukul provides scholarship for that. This program basically focuses on adolescents and youth group. In India most children from

underserved sections do not go beyond middle school. Family pressure to get to work, low motivation to pursue due to seriousness needed for studies and also due to confusion of adolescence are the main reasons for their discouragement.

Literacy India had apprehended that situation and started counselling and mentoring children for higher studies through Gurukul program. Goals set for this year were- 1) Facilitating youth to mainstream in the good Govt. school and Private schools, 2) Mentor them in higher studies along with vocational courses in various streams across region and 3) Organize placement in various institutes for study along with retention.

Children are mainstreamed in Rotary Public School, St. Soldiers School, Chiranjeev Bharati School, Bajgerah Govt. School, Little One Public School, Green Paramount Public School, Purulia Govt. School, Noapara School and so on. Children have shown extraordinary performance in school and Tribal children's performance was extremely commendable in the board exam. Most children are first generation learners; however, they grasp the reality quickly. Most of them are very smart and receptive. Few students excelled with good marks and got ranked in first ten. They are being supported with tuition and coaching in Mathematics, Science and English. Around 350 students are studying under Project Gurukul in various schools and are also supported with after school coaching classes for arts, commerce and engineering career streams.



## Stories of remarkable performers

**Aparna Gorain**, lives in Mandal Keroa village of Ghatbera Keroa Gram Panchayat in Balarampore Block, Purulia. Her father Kamala Kanta Gorain is a farmer. Her mother is a housewife. She has one brother. Her parents went to school in their childhood but could not complete the courses due to family pressure. Her parents had a dream that their children should get a good education and respectable jobs. Aparna stood first in her class. She is brilliant, diligent and loves Mathematics most.



Observing her interest in studies, despite poverty in family, Literacy India provided support for her tuition fee to a private tutor nearby. She was in Govt. School. This year she got first division in Madhymic exam (West Bengal Board of Secondary Education) and scored 73% marks from Ghatbera Keroa High School which is a record for the school. Now she is studying in class XI (Science stream) at Vidyasagar Abasik Balika Vidyalay, Purulia. Literacy India is supporting her since the year 2010. Her favourite subject is Mathematics. She aspires to be a teacher in future to help the local poor children.

### GURUKUL STORIES

**Vishal Nayek** is 11 years old and lives in Jhalawar, Rajasthan. Vishal's life is nothing but a synonym of misfortune. The poor and socially excluded circumstances of his



family compelled this little kid to toil as a child labourer. His father works as a daily wage labourer in winter and in the summer he sells ice cream. His average income is 3000 per month which is mostly spent on alcohol. Negligent towards his duties as a father, he never supported his family. Neither did little Vishal get the love and affection of his mother. She sold off his father's two bigha land, pocketed the money and ran away with someone when Vishal was only

seven years old. Vishal's two elder brothers aged 15 and 13 were forced to work as child labourers in a tea stall and kitchen. At a tender age of eight Vishal began working in a tea stall earning only 900 per month. He got hooked on to chewing tobacco and learnt abusive language. Left to fend for himself and abandoned to the treacherous world, constantly beaten by the owner of the tea stall, Vishal's life was a living hell. Vishal joined Literacy India Manohar Thana Center in February 2012 under Pathshala Project. It was found that he is very serious towards his studies. LI started support as per need basis and her father was rigorously counselled to let Vishal continue his studies. Only a few days back, Vishal has been enrolled into class V in a Govt. School at Manohar Thana and he is also attending the Digital Dost-Gyantana Session of LI at the center.

School	No. of Students
Chiranjeev Bharti School	1
Rotary Public School	15
St. Soldier School	21
Green Paramount Public School & MCD, Kusumpur Vasant Vihar	55
Little Ones Public School & MCD, Nebsarai/Saket	85
Govt. Primary School, Sector 54 Gurgaon	30
Various Govt. School, Delhi & NCR	89
Rai Foundation	2
Govt Sr. Sec. School, Carterpur Palam Vihar	30
Sponsorship of Tribal Children ( West Bengal & Rajshtan)	43
<b>Total</b>	<b>371</b>

20	Karigari/ Pathshala	Lowakui
21	Karigari/Pathshala	Jhalda
22	Karigari	khedadih , jharkhand

### LIST OF CENTERS

Sr. No.	Program	Location
1	Vidyapeeth School	Village Bajgerah - Gurgaon
2	Waste Paper recycling Unit	Bajgerah Playground Gurgaon
3	Health Center	Village Bajgerah - Gurgaon
4	Pathshala/ Karigari	Dharam colony Gurgaon
5	Pathshala/ Karigari	Sheetla Colony
6	Pathshala	CBS ,Gurgaon
7	Karigari/ Indha	Sarai Allawardi
8	Indha / Kariagri	Daualatbad
9	Karigari	Jai Vihar , Gurgaon
10	Pathshala	ALC Gurgaon
11	Pathshala	54 , Suncity Gurgaon
12	Karigari/ Pathshala	Bijwasan , Delhi
13	Pathshala/ Karigari	Bhati Khurd, Delhi
14	Pathshala/ Karigari	Nebserai - Delhi
15	Pathshala/ Karigari	Vasant Vihar, Delhi
16	Pathshala	Mohdpur, Delhi
17	Pathshala/ Karigari	Raipur Jageer - Rjasthan \
18	Pathshala/ Karigari	Manohartha na , Rajasthan
19	Pathshala/ Karigari	Sadla Rajathan

\*Another six centers are in Varanasi , UP , 24 Paraganas , Chuikhim , West bengal , Palampur , YolCamp , Himachal , Pakhal - Faridabad - these are all Karigari centers



## VIDYAPEETH IS GOING PLACES IN ACADEMICS, SPORTS & SCIENCE



### VIDYAPEETH

We have got accreditation of NIOS for classes 3rd, 5th and 8th. 670 students are enrolled in Vidyapeeth. Our third batch appeared for Xth NIOS board and more than 100 students have been mainstreamed to class 11th. This year our 1st batch of 10th has appeared for class 12th Board. The science lab of Vidyapeeth empowers our students to execute simple experiments regularly. A science week is held every year to encourage them. On 28th/29th July '11 the District Judo Championship was held at Nehru Stadium. Twenty four students participated, 14 won gold and the rest won silver and bronze.

Literacy India organized Annual Function at EpiCentre Gurgaon. The great mountaineer Mr. Mali Mastan Babu, who has scaled 72 peaks in 177 days, was the Chief Guest for the occasion in which our students enacted the play 'Charan Das Chor'. An animated movie, 'Kachre ki kahani' created by our students was also shown. Vidyapeeth Students have been busy the

whole year in various academic related work. The course curriculum incorporated GYANTANTRA -DIGITAL LEARNING - to expediate the process for older children to make up for the lost years. Many Children of older age groups have been able to make up and have been promoted to higher classes closer to their age groups. Children who help their

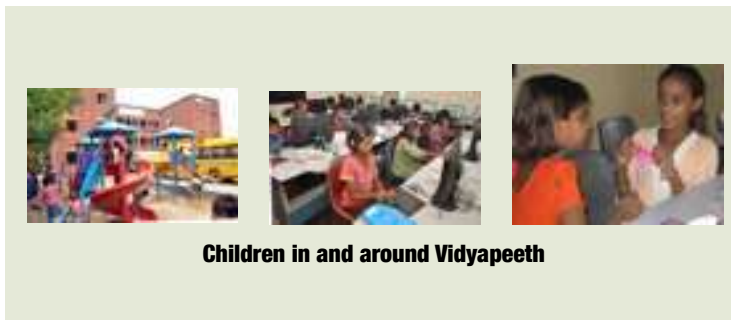
company's DigiClass - an ICT-based solution that combines state-of-the-art hardware with syllabus-compliant, multimedia-based interactive content. Vidyapeeth's one classroom is converted into DigiClass - including audiovisual aids, demonstrations, simulations, rhymes, games, activity sheets, e-books and 3D interactivity - helps teachers better establish

Engineering colleges. Vidyapeeth have formed its own Football academy - Famously founded by its own Passionate students of Literacy India. Girls have topped in Academics and Sports as well as again this year. Ratio of Girls have come up in the school.

### **WE THANK KPMG FUNDED HOPE FOUNDATION**



Continous intervention of English in various classes in the form of debate, theater and regular English Grammar has helped children to make an effort to practice English at various levels. **Ronald and Raju** have been committed in their efforts to make a difference and we will be forever be thankful to them.



**Children in and around Vidyapeeth**

parents in the evening at their various chores have benefitted with Digital Mathematics taught in Literacy India's Software. Various stories on Molestation, health and hygiene have been quite effective in story form. Vidyapeeth also incorporated Pearson, the world's largest education

this link. Use of technology in science, Maths and course curriculum has not only helped children but also to the teachers adopting new methodology - leading to better results of the School. The award-winning content of the DigiClass solution has been customised to suit the syllabi offered by K-12 schools and



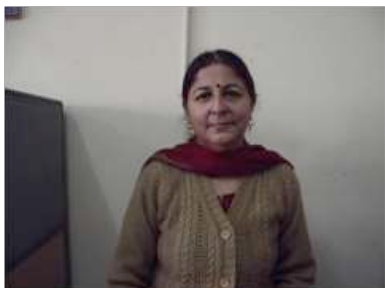
**Mrs Alka Kumar ( Head of Vidyapeeth)**

After having worked with Saint Pauls as a teacher, a consultant to Modi group of schools, having a play school of my own; it was an unnerving experience when I was asked to start an Adult education programme at Bhatti mines. It is difficult to express my reaction to a situation where I was confronted with a group of women who could not read number 1 written on the black board!

That is the day I decided that whatever experience I had gained throughout my journey as an educationalist I would now use to impart education to the underprivileged.

In the summer of 2000, a chance meeting with Capt. Indrani Singh through a common friend gave me the opportunity to get associated with Literacy India and realize my dream. At that time Vidyapeeth was running out of a cowshed with aim of providing quality education to just 40 underprivileged children because of the want of resources today Vidyapeeth with the help of many likeminded, gracious benefactors is a fully equipped school with a 3 floor building, 36 classrooms, science lab, and fully equipped computer lab and has more than 500 students.

Today I feel grateful that during the past 12 years I have been given a chance to be able to bring about a change in the lives of the few that I interacted with in Vidyapeeth.



**Mrs Nisha Dohroo ( Head Teacher & Vice Principal)**

As a teacher working in a regular school and then in a NGO was altogether a different experience for me. I have worked with two regular schools Seven SEAS School in Panchkula and Shiva school in Delhi. Working with them meant, teaching the students with good family background and economic conditions. But switching over to an NGO from the main stream school helped me emerge as a teacher who could make a difference to the life of those who are less fortunate.

Experience has taught me that the level of intelligence of privileged and under privileged kids is the same; except that the underprivileged are burdened with house chores or help the parents to earn extra money. Majority of them are first generation learners with no academic help forthcoming from the parents. We in Vidyapeeth have to design the curriculum in a manner which requires no extra inputs at home.

My experience with LI has taught me that not only do we have to teach our children but also have to be sensitive to the problems which poverty inflicts on them. Lack of food, alcoholic father etc. Today I realize that I am not only a teacher to my students but also their closest confidante.



**Name : Tafrej**

**Brief history of family background:**

Tafrez came and joined Literacy India in Vidyapeeth while he was in class III. His father is a carpenter. The family came from interior village from Meerat in UP. The family has no land in Meerut the whole family was in hand to mouth situation. Tafrez father one day decided to come to Delhi with the resource of his carpentry skill. Since then the family was struggling to earn something so that they are able to survive in Delhi.

Tafrej came with her mother to enrol himself in the Vidyapeeth School. Tafrej had been a mediocre student academically yet very good in drawing painting and in computers. There are various opportunities in Literacy India for child participation program and also to ensure the enabling environment to the children so that they will be able to perform in near future. Animation classes are a part of that program. Tafrej joined animation classes in Vidyapeeth. In animation he was able to visualize his imaginations into action. He became very efficient in 2D composition. He grew up in Vidyapeeth and successfully completed his class X board exam through NIOS.

Observing his talent in Animation, Literacy India facilitated him to join in Oxford Institution at Dwarka at New Delhi in order to complete advance courses in Animation and excelled in Multimedia , Coral Draw, Abode Flash, HTML, Dream Driver, 3D Max, sound force and PowerPoint. Currently employed with Indha as a shop Manager and for desining the online products.

**KARIGARI**

Karigari's focus is to train youth and women at the advance level so that they will be able to start their own enterprise or business or can be placed at the employment. Karigari Computer Courses are now turning into newer shapes. Earlier LI concentrated more on academic courses of computer but during its course of journey, LI found there is a need for proper career grooming of youth so that they can face interview and get chance to join other companies or agencies.

**Karigari** evolved in Literacy India to provide a platform to those children and young adolescents' group who had showed lack of interest in the academic courses and were becoming dropouts from school. This group is crucial as they are in the intermediary stage of physical and mental human development generally occurring between puberty and legal adulthood. They are no longer children but are not yet adults; they are struggling with the issues of independence and self-identity. Hence, these groups face challenges in family, schools and other institutions. Nature of complains also vary in respect to gender. For the male children, major complaints are in the field such as smoking cigarettes, drinking alcohol, eve teasing, other activities like involvement into local area problems, peer pressures, involvement in local goons, addiction towards substance abuse of drugs, love affairs and so on. Girls face major complaints like love affairs, lack of concentration in studies, bad scores at studies, not attending school, telling lies, etc. In both cases, common complaints are about their mood swing, sexual behaviour and practices. From the children's perspective, there are feedbacks against adults such as high expectation, pressure to engage in part-time work, stress on contributing to the family income, exploring marriage options for girls even before girls are not ready. The parents who have migrated from other cities are either involved in construction, electrical or plumbing work, or engaged in garment export houses or in vegetable whole-selling activities. Parents and adults of these families expect a good career from their children. Computer CCA and O level courses develop from that.

**Computer & Placement Grooming Courses**

The CCA and "O" level computer courses along with communicative English courses & Interview Grooming are an outcome of situation and requirement stemming out of encouraging results. The basic goal was to involve young adolescents into three E's program – Education, Employment and Empowerment. Literacy India had started computer course in Bajghera centre and Bijwasan centre at Haryana and New Delhi respectively after assessing the challenges properly. It was observed that since 2009, 700 trainees had completed CCA and CCC course and 41 children were enrolled in "O" level courses. Seven students completed all semesters and those who had completed both courses got jobs in MNCs, IT companies and corporate offices such as InfoTech services, Net Ambit, BCube, Oxigen, etc. On the basis of our successful experiences, this project was extend to others centers located in Delhi, NCR and Pan India Context (West Bengal and Rajasthan). The biggest achievement of the project is its outreach. Gradually this was expanded to villages like Monoharthana of Jhalawar district at Rajasthan, interiors of Chuikhim in Darjeeling District of WestBengal, interior villages of Bajgerah and other adjacent places in Bijwasan. At present in all centres similar grooming program are going on and encouraging results are coming up.

This CCA and grooming courses had commendable impact. Centres like Monoharthana, Chuikhim, Bijwasan and Bajgerah had run exclusive girls CCA courses. The impacts are as follows:

Girls make their technology dreams come true - The IT skills of students have enhanced a lot. They can now operate computer individually without the guidance of a teacher. Students are well acquainted with daily-used software. Some school students are using computers for preparing their school notes. Girls have become technology friendly. At least 65% girls are using facebook and skype. The communication skill of students from the pre-project situation to next six month's post-project situation has completely changed. Earlier the girls merely knew that computer was a wonder machine but now they are using that machine and utilising it with full competence. Most students, especially those from backward villages and interior areas who had never physically seen computers before, are now joining the CCA course. Some may have seen it on TV, but never used it physically. Today, they use it efficiently, know its functions and capability, are aware of its importance in the present era and use them confidently.

Communicative English and personality development classes are a favourite among girls - The TVC software has improved the spoken English capability of the students. Personality development classes help change the attitude of students, groom them in making them more polished and well mannered. Students are taught poise, posture and formalities to be maintained during interview. The school students are using English as communication among themselves even during off time in school and lunch time. We have witnessed the positive changes. They have overcome their shyness and are now confident enough even to talk to outsiders. After several counseling and motivational sessions on personality development students learn about interview requirements and sharpen their analytical sense. Since regular attendance and continuity in the centre is stressed upon, girl students are very particular about attendance. They are becoming strong and not missing classes.

**CHAMPIONS OF CHANGE**

**Parvati Rajput** is a twenty two year old girl who nurtured her childhood dream of becoming a teacher. She enacted a teacher's role-play with her friends and today her dream has become a reality. Parvati completed her XIIth standard and joined as a student in Literacy India, Bijwasan to learn computers. She completed CCA courses with an excellent performance and then got admission in O level- advance course in Computer at the same centre. After completion of CCA, she was provided with scholarship and given an opportunity to instruct and teach. At present, she is instructing and managing the class of CCA. She is also doing a regular graduation course from a college

**Megha Sharma** did her B.Com from Gurgaon Dronacharya College. She lives in Palam and takes the local train daily from Palam to Bijwasan. She came to Bijwasan to study O level as she completed her basic level computer course in college level. Although she came to learn Tally in initial stage but she started Tally and O level at the same time. Coming from a very poor economic background, she had to struggle a lot to learn and deservedly earned a scholarship to teach.





**ITS ALL ABOUT WOMEN EMPOWERMENT.....**

**Karigari Entrepreneurship for Women**

Karigari enables women to be linked with enterprising model along with business plan. It also provides a bigger platform to the local artifacts by exploring more markets at rural, semi-urban and urban metropolis. It is a bigger podium where local artisans can have opportunities to interlink with big business clusters directly and indirectly. It has two broad aspects: A) It tries to identify the local level artisan and their indigenous skill; Karigari training is trying to make link between indigenous skill and modern outlook with newly evolved technology and style, (B) It creates an enabling environment for livelihood opportunities that encourage women's participation and work program. It supplements the income of the families after the completion of training. The result encourages women participating in the micro-enterprising program. The product includes advance level stitching and tailoring, advance level embroidery, pattal making, paper mache products, bamboo work, tribal art, grass chord, and fine quality broomsticks, etc. These entire components' course are designed keeping in track with modern and advance way of life.

**Entrepreneurship Program:**

This year Literacy India fully concentrated on women entrepreneurship & business development skill enhancement program. It includes sustainable development for Women and Self Help Group Formation. Women are able to form Self Help group and start business. These year LI had found a marked improvement in this program. Two groups had already started entrepreneurship business in West Bengal and Gurgaon respectively. There are many more women who had started their own business. The program had also produced rural level Mahila sales person (women sales person). The women took training on marketing skill development program and at present 25 number women are working as sales person.

**CHAMPIONS OF CHANGE**

**Pabitra Maya Khawas** hails at one of the backward and unheeded village called Chukhim in the auduous tarrian of Darjeeling. She is middle-aged unmarried enterprising woman living with her brothers. She tried various ways to sustain her livelihood, but nothing sustainable came up to this remote hamlet. As Chuikhim is one of the most unfledged village of Darjeeling, food and lodging of the tourists was somewhat difficult there. The only scope is homestays. Seven years back, Pavitra Khawas started her business with one small but beautiful homestay. She is a first-rate cook, well behaved and her homestay is neat, clean and hygienic. The surroundings of the room is strikingly well thought-out. But due to the lack of sustenance, she was unable to upgrade the homestay nor build more homestay units. Literacy India helped her to expand work with proper sustainable model.

**Gita Bai** a promising young lady of a remote village of Rajasthan 200 km away from Kota. She is a self employed lady who has seen success that she never dreamt of. Literacy India made her involvement into livelihood program when Gita Bai came in for a training on weaving conducted by Literacy India. Soon she applied for financial support from Literacy India and got a handloom machine. Today she can make 8 to 10 meter of cloth with that machine and is earning approx Rs. 3500.00 per month, which is great help for her poverty stricken family. Though her production is very small in comparison to the demand from big handloom houses who are interested in taking her cloth. She joined a weavers' group formed by Literacy India that facilitated the groups to catch the promising market of hand woven cloth. She is now able to repay the cost to Literacy India and has become a change agent and an inspiration for other women facing hardship.



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# Livelihood and Creativity s Blend

**Santi Singh Mura** is a tribal woman from Lowakui, Purulia, W.B. The living condition at Lowakui is pitiable as they cannot access drinking water, roadways, education, and lack health and hygiene support. She has tried many things to sustain her family but in that remote politically disturbed area struck by Maoist problems, nothing came out as her sustainable source. Her children also suffering a lot due to poverty as they don't have proper education. Literacy India has a learning center in this village where Santi was a regular visitor at adult literacy classes. Inspired to do more, she started attending vocational & entrepreneurship program. She encouraged her husband to start something and requested Literacy India for help. They started kitchen gardening and scientific farming. Today their products are being sold in the village and nearby weekly markets.

**Tapasi Raha** belongs to a lower income group family of Bongaon, 24 Parganas (N), W.B. She is a gutsy woman who had an interest in starting something new and was willing to take risks for betterment of life. She was married Basudeb Raha in 2001 and gave birth to a boy child. Her happiness was shattered when Basudeb Raha expired in 2003 due to kidney failure. Tapasi's zealot stay afloat did not let her down. She found knitting very interesting work and had a few job orders while she was unmarried. With the support of her mother and brother she was ready to take risk and became a promising entrepreneur. In 2006, she joined Self Help Group 'Prabhati' formed under Swarna Jayanti Gram Swarajgar Yojana of Govt. of India. Her interest and encouragement percolated among other group members who had also started wool knitting work. She assured interested women and provided knitting training to them. She manages to contribute 50% cost of basic equipment to these women and herself runs around to procure orders. Tapasi has showed many other needy women the path of sustainability and encouraged many local women thereby turning dormant Self Help Groups into full steam with great enthusiasm. Presently about 700 women of Bongaon and Bagda Block of 24Parganas (N), W.B. are attached to successful home based knitting industry. Through her support, people are able to make woollen products and creating newer markets for sale. Literacy India's support helped her to scale up the business and provides the big houses complete solution or product range of woollen products. It helped her to form a brand 'Raha.s' and today Tapasi has become a true entrepreneur. Recounting the incident when a fellow businessman did not even allow her to see the machines in their workshops, she thanks Literacy India that gave her the exposure at Ludhiana which enhanced her business insight to pave her way forward. With sheer confidence and support from Literacy India, she is changing the economic face of rural Bengal through her relentless efforts.

**INDHA ~ a social enterprise of Literacy India , a brand carved out of the women beneficiaries of Karigari project. Women of Indha are highly skilled in the products like furnishing items, bags, jewellery ,craft embroidery, masks ,pottery etc .Indha has become vent for women of karigari for their creativity and showcasing their talent on this platform. World Wide friends & Volunteers of Literacy India appreciate the Indha Women.**



## THE PATH PAVERS

Kailash is 24 years old and lives at Monoharthana in Rajasthan. He never thought of becoming teacher and like most young Indian men aimed to get a government job after completing graduation. He belongs to a lower middle class family that hopes for a life of a secured income and pension. After his graduation, Kailash got to know about NGO and Development sector from one of his acquaintance in college. He got interested and joined MSW course in Kota University. In the mean time, Kailash completed computer basic training.

While he was undergoing that course, he got to know about Literacy India's work in Monohar thana. One day he visited the place and talked with Idris (Karigari Tailoring Teacher at Literacy India centre). Idris informed him about faculty position in computer section and he submitted his CV, was interviewed and selected. After joining, he realised that the role of a teacher in an NGO is far beyond classroom teaching as it includes field visits and mobilization of community. He transformed his idea about teaching in classroom. Kailash realised that as a teacher he needed to A) Mobilize the youth into vocational training program B) Be a leader cum role-model to the youth group so that he could motivate the group to find their way in future careers C) Be the path paver to percolate ideas to make youth more responsible citizens and involve them into Literacy India's overall program. Kailash took his role as a path paver dedicatedly and mobilized youth to take admission in Literacy India's centre. The present group consists of 33 young women and there are 30 others who are in line to take admission for next batch. Kailash feels that young women of Rajasthan should be mobilized in the social context as they face challenges of exploitation and discrimination. Young women should get exposure so as to avail the livelihood opportunity.

Coming from a remote rural village 200 kms away from Kota, Kailash was thrilled to be on a train for the first time. When he came to Literacy India's head office at Bajghera to take training and orientation, he said his life's journey had just begun. After doing the MSW course of distance learning program, Kailash set forth on the enriching train journey of his motivated, fruitful and dedicated career in the social development sector.

Ritesh is originally from a village in the border of Bihar-UP states. He has two brothers and two sisters. While he was in school, Ritesh lost his father who served in Govt. Health Department. Ritesh came to Delhi for graduation and went on to complete BCA course. While he was in final year of BCA, he was looking for a job. He learnt about Bijwasan learning centre and Literacy India. With just a mere vague knowledge about NGO and a few voluntary organizations, he joined Bijwasan as a computer training teacher. He had already facilitated youth from community to join in the Learning Centre. In his new job, in order to adapt to his new organisation, he was exposed to a variety of issues and sent to Raipurajaigir and Monoharthana in Rajasthan for field study. He found the basic difference between rural centre and urban centre was that the rural centre was not so fast in accepting machines and CCA program. He had to visit the field repeatedly to conduct sessions with youth and women to mobilize. In contrast, he found that the urban centre is more open and flexible to accept computer literacy program. He was thrilled to see small children capably using a computer in Literacy India's Gyantantra project. He was delighted by the academic inclination of street children in Sheetla Colony, Bijwasan and Dharam Colony. He is teaching Gyantantra in Bijwasan centre and enlightening young minds with knowledge. He kindles the flame of progress through Gyantantra by bringing street children of Sheetla Colony to such a level, that they could be mainstreamed into schools. Impressed by women of Sheetla Colony who raise their voices against the Gurgaon MCD by addressing the issue of regular garbage cleaning, Ritesh dedicates his life to teaching computer course to children, adolescents and youth and introduces them to the wonders of modern science.

Rita Rana started her career in Literacy India long back. Originally she was from Palampur in Himachal Pradesh and had come to Gurgaon with her husband for livelihood. Her husband started work in a private company and she took up a job at an export company. As an export house employee she could earn more but could not rear her children. She joined in Bajghera centre of Literacy India and started training women on cutting, stitching and sewing. Under her initiation and direct supervision women have undergone training and completed course. Apart from that, she was able to turn these trained women to link with Literacy India's 'Indha' product line and turn their business into an entrepreneurial model. As Literacy India's program expanded, Rita Rana's role also changed and evolved. Presently, she travels in Delhi, NCR as well as Pan India. Rita works tirelessly providing training to women and evaluating their performance. Moreover, she has facilitated more and more women into becoming entrepreneurs. Paving way for more success stories, Rita also started a centre at Palampur in Himachal from where she hails.



Ritesh

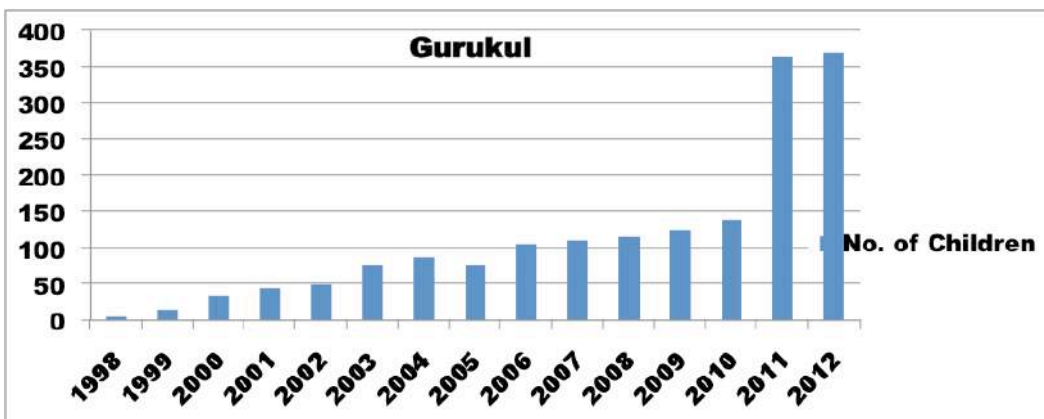
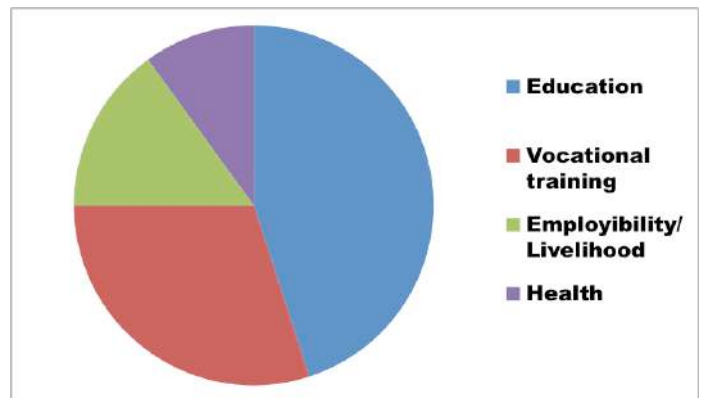
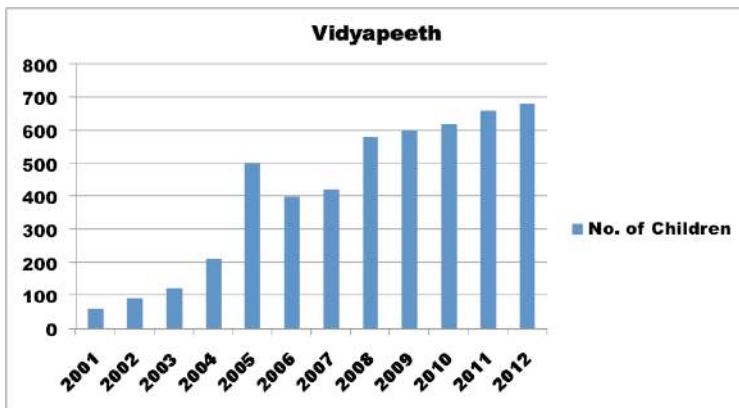
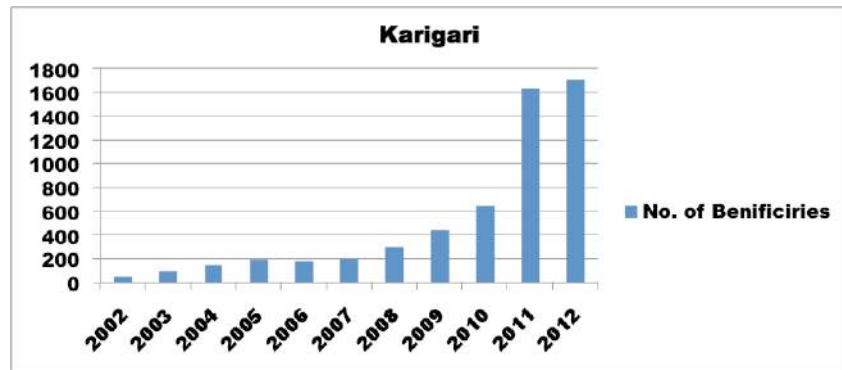
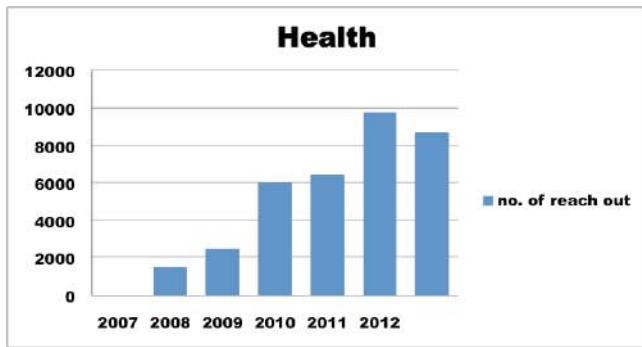
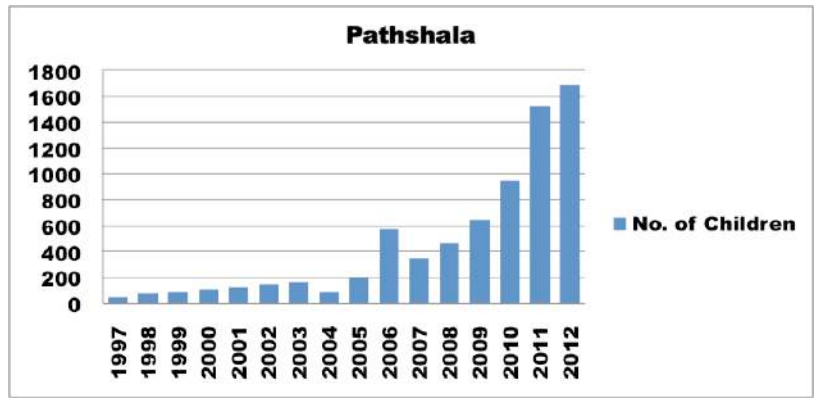
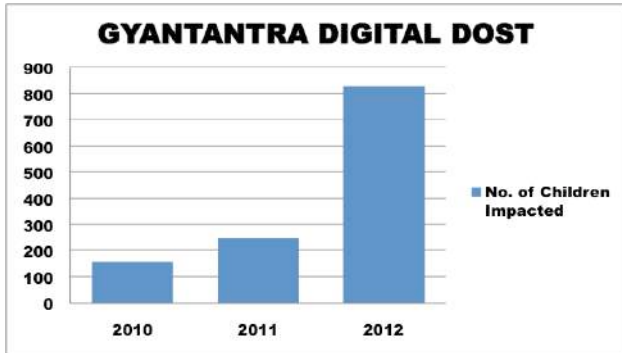


Kailash



Rita





## TEAM MEMBERS THIS YEAR

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**Gupta & Thomas, Chartered Accountants** 27-H/2, Ground Floor, Jia Sarai, Near IIT Gate New Delhi-110016

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Pavitra Khawas & Geeta Bai - Page 9



Shanti Sing Mura - Page 10

Summary of Income & Expenditure		
	Rs. Lacs	
Particulars	2011-12	2010-11
Domestic Donations	208	162
Foreign Donations	45	20
Sales	21	10
Income from Investments	8	5
Other Income	3	0
Total Income	285	197
Project Expenses	216	173
Admin Expenses	13	6
Depreciation	12	6
<b>Total Expenditure</b>	<b>241</b>	<b>185</b>
Excess of Income over Expenditure	44	12
Less: Trfd to grant balance as per donor's preference	0	15
<b>Balance carried to Balance Sheet</b>	<b>44</b>	<b>-3</b>

Summary of Fund Flow Statement		
	Rs. Lacs	
Particulars	2011-12	2010-11
Sales	21	10
Receipts from Donations	253	183
Other Income	3	0
Income from Investments	8	5
Sale of Investment	10	0
<b>Total Source of funds</b>	<b>295</b>	<b>198</b>
Addition to Fixed Assets	44	18
Cost of goods sold	9	6
Personnel Expenses	109	73
Admin & Other Expenses	111	94
Increase in Net Current Assets	21	7
Earmarked Fund amortized	1	0
<b>Total Application of funds</b>	<b>295</b>	<b>198</b>

Slab	Male	Female
Rs. 5000 to 10000	12	19
Rs.10000 to Rs. 15000	3	4
Rs. 15000 to Rs.20000	13	11
Rs.20000 to Rs.30000	6	1

Summary of Balance Sheet		
	Rs. Lacs	
Particulars	2011-12	2010-11
Capital Funds		
Corpus Fund	114	70
Earmarked Funds		
Contingency Fund	90	90
Outreach Fund	35	35
Fixed Assets Fund	5	6
Land & Building Fund	83	83
Literacy Fund	13	13
<b>Total</b>	<b>340</b>	<b>297</b>
Net Block of Fixed Assets	200	169
Investments	0	10
Current Assets, Loans & Advances		
Inventory	7	7
Sundry Debtors	2	1
Cash & Bank Balance	132	113
Loans & Advances	8	9
Other Current Assets	1	0
Less: Current Liabilities & Provisions		
Current Liabilities	10	12
Provisions	0	0
Net Current Assets	140	125
<b>Total</b>	<b>340</b>	<b>297</b>

1. The difference between the “Inflows less Outflows” and the growth in cash & bank balances is represented by depreciation, a non- cash charge and changes in Fixed Assets and Working Capital.

2. **Corpus Fund:** consists of donations received from donors specifically for creating a corpus or for capital expenditure and not to be used for day- to-day running expenses.

3. **Contingency Fund:** Historically, there have been timing differences between projects needing funding and donors funding the same. Further, donor budgets tend to expand and shrink with the economic climate they operate in. To make sure our beneficiaries stay unaffected by such vagaries, we have created a Contingency Fund, which is equal to six months’ spend.

4. **Outreach Fund:** consists of resources set aside for expanding the reach of our existing projects. These could be doing more in the existing geographies or expanding to wholly new geographies. Areas besides UP, Jharkhand , Literacy India expanding in Andhra & Karnataka on its Gyantantra - Digital Learning Program implementation and also of Women Empowerment program.

## REPORT ON GOVERNANCE

*We strongly believe that we act as trustees on behalf of our donors and our records must reflect the transparency that ought to go with being trustees.*



Parvati & Meghna sharma ( Page 8)

### Governance

As a part of our commitment to strengthen governance and compliance efforts, we have registered with Give India in addition to existing collaboration with Charities Aid Foundation. We are thankful for continued support and guidance of Give India and Charities Aid Foundation. Our Previous Auditors – Umesh Chand and Co. had helped our Accountants in maintaining good books of accounts and compliances. GUPTA & THOMAS have taken charge for this year and 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.

### Decision Support and Decision making

Literacy India encourages each and every person in the organization to actively involve 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.

### Board of Trustees

The Board of Trustees sets the vision and broad guidelines for LI and ensures good governance in liaison with the Board of Advisors.

### Project Study and Management

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

- a. The process of project monitoring is done by Field Executives and Project Managers regularly
- b. 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.

c. **Internal & Process Audit System** ^ This is conducted throughout the year in order to ensure accountability in the internal operation of the organisation

d. **Statutory Audit** ^ is held by the statutory auditor for finalization of balance sheet and statement of affairs. This is also done to comply with standard statutory norms.

### 7. 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.

### 8. Management Information System (MIS)

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

### 9. Accounting System

The accounts are maintained on daily basis through advanced and updated computerized systems. The same is also analyzed and checked periodically by the internal control system and Internal Auditor, in compliance with standardised Management Policy.



(Tapasi Raha with her Loom - Page 10)

### 10. 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 remuneration has been paid to any member on our Board of Trustees, including to the Head of the NGO, Founder and Managing Trustee, Capt. Indraani Singh Further, no money was paid to any of our Board members as reimbursement of out of pocket expenses incurred for furthering the cause of Literacy India .Capt. Indraani Singh being a Commander at AirIndia helped in flying without spending.

