



2020-21 IN NUMBERS



GEOGRAPHICAL SPREAD

Number of states with Pratham activities	22 states and UTs
Number of govt partnership states: <i>(where SMS/ WhatsApp shared by Govt or Digital content was shared via Broadcast Media or Digital repositories)</i>	14 states and UTs
Number of communities with direct outreach	19,528 across rural and urban areas

ENGAGEMENT WITH STAKEHOLDERS

Digital content reach (online)	823,565 subscribers
Number of parents (especially mothers) involved with children's learning activities	498,114
Number of volunteers supporting children	22,797



PROGRAM REACH

Number of children reached through direct activities	1,186,142
Number of youth enrolled in vocational and non-vocational courses	50,345
Number of learners enrolled for Second Chance	4,815

PROGRAM OUTREACH

Number of teachers trained through Learning with Vodafone online training	48,645
Number of people reached through PCVC COVID-19 awareness activities	116,370
Number of families supported with relief efforts through PCVC	55,182





Rukmini Banerji
CEO, Pratham Education Foundation

MESSAGE FROM CEO

At a personal and at a professional level, 2020 will remain a landmark year for us all. The unexpected and complete halt to all activities caught everyone by surprise. Worry, tension and fear about life and livelihoods permeated every aspect of our daily life. It was no different in Pratham. Our normal life of dealing every day with children and classrooms, schools and communities came to a sudden standstill. But very quickly, our teams in villages and cities bounced back and began to reach out to the communities that they worked in. Organically and fast, links were re-established with children and their families. Since Pratham's prior work extended beyond schools and skilling centres to communities, past relationships helped immensely in re-building networks, albeit from remote. Equally quickly, Pratham teams began to re-engage, train and learn in the new context. We had to also accelerate the process of equipping ourselves with skills to be able to operate from a distance and yet be effective.

The biggest challenge for the entire organization was how to navigate the uncertain times. I have always thought I was lucky to be with Pratham. But in 2020, along with many others, I realized what an incredible team this is. In a quiet and organized fashion, people banded together to help each other through tough times and collectively took pragmatic but courageous financial and programmatic decisions. Our supporters both in India and abroad were staunchly by our side; the Pratham Education Foundation Board in India, and the Pratham USA board invested time to understand challenges facing us, played a steadying role and found timely solutions to keep team motivation and energy high. I am truly grateful for each and every person in the Pratham family for everything that they did during these tough times. Having staunchly weathered the first lockdown and the first year of the pandemic, I feel confident that we are stronger and wiser to face future challenges.

None of this would have been possible without the trust and faith of our supporters and partners. Our gratitude for travelling these extra arduous miles with us.

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NOTE TO THE READER

The year 2020–21 was a year of unexpected and unfathomable changes. As the pandemic swept the world and our lives and work ground to a halt, we had to think in an agile and innovative manner to reinvent our interventions, plans and strategies.

The Annual Report 2020–21 is reflective of this vastly different year. Our work changed and evolved as the ground situation changed and evolved with the spread of COVID-19. This report is a more detailed overview of our activities in this period as compared to previous annual reports. For ease of reading, we have divided it into phases to reflect how we faced and dealt with new challenges as they arose.

We hope you enjoy reading it.

A photograph of two children, a girl on the left and a boy on the right, sitting at a wooden table outdoors. They are both focused on drawing on white paper. The girl is using a pink crayon to draw a large, rounded shape. The boy is using a yellow crayon to draw a similar shape. In the background, there is a dirt area with a bicycle and some laundry hanging on a line. The text 'REACHING COMMUNITIES AND CHILDREN' is overlaid in white, bold, sans-serif font in the center of the image. A thick yellow brushstroke underline is positioned below the text.

**REACHING
COMMUNITIES AND CHILDREN**

PHASE 1: THE PANDEMIC BRINGS EDUCATION TO A HALT (MARCH - JULY 2020)

With the COVID-19 pandemic sweeping across India, March 2020 saw schools shut as a nation of over a billion people went into lockdown. It was clear that the disruption caused by the pandemic was going to impact learning adversely.



The movement of Pratham field teams to their communities and villages came to halt. Children were at home with limited access to educational content and organized learning activities. As education went digital, issues like access to resources, smartphones, availability of internet connections in remote areas also became problem areas that needed to be addressed. Pratham's answer to the need of the hour was to establish contact by reaching out to every community and every neighbourhood.

There were two major pre-existing pillars of our work that helped Pratham move forward during the lockdown to connect with children, families and communities:

SOCIAL STRUCTURE

Children's groups and mothers' groups became spaces and means for engaging in learning in the community. In most Pratham communities, as part of the usual pre-COVID programs, a social structure/network to support children's learning was already in place. These took the form of children's community or neighbourhood groups and mothers' groups (in the case of younger children) during the lockdown.



DIGITAL CONTENT

Digital content on a variety of topics in 11 Indian languages was already available in Pratham's existing repository. These resources were packaged as **WhatsApp** messages to send out into the communities. **SMS** content was also developed to ensure all children are reached.



Pratham's Outreach Program



STEP

1

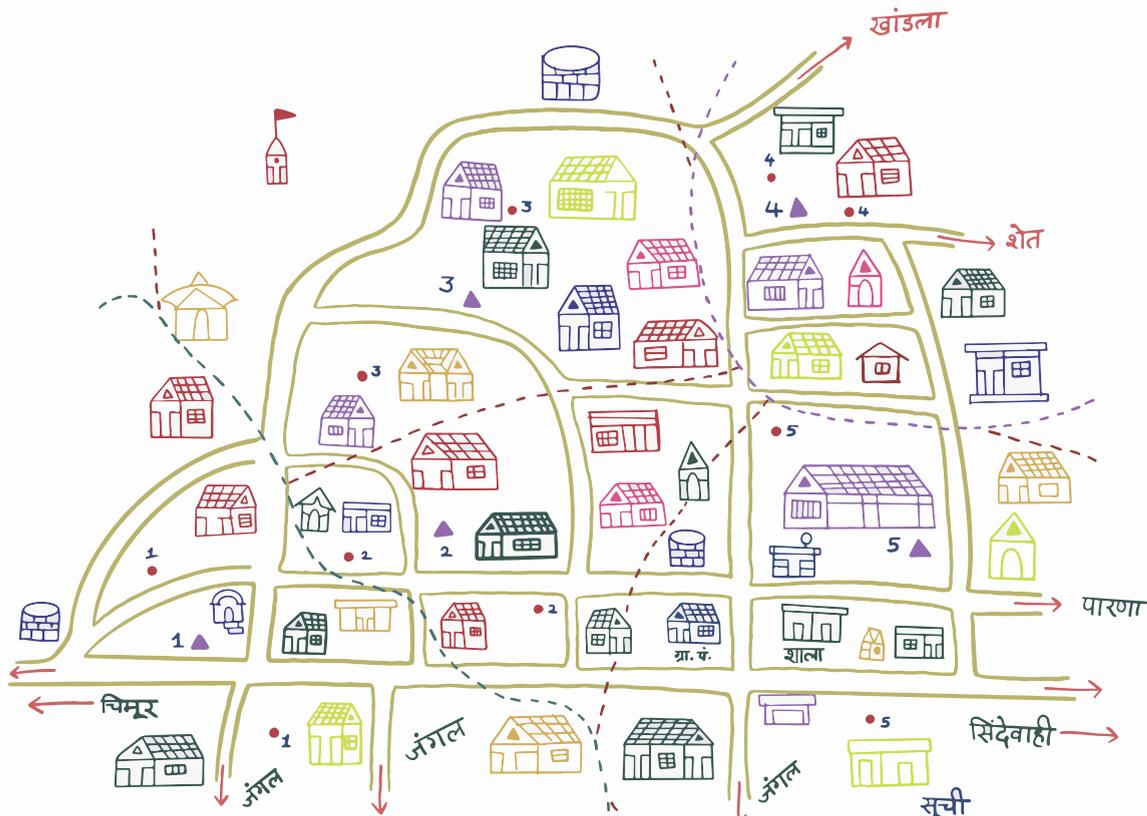
Pratham field teams remotely contacted volunteers and parents to create a volunteer network in every village. The aim was to reach at least one contact in every community, neighbourhood or hamlet in the village. As we connected with more people, we began collecting data to understand and gauge factors like internet availability, smartphone access and the possible reach.

STEP

2

The next step was to make these connections even deeper by trying to reach every child. Pratham began sharing curated content via WhatsApp. As it became apparent that access to smartphones and the internet was limited to less than half the community members, we created SMS content to reach parents who owned basic phones. These were based on weekly themes for either Reading or Math and new content was shared with children every day.

5 16:03



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 एकूण घरसंख्या - ३४५
 एकूण स्वयंसेवक - १०
 वर्ग १ ते ८ एकूण पटसंख्या - १५९
 एकूण वार्ड -

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 पिपडर्डी :-

- 1▲- हॅम्लेट क्रमांक
- 3- हॅम्लेट स्वयंसेवक

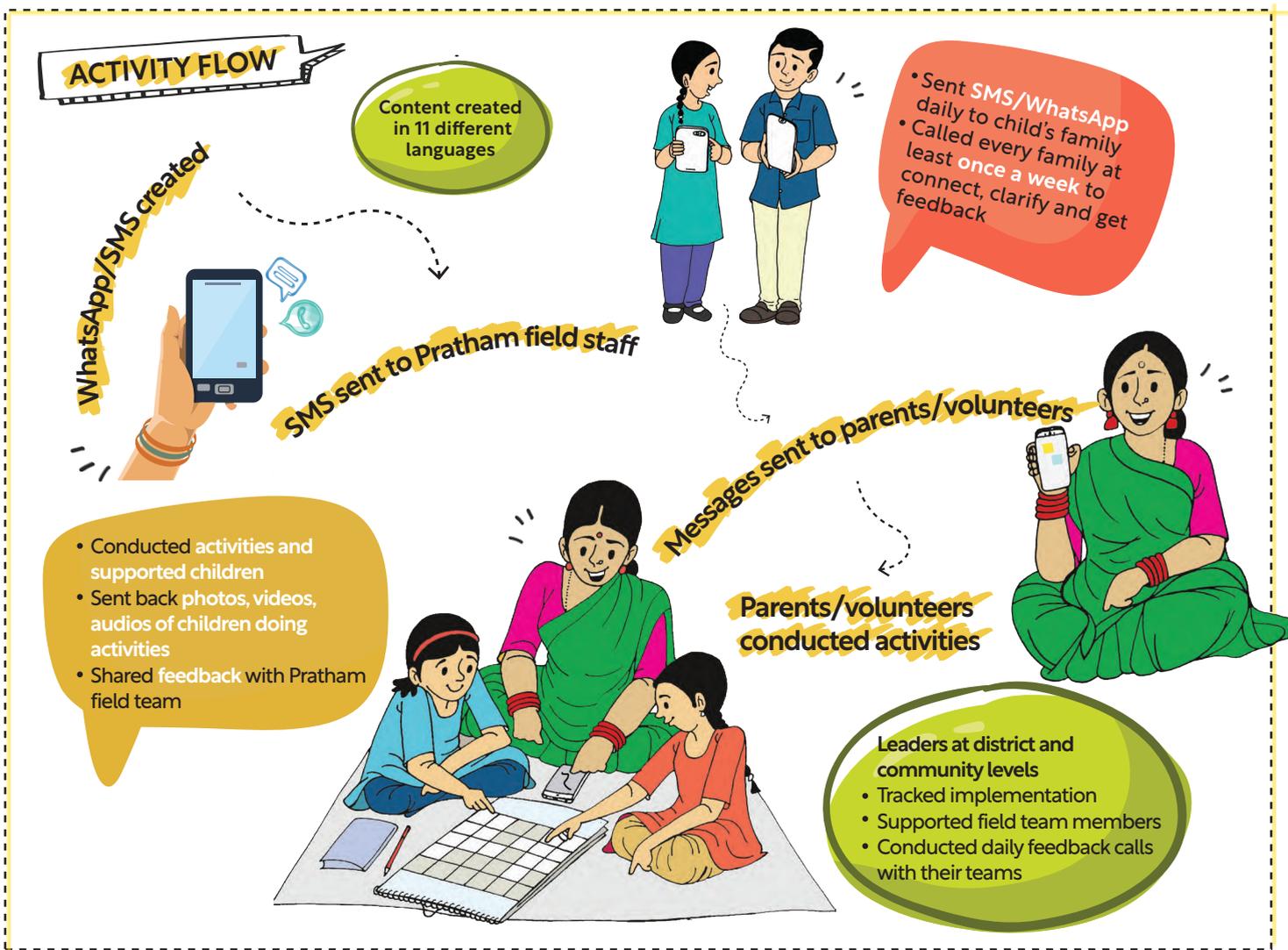
▲- जि. प. उच्च प्राथ. शाळा

▲- ग्राम पंचायत कार्यालय

▲- बस स्टॅंड

MAPPING CONTACT VILLAGES

To initiate this activity, Pratham's field team members began referring to maps drawn earlier for villages or drew new maps from memory. The purpose behind this was to maximize our reach in every hamlet of the village and effectively track the reach over time. Villages were categorized based on reach and smartphone availability (low, average and high).



Information collected

- No. of volunteers with smartphones and regular phones
- Status of at least 1 active volunteer
- No. of volunteers with whom:
 - SMSes were shared
 - WhatsApp messages were shared
- No. of volunteers who confirmed the receipt of message
- No. of volunteers given feedback calls
- No. of volunteers who responded positively to WhatsApp and SMS

The data was collected on Android apps by Pratham field team members. District/Block leaders tracked progress and conducted feedback calls using the in-app reports



Home Activities

KARONA, THODI MASTI, THODI PADHAI

Pratham developed a remote learning initiative called **Karona, Thodi Masti, Thodi Padhai**.

The initiative began with Pratham sending out messages on social distancing and COVID-safety protocols. These transitioned to activity-based learning content, in a variety of Indian languages. Math, science, art and crafts - the activities sent out by Pratham covered a variety of topics.



THODI MASTI

Art | Music
Theatre

THODI PADHAI

Language | Math
English | Science





OBJECTIVE

The “Karona, Thoda Masti, Thodi Padhai” campaign was started in April 2020 with the aim to enable parents, volunteers and children to participate in engaging learning activities at home.



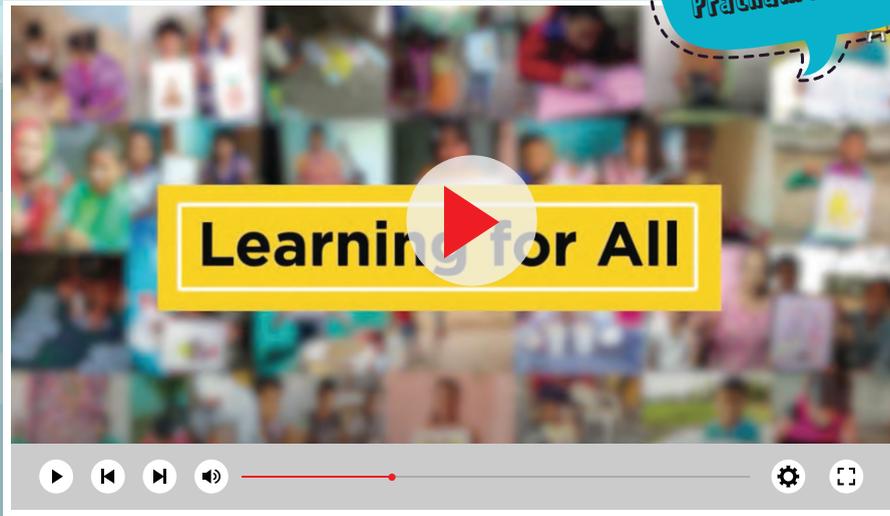
EARLY YEARS (Ages 3-6)

Content shared with mothers
Goal: Providing simple, hands-on activities to engage mothers and children
Messages had tasks, stories, riddles, rhymes, projects and ideas

GRADE 1-8

Content shared with community members (parents, siblings, volunteers) for children 6 and above

A glimpse into Pratham KTMTF

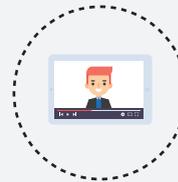


TOOLKIT FOR KTMTF



Social Structure

Equipping parents, volunteers and children to facilitate learning in their homes



Content for All

Children want to learn, play and have fun. Keeping this in mind content was curated across languages and mediums to reach children directly.



Channels of Communication

Supporting communication across all available mediums of phone call, IVR, SMS and WhatsApp and Digital Platforms



Partnership

Working with governments and other non-profits to adapt to the changing times and reach the last mile learner

EXAMPLES OF SMS/WHATSAPP

नवम्बर 2020 का कैलेंडर देखें। किसी भी सप्ताह के रविवार से शनिवार की सभी तारीख को जोड़ें। जवाब को 7 से भाग दें। आपका जवाब यानी बुधवार की तारीख होगी। कारण पता करें।

Look at the calendar for November 2020. Pick any week. Now, add the dates from Sunday to Saturday. Divide your answer by 7. Your answer will be the same as the date on Wednesday. Find out the reason.



आज घर में करेला पका है। रोहन को करेला पसंद नहीं है। आप रोहन को समझा सकते हैं? करेला खाने से क्या-क्या फायदे होते हैं? सोचिए और लिखिए।

Bitter gourd (Karela) is cooked at home today. Rohan doesn't like Karela. Can you explain to him, the benefits of eating bitter gourd? Think, and write.



Vasudha
Last seen today at 10:30 am



"Karona Thodi Masti, Thodi Padhai"

Wall Hanging:
Festive season is here. Ganesh Chaturthi is nearing. Whether you celebrate this festival or not, you can decorate your house with beautiful wall hangings.
Watch this video to learn - <https://youtu.be/Bp0BIFUG-glo>

Stay home and stay safe. Download PraDigi App for more masti and padhai <https://bit.ly/2xZZKf1>



Vasudha
Last seen today at 10:30 am



"Karona Thodi Masti, Thodi Padhai"

Newspaper Bag:
Plastic bags are harmful for the environment. But can we find a solution to this problem with the help of art?

Watch this video and make bags from old newspapers. Share a picture of your bag with us. <https://youtu.be/aest2gsx-F0w>

Stay home and stay safe. Download PraDigi App for more masti and padhai <https://bit.ly/2xZZKf1>
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Village Level Activities

Objective: Engaging the entire Village through Fun Learning Activities

“Shale Baherchi Shala” (School out of school) Radio Program

- Launched in May 2020 in partnership with the Maharashtra Government
- Covered discussions on learning activities that could be done at home, interviews with school teachers, parents, Anganwadi workers and children to understand their experiences during the pandemic
- To establish a robust engagement mechanism, parents received messages with learning activities a day before the broadcast
- During the broadcast, the host would spend some time discussing the learning activity
- Anchors also discussed Karona Thodi Masti Thodi Padhai activities, to help parents and children engage with the content better
- Hosted on: radio, Pratham mobile app, YouTube and via loudspeaker in villages where people neither owned radios nor possessed smartphones



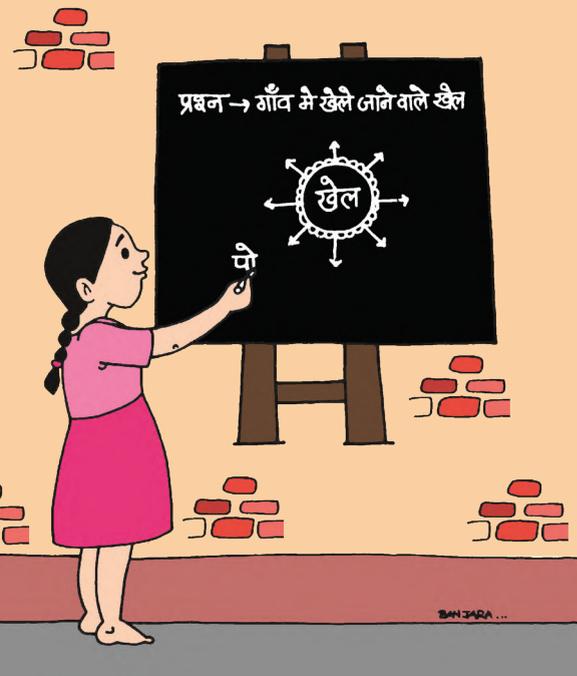
Shale Baherchi Shala



“Thodi Si Masti, Thodi Padhai” Radio Program

- Collaboration with Uttar Pradesh Government (June-September 2020)
- Daily episodes targeted at children in Grades 1-2 & 3-5
- People shared knowledge with children via stories, poems, games, and songs





Blackboard Activity

In areas where network coverage was not strong or Pratham's reach was limited, Blackboard activities were conducted.

- Make-shift blackboards were set up in the community, either by using actual blackboards or by painting the wall in the community area black.
- Volunteers wrote learning activities for language and math on the blackboard and children would note down the activities and complete them at home.

Loudspeaker activities

As part of community activities, locally available loudspeakers were used as a medium to not only share learning activities but also spread awareness about COVID-19.



Loudspeakers in temples, mosques, community centres etc. were used for this. Where these were not available, large speakers were set up in mohallas for the broadcast.



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PHASE 2: PRATHAM GETS READY FOR A CHANGED WORLD (AUGUST - OCTOBER 2020)

Pratham's reach of volunteers and parents through SMS and WhatsApp grew over time. By mid-June, we had reached more than 11,000 communities through Staying in Touch activities. More than 150,000 contacts had been established to reach children and families via SMS and WhatsApp.

Pratham teams continued to expand reach, first via connecting to every community, then to every hamlet/neighbourhood in the community and finally trying to reach every child in the neighbourhood.





Hamlet Level Activities

Facilitating Learning through Volunteer-Led Classes, Mothers' Group Meetings and Children's Group Activities

A Volunteer Identification exercise was carried out in order to ensure that Hamlet-Level Activities could be carried out in all hamlets

Information was collected about who the volunteers were, whether every hamlet in the village had a volunteer who could conduct Hamlet-Level Activities

Volunteers disseminated home activities and also supported parents and children with remote learning

Volunteers conducted activities like Volunteer-Led Classes and Children's Group Activities or they played a role in supporting other activities like Mothers' Group Meetings





Volunteer-Led Classes

Trained volunteers conducted mini learning camps or classes with children in Grades 1-8 (especially with those children who could not read). The goal was to engage children in class format through different CAMaL (Combined Activities for Maximized Learning) activities while working towards improving their learning outcomes.



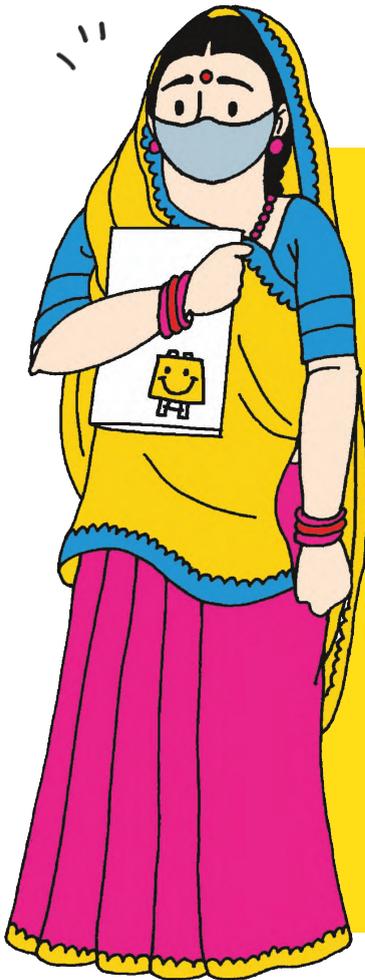
APPROACH

- Volunteers were trained via Zoom on how to conduct classes and on language and math activities. They were also trained on the ASER testing tool to help track the children's progress
- Volunteers assessed children at Baseline (before the start of the class) and at Endline (at the end of all instructional days). Children were assessed using the ASER Language and Maths tool
- Volunteers shared the data they collected with Pratham team members. Pratham team members would collate the information and enter the testing data for each cohort from each class conducted in the community
- Across most states, these classes were conducted for 24-30 days. Volunteers spent 1-2 hours on each subject



Mothers' Group Meetings

Community-based Mothers' Groups were formed from October 2020 onwards. The goal was to engage with mothers and help them play a bigger role in furthering children's learning outcomes.



APPROACH

- Groups of 3-5 mothers were formed in villages/communities
- Mothers' Groups met once a week. In these meetings, Pratham team members or volunteers held discussions on learning needs of children, and mothers' role in furthering children's learning gains
- Pratham team members/volunteers also oriented mothers with simple activities which could be conducted with their children using household objects of daily use
- Mothers' Groups were also encouraged to meet independently 1-2 times during the week
- The group leaders ensured that the meetings occurred frequently and mothers were completing the activities provided to them

Children's Group Activities

Community-based Children's Groups were formed from October 2020 onwards.

The goal was to facilitate learning activities among small groups of children with the support of Pratham.



APPROACH

- Groups of 4-6 children were formed in the village/community
- Children worked on materials while sitting in groups
- Volunteers managed groups and supported children
- Children's Group Activities were usually conducted once a week





COURSE ON CONTENT CURATION CREATION AND APPLICATION

With the onset of the COVID-19 pandemic and the ensuing lockdown, Pratham had to dynamically adapt its teaching models for all its programs. This primarily involved the creation of an effective digital education strategy. This remote model involved the curation and dissemination of educational content for a variety of age groups across media such as WhatsApp, SMS, radio and TV, in the form of messages, video and audio content. Relevant content was created by Pratham's central teams and then translated into local languages by state teams.

Working Across Channels of Communication



IVR



Audio Calls



TV



WhatsApp



Content
Portals



Radio



SMS

The course involved training state teams to create and apply digital content. This was followed by evaluating the training feedback and outcomes.

OBJECTIVES

The goals of these planned training sessions were to ensure that state teams can:

Create and curate digital content delivered through WhatsApp and SMS in their respective contexts and programs

Conduct virtual training

Apply these learnings in the design of family and mohalla activities in their states

APPROACH

The course was divided into 4 core areas



Curation

Participants were trained in how to identify suitable existing digital content.



Creation

Participants were trained in how to create unique digital content within specific contexts (e.g. programs, age groups, states). Forms of content taught included SMS, animated PPTs and educational videos.



Application

Participants learned how to conduct their own virtual training sessions for any necessary staff.



Partnership

The final phase brought all the learning from the previous three phases together, with concrete execution plans, prepared by state teams for home, community, and village/school-based learning programs.



01

Zoom

This was the virtual platform chosen for the large-scale online training and consisted of various useful features that were used regularly with success, such as break-out rooms, polls, whiteboards, live chats, screen-sharing, recording etc.



02

Workplace by Facebook

This tool was used to build upon the learning from the live sessions as a place where participants could share assignments, communicate their feedback about the course and have group discussions.



03

WhatsApp

WhatsApp was primarily used for logistical purposes such as coordinating timings, conveying technical difficulties etc.

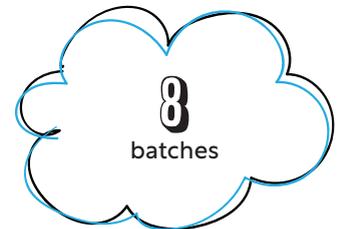


04

Google Forms

Google Forms were used to gather evaluation and feedback information.

- The course was taught by five primary faculty members, with the assistance of mentors who were responsible for supervising and guiding the participants in their batches
- Each batch consisted of 25 participants. Each mentor was supporting, on average, 8 participants
- Two 3–3.5 hour training sessions were conducted per week. The remainder of the week would be devoted to planning by primary faculty members and mentors, as well as discussions and assignments done individually and in groups by participants
- A total of 15 sessions ran over two months from 8th July to 3rd September 2020





ASER 2020 WAVE 1

The COVID crisis interrupted the 15-year cycle of the Annual Status of Education Report (ASER). Paradoxically, the pandemic made even more urgent the need to systematically examine the effects of school closures and the disruption in learning opportunities of children across the country.

Since school closures in March 2020, a lot of digital content had been generated and transmitted to help children continue to learn. However there was limited evidence and data on the extent to which this content was reaching children, whether they were engaging with it, and the impact it was having on their participation and learning.

ASER 2020 was the first ever phone-based ASER survey. It was conducted in September 2020, the sixth month of national school closures.



OBJECTIVES

To explore the provision of and access to distance education mechanisms, materials and activities for children in rural India, and the ways in which children and families were engaging with these remote learning alternatives from their homes.



APPROACH

- **Starting the survey:** Surveyor keeps Call Log Sheet and Household & School Survey Sheets handy and then starts the calling process based on the list of sample phone numbers provided.
- **Maintaining call records:** While making the calls, surveyor records the Call Connection and Survey Completion status for each household and school in the Call Log Sheet.
- **Talking to the respondents:** Surveyor introduces him/herself and the survey on the call. He/She explains the objectives of the survey clearly to the respondent using a standardized introductory script.
- **Administering the household and school questionnaires:** Surveyor takes information about remote teaching and learning activities from school headmasters or teachers for grades 1–8 and from households for children aged 5–16 years.
- **Data entry and recheck:** The surveyor enters the data from the call log and survey sheets into the mobile app for the survey. He/she then sends formats for recheck. The Pratham/ASER state and central teams perform various quality checks.

IMPLEMENTATION

ASER 2020 Wave 1 focused on the following key questions:

What resources do families have to support children's learning at home?

How are families and other community members helping children with learning activities?

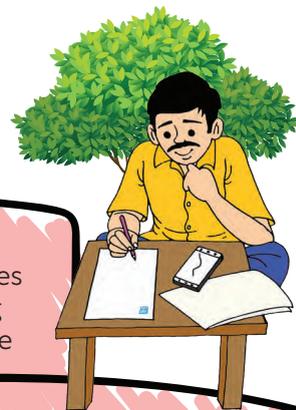
What kinds of challenges are families and teachers facing with regard to home learning?

How are families and children accessing learning materials and activities?

Are children engaging with these learning materials and activities?

What learning materials and activities are children and families receiving from schools?

What kind of contact do teachers and children/parents have with each other?



REACH

26 states (except Mizoram and Sikkim) and 4 Union Territories across 584 districts.

1,500

Surveyors

118,838

Households sampled

52,227

Households surveyed

16,974

Villages surveyed

8,963

Schools surveyed

59,251

Children reached

The findings of ASER 2020 Wave 1 and the entire report can be accessed at www.asercentre.org



PHASE 3: RECOVERING FROM THE PANDEMIC AND PREPARING TO RETURN TO NORMALCY (NOVEMBER 2020-MARCH 2021)

As the first wave of COVID-19 abated and states started lifting lockdowns, Pratham began gearing up to return to the field both to take stock of how learning levels had been affected in the past year and also to prepare children to return to classroom education.

Our first step was to conduct some basic assessment surveys to create a platform for our future strategy.



REACH & LEARNING EXERCISE

In February 2021 we conducted a Reach and Learning Exercise as we looked ahead to strategize for the summer months as well as for the 2021-22 year.



How many children we were able to reach through our activities in the village/communities

What our “mohalla” activities were like in terms of what volunteers and mothers’ groups were able to do

What the current status of reading and arithmetic was of children, especially those in Grades 3-5





APPROACH

- 1 to 2 villages per program block selected for this exercise
- Block Leaders paired with Block Resource Groups and other state team members visited the selected village in person over the course of 1 week
- Mapping the village and the mohalla
- In the mohalla – door to door survey of all children aged 5 to 14 years old in the village

REACH

270

villages/
communities

37,610

children surveyed

KEY LEARNINGS

- Across 216 units we mobilized 4,687 volunteers over the last two years – 20 volunteers per village/ 5 per hamlet. There were 2,560 volunteers mobilized post-COVID.
- Most mohallas had some Pratham mohalla activity conducted during the last 3 months.
- Other Pratham activities (Village level activities/State-Led activities) were conducted across ~75% of the locations.
- Children receiving Pratham inputs have slightly better learning outcomes than those who don't.
- Children who are a part of the volunteer-led classes have slightly better learning outcomes than children who are not.
- Children are more likely to stay at the same level and not drop if they have been receiving Pratham inputs.





ASER KARNATAKA

The pandemic had halted all field-based activities and no assessment of children's learning levels could take place in 2020. However, in March 2021, ASER found a small window to return to villages and communities to meet children and gauge how their learning had been impacted. The survey in Karnataka was conducted during this period.

OBJECTIVE

To gather evidence on the status of children's schooling and foundational learning to understand how best to support them going forward.





ASER visited households in rural districts of Karnataka, collected information on children's enrollment patterns and assessed their basic reading and arithmetic skills.

This ASER exercise was able to reach children within the period that can be considered the 2020-21 "school year".

ASER learning assessments were conducted in the household. Children in the age group 5-16 were assessed. The type of school in which children were enrolled (government or private) was also recorded.



24

out of 30 districts

670

Villages

13,365

Households reached

18,385

Children surveyed

14,419

Children tested
on reading

14,396

Children tested on
arithmetic

A woman wearing a pink and blue striped sari and a pink headscarf is pointing at a tablet held by a young boy. The boy is smiling and looking at the screen. The background is a blue wall.

**BUILDING OUR
CAPACITY DIGITALLY**



DIGITAL INNOVATIONS IN THE YEAR OF THE PANDEMIC

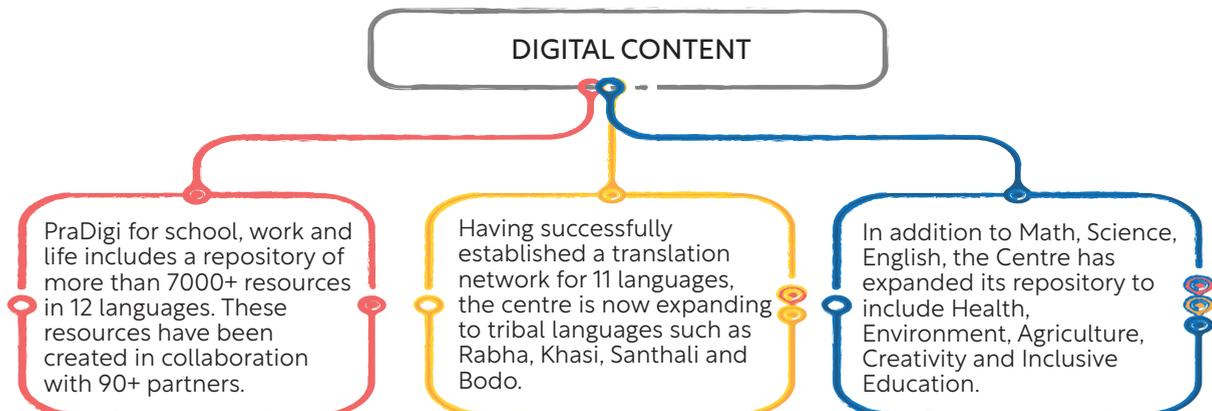
Pratham Digital has been implementing EdTech interventions at scale in India for the last 5 years, having started our digital experimentation in 2015. Over the years this has evolved into 14 state government partnerships, 600 other partners and connections with 12,000 communities.

The need for digital learning solutions for low resource scenarios was highlighted during the pandemic-induced school closures. Almost all solutions were focussed on 'school curriculum', leaving a massive gap in 'life and work' related skills. Furthermore, EdTech and the use of emerging technologies is focused on upper income categories with license fees, online access and teacher-dependent content.

With experienced and innovative digital content and technology units, as well as agile field teams, PraDigi innovated and reinvented technology to counter the gaps in learning during the year of the pandemic.

The Pratham-Shah Family PraDigi Innovation Centre has helped institutionalize the know-how and products generated over the years. Supported by the Sarva Mangal Family Trust, the Centre aims to design and develop content, apps and programs as independent learning tools for learners across the age of 3-18+ to prepare for school, work and life.

It also provides support for the digital transformation of Pratham through hardware, software and contextualized content. And finally, the centre aims to reach scale through partnerships with non-profits, governments and EdTech organizations for generation of knowhow and solutions, and implementation of programs.



IMPACT



5,900
Videos



609
Stories



12+
Languages



668
Games



1,772
Resources

TECHNOLOGY

LEARNING PRODUCTS

PraDigi for School, PraDigi for Life, Pratham Open School, Assessment App and YouthNet Portal have been created and further developed to enable remote learning for all

SYSTEMS

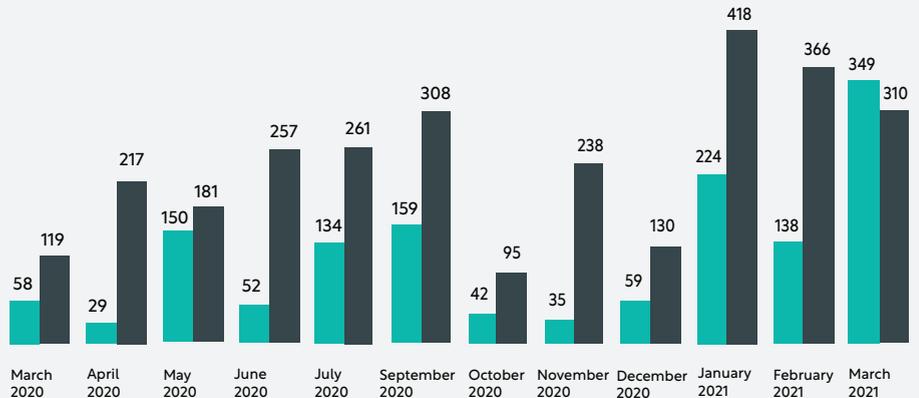
The centre builds and maintains systems that can host and support the digital transformation for partners and Pratham - Tab Track Portal, DDE, Data Warehouse

INNOVATIONS

The technology team also innovates and creates products such as the biodiversity App and game-based assessments (KIX) for PAL network

RESOURCES CREATED AND TRANSLATED BY MONTH

● Created ● Translated



YouthNet Portal

OBJECTIVE

To pursue courses ranging from Vocational, Menstrual Health, HTML skills to Plastic Upcycling, Music etc. Designed to have a blended approach of on-tech and off-tech.

APPROACH

Youth can enroll for the course of their choice and receive course participation and completion certificates

Mentors and Mentor Leaders track a youth's course progress and generate reports

Linked to assessments and Facebook workplace

Students get certified and earn certificates on skill passport

Assessment App & Portal

OBJECTIVE

To facilitate offline creation and attempt of remote assessments

APPROACH

Features to support image-based, video-based and voice recorded answers

Enables teachers to create assessments with varied question types and forms

Assessments for children, youth and staff

Assessments ranging from Vocational, Grade 10, POBE to Plastic Upcycling, Music

Designed to have a blended approach of on-tech and off-tech

Linked to all PraDigi apps and programs

IMPACT

Since January 2021, 95,276 students have given 628,734 assessments. Out of these, 35,379 students and 462,093 assessments were done by public users

Children have submitted art and music projects on the app

Immediate certification and feedback

LIVE LABS AND AT SCALE MODELS

PraDigi Open Learning

An open learning mechanism with digital support focused on preparing children and youth from under-resourced contexts for school, work and life.

Direct implementation across 3 states - Rajasthan, Maharashtra, and Uttar Pradesh

Reach: 42,000 students from 890 villages

YouthNet

An extension of the Education for Education Model to create a network of youth groups connected via a digital platform.

Reach: 15 states, covering 19,000 students

DSP

A scalable, sustainable, and cost-efficient model to make digital learning accessible and relevant to young learners who have dropped out of formal schooling.

Reach: Operational in 150 villages of Uttar Pradesh

1,185 students enrolled in the program

Urban

An open learning space for children and youth to prepare them for school, life and work through our digital programs, and new age skills such as Computational Thinking.

Reach: 205 urban communities in 2 locations of Anekal and Pune

LEARNING RESEARCH AND ANALYTICS

- An analysis of student app engagement and student performance conducted via a Datathon with Mastercard
- Virtual volunteering with UBS to understand students' behavior, evaluation of content retention and Website Heat Map
- Building a recommendation system for Pradigi for School App and designing an evaluation study to measure the effectiveness of the system with Heinz College
- Automated diagnostic tool to measure ASER level with IIT Bombay
- Knowledge graph of educational concepts for video recommendation system with DataKind
- Partnering with Raytheon for Indian and African languages

REWARDS AND RECOGNITION



Edtech award for STEM learning



Edtech breakthrough award for learning analytics



Case study on Pradigi's Covid reponse



Embedding technology in Education: The potential of India's solution in South Africa

A photograph of two women sitting on a striped mat. The woman on the left is wearing a dark grey headscarf with a gold patterned border and a dark quilted jacket. The woman on the right is wearing a red headscarf with a gold patterned border and a blue patterned top. She is holding a tablet computer. The background is a green fabric wall. The text 'ENSURING CONTINUED LEARNING FOR YOUTH AND OTHERS' is overlaid in white, bold, sans-serif font. A yellow brushstroke underline is under the word 'OTHERS'.

**ENSURING CONTINUED
LEARNING FOR YOUTH
AND OTHERS**



A SECOND CHANCE AT SECONDARY EDUCATION

Piloted through Pratham's Learning Labs in 2009, the Second Chance program was launched in 2011 across 10 rural centers in Maharashtra with 390 enrolled students. Over the last nine years, the program has expanded significantly and is currently spread over 29 centers across 9 states: Andhra Pradesh, Bihar, Chhattisgarh, Gujarat, Madhya Pradesh, Maharashtra, Odisha, Rajasthan and Telangana.

The Second Chance program is offered mainly to girls and women aged 16 years and above, regardless of how long ago they stopped attending school or the grade in which they dropped out. The program provides the academic and personal support needed to enable students to pass the Secondary School Examination.

Due to the COVID-19 pandemic, the Second Chance program reinvented and realigned its focus to not only help out-of-school learners return to mainstream education, but also to provide support to existing education systems to prevent a spike in the dropout rate.

A hybrid learning model was developed, and contextualized learning content was developed and integrated into the program across traditional and modern mediums in several local languages.

Through this blended model, facilitators reached students through remote means over platforms such as Zoom, WhatsApp and Google Meet multiple times a week to conduct remote classes, send digital content and review homework. Students also had access to Second Chance learning applications available on Google Playstore, through which they could access course content via their personal devices or a given tablet.



OBJECTIVE

The program used these digital components to reach a greater number of students, encourage an element of self-paced learning, familiarize students with digital technology, and allow access to a wide range of diverse learning material. Based upon local health scenarios, in-person classes were held in small groups, during which teaching-learning activities, mock tests and group learning tasks were conducted.



APPROACH

Content Curation

- In May 2020, the central content team laid down the framework for the development of digital content to supplement remote learning
- State teams developed content in multiple regional languages

Mobilization

- In May and June 2020, Second Chance teams started conducting remote mobilization drives to identify dropout girls and women who were interested in enrolling for the program
- Due to mobility restrictions brought on by COVID-19, the team conducted the mobilization activity remotely by utilizing the connections with the community stakeholders and alumni students

Foundation Course

- The program rolled out in July 2020 with the Foundation Course (FC), which focused on strengthening the learning levels of the students
- Sessions were conducted remotely using a combined approach of WhatsApp/SMS messages and video/conference calls
- For remote learning sessions, WhatsApp groups, each dedicated to a subject, were created. The team would share digital content in the form of reading cards, video links, audio clips and small revision tests through digital tools like Google Forms
- Tablets pre-loaded with the course material were proportionately distributed to be shared among small groups of students who did not have access to smartphones

Digital Assessment

- In October 2020, Pratham conducted a remote digital assessment to understand students' learning levels during the Foundation Course and ascertain their readiness to study the Grade 10 syllabus in the Main Course
- The assessment allowed the team to identify areas which require further input and support in the Main Course, during which they cover the Grade 10 syllabus in order to prepare for their final examinations

Main Course

- Students across the various centers commenced the Main Course in November 2020 and studied the Grade 10 curriculum using a hybrid mode of facilitation
- In-person classes were held a few times a week with small groups of students either in community spaces or in the Second Chance centers
- The remaining days of the week, Pratham facilitators interacted with students via conference and Zoom calls

Co-Scholastic Modules: Exposure to career options after Grade 10

- Phase I: Dasvi ke baad kya? (What after Class 10?) was completed in December, with students mapping their goals and the practical steps needed to achieve these aspirations
- Phase II: Visitors, such as Second Chance alumni speak to students to share their professional and academic experiences. Examples of visitors include nurses, doctors, female sarpanch, and alumni in IT sector jobs
- 'Mera Hunar' (My Talent): An activity for students to improve engagement and give them the opportunity to explore different digital tools. Students across various centers participated, and facilitators assisted them in filming their various talents and skills, like tailoring, cooking, singing or cycle repair. During a year of remote learning, the activity allowed students to partake in a collective experience.
- Life Skills module: Focuses on imparting soft skills which will help students in building their confidence and communication skills. Delivered in a hybrid mode, with a mix of in-person lessons and digital content shared remotely. The module covers topics such as interpersonal communication skills, difficult decision making and financial literacy

Preparation for Class 10 Board Exams – Mock Tests

- As board exams approach, instruction will be targeted to help better prepare students for the exams via practice and mock tests
- These help understand students' learning levels and preparedness for the Main Course syllabus, and allow students to work on their time management skills in an exam environment
- While 1-2 rounds of Mock Tests have occurred in various centres, more will be conducted to give students an opportunity to practice and prepare
- An emphasis will also be placed on writing, with students practicing how to write coherent and complete answers based on their knowledge



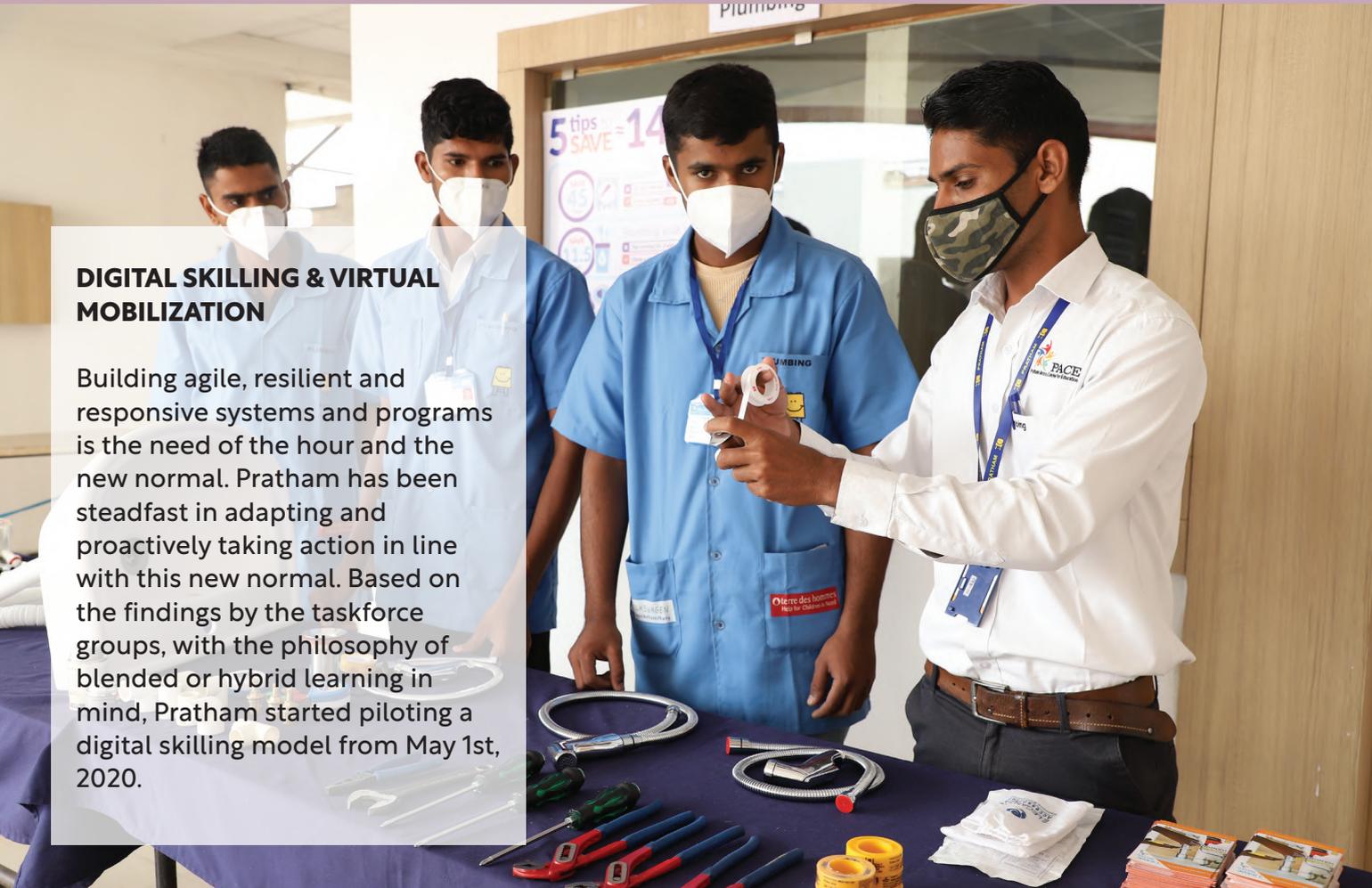
VOCATIONAL TRAINING

By equipping young men and women with marketable skills, Pratham provides an opportunity to lift themselves and their families out of poverty. Pratham has conducted vocational training for over 15 years. We operate across 16 states and have trained over 150,000 youth.

Following the outbreak of the pandemic in 2020, the Pratham vocational training team pivoted to digital mobilization and a virtual skilling model. We also re-visited the program strategy and model through surveys, an ecosystem study and in-depth interviews.

DIGITAL SKILLING & VIRTUAL MOBILIZATION

Building agile, resilient and responsive systems and programs is the need of the hour and the new normal. Pratham has been steadfast in adapting and proactively taking action in line with this new normal. Based on the findings by the taskforce groups, with the philosophy of blended or hybrid learning in mind, Pratham started piloting a digital skilling model from May 1st, 2020.



APPROACH

- To utilize existing communication platforms such as YouTube, WhatsApp, and Facebook Workplace to engage with the learners
- Multiple stages built into the design which allow for “human contact” and positioned to ease learners into this new method of skilling:
 - DEKHO (Level 1):** For Beginners who previously have not worked nor been trained
 - SEEKHO (Level 2):** For those who complete Dekho
 - PARKHO (Level 3):** For experienced workers, who are missing certification or are interested in upskilling



DEKHO

Duration - 15 days
Content - Level 1
Self learning -
Videos
Learning material
Trainer Support -
Visual session on alternate
days for clearing doubts



SEEKHO

Duration - 20 days
Content - Level 2+
hands on skills
Self learning -
Videos
Learning material
Trainer Support -
Daily virtual sessions



PARKHO

Duration - 7-10 days
Content - Level 1+2 (RPL)
Self learning -
Videos
Learning material
Trainer Support -
Daily virtual sessions

- Practical Training – For Seekho, in-center training sessions were included as different locations entered the Green Zone post-lockdown
- Mini-courses – Each level consisted of mini-courses for the various modules covered within the program

- Support Courses – Mini-courses on hygiene practices for a post-Covid-19 workplace in all courses. Basic training in digital and financial literacy
- Technology – Courses delivered through a combination of WhatsApp and Facebook Workplace, by creating virtual training centers (groups) on these platforms. Trainers and learners shared training material, organized video calls, submitted user-created content etc.

Virtual Mobilization Process:

Information Dissemination – Through Pratham’s network of sarpanches, local NGOs, govt. officials and alumni. Interactive posters and videos shared through various platforms, including WhatsApp and Facebook



Registration – Interested candidates can register and submit “show-of-interest” for the program, through a very simple registration form (available in regional languages)



Youth Groups – Once a youth is registered in the program, they are added to a cluster-level WhatsApp group by a designated Pratham member. The group allows Pratham to share information with the candidates as well as facilitate peer-learning



Webinars – An opportunity for youth to get a glimpse of the virtual training model and interact with Pratham’s trainer network. Webinar sessions feature simple topics from different trades, which can even be tried at home by the learners. At the end of every session a feedback form is shared with the candidates to gauge their experience



Counselling – Mobilizers from Pratham conduct telephonic interviews with all registered candidates to understand their experience so far and identify if they’re interested in enrolling in the online courses



- Placement opportunities offered to those who completed the course, and alumni who lost their jobs during the lockdown with post-placement support for up to 1 year after training

KEY INITIATIVES DURING THE PANDEMIC

Pratham established 'Taskforce Groups' to identify and address needs of the community:

Task Force 1: Community-Support - Identify needs of the community and better utilize resources to support on-ground needs. Main resources: Centers, 350+ mobilizers

Task Force 2: Industry-Connect - Work with our student alumni to identify immediate needs and with our network of 1500+ placement partners to identify trends and needs of top employing industries in which we provide vocational training. Main resources: Alumni body, 130 placement associates

Task Force 3: Digital Learning - Identify technological resources, content and strategy for a digital learning model. Experiment with delivery of online training webinar sessions to our students and work towards creating up-skilling training opportunities for our alumni body. Main resources: 3500 students currently enrolled, Alumni body

Establishment of Quarantine Facility in Pratham's Aurangabad campus: Support given to the Local Administration's efforts to contain the pandemic. Pratham's Aurangabad campus housed an operational ready 'Quarantine & Isolation' facility for residents of the region. A sanitized wing with 16 units was created

Industry-taskforce initiative: Via tele-calling, we reached out to 8,734 students who were trained between 2017-20 to understand their current status and provide support if required. Pratham also reached out to 400+ placement partners as part of its outreach initiative

Good Contractor Program: NCR relief efforts - The sudden lockdown left many migrant workers stranded at construction sites and in labor camps across India, requiring immediate help. Pratham's Good Contractor program worked closely with 100+ 'Micro-Contractors', employing more than 1000 workers across construction sites in the Delhi-NCR region. With help from different Rotary Club chapters, Pratham distributed ration kits, equivalent to more than 6,000 meals, to various labor camps across Delhi-NCR





**SHARING OUR KNOW-HOW
AND LEARNING WITH
OTHERS ACROSS THE GLOBE**



INTERNATIONAL COLLABORATIONS

Demand for Pratham's innovations by government and organizations globally grew significantly in the face of the pandemic, as systems and donors across the globe grappled with long school closures and learning losses for millions of children. Pratham's International Collaborations team continued to support our existing partners and build new partnerships in this period both through the TaRL Africa initiative and through direct partnerships.

Updates from the TaRL Africa initiative

A joint venture by Pratham and J-PAL, the TaRL Africa team supports partners working to address the learning crisis in primary schools in sub-saharan Africa through the evidence-based TaRL approach. This new joint team consists of a central team that provides high-leverage support to governments and partners across the continent trying to scale the approach in their own settings, and in-country support teams in Côte d'Ivoire, Kenya, Nigeria and Zambia, where we are working comprehensively with governments and partners on their TaRL approaches.

All international activities are outside the purview of Pratham Education Foundation and are led and managed by an independent team, comprising of experts who were former members of the Pratham India team.

Pic credit: KaLMA Nigeria, British Council and TaRL Africa

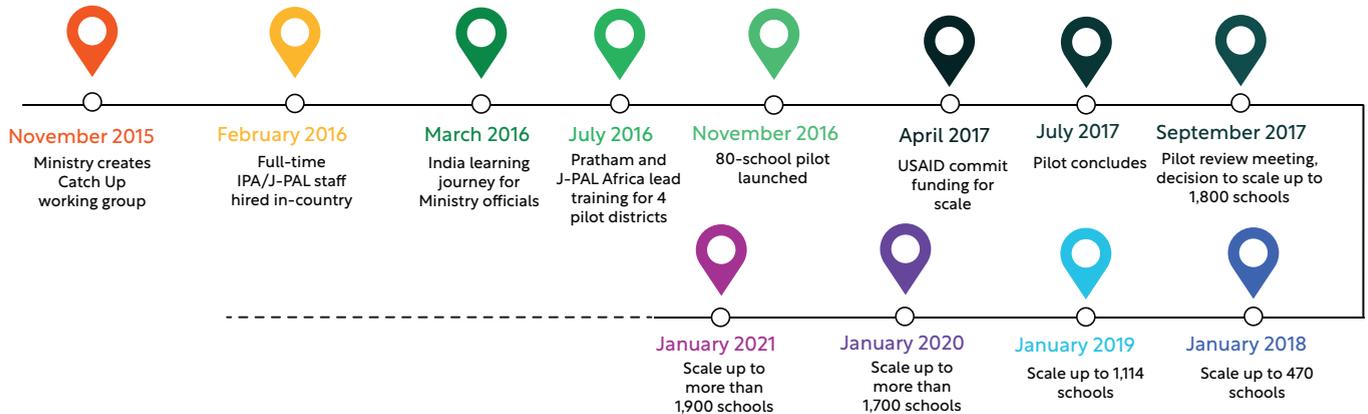


Pict credit: TaRL Africa and VVOB

Spotlight: Zambia

After a successful TaRL pilot, Zambia's Ministry of Education selected the TaRL approach as the preferred model for its remedial education program, called Catch Up. TaRL Africa in collaboration with VVOB provides direct programmatic support to the ministry and its partners in implementing and scaling the program. From 2018 to 2020, Catch Up was scaled up to more than 1,700 schools in Eastern and Southern Provinces. It has since also expanded to Lusaka province. More than 250,000 children are benefiting from the Catch Up program in Zambia.

The Catch Up journey so far



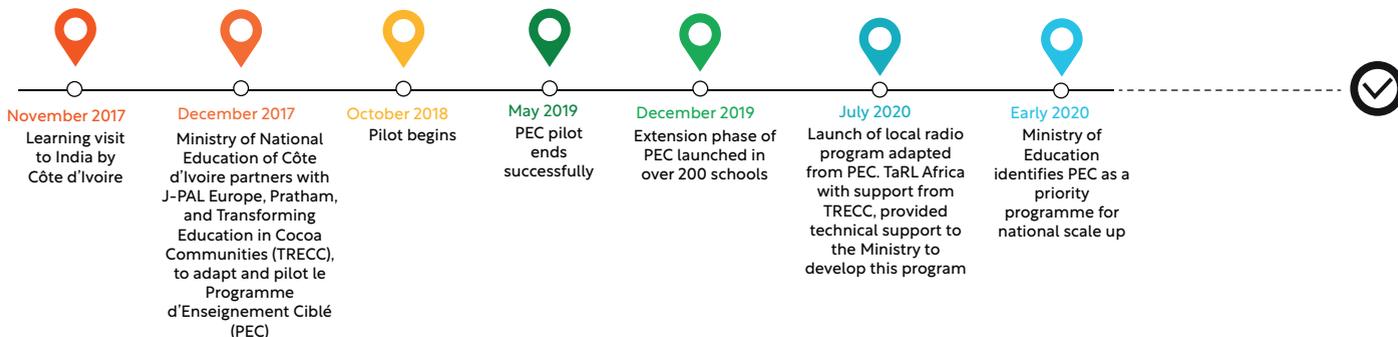


Pic credit: TaRL Africa

Spotlight: Côte d'Ivoire

In Côte d'Ivoire, the government-led TaRL program is titled “Programme d’Enseignement Ciblé” or PEC. TaRL Africa provides direct technical support for the implementation and scale-up of PEC in the country. Initially, a 50 school TaRL pilot was conducted in the country from 2018 to 2019. In December 2019, the extension phase of PEC was launched in over 200 schools, reaching more than 20,000 children in cocoa-growing regions of the country. Through the process of the pilot and the extension phase, the Ministry of Education identified PEC as a priority programme for national scale up and formally made this commitment in early 2020. Subsequently, PEC is being implemented in close to 1,000 schools in 2021. It is estimated that in the next 5 years, the program will reach 5,000 schools and more than 500,000 children in the country.

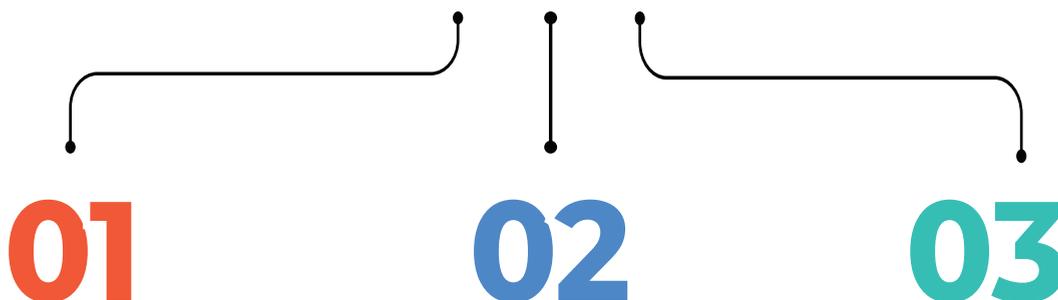
The PEC journey so far



UNICEF Global partnership

Pratham is a member of the Foundational Literacy and Numeracy (FLN) Initiative, a global partnership between UNICEF, Pratham, Abdul Latif Jameel Poverty Action Lab (J-PAL) at Massachusetts Institute of Technology, and Delivery Associates. Launched in 2020, the goal of this initiative is to support governments in strengthening foundational literacy and numeracy through evidence-based approaches such as Teaching at the Right Level (TaRL).

UNDER THIS INITIATIVE, PRATHAM SUPPORTS DIFFERENT ACTIVITIES



Creating global public goods:

Pratham has created comprehensive resources on the TaRL approach and formative assessments for the FLN Hub – the initiative’s website to be launched in December 2021.

Providing technical support:

We have started country-level engagements with UNICEF Country Offices and local partners on requests specific to TaRL and formative assessments. These engagements include conversations with countries like Sierra Leone and Syria on potential TaRL pilots.

Advocating on topics related to FLN:

Pratham has participated in deep-dives and workshops on foundational literacy and numeracy like the FLN Academy, a webinar series organized by UNICEF. In early 2022, Pratham will participate in the next iteration of this webinar series – ‘FLN Academy 2.0.’

Growing partnerships globally

The 2020–21 period also saw the growth of partnerships in Egypt and the Philippines, where we are supporting local NGOs to build TaRL programs to support children in improving their foundational skills. These partnerships are expected to grow further in the coming year.

A young boy with dark hair, wearing a pink long-sleeved shirt with a graphic and dark pants, is sitting on the floor. He is holding a cardboard box that contains several items: a bottle of Betadine disinfectant, a bottle of hand sanitizer, a small white container, and some folded fabric. The background is a wall with peeling blue paint. The text "ORGANIZATIONAL UPDATES" is overlaid in white with a yellow underline.

ORGANIZATIONAL UPDATES

OUR SUPPORTERS



Accenture Solutions Pvt Ltd
Access Health International
Adobe Systems India Pvt Ltd
ADP Pvt Ltd
Alfa Laval India Pvt Ltd
APEX Auto Pvt Ltd
Applied Materials India Pvt Ltd
Apps Associates India Pvt Ltd
Apraava Energy Pvt. Ltd
Arjo AB
Atlas Copco
Autoliv AB
Bain & Company
Bill & Melinda Gates Foundation
Blackrock Foundation
Calderys Social Welfare Trust
Capital Group
Carl Bennet AB
Cassidy Trust
Childline India Foundation
Cipla Foundation
Citi Foundation
CLP Wind Farms (India) Pvt Ltd
Cognizant Foundation
Collective Good Foundation (Samhita)
Cosmos Maya India Pvt Ltd
D E Shaw India Pvt Ltd
DCM Shriram Ltd
Deloitte Global Services Ltd
Deloitte Services LP
Development Management Institute Society
Doha Bank QPSC
Douglas B Marshall, Jr Family Foundation
Dubai Cares
Echidna Giving
Education Above All Foundation
Effective Intervention
Elanders AB
End Modern Slavery Initiative Foundation
Ericsson India Global Services Pvt. Ltd
Estee Advisors Pvt Ltd
Estée Lauder Companies Charitable Foundation (ELCCF)
FAM AB
FFV Services Pvt Ltd
Fundacion Educacion Y Cooperacion
Getinge AB
Gillette India Ltd
Godrej Consumer Products Ltd
Godrej Properties Ltd
Google India Pvt Ltd
Greenlam Industries Ltd
Gujarat Organics Ltd
HSBC Bank Ltd
HSBC Electronic Data Processing India Pvt Ltd
Hydra Trading Pvt Ltd
Indeed India Operations Pvt Ltd
ITC Ltd
ITX trading services (INDITEX)
J P Morgan
Jalaj Dani
Kalpataru Trust
Khaki Foundation
King Philanthropies
Kotak Mahindra Asset Management Company Ltd
Kotak Mahindra Bank Ltd
Kotak Mahindra Investments Ltd
Kotak Mahindra Prime Ltd
Kotak Securities Ltd
L&T Hydrocarbon Engineering Ltd
L&T Infotech
Larsen & Toubro Ltd
Larsen & Toubro Public Charitable Trust

Latent View Analytics Pvt Ltd
LIC Housing Finance Ltd
Mahanagar Gas Ltd
Mahindra and Mahindra Ltd Auto
Farm Agri Sector
Mahindra Insurance Brokers Ltd
Mars Wrigley Foundation
Massachusetts Institute of
Technology (MIT)
Michelin India Pvt Ltd
Motivation for Excellence
Mphasis F1 Foundation
National Payments Corporation of
India
National Philanthropy Trust
National Stock Exchange Foundation
Neudesic Technologies
Nirmal Jain
Niswarth Foundation
Overseas Polymers
PANI Foundation
Pentair Foundation
PI Foundation Trust
Pious Charitable Trust
Pratham Australia
Pratham Sweden
Pratham UK
Pratham USA
Procter & Gamble Home Products
Pvt Ltd
Procter & Gamble Hygiene and
Healthcare Ltd
Professor Prasenjit Duara
Rubamin Ltd
Saab AB
Saab India Technologies Pvt Ltd

Saint Gobain India Foundation
Sandisk India Device Design Centre
Pvt Ltd
Sarva Mangal Family Trust
Sat Krishna Public Trust
Shriram City Union Finance Ltd
Sigma Electric Manufacturing
Corporation Pvt Ltd
Sita Devi Malhotra Charitable Trust
Sitaben Shah Memorial Trust
SKF India Ltd
Skoll Foundation
Swades HSBC Skills for Life
Tata Capital Financial Services Ltd
Tata Motors Ltd
Terre Des Hommes Germany
The Allstate Corporation
The Human Safety Net Foundation
The Institute for Fiscal Studies
Ubisoft Entertainment India Pvt
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UNICEF Jharkhand
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Welspun Foundation for Health
and Knowledge
Whirlpool of India Ltd
Wipro GE Healthcare Pvt Ltd



This list does not capture all individual donors who support us through our USA, UK, Australia and Sweden affiliates. We are thankful for your support.

FINANCIALS

Pratham Education Foundation
 (A Private Company Limited by Guarantee under Section 8 of the Companies Act, 2013)
 Balance Sheet as at 31 March 2021
 (All amounts are in ₹, unless otherwise stated)

Particulars	Notes	As at 31 March 2021	As at 31 March 2020
EQUITY AND LIABILITIES			
Sources of funds			
Reserves and surplus	3	1,398,180,360	702,996,816
		<u>1,398,180,360</u>	<u>702,996,816</u>
Current liabilities			
Trade payables			
Total outstanding dues of micro and small enterprises; and	4	397,158	2,472,280
Total outstanding dues of creditors other than micro and small enterprises		25,702,370	40,939,300
Other current liabilities	5	205,106,828	149,700,622
Short-term provisions	6	102,009,353	82,481,203
		<u>334,115,709</u>	<u>275,593,393</u>
TOTAL		<u>1,732,296,069</u>	<u>978,590,209</u>
ASSETS			
Non-current assets			
Property, plant and equipment			
Tangible assets	7	337,558,347	400,072,912
Capital work-in-progress		205,704,276	174,793,141
Long-term loans and advances	8	43,277,903	37,222,348
Other non-current assets	9	205,698,935	17,543,071
		<u>792,239,461</u>	<u>629,631,472</u>
Current assets			
Cash and cash equivalents	10	871,704,508	281,704,609
Short-term loans and advances	11	53,312,369	65,514,279
Other current assets	12	15,039,731	1,739,849
		<u>940,056,608</u>	<u>348,958,737</u>
TOTAL		<u>1,732,296,069</u>	<u>978,590,209</u>

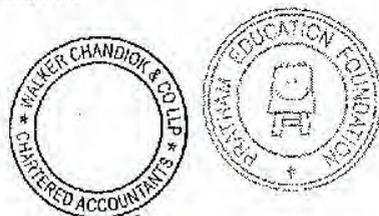
The accompanying notes form an integral part of these financial statements.
 As per our report of even date attached.

1-28

For Walker Chandniok & Co LLP
 Chartered Accountants
 Firm's Registration No. 001078/N/500013

Neeraj Gool
 Neeraj Gool
 Partner
 Membership No.: 099514

Place: Gurugram
 Date: 7 September 2021



For and on behalf of the Board of Directors of
 Pratham Education Foundation

Rukmini Banerji Madhav Chavan

Rukmini Banerji
 Director
 DIN: 02077496

Madhav Chavan
 Director
 DIN: 02012989

Place: Delhi
 Date: 7 September 2021

Place: Delhi
 Date: 7 September 2021

Pratham Education Foundation
 (A Private Company Limited by Guarantee under Section 8 of the Companies Act, 2013)
Income And Expenditure Account for the year ended 31 March 2021
 (All amounts are in ₹, unless otherwise stated)

Particulars	Notes	For the year ended 31 March 2021	For the year ended 31 March 2020
Income			
Donation and other receipts	13	2,220,389,200	2,282,550,971
Other income	14	34,894,720	24,137,171
		<u>2,255,284,010</u>	<u>2,306,688,142</u>
Expenditure			
Expenses on programme Initiatives	15	313,870,670	962,836,460
Employee benefit expense	16	1,074,353,873	1,188,872,918
Depreciation and amortisation expenses	7	107,290,964	132,650,320
Other expenses	17	64,584,959	124,000,528
		<u>1,560,100,466</u>	<u>2,390,360,226</u>
Total expenses			
		<u>695,183,544</u>	<u>(91,672,084)</u>
Surplus / (Deficit) for the year			

The accompanying notes form an integral part of these financial statements.
 As per our report of even date attached.

1-28

For Walker Chandiook & Co LLP
 Chartered Accountants
 Firm's Registration No.: 001076N/N500013

For and on behalf of the Board of Directors of
 Pratham Education Foundation

Nearaj Goei

Nearaj Goei
 Partner
 Membership No.: 098514

Place: Gurugram
 Date: 7 September 2021



Rukmini Banerji *Machay Chavan*

Rukmini Banerji
 Director
 DIN: 02877496

Machay Chavan
 Director
 DIN: 02012980

Place: Delhi
 Date: 7 September 2021

Place: Delhi
 Date: 7 September 2021





INTERNAL COMMITTEE

Number of complaints received 12

Number of complaints disposed off 12

Number of complaints pending for more than 3 months 0

Number of awareness workshops and training conducted 102





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 www.pratham.org