

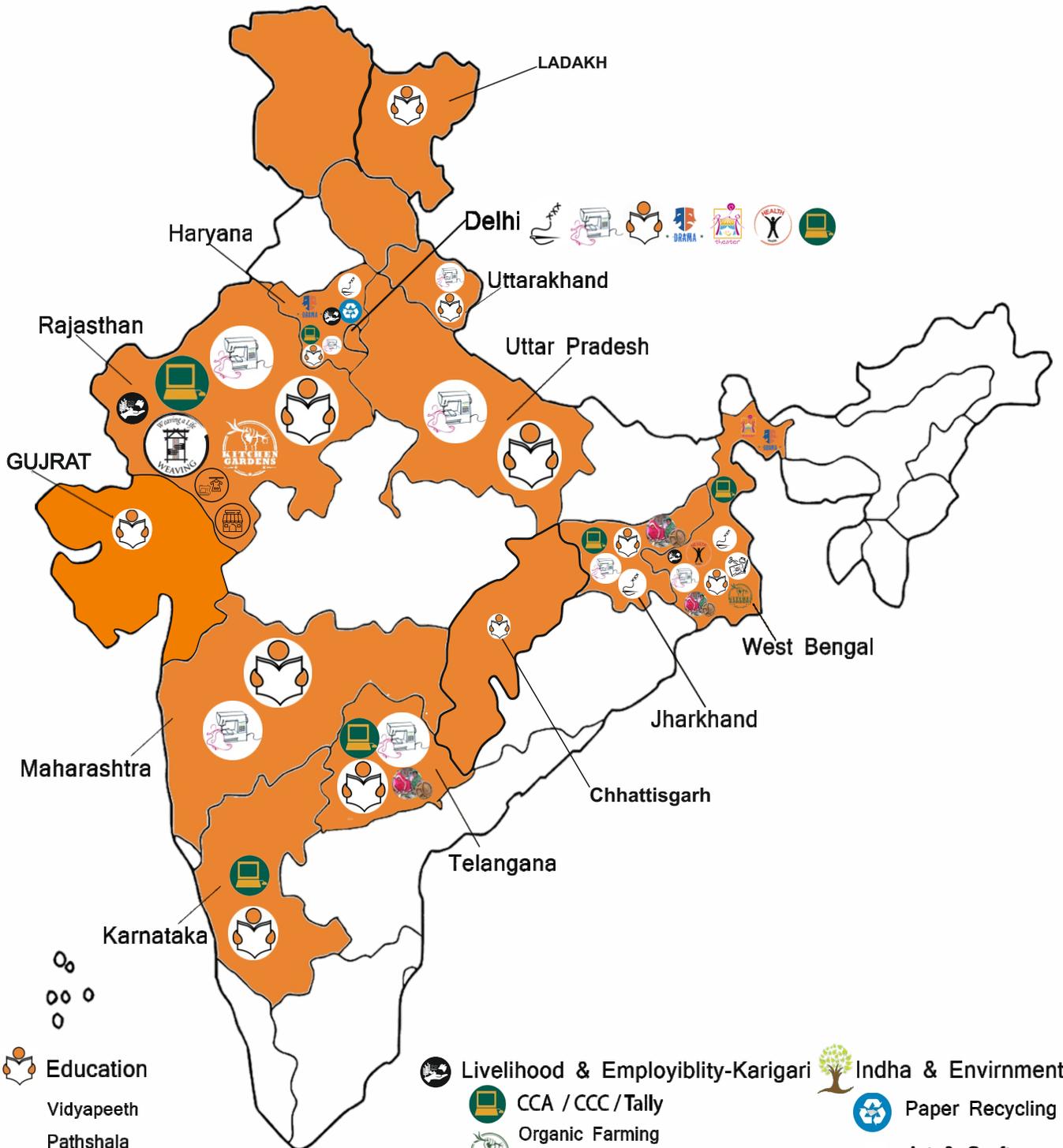


ANNUAL REPORT

2018-19



Bringing Education, Employability, Empowerment to 600,000 Lives



 **Education**
 Vidyapeeth
 Pathshala
 Gyantantra Digital Dost
 Gurukul

 **Shiksharth**
 Theator / value Education
 Animation / Yoga /

 **Health**

 **Livelihood & Employability-Karigari**
 CCA / CCC / Tally
 Organic Farming
 Kitchen Gardening
 Tailoring & Stitching
 Pattal Making
 Hand Embroidery
 Weaving

 **Indha & Environment**
 Paper Recycling
 Art & Craft (handmade)
 Product making

 **LIVELIHOOD CREATED**
 Shop
 Community boutique



Empowering children, youth and women with access to education life skills & livelihood

EDUCATION Projects

- Vidyapeet
- Pathshala
- Gurukul

LIVELIHOOD Projects

- Karigari
- Skill Training & Livelihood

OTHER INITIATIVES Projects

- Health
- Tribal Empowerment
- Sports



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Chapter 1

Literacy India & Nation Building

There are three key elements that contribute towards the progress of a nation. These are education, employment and empowerment. A nation develops at a steady pace when people of the country is educated and their education is put to right use. Majority in our country are uneducated. Most of them can't read and write. So, illiteracy is one of the biggest problems of our nation. The illiterate population of our country holds back and hinders the progress of our nation. The government of our country must make special efforts to provide right education to them in order to make them think logically, rationally and open mindedly. This will help them act in a responsible manner and work for the progress of our nation.

Literacy India is committed towards the three E`s.

Nation building involves social harmony, infrastructure development and economic growth of the nation. Participation of youths in growing economy is essential key to national development. Literacy India started its journey in the year 1996 with handful of children , they are today`s youth,

Youths are the greatest power of the country therefore significant efforts must be established to help empower them to competently and adequately contribute towards sustainable development of the nation. National development will improve the lives of citizens with the growing economy. Literacy India is making concerted efforts to empower its youth beneficiaries and making them Employ-able.

Entrepreneurship & Enterprise Development

Practice Areas

We equip aspiring entrepreneurs – youth and adults alike – with the tools they need to identify and take advantage of viable business opportunities and successfully navigate the market. Our targeted technical assistance to local enterprises helps them increase their competitiveness and develop market linkages with other value chain actors

Youths are bringing change with changing times which leads our nation to progress.

However, they should get the motivation and support they need to deliver up to their full potential and energy.



Entrepreneurship & Enterprise Development

Chapter 2

Our Mission

Bringing about a qualitative change by reaching education to all

Literacy India is focused on bringing about a qualitative change by giving education its true meaning and making sure it reaches one and all. Progressively, we are transforming the education landscape through innovative teaching methods and by providing a wider canvas of exposure in a given socio-cultural environment. Through our projects, we constantly strive to create an encouraging and empowering environment where one is provided an opportunity to build one's personality and hone skills.

The Problems

- Unemployment
- Illiteracy
- Ignorance

The Change

To create awareness on the importance of education for underprivileged children, women and youth.
To improve their employability and earning capacities, in order to better their livelihood efforts.
To positively impact the number of self-reliant people and small entrepreneurs, through a holistic combination of knowledge and skill development.

The Execution

Our programmes are envisaged to be innovative, sustainable and replicable across India. Our execution plan seeks to:

- Support children in active schooling to ensure minimum levels of learning
- Empower women and children with vocational skills
- Identify children from underprivileged backgrounds and help build their knowledge and confidence
- Economically empower women from rural areas and urban slums
- Nurture, mentor and assist children to become assets for the community and future role models
- Improve self-esteem and boost confidence of underprivileged women

Breakthrough Initiative

We have pioneered a new model of education which focuses on the holistic development of a student. The emphasis has been on providing education not just through the typical classroom setting, but by exposing students to possibilities and scope of learning from the environment beyond. Our progressive attempts in this context have enabled us to build a platform that can nurture untapped talent and allow it to realise its full potential.

The Deliverance

We believe that education in isolation is insufficient as a developmental tool. It must be imparted in an environment that also instills dignity of labour. With this new model, **Literacy India** has made a breakthrough in impacting the education landscape.





Chapter 3

Our Vision

Transforming the education landscape through innovative pedagogy & creating self-sufficiency through 'earn as you learn'

Set up in 1996 as a non-profit organisation, **Literacy India** empowers underprivileged women youth and children by making them self-sufficient. With the 3Es (*Education, Empowerment, Employment*) forming the core of what we do, we reach out to the underprivileged across India and help them to gain access to value education and support their endeavours to imbibe a variety of vocational skills.

13 States, 100+ Centres and Counting

Literacy India works across 100+ centres in more than 13 states: Delhi, NCR, Haryana, West Bengal, Jharkhand, Jammu & Kashmir, Rajasthan, Himachal Pradesh, Uttar Pradesh, Uttaranchal, Karnataka and Telangana, with an annual outreach of 65,000 beneficiaries.

It is our motto to provide basic education to women and children. **Literacy India** envisions to keep its students in step with the fast-evolving world around them. In line with this thought, **Literacy India** is

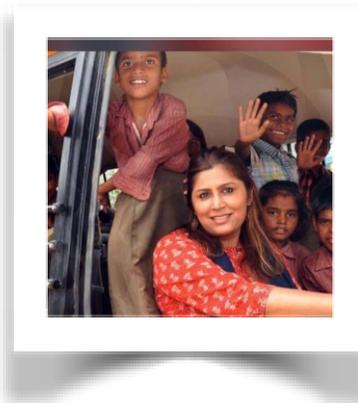
transforming the education landscape through exposing students to more innovative and non-traditional methods of learning, including fun activities, workshops on group learning, drama, dance, role plays, to name a few.

We also organise interactive sessions with eminent personalities from different walks of life who share their stories and their journeys with the children and motivate and enthuse them to excel. The interest generated through these sessions helps identify latent talent which can then be channelised into higher studies or vocational training.

Literacy India

Chapter4

From The Managing Trustee's Desk



This year has been work on goals which were set in the year 2018 and will be continuing till 2020, meanwhile to achieve the organizational goals we needed to strengthen our human resource also make it formal and structured. We still feel we are the same people when we started with just twenty odd beneficiaries and we did whole lot of hands on intervention. We are still doing the similar intervention except processes and SOPs are formalized for team to follow .HR team has been created to do quarterly review and we are still firm on “hands on intervention” as it makes stronger and improve with changing times. The partners like Dale Carnegie, Experienced HR of Corporate sectors involved in training of Sr. Level to mid-level management to strengthen the capacity of manpower's involved in the project.

A new role has been established by incorporating Human Resource Director and department of Training and Development has been created accordingly to render in house training & capacity building to the staff as a part of schedule. Implementation of Key Performance Indicators (KPI), Human Resource Mapping, Human resource planning, Recruitment, Selection and Capacity Building assessment is now part of the process. Formalising of Human Resource development who is responsible for the execution of project success is an added cost & time for the organization therefore our presentation to our Donors includes this cost as well unlike the olden days where these costs were not included. End of the day companies are looking at it as a Social Investment rather than just charity.

I did like to reiterate we have two social innovation brand for the world to notice .First of all Digital Education program “Gyantatra Program”.Second one which champions the sustainable goals and Women Empowerment is “Indha” which is a brand which women beneficiaries relate to and which intrigues our donors to become buyers of Indha products where they find a holistic goals achievement when it comes to SDG2030.

Additional efforts on our approach and strategies to address the need of rural community and addressed the changing scenario of socio economic dynamics. In Rajasthan, west Bengal and Delhi NCR based on ground experiences on changing the trends in Development Sector individual enterprise development project Swa-Rojgar has been initiated and around 130 entrepreneurs created/supported. we tried and putting our effort to shift from routine development work to expert zone of performance with best team and long-term plans to solve the deep-rooted complex issues in Education & Livelihood.

Under project Karigari New Partners Clifford Chance, Levante Foundation expended footprints in rural area , SVP Philanthropy Foundation Kolkata Chapter Partnered in Kolkata project. In Education we were fortunate to get a support of Assort, Naspers, Teleperformance individual donor in memory of Alan Truitt Delhi NCR , Gain Analytics footprint in Noida. Partnering with Anjali Foundation

We have now collaboration with ICICI Foundation and Anjali Foundation for our students enrolled in Mechatronics course.



Interesting Highlights I did like talk about though the report has bigger picture of other areas as well.

Gyantatra Digital Dost

- Birendar Yadav, one of the committed and sincere lead coordinator told me the story about Mr. Sadanand Rawat, Principal, SDMC Ladosarai. He was struggling with the students who were not only slow learners they were also addicted to smoking /drinking. He was trying to bring change however nothing was working. Literacy India proposed our GDD program also content on Value education which contained evils of bad habits. Program was started as an experiment , he saw immediate change in students and students became regular in their classes. He was so impressed with the program that he insisted we run the program for long term. It was well timed request as we could include this school under DELL Model School project. Pricipal Rawat was thankful but we were elated that project is deeply impacting the learning of students. Sometimes technology teaches a lesson where human intervention do not work.
- This program has scaled to 30 govt schools and a simple thank you is not want to be enough to my donors as in this state Ashiana housing, Honda Motor Cycles & Scooters, Shriram Pistons were equally responsible for getting esteemed Bhamashah award by the Rajasthan Govt for our work done in this area.
- Our Program reaching Laddakh govt schools that is schools at high altitude. With the help of Muncipal Councillar of Laddakh Mr. Dorje Motup, we could adopt four govt schools and could see the impact in these remote parts. Leh District has many NGOs but none have technology intervention, Gyantatra works online and offline specially for remote areas where there is no network. Global Giving funding helps run the program for which we are thankful to our Donors to make this happen.

Enterprise and Entrepreneurs of Tribal Land - Purulia

I would like to highlight the revenue generation that is from nothing to something with the help of soft loans

- CCA beneficiary of Lowakui Village of Purulia District Gautam Kumar has opened an E-Mitra shop, where he is engaged all kinds of Online work. Now he is earning about Rs.3500/- per month which is great start
- Sailendra Nath Mahato who is also our CCA beneficiary ,He has got a job in Panchayat office at Saraikela District as G.R.S (Gram Rojgar Sevak) and his monthly salary is 11,000/-, what a great start with the help of CCA course of Literacy India.
- Simanta Mahato , a CCA student of Khedadih centre and he too got a Job as a Data Entry Operator in Honda show Room at Bokaro District. His monthly salary is Rs.6000/- .His parents are very proud of him.
- 13 women beneficiaries from karigari program graduated into Indha artisans. They were provided loan for the Wool- Knitting Machine .which is helping in doing community work as well Indha work.
- Bisakha Lohar and Usha Rani Kumar both are Tailoring students of Pratappur Centre and together they have opened a Community Boutique in Gobindapur village. Once again the soft loan to start a business was provided to them.
- Our Lowakui village Painting group managed an incredible order from Baghmundi Forest Office of Rs. Approx. 80,000/-. They had to paint walls of Baghmundi Forest office and Matha Forest office.
- The Khedadih and Raghunathpur centre of Purulia District West Bengal , more than 25 Embroidery artisans are now totally self-reliant. They are making various Embroidery products of Indha and earning about Rs.1000/- to 2000/- per month. Meanwhile Indha products are selling on all leading platforms also as a corporate gifts. Unique designs which these artisans produced with definite ease led to the popularity of the products.



Code Skilling & Vidyapeeth

South India is quite famous in use of technology in classrooms therefore the schools students in South , produces more talents.This is more so because weak basic education and it continues to higher classes.Vidyapeeth is a model school in Gurgaon, where not only use of technology is inculcated in primary classes , it also uses unique project based learning to teach the children.2018 saw the novel use of code skilling for the middle school leading to finding keen and sharp minds amongst the children.

This is laying a foundation for lifelong creative expression. Children are learning phonics, composition, and putting words together into composite stories. They are also understanding numbers, mathematical operations and units of measurements. Standardized learning systems keep logic and abstract streams discrete, eroding the developing mind's ability for pattern recognition and discovery application. As a result, kids creativity declines by 50% from ages 6+. Coding skilling combines logic & abstraction to set a lifelong foundation of integrating left & right concepts. Kids use foundation of logic--sequence, loops, commands--to create outcomes like puzzles & interactive stories.

Doing things by hand helps a lot in understanding problem and providing solution. Project which provide solution to a problem is demonstrated to the students to adapt which has led to whole lot of curiosity to learn.



Overview of 2018-19

In our journey of 23 years, we have touched half a million lives. As **Literacy India** strives for sustainable solutions, our efforts are focused on securing the future of children, impacting their immediate families and ultimately the community. We continue to build partnerships to take forward our mission of providing quality education. We are thankful to all our donors, our team, our children and, of course, the community which has worked and continues to work tirelessly in this endeavor.

Last year, each of our projects achieved a lot. The centre piece of the activities remained technology. To achieve the goal of the 3E's- *Education, Employment & Empowerment*, **Literacy India** has used technology innovatively. In most parts of India, using digital aid to improve access to education is still a thing of the future, except for the privileged few. However, **Literacy India** has made a mark by providing customised, self-paced, packaged software covering primary education.

The software – *Gyantatra Udhav* - not only covers the essentials of the CBSE syllabus, but also emphasizes key social and life skills. Financial literacy, understanding the importance of voting rights, sanitation, health, English grammar are all part of the interactive software programme used across all the projects. This technology-enabled remedial education programme has helped **Literacy India** to mainstream thousands of schools drop-outs. We are proud to have created a platform that is responsive to ground-level issues faced by children, especially those who live on the streets. These children do not respond well to the confines of traditional classrooms and face concerns beyond the lack of access to education.

The Gyantatra Digital Dost or GDD programme is implemented through three models:

- i) Starting a learning centre with a computer lab and an instructor and project co-ordinator
- ii) Collaboration with governments for implementing it at the primary level
- iii) License sharing through NGOs

We have received a huge response from the Haryana and Rajasthan state governments, and more recently from Ladakh, for expending & implementing the GDD programme in primary schools of region. In Haryana, the Saksham programme envisions that all students in government schools must reach appropriate grade levels. The Learning Enhancement Programme (LEP) is a direct intervention to enhance their learning outcomes, crucial for meeting the goal. The Haryana government has shown keen interest in adopting GDD in all their schools as part of the Saksham programme. Around 15,00,000 lakh students from primary schools in 22 districts of Haryana are the target beneficiaries of Saksham. **Literacy India's** GDD project has added value to this initiative and impacted 6000+ students in Haryana during the year.

In Rajasthan, GDD has already been implemented in schools in Bhiwadi, Alwar and Monoharthana areas. In fact, **Literacy India** has been awarded the "*Bhamashah*" award for successful implementation of the GDD programme in the government schools.

In January 2018, authorities in Ladakh reached an agreement with **Literacy India** to initiate the GDD programme in Government High School Basgo, Government High School Likir and Government Middle School Tunlung Basgo of Leh. This has probably been one of the most remarkable achievements of the year just gone by.

Additionally, around 12 NGOs are implementing GDD through License Sharing under Outreach program.

A robust educational foundation needs to come hand in hand with professional skills to better the chances of employability for our youth and women. **Literacy India** students are armed with a variety of vocational skills as well as exposure to performing arts, computer animation and market-appropriate vocational training. Project *Karigari* is the main arm of **Literacy India** for providing job-specific skills training and market-oriented livelihood assistance. By recognising the existing skills in communities, the project is designed to integrate traditional art with modern design. This has a huge element of market receptibility, ensuring that traditional art is kept alive while providing fair pay. To keep pace with an ever-evolving market, project *Karigari* is constantly updating its designs and products.

The *Karigari* project undertakes a 360° research before the programme is designed. To ensure poverty alleviation, reduction in gender inequality, rural development, economic and social empowerment and safeguarding the environment a detailed assessment is carried out. *Karigari* gives preference to women and youth as primary beneficiaries to remove gender inequality, an issue entrenched in rural and semi-urban communities. By providing education and skills to women, *Karigari* aims to reduce social and economic inequality. *Karigari* projects are also implemented in tribal districts in some of the most under-developed regions of the country. The project links backward communities with modern livelihood options and market designs. It is helping in fighting years of marginalization and societal ostracization.

'Learn while you Earn,' uses Gyantatra Udbhav to impart education to *Karigari* beneficiaries. GDD has modules which are customized especially for adults and adolescents covering essential topics such as financial literacy, political and social understanding, health issues, among others. Additionally, internet and online applications are used for design sharing, skills training, sharing of best practices with the beneficiaries across centers. Inaccessibility and difficult terrains are breached by using online services to ensure relevant information is shared.

This is especially useful to the organic farming community. Farmers often consult University leads who provide technological solutions for better yield. **Literacy India** encourages new technological interventions – be it drip irrigation or rainwater harvesting structures – and provides necessary help. Regular team briefings among co-ordinators, updates, market trends are all shared online.

Currently we have 27 *Karigari* centres in six states, and 14,500 people have been trained so far. **Literacy India** assists in creating linkages with markets at both local and national levels. It also assists in finding placements in companies for those who are interested in taking up salaried jobs.

Entrepreneurship is another option trainees can choose. The livelihood development wing of **Literacy India** is an independent entity called *Indha* focussing on training artisans and linking them to the market. *Indha* production centres are now equipped with latest sewing machines of Juki and other brands comparable with high-end export houses. Digital applications are used to share designs and train artisans in remote areas. *Indha* products are sold through e-commerce sites. Indha has its own online store. Social media boosts the visibility of *Indha* products globally. An inventory control system is also in place. *Indha* controls its inventory through a GS1 barcoding system. Currently there are 17 centres employing 650 women who earn anything between Rs 2,000 to Rs 12,000 per month. They also have access to healthcare, financial education and a healthy working environment.



Education Projects

Vidyapeeth: Taking education to the last mile

Literacy India's commitment to provide 'education with a purpose' is best exemplified by its Vidyapeeth centre. Driven by its motto of Education, Empowerment and Employment, Vidyapeeth is **Literacy India's** flagship project. The core idea of the project is to impart basic quality education and encourage holistic development of children hailing from the lowest economic strata of society.

Vidyapeeth primarily focusses on making up for the lost years of an underprivileged child's life. The project employs alternative teaching methods and 'learning by doing' principles to strengthen the academic base and lay the foundation for future employability. At Vidyapeeth, a child's interest in education is created and sustained through interactions with inspiring figures, excursions, field visits, online and multimedia educational content. Additionally, the project addresses a child's nutritional and healthcare needs, engages the guardians, emphasises on self-expression through various forms of art, offers vocational skills training, and raises awareness about one's civic and social rights and responsibilities.

The Vidyapeeth centre functions out of a school building at Bajghera village, New Palam Vihar, Gurgaon. The centre houses 20 classrooms, 5 vocational labs, 1 science lab, 6 ICT/ computer labs, 1 language lab, and a completely digitally equipped smart class. Since 2000, a full-time schooling programme for the students from Pre-KG to 12th standard has been running successfully. Vidyapeeth follows the syllabus prescribed by National Open School and offers certified National Institute of Electronics and Information Technology (NIELIT) Course to give its students an edge over their peers. The centre doesn't refuse admission to beneficiaries round the year and assesses a child's performance every six months. The extra-curricular activities at the centre include art and craft, dramatics, sports, yoga, community engagement, and meditation.

Vocational and pre-vocational courses constitute a key element of the project. The centre imparts appropriate skills at an early age to orient beneficiaries towards respective career prospects. Students from the 9th grade to 12th grade can attend courses as per their choice and interest. It offers training across various fields such as mobile repairing, computer and hardware, stitching and tailoring, beauty culture, agriculture and bakery.

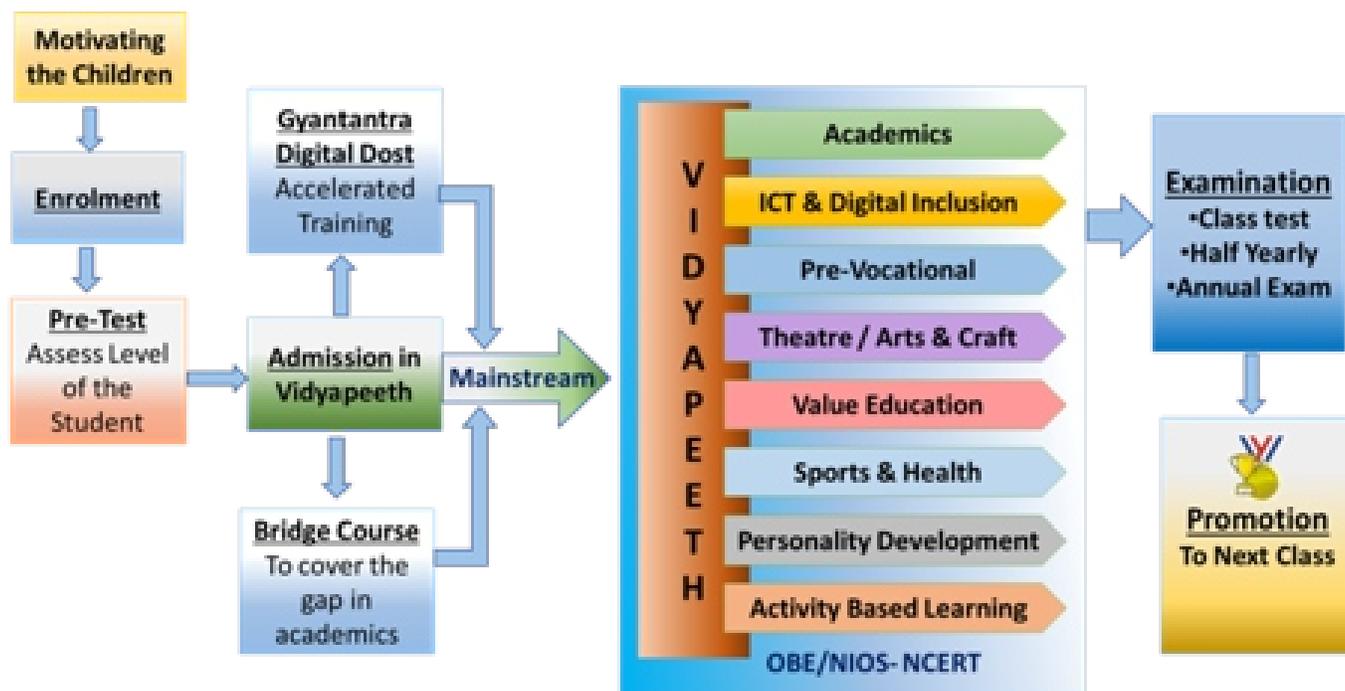
In its effort to help stabilize the male-to-female ratio and eradicate gender inequality, the centre engages the community through interactions to ensure a girl child is not pushed into issues such as early marriages, abandonment, abuse and health problems.

At **Literacy India**, the firm belief in sports as the most empowering tool of self-expression prevails. Female students are primarily targeted, as the competitive spirit of sports proves to be a source of constant motivation in life. The centre also employs performing arts such as street plays as a means of educating children as well as raising awareness about societal ills.

Vidyapeeth's prime objective is to provide basic education to underprivileged children, create a keenness towards academics, mainstream them into formal schooling and raise awareness about the significance of education in life. The project aims to develop these children as mascots of education, empowerment and employment in their communities and aid them in breaking out of the circle of poverty. The project complements its core objective with early orientation of technical skills, familiarizing the children with technology, inculcation of value education, and development of personality, behavioural hygiene, and life skills.

The centre handpicks its beneficiaries through community surveys. It targets children of migrants from other Indian states, slum inhabitants, Children of daily wage earners, children roaming the streets, children without identity proof, school dropouts, and the ones who have migrated mid-session. However, the centre prioritizes children from backward groups such as SC/ST/ BPL, children with monthly family income of below Rs 15000, children staying in difficult circumstances, offspring of single parents, and girl children.

Methodology



Highlights of 2018-19

- The students have helped nearby villagers with attaining birth certificates, EWS/BPL certificates, and SC/ST certificates. They have assisted them with receiving medical attention and held several awareness campaigns and drives about issues such as sexual harassment. They have also organized campaigns about literacy, cleanliness, importance of Aadhar Card and Voter ID, and misuse of internet technology. They have endeavored to enlighten the communities about social evils such as gender bias and caste discrimination.
- The center organized various field visits to enrich the children's overall learning experience. Students of 9th and 10th standards visited the Sarv Gramin Bank, Bajghera, for an understanding of basic banking functions such as account opening, operation of various accounts, and handling of debit and credit cards.
- A visit to the Supreme Court Museum, New Delhi, attempted to familiarize the children with the Indian judiciary system. It helped the children to know about the evolution of our judiciary system, arrangement of a court room and the powers of the Supreme Court.
- A visit to the Mother Dairy Plant helped students learn about the functioning of the plant, the methods of determining purity, operations of a coin-based milk ATM, pasteurization process and the chain of milk supply.
- Students visited the Airplane Training Center to get an idea about aircraft. An entertaining experience, the visit helped the students get a feel of the insides of a craft and learn interesting facts about planes.
- Visit to Tata Motors created awareness about road safety and various road safety norms.
- Select students learnt the process of assembling and constructing a drone. It enhanced their creativity skills.

Way Forward

There has been a gradual increase in the enrolment of girl children at the centre. Children have picked up sanitation habits and awareness about social ills has increased. Parents are engaging more than before and majority of the children are regular at the centre. The project aims to touch an increasing number of underprivileged children in the upcoming year.

FACT FILE

RECORD SINCE INCEPTION	
Activity	No. of Students
Taught till date	11500
Passed 10 th	352
Appeared for NIOS	352
CURRENT STRENGTH	
KG to grade XII	1150
Teachers	53
Vocational Trainers	5
Girl/Boy Ratio	1:1
Girls Passed 10 th	12 out of 22
PERFORMANCE ANALYSIS	
Activity	% of Students
Opted for higher studies	33
Parental engagement	90%
Participation in pre-vocational courses	100%
Showed improved confidence	100%
Participated in sports competitions	Team Participation

Pathshala: Preparing for formal schooling

Initiated in 1996, **Literacy India**'s oldest programme Pathshala started as free education with classes in the basement of a building with five out-of-school children of migrant construction workers. The main idea behind the initiative was to internalise the schooling process and make them worthy of mainstream learning processes. Since its origin, the project has evolved into a bridge that aims to seal educational gaps for children who have not known formal schooling and students whose performance fail to stand at par with their peers.

An extension of the National Literacy Mission Model, Pathshala ensures that every beneficiary learns to read and write within a span of 3 months to a year. The beneficiaries come from different age groups, social and economic sections of society and include street children, rag-picking children, children serving as domestic help, youth and adults. The centres impart basic primary education through smart classes and alternative teaching methods such as story-telling with beneficiary-specific focus. Remedial classes follow formal school curriculum and ensure an improvisation in the students' school performance. Summer classes are organised across government schools for school dropouts and thorough counselling is provided to motivate the students to transition into mainstream schooling. Students who cannot make it to formal schools can graduate through National Open School under the centre's guidance.

The quality of education imparted at the centres is kept under a strict check and the teaching staff undergoes regular training courses. Software-based learning techniques familiarises the students with the use of technology at an early age and increases the retention levels. Regular parent-teacher meetings are organised to ensure constant engagement of the guardians. The students undergo life skills trainings for overall personality development. Career counselling and mentoring is provided to older students for introducing clarity in career-related decision-making. Quarterly health check-ups and provision of meals draws interest of students and guardians alike. The students are also engaged through educational tours, excursions, and interactive sessions. Pre and post-assessment tests ensure the effectiveness of the teaching staff and the progress of the students. The project has achieved a dropout rate of less than 1 per cent and retention levels of 70-80 per cent. The students have slowly grasped the English language and fundamentals of Mathematics.

The beneficiaries of the programme are often children below 15 years who take care of younger siblings while the parents are away to earn a living. Volunteers at the Pathshala centres actively engage with the students' families and the community at large to spread awareness about the significance of education. The centres are also equipped with crèche facilities to take care of the younger siblings of the students. Given the living conditions of most of the students, awareness lessons on cleanliness, hygiene, and sanitation are conducted regularly.

Volunteers from the corporate houses such as Dell, Deloitte , Accenture, RBS, DRI, and Bry Air Asis Pvt Ltd. regularly engage with the students at the centre. For instance, every Sunday volunteers spend time with the students of the Bajwasan centre, Gurgaon, and speak about

various career opportunities, help in improvement of decision-making abilities and inter-personal skills, and develop good habits.

Objectives and Methodology

The fundamental objective of Pathshala is to impart basic education to the children who do not get an opportunity to get educated and live a better life. Be it the remedial pedagogy, supplementary learning or making up for the lost years of the students, Pathshala aims to do its bit in uplifting a part of the underprivileged society's upcoming generation. The programme also aims to improve retention levels, school attendance, interest levels and involvement of students in academics. Its vocational and technology-centric courses aim to develop career-oriented skills amongst the youth.

Beneficiaries are selected on the basis of a survey conducted in certain identified areas. Generally, children of daily wage earners, construction workers, petty hawkers or domestic helpers are targeted. These children are either school dropouts, irregular to school, working as labourers or exposed to crime and drug abuse. However, priority is given to:

- Children from backward castes especially SC/ST
- Children from families with a monthly income of below Rs. 15000
- Children with extraordinary performances
- Children staying with single parents
- Girl children



Highlights of 2018-19

- **100% CBSE result of Grade X . out of 36 children, 22 student almost 60% above scored more than 75 % to 90% marks.**
- Extra-curricular activities form an integral part of learning at Pathshala. Visits to museums, heritage sites, botanical gardens, Rail Museum, Science museums, and Sultanpur Bird Sanctuary were frequently held. Students also participated in Yoga sessions, art & craft sessions, storytelling sessions, environment education, debates, quizzes, and Olympiads. Additionally, movies and documentaries were shown as a means of knowledge sharing. Theatre and animation training helped the students explore their creative interests.
- Sports leads to overall development. Students at Pathshala participated in various outdoor sports competitions.
- Basic computer classes were held for the students to familiarize with basic functioning of computers.
- Exposure visits to Dell, Accenture, and RBS were conducted.
- Dental camps, general health check-ups, and eye check-up camps were hosted for the students at various centers across the country.
- Festivals and important occasions such as Holi, Diwali, Independence Day, Republic Day and Christmas were celebrated to reinforce the diversity of our nation.
- Awareness sessions for female students on self-defence, sexual abuse, and personal hygiene were conducted.
- With about 200+ students being mainstreamed in regular schools, a good number of students secured position in school tests while others significantly improved their academic performance.

CBSE 2018 BAORD RESULT AT GLANCE	
% Marks	No.of student
75% and Above	9
Between 60-75	13
Between 60% to 50%	11
45% to 50%	03
TOTAL	36%

Way Forward

Since its inception, Pathshala has touched hundreds of lives. Since most of the students are first generation learners, the project has successfully tried breaking through the poverty circle. With a specific focus on female education, Pathshala has drawn the attention of the underprivileged sections of the society towards the importance of education. In the coming days, the programme aims to touch as many lives as possible.

FACT FILE

PERFORMANCE ANALYSIS	
Item	Units
Number of Pathshala Centres	10
Number of Children enrolled	2070
Girl/Boy Ratio	70:30
Children impacted in Delhi-NCR in 2018-19	2070
Number of Children in remedial classes & Non formal	1350
Number of Children using GDD	720
Number of Teachers trained	21

Gurukul: Making formal education accessible

Launched in 1999, Gurukul is the scholarship project of **Literacy India** aimed at sponsoring promising students, who otherwise do not have access to formal education and career opportunities.

The project was designed to provide a support system to the underprivileged sections of the society. Lack of access to basic education, social evils such as child marriages, parents' inability to aid their children in learning, transportation challenges, and non-acceptance of the significance of education were the major driving issues that led to the birth of Gurukul.

Meritorious and motivated students are handpicked and provided with full-fledged financial support for higher secondary education at English medium private and government schools such as the Rotary Public School, St. Soldier Schools and Mount School. Additionally, support is extended to students who wish to pursue job-oriented professional courses in areas such as fashion designing, interior decoration, and a Masters in Business Administration. The selection parameters include student's performance in final examinations, an independent test, and teacher's recommendation. As of now, 450 students including 131 tribal children across 15 centres in Delhi NCR, Rajasthan, Telangana, Karnataka, West Bengal, etc. have benefitted under the project.

The project primarily focusses on the tribal communities of India, as they fail to receive most of the benefits of overall development. For instance, the Purulia center works closely with scheduled tribal communities such as Dom, Mundari, Bihor, Santhal, Khariya, and Lohora. **Literacy India** is endeavoring to upgrade the literacy levels, boost self-confidence and aid in the empowerment of such communities. Constant engagement with the relatives of beneficiaries and collaboration with 14 schools and colleges in the Purulia region are some of the many stepping-stones to accomplish the mission.

A dedicated lab for the Gurukul beneficiaries has made a huge difference to their performances. Regular language coaching has assisted students in the transition to private and government schools. Collaboration with the online Khan Academy and Duo Lingo has resulted in drastic improvements in subjects like Mathematics and Science. **Literacy India** has associated with the WiT (Women in Technology) movement that encourages young girls to take up engineering and counsels them to

Gurukul's Reach in 2018-19

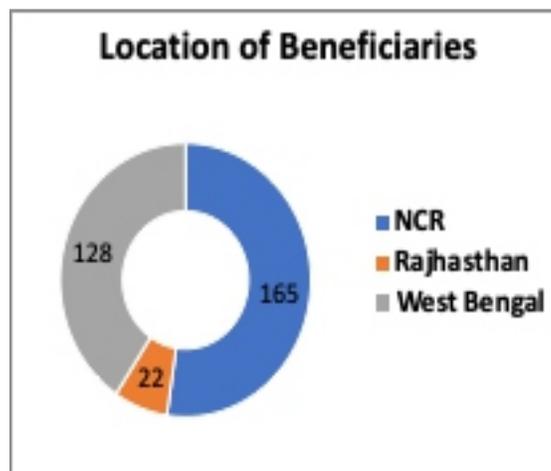
Location	Up to class 5	class 6-8	class 9-12	College
Delhi-Gurgaon	8	22	116	19
Alwar, Rajasthan	17	3	2	0
Purulia, West Bengal	18	57	51	2

continue education despite resistance from society. In 2018, 12 young girls from humble backgrounds got admission in IIT-Delhi, IIT-Roorkee, IIT-Mumbai and IIT Chennai. The centre has partnered with KIKI - Technology Institute, Manesar, for various technical courses and job placements. Five students cracked the Institute's entrance examination ensuring a secure future for themselves.

The project is supported by individual donors and corporate sponsors such as PVR Nest, Gyan Jyoti Charitable Trust, American Express, HSBC, and Charities Aid Foundation.

Methodology

The primary objective of Gurukul is to facilitate promising, but economically weak students in the transition to mainstream academics and the pursuance of career-oriented courses. The centre goes an extra mile to re-affirm its objectives through conducting regular school visits for monitoring academic performance, constant counselling of beneficiaries and guardians, and a check on school attendance. At Gurukul, young students are empowered through a two-staged process of self-learning and imparting such learning to fellow students. Students are also encouraged to develop soft skills and engage in extra-curricular activities such as painting, dance, performing art and sports for a holistic development.



The project targets students who have the potential and desire to advance their education and career but cannot access mainstream formal education and professional courses due to lack of reach, affordability and opportunities.

Highlights of 2018-19

Gurukul students visited the Science Museum for a practical understanding of application of science in our everyday life. The students also discovered the History of Science, application of Science in ancient times,



human biology, Science of Mathematics and several scientific phenomena.

- One of the teachers familiarized the students with the basics of Union Budget of India. Students were given an idea about the objectives and components of budget, process of budget preparation, and its impact on various sections of the society.
- The students engaged in extra-curricular activities such as public speaking, debates, newspaper reading, and conversational role plays. Model United Nations (MNU) sessions were held to aid the young students in learning to adapt to the evolving global culture. Students were exposed to multiple cultures, various interpersonal and research skills were

honed and knowledge about international developments and global crises was shared.

- Movies and documentaries are an important means of learning through visual aids. The students were shown English movies and documentaries like 'Lion King', 'Black panther', 'Origin of Humans ' and 'World War II'. It was followed by an exercise to test their listening and observation skills. It also helped in imparting general knowledge and building awareness.
- Various workshops were conducted during summer, Diwali and winter breaks. Project-based activities were undertaken to support experiential learning.
- Several students visited Garment Exporting House in Okhla to understand the functioning of the industry.
- An interactive session with women professionals was held for the Gurukul students. They shared their stories to inspire the audience.



- Gurukul students are motivated to keep the surroundings clean. They were occasionally encouraged to clean the classrooms and hall of activity as a means of sensitization.

Way Forward

Going forward, Gurukul aims to further advance its career guidance and counselling schemes for the students and their parents. The centre has partnered with iDC (I Dream Career). Students will be assessed through psychometric tools and will be counselled accordingly. A pilot run has been conducted with some of the students. At Gurukul, constant efforts are made to secure admission in prestigious institutions, enhancement of skills and improvement of employability of the students. With a clear vision, Gurukul looks forward to enhanced opportunities for its beneficiaries.

Unique Pedagogy

GDD: Giving a head start

Gyantana Digital Dost or GDD, the self-paced learning software developed by **Literacy India** empowers underprivileged children and women by helping them gain knowledge in a manner that is easily comprehensible. As on date, GDD has positively impacted the lives of around 1,20,000 homeless children in India.

When **Literacy India** started working with homeless children, it found that many of the children were addicted to drugs; their attention span was not more than 15 minutes; they played truant at school, if at all they had been admitted into one; they were as far from the mainstream as could be. GDD was developed to inspire such homeless, underprivileged uneducated children to want to gain skills and knowledge that would put them on par with their peers who came from more stable and/or privileged backgrounds. Apart from academics, GDD teaches life-skills to help these children stand up to child abuse, and deal with health problems including HIV-positive symptoms.

GDD is **Literacy India**'s primary focus at present, because of its excellent scope for scaling up. For example, a small intervention as part of the Haryana government's Saksham schooling programme led to the state showing much interest in adopting GDD modules in all the schools across Haryana. **Literacy India**'s idea is to empower government schools across India to create the next generation of leaders.

GDD uses Information and Communication Technology (ICT) and Digital Learning to address challenges associated with the quality of education available to street children. GDD's Multimedia Content Design incorporates friendly, animated cartoons in human and animal forms, to act as virtual teachers. Animated short stories, puzzles and songs are woven into the learning module to make the interactive learning process more fun. In a typical GDD Digi classroom, a virtual teacher explains difficult concepts in a simple manner and improves the cognitive skills of the child.

Take the case of Deepak. Son of a migrant, his nomadic life kept him away from school and his knowledge and learning was far below that of his peers. At 12, his knowledge was that of a 5-year-old! However, in just six months of hard work and GDD intervention, he was able to score 52.5 per cent in the curriculum chosen for him. He could write three letter words in English, solve problems in Mathematics and understood grammar.

Muskaan, another child who was adopted by the project, also showed marked improvement after she was exposed to GDD. From a score of 4 out of 30 in English during the pre-tests, she scored 15.5 out of 30 in mid-term assessments.

GDD assesses each child according to their learning abilities and customizes the syllabus accordingly. Individual assistance is provided to each child. The unique virtual teacher is able to hasten the learning process and settle the child in an age-appropriate grade at the end of the intervention period. The positive outcomes post GDD has changed the entire outlook on life and possibilities for these children.

Using the concept of 'fun while learning', it incorporates the essentials of the Central Board of Secondary Education (CBSE) syllabus followed in Government Schools and provides children with an entertaining alternative learning methodology. The six learning styles which the GDD uses includes Visual (learning through seeing), Auditory (learning through songs or rhythms, Verbal (learning through spoken information), Logical (mathematical approach to concepts), Interpersonal (learning in groups) and Intrapersonal (learning alone).

Methodology



GDD's target group is diverse and scattered across India. It includes children of migrant labourers and other marginalized communities, first generation learners with weak assimilation capabilities across age groups ranging from 5 years to 17 years.

Apart from academics, GDD teaches **life-skills** to help these children stand up to child molestation and prostitution, builds awareness about HIV and AIDS and protects them from being used as political pawns. It shares with them knowledge about money management and business planning.

GDD has also been customised to incorporate **modules for adult literacy, social and life skills, sanitation and hygiene, civic and political awareness**. Promoting the motto, 'learn while you earn', GDD is instrumental in empowering rural women by skilling them and increasing their employability. The programme is **easy to use** and 'each one can teach one' by downloading the software on a computer.

Highlights of 2018-19

So far, GDD has achieved 70 per cent increase in learning levels in primary education, 60 per cent increase in retention levels in government schools and **Literacy India** learning centres, and 100 per cent reduction in school dropouts. Currently, it runs in 100+ **Literacy India** centres along government schools across 6 states, and 12 partner NGOs. Over 10,000 school children have been enrolled into formal schools after successfully completing GDD.

The GDD tool is at the centre of the GDD *Udbhav* programme. It is a comprehensive learning module base on the National Literacy Missions curriculum, and contains lots of visually engaging material - songs, stories, interactive activities, experiments, math problems, alphabets, word formation, etc. There is a virtual teacher who keeps the child engaged and reads contents to the child - which helps reinforce what the child sees on the screen. In addition, GDD labs have Book corners with colourful age appropriate books and CDs, which act as supplementary reading references

The child needs to receive skilled guidance within a supportive, encouraging environment to develop basic reading skills ranging from phonemic association to syntactical awareness, semantics, and comprehension. GDD focuses on developing the child's reading abilities through a systematic approach. Through engaging content, the virtual teacher in GDD helps children, Identify and categorize sounds, blend sounds to form words, delete or add sounds to form new words, substitute sounds to make new words. This helps in building the child's phonemic and syntactical awareness and builds his semantics. When the teacher introduced a new alphabet, concepts of *varna, swar and vyanjan*, concepts of *matras*, concepts of *Barakhadi*, it is always backed up by how it is written and pronounced.

Literacy skills already acquired by the child need to be reinforced through practice and continued learning. It is our endeavour to ensure the practicality of the lessons and skills.

In a pre-test assessment conducted in 2018, around 92 per cent of children scored poorly. Only 8 per cent had an above-average score. In the post-mid test, 95 per cent of children scored above average and achieved academic proficiency. Rapid learning was seen in word recognition, simple mathematical operations, addition, subtraction, multiplication and division, logical analysis, identification of colours, shapes, sentence formation, writing simple essays etc. Apart from the day to day curriculum, students learned values and beliefs and demonstrated confidence, self-awareness, and growth in personality.

PERFORMANCE ANALYSIS 2018	
Item	Units
Centres under direct reach	105
Centres under out reach	21
NGO collaborations	8
States covered	6
Direct beneficiaries	16402
Indirect beneficiaries	12859
Certificates distributed	2856
Number of donors	15
Sorware download	67

Way Forward

Future plans include providing an infrastructure for 'each one to teach one' and 'earn while you learn'; spreading GDD to other NGOs across India and encouraging volunteering by corporates as part of their CSR program. This will go a long way in ensuring that underprivileged children get their entitlement to education.



Shiksharth & Jagrukta: Honing creative skills

Launched in 1997 in association with Mobile Creche, Project Shiksharth is **Literacy India's** initiative to identify and hone the talent of underprivileged children across several forms of art and creativity. At **Literacy India**, we believe in holistic development through focus on academics and extra-curricular skill development. The core idea of Project Shiksharth & Jagrukta is to develop a child's specific set of skills through training and workshops and provide a platform to showcase the talent. The project endeavors to give exposure and boost the confidence of the underserved children.

What kicked off as an experiment has, to date, received nation-wide recognition. Theatre, a crucial aspect of the learning curriculum, impacts a child's thought processes, communication skills, and forms of expression. It provides a platform for new ideas, an environment of learning by sharing, and allows an enhanced focus on overall personality development. Shiksharth conducts theatre workshops for children aged between 8-13 years to familiarise them with the fundamentals of theatre. Several participants of Shiksharth have reached the national stage and received opportunities to act in feature films and serials.

Sports fosters physical, social, and mental health and plays a key role in the overall learning experience. Sports aids in the development of leadership skills, imparts the significance of teamwork, and enhances self-esteem. Students at **Literacy India** have participated in sports such as judo and football at various inter-organizational levels, state and national levels.

Value education programmes run simultaneously with other programmes as imparting the right values is as significant as educating a child. Value education is an ongoing process and a default aspect of everyday routine. Mornings start with the thought of the day. Story telling sessions help in imparting morals and subtle messages of the stories. Regular projects on topics such as water conservation and cleanliness raise awareness about social issues, hence Jagrukta. Debates, poetry recitations, and interactive sessions about role models keeps the children constantly engaged.

Shiksharth & Jagrukta primarily aim to produce long-term positive impact on the lives of children and youth through an inclusive educational approach. The project seeks to develop the social competence, problem-solving ability, autonomy, and sense of purpose of its beneficiaries through various workshops, trainings, projects, and events.

Highlights of 2018-19

- Shiksharth students participated in various inter-NGO dance, quiz, visual arts, elocution, drama, speech, and clay modelling competitions held throughout the year. The Navodit competition witnessed significant participation.
- Students presented stage performances on various occasions. The theatre workshop and training was provided by Mr. Nikhil Raaj, a prominent theatre artist and actor with the Bhojpuri film industry. Hindi plays included "Muniya ki duniya", "Selfie", "Follow Traffic Rules", "Girl Child Education

Importance”, “Equality-Gender Sensitization”, “Plastic-an evil”, and “Swachh Bharat”. Some of the plays that were re-staged at corporate offices, public events and during donor visits include “Dekhne ka Nazariya”, “Desi Babu”, and “Padhe Likhe Anpadh”. “Muniya ki Duniya” became a popular musical drama and was performed several times.

- “Mere Gaon Ka Gandhi Zinda Hai” transformed into a mega show and a special screening of the show was arranged for Nagarro, a software company in Gurgaon on a special request. Supported by Oracle India and facilitated by CAF India, the show was re-staged at Epicentre, Gurugram. The theme of the show was to highlight how Indians are losing touch with their heritage in the era of globalization. More than 200 employees attended the show.



- 65 students participated in a road safety skit.
- Students across all grades actively participated in activities such as poetry recitation, handwriting, storytelling, puzzle-solving, quizzes, and science-based modeling.
- Skill training, life skills training and value education are the byproducts of 'Learning by Doing' activities. Students participated in 'The Ideal Village' project wherein a group of students surveyed the Bajghera village to produce a list of basic amenities that are unavailable to the villagers. The students chalked out a plan, communicated with the Sarpanch and contacted the concerned authority. The village now has streetlights and dustbins.



- Shiksharth students performed street plays on various issues. One of them was a 'Nukkad Natak' to create awareness about the ill effects of plastic and its impact on the environment and lifecycle of animals.
- Students with an inclination towards science took up projects to create fire alarm, magnet detector, pencil soldiering iron, pencil torch, etc. It helped in enhancement of analytical skills and subject knowledge.
- In association with Jingle Bells, a talent show cum musical concert was held. Around 300 children attended the event with several performances by students as well as volunteers.
- Several students participated in state-level judo and football competitions and tournaments. The under 18 football team participated in football leagues organized by various academies. Students also actively participated in the Open cash prize tournament organized in Rohtak and the Sub-Junior National Kurash (Wrestling) Competition.
- Our football team had the opportunity to meet former Indian footballer Mr. Bhaichung Bhutia.

Way Forward

Almost 95 per cent of the students and guardians now have a better understanding of the available opportunities for a brighter future. The effective use of digital teaching tools has created different perspectives for the teaching staff. Most of the parents have learnt to motivate their children during crisis. With a gradual and steady impact, Shiksharth looks forward to touching more and more lives in the coming future.

Chapter 7

Livelihood Projects

Karigari: Creating empowerment through employability

Karigari, a **Literacy India** programme, has been transforming the lives of marginalised adult and adolescent women and youth across India by providing them with training and livelihood in vocational areas based on their aptitude and the demand for a particular skill in the local economy. Built on **Literacy India's** 3 main pillars - Education, Employment and Empowerment, Karigari's vocational training courses include

- Stitching, embroidery, tailoring, recycled paper product making, block printing, tie & dye, incense stick making, paper plate making
- Spa and beautician training
- Driving and hospitality management

- Eco/ Social tourism
- Computer courses
- Baking, cooking, food processing and food preservation courses
- Nursing
- Electrician and mechanic training
- Organic farming
- Training teachers for Gyantantra Digital Dost (GDD)

Recognising 'learning' as a tool for 'earning', Karigari encourages its recipients to 'earn while you learn'. In addition to vocational training, the programme imparts training in basic computer skills. The more advanced course teaches important mathematical concepts, science and social sciences and creates awareness on social issues such as voting rights, abuse and violence, financial literacy, women's sexual health, early marriage, etc, using the in-house GDD software.

Karigari programmes typically take 6-12 months to train a batch who are then linked to market-oriented jobs or helped to set up their own businesses.

A unique selection process

Karigari 's beneficiary selection process includes focus group discussions with the community to map the potential beneficiaries for training. Preliminary research is conducted to understand the available skills and preferences to ensure sustainable employability. Semi-skilled beneficiaries are also identified and enrolled under the entrepreneurship programme to start their own businesses in the community, to create employment not for only for oneself, but for others as well. Karigari also recognises the skills of artisans of a particular community and provides training to upgrade their skills and match market demands. Street plays, word of mouth, advertisements and online surveys are also used to select beneficiaries.

Methodology



Focus on women

Every skill-building programme is well designed. Trainers track the progress of each beneficiary. Home visits, community discussions and regular monitoring of every beneficiary is done by the Karigrari Project Manager, counsellor and facilitators and feedback is given.



Beneficiaries who seek to enroll in advanced courses are also tracked. Placements advice and entrepreneurial help is provided under the project. This helps in ensuring that the skills picked up are being used and provide either for advancement of skills, employment or setting up of business.

By focusing on women primarily, the project not only guides trainees towards economic and social

empowerment, but also provides a sustainable environment for their children to continue learning. This way, the cycle of learning and earning is continuous.

Karigari believes that women are the torch bearers of a sustainable development process. Their potential as agents of change in the lives of their children and their communities needs to be harnessed. By increasing the number of skilled women in the workforce, Karigari not only empowers them, but also uplifts their families and communities. The ripple effect will eventually positively impact the development paradigm of the country.

Today, rural and semi-rural women with tailoring skills are employed with export houses and boutiques. Marginalised women across New Delhi, NCR and the tribal communities in Jharkhand and West Bengal are taking driving lessons. Women farmer groups are emerging as a result of the expansion of the organic farming programme across West Bengal and Rajasthan. Hospitality training is enabling beneficiaries to run home stays and promote eco-tourism across North Bengal. The year 2016-17 saw more than 1250 participants complete the NIELET accredited computer certification programme along with Tally.

Karigari's beneficiaries are 60 per cent women and 40 per cent unemployed, semi-skilled young men. Most of them have been placed in different companies or have received assistance for self-employment.

Women and empowerment

- Women gain access to income and other forms of social influence through the management of their families' businesses
- They spend more time on personal development
- They have increased confidence, self-esteem and leadership capabilities
- Household power relations change with women having a greater role in decision making, reduction in violence and greater independence
- Participating women become role models for other women and girls and play a vital leadership role in their communities
- Financial literacy sessions help them manage finances better
- They build on savings
- Women entrepreneurs grow as leaders and find solutions to challenges across different aspects of their businesses, including marketing, communications, technology, accounting, finance and human resources.

Making a difference where it matters the most

The Karigari programme now runs in 27 centres across Jharkhand, Rajasthan, Haryana, New Delhi, West Bengal, Maharashtra and Andhra Pradesh.

In addition to semi-urban and rural geographies, Karigari projects are also implemented in tribal districts in some of the most under-developed regions of the country. It connects backward communities with modern livelihood options, thereby reducing societal inequalities and poverty. From 8 trainees in 1997, Karigar has trained more than 15,000 trainees today.

The extra mile

In Purulia in West Bengal, Karigari walked the extra mile into remote Maoist territory. Seasonal unemployment, wide-scale migration, alcohol addiction, no sustainable income, domestic violence and child marriage were the norm in the settlements there. After intervention by Karigari, the tribal people were encouraged to use their innate knowledge of the forest and engage in remunerative occupations such as organic agriculture, shaal leaf-plate making and conducting Chhau folk dance performances in other states. The income generated from these activities resulted in better education for their children, better healthcare and better living conditions. Similar stories of change and empowerment have been documented in other locations of India.

Apart from the economic impact, Karigari has achieved various social impacts such as reduction of alcoholism in youth and reduction in the number of under-age marriages in rural and tribal districts. The concept of saving for a rainy day has also been incorporated in the communities. Many Karigari communities now have a fund to which they contribute and use when required.

Highlights of 2018-19

Outcomes of the project:

- 3246 unskilled women, youth mobilized and trained in various skills.
- 850 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.
- 350 entrepreneurs were sensitized on the kind of help they could get.
- Embroidery hub created in West Bengal and more than 100 embroider women artisans created.
- 200 + skilled beneficiaries started learning advance product-making and are now associated with Indha, our go to market channel.
- Indha & Karigari linkage expanded in Kolkata & Rajasthan area.
- 130+ 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 8,000 per month during the first 6 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.
- Mobile Repairing & Electrical Training vocations project expended in Rajasthan, Jharkhand & West Bengal

Go to Market

INDHA: Hand-crafted products online

Literacy India created the INDHA platform to employ Karigari students to design, produce and sell a range of hand-crafted products online. The *karigars* on the platform sew clothes, knit sweaters and book orders from INDHA.

YOGKSTEM, another programme, was born from the need to establish women-based micro enterprises. It includes units for advance level stitching and tailoring, advance level embroidery, pattal making, recycled paper product making, beauty care, tribal art, agarbatti making etc. Yogkshem has been established at 16 centers of Delhi NCR and across India.

Impact

Over the decades, Karigari has helped to build financial independence and confidence among its recipients. As earning members, women recipients have become a part of the decision-making process – traditionally a male dominated area. The programme has also identified women leaders and helped them achieve their potential. The project works closely with businesses to identify suitable and in-demand employment and entrepreneurship opportunities. Karigari's beneficiaries have been placed in different companies or have received assistance for self-employment. Successful linkages of development requirements with market driven growth has brought modernisation and technical knowhow to these communities. A value chain network for the products and services has been developed. The beneficiaries have themselves set up entrepreneur packages for income generation. These micro enterprises are run by women and owned by women. With the help of various corporate donors, Karigari has been able to create a positive impact in the lives of more than 1,00,000 women.

Micro loans

Karigari also builds modules that facilitate enterprise support for women. For example, 7 *karigars* have availed of micro loans from **Literacy India** to purchase knitting machines and have started working from home.

Other small-scale enterprises that were supported include

- Organic farming & organic pit preparation
- Kitchen gardening and vegetable cultivation
- Mushroom cultivation, *ajola* farming
- Goat farming
- Book binding



Other Projects

Aarogyam: Healthy body & mind

At **Literacy India**, it is firmly believed that a healthy body and a healthy mind is fundamental to an individual's education, empowerment and employability. Launched in 2007, the health awareness programme Aarogyam aims at providing basic healthcare facilities to the residents of Bajghera (Haryana) and Lowakui (West Bengal) villages and their surrounding areas.

The lack of access to primary healthcare and unaffordability of services of private clinics and hospitals is the cause of the dismal health conditions of the villagers. Moreover, lack of awareness and education increases reliance on untrained medical practitioners that end up worsening the situation. Since the nearest medical facilities are located at considerable distances from the villages, most of the villagers are unwilling to spend an entire day's time for medical treatment as that would imply loss of a day's wage. The Aarogyam programme was initiated keeping in mind the desperate need of the underprivileged section of the villages, with a special emphasis on students, women, and elderly people to access basic medical facilities.

In association with the programme's primary sponsor Encore, healthcare centres and health awareness camps had been set up since its launch. 'Encore Support Health Centre' has been established to offer basic medical care to the students as well as non-school going children. Encore also sponsors the treatment in emergency medical cases at private hospitals. Various health programmes with a special focus on tribal communities are also conducted. Additionally, the programme also offers medical counselling services and strives to raise awareness about the importance of preventive healthcare, personal hygiene, and primary healthcare.

Regular health check-ups, dental tests and eye tests form an integral part of the programme. Several assisted minor surgeries and cataract surgeries for the elderly villagers had also been conducted through health camps. The initiative has touched the lives of people living in the surrounding areas of the villages. Moreover, doctors pay weekly visits to these areas to address medical needs. While Measles and Rubella vaccinations were given to the children, timely interventions through the programme helped in keeping a check on the spread of anaemia to a significant extent.

Objectives

The primary objective of the programme is to provide healthcare facilities to school students, non-school-going children, women, elderly and the community at large. With a specific focus on maternal and childcare issues, Aarogyam aims to create awareness around healthcare and strengthen health-post services in its targeted areas.



Highlights of 2018-19

- The health programme benefitted 7000+ children, women & community members during the year. Out of the total beneficiaries, 80 per cent were women and children
- Women's health camps were organised to provide a deeper understanding about the importance of health and hygiene at a personal level and for the family at large
- Timely medical assistance resulted in improved health conditions of the children
- Regular health check-ups were conducted for women and children and important health-related information was spread to raise general awareness among villagers
- Eye check-up camp was organised with the assistance of Encore volunteers. Executed by the Mahaveer Eye Hospital team, about 350+ women and children were benefitted. The team provided free eye-examination and counselling about eye care. They also distributed free medicines as a part of the initiative. 55 children were provided spectacles for short sightedness. Eye specialists sensitized the patients about the importance of regular eye checkup and offered tips on eye care and protection.

Way Forward

Although, there is currently no mainstream health programme under **Literacy India**, the aim is to increase the outreach of the Aarogya programme to more and more villages in the future.



Tribal empowerment: Ladakh joins the list

Literacy India's educational software 'Gyantatra Udbhav' is a self-paced and adaptive digital learning tool that imparts basic education in a lucid and enjoyable way. The software-based educational programme has been running successfully in government primary schools of several Indian states. In 2018, Ladakh became the latest addition to the list.

Ladakh as an area has failed to receive a fair share of development owing to its rigid topography, geographical location, lack of infrastructure, limited transportation services and poor connectivity. Moreover, the authorities and locals are particularly sceptical about the promises of development and suffer from major trust issues as many organizations have failed to fulfil their promises in the past. In January 2018, the concerned authorities reached an agreement with **Literacy India** to initiate the GDD programme in Government High School Basgo, Government High School Likir and Government Middle School Tungalung Basgo of Leh.

Literacy India's journey of spreading its reach to Ladakh continues to pose various challenges. Setting up computer labs in schools was the foremost hurdle. Absence of courier services, limited public transportation with fixed timings, expensive rented transport services, and almost zero connections were some of the major hindrances. In the face of such challenges, the GDD programme in association with Dell India has been running successfully across the three schools. The programme focuses on improving the grasp of students in subjects like English, Math, Hindi and general studies. The classes are conducted twice a week and a co-ordinator closely supervises the progress at every school.

The local authorities and school principals have observed a significant improvement in the performance of beneficiaries. The principal of Government High School Basgo has congratulated the team through an appreciation letter and has permitted continuance of the programme. Backed by the programme's success, **Literacy India** aims to further expand its reach to other schools of Ladakh.

Purulia

Education is the key to employment which further paves the path to empowerment. Educating women and children is equivalent to educating upcoming generations. Women in the underdeveloped parts of Purulia, West Bengal, inherit leadership abilities, skills, and knowledge. However, lack of guidance and opportunities redirects their energies to unproductive, unhealthy, and often dangerous routes. The ultra-rural parts of the district such as Lowakui, Charida, Suisa and Munnibera villages are remote, densely covered by forests and infested with the terror of Maoists.

The villages which are known for the ethnic art of mask making and *Chhou* folk dance has been witnessing a gradual decay of its cultural heritage. Lack of connectivity and absence of market has frustrated the locals who have resorted to violence and alcoholism.

Literacy India's potentiality mapping and need assessment studies in the region has pinpointed to the burning need of sustainable livelihood. It proposed 'learn and earn' methodology to empower the tribal women who turned out to be stalwarts in curbing forced migration, seasonal unemployment and alcoholism. The women's self-determination coupled with **Literacy India's** support stood up against the geographical difficulties, weak economic conditions, and the patriarchal structure of the society.

Shanti Singh Mura, Haribasi Singh Sardar and Jaleswari Singh Sardar hail from Lowakui village where the main source of livelihood is forest produces and mono-cropping agricultural farming. They used to run home-made liquor shops and were mostly confined to their homes. With about 4-5 children each, they were regular victims of domestic violence. In 2009, **Literacy India** initiated its work in the region. It acted as a mediator between the Forest Department and the locals and sought permission to collect *Shaal leaves* from the forests without any legal interventions. Although the women had the skill of making plates (*Pattal*) and bowls from the *Shaal leaves*, extensive production and market access was an upfront challenge. **Literacy India** in association with IIT Kharagpur installed *Pattal* making machines and trained the women for the complete design-to-marketing process. With current production numbers crossing 30,000, they are now catering to the demands from Purulia town.

The team's effort to curb migration and unemployment through the organic kitchen gardening and SRI (System of Rice Intensification) paddy production techniques training has benefitted a significant number of villagers. The women have received hands-on-training to produce vegetables such as green chilies, gourd, bitter gourd, cucumber, and pumpkin. The women's sowing and weeding skills were polished, focussed, and intensified through the contemporary agricultural practices training. Shanti, Haribasi and Jaleswari now produce and sell the home-grown vegetables in the local *haats* and earn about Rs. 500 from the activity.

With **Literacy India's** firm support the three women have been able to mobilise 13 families into SRI production processes and 20 families into kitchen gardening techniques. At personal levels, they have influenced their husbands to reinvest into purchase of agricultural lands, open bank accounts, and apply for Kisan Credit Cards. They have also ensured their children pay attention to academics. They have long abandoned the liquor business and are now fighting against alcoholism in their villages.

Several other programmes running simultaneously in the villages include ICT-based education for children and adults, CCA course for youth, tailoring & embroidery for girls and women, training for farmers on vermi compost, and manure preparation. The **Literacy India** team aims to intensify the reach of SRI farming techniques, mobilise more women into adopting multi-dimensional techniques for sustainable livelihood and facilitate and replicate skills training in the neighboring villages.



Winning Against All Odds



Eleven-year-old Saniya studies in the fourth standard at the Government Girl's School in Gurugram. She and her family migrated from Uttar Pradesh and now live in a Gurugram slum. While her father works in a factory, her mother works in a small company. She joined Literacy India's Gyantantra Programme, as she was facing language issues in her studies. The programme aims to educate children using dynamic technology that, apart from imparting academic benefits, familiarises a child with technology. The remedial classes of the Gyantantra Digital Dost (GDD) programme helped her grasp the basics of English and Hindi. A diligent student and a quick learner, Sanya can now frame sentences in Hindi and is well versed with the basics such as body parts, months, days, etc. in English.

Before she enrolled in the programme, mathematics used to scare her like it does other students. Today, she can solve problems with confidence.

From a score of 10 on 100 in the pre-test to 91 on 100 in the mid-term test, Saniya is an achiever. The programme helped her strengthen the basics and score 61 per cent marks in class exams. Saniya will soon be mainstreamed in a formal school for the upcoming session.

Pooja: Quiet and dedicated

Fourteen-year-old Pooja lives with her parents and three siblings in the Wazirabad area of Gurugram. While her father is a worker in a private company, her mother is a homemaker. A student of the Government School in Wazirabad, Pooja takes keen interest in different school-level activities as well as household chores.

When she enrolled in the Pathshala class at Literacy India's Wazirabad centre, Pooja was low in confidence and self-esteem. She scored 35 per cent marks in the pre-test which showed that she was academically weak for her age. She lacked the ability to solve simple mathematical calculations, read or even recognize alphabets.

The personal guidance and hard work of the teachers at Literacy India have helped Pooja in clarifying and strengthening the understanding of basic concepts. Although she needs to work harder in English, Pooja is now comfortable in framing three to four-letter words in Hindi. A sincere and a quiet girl, Pooja is now self-motivated to study at her home. She won the hearts of her teachers for her dedication.

She stood first in a school-level General Knowledge quiz competition. She also won the second prize in an inter-school quiz competition. With an aspiration to become a teacher, Pooja has a promising future.



Amit: Software engineer in the making



Amit and his family live in the Neb Sarai Saket area of New Delhi. They have migrated from West Bengal. He studies in the tenth grade while his brother is in the eleventh grade. His father passed away at an early age due to liver cancer. His mother, a housemaid, is the sole earning member in the family. With the meagre income, Amit and his family find it hard to meet the daily needs of life. Amit enrolled in Literacy India's Pathshala when he was in the seventh grade. A sincere and regular student, Amit comes to the centre daily at 10 AM and stays till noon. In the afternoon, he attends school. Although he started as an average student at the Literacy India centre, Amit has turned out to be a very bright student. He has shown drastic progress with a score of 75 per cent in the

exams last year. Amit has a good grasp over social studies and general knowledge. He has won several general knowledge quiz competitions both at the centre and his school. However, his favourite subject is Science and he thoroughly enjoys researching and discovering new scientific inventions and facts. With an ambition to become a software engineer, Amit aspires to improvise the education system in India and financially support needy students. He is being specially groomed by the teachers at Literacy India to take his talent to the next level.

Savitri Bai: Homemaker to organic farmer

Savitri Bai lives with her husband and three children in a small village called Sadla in the Jhalawar district of Rajasthan. She is a homemaker while her husband is a small-scale farmer. A hard-working woman, 34-year-old Savitri Bai helps her husband in the field after she is done with the household chores. She takes care of her family and the fields alike. With a special interest in vegetable farming, she has cultivated a small kitchen garden in her house.

Savitri Bai enrolled for an organic farming training organized by Literacy India. Since then, she has been actively associated with the centre.



The farming techniques that she learnt in the course of her training helps her in saving money that would have otherwise been spent on buying vegetables. With guidance and support from Literacy India, she had managed to grow vegetables such as *gilki*, *lauki*, *kaddu* and *kumhada* in the last season. Her kitchen garden has produced vegetables worth Rs. 6000.

In the last six months, Savitri Bai has cultivated vegetables in her kitchen garden worth Rs. 1600. This has helped her immensely in minimizing food expenses. Although water scarcity is a challenge in the region, she aspires to grow vegetables on a larger scale and sell them. Savitri Bai remains as an inspiration for other women in the village.

Ashik: School-dropout turns businessman



Ashik dropped out of school after clearing seventh grade exams. With no job in hand, Ashik started working as a part-time labourer in the M. Thana market area where he lives. **Above: Ashik in his garment shop**

The **Literacy India** team spotted 28-year-old Ashik during its survey in M. Thana for candidates for its Livelihood Programme. Though he was ready to work hard, Ashik neither had an idea of what to do nor any fund to start a business of his own. The team motivated him to think about business ideas and promised to support him if the idea made good business sense.

Ashik took his time and reverted with an interest to start a garment shop. The team suggested a few options such as a road-side shop, *rehadi* garment shop or a fixed garment shop. He opted to start a *rehadi* shop with financial support from **Literacy India**.

Ashik took a micro loan of Rs. 15,000 and opened the shop in April 2018. The business earned him a decent profit and with time, he opened a fixed garment shop in M. Thana. He earns a profit of Rs. 300-400 daily. Content and happy, Ashik looks forward to further expansion soon.

Arun: Grit and determination

Nineteen-year-old Arun lives in Lowakui village of West Bengal's Purlia district with his parents and five siblings. His father is an agricultural labourer and his mother is a homemaker. Being tribals, he and his family face problems in their routine life. As his village is situated in the middle of a forest, daily commute to school was a challenge for Arun. His father's meagre income is insufficient to support the family of seven. Sometimes, the smallest of expenditures, such as school stationery, proves to be a burden.

Arun was introduced to **Literacy India's** Gurukul project in 2014. As a part of the project, he was admitted to Baghmundi High School. After finishing higher secondary education at Baghmundi,

Arun wanted to continue studying. But lack of financial support put a pause on his academic journey. However, Arun kept his desire to study alive. He joined Silli College and resumed his studies. Despite facing tremendous pressure from his father to discontinue his studies, Arun never gave up. He is currently in the second year of BA and is one of the brighter students in his class. Under the project, Arun received academic guidance as well as moral support. Although his parents regret not being able to support him, there is no looking back for Arun. A consistent student, Arun is also a Chhou dancer and loves to perform in groups. A football player, he aspires to become a teacher and guide the needy students of his village.



Prabir: Re-motivated to learn



Son of an agricultural labourer farmer, 8-year old Prabir lives with his parents and two sisters in Susnia village of Manbazar block in West Bengal's Purulia district. He studies in the third standard in Pandit Raghunath Murmu Model School while his sisters study in a local primary school.

In the Purulia district, most agriculture fields produce single crops. This renders his father unemployed for most of the year.

Prabir is a good student and has an aptitude to learn. However, his performance was not at par with his peers. His class teacher introduced him to **Literacy India's** Gurukul Project when he was in the second standard. Under the project, he was provided with tuition classes to help him perform better. Gradually his vocabulary and mathematical skills improved.

In his last examinations, Prabir scored 45 on 70 in Bengali, 47 on 70 in English, 63 on 70 in Mathematics, and 45 on 70 in Science. The improvement in performance helped Prabir regain his interest in academics.

A prompt and active student, Prabir is a calm and respectful child. He loves to play football and his hobby is singing. His favourite subject is History. He aspires to become a teacher one day.

Sujata and sister: Support for the family

Sujata and her family migrated from Pakistan 25 years back. Along with her parents and five siblings Sujata lives in a single-room house in Bhati Mines, Delhi. The 20-year-old has studied till the 12th grade. Her parents don't have a fixed source of income and work as labourers on an ad

hoc basis. The negligible income makes it difficult to meet even daily needs.

Forced by their circumstances, Sujata and her younger sister decided to start working to support the family of eight. Their neighbours taught them how to stitch. But their work lacked the necessary finish, which meant they could not fetch many orders. The sisters, thus, enrolled in the stitching programme at **Literacy India**. The training programme helped them gain expertise in stitching and with time they started receiving more orders. Since the sisters had the necessary talent and were, of course, in need, they were enrolled in the Indha Product Advanced Training programme. This helped them develop command over stitching quilts, coin pouches, school bags, laptop bags, school uniforms.



The duo now earns about Rs. 4000-5000 per month from Indha and stitching orders from the community. The dedicated girls are now a pillar of strength for the family.

Kiran: A young entrepreneur



Eighteen-year-old Kiran lives with her parents and five siblings in the Bhati Mines area. While her father works as a labourer, her mother is employed at the Indha Unit of **Literacy India**.

Her family is aware of the importance of education. Hence, with the support of her parents, Kiran successfully passed the 12th grade. But destiny had set a different path for her. The inadequate income level proved to be a hindrance in the continuation of her studies. It was during this period of uncertainty when Kiran came in touch with **Literacy India**. The team which was conducting a survey for candidates for the vocational training programme noticed Kiran.

She enrolled in the beauty culture training course and successfully completed it. The six-month programme has trained Kiran in overall beauty tips, mehndi designs, complex hairstyles, bridal make-up, etc.

Soon after the completion of course, Kiran joined a parlour in Fatehpur for hands-on experience. Inclined to fine-tune her skills with practical training, the ambitious girl dreamt of owning a beauty parlour someday. Moved by her spirit, **Literacy India** provided Kiran with a loan of Rs. 10,000 to start on her own. The young entrepreneur is now all set to achieve her dreams.

Pooja: Fighting odds

A similar story is that of 20-year-old Pooja. She lives with her husband and in-laws in Bhati Mines. She has been married for two years now and like most other married women, her life is dictated by her husband and his family members. Pooja's life was confined to household chores and she had to take permission from others for every single decision. But her ambitions could not hold her back. Despite facing opposition from her in-laws, Pooja managed to convince her family about the benefits of vocational training.



Soon, she enrolled in the beauty culture training course at the Bhati Mines centre. A dedicated trainee and a quick learner, Pooja paid attention to the minutest of details taught in the class. She attended classes regularly and successfully completed the six-month course.

Pooja is currently associated with a parlour for hands-on experience. The enthusiastic young girl has been provided with a micro loan of Rs. 5000 by **Literacy India** to open a beauty parlour. In the face of difficult circumstances, Pooja has managed to add a meaning to her life.

Budhni: An aspiring doctor



Budhni lives with her parents and three siblings in Sonkupi village of Bagmundi block. She studies in the 8th standard at Sonkupi Madhyamik Sikhsha Kendra. Her father is an agricultural labourer while her mother looks after the home. Her father remains jobless for long periods as most agriculture fields in Purulia are single crop cultivations. Her family's tribal background poses several challenges due to caste-based discrimination. Since her father finds it hard to afford two square meals per day for the family, he cannot take the burden of funding education. Budhni walks more than 5 kilometres every day to reach school.

In 2016, Budhni's teacher introduced her to **Literacy India's** Gurukul Project. Apart from academic support, she received text books, note books, bags and warm clothes under the project. Budhni has regained her interest in academics and has shown noticeable progress in her academic performance. In the 7th grade, she stood second in her class, whereas in the eighth grade she was the topper. Her scores improved from 79 to 80 in English, 72 to 91 in Mathematics, and 86 to 88 in Science.

A determined girl, Budhni loves to help her mother in household work. She enjoys painting and playing hide-and-seek. She is excellent in drawing and her favourite subject is Science. Budhni wants to become a doctor and serve the villagers when she grows up.

Foola Bai: Role model for women farmers



Foola Bai, was amongst the first thirty women to come on board as a team member of Women Kissan Farmers. Foola and her friends were drawn by live demonstrations and support sessions conducted by **Literacy India** to enroll for the training. However, it was the promise of optimal resource use, improved yields and better income that convinced them to make a shift to organic methods of farming.

Organic farming helps farmers fetch higher yields and better income with lesser inputs. From preparing different kinds of organic manure to using trellises and stacking for better garlic, soya, tomato and other vegetable crop yields, Foola has learnt how organic farming works.

Literacy India assisted farmers like Foola to organize into collectives and provided them with direct access to available resources, ensuring a better quantity and quality of produce. Foola has now become a Kissan Sakhi and a role model for women farmers everywhere.

Banwari: Traditional to organic



Banwari, a 35-year-old farmer from Sadla, Rajasthan, used to practice traditional farming. He was unaware of smart agricultural techniques. Lack of fertilizers, low scale mechanization, and soil erosion created numerous obstacles for him. As a result, his income started declining and was barely enough to survive.

Literacy India assisted farmers like Banwari to organize into

collectives and provided training in a wide range of organic farming methods. Banwari took a keen interest as he learnt how to prepare different kinds of organic manure, use trellises and stack for better garlic, soya, and tomato crop yields.

Banwari can now cultivate a range of fruits and vegetables including oranges, coriander, mung dal, etc. using smart agricultural methods. He planted 150 saplings of orange recently and earned around Rs. 20,000 from mung farming.

Rituparna: Belief in self-reliance

Daughter of a provision store owner, 13-year-old Rituparna lives with her parents and two siblings in Karruh village of Bagmundi. Her father is the sole earning member and his limited income sometimes proves insufficient to meet all the needs of the family.

Despite multiple hurdles, her father is a strong supporter of education. After completing primary education, Rituparna got admitted to Karruh Junior High School. Her teacher noticed her talent and introduced her to **Literacy India's** Gurukul Project. Since her association started, Rituparna has shown consistent

performance from Grade 5th to 8th. From 64 per cent marks in 7th grade to 70 per cent marks with second rank the following year, she has shown remarkable progress. She scored 80, 74 and 70 marks in Bengali, English, and Mathematics respectively.

Rituparna has a keen interest in studies and actively guides her siblings in their studies. She likes singing and watching TV. She enjoys skipping and her favourite subject is Bengali. A hard working and active girl, she is against child-marriage and strongly believes in being self-reliant.



Biram Chand: Learning has no age limit

Biram Chand is a 55-year-old small scale farmer in Sadla, Rajasthan. He lives in a small house with his wife and two sons. His wife takes care of the house and assists him with agricultural work in her free time. His 3 bigha agricultural land is the sole source of income. Six years back, he used chemical fertilizers and pesticides for crop cultivation. He realized it was an expensive and harmful agricultural method.

Literacy India conducted various trainings and demonstrations on organic farming in the Sadla region. Biram Chand attended one of the organic farmer meetings



and enrolled himself in an organic farming training course. Drawn by the benefits of organic farming, he adopted the newly learnt method in one bigha of his land. From then on, he did not look back. For the last six years, he has been practicing organic farming techniques and saving agricultural expenses of almost Rs. 2500 per month. He has been making and using nadep compost, rapid compost, shivansh manure organic pesticide and spray. He produces enough healthy crops to sell in the market and feed his family.

Sima: Gaining in English

Sima lives with her parents and three siblings in Gobindapur village in Bagmundi, West Bengal. She studies in the 7th standard at Bagmundi High School. Her father is a driver and mother is a shopkeeper. The limited income often fails to meet the educational expenses and daily needs of the family. Sima was in 5th grade when her class teacher introduced her to the Gurukul project at **Literacy India**. Since her association from 2017, Sima has been a beneficiary of the project. Before her enrolment in the Gurukul programme,



Sima could not write a single word in English. With academic guidance, she can now write an essay in English and her overall performance has improved drastically. She stood first in her class last year with a score of 92 in Bengali, 93 in Geography, 75 in Mathematics and 99 in Science. She is inclined towards studies more than ever before. Apart from academic guidance, Sima received books, copies, bag, and sweater from **Literacy India**, which relieved her parent's burden to a certain extent.

Sima takes a deep interest in academics and likes to discuss various topics with her classmates. Filled with enthusiasm, Sima is always the first one to read out a new chapter in the class. She also guides her siblings in their studies. Her favourite sport is Kabaddi and she enjoys reading English. She draws very well and has won several prizes in local drawing competitions.

Bir Maya: On the front bench



Bir Maya studies in the 7th standard at Government High School, Basgo Leh, Ladakh. Her father is a labourer and her mother often joins in for additional income. Being the eldest child, Bir Maya skips school to take care of her two siblings. She prefers doing household chores to school homework and lagged in academics.

To make up, Bir Maya enrolled in **Literacy India's** Gyantantra digital learning programme. Before her enrolment, she was shy and poor in academics, despite her strong grasping and learning abilities. She scored 25 marks on 100 in the pre-tests. She had no one to clarify her doubts with and her Hindi and English pronunciations were her biggest challenge. Under the Gyantantra

programme's guidance, the hard-working girl showed progress in just four months. She scored 85.5 per cent marks in the final assessment and can now read Hindi well. From being a last-bencher, she now sits in the first row and actively participates in her classes.

Gyantantra's regular counselling sessions have also influenced her mother, who used to avoid parent-teacher meetings earlier to discuss her daughter's education. But when she was counselled about the benefits of education and Bir Maya's strengths, she has become more responsible and ensures her daughter reaches school on time.

Bir Maya finds animated stories and computers interesting. She likes painting and her favourite subject is Mathematics. She has also participated in cleanliness drives at her school.

Sadhu Charan: Offering online services

Sadhu Charan lives with his family in Mudidih village near Bagmundi in Purulia district. His father works as a mason and barely earns Rs 7000 per month. His brother dropped out of school in the 8th standard and migrated to Gujarat for work. His sister is in third year of college.

After dropping out of school in the 12th standard, Sadhu Charan underwent CST training and was employed by L&T. In 2014, he went to Gujarat and worked in construction company. However, he was not satisfied with the job as his income was insufficient to meet the family's needs. In 2017, Sadhu Charan returned to his village where he came across the CCA course conducted at **Literacy India's** Lowakui centre. He enrolled in the course in April 2018. His



eagerness to learn coupled with the trainers' guidance, helped him score more than 70 per cent marks. With the newly acquired technical skills and knowledge, he opened a shop, offering services such as song downloading, mobile recharge, bill payments, assistance in preparation of government documents, money transfer, IRCTC ticket bookings, among other services. But owing to family conflicts, he had to close his shop as the land belonged to his uncle. But this didn't stop him. He is currently running his business from his home.

Dilip: Shy but promising



Twelve-year-old Dilip studies in the 2nd standard at Government Middle School, Basgo, Leh, Ladakh. His economically weak parents left him with a relative, 6 years ago. They now live in Nepal.

Dilip was going through immense academic and emotional challenges. He had scored 0 in pre-assessment. He was particularly weak in Hindi and English and couldn't understand the concepts of '*matras*'. His pronunciation and reading skills were weak. He couldn't even frame simple words in English or Hindi. A hesitant boy, Dilip shy away from telling other his name.

The absence of his parents and the resultant emotional gap pushed him away from the academics. Dilip was enrolled into **Literacy India's** Gyantantra programme. Under the programme's academic guidance and counselling sessions, he has transformed into a confident and smart boy. He now finds Hindi, English and Mathematics easy. The programme's 'Virtual Teacher' has helped him with pronunciations. He is now less hesitant and enjoys learning. He has scored 45 per cent marks in the post-assessment test. A disciplined student, Dilip is now performing well and attends school regularly. Regular counselling sessions conducted by the HM of Basgo and the programme's facilitator has motivated him to a great extent. He is now inclined to continue his studies and aspires to become a doctor when he grows up.

Sitali: A determined woman

Sitali, a tribal woman, lives in the remote village of Lalpur in the Raghunathpur block of Purulia district. She has studied till the 9th standard. Owing to her family's weak financial background, her father married her off at an early age.

Sitali's difficulties increased post marriage. Her alcoholic husband used to beat her and abuse regularly. When the circumstances became unbearable, she left her husband and returned to her father's house. With two children to raise and no source of income, Sitali



continued to struggle. She came across **Literacy India's** Raghunathpur centre, where she was advised to take up a course in embroidery. Although she has no specific talent, her dedication to learn and hard-working nature helped her successfully complete the course. After the six-month training course, she started working as an Indha artisan with a monthly income of Rs. 2500. She is now able to support her father in funding her children's education. Sitali aspires to earn more and get a better life for her children and herself.

Animesh: Remarkable progress



Ten-year-old Animesh lives in Ghagri Village, Chandankiyari block, Bokaro, Jharkhand. His father runs a small general shop and his elder brother studies in the 10th standard. Animesh is in 4th standard at Baba Ram Das Sishu Mandir, Khedadih. Due to lack of guidance, Animesh could not perform basic mathematical calculations such as division, subtraction or multiplication. His knowledge in English grammar was also poor. Despite his willingness to learn, Animesh was disheartened about his academic future.

He was enrolled in **Literacy India's** Gyantantra Digital Dost programme which was running at his school. A pre-assessment score

of 44 out of 100 reflected his academic abilities. Under the guidance of Gyantantra teachers and with the aid of GDD, Animesh began to grasp English grammar and mathematical calculations. The six-month programme helped him gain confidence and improved his academic performance. In the post-assessment tests, his scores ranged from 65 to 81 percent. Animesh's progress has drawn the attention of his teachers. With a promise to work harder, Animesh is now ready to be admitted into the upcoming session. His parents and teachers are proud of his progress and change of attitude.

Chanmoni: Taking charge of her life

Chanmoni lives with her three children in Srwandih, Bokaro, Jharkhand. Her elder son, Rahul is 12 years old and studies in 9th standard at Baghmundi High School. Her 10-year-old daughter Priyanka studies in 5th standard at Vidyapeeth School, Tamna. Her youngest son, 6-year-old Subhojit studies in 1st standard at Vivekananda School, Baghmundi. A widow now, Chanmoni left her alcoholic husband after ten years of marriage. Her husband died in September 2013. Six months ago, Chanmoni joined **Literacy India's** Karigari programme at Pratappur centre. Despite her village being 6 kilometre away from the centre, she has regularly attended classes. Her brother is bearing her children's educational expenditure which amounts to about Rs. 2000



At **Literacy India**, she completed the basic tailoring course and now works from home. She is efficient in stitching nighties, petticoats, blouses, and frocks. She sources orders from her community. Moreover, she is in contact with local hawkers for work orders. In all, she manages to earn Rs. 150-Rs. 200 per day.

Chanmoni has now enrolled in advanced stitching classes. She is working hard to fulfill the basic needs of her family and provide her children with higher education. She wants to continue working and aspires to be an entrepreneur someday.

Subhasree: Excelling with a little help

Ten-year-old Subhasree studies in the 4th standard at Khatanga Primary School. Lack of guidance and a discouraging environment at home affected her academic performance. Despite her strong learning abilities, Subhasree couldn't do well in school. She couldn't perform the simplest of mathematical calculations and her English sentence making abilities were also very weak. She was enrolled in **Literacy India's** Gyantantra Digital Dost programme at Khatanga Centre. Her pre-assessment scores were very low. With the guidance of **Literacy India** teachers, Subhasree gradually started improving.



After undergoing the six-month training, she can now easily perform mathematical calculations and her command over English grammar improved drastically. Her performance raised from 40 percent in the pre-assessment tests to 86 percent in the post assessment and now she is a much better student. With a promise to keep performing better, Subhasree has adopted a new way of thinking.

Achinta: A born artist



Achinta lives with his family in the small village of Pathardi in Bagmundi, Purulia district. He is currently studying in BA, Part-1. His father is a farmer and earns Rs. 3000- Rs. 4000 per month. His mother is a housewife, while his brother is unemployed. Since childhood, Achinta wanted to do something different in his life but his weak financial background acted as a major barrier in the fulfilment of his dreams.

In January 2018, Achinta joined a course on computer applications at **Literacy India** to develop technical skills. However, destiny had a different path set for him. At the centre, he came across painting classes and the work of different artisans influenced him immensely. Soon, he enrolled in the painting classes. A passionate and hard-working boy, Achinta gradually became efficient in different kinds of paintings.

Now, he can draw designs on various objects and has developed professional expertise. He is working as an Indha artisan and designs kettles, coasters, photo frames, etc. While every kettle fetches him Rs. 80, each coaster fetches him Rs. 20. He also earns through wall-paintings in his locality. Achinta aspires to become an excellent artist one day.

Skills Designing future Now Toashid is Mobile Technician at Samsung Care in Gurgaon.



Class 10th Passed out Toashid is now a Mobile Technician at Samsung Care in Gurgaon. He was a student of Literacy India Vidyapeeth and has learnt mobile repairing while studying in the school. After he passed class 10th he decided to earn from his skill and started working at local shop near his residence. He also started looking for job opportunity in service center where he could learn more advance trouble shooting techniques and repairing latest handsets. Finally, his quest for job gets over when he got an interview call from Samsung Care and after his technical round he got his first job in Samsung Care in sector 14 Gurgaon. He is currently earning Rs.16000/- per month and he is continuing his 12th class studies from NIOS. **Also, he has been promoted as a 'Team Leader.'**

Chapter 10

Key Well-wishers, Volunteers & Friends

To Quote - CSR & The Companies Act 2013

India always strives for peace, justice & giving back to the society, is well known to the world and it is in our DNA. But from last few decades we are struggling for equitable, inclusive and sustainable growth.

India is a country of many contradictions at one hand, it has grown to be one of the largest economies in the world and an important player of the global economy and on the other hand we are with the largest number of people living in absolute poverty and undernourished children. This is due to uneven distribution of the benefits of growth which is the root cause of social unrest.

With increasing awareness of this gap between the haves and the have-nots many companies are more proactive sensing the need of the time and societal expectations but a large number of companies need to be pushed to respond the situations.

The inclusion of the CSR mandate under the Companies Act, 2013 is an attempt to supplement the government's efforts of equitably delivering the benefits of growth and to engage the Corporate World with the country's development agenda.

This combination of regulatory as well as societal pressure has meant that companies have to pursue their CSR activities more professionally.

The Global understanding of CSR

- The CSR approach is holistic and integrated with the core business strategy for addressing social and environmental impacts of businesses.
- CSR needs to address the well-being of all stakeholders and not just the company's shareholders.
- Philanthropic activities are only a part of CSR, which otherwise constitutes a much larger set of activities entailing strategic business benefits.

Note :- The year had some of the great activities by the employees of KGS engaging in academics and educational activities. Some of them have also been mentoring students to do better. Great impact had been for day's activity in painting the classroom, upkeeping the playground and specially campaigning for clean environment and tree plantation. We owe Nasper for making our Vidyapeeth building breathing oxygen by planting right kind of plants in the premises.

HIGHLIGHTS OF VOLUNTEERING





WE THANK OUR DONORS WHO CHAMPIONED THE
PROJECT THIS 2018-19

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CRM Ssrices Pvt. Ltd (TP)	Dessicant Rotors International Pvt. Ltd
Charities Aid Foundation	Dell International Services India Pvt. Ltd
Danamajo Online Pvt. Ltd	Honda Motorcycle and Scooter India Pvt. Ltd
Fluor Daniel India Pvt. Ltd.	Shriram Pistons & Rings Ltd
Give Foundation	SSMI Fine Arts and Crafts
Gyan Jyoti Public Charitable Trust	Your cause
Kpmg	Aricent Technologies and Holdings Ltd
Midland Credit Mgmt India Pvt. Ltd (Encore)	BRY-Air Asia Pvt. Ltd
Ma Knowledge Services Pvt. Ltd	Cepco Industries Pvt. Ltd
MIH Internet India Pvt. Ltd	DRG Analytics & Insights Pvt. Ltd
Nagarro Software Pvt. Ltd	Dynamic Beneficial Accord Marketing P. Ltd
Nextgen Project Management Systems	Gau Seva Trust
Oxford University Press India	Group M Media India Pvt. Ltd
OLX India Pvt. Ltd	Global Analytics India Pvt. Ltd
Prometric Test Services Pvt. Ltd	Mr. Prabhat Aggarwal
Payu Payments Pvt. Ltd	Oxford University Press India
Rajrattan Global Wire Ltd	United Way Delhi
Renew Power Ventures Pvt. Ltd	Xoriant Solutions Pvt. Ltd
Sbi Card and Payment Services Pvt. Ltd	Sahepedia
Sir Sohba Singh Public Charitable Trust	Mr. Vikas Bagga
The Raswant Family Charitable Trust	Mr. Akhil Bansal
Nav Bharat Smarak Smarak Nidhi	Anish Memorial Foundation
Capt. Indrani Singh	Clifford Chance Business Services Pvt. Ltd.
Mr. Virender Rana	Midland Credit Mgmt India Pvt. Ltd (Encore)
Dana Mojoon line Pvt. Ltd	RBS Services India Pvt. Ltd
Sits for women	Sh. Kirat Singh Grewal
Wadhwa Foundation	Mr. A. Nithyanand
Teleperformance	Mr. Anuj Gupta
KPMG global Services Pvt. Ltd	Mr. Deep kalra
KPMG Resource Center Pvt. Ltd	Ms. Sharmial Bose
Verifone India Sales Pvt. Ltd	Midland Credit Management India Pvt. Ltd (Encore capital group)
Ms. Annette	

Dell International Services India Pvt. Ltd
Convergys India Services Pvt. Ltd
Mastercard India
Dz Card India Pvt. Ltd
Social Venture Partner Philanthropy Foundation
Tupperware India Pvt. Ltd
Mrs. Alka kumar
Global Giving
Lavente Foundation
Schoendors Rodrigus
Konning App Reizen
Marc Van Heynigen
Charities Aid Foundation India Oracle
Global Analytics India Pvt. Ltd
Midland Credit Management India Pvt. Ltd (Encore capital group)
Oxford University Press India
United Way Delhi
Dessicant Rotors International Pvt. Ltd
Payu Payments Pvt. Ltd
Fluor Daniel India Pvt. Ltd.
Clifford Chance Business Services Pvt. Ltd.

Chapter 12

Our Team

Col.Hemant Jain, Sohit Yadav, Sangha Mitra, Satya Prakash, Sunil Kr. Sing, Aldred Gomes, 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, Dr. 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, Hari Prakash, Naveen Kumar Singh, Mahinder, Surendra Singh, Shankar Mehta, Shitij, Prabirkumar Banrjee, Vikash Goel, Pradeep Janghu, Idrish, Mohmad, Kavita, Kalpna Barnwal, Raj Bala, Rekha, Arup Mahto, Sudha, Rajbala Verma, Sunil, Parvesh, Gyan Chand, Amrita Singh, Poonam, Nirupama Ranjan, Sandeep Kumar Gaur, Sonu, Babita Jangid, Rajesh Kumar, Shakti Singh, Dharamchand, Rinchen Dolma, Rajaram, Idrish mohaamad, Trina, Manikrishna, Shweta, Simple Jamwal, Svetabja, Arkendu.



Literacy India, an institution located in Delhi-NCR, has been offering a chance to school dropouts to redeem the lack of academic know-how and skills. In a slow but steady pace, it has come a long way in helping country's sidelined students to complete their education by enhancing their learning ability.



LITERACY INDIA

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

BALANCE SHEET AS AT 31st, MARCH, 2019			
	SCHEDULE	Amount (Rs) F.Y. 2018-19	Amount (Rs) F.Y. 2017-18
SOURCES OF FUNDS			
I. FUND BALANCES:			
a. Fund Balance	[01]	426,03,028	449,42,468
b. Asset Fund	[02]	282,24,031	277,34,847
		708,27,059	726,77,315
II. LOAN FUNDS:			
a. Secured Loans		-	-
b. Unsecured Loans		-	-
		-	-
TOTAL Rs.	[I + II]	708,27,059	726,77,315
APPLICATION OF FUNDS			
I. FIXED ASSETS			
Opening Balance (W.D.V)	[03]	277,34,847	275,85,657
Add: Addition During the Year		42,20,249	34,57,234
Less: Depreciation		37,31,065	33,08,044
Net Block		282,24,031	277,34,847
II. INVESTMENTS			
		153,19,655	187,44,049
III. CURRENT ASSETS, LOANS & ADVANCES:			
a. Loans & Advances	[04]	11,08,393	9,89,037
b. Other Current assets	[05]	49,53,179	33,35,075
c. Cash & Bank Balance	[06]	220,55,139	254,59,452
	A	281,16,712	297,83,564
Less: CURRENT LIABILITIES & PROVISIONS:			
a. Other Current Liabilities	[07]	8,33,338	11,37,795
b. Unspent Grant Balance		-	24,47,349
	B	8,33,338	35,85,144
NET CURRENT ASSETS	[A - B]	272,83,373	261,98,419
TOTAL Rs.	[I+II+III]	708,27,059	726,77,315

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 : 27/09/2019



Subhajit Sahoo
(Trustee)

LITERACY INDIA



Subhajit Sahoo
(Trustee)

LITERACY INDIA

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

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31/03/2019			
	SCHEDULE	Amount (Rs) F.Y. 2018-19	Amount (Rs) F.Y. 2017-18
I. INCOME			
Grants		446,83,513	627,04,071
Donations		370,69,473	216,91,123
Other Income	[08]	53,08,904	45,44,278
Interest Income	[09]	20,39,011	19,82,054
TOTAL Rs.		891,00,902	909,21,526
II. EXPENDITURE			
Program Expenditure	[10]		
Pathshala Program		100,32,068	92,24,037
Vidyapeeth Program		219,94,585	169,42,593
Gurukul Program		108,67,512	27,43,981
Karigari Program		180,21,481	169,26,348
Shiksharth Program		5,55,878	8,57,041
Health Post Program		4,33,754	3,69,551
Indha Program		87,36,303	76,44,724
Digital Education Program		207,98,761	182,45,925
Depreciation	[03]	37,31,065	33,08,044
Less: Depreciation transferred to Asset Fund	[03]	37,31,065	33,08,044
TOTAL Rs.		914,40,342	729,54,200
III. EXCESS OF INCOME OVER EXPENDITURE	[I - II]	(23,39,440)	179,67,326
IV. EXCESS OF INCOME OVER EXPENDITURE TRANSFERRED TO GENERAL FUND		(23,39,440)	179,67,326

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

LITERACY INDIA

CA Subhajit Sahoo, FCA, LL.B.
(Partner)
MM No - 057426



(Signature)
(Trustee)



(Signature)
(Trustee)

Place : New Delhi
Date : 27/09/2019

LITERACY INDIA

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

RECEIPTS & PAYMENT ACCOUNT FOR THE YEAR ENDED 31/03/2019			
		Amount(Rs.)	Amount(Rs.)
		F.Y. 2018-19	F.Y. 2017-18
SCHEDULE			
RECEIPTS			
Opening Balance		442,03,500	409,22,863
Grants		422,36,164	504,09,772
Donation		370,69,473	216,91,123
Other Receipts [11]		25,89,520	34,04,600
Interest Income [12]		20,39,011	19,82,054
TOTAL Rs.		1281,37,668	1184,10,412
PAYMENTS			
Program Expenditure			
Pathshala Program		100,32,068	92,24,037
Vidyapeeth Program		219,94,585	169,42,593
Gurukul Program		108,67,512	27,43,981
Karigari Program		180,21,481	169,26,348
Shiksharth Program		5,55,878	8,57,041
Health Post Program		4,33,754	3,69,551
Indha Program		87,36,303	76,44,724
Digital Education Program		207,98,761	182,45,925
Changes in Advances/ Liability		(6,77,468)	12,52,711
Closing Balance		373,74,794	442,03,500
TOTAL Rs.		1281,37,668	1184,10,412

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

LITERACY INDIA

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



(Signature)
(Trustee)



(Signature)
(Trustee)

Place : New Delhi
Date : 27/09/2019



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 Founda4on, India & Give India , Give2Asia, Benivity & 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.

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.

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 Oinalization of balance sheet and statement of affairs. This is also done to comply with standard statutory norms.

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

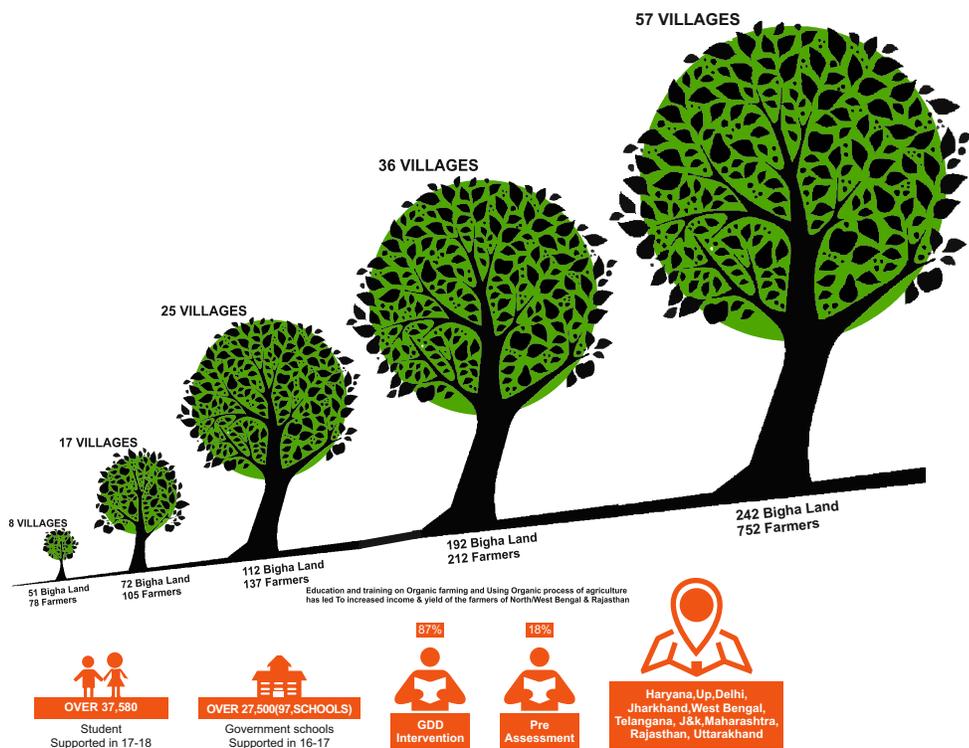
Our people are our assets and LI's family members. LI believes in a democratic and participatory work culture.

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.

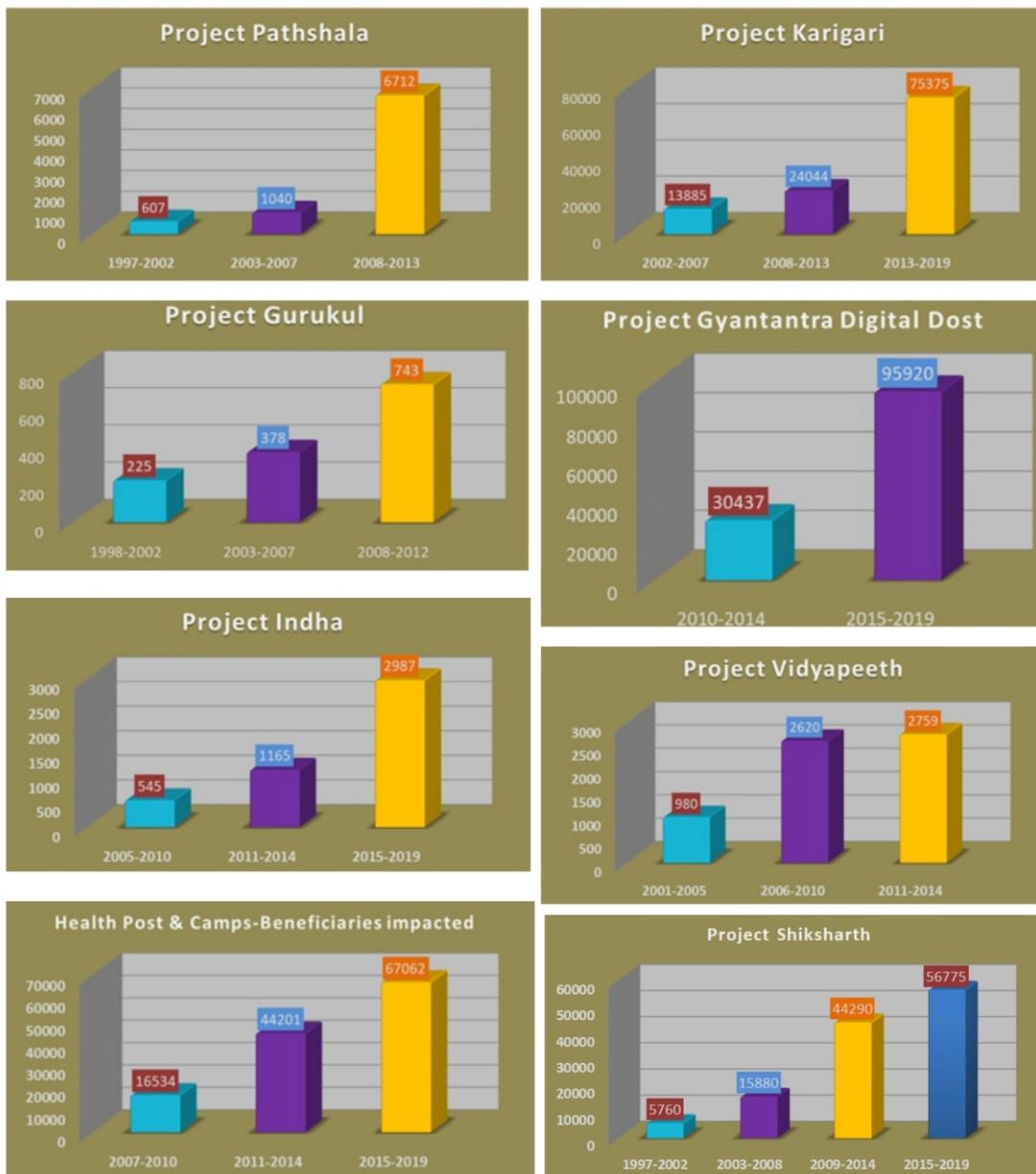
Slab of Salaries & Honorarium	Male (No.)	Female (No.)	Total (No.)
Less than 5,000	20	55	75
5,000-10,000	29	127	156
10,000-25,000	47	42	89
25,000-50,000	5	1	6
50,000-1,00,000	111	226	337
TOTAL	Less than 5,000		



PROJECTS	PROJECTS GEOGRAPHIC LOCATION	MAJOR CITIES/DISTRICTS	IMPACTED BENEFICIARIES
VIDYAPEETH	HARYANA	DELHI NCR, GURGAON	1133
HEALTH PROJECT	HARYANA, WEST BENGAL	DELHI NCR, WEST BENGAL	11250
PATHSHALA PROJECT	HARYANA, DELHI, WEST BEGNAI	GURGAON, SOUTH DELHI, PURULIA, KOLKATA	2070
KARIGARI PROJECT	HARYANA, DELHI, WEST BEGNAI, RAJASTHAN, UTTAR PRADESH, MAHARASHTRA, TELANGANA AND JHARKHAND	GURGOAN, DELHINCR, KOLKATA, KALIMPONG, PURULIA, VARANASI, NALGONDA BOKARO, JHALAWAR & PUNE	12740
INDHA PROJECT	HARYANA, DELHI, WEST BEGNAI, RAJASTHAN, UTTAR PRADESH AND JHARKHAND	GURGOAN, DELHI, KOLKATA, PURULIA, JHALAWAR, VARANASI, & BOKARO	652
GURUKUL PROJECT	HARYANA, DELHI, WEST BEGNAI, RAJASHTHAN AND KARNATAKA	GURGAON, SOUTH DELHI, WEST BENGAL, KARNATAKA & ALWAR	459
SHIKSHARTH PROJECT	HARYANA, DELHI & WEST BEGNAI	GURGAON, SOUTH DELHI, PURULIA, KOLKATA	12794
GYANTANTRA DIGITAL DOST	HARYANA, DELHI, WEST BEGNAI, RAJASTHAN, UTTAR PRADESH, TELANGANA, JHARKHAND, CHATISHGARH, UTTARAKHAND LADDHAKH AND MAHARASHTRA	GURGOAN, DELHI NCR, NOIDA, KOLKATA, DARJEELING KALIMPONG, PURULIA, JHALAWAR, ALWAR BHIWADI, NALGONDA, RAIPUR, UTTAKASHI & BOKARO, PUNE LADDHAKH	24340
ANNUAL IMPACTED BENEFICIARIES			65438

Achievements of 2018-19

OVERVIEW OF LITERACY INDIA 'S REACH OUT. PROFILE



1 NO POVERTY



4 QUALITY EDUCATION



5 GENDER EQUALITY



8 DECENT WORK AND ECONOMIC GROWTH



10 REDUCED INEQUALITIES



13 CLIMATE ACTION

