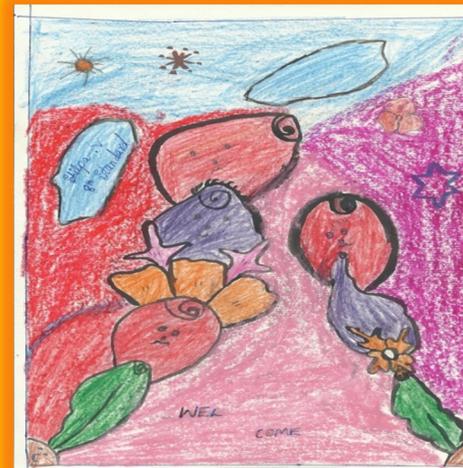
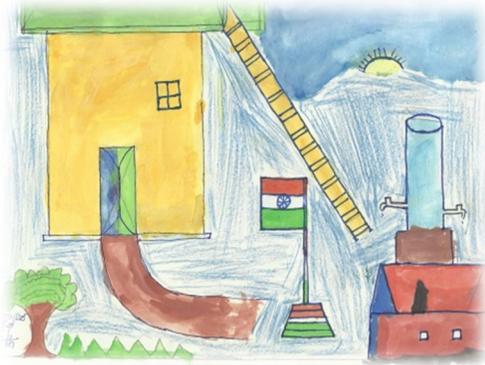
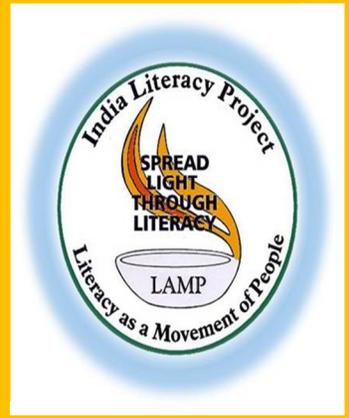


India Literacy Project

Annual Report 2012-13



Foreword

The news in India in recent times is filled with many disturbing events, ranging from children losing lives in mid-day meal food poisoning, lives lost due to inadequate safety measures and negligence, poor preparation to handle disasters, rape and abuse of women to mega corruption. For us to progress towards a more fair, safe and equitable society much has to be done. And the change will not happen overnight. But we must sow the seeds of future change. These seeds of future change lie in education. Addressing illiteracy and consequent poverty can help bring a lot of change. Literacy and education will not only help families break out of the cycle of poverty, literacy and education, but will also promote informed choices and eventually help bring the change both through better personal choices, and making the right choice in terms of people that we entrust power to.

Even as we sow the seeds for future change, we should continue to nurture any saplings of positive change already in place and persevere in our conviction that education is a fundamental catalyst. This conviction carries ILP forward in its dedication to the cause of literacy in India. There is much to be done and this is something we need to address both at the macro-level through advocacy that influences policy and ushers in system changes, and at the micro-level through interventions, awareness, empowerment and other grassroots efforts.

We need to create change agents in the rural and urban areas. While a lot of emphasis is on literacy and education at rural level, there is an impact to be made in urban areas as well. To not completely ignore urban areas, we have a few initiatives in urban area. These are relatively smaller than our other projects, but nevertheless making an impact as well. While our major impact is through our partners, we do have some direct initiatives primarily driven by volunteers or a combination of volunteers and partners, such as the MDLS initiative in a vicinity of Bangalore, the Pustakam and Scholarship projects in Hyderabad.

The Multi-Dimensional Learning Space (MDLS) program has made great strides this year and today has expanded to over 200 children at our incubation centres in Magadi and Gubbi. As we continue with the MDLS vision of bringing holistic education to the rural children in government schools, we will be leveraging peer-peer learning, use of technology and other accelerators. We want to ensure that the methods and processes are practical, scalable and repeatable without compromising the quality of learning.

On the projects side, three new projects were taken up, namely, TRCSC, SVYM , and MPJAM in Madhya Pradesh. TRSC Technology Resource Communication (TRCSC) Service Centre is a new project taken up in Jamshedpur in Jharkand. SVYM is on developing video lessons on English literacy skills, TRCSC is on activating community participation and strengthening government schools and anganwadis and MPJAM is an advocacy project in Madhya Pradesh. Some projects of last year had come to a logical conclusion or had a material change in circumstances, so we ceased and concluded our participation in them. Including the 3 new projects, we now have 22 projects overall across various regions in India. You will find the details of the location, objectives and impact of each in the report.

Our reach would be very limited if not for the wonderful partners we work with. Partners are bringing in values of partnership, sharing, and commitment to work with children, empowering communities and local expertise to deal with the issues related to children and education. ILP's Partners meet conducted annually uphold these values and mutual sharing across partners.

Finally the support of corporates is heartening and vital to our programs. Google employees, popularly known as Googlers were very actively involved in the Hyderabad chapter initiatives, especially the mentoring program for high school children in the Zilla Parishad high school. We would like to thank Microsoft for continuing their support for the scholarship program in Hyderabad. Facebook too provided support in terms of employee volunteer time and conducting events. There are many other Corporate groups like Microsoft, Yokogawa, Metlife Insurance, Jayaparakash Associates Ltd and Element14 – those who have extended their support to the children with whom we work. We look forward to their continued support in the coming year.

We have challenges, yet there is progress. The Right to Education Act came into effect in April 2010, and states have begun implementation but the pace is yet to pick up. In 2011 it was proposed to extend the right to education till Class X and into the preschool age range. If the Right to Education Act is implemented properly in all schools, students from the marginalized sections will be greatly benefited. We want all children in India to enjoy their childhood and get meaningful education.

We thank all ILP volunteers (in India and US), staff, consultants, donors, partner NGOs, corporates, and well-wishers who share our dream.

Hyderabad
18 Aug 2013

Manmohan Jain
Chair Person

Section I: PROGRAMS

About Multi-Dimensional Learning Space

MDLS Experiment.....

If the first year of establishing Multi-Dimensional Learning Space (MDLS) laid impetus to the vision of bringing holistic education to the rural children in government schools, the second year saw both expansion and improvements in the methods followed at the MDLS Centre. We feel positive about the impact this program has had on children, humbled by the challenge ahead of us and excited about the possibilities the future holds for Multi-Dimensional Learning. Each passing day is a new learning, an enriching opportunity to improve what we do and how we do it. This year we supported around 200+ children at our incubation Centres in Magadi and Gubbi.

The implementation goal of MDLS is to ensure that the methods and processes are practical, scalable and repeatable without compromising the quality of learning. It is also to ensure that children are at the center of this initiative with the community as its inner circle. This year too, we have introduced many changes to the program to meet that goal. One of the important changes has been to encourage child participation in all activities at the Centre. Having formed their own clubs, the children have now started conducting their club related activities at the Centre. Along with providing confidence and leadership skills, it has boosted their learning and strengthened the bond that they share with their Centre. Another change we brought into the process was to improve the way we assessed the current learning levels of children. This assessment was carried out in the subjects: English, Math and Science. The outcome of this activity helped us to customize what the children learn and how they learn it.

While the final goal of MDLS is to bring all high school children in the surrounding areas under this program, it comes with financial and implementation challenges. Setting up of the Centre and planning the activities is only the beginning. Ensuring that the Centre is integrated with the surrounding schools and the community along with the monitoring of overall and individual learning trends poses a whole new challenge. The focus for the academic year 2013-14 is to implement this scalable and repeatable system. Changes have also been planned in the way children learn, i.e. moving away from classroom style of learning to peer-peer learning. Use of technology will play a bigger role in driving this initiative.

I would like to take this opportunity to thank all the volunteers and donors for their unrelenting support. A program like this would not be possible without the support of like-minded people!

It is an exciting year ahead of us and each passing year is one step closer to making our collective vision a reality: **An integrated, community level Multi-Dimensional Learning Centre that is truly child centric and is by the children, for the children.**

Bangalore
08 Aug 2013

Pramod Sridharamurthy
Secretary

Explore - Experiment - Learn

India Literacy Project’s (ILP) Multi-Dimensional Learning Space (MDLS) is an after-school open learning space that provides experiential learning opportunities to school children to explore, experiment, discover and learn in multiple ways. MDLS improves learning competencies and equips students with academic and life-skills. MDLS also provides students exposure to a wide variety of areas beyond the school curriculum. The end objective is to create a community level learning space for children. A space

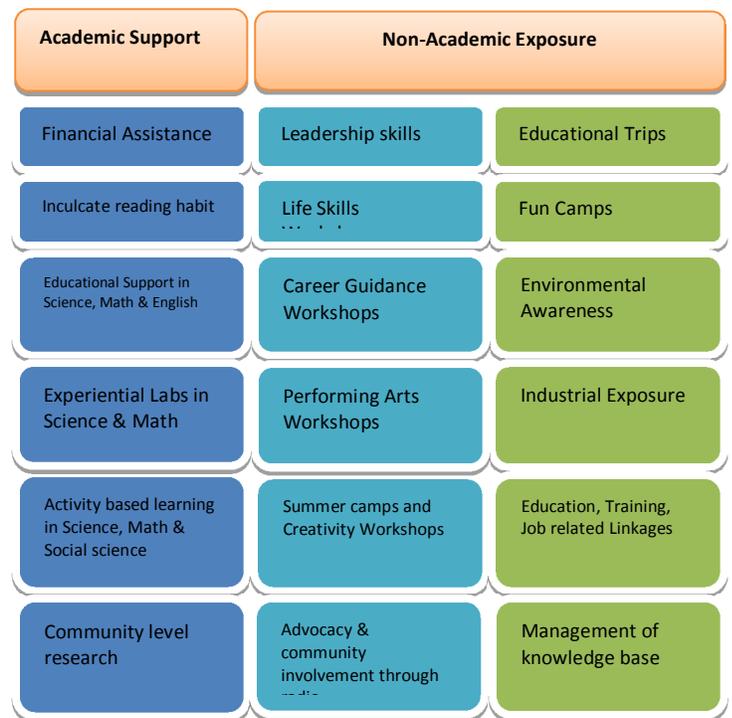
- That fosters creativity, instills confidence and teaches values through multi-dimensional exposure
- That children can truly call theirs and participate equally in all aspects of planning and management .

The Need

Even today, most children from the economically under-privileged section of the rural India are first generation learners and families of these children are ill-equipped to provide them the necessary guidance in their education. Rote-learning practices in traditional schooling system that do not encourage alternate means of learning or foster creative thinking children lead to a weak fundamentals in Science and Mathematics. The current set up of schools also provides only minimal exposure to extra-academic topics.

The Vision

MDLS aims to create a community level space that offers a wide variety of academic inputs and non-academic exposure to children from an early age. MDLS helps children excel in studies but also to become more aware of their interests and abilities. MDLS hopes to help children grow into capable, confident, inquisitive and value-aware individuals who have the potential to become change agents in the society.



MDLS Centers at a glance

Two new completely operational MDLS centers were set up in mid-2011 in Magadi and Gubbi and this report covers the second year of their operation. While the Centers are open for children from 1st to 10th standard, there is extra attention given to high school children. The Center is open only for children from the Government schools. Involvement of the community, schools and parents continues to be instrumental in setting up and running of these centers.

MDLS was also implemented in part at other locations with the intention of converting them to full-fledged MDLS implementations. Some of ILP’s MDLS efforts are furthered with the support of our supporting NGO partners. The below table provides the number of children supported during 2012-2013.

Partner	Location	Programme	No. of children Covered
Sparsha Trust	Sanjeevininagar & Bynahalli, Bangalore	Library (Two Community Libraries & Three Mobile Libraries)	252
Chiguru	Magadi, Ramanagara	MDLS	95
		Scholarship(Puraskara)	9
		Library	50
		Post 10 th	1
ILP Gubbi	Gubbi, Tumkur	MDLS -	101
		Library -	20
ILP	Bangalore	Post 10 th (Engineering)	01
Total			529

Section II

Events and Initiatives

The initiatives undertaken in 2012-13 reinforce ILP’s aim to provide developmental opportunities to children to help them grow into Capable, confident, inquisitive and value-driven individuals.



Ice breaking session



In July 2012, ILP formally started the new learning year at Gubbi and Magadi with an ice- breaking session and distribution of school bags, note books, geometry boxes, stationery and dictionaries. The ice- breaking session was conducted by 9th standard children for the incoming 8th standard children. The day involved lots of fun

games like Animal Activity, Number Me, 7up (Warm-up game), Fun with numbers, Ram - Shyam (Warm-up game), etc. The fact that the 9th standard kids conducted this activity is key to the vision of this program. We want children to own this Centre and participate in all the activities at these Centers. We not only want their opinion, we also want their involvement. This Centre has to be truly by the children and for the children for it to succeed.

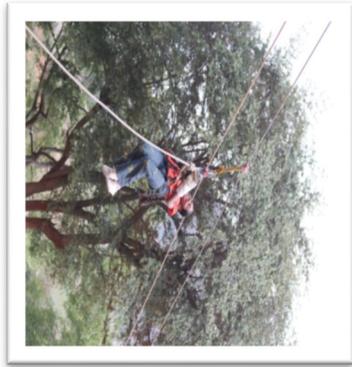


Nature and Adventure Awareness Camp

ILP conducted a two day nature and adventure camp for MDLS children on 13th and 14th, Oct 2012 at Ramanagara, with the support



of Venture Adventure Club, who graciously agreed to conduct the whole program free of cost. It was an unforgettable experience for the 80 children and 9 staff and Volunteers who participated in the camp. Activities



included trekking (9 kms), rappelling, river crossing, jumpering, balancing on a rope, nature walk, kayaking, bonfire, team games, exercises, etc.

This was a life-skills workshop where the children came face to face with fear, anxieties and other inhibitions, but overcame them through activities developing courage, and boldness. The instructors of venture adventure club were exceptional and provided a lot of support to help children overcome their fear.

My ART- Art Camp

Continuing the objective of providing multi-dimensional exposure, ILP organized an Art Camp (MY ART) for the 8th standard children held on 27th Oct 2012 at Gubbi and 11th Nov 2012 at



Magadi. This event was conducted by an artist from Chitrakala Parishad. This activity focussed on



letting children express themselves creatively in their own ways. Children learnt the concept of Art, primary colours, mixing colours to get secondary colours, shading & sketching techniques. Each child did a painting on the topic of their choice.

ILP - AGASTYA SCIENCE EXPERIMENTS EVENT (<http://www.agastya.org/>)

MDLS is a learning center that houses a library and converts into a laboratory for the curious minds! As part of learning through experiments, the center has multiple experiment kits that help children learn concepts. Along with the existing kits and regular learning through experiments, ILP also partnered with Agastya Foundation and conducted a full day event to explain scientific concepts through experiments. Children not only showed keen

interest to learn, but also participated in all the experiments, which gave them an opportunity to experience it for themselves.

This event was conducted in the month of December 2012 at MDLS centers in Magadi & Gubbi with Agastya Foundation.

Science Young Instructor Leader- Dec 2012

As an advanced course and also to build leadership skills in these children, ILP organized a 2-day Science training program along with Agastya Foundation. Five students who demonstrated interest in Science were selected from each center to attend the Agastya Young Instructor Leader (YIL) training. The students were accompanied by a support staff person.



On day-1, children learned about qualities and activities of YIL. They spent the evening visiting a village to see YIL's work for themselves. On day-2, the children were taken on a bird watching and ecology visit. They were taught about 10 science concepts (low cost models) where the children could make the models on their own and take it home with them. This learning was furthered, by having the children conduct a science experiment day at the center and teach other children, what they had learnt. Each such activity furthers the



involvement of these children and their leadership skills.

Wild life conservation and environmental awareness

ILP organized a workshop on "Wildlife Conservation" on 27th Jan 2013 (Sunday) at MDLS center in Gubbi and on 3rd February 2013 (Sunday) at Magadi. The workshop engaged children through an participative discussion on wildlife conservation and environment conservation. The day started with a video on understating the components of earth and the impact on each component through environmental challenges. The day continued with discussion on what impacts our



environment, what are the reasons for animal extinction and hence the need for conservation. The discussion was supported by multiple videos on this topic. Children also came up simple things that they can do to support this initiative. During the second half



of the day, there was practical session on kitchen waste composting and making of a bird feeder. Each child created his/her own bird feeder, which they took back to hang it in their homes. The day ended with the screening of a children movie called "Gubbachigalu" ('Sparrows' in Kannada), which talks

about the effect of urbanization and the case of missing sparrows.

As a continuation to event, the children were taken on a day trip to Bannerghatta National Park & Wildlife Safari on 8th April 2013 for Magadi and 13th April 2013 for Gubbi. This session played out as a field activity in understanding the variety in animals and also understanding where on earth they come from, their food and living habits and learn if they are endangered or not.

Summer Camp: 12 day summer camp, 30th March to 13th April - 2013, Gubbi and Magadi



Visit to Infosys for Career Exposure

One of the key goals of MDLS is to expose children to multiple career options, so that when they complete their 10th, they are confident of their options forward. As part of the program, children are exposed to careers in IT, medicine, manufacturing, agriculture, milk farming, Police, armed forces, banking, government etc. Volunteers from various fields come and talk about career options in their field of expertise and children are taken on field visits to certain industries. As part of this initiative, ILP organized a visit to

the Infosys Campus in Electronic City, Bangalore on 30th March 2013 for the children from Gubbi and Magadi MDLS and also for children from Sparsha organization. The visit started with a tour of the campus that helped reinforce the importance of cleanliness and keeping one's surroundings tidy. The tour ended at a state-of-the-art auditorium, where children were shown a brief movie on the life of the visionary founder of Infosys, Mr. Narayana Murthy. The video spoke of how even a person from humble beginnings can become successful and help others lead a better life. The members of the Infosys Corporate Social Responsibility team further reinforced the importance of working hard and focusing on studies, and related stories of their own struggles and success. The children were highly inspired and invigorated by the video and the talk. The visit got the children thinking about what they want to do when they grow up and many of the children now aim to become software and computer engineers themselves! The movie showing was followed by lunch at the Infosys Cafeteria where children from Magadi and Gubbi centers got to interact with each other in a relaxed setting.



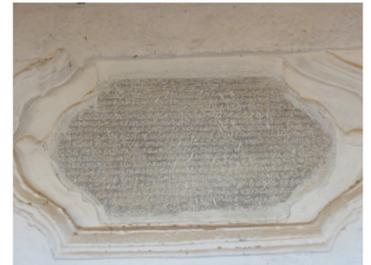
Who am I? (Personality Development session) by CG Shanmugam, Trustee - ILP**1st April @ Gubbi and 3rd April @ Magadi**

This was a personality development session focused on telling the children, the difference between being ordinary and extraordinary. Through a series of activities and anecdotes, children were exposed to the qualities of being extraordinary. Children were taught about positive attitude, about seeing opportunities in problems and not problems in opportunities, about confidence, and ownership. This was a very interactive session with a focus on facilitation than teaching.

Our local Historical Journey (Our History) - by Dhvani Trust (<http://www.dhwanitrust.org>)

Similar to last year, ILP conducted 'Our Historical Journey - Appreciating Local History' program, which is a first step towards understanding the local history. This was held on 1st April at Magadi and 2nd April, at Gubbi.

It was a great learning exposure for Children. They learnt the history behind many historical places around their town, which they visited often, but never observed curiously. The session focused on being curious, and how to appreciate historical places, Architecture of Temples, Mapping local places and also 30 history words to remember connected to the place.



This was conducted in partnership with Dhvani Trust. The interesting part of this year's session was that the complete content was documented with the objective that, starting next year, children who have undergone the journey this year will conduct the same session for the new set of children next year.

Child Rights Orientation - on 31st March @ Magadi by Saroja, Director Chiguru and 3rd April 2013 @ Gubbi by CRT - Child Rights Trust, Bangalore.

This activity focused on explaining to children the rights that they have. The session started with the definition of rights, understanding of rights that all of us have as Citizens and then focused on specific rights of children. The main rights that were discussed was

1. Right to Survival
2. Right to Protection
3. Right to Development
4. Right to Participation

Like most sessions this was facilitation based, so that it focused on letting children express their understanding before the facilitator made their points.

Survey / Census & Analysis by students on 4th April @ Magadi and Gubbi



Census as an activity provides multiple opportunities to learn. It not only allows children to learn about the demography of a village, but also sensitizes them to the people and the issues around them. It helps children understand concepts of statistics and feeding data in to a computer and using excel for the activities.

As part of the summer camp, children conducted a demography census of a few villages around them. Children were split into groups and a questionnaire was jointly prepared by the children and the facilitators at MDLS centers. Groups of children then went to each house in these selected villages and collected all the required details. The data were then fed into a computer and analyzed for some interesting findings about their village.



Health Camp and Yokogawa Volunteers Activities on 6th April @ Gubbi

With the help of support from the volunteers of Yokogawa IA Technologies India Pvt. Ltd a health camp was conducted at Gubbi. Doctors from Sapthagiri Institute of Medical Sciences and Research Centre conducted this health camp. The camp focused on checking height, weight, RBS (Random Blood Sugar) and consultation with General Medicine and Pediatric doctors. Also, as part of this activity, every child was given a health kit (Neem soap, toothpaste etc). Health camp covered 85 children. The camp helped identify kids who needed further medical help, which was then informed to their respective parents.



Rural Sports & Cultural (Annual Day) on 6th April @ Magadi and 7th April @ Gubbi



Annual Day was conducted both at Gubbi and Magadi. The first half focused on sports activities with the theme this year being rural sports. It covered activities



like Kabbadi, Kho Kho, Lagori, Sack race, running race (running forward and behind), three legged race, slow cycling etc. The second half of the Annual Sports Day focused on prize distribution and cultural activities where kids showcased their talent through skits, singing and group/solo dance programs.

English Learning Skills - by Victor Tauro, ILP on 9th April

Victor from ILP conducted an English learning session. While there is a regular program as part of MDLS to teach English, this activity was a focused session on phonetics to help children easily spell words correctly or figure how to pronounce words the correct way.



Science (Low cost model making) by science club on 2nd April @ Magadi and 9th April @ Gubbi

In continuation to the leadership initiative of MDLS program, selected children from the science club were sent to Young Leaders program conducted by Agastya Foundation where the children learnt making of low cost science models, the children conducted a low cost model making session to the rest of their peers. It was heartening to see kids taking the role of a teacher and teach what they had learnt to their peer group.

Agriculture Awareness - Dr. C R. Pradeep, on 10th April 2013 @ Gubbi



As a part of the career exposure aspect of MDLS, children were exposed to Agriculture as a career option. While families of almost all children who come to the Center are from agriculture background, no child wants to consider agriculture as a career option. There could be multiple reasons for this like smaller lands, mindset of "agriculture is not for the educated" etc.

This session focused on exposing children to agriculture as a viable career option. It focused on typical challenges faced by farmers, common myths that affect yield; advantages of scientific farming, trusting old practices of farming which followed logical approach and

so on. The main goal was to instill confidence in children that agriculture is a viable career option and the importance of food safety.

Peer to Peer learning and leadership

One of the goals of MDLS Centers is to ensure that the Center is by the children and for the children. This will be possible only when children can connect to the Center, participate in the activities and more importantly contribute to the planning of the activities and running of the Center.

With this goal in mind, this year we created multiple children clubs. Children were encouraged to join one or more of these clubs based on their interest. The clubs were then given the charter to plan their own activities for

the year.

Clubs under MDLS:

- 1.Civic Sense and Environment
- 2.Science and Math
- 3.History and Geography
- 4.Sports and Adventure
- 5.Library and Reading
- 6.Art and Craft
- 7.Vocational Training (Cycle repair, Electrical basics, tailoring etc)

While there is a lot of work still to be done to ensure these clubs are fully functional, some of the clubs kick started their activity this year. The science club planned a low cost model making activity, through which they taught their peer group how to make 8 - 10 science models. The science club also went through all the topics in their text books and came up with the list of experiments they could conduct and the list of items required for the same.

The focus this year will be to make all the other clubs more active and ensure children participate more. Activities like this will not only foster leadership, it will also ensure ownership and belongingness to their Center. It will give children an opportunity to have a say in moulding their future.

Activities at Our Other Learning Centers

Sparsha Trust- Gnana Mitra Initiative

Building on the momentum provided by the supportive community in 2011, ILP continued to add community libraries and mobile libraries working with partnering NGOs such as the Sparsha Trust. This year we added one more Learning center and also conducted multiple activities at these centers.

Inauguration of second Learning center at A.Narayanapura

In March 2013, Sparsha, one of ILP's NGO partner opened a Learning Centre at A. Narayanapura- a locality in Bangalore with predominant migrant construction worker population from distant states. The community and children from nearby Government schools were enthused by this great facility that encourages learning.



Intel provided required funding support for setting up of this center up through its Intel Global Award Initiative based on Mr. Amitav's entry of the MDLS project.

The inauguration was presided over by the Corporator, Mr.Prasad, the Block Education Officer (BEO), Mr. M.Nanjundaiah, Mr. Victor from ILP, Mr. Amitav from Intel, and attended by Head Mistress and staff of Government High School of A.Narayanapura. Children from Sparsha Trust Centers in A. Narayanapura, Shivajinagar, Makkaladhama, Sanjeevininagar, Hoskote and Government school students of A. Narayanapura were also in attendance.

Proceedings of the day involved inaugural lighting of lamp, followed by a vote of appreciation by the Corporator and a talk by Mr. Victor of ILP introducing the audience to the concept of MDLS and how the community can benefit from it. Mr. Amitav in his speech emphasized the importance of education and appreciated the service of Sparsha Trust in this field. Mr. M.Nanjundaiah in his speech stressed the need for quality education and encouraged all the local students to utilize the facility provided at MDLS. Books were distributed to the students from the A. Narayanapura Government School. The programme concluded with lunch being served to attendees.



During the phase of the academic year the focus of children were mainly the Government school children who must obtain the facility of using and accessing the provided library facility because of which many useful books were purchased and facility activated for children to learn using mobile libraries. More books were purchased to fulfill the demand of mobile library. Details of the books stocked for children’s usage in the academic year 2012-13 by the library and language have been provided in the Appendix section.

Odhu Mitra Odhu (Read Friend Read)

This is one of the programs initiated at Bynahalli and Sanjivininagar community libraries. Children who are library members made community children aware of the facility of library available to them and encouraged them to become the members as well. They also helped others read and understand some books. Children shared with friends and other members, details of the books they read and this motivated other children to read the books as well.



Art and Craft Training:

Smt. Subhalaxmi, (MDLC Mathikere) visited the Sanjivininagar centers weekly where she teaches the children the procedure to make many mementos made by paper cuttings which in turn boost their creative thinking.

Fun Day for Library Children – Sanjeevani Nagar and Bainahalli - Dec 2012

Children from the Sanjeevininagar & Bainahalli libraries were taken to Snow city and Fun World on 24th December, 2012 with the support of Bridge Builders, Bangalore for a fun day out. It was indeed a joyous day for the 60 children who said they experienced the best day of their lives with entertainment and enjoyment at the peak.

Joy of Reading- November 2012

The Team of Sparsha initiated a special event called “During month of November” as a part of the Children’s Day celebrations. This event was initiated to induce an interest of reading in children. To qualify for the event, a child must have read at least 25 books from the library that year and know multiplication tables upto 70.

Participants:

- 25 children from Bynahalli community library children
- 45 from Makkala Dhama
- 10 from Multi-Dimensional learning center
- 40 from Shikshana Mitra-1, Sanjeevininagar
- 50 from Shikshana Mitra-2, Mastri playa
- 20 from Makkala Mitra (Open Shelter), Rajarajeshwari nagar
- 20 from Sahjeevininagar community library children
- 10 from Chinnara Thangudha

Number of children participated: - 230

English Learning class:

Children in Sanjeevininagar Center had the opportunity to learn spoken English, with foundational grammar, taught by Mrs.Roopa Mahajan a volunteer from Sanjeevininagar. Mrs Mahajan spends 4 hours everyday teaching children. At present, we have about 25 children who are able to speak English fluently.

Makkala Milana program- at Sanjeevininagar Community Library

To invoke the thirst for learning in children and for providing them exposure to other methods of schools, the Makkala Milana programme was conducted. The name means ‘The coming together of children’ and under this event the children of Sparsha Trust got to meet and interact with children of International Schools like Nagarjuna and Delhi Public School. The children have been interacting on an ongoing basis, post their first meeting. This programme has helped the children improve their vocabulary and their creativity.

The same day, the children later visited Lalbagh on 8th Nov 2012 where they interacted with volunteers from Intel Corporation, and played games.

Section III

Learning and Results

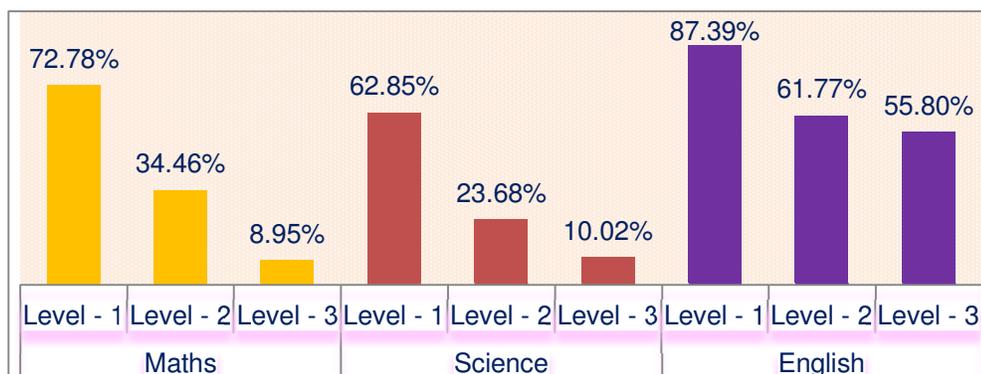
A learning level assessment (LLA) was administered to the 8th and 9th standard students to gauge their level of understanding of fundamental concepts in Maths, Science and English. The main purpose of this assessment was to understand the learning level of the child, so that we can customize the way the child is taught and what is taught.

English reading/writing skills assessment ranged from basic alphabet to passage reading comprehension level whereas Maths and science questions assessments administered were in three levels viz.,

- ❑ Level – 1: Questions from 3rd & 4th Standard syllabus.
- ❑ Level – 2: Questions from 5th & 6th Standard syllabus.
- ❑ Level – 3: Questions from 7th & 8th Standard syllabus.

The below graph shows the average percentage scored by all 8th and 9th standard children in each level of Maths, Science and English respectively. For e.g., we can see in the graph below that in Mathematics 70% + of the questions were answered correctly from 3rd/4th standard syllabus questions, 34% of the questions were answered from 5th and 6th standard syllabus and only 9% of the questions were answered correctly on 7th and 8th standard syllabus.

This clearly shows that a lot more focus on basics is required before we move towards advanced concepts. Based on this finding, we have initiated customization of the activities at the Center to not only focus on 8th and 9th syllabus, but also start from fundamentals for those children who needed to be groomed from basics.



Results of MDLS initiative

It is tough to track impact of a program such as MDLS as the objective is just not curricular, but overall development. Also, since we do not have access to information on developmental performance of children not receiving the benefits of the MDLS initiative, we could not compare results between them. Hence, any improvements cannot be 100% attributed to the intervention, though we believe that the intervention has had a significant impact.

SSLC Results - May 2013

This year (2012-13) 9 students of our ILP Puraskara scholarship program appeared for SSLC and their results have been heartening and inspiring. We had a 100% pass percentage with 3 First Class, 3 Second Class and 3 passed without class distinction.

Irrespective of their ranks and distinctions, their accomplishments are important for all of us because all these children have done themselves proud against all odds.

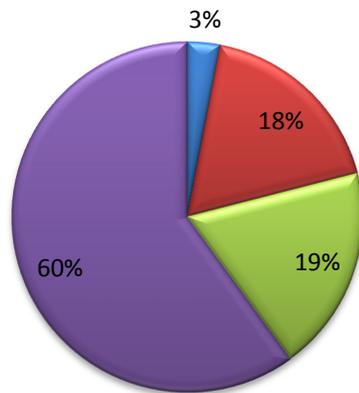
Pavithra B N (Magadi Rural) scored an impressive 79.36% and Girish. G (Magadi Rural) scored 73.60%

First	Second	Pass	Fail	Total	%	Organization
3	3	3	0	9	100%	Chiguru, Magadi

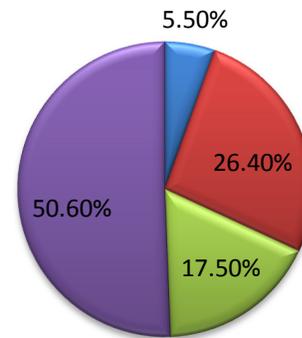
Annual Exam Results between 2012 and 2013- a comparison

Below table shows the comparison between the same set of children between their 8th Standard exam results last year and 9th standard exam this year.

Annual Exam Results 2012



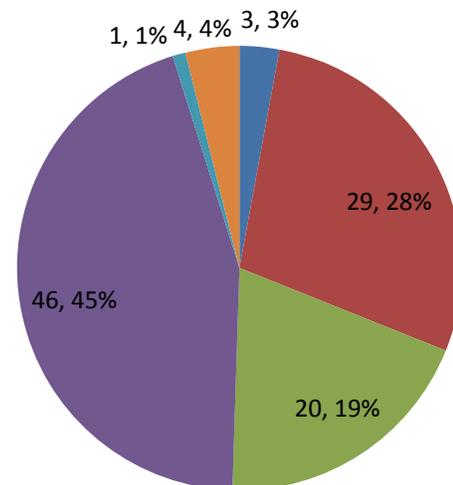
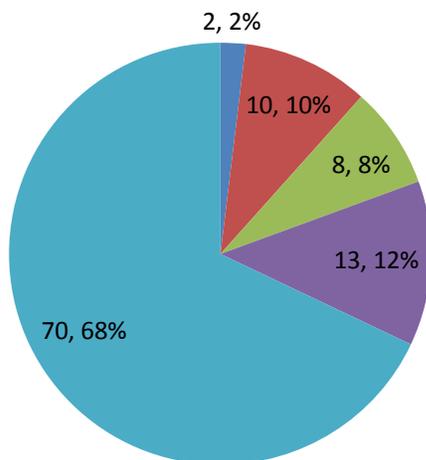
Annual Exam Results 2013



■ Distinction ■ First ■ Second ■ Pass

Comparison between Mid-term exam and Final exam for 8th standard children

Below table shows the comparison between the mid-term exams and the annual exam results of all the children during their 8th Standard exam this year. The % of children failing the exams reduced drastically from 68% to a mere 1%.



■ Distinction ■ First ■ Second ■ Pass ■ Fail ■ Dropout

Library and Reading Habits Initiatives

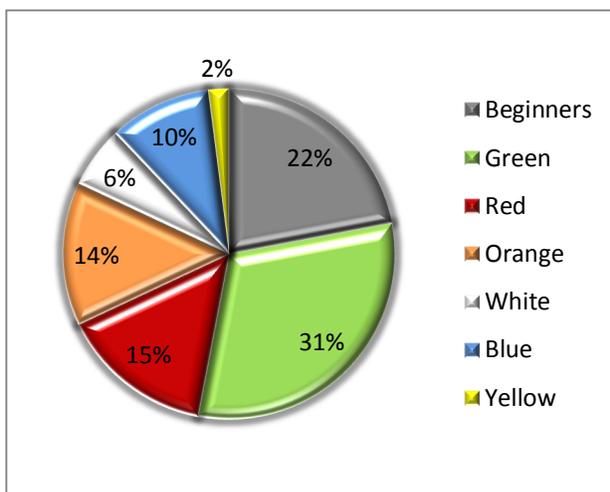
Inculcating reading habits in both Kannada and English is one of the key goals of MDLS program. Each Center has 1000+ books in both Kannada and English, which are colour coded based on reading levels. Each child is allowed to read books only in the colour based on the child’s reading level. This would ensure that a child picks up only books that the child can read and understand to some level and hence improve reading levels. The below table lists the number of children at each center and children who have read the maximum books

	Sparsha - Sanjeevininagar	Sparsha - Bynahalli Community	Chiguru - MDLS, Magadi	ILP Gubbi
Library Members	145	107	141	121
Most Books Read	Kavya - 51 (42K, 9E) Ashwini - 29 (19K, 10E)	Devaraju - 17 (14 K & 3E) Rajesh - 16 (8K, 8E) Shilpa - 19 (5K, 14E)	Pooja - 32 (23K, 9 E) Shilpa - 37 (32K, 5E)	Noor Almaas - 90 (43 K & 47 E) Asha Y.H - 77 (43 K & 34 E)

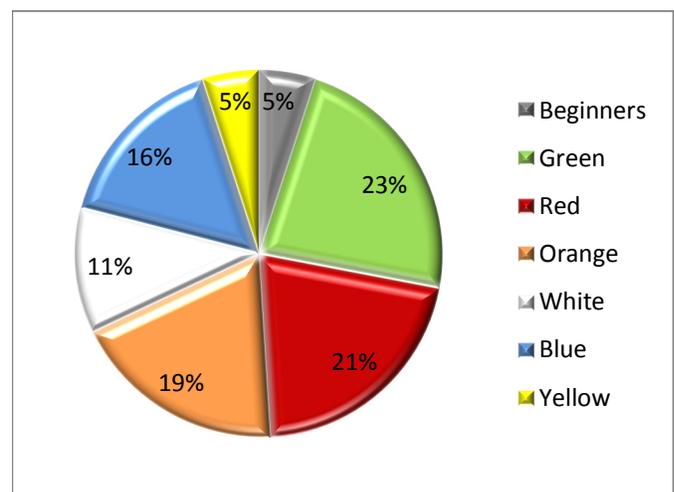
K - Kannada, E - English

Results of Library initiative - Moving Reading Levels:

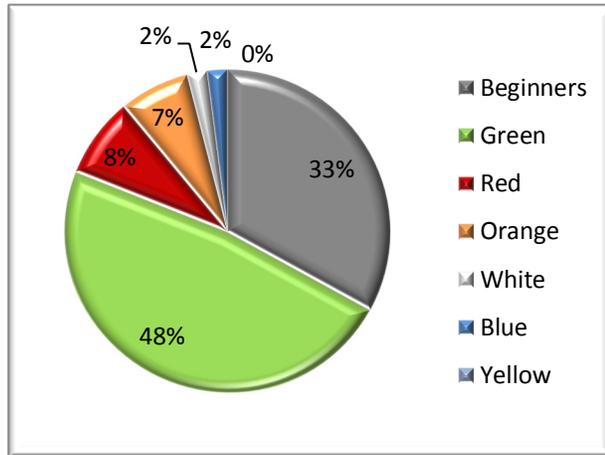
Kannada Language - June - Sep Growth



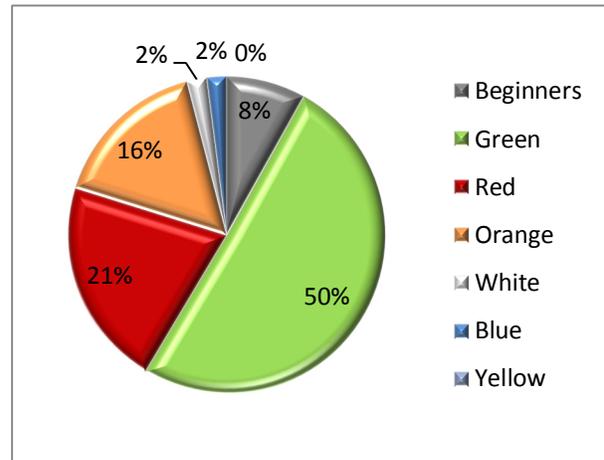
Kannada Language Oct - March Growth



English Language - June - Sep Growth



English Language Oct - March Growth



Beginners - Can't read one small sentence.

Green Level 1: Each page contains one line of text of not more than one sentence and big picture.

Red Level 2: Picture books with 3-5 short sentences or a paragraph of up to 5 sentences.

Orange Level 3: Short stories with picture or a book with a single story. Each page has about 6-14 sentences and the word become more difficult.

White Level 4: Short stories with half page text, about 15 - 20 sentences and half page picture.

Blue Level 5: A collection of short stories or a single story. The number of pictures may be less and may not appear on every page. Single story book can have above 21 sentences per page or a total of 375 to 500 sentences.

Yellow Level 6: A single story of above 500 sentences broken into many chapters must be introduced here.

Exceptional performance under various categories

Category	Gubbi	Magadi
Best Academic performance	9 th Std. Megha G R - 561 / 625, 90% 8 th Std. Sushmitha - 553 / 625 , 88%	9 th Std - Harshita Bai - 595 / 625, 95% 8 th Standard - Shilpa - 553 / 625 ,88%
Most Regular to School:	Supriya H C and Ambhika	Hostel Girls
Most Regular to MDLS Centre:	Swetha A G and Nagabharana	Hostel Girls & Shafir
Best Improvement	Pavithra M K (50. % to 72%) - 22% Radha H L (62 % to 81 %) - 19 %	Rashmi M (35 % to 65 %) - 29 % Ranjitha N (40 % to 68 %) - 28 %

Case Study:**This is no ordinary 71%**

One of the girls Haseena Banu, supported by ILP scored 71% in IInd PUC. Everyone at ILP was extremely happy at the achievement. Even NDTV came over to cover her as part of their series on education. Surprised? And wondering why a girl, who scored 71% marks, became this significant, when the first rank student in Karnataka probably scored 98% or more.

That is because, this girl, who scored 71%, started her schooling for the first time, when she was 11 years old! She was a forced domestic help before that, who was rescued by Karnataka's child help line and an NGO called Association for Promoting Social Action (APSA). Haseena Banu has had a very difficult childhood, which most of us have only seen in movies.

Driven by poverty and not being able to take care of her children, Haseena's mother left Haseena Banu, when she was only 6 at the home of someone she thought she knew, hoping a brighter future for her child. That someone, who promised to send Haseena to school, ended up using her as a domestic help. Not only did that person get work done from this little kid, but also made her life hell by beating her or locking her up, when she did not complete her work or when she asked him to put her to school or even when she begged to be sent back home.

Dealing with the torture for 5 years, Haseena finally managed to escape from that place and was rescued by APSA. So, at the age of 11, was the first time she started learning. Since she was too old to start formal schooling from Kindergarten, APSA trained her in an informal school for the first two years. At the end of her 2nd year of schooling, she directly appeared for her 7th standard exam and cleared it! It was a commendable achievement, which helped her join formal schooling.

She was then sent to Chiguru, which runs a girls hostel for children in need of help. Chiguru has been a long-time partner of ILP and students of Chiguru are supported by ILP for their education. With strong determination and support from ILP and Chiguru, she completed her 10th with 73% and now she completed her 2nd PU with 71%, scoring 95 out of 100 in Business management. Beyond studies, she is an amazing dancer and choreographs her own dance sequences. She also teaches dance to the other kids in the hostel and performs during the Annual day



celebrations. She has plans of taking up a full time job in a bank while pursuing her passion of dancing. She also wants to setup her own dance school!

Haseena is just one such child, we were lucky enough to support. It is amazing to see how such kids do so well inspite of unbelievable hardships they have been through. Most of us are very lucky to have grown up in a safe family environment and hence don't realize what it means to not have one. We see children working without going to school all around us without realizing that there is a Haseena in each one of them. Like APSA/Karnataka's Child help line came as Haseena's guardian angel, these kids are unknowingly waiting for their angels to rescue them from the clutches of work and put them on the path of freedom through education. It takes awareness, sensitivity and perseverance to help such children... qualities which we all should have. It's a small step for each of us that can not only change the life of one child, but many others who are part of that child's future.

This 71% is no ordinary 71%. This is 100% results against all odds!

Section IV:

Funding and financial support

	Particulars	2012-13 Total Expenses
1	MDLS - Common budget & Expenses	254,233
2	MDLS - Gubbi	277,985
3	MDLS - Chiguru, Magadi	293,000
4	Community Libraries - Sparsha Trust	245,280
5	Post 10th Scholarship	18,700
6	A.Narayanapura Community Learning Centre	75,578
7	Number of children covered	528
	Total INR	11,64,776

Fund Raising and Support update

We would like to take this opportunity to sincerely thank all the individual donors and the Corporates whose whole hearted support helped us successfully implement the projects this year. Support was not just financial, but also through the time they spent.

As always, we participated in the annual 10K run at Bangalore and about 30 volunteers from ILP, 10 kids from the libraries, 30 employees from MetLife Bangalore and 15 employees of SecPod Technologies ran for ILP with “ILP T shirts” on the 28th June 2012. We could mobilize Rs. 2 lakhs from the run for our MDLS program.

Our Donors

- Element14 India Pvt. Ltd
- Infosys (Note Book Drive)
- CoreEL Technologies
- Charities Aid Foundation India
- Yokogawa IA Technologies India Pvt. Ltd.
- Secpod Tecnologies Pvt. Ltd.
- MetLife
- Jaiprakash Associates Limited
- Glassbeam IT Services Pvt. Ltd.

And many Individuals

Section V:

ILP HYDERABAD CHAPTER INITIATIVES

The Hyderabad Chapter is working with 7 government primary schools in Gachibowli – Madhapur area. While our the focus is to create interest in reading through the Pustakam project, we are also engaged in teaching English, Maths and Science to help form a strong foundation for higher studies. We supplement the English teaching to help form a foundation of command a the language. Once the children develop interest and start enjoying reading, they would like to read more books. However, most of the students studying in these schools cannot afford buying books. Hence, we came up with the idea of providing them the facility of borrowing books from our libraries. In some schools like Mastan Nagar government school where we have proper infrastructure and enough space to keep the books in the school, we have set up permanent libraries. In other schools, our volunteers carry the books along with them and distribute the books to the students after the class. We collect the books back after the children are done with reading. This program is really helping the children enhance their reading skills and also stimulate their minds and maximize the learning process.

In the last one year, ILP Hyderabad continued to support the higher education of 14 students, and 655 primary school children our English teaching program and in shaping their future!

A vignette of the impact made possible through the scholarship program in partnership with Premalayam:

Y. Thimma Reddy: We often see families where the children do not get the attention or care of a parent because she/he are not alive. However this is not the case with this family. The father is in Jail because he has-been a victim of factionist politics. Consequently the children always faced the agony that they couldn't experience their father's love though he exists. Having had to go through harsh circumstances, he completed his 10th. He developed sincere interest towards academics and was full of enthusiasm to continue his education and reach his goal to complete MBA. During the period when his father was in jail, his mother suffered a lot of problems from the society. Having taken the burden on her shoulders, she used to earn little money by working as a daily laborer.

Before joining the Scholarship program: "I didn't have a plan of how to reach good position in the future. My confidence levels were very low. I didn't know how things work in society. I used to waste money on useless things," says Thimma Reddy.

After joining the Scholarship program: "With regular meetings conducted by Premalayam (an organization supported by ILP), I came to know about other problems that everybody have in their

lives and how to face them with courage, how to behave in the society, how to deal with fellow beings. I'm confident that I can achieve my goal and I want to help my parents. I want to stand by the side of children who are unable to continue their education," says Thimma Reddy

Now he (Thimma Reddy) has completed his MBA scoring 78%.

We would like to thank Microsoft for continuing the scholarship program with us this year also. This program has definitely helped the children not only in their studies but also in bringing about holistic personality development through the workshops being conducted. It has created hope for the students and parents and has changed their orientation towards education.

- The donations from Microsoft and its employees helped us in supporting the intermediate, under graduate and post graduate education of 14 students hailing from a weaker economic background.
- The students belong to various fields of education. While some of them have chosen mainstream career options like B.Tech, MBA and MCA degrees, there are others who are opting for B.Sc in Nursing and B.Sc in MLT.
- Some of the students have previously been granted the scholarships. We follow-up with all students on their continuation of education either directly or through partner organizations. These students have performed excellently in their courses and their scholarship grant is being renewed.
- The students who have successfully completed their studies with the help of ILP Scholarship Support Program are now inspiring others to succeed. It is true how one winner inspires many winners. Few of the students have secured jobs and able to support their families on their own!
- *The grant also helped us in successfully implementing Pustakam, our English teaching program for the 655 primary school children in 7 government schools.*

▪ Success stories of the scholarship recipients from previous years

G Sujatha	Working in Hotel management service industry
I. Sravani	Secured a govt. job
Santosha A	Working as an accountant in private firm
C Pradeep	Working as a teacher in a school
P Ramakrishna	Working as a Mechanical Engineer
Y Timma Reddy	Working part time and during his final year project in MBA
B Shekar	Currently in the final year but is having an offer as lab technician as soon as he completes

K Narasimha Rao	Joined in MSc
A Damodar	Working as a nurse in a hospital
Babu Rao	Working as accountant in private firm

- ILP Hyderabad has sponsored the education of 15 students (2012-2013) through a grant of approximately Rs 1,70,000. Of the 15 students, 6 were pursuing Engineering, 6 were in Intermediate (10+2), 2 were in BSc, and 1 in MCA.

Thanda School

A committed volunteer in our Pustakam project Syamala helped raise funds for infrastructure improvement in the Thanda Govt. School. These funds were utilized for construction of a temporary classroom and new toilets in that school.

Zilla Parishad School (Gachibowli)

Eight active volunteers from Google conducted Mentoring sessions at the Zilla Parishad High School where they covered career paths, academic assistance, life skills and other topics.

Book drive and Volunteer recruitment

ILP Hyderabad primarily operates in the Madhapur, Kondapur and Gachibowli areas. Prarthana Boddu, a long-time volunteer helped organize a book drive in Lumbini Springs residential complex. Simultaneously a coffee meet was also conducted on August 4th, 2012, wherein residents were invited to learn more about ILP. This helps us recruit new volunteers. It was attended by about 20 people.

Oakridge International School's support

In July 2012 few students of Oakridge School (a private school) started a Community Service club as one of the CCEP initiatives for class 9 thru 12. While there was CAS, Trisha Jain (founder of the Community Service Club), felt that CAS was more for the IBDP students and this initiative would focus more on the CBSE students interested in community service and volunteering their time.

They worked with their school coordinators to finalize the operation and held various activities such as visits to the Masjid Banda govt. school every Saturday July through September of 2012. In these visits, they would interact with the students, teach some arts and crafts, play some educational games and also donate books collected via book drives.

Apart from that, Prarthana's daughter organized a field trip of her classmates to the Masjid Banda Govt. School in April 2012 to gain awareness. In a subsequent trip they also donated stationery kits to each student.

Corporate Support and Liasons

We continued the liaison with Google, Facebook, Microsoft and had active support and contribution of volunteer time from their employees

- Activities like sports meet, art competition, art and craft workshop etc were conducted by Facebook volunteers in the primary schools.
- In addition to the mentoring sessions, as part of the annual **Google Serve** initiative in month of June 2012, the following activities were conducted by Googler volunteers.

Project	Date	School	Timing	Classes covered
Sports	20th June	Gachibowli	9 AM to 1PM	9th
Science Project	21st June	Kothaguda	9 AM to 1PM	10th
Photography	21st June	Gachibowli	2 to 5 PM	9th
Stitching Project	22nd June	Masjidbanda	2 to 5 PM	6th and 7th
Science Project	28th June	Madhapur	9-1 PM	10th
Science Project	29th June	Kothaguda	2 to 5 PM	9th

Pustakam

Due to various reasons (relocation, children exam schedules etc.), many Pustakam volunteers were unable to sustain the schedule that we had last year. We plan to hire two part-time persons for the Pustakam project who will go regularly to the govt. schools we work with to conduct Pustakam sessions. Neha and these additional resources will supplement the Pustakam sessions being conducted by Malathi, Sudha, Geetha, Prarthana and Asra so that we can bring the Pustakam project back to its original momentum.

Meher was hired as a temporary English teacher at Mastan Nagar School. Nagesh who was teaching English in Mastan Nagar last year, got a govt. job and decided to take up that opportunity.

Donations supported by Volunteers and Well-wishers

- Employees of CA Technologies donated 48 sets of study guides for the class 10 students of Zilla Parishad High School in Gachibowli. Each set consists of 7 books covering the different subjects and helps students prepare for their class 10 board exam.
- Books for the library were donated by residents of Lumbini Springs and Jayabheri Silicon County
- Toys donation to children in Angan Wadi, Mastan nagar and C N N Thanda Govt. School
- 200 note books donation for distribution in Kanament govt School.
- First aid kits to children of Masjid Banda school

Glimpses of Impact of the Scholarship Program and support from Microsoft



Y. Thimma Reddy: We often see families where the children do not get the attention and care of parent as either mother or father or both are not alive. However that is not the case with this family. The father is in Jail because he has been a victim of factionist politics. Consequently the children faced the angst that they couldn't experience their father's love though he exists. Having had to go through harsh circumstances, he completed his 10th. He developed sincere interest towards academics and was full of enthusiasm

to continue his education and reach his goal to complete MBA. During the period when his father was in jail, his mother suffered a lot of problems from the society. Having taken the burden on her shoulders, she used to earn money working as a daily laborer.

Now he (Thimma Reddy) completed his MBA scoring 78% and will have to support his family.

Before joining the Scholarship program: “I didn’t have a plan of how to reach good position in the future. My confidence levels were very low. I didn’t know how things work in society. I used to waste money on useless things,” says **Thimma Reddy**.

After joining the Scholarship program: “With regular meetings conducted by Premalayam (an organization supported by ILP), I came to know about other problems that everybody have in their lives and how to face them with courage, how to behave in the society, how to deal with fellow beings. I’m confident that I can achieve my goal and I want to help my parents. I want to stand by the side of children who are unable to continue their education,” says **Thimma Reddy**

Thank You

We would like to thank Microsoft for continuing the scholarship program with us this year also. This program has definitely helped the children not only in their studies but also in bringing about holistic personality development through the workshops being conducted. It has created hope for the students and parents and has changed their orientation towards education.

THE IMPACT CREATED

- The grant helped us in supporting the intermediate, under graduate and post graduate education of 14 students hailing from a weaker economic background.
- The students belong to various fields of education. While some of them have chosen mainstream career options like B.Tech, MBA and MCA degrees, there are others who are opting for B.Sc in Nursing and B.Sc in MLT.
- Some of the students have previously been granted the scholarships. We follow-up with all students on their continuation of education either directly or through partner organizations. These students have performed excellently in their courses and their scholarship grant is being renewed.
- The students who have successfully completed their studies with the help of ILP Scholarship Support Program are now inspiring others to succeed. It is true how one winner inspires many winners. Couple of students have secured jobs and able to support their families on their own!
- *The grant also helped us in successfully implementing Pustakam, our English teaching program for the 655 primary school children in 7 government schools.*



Section VI:

GOVERNANCE AND FINANCIAL DETAILS:**Legal Status of ILP**

Registered as a Trust under the Karnataka Trust Act. Registration No. 281/ 1999 – 00

Registered u/s 12 A(a) of the Income Tax Act, 1961. DIT (E)/

Registered under section 80G of the Income Tax Act, 1961. No.

DIT(E)BLR/80G(R)/665/AAATI3576P/ITO(E)-1/Vol2008-2009, valid permanently as per amended Proviso to Sec 80G (5) of the IT Act, 1961 vide CBDT Circular # 7 Dated 27.10.2010.

Registered under the Foreign Contribution Regulation Act, 2010 with the FCRA Division, Ministry of Home Affairs, Government of India.

Registration No. 094421430 dated 11/07/2011.

Name and address of the Bankers:

Housing Development Finance Corporation Bank (HDFC Bank)

Kasturba Road, Bangalore – 560 001

Name and address of Auditors:

Ashok Kumar Prabhashankar & Co.,

Chartered Accountants

S 2, Narayana, Mission Road, Shama Rao Compound,

Bangalore – 560 027, Tel: 080 – 2223 7045

Details of Board Members: (as on 31st March 2013)

Sl. O.	Name	Sex	Position on Board	Occupation
1	Manmohan Jain	M	Chairman	Development Consultant
2	Pramod Sridharamurthy	M	Secretary	Software Professional
3	Sudhira H S	M	Treasurer	Post-Doctoral Researcher
4	C G Shanmugam	M	Trustee	HR Consultant and Corporate Trainer
5	Kiran Kumar H S	M	Trustee	Software Professional

6	Ravi Mani	M	Trustee	Software Professional
7	Ruchira Das	F	Trustee	Chartered Accountant, Volunteer cum Social Worker
8	Charu Puri	F	Trustee	Software Professional
9	Ambalavanan R	M	Trustee	Software Professional & HR Expert
10	Sowmya Hiremat	F	Trustee	Software Professional
11	Dr. Pratima J	F	Trustee	Software Professional
12	G. Suchitra Rao	F	Trustee	Social work and Child rights consultant
13	N. Sashikumar	M	Trustee	Software professional

Accountability and transparency

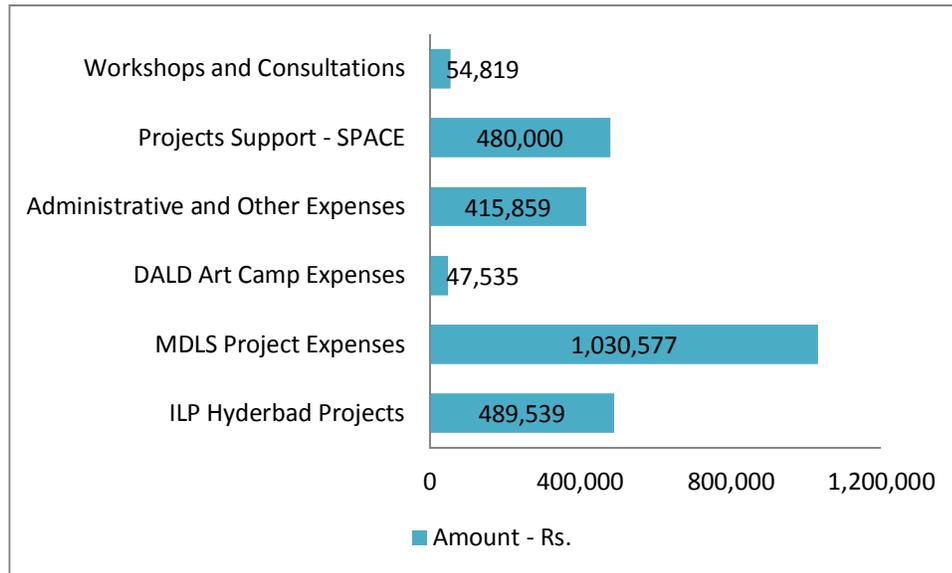
No remuneration, sitting fees, or any other form of compensation has been paid since the inception of ILP to any Board member or Trustee.

Financial Statements (extracts) from the Audited Statement

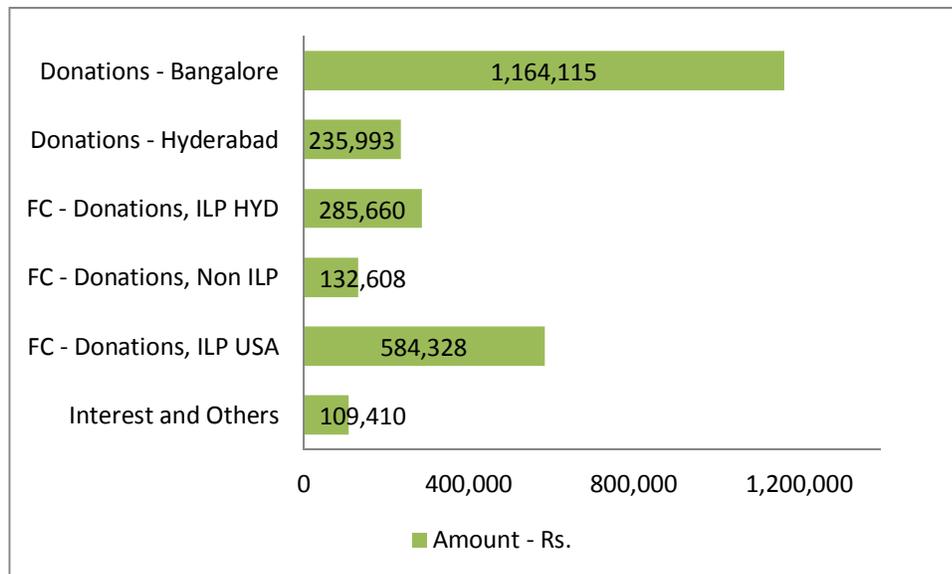
Consolidated Balance sheet as at March 31,	2013
Sources of Funds	
Corpus fund	1,000
Reserves and surplus (Capital fund)	20,02,938
Total	20,03,938
Application of funds	
Fixed Assets	66,195
Current Assets	
Cash & Bank Balances	17,22,936
Other advances	2,14,806
Total	20,03,938

All amounts are in Indian Rupees.

Expenditure details of 2012 - 13



Income Details - 2012-13



Section VII:

Project Review Updates for the period April 12 to March 13

A. Total Projects for the year: 22

B. Projects Completed during the year.

1. RDSS Silvani, Raisen Dist. MP
2. SEEDS and Sarvodaya – Koppal - UNICEF started project that has similar activities and covers the entire district.
3. Aid India – FCRA suspended
4. SPACE – Warrangal – Temporary support stopped due to litigation filed by CWC Warragal.

C. New Projects taken up

1. TRCSC - Jamshedpur, Jharkhand – August 12
2. SVYM – Bangalore – October 12
3. MPJAM - Advocacy project in Madhyapradesh – September 12

Sl. No.	Name of Project	Project Goals, coverage and Annual Budget
Anganwadi and School Strengthening through community Participation		
<p>All the below projects work in schools, AWCs to improve the functioning of these units like regular children and teachers attendance, empowering parents committee (School Management Committee and Mothers Committees) through knowledge on their powers and duties. Helping schools to reenroll out of school children. Promoting child rights clubs to help children to bring up issues concerning to them.</p>		
1	<p>Abhiyaan Kako Block Jehenabad District Bihar</p>	<ul style="list-style-type: none"> - Project started with 10 Settlements in Kako Block covering Mahadalits and Dalit communities that was having 6 Schools and 10 AWCs. Now covers 25 villages having 33 schools, 36 AWCs. - 0-6 yrs – 1866 6-14 yrs – 2979 High School - 986 - Runs 10 Bridge centres for 400 out of school or irregular children. - 10 bridge teachers work also as Para teacher in government

	<p>Partner since - June 11</p>	<p>schools for half day.</p> <ul style="list-style-type: none"> - Out of 400 - 60% are never admitted to school and 40 % drop outs. - Also works with schools to improve attendance and retention. - Project review is done in august 12 and recommended for continuation. <p>Budget: - 6 lakhs</p>
2	<p>Lohardaga Gram Swaraj Samstha (LGSS)</p> <p>Kairo Block</p> <p>Lohardaga Dist</p> <p>Jharkhand</p> <p>Partner Since - June 11</p>	<ul style="list-style-type: none"> - Covers whole Kairo Block in Lohardaga District having 6 GPs and 26 villages. 63 AWCs and 44 Primary schools & 2 High Schools to improve attendance and retention of children. - Children in AWC - 2424 - Children in 6-16 years - 7607 - Project visit done in December and recommended for continuation. <p>Budget: 6 lakhs.</p>
3	<p>Chetna Vikas</p> <p>Dumka District Shahariyhat Block</p> <p>Jharkhand</p> <p>Partner Since – June 2011</p>	<ul style="list-style-type: none"> - Covers 20 villages with 15 AWCs, 17 Primary schools and 4 High Schools. - Progress is visible in AWCs and school it is showing up these days. Attendance in schools is now showing up. - 0-6 years – 1420 , 6-14 years - 1760 - Review done in December 12 and can be continued. - Advised to expand area for upcoming project period since organization has capacity to work. <p>Budget: 6 Lakhs</p>
4	<p>TRCSC – Technology Resource Communication Service Centre</p> <p>Saraikala kraswan district</p> <p>Kukru Block</p> <p>Jharkhand</p> <p>Partner Since – August 12</p>	<ul style="list-style-type: none"> - New Project - Covers 25 villages in 5 GPs having 45 schools and 38 AWCs. - It is far-off block hence monitoring is very poor by government. - Shortage of teacher’s major problem but abundant rooms is common norm because it is CMs district. - 3 GP level staffs are working with one accountant. - Need an additional staff to cover the area due to distance and number of schools. - Review done in December and recommended for continuation. <p>Budget - 5 lakhs</p>

5	<p>Gandhi Gram Trust</p> <p>Kalakad, Tirunelveli dist, TN.</p> <p>Partner Since June 2011</p>	<ul style="list-style-type: none"> - Covers 9 Primary Schools , 2 Middle schools and 1 High schools - 424 Boys 476 Girls Total - 900 Students - Vocational skills will be given for 6th to 9th std children and establishing Science corner in 12 schools. - This project had to be withdrawn as GGT expressed its inability to carry on activities on rights based mode due to non cooperation of government school teachers. <p>Budget: 8.40 Lakhs</p>
6	<p>Integrated Rural Community Development Society (IRCDS)</p> <p>Poondy Block</p> <p>Thiruvallur dist TN</p> <p>Partner Since July 2008</p>	<ul style="list-style-type: none"> • Covers 21 sc and ST villages in Poondy Block as per original plan to asses the quality of education and SMC empowerment. • Covers 1268 children 0-14 years of Irula and Arunthathiyar community in 21 villages. • 19 schools and 17 AWCs. • LLA has been conducted in September and results are shared with Community Leaders. Average results in the range of 45-55%. • Second phase of the project is to work with Brick kiln workers to prevent migration of children to brick kilns by working at the source districts in partnership with other NGOs. <p>Budget: 6.10 lakhs.</p>
7	<p>SNEHA Society for Integrated Community Development (SNEHA)</p> <p>Kudligi Taluk / Kudligi education Block</p> <p>Bellary District</p> <p>Karnataka</p> <p>Partner Since June 2003</p>	<ul style="list-style-type: none"> • Strengthen School Development and Monitoring Committees to achieve 100% enrollment and retention in 224 vilages having 243 schools , 40248 children in 6-14 yrs age group. • Intervention with 44 High Schools i.e age group - 14-16 yrs – benefiting 10919 children. • Improve Anganwadi Functioning by Activating Mothers Committees in 270 AW Centres. 0-6 yrs – 28210 children • A midterm evaluation was done and Sneha is advised to replicate the process in new target area and undertake follow up work in old area for the upcoming year.

		Annual Budget: Rs. 23 Lakhs.
8	<p>Socio Economic Education and Development Society, (SEEDS)</p> <p>Hasgal Cluster, Koppal Taluka, Koppal Dist, Karnataka</p> <p><i>Partner Since August 2009</i></p>	<ul style="list-style-type: none"> - Activate and strengthen SDMCs in 19 schools and 2 High School benefiting 6776 children in 0-18 year's age group. - Activate and strengthen BVS and Mothers Committee in 22 Aw Centres. - Activate existing 35 SHGs in 19 villages and involve them in achieving 100% retention and 95% attendance of all children. Link SHGs with the Banks for micro finance for income generation activities. - Budget: 4.15 Lakhs
9	<p>SARVODAYA Integrated Rural Development Society</p> <p>Irkalgada Education Cluster</p> <p>Koppal Taluk, Koppal District Karnataka</p> <p><i>Partner Since August 2009</i></p>	<ul style="list-style-type: none"> - Covers around 5697 children in the age group of 0-14 years. - Activate and Strengthen SDMCs in 16 schools and 2 High School. - Activate and Strengthen Mothers Committees and Bal Vikas Samithi in 22 AW Centres. - Activate existing 56 SHGs promoted by Government as well as under other schemes to involve them in Education Movement and also link them up with local Banks for livelihood options. - Budget: Rs. 4 Lakhs
10	<p>Community Development Foundation (CDF)</p> <p>Sedam, Gulburga District Karnataka</p> <p><i>Partner since 2008</i></p>	<ul style="list-style-type: none"> • Works Kodla Education Cluster with covering 3 Gram Panchayaths having 56 villages in Sedam Block. • Covers 82 schools with 16840 children • 124 AWCs with 10336 children. • Shown good progress with AWCs and schools out come is slowly coming up now. • Good rapport with district administration. • CDF will under a midterm evaluation in February lead by Suchitra and first draft report will be ready by March.

		<ul style="list-style-type: none"> • Budget Rs. 20 Lakhs
11	<p>Unified Action Council (UAC), Telkoi, Keonjhar Dist. Orissa</p> <p><i>Partner Since January 2009</i></p>	<ul style="list-style-type: none"> • Covers 24 villages and 25 tribal Hamlets. • 33 AWCs Covers 1731 children in 0-6 year's age group. • 29 schools cover 3024 children in 6-14 years age group. • Promotes income generation activities along with Non Formal Education to adolescent's girls and tribal women. • SHGs have shown good progress in terms of savings and stability. Rs. 50000 is saved by 14 groups having 388 members • Children set right bad mid day meals in one village. • Review done in November 12 and recommended for continuation. <p>Budget: 14 Lakhs</p>
12	<p>Pragathi</p> <p>Sundargarh Dist.</p> <p>Orissa</p> <p>Partner Since June 10</p>	<ul style="list-style-type: none"> - Target area increased from 26 villages to 61 villages - 4 GPs to 11 GPs in 2 Blocks – Balisankara and Subdega. - 52 AW Centres to 127 AWCs with 6438 children. - 36 Schools to 89 school with 8663 - 5 High schools to 15 high schools – 3204 children. - This project is supported partly by - Dining For Women USA for Women and Girl child empowerment through education and Vocational skills and livelihood options. - This year 850 girls are given scholarship, 70 women trained in tailoring, 20 adolescents undergoing nursery teacher training course, 30 adolescents will undergo training in house keeping. - 68 SHGs are identified for revolving fund support at the rate of 5 thousand rupees each. - Project has shown good progress at Vocational skills an scholarship. - Not visible outcome with school intervention. - Review done in December and some changes are suggested that is to work on DFW supported vocational training for upcoming project year.

		Budget – 22 Lakhs.
13	<p>Ganeswar Club</p> <p>Hindol Block</p> <p>Dhenkenal Dist.</p> <p>Orissa</p> <p>Partner Since – June 10</p>	<ul style="list-style-type: none"> - Covers 32 villages with 26 AWCs having 1109 children - 23 Schools with 1603 children - 4 High schools with 429 children. - 3 education centers are run in school-less hamlets covering 47 tribal children. - 3 para teachers are given in 3 schools - Target group includes majority tribal communities like Juang, Khandhas and Sabor. - GC is systematic in its approach. - Review visit done in November 12 and advised to expand the area. <p>Budget – 6 Lakhs.</p>
14	<p>Centre for Integrated Development (CID)</p> <p>Bijaipur Block,</p> <p>Sheopur District ,</p> <p>Madhya Pradesh.</p> <p>Partner Since August 09</p>	<ul style="list-style-type: none"> - Project located in Agra Education Cluster of Bijaipur Block. - Covers 32 villages having 30 AWCs with 3048 children. - 40 schools with 3639 children. - Target community includes 75% tribal population known as Sahariya tribe and 25% other backward communities. - Very remote and dacoit prone area resulting in very poor government monitoring. - Organisation strong in community mobilization. <p>Budget: 7 lakhs</p>
15	<p>Mahila Samithi,</p> <p>Bijawara Block,</p> <p>Chattarpur District</p> <p>Madhya Pradesh</p> <p>Partner since August 2009</p>	<ul style="list-style-type: none"> - Located in Bijawar Block of Chattarpur district. Focuses on tribal and SC - Mahar community. - Covers 35 Villages with 40 AWCs with 3875 children - 34 schools with 6202 children - 3 high schools with 1284 schools. - Organization is systematic in programme management and strong with community mobilization. - Budget: 7 Lakhs.
16	<p>Rachna</p>	<ul style="list-style-type: none"> - Enable ST and SC children to access primary school who otherwise secluded due to caste system.

	<p>Bhadarwas Block</p> <p>Shivpuri District</p> <p>Madhya Pradesh</p> <p>Partner Since June 10</p>	<ul style="list-style-type: none"> - Covers 21 villages - 39 schools with 2528 - 21 AWC with 2183 children - 1 high school with 606 children. - Target areas are poorly monitored by government officials. - Shortage of teachers is high in remote villages. <p>Budget : 6.8 Lakhs.</p>
Quality Education Programme		
17	<p>AID India,</p> <p>Coimbatore</p> <p>Tamilnadu</p> <p>Partner Since April 2007</p>	<ul style="list-style-type: none"> • Improve the learning Levels of children in Primary and Higher Primary schools in Tamil Nadu. • This is an intensive experimental program covering 15 villages in Madukarai Block of Coimbatore District. • The assessment done by the organization shows credible improvement in learning levels. <p>Annual Budget: INR 5,00,000.00</p>
18	<p>Swami Vivekananda Youth Movement</p> <p>Bangalore</p> <p>Karnataka</p>	<ul style="list-style-type: none"> • New Partner and ILP team has shown interest to go ahead with project support. Under process. • Will develop English Language learning modules – language learning skills and spoken English through Audi visual tools. The module developing work under progress. • Will experiment in 5 high schools to begin with and also in MDLs centres. <p>Budget – 4.5 Lakhs.</p>
Vocational Skills for Rural Tribal and Poor young persons		
19	<p>RDSS</p> <p>Silwani Block</p> <p>Raisen Distict</p> <p>Madhya Pradesh</p>	<ul style="list-style-type: none"> - Provide vocational skills to Dropouts among Tribal and SC communities. - Works in 121 villages, has 250 SHGs. - Covered 125 youth for skills training in Wiring and Electrical Repair , Dress and Bag Design and Stitching, Diesel engine Repair – Water pump, Masonry Training, Crop Management for High

	<p><i>Partner Since June 2010</i></p>	<p>Yield.</p> <ul style="list-style-type: none"> - This year RDSS has trained 15 attended it. One person has started his own two wheeler repair workshop at Searmau. 4 are employed. - 40 trained in tailoring and bag making , 5 are employed. - 10 trained in mobile hand set repair and 4 are employed. - English Language Tutors training is going on for 15 youths. - Home appliances and Diesel pump repair will be taken up in January. <p>Budget : 5.48 Lakhs.</p>
Advocacy – Demand for Policy change		
20	<p>CACL –AP</p> <p>A NETWORK OF NGOS AND Civil Society works ON Child Labor issues.</p> <p><i>Partner Since August 2009</i></p>	<ul style="list-style-type: none"> - Covers the whole AP through member NGOs as District Units. - Has taken up issues like constitution of Child Rights Commission by State Government through 1 lakh signature campaign and 10000 post cards through 1450 children in 16 districts. Other issues such as ban on corporal punishment, basic toilets and other infrastructure in schools, etc. - Child Rights Clubs federation is involved to demand better functioning schools. - Child Rights Week celebrated in November and memorandum is given in 10 district to collector demanding toilets for girls and additional teachers. - Network is activated in 15 districts with functional district conveners but active in 12 districts. - CACL AP had change of convener in July and since then has undergone some administrative constraints. - Budget RS. 4,00,000.00
21	<p>MPJAM – Madhya Pradesh Jan Adhikar Manch</p>	<ul style="list-style-type: none"> - New Project on Advocacy in Madhya Pradesh from September 12 onwards. - Intends to take up improvement in school education that is

		<p>undertaking study on RTE implementation status.</p> <ul style="list-style-type: none"> - This will focus on malnutrition and preschool education through a field study in 15 districts. - RACHNA an ongoing ILP partner is the state convener. <p>Budget – 3 Lakhs</p>
Inclusive Education		
22	<p>SPACE</p> <p>Warrangal Dist</p> <p>Andhra Pradesh</p> <p>Partner Since June 11</p>	<ul style="list-style-type: none"> - Works with 50 Visually challenged children both boys and girls in 3-16 years age group. - Only school in the Warangal district for Blind . - Education facilities with Telugu Medium state syllabus with Braille system. Also provides mobility and life skills. - Project supported by Regal Corporate advisors - Reviewed in the month of December 12 and recommended for continuation. <p>Budget: 5.14 Lakhs.</p>



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