



Rotary
India Literacy Mission

*L*iteracy touching lives

**Rotary South Asia Society for Development & Cooperation
Annual Report 2016 - 17**



Teacher Support



E-learning



Adult Literacy



Child Development



Happy School



Rotary
India Literacy Mission

Mission Ideation

Rotarians in India resolved to the mission of Total Literacy and Quality Education. This is being done through **Rotary India Literacy Mission (RILM)** and the **T-E-A-C-H** program.

Rotarians in India organized Rotary Literacy Summit in New Delhi in December, 2013 where they resolved to form the **Rotary India Literacy Mission (RILM)** and implement its program **T-E-A-C-H** to achieve the literacy goals.

It was necessary to create a formal legal entity that could plan, fund and implement various initiatives in the chosen fields. Thus, Rotary **South Asia Society for Development and Co-operation (RSAS)** was registered in Mumbai as a society under the Societies Registration Act, 1861 on February 15, 2014.

WHAT T-E-A-C-H DO?

- Train and recognize outstanding teachers in primary / elementary schools
- Establish E-learning Centers in schools
- Educate adult non-literates across the country
- Send a child back to school
- Upgrading elementary schools to Happy Schools to curtail student dropouts

www.rotaryteach.org

Cover Photo : 2nd award winning photograph from 'Click for Literacy' Photo Competition by RILM

Literacy touching lives

Literacy plays a major role in the holistic development of a nation. Although India has raised its current literacy rate to 75% (2016) from 12% at the time of Independence, it still lags behind the world's average literacy rate of 84%. Bihar is the only Indian state where less than 65% of the population is literate. Six Indian states account for about 70% of all non-literates in India: Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan, Andhra Pradesh and West Bengal.

According to a report of Global Initiative on Out-of-School Children published by UNESCO and UNICEF, India has 1.4 million children not attending primary school. The Annual Survey of Education Report (ASER) 2016 for elementary schools in rural India shows that three of the four most populous states of India (Uttar Pradesh, Bihar and West Bengal) have attendance below 60%

It is thus evident a lot of effort needs to go to match India's literacy level with the world level. Thus, four years ago Rotary India Literacy Mission (RILM) was formed under the aegis of Rotary South Asia Society of Development and Cooperation to bring 'Total Literacy and Quality Education' in the country through its comprehensive program T-E-A-C-H where: T-Teacher Support, E-E-learning, A-Adult Literacy, C-Child Development and H-Happy School.

Since the program's inception hundreds of Rotarians, Inner Wheel members and Rotary's youth wing Rotaractors have been working relentlessly and executing the T-E-A-C-H program all over India in government and government-aided schools.

The T-E-A-C-H program of RILM is also allied to the 4th Goal of Sustainable Development of United Nations, which aims to provide inclusive and equitable quality education and promote lifelong learning opportunities for all.

RILM is happy to report that not only is the program

progressing well day by day but it has also been well adopted and applauded by various stakeholders. If numbers could tell the story more effectively then over these years RILM has changed millions of lives through its T-E-A-C-H program.

In the current year, RILM reached out to :

- 26,363 out-of-school children have been enrolled in the Asha Kiran program, of whom 12,174 children have been mainstreamed into formal schools.
- 16,515 teachers have benefitted from the training given to them under the Teacher Support program.
- E-learning facilities installed in 6,657 government schools resulted in improved retention among students.
- 15,158 adults were reached out and made literate under the Adult Literacy program.
- Percentage of drop-out and absenteeism decreased in 529 government schools which were transformed into Happy Schools across the country.

All these have been possible because of the enthusiasm and tremendous hard work of Rotarians and Inner Wheel members. The important partnerships forged by RILM also played a major role in achieving these numbers.

With efforts and hard work of the Rotarians in India and with stalwarts in the field of literacy joining hands to work with the T-E-A-C-H program, Rotary India Literacy Mission is hopeful to make a positive impact in the literacy scenario of India.



Children of the Asha Kiran Centre at Urmul, Rajasthan

¹ UNESCO : Literacy, UNESCO

² "India has the largest number of illiterates in the world", Rediff, 21 November 2007

Rotary South Asia Society For Development & Co-operation (RSAS)

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Kalyan Banerjee
President



Yash Pal Das
Secretary



Ashok Mahajan
Treasurer



Shekhar Mehta
Member



Gulam Vahanvati
Member




P. T. Prabhakar
Member



Madhav Mohan
Member

Rotary India Literacy Mission (RILM)

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Dr. Manoj D. Desai
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Dinesh Kumar V. Thacker
Ex-officio Member (DG 3060)



Dr. Rintu Guha Niyogi
Ex-officio Member (DG 3240)

Rotary South Asia Society for Development and Co-Operation (RSAS) is a society registered under The Societies Registration Act, 1860 having registration No. 396. dated February 15, 2014. Rotary India Literacy Mission (RILM) is a flagship program of RSAS.

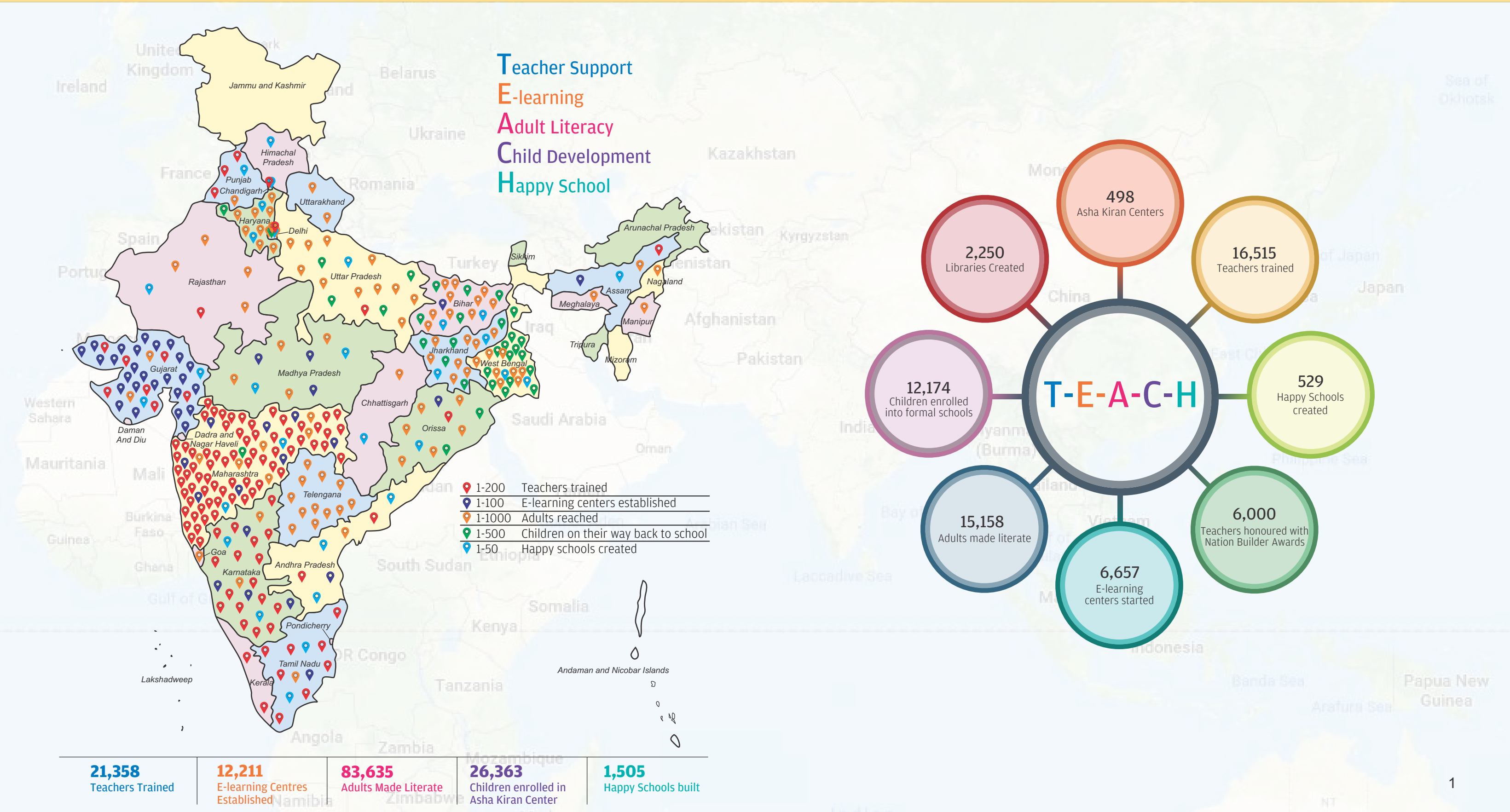
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Impressions Made by the T-E-A-C-H Program since inception

T-E-A-C-H Achievements for 2016-17





Kalyan Banerjee

President, RSAS & Chief Advisor, RILM

The Rotary South Asia Society was formed to encourage the South Asian countries to take up various initiatives of growth, development, progress and peace.

The best and most implemented among these was the initiative to make India literate. Though Nepal, Bhutan and Bangladesh followed suit, the movement was strongest in India, led by Rotary India Literacy Mission, headed by a dedicated group of Rotarians with Past Director Shekhar Mehta at its helm.

The progress made till 2016-17 are summarized in these pages. It's a saga of vision, action, imagination and exhilarating progress. Involving other

**It's a saga of
vision, action,
imagination
and exhilarating
progress**

NGOs as well as the Government of India, has been a reason for its onward march.

But most impressive have been the engagement of individual teachers in remote villages, schools, Asha Kiran Centers in unknown places, children pulled back from joining their parents in fieldwork to taking up school work.

And the story continues.

Kalyan Banerjee

PRIP Kalyan Banerjee
President
Rotary South Asia Society for
Development & Co-operation



Shekhar Mehta

Chair, Rotary India Literacy Mission

It is my privilege to present the Annual Report on the work of Rotary India Literacy Mission through its T-E-A-C-H program across India. Building on the foundation of the last year we made good progress in each of the verticals of T-E-A-C-H. Rotarians and Inner Wheel members across India worked tirelessly to achieve the goals set by them which had collectively become the national goals.

The progress that we have been able to make has largely been because of the huge support that we received from the government at both national as well as state levels, resulting in Memorandums of Understanding with different governments. Add to that, our wings got wind from the partnerships that we are able to forge with other organizations and NGOs. The result has been that we are now working pan India in 25 states, having reached out to about 2.5 million students. Our progress in Teacher Support, E-learning, Adult Literacy through Swabhiman as well as Diksha, Child Development through Asha Kiran and Happy School was applauded by a cross section of people and organizations. The icing on the cake, of course, was a letter of appreciation and encouragement from the Hon'ble Prime Minister

of India Sri Narendra Modi and also appreciation from the Hon'ble HRD Minister of India, Sri Prakash Javadekar.

On behalf of the Executive Committee of RILM, I wish to thank the government, our partners and donors. A special word of thanks to the thousands and thousands of Rotarians and Inner Wheel members who ensured that the plans and goals were converted into reality at the grassroot level. All of this, was done under the leadership of District Governors of the 39 Rotary Districts & District Chairmen of 27 Inner Wheel Districts in India as well as with the efforts of the RILM National Committee, so ably supported by the staff of RILM.

In conclusion, I would say, we are indeed happy with this progress but our appetite for doing more has grown at proportions. I am sure in the forthcoming years these efforts will flower into great achievements as we move towards Total Literacy & Quality Education in India.

Shekhar Mehta

Shekhar Mehta
Chair
Rotary India Literacy Mission

**We are now
working pan India in
25 states
having reached out to about
2.5 million
students**



PAP Prabha Raghunandan
Association President 2016-17

Rotary and Inner Wheel follow the tenets common to all and any religion, that is to serve humanity, improve the lives of others by giving and sharing. That is the reason for being united in this mission to make India Totally Literate.

Few years ago the Literacy Mission was envisaged by Rotary, and then Inner Wheel became a partner.

We often hear people talk about sustainable projects. This is not possible with a short term vision. What the T-E-A-C-H program has, is a long term vision, a holistic program.

At the end of my tenure as Association President, I felt I was the privileged one. I have seen the enthusiasm, sincerity commitment of all members as they walked the path of Friendship and Service. The clubs have worked on war footing with complete focus on all verticals of T-E-A-C-H.

Hundreds of schools were surveyed to assess Teacher Quality. Over 2,000 excellent teachers were recognized with Nation Builder Awards for their exemplary work. The ones whose performance needed to be upgraded, were given training to update themselves. More than 4000 teachers have benefitted from these training courses conducted all over the country.

Recognizing the importance of technology, Inner Wheel clubs have provided e learning kits to 200 schools. Adult illiteracy is probably the reason our country's task of reaching total literacy becomes more difficult. Swabhimaan

**What the
T-E-A-C-H
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a holistic
program**

centers have been set up in urban and rural areas, in correctional & old age homes. Classroom on Wheels has been launched. The emphasis has been on educating women. Nearly 300 centers have been set up. Asha Kiran the flagship project under Child Development is supported well by Inner Wheel. The clubs are providing the support to make the lives of such children better.

Creating Happy Schools makes Inner Wheel members happiest. Surveying schools, planning and executing the work seeing the tangible results gives great satisfaction. Approximately 800 schools were done and many are underway. The dilapidated structure takes new form, the children look cleaner, healthier, happier. The children get opportunities to develop talents, they get moral education, a better start in life.

Someone said "Be the reason someone smiles today."

Do more of what makes you happy

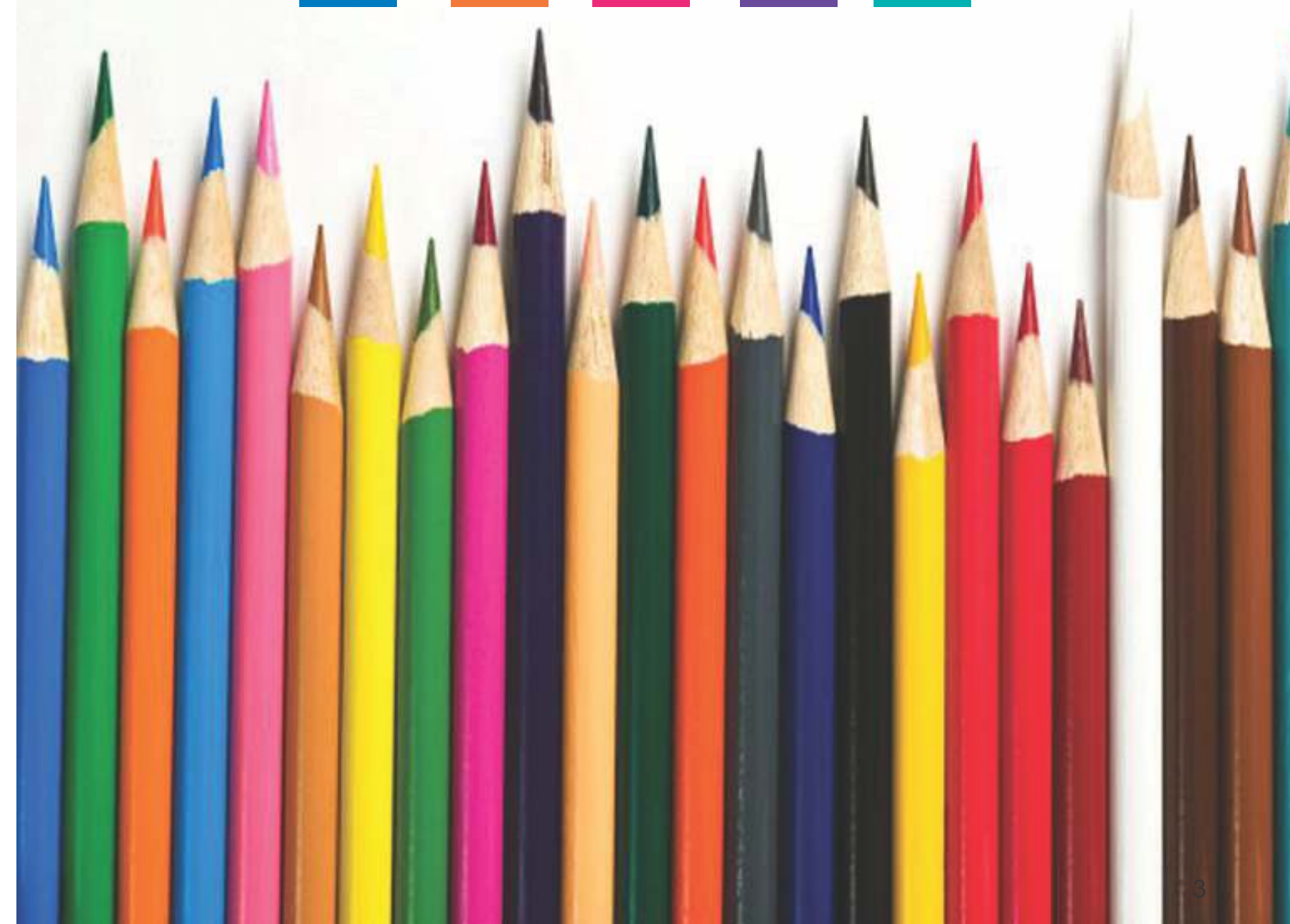
Working on T-E-A-C-H gives us the opportunity to do both.

Warm regards,

Enjoy Inner Wheel!

Prabha Raghunandan

Prabha Raghunandan
President 2016-17
Association of Inner Wheel Clubs in India



Teacher Support

The aim of the Teacher Support program is to improve the professional skills, abilities and performance of teachers through training. It also recognizes outstanding teachers.

Teacher Training

This is the most vital element of Teacher Support. Through teacher training, RILM aims to improve the professional skills of the teachers and make them confident in their approach which brings positive

16,515
Teachers from government & government-aided schools trained across India



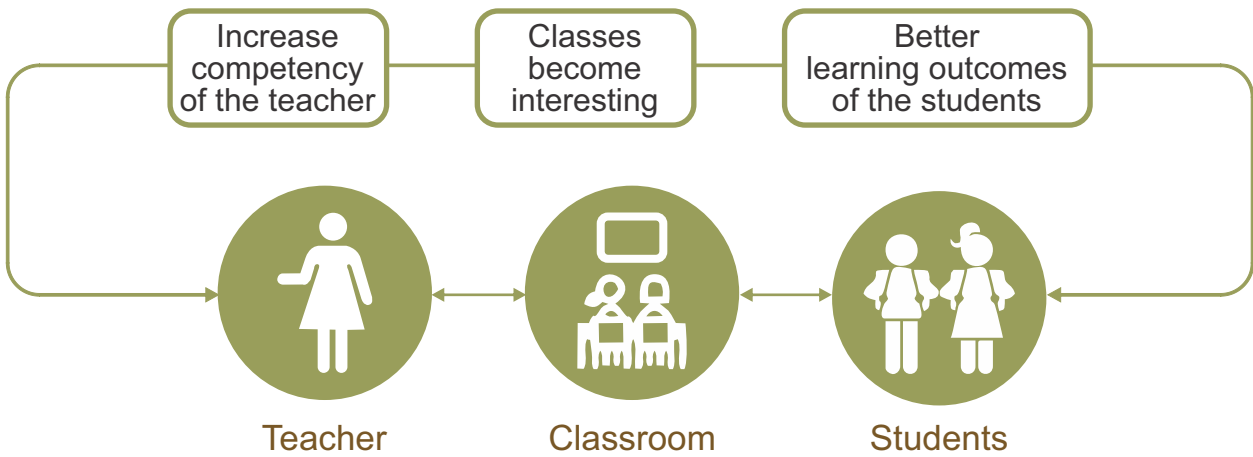
impact on the learning outcomes of the students.

Across the country, during the year 2016-17, more than 16,000 teachers were trained. The states where maximum teachers were trained are Maharashtra, Karnataka and Tamil Nadu.

In Maharashtra alone, more than 10,000 teachers were trained. A Memorandum of Understanding was signed with the Zilla Parishad for training of the teachers in Pune and Raigad districts. The focus of the training was on developing the classroom management and teaching skills of the teachers so that they play the role of a mentor and motivator more effectively. Similarly, in Mumbai various

Rotary Clubs organized teacher training workshops in collaboration with Brihan Mumbai Municipal Corporation (BMC) on the topic 'Innovations in Education'. In Mumbai itself, special training session was organized for 200 teachers on Awareness about Children with Special Needs, with the objective of 'Inclusive Education for all'.

In Karnataka more than 3,000 teachers were trained by local Rotary Clubs in the region (Davangere, Hospet, Hiriya, Chitradurga). In this region, the focus was on subject enrichment for the teachers with emphasis on Science and Mathematics.

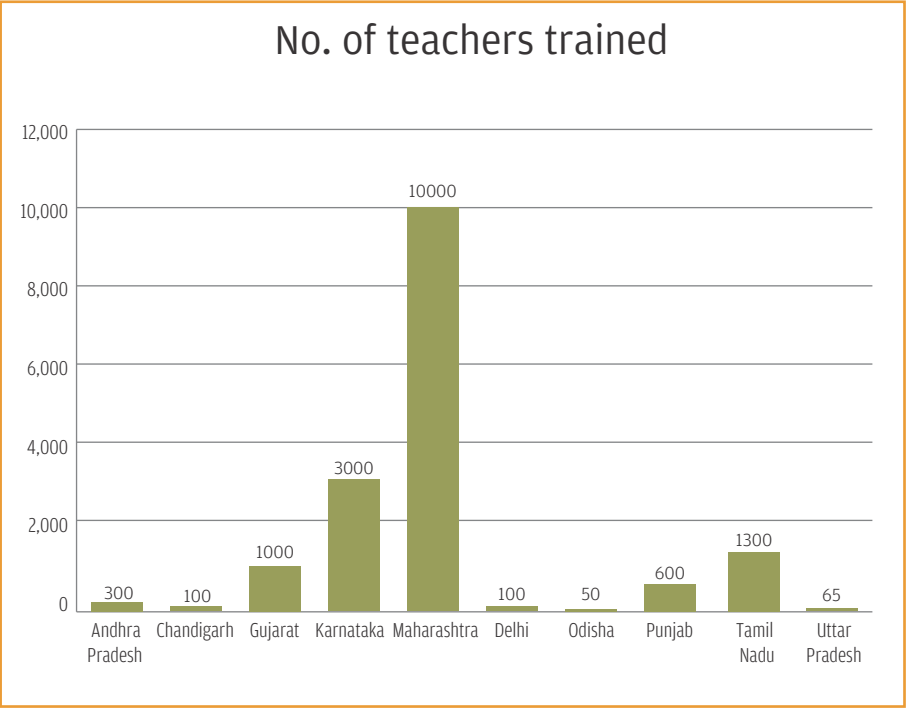


In Tamil Nadu, the local Rotary Clubs partnered with District Institute for Education and Training, Department of School Education - Rashtriya Madhyamik Shiksha Abhiyan (RMSA) to provide teacher training on topics like Classroom Management, Lesson Planning and Student Leadership.

In other states of India, several teacher development workshops were organized. In

Bharuch, Gujarat a workshop was organized where resource persons from Macmillan Publishers India Private Ltd. training on topics: Classroom Management and Life Skills Education. In Delhi, teacher development workshop was held on the topic: Integration of Life Skills in Teaching Pedagogy. Similar workshops were held in Andhra Pradesh, Punjab, Chandigarh, Uttar Pradesh and Orissa too.

FOOTPRINT - TEACHER TRAINING 16,515 teachers trained



States	No. of Teachers Trained
Andhra Pradesh	300
Chandigarh	100
Gujarat	1,000
Karnataka	3,000
Maharashtra	10,000
New Delhi	100
Odisha	50
Punjab	600
Tamil Nadu	1,300
Uttar Pradesh	65
TOTAL	16,515



Towards sustainable impact

Teachers Training workshop conducted by British Council, Tamil Nadu

In March 2016, Rotary India Literacy Mission and British Council, Tamil Nadu entered into an agreement to provide training to 100 government school teachers in Tamil Nadu. The purpose of this agreement was to develop the core skills of the teachers to hone their practical teaching approaches in the classroom.

Process: Out of the six core skills offered by British Council, training was provided on: Critical Thinking and Problem Solving & Creativity and Imagination. The training was organized at Salem, Tamil Nadu from 14th to 16th July, 2016 and again on 11th November, 2016. The 4 day teacher training program was spread over five months and benefitted more than 100 teachers.

Results of the Intervention: The teachers were

provided with a Reflection Journal to make a conscious effort of including their newly learnt skills in their classroom teaching. The reflection journal acted as a tool for structured way of introspection. It was primarily meant for teachers to look back and see how far they have come and to set a target for their future professional development.

Outcomes: Teachers are able to create learning experiences that support the development of core skills as well as academic curriculum content.

Conclusion: Most teachers found the workshop useful. They are using the learning in their teaching. Some participants have found that the teaching and learning has been enhanced by introducing skill based teaching.



Beneficiary speak

“The training was very useful. The same must be given to all my peer teachers.”

– Ms. Shobana

Govt High School, Salem
(British Council Training in Tamil Nadu)

“The workshop was excellent! One of the best I have been to in my career. Comfortable atmosphere and knowledgeable presenters. Now I have cancelled my plan of taking voluntary retirement. Now I am going to start my career as a teacher once again. Thanks Rotary.”

– Rani Bhise

Primary School Teacher, ZP School Bopegaon
(Training in Wai, Maharashtra)



Rani Bhise
Primary School Teacher
ZP School Bopegaon

Nation Builder Award

RILM seeks to felicitate outstanding teachers for their role in shaping the minds of the youth with the Nation Builder Award. Every year during the month of September, outstanding teachers are awarded.

During 2016-17, across the country 6,000 teachers were awarded with the Nation Builder Award. The maximum numbers of teachers were awarded in Maharashtra, Chandigarh, Punjab, Bihar and in Northern parts of West Bengal. This recognition given to the teachers instilled

them with renewed confidence and encouraged them to perform better. The award was given to the teachers after a detailed evaluation process where both the students and the Principal of the school participated and decided the best teacher to be awarded. School-wise evaluation for determining the best teacher was conducted during the month of August 2016 and the award ceremony for felicitating the teachers were held on Teachers Day, 5th September and International Literacy Day, 8th September.



IWC Ambala felicitating a teacher with NBA in presence of PRID Y. P. Das



NBA given to teachers by RC Chitradurga Wind Mill City, Dist. 3160

TEACHER TRAINING ACROSS INDIA



RC Kodaikanal, Tamil Nadu, RID 3000 - Group activity during training by Resource Person Nitya Gopalakrishnan



Teacher Training workshop by IWC Ranebennur, Karnataka, IWD 317



Teacher Training program conducted by IWC Jaysingpur Heritage, Maharashtra, IWD 317



Teacher Training organized at Pune by RID 3131



Teacher Training workshop at Maharashtra by Resource Person Radhika Gupte in RID 3142



Teacher Training workshop at Kolkata conducted by IWC Calcutta, IWD 329



E-learning

RILM's E-learning program also known as E-Shiksha, aims at enhancing the teaching-learning experience through audio-visual modules in local languages, mapped to respective State Board curricula. This not only benefits the students but helps the teachers as well.

During the year 2016-17, 6,657 E-learning facilities were installed in various government

e-learning facilities
installed in
6,657
Government &
Government-aided
Schools across India



An E-learning set installed at BTS Kamarajar High School, Bengaluru

and government-aided schools across the states of Gujarat, Maharashtra, Andhra Pradesh, Chandigarh, Jharkhand, Uttar Pradesh and Uttarakhand.

These E-learning facilities were provided in government and government-aided schools where electricity was available. The schools also had secured premises with at least one classroom with pucca/cemented construction. The teachers of these schools also received

training about 'How to use the projector (hardware) and the content (software)'

One of the pioneering states of E-learning is Gujarat, where in partnership with the Government of Gujarat a total of 6,331 schools and approximately 18,00,000 students have benefitted with the E-learning facility. This partnership will benefit 10,000 schools in the state. Another noteworthy partnership was with Tata Technologies to provide 260 schools

with the E-learning facility in Pune and Gujarat. In Pune, 188 government and government-aided schools have been provided with E-learning facilities and the project for Gujarat will start soon.

Another significant partnership is with Department of School Education, Government of Maharashtra which will benefit 18,510 government and

government-aided schools of Maharashtra. Under this partnership, schools will set up one E-learning facility against which RILM will set up the second unit. Government of Maharashtra has specified that 32 inch television set will be the hardware for this project. Government will provide the software content in these schools. This project will be launched in 2018.

FOOTPRINT - E-LEARNING
6,657 E-learning Facilities Installed

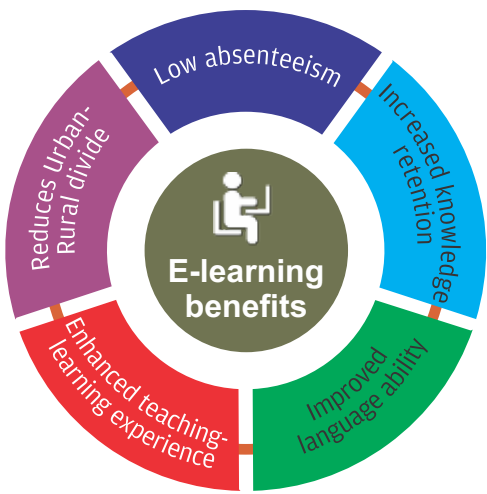
States	Achievement
Andra Pradesh	50
Chandigarh	85
Gujarat	6,331
Maharashtra	188
Others	3
TOTAL	6,657



An E-learning class in progress at a Govt. School at Maharashtra



An E-learning facility installed at Mahatopara Prathamik Vidyalaya, Jamshedpur



An E-learning centre at a Zilla Parishad School of Panvel, Mumbai

Inner Wheel Club of Panvel carried out a survey at 8 Municipal and 2 Zilla Parishad schools of Panvel. After the survey, it was observed that the schools faced major drop-outs due to the lack of learning facilities. Classroom learning had become dull and monotonous for the students, leading to poor knowledge retention ability among students.

The club was determined for setting up a digital classroom in the school which will equip students with the skills and knowledge necessary for a strong foundation at an early age. The club was confident that the intervention would reduce the dropout rate by

making the process of teaching and learning interesting. The school authority was more than eager to give consent to such a project.

According to the school's teaching medium and state board curriculum the club selected software along with android based projector from RILM's short-listed vendor list and installed it in the schools.

The club successfully installed 10 E-learning facilities, 8 in Municipal schools and 2 in Zilla Parishad schools. The training of the teachers on use of hardware and software were also provided by the vendors.



The teacher of a Zilla Parishad School in Pune teaching her students using e-learning facility

Post installation, school authorities conveyed that the audio visual method has enabled students to absorb and recall topics more easily. It has resulted in reduction in absenteeism and enhanced interest among the students to study because of the available visual aid for learning.

Every year there is an evaluation of students from Municipal administrative office and for the year 16-17 their results have zoomed up from 75% to 95%. More than 2,000 students are benefitting from this project.

E-LEARNING CLASSROOMS ACROSS INDIA



E-learning facility installed in a Government School in Pune by IWD 313



E-learning facility installed in a Government School of Pune by RID 3131



E-learning facility installed at Laxmibal Vidyamandir at Lucknow by IWD 318



Grammar taught explicitly by audio visual medium at Sahana High School, Kotagudda



An E-learning facility in Jayajyothi school, Omalpur by RID 3190



Inner Wheel Club of Bombay Mid-Town provided an E-learning facility at a Govt. school

Beneficiary speak



“What we do for the children is really going to effect their future. This is a turning point in our learning process, because earlier students did not interact with us confidently, but due to this E-learning process, the students are very confident now a days. They are coming up with lots of queries on the topics taught; earlier the results were not same. The audio-visual medium of teaching has made a big change in their mind.”

- Mrs. Mira Dongre, Teacher of Municipal School in Pune

“This audio-visual teaching-learning method is making learning more interesting for students, resulting in increase in attendance and attentiveness in class. Now, students are showing greater interest in learning because they are seeing all their lessons live on the screen. We hope that even the students who scored less marks will score better now. We want the rural students to get access to E-learning tools like the urban children. With drop-out rates in rural areas being a little higher, this audio-visual learning facility will help bring children back to school. It will make learning more fun and interesting for students.”

- Mrs. Shubhra Awad, Teacher of Samata Darshan P.S. School, Aurangabad



“I like going to school but I did not like to attend arithmetic classes. I never do well in arithmetic examination also. But now after attending arithmetic classes through E-learning system, my interest towards this subject has also increased. Now I feel I will do well in arithmetic test. I am so excited to see the lesson coming alive on the screen.”

- Pramod Yadav, Student of Zilla Parishad School in Pune



Adult Literacy

RILM's Adult Literacy program aims to impart basic functional literacy to non-literate adults above the age of 15, across India to help them acquire necessary literacy and numerical skills to meet practical ends. The program also provides skill development training to adults (including neo-literates) above 15. This will help build new skills or enhance existing one. That would help strengthen their employability and attain a sustainable livelihood towards socio-economic empowerment.

through
Diksha & Swabhimaan
15,158
adults were made
literate across India



An Adult Literacy Centre at Balotra, Rajasthan

Diksha

Under this project, student-volunteers from schools/colleges are engaged by Rotary and Inner Wheel Clubs to impart basic, functional literacy to non-literate adults on a one-to-one basis using a primer which is specially designed to teach adults. At the end of the course, the learners are encouraged to appear for the Basic Literacy Assessment (test) conducted by National Institute of Open Schooling (NIOS).

One-to-one learning



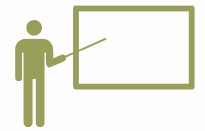
Student volunteers impart functional literacy to non-literate adults

Swabhimaan - dignity through education

Swabhimaan is a center-based approach where basic functional literacy is imparted to non-literate adults through a trained community teacher. The learners appear for the Basic Literacy Assessment conducted by National Institute of Open Schooling (NIOS).

One of the pioneering projects of the year 2016-17, under Adult Literacy program took place in Saharanpur, Uttar Pradesh, where 11 Swabhimaan Centers were inaugurated in one day. The 3 clubs involved in this project, RC Saharanpur, RC Saharanpur Continental, RC Saharanpur South aim to reach out to 10,000 non-literate adults and make them literate at the Swabhimaan Center. Already more than 4,600 adults have been enrolled in these centers.

Centre-based learning



Volunteer teacher imparting functional literacy to non literate adults in a center

Swabhimaan - in partnership with grass-root level organizations

After the initial success of the Adult Literacy Program, RILM decided to take it to the program to the remote corners of the country where the literacy rate is low. The Swabhimaan- NGO partnership model was taken up in order to reach out to more number of adults in the remote parts of India through NGOs working at the grass-root level in the field of education and skill development.



Dignity through education

RILM partnered with two NGOs to work with 200 non-literate adults. The project took place in West Bengal during December 2016. Two NGOs were

- Agradut Pally Unnayan Samity in Udaynarayanpur, Howrah
- Sitarampur Vivekananda Seba Pratisthan in Magrahat, South 24 Parganas

The NGOs identified 100 learners each from the community and imparted basic functional literacy through a community teacher. The community teacher received day-long training from State

Resource Center, West Bengal, the state training body of National Literacy Mission Authority. The community teacher was trained on andragogy and innovative activity-based teaching-learning methodologies, before classes commenced.

Classes for the adult learners took place for three months. The learners were divided into batches of 30-35 in each center who attended 2 hour classes, 4 times a week. They practiced basic reading, writing and arithmetic using the State Resource Center primer. Special workshops were conducted by the NGOs through local counselors and health workers

on financial literacy and maternal health and hygiene.

At the end of three months all the learners appeared for the Basic Literacy Assessment conducted by The National Institute of Open Schooling. 65% of the learners cleared the NIOS examination.

The program was well received in the community and there was active participation from the learners. Although few learners dropped out mid - way from the course, new learners joined. About 90% of the learners enrolled for the program were women between the ages of 20-45. On completion of the project, the learners expressed that they were more confident about managing their daily activities and have increased community participation.

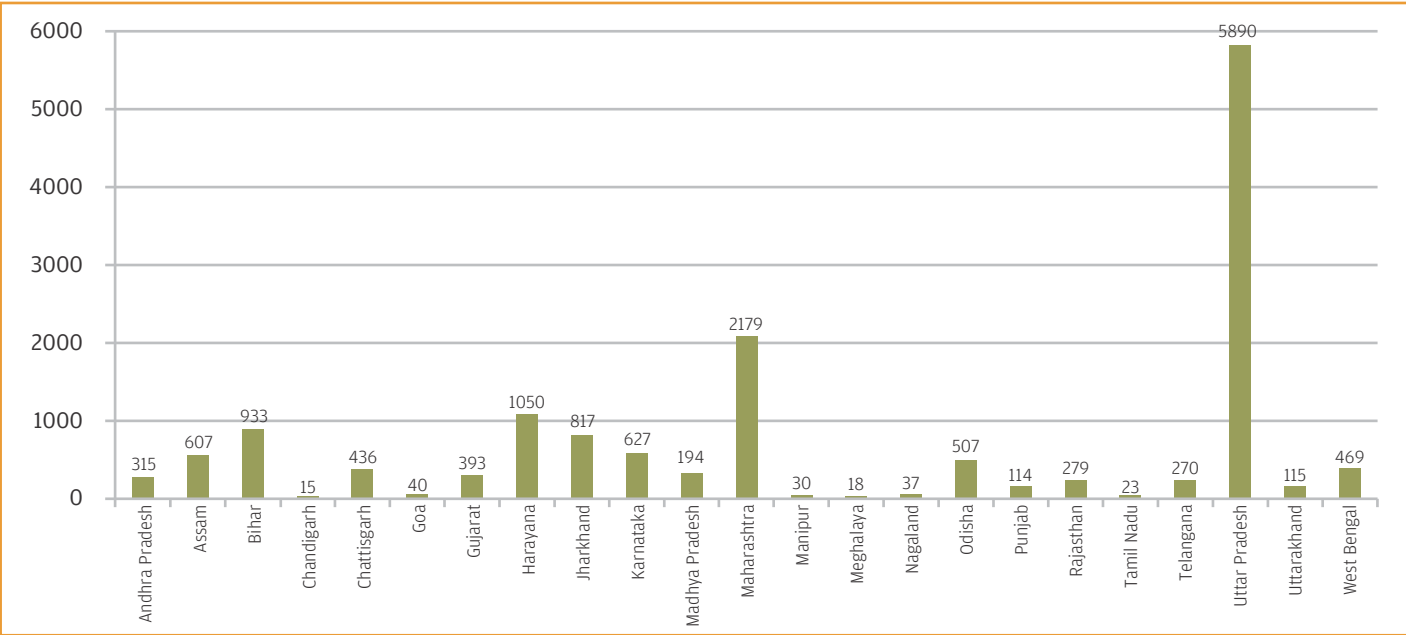


Bokul Devi practising writing at a Swabhimaan Centre run by Sitarampur Vivekananda Seba Pratisthan, West Bengal



Sitarampur - learners attending classes at Swabhimaan Centre run by Sitarampur Vivekananda Seba Pratisthan

FOOTPRINT - ADULT LITERACY
15,358 adults made literate



Beneficiary speak

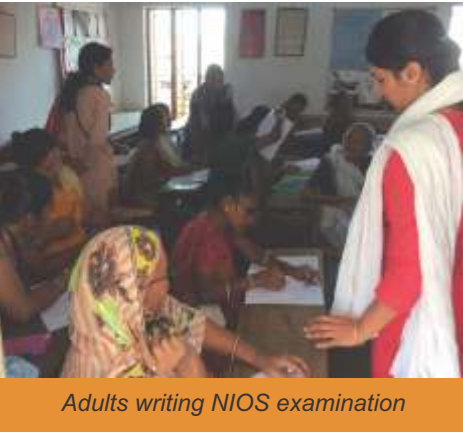
“I was married at a very young age. We were 5 sisters and none of us went to school. Our brothers studied till class 8. I have spent my life working at home for my family and in the field. It is for the first time I am learning something for myself. It makes me very proud that whatever I am learning from my teacher here, I am able to go home and teach the same to my grand-daughter who goes to school. We spend our evenings together learning new things now.”

- Padma Mita, 50 years, Home-maker and seasonal farmer (Swabhimaan beneficiary)



“I heard about this program from my neighbour. I didn't join the course initially as I was scared. I had never been to school and thought I was too old to learn. But my neighbour, Rina made me understand how this would benefit me. So I just went to class one day. It has changed my life. I am so glad I went to class that day. I was not able to avail many government facilities as I couldn't read or sign. Now I can help others who cannot read or write to avail the same facilities.”

- Urmila Hazra, 40 years, Zari weaver (Swabhimaan beneficiary)



Adults writing NIOS examination

Skill Development

RILM's Skill Development initiative focuses on building partnership with various governmental and non-governmental organizations to impart skill-training to neo-literate / literate adults for skill enhancement and socio-economic empowerment.

RILM joined hands with The Pushpa Wati Loomba Memorial Foundation to impart skill development training to 30,000 women (widows, single mothers and unmarried daughters of widows) across India, 1,000 in each state over 5 years. RILM partnered with LabourNet to train 8,000 of these women in 8 states.

ADULT LITERACY ACROSS INDIA



An Adult Literacy center in Kalol, Gujarat, RID 3052



Adult Literacy center started by Rotary Club of Sambalpur at Odisha, RID 3260



Adult learners writing an examination conducted by National Institute of Open Schooling



An Adult Literacy center in Pune, RID 3131



An Adult Literacy center started at Odisha by Rotary Club Banapur-Balugaon, RID 3260



An adult Literacy center by Rotary Club of Rohtak Scholars, Haryana, RID 3011



Child Development

Child Development program, known as Asha Kiran... a ray of hope, aims to bring out-of-school children back to school. RILM partners with grass root level organizations to identify out-of-school children between the ages of 7-14 years from vulnerable communities. These children are brought into intermediary learning centers, also known as Asha Kiran centers, where their learning level is enhanced and matched as per their age appropriate classes. They are then mainstreamed in government

through
Asha Kiran... a ray of hope

12,174

children mainstreamed
into government &
government- aided school



and government-aided primary/elementary schools.

So far 26,363 children have been brought into Asha Kiran centers, of whom 20,574 children have already been mainstreamed in formal schools. The children under Asha Kiran program regularly attend classes at the Asha

Kiran Centres, where a specially trained teacher coaches them in mathematics, language and learning skills with a need-based approach to help them reach their age-appropriate learning level. Their academic progress is evaluated through continuous assessments. Regular visits by RILM team are made to the project locations to monitor the progress of

children and ensure effective implementation of the project.

During the reporting year, **7,165** new children from Rajasthan, Madhya Pradesh, West Bengal, Odisha, Chandigarh, Jharkhand and Assam were enrolled in the Asha Kiran program, of whom **4,062** children

were mainstreamed and sent back to school. The children were from backward communities. Rotarians and Inner Wheel members have supported in selecting of these children and worked hand in hand with NGO partners.

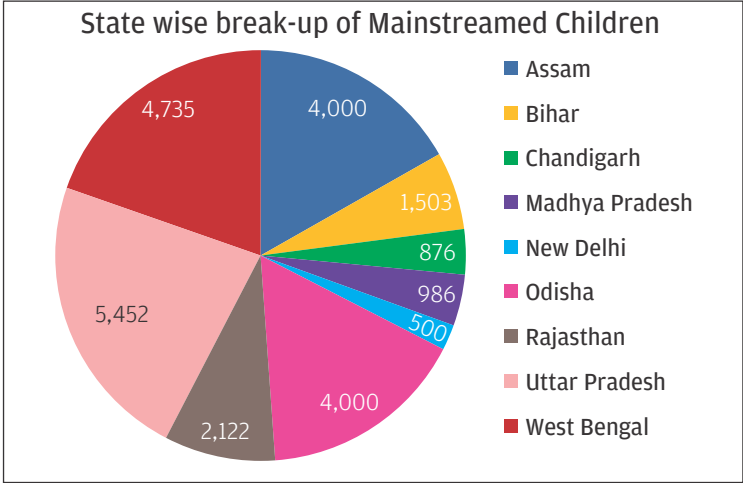
FOOTPRINT - CHILD DEVELOPMENT
26,363 Children enrolled in the Asha Kiran Program

State	Name of NGO Partners	Number of Children	
		Reached	Mainstreamed
Assam	Friends of Tribal Society (FTS)	4,000	0*
Bihar	Jan Jagaran Sansthamity	600	503
	NIDAN	1,000	1,000
Chandigarh	Vatsal Chaaya Trust	1,000	876
Madhya Pradesh	Charities Aid Foundation India - TYCIA	879	786
	Kripa Social Welfare Society (KSWs)	200	200
New Delhi	Action Beyond Help And Support	500	500
Odisha	Centre for Youth and Social Development	150	0*
	Friends of Tribal Society (FTS)	4,000	0*
Rajasthan	Adash Shiksha Samiti	500	352
	Charities Aid Foundation India - URMUL	2,196	1,592
	Awareness Trust Motivational	540	178
Uttar Pradesh	Ankur Yuva Chetna Shivr	150	0*
	Developmental Association for Human Advancement	2,080	2,080
	Participatory Action for Community Empowerment	506	506
West Bengal	Uttar Pradesh Voluntary Health Association	3,000	2,866
	ATHMIK	300	78
	Bayargadi Tentultala Palli Unnyan Samiti	300	288
	Friends of Tribal Society (FTS)	4,000	0*
	Khanpur Gana Unnyan Kendra	280	215
	Society for Socio Economic and Ecological Development	182	154
TOTAL		26,363	12,174

* Children are still being trained in the Asha Kiran center. They will soon be mainstreamed.

Involvement of Rotarians in Asha Kiran Program

Rotarians and Inner Wheel Members across districts and clubs remained engaged with Asha Kiran Program. They have been active in child screening and approval process, periodic visits for assessment of the program and have organized extra-curricular activities like dance and sit-and-draw competition etc.



Tughlakabad Gaon Asha Kiran centre at Delhi



Impact of the Asha Kiran Program

Through Asha Kiran program RILM reached out to remote rural areas of different states including Rajasthan, Bihar, Uttar Pradesh, Madhya Pradesh and West Bengal where children from socially and economically weaker sections were involved. A large number of children helped from scheduled tribes and scheduled castes, whose parents were mostly involved as daily labourers and some were marginal farmers.

RILM has also reached out to urban slums of Patna, Chandigarh, Ujjain, Udaipur and Jaipur among other such areas. RILM worked with the

inter-state migrant children despite of major challenges associated. However, RILM was successful in mainstreaming significant number of migrant children to school.

RILM worked in the desert areas of Rajsthan through NGOs like URMUL Trust and Adarsh Shiksha Samiti. Children who were out of schools for long period were brought back to the intermediary centers and were eventually sent back to government schools. In order to ensure this, RILM along with its implementing partner NGOs, got involved with parents, community at large, teachers and officials from

Beneficiary speak

“I enjoy going to the class every day. Teachers are very helpful and caring. I also enjoy playing with my friends after my classes.

– **Rani** (a student of Asha Kiran centre, Delhi)



“I love the teacher at the center. She teach us numbers, letters and also engage us in co-curricular activities. I dance and sing with my friends and teacher at the center. When I fall sick, she comes to my house and briefs me about that day's class.

– **Viren** (a student of Asha Kiran centre, Delhi)

“Like all other children, Niharika also loves going to school every day. She dreams of becoming a teacher when she grows up. For any 8 year old this is a big ambition. I am very thankful to Asha Kiran center for bringing much needed motivation in Niharika.

– **Sabita Rani** (mother of Niharika a student of Asha Kiran centre, who has been mainstreamed)



Identification & Screening



Enrolment at Asha Kiran Centre



Training on basic learning skills



Mainstreaming in govt./govt.-aided schools



Babita, Punam & Varsha (name changed) of Tughlakabad Gaon Asha Kiran centre mainstreamed at SMDG Girls School, Delhi

education department to inculcate responsibilities of each stakeholder in ensuring the children's education.

Similarly, RILM also worked with children living in brick kilns spread across in many districts like Hooghly, Howrah and South 24 Parganas of West Bengal. Athmik and Khanpur Gana Unnayan Parishad are two such NGOs who worked with migrant children in Hooghly and Howrah district respectively. These children live in a very difficult and challenging situation.

Most of these children migrate along with their families from neighbouring states like Bihar, Uttar Pradesh and Odisha. Asha Kiran Centres helped these children to not only stay in the centres and learn but also helped their parents realize the importance of education.

Asha Kiran Centres succeeded in creating a safe environment to a large extent and these children who would have been otherwise engaged in full time labour were withdrawn and imparted joyful education.

ASHA KIRAN CENTERS ACROSS INDIA



Asha Kiran center at Bikaner, Rajasthan



Asha Kiran center at Samastipur, Bihar



Asha Kiran center at Tughlakabad, Delhi



Asha Kiran center at Howrah, West Bengal



Asha Kiran center at Pratapgarh, Uttar Pradesh



Asha Kiran center at Shikaripara, Jharkhand

Happy School

The Happy School Program aims to provide/upgrade the infrastructural and co-scholastic facilities in government and government-aided schools, to make them secure, attractive and happy learning places for students and teachers.

During the year 2016-17, 529 government and government-aided schools were adopted across the country. These government and government-aided schools were identified after a detailed need assessment of the existing infrastructural condition of the schools. Physical inspection of schools helped in

529
government &
government-aided
schools became
Happy Schools



A govt. school of Bangalore converted into Happy School

need assessment by discussing details with students, teachers and head of the school. After completion of this survey, the clubs began the process of transforming the identified schools into Happy Schools, which means:

1. Painted, well maintained and secure school building
2. Adequate and functional separate toilets for boys and girls

3. Hand-washing stations
4. Clean and adequate drinking water for both students and teachers
5. Library
6. Play material (games and sports equipment)
7. Benches and desks for students
8. Well maintained space for teaching staff

9. School shoes and school bags for students

The maximum number of school transformations took place in the states of Tamil Nadu, Rajasthan, Punjab, Uttar Pradesh, Maharashtra, Assam, Chattishgarh and Odisha.

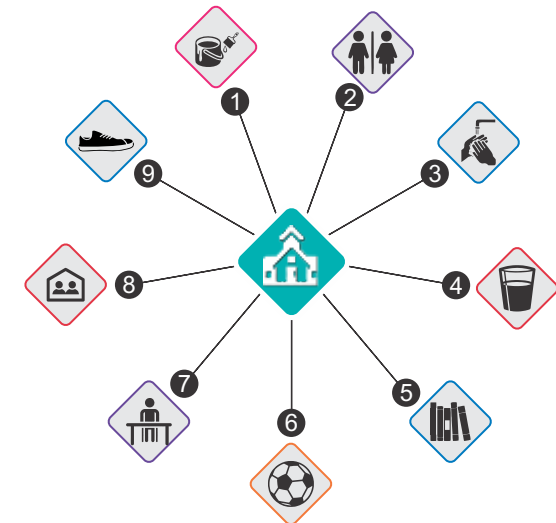
To understand the effectiveness of the project quarterly visits were made to the benefitted schools. The feedbacks received were encouraging.

Two noteworthy projects under this program :

Launch of 106 Happy Schools by Rotary Club of Bangalore on the occasion of centennial anniversary of Rotary Foundation.

Transformation of 8 government and government-aided schools into Happy School by Inner Wheel club of Vijaywada, Vijaywada Mid-town and Eluru.

9 elements of Happy School

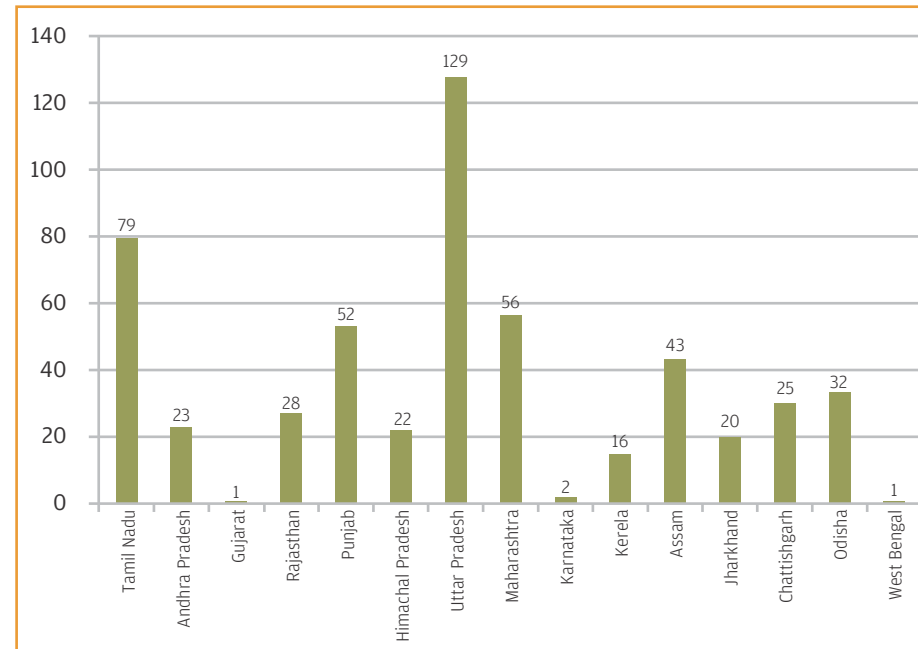


Significant collaborations:

- i) Ratnanidhi Charitable Trust to establish 10,000 libraries in government and government-aided schools across India over the period of 5 years.
- ii) Confederation of Indian Industries to



FOOTPRINT - HAPPY SCHOOL 529 schools converted into Happy Schools



States	Achievement
Tamil Nadu	79
Andhra Pradesh	23
Gujarat	1
Rajasthan	28
Punjab	52
Himachal Pradesh	22
Uttar Pradesh	129
Maharashtra	56
Karnataka	2
Kerela	16
Assam	43
Jharkhand	20
Chattishgarh	25
Odisha	32
West Bengal	1
TOTAL	529

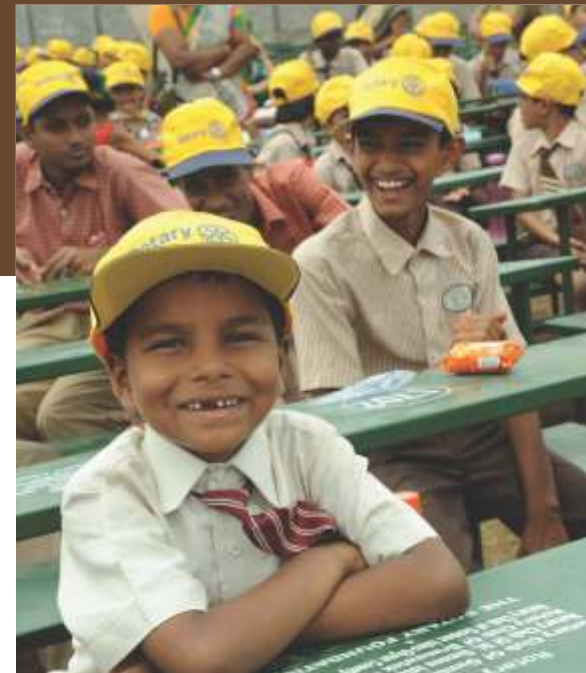


Transforming schools for happier futures

Inner wheel clubs in Vijayawada and Eluru adopted 8 government schools to transform them into Happy School.

The clubs involved in the project conducted a need assessment of the schools which revealed that most of these schools were lacking in basic amenities. In all the schools:

- The condition of hygiene and sanitation was abysmal. The toilets were not functional.
- Absenteeism among the girl students was high due to poor hygiene conditions
- Drinking water facilities were absent.
- There were no play materials in the schools to hone the co-curricular skills of the students.
- Compared to the number of students, desks



United in empowerment and transformation

and benches were evidently less, compelling the students to sit on the floor.

- The overall infrastructure of the school was deplorable, leading to large number of drop outs.

During the transformation, Inner Wheel Clubs provided benches and desks for the students, installed hand washing stations and safe drinking water facilities for both students and teachers. The clubs not only renovated old toilets, but also built new functional toilets for both boys and girls. Uniforms, school shoes, sports equipment and furniture for staff rooms were also provided. The school buildings were repaired and painted to make it more attractive for the students.

To ensure that the toilets are kept functional and clean, various workshops were organized to sensitize children about health and hygiene. The schools were thus transformed into conducive places of teaching and learning.

Since the transformation, a number of positive changes are visible:

- Number of student enrolment has increased
- School Management Committee meetings take place at the school on a regular basis, teachers are confident now
- Children enjoy coming to school and are rarely absent from classes.

Municipal Middle School, Komarapalayam, Tamil Nadu, RID 2981



Beneficiary speak

The classroom looks so beautiful now. I like the animal chart on the wall. I read all the charts whenever I get free time. My teacher has taught me about the importance of washing hands before eating. She also told us about the diseases that affect us if we don't drink clean water.



Laksmi

Student of Asokavardhini Special Municipal Corporation Elementary School, Eluru



The toilets are very clean now. We are taught by teacher how to keep the bathrooms clean. We take turns to be the cleanliness monitor. I am the monitor now. My best friend and I love to read different books from our class-room library. We get to know about planets, other countries, different animals and birds.

Kamlesh

Student of Mandal Praja Parishad Elementary School, Vijayawada

Earlier the classrooms were dark, which made the classroom atmosphere dull. Students used to sit on the floor even during winters. Washrooms were dirty and almost non-functional. Now things have changed. Children pay more attention in the class, they are regular and even we feel good while teaching them.



Mrs. R. Rajan

Teacher of Mandal Praja Parishad Elementary School, Bunaigudem, Kotturu, Eluru

Seth Baikunth Nath Sanatan Dharam Girls Senior Secondary School, IWD 308



Sri Ganapathi Vilas Aided Middle School, RC Rasipuram, RID 2982



Panchayat Union Middle School, Thorapalli, Hosur, Tamil Nadu, IWD 298



HAPPY SCHOOL COMPONENTS PROVIDED ACROSS INDIA

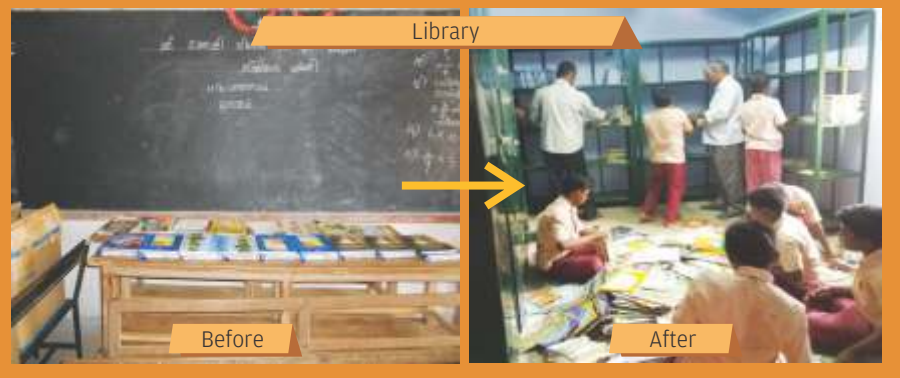
Sri Ganapathi Vilas Aided Middle School, RC Rasipuram, RID 2982



Ramrao Patil Madhyamik Vidyalay, Bopegaon, Wai, Pune, RID 3131



Panchayat Union Middle School, Pullakavundanpatti, Ishwar Nagar, Ratlam, MP, IWD 304



Sureddy Ramabhrmam Mandal Parishad Elementary School, Manikonda, IWD 302



GPS Fatehpur, Govt. Middle School, Abheypur, Haryana, RID 3080



Panchayat Union Primary School - Bommampatty, Tamil Nadu, RID 2982



Bhaskar Vidyapith School, Guwahati, RID 3240



Rotarians & Inner Wheel Members attending IGNITE - the RILM Orientation at Chennai



Training towards development

Rotary India Literacy Mission, being a volunteer driven organization, continuous training is the key to smooth execution of the program at the Rotary club level. IGNITE is an intensive 2 day training workshop, organized for Rotary and Inner Wheel leaders.

This year, **IGNITE** was held between 1st to 3rd March 2017 at Chennai. It served as a platform for meaningful discussions on the roles and responsibilities of the Rotary and Inner Wheel leaders, implementation processes of the T-E-A-C-H program and goal setting for the upcoming year.

The Rotary and Inner Wheel leaders were oriented about the T-E-A-C-H program, it's organizational structure, communication channel and other details of Rotary India

Literacy Mission. Several significant decisions with regard to the T-E-A-C-H program were taken during the training. Several queries from the forthcoming leaders regarding the program and its implementation were answered. During each session, several pertinent suggestions were made which would be helpful for the program.

This centralized training workshop is followed by a series of trainings at various Rotary International Districts. During these trainings, Rotary and Inner Wheel leaders percolate information regarding the T-E-A-C-H program to the club level. These training meets create platform for fruitful discussion on goal setting, program implementation and understanding roles and responsibilities of the different levels of functionaries.



Partnership towards achievement

RILM adopts and implements a strategy of meaningful partnerships with Government, Corporate bodies, not for profit organizations as well as international organizations working on education.

During the year, RILM has been able to forge 23 partnerships which are expected to play a significant role in the future. UK based Loomba Foundation has partnered with RILM to empower 30,000 widows and single mothers across country over a period of 5 years. At the same time, The Confederation of Indian Industries (CII) committed to support RILM's Happy School intervention by providing sports facilities and training to as many as 50,000 schools over a period of 5 years. Nandan Nilekani's Ek Step Foundation showed interest to be the online digital partner for RILM. Looking at the vastness of RILM's intervention, UNESCO showed interest in evaluating selected RILM programs. Similarly, Learning Links Foundation extended its hand to conduct teachers' training at various locations in India at large or small scale. RILM is keen to live up to these promises and take advantage of these partnerships to fulfill its dream of total literacy and quality education.



L to R : Jt. Secretary, Dept. of School & Sports, Govt. of Maharashtra
Dr. Suvama Kharat with PRID Ashok Mahajan

Government of Maharashtra



Govt. of
Maharashtra

Rotary India Literacy Mission signed an agreement with Dept. of School Education, Government of Maharashtra to install 37,010 E-learning facilities in 18,510 government schools in the State of Maharashtra.



L to R : Director and UNESCO Representative to India, Bhutan, Maldives and Sri-Lanka,
Mr. Shigeru Aoyagi exchanging MoU with PRID Shekhar Mehta in presence of RIP John Germ

UNESCO



UNESCO and Rotary India Literacy Mission signed an agreement for implementation and evaluation of RILM T-E-A-C-H program in few specific areas.



L to R : CEO, Labour Net Gayatri Vasudevan exchanging MoU with PRIP Raja Saboo in presence of CEO, CII, National Committee of Sports, Mr. Deep Mukherjee



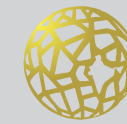
Confederation of
Indian Industry

Confederation of Indian Industries (CII)

The Confederation of Indian Industries joined hands with Rotary India Literacy Mission to install standardized sports facilities in 50,000 schools over a period of 5 years & to ensure that such facilities are run by trained sports teachers.



R to L : Racquel Shroff, CEO, ICEDC signing MoU with PRID P.T. Prabhakar



INDIAN
CAREER
EDUCATION &
DEVELOPMENT
COUNCIL

Indian Career Education and Development Council (ICEDC)

ICEDC came into an agreement with Rotary India Literacy Mission to impart teacher training in the State of Maharashtra, in the schools where E-learning units would be installed.



L to R : Atul Palta Director, The Loomba Foundation
exchanging MoU with PDG Kamal Sanghvi



THE LOOMBA FOUNDATION
Caring for widows around the world

The Shrimati Pushpa Wati Loomba Memorial Foundation (TSPWLMF)

RILM inked an agreement with TSPWLMF to provide skill development training to 30,000 widows/unmarried daughters of widows/single parent mother in 30 Indian States. Also to maintain 2,000 children in govt. schools.



L to R : Vandana Singh, CEO of Food Security Foundation of India Food Banking
Network, with PRIP Rajendra K Saboo and RIP John Germ (Center)



India Food Banking Network (IFBN)

RILM signed an MoU with Indian Food Banking Network to provide 1 million meals to school students.



L to R : Shankar Maruwada, CEO of EkStep Foundation exchanging MoU with PRID Shekhar Mehta

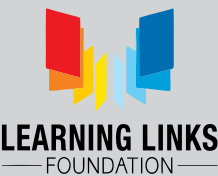


EkStep

Rotary India Literacy Mission joined hands with EkStep to leverage EkStep Learning platform/portal which can be used by Rotary India Literacy Mission and its partners to access the repository of Knowledge built by EkStep.



L to R : Vinay Mehra, Partner, Learning Links Foundation exchanging MoU with PRID Shekhar Mehta



Learning Links Foundation

Rotary India Literacy Mission forged a partnership with Learning Links Foundation to provide training to teachers on classroom management, lesson planning and assessment of students by teachers.

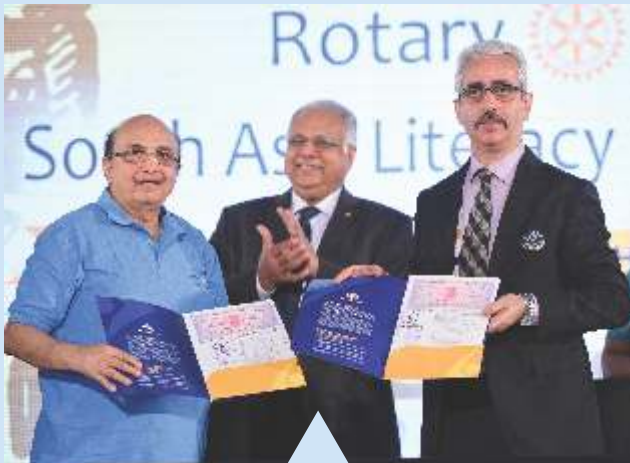


L to R : Dr. Gayatri Vasudevan, CEO, LabourNet exchanging MoU with PRID Ashok Mahajan



LabourNet

RILM inked an agreement with LabourNet to provide skill development to 8,000 widows/unmarried daughters of widows/single mothers in 8 states to ensure their livelihood.



L to R : PRID Ashok Mahajan exchanging MoU with Sunil Gwalani, Triumph Foundation in presence of RID Dr. Manoj Desai



Triumph Foundation

RILM came into an agreement with the Triumph Foundation to establish virtual E-learning centers in 410 schools in India. To coordinate and implement Virtual Eye project for visually impaired children.

Communications & media advocacy

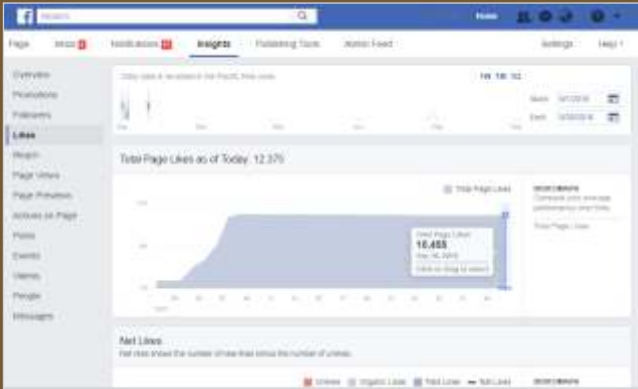
RILM implemented an integrated communication campaign which effectively combined offline and online tools to reach out and spread awareness about Total Literacy and Quality Education to a wide and diverse group of stakeholders and communities.

The year has also seen RILM raise the much-needed awareness about Literacy through sustained efforts - using media outreach activities and the digital/ online media. Campaigns and activities like re-launching of Asha Kiran... a ray of hope campaign, celebrating International Literacy Day to organizing online 'Click for Literacy' campaign were implemented to create awareness on literacy.



Social Media :

Rotarians & Inner Wheel Members actively celebrated International Literacy Day. They kept on posting various activity photos which they undertook at their club & district level and posted the same on RILM's social media platforms with #RotaryTeach. RILM's page on Facebook crossed 10,000 likes and was trending on Twitter on the occasion of International Literacy Day.





Union HRD Minister Shri Prakash Javadekar hands over books to students.

International Literacy Day 8th September

The International Literacy Day was kick started by Union HRD Minister, GOI, Mr. Prakash Javadekar, who launched 5,000 Libraries program by symbolic handover of books to the student of a govt. school located in Delhi.

Rotarians, Inner Wheel members and Rotaractors across the country united for the cause of literacy on this day. The day was celebrated under a specific theme 'What are you doing this International Literacy Day?' Various Rotary & Inner Wheel districts performed activities such as training and felicitating outstanding teachers, setting up E-learning centres, tutoring adults or opening adult literacy centers, sending children back to school or transforming schools into Happy Schools through campaigns like walkathon, drawing competitions etc.

Asha Kiran... a ray of hope : On the eve of India's 70th Independence day, 'Asha Kiran a ray of hope' campaign was re-launched. The campaign was first launched on 15th August, 2015. The virtual launch of the program on Facebook was a huge success.

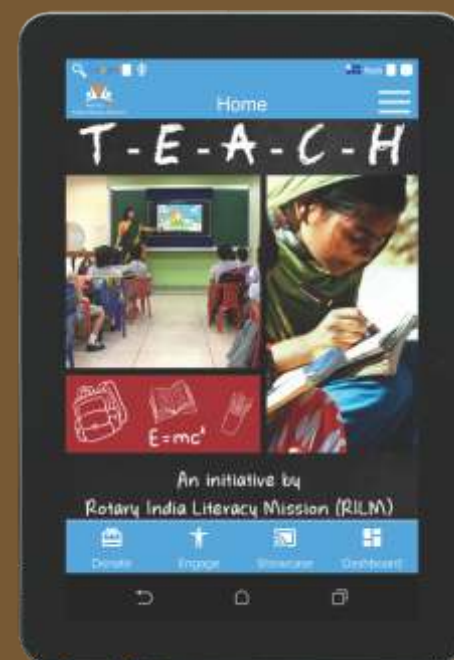
Pledges for sending out of school children back to school poured in. Rotarians, Inner Wheel members and Rotaractors in India were asked to light a candle and post their picture of support and solidarity on RILM's Facebook page with '# Asha Kiran'. Senior Rotarians and National Committee members led from the front by encouraging messages and posts across various platforms.

Every Rotarian, Inner Wheel member and Rotaractor in the country participated and pledged to send at least one child back to school.



T-E-A-C-H app is the latest communication tool introduced by RILM to bring literacy matters related to T-E-A-C-H program at one's fingertips. Updates about the T-E-A-C-H program are sent through the App to the Rotarians, Inner Wheel Members and Rotaractors. It is a miniature version of the website and it enables:

- ✓ Volunteer Registration
- ✓ Donation
- ✓ Project upload
- ✓ Upload of documents and photographs
- ✓ Gateway for Grants



Click for Literacy

This campaign was organized during the International Literacy Day and it involved non-Rotarians also. The contest was based on the theme 'Literacy' and was open for 10 days for all aged 14 and above.

The judges comprised of renowned photographers like Dinesh Khanna, Leena Kejriwal and Aditya Arya. The winning entries were based on the aesthetics, focus on project and caption of the photographs.

The Champions:

WINNER : Harshit Sadana, Delhi

1st Runner Up : Dr Murlidhar Srinivasiah, Bangalore; Shabuddin Rohini, Delhi; Deepali Khandelwal, Jaipur

2nd Runner Up : Abhijit Chowdhury, Malda; Satabdi Chakraborty Chowdhury, Malda; Bijal R Mistry, Vadodara; Deepali Mishra, Noida; Ayush Khandelwal, Jaipur;

3rd Runner Up : Subhra Biswas, Kolkata; Sudheendra Chokkasamudra, Bangalore; Mrinalani Teotia, Noida; Soumendu Shekhar Roy, Kolkata; Shefali Agarwal, UP; Arijit Das, Kolkata; Rtr Vishnu Priyan DRR Pollachi; Umesh Kumawat, Jaipur; Amit Kumar Singh, Noida; Jayaprakash R, Chennai



Winner photograph by Harshit Sadana, Delhi

Media Advocacy

Media played a pivotal role in spreading awareness about literacy as an agent of empowerment in the lives of people everywhere. There has been an increase in Literacy - related media advocacy. This has been extremely helpful in bringing about much awareness and in reaching out to the community.

Print Media : More than 175 print media publications wrote about RILM's International Literacy Day celebration across India in Hindi, English and various other vernacular languages.

Electronic Media : Covered various T-E-A-C-H activities which took place during the International Literacy Day from different states.

More than
175
print media
publications
on T-E-A-C-H
for International
Literacy Day



T-E-A-C-H Overseas

Showcasing TEACH projects at the Rotary International Convention's House of Friendship was a significant milestone for RILM this year. The overwhelming response generated over the 5 days at Seoul with **40,000 attendees**, proved that RILM is moving ahead in the right path.

The **T-E-A-C-H stall at the RI Convention's** House of Friendship this year was buzzing with senior Rotary leadership and convention attendees. With visitors from **Nigeria, Kenya, Ethiopia, USA, Mexico,**

Australia, Hong Kong, Sri Lanka, Nepal, Ireland, Bangladesh, Canada, Germany, Korea, Tanzania, Brazil, Argentina and other countries, the T-E-A-C-H program reached out to those who want to take up and implement it in areas where literacy is a big challenge.

The E-learning vertical had the maximum takers along with Asha Kiran and Happy School programs.

Seeing the response of the visitors and establishing new international reach, this convention proved to be an important foothold for RILM.



Rotary INTERNATIONAL CONVENTION

Rotarians, Inner Wheel Members & Rotaractors visiting the T-E-A-C-H booth during the Rotary International Convention 2016 at Seoul, Korea.





Star Pledges

The 50th International Literacy Day was not only celebrated by Rotary India Literacy Mission, Rotarians & Inner Wheel Members, but celebrities and ministers also pledged to support RILM's efforts in the eradication of illiteracy on the occasion of International Literacy Day.

Ministers who participated in the RILM's International Literacy Day program across the country were Hon'ble Union HRD Minister, Prakash Javadekar, Hon'ble Education Minister of Bihar Ashok Choudhary, Hon'ble Education Minister of Haryana, Ram Bilas Sharma, Hon'ble Education Minister of Andhra Pradesh, Shri Vasudev Devnani and celebrities include M. S. Dhoni, Raveena Tandon, Sonakshi Sinha, Baichung Bhutia and Kabir Bedi.



8TH SEPTEMBER INTERNATIONAL LITERACY DAY



"I support Rotary India Literacy Mission in it's journey towards a literate India and would do my bit to irradiate illiteracy from India"

- Dr. Ashok Choudhary
Hon'ble Minister for HRD, Govt. of Bihar

www.rotaryteach.org



8TH SEPTEMBER INTERNATIONAL LITERACY DAY



"Lessons which are fun are remembered for a life-time. I support Rotary India Literacy Mission's efforts in make learning fun with its E-Learning program in Government Schools across the country."

-Baichung Bhutia

www.rotaryteach.org



8TH SEPTEMBER INTERNATIONAL LITERACY DAY



"A happy school lays the foundations for a happy child. I support Rotary India Literacy Mission in transforming Government Schools across the country into happy schools!"

-Sonakshi Sinha

www.rotaryteach.org



8TH SEPTEMBER INTERNATIONAL LITERACY DAY



"Gift a child a book and you gift him/her a 100 dreams. I support Rotary India Literacy Mission in creating libraries in Govt. Schools across the country."

-Raveena Tandon

www.rotaryteach.org



Prime Minister Narendra Modi's Support for T-E-A-C-H Program



प्रधान मंत्री
Prime Minister

New Delhi
March 03, 2017

Dear Sh. Shekhar Mehta ji

I am happy to learn about The Rotary South Asia Literacy summit. I sincerely hope that the summit will result in a vibrant discussion on various facets relating to education & will enrich the current discourse on education. I am also happy to know about Rotary's efforts towards its TEACH program.

Education is one of the most important focus areas of our Government. We are actively working to improve learning outcomes. The Government is also working to facilitate setting up of world-class education institution in India.

My best wishes for the successful organisation of Rotary South Asia Literacy Summit.

Regards,

(Narendra Modi)

Shri Shekhar Mehta
145, Sarat Bose Road
Kolkata



A special moment of Rotary South Asia Literacy Summit at Chennai

Rotary South Asia Literacy Summit

The Rotary South Asia Literacy Summit 2017, organized by RILM was held at Chennai. The summit provided an excellent opportunity to showcase various projects, develop solutions to problems, introduce new strategies, and fuel collaboration across the organization.

Highlights of the Summit:

- Participation by over **2,500 delegates** from Rotary and Inner Wheel in South Asia and outside
- Involvement of top Rotary Leaders.
- Speeches by eminent speakers from South Asia and the Rotary world.
- Several partnerships were forged during the summit.

- World class entertainment program.

Some of the eminent speakers who graced the event were

- **Prakash Javadekar** - Hon'ble Minister for HRD, Government of India.
- **Kailash Satyarthi** - Noble Peace Laureate.
- **Shigeru Aoyagi** - Director and UNESCO Representative to India, Bhutan, Maldives and Sri Lanka.
- **Neerja Birla** - Founder and Chairperson of Mpower.
- **Alan Gemmel** - Director, British Council in India.
- **Dr. Anjee Prakash** - CEO, Learning Links.



Nobel Laureate, HRD Minister, Senior Rotarians, Inner Wheel Members and World Leaders came together for Rotary South Asia Literacy Summit 2017



Prakash Javadekar
Hon'ble HRD Minister of India

// Now the thirst is for quality education. But the Government cannot do everything. Society has to partner with us and I consider Rotary one of the best partners. We have to bring everybody in the education system because only that can give an individual real freedom; education is emancipation. //



John F. Germ
Rotary International President

// It is our job to give children tools to learn by supporting schools. It is also our job to understand the obstacles that prevent them. Sometimes the barriers that prevent children from attending school appear simple but to many families they are insurmountable. //



Kalyan Banerjee
Trustee Chair, The Rotary Foundation

// Dreams are not what we get when we go to sleep, dreams happen when we are awake. In Rotary, real dreams are the vision and imagination we have when fully awake and we work to make them come true. //



Kailash Satyarthi
Nobel Peace Laureate

// Education is the key to all human rights, it cannot be ignored any more. Unfortunately 60 million children have never been to school, another 200 million children could not complete their primary and secondary education. Globally, 263 million children are not in schools. It is our moral accountability to take up this challenge. //



Raja Saboo
Past President, Rotary International

// Literacy Mission should not be understood in just teaching alphabets, but as a stepping stone towards complete education. Asha Kiran has been successfully implemented in many states. These will transfer child bondage to child bonding. We have to set up our own examples. //



Kapila Gupta
President Elect, International Inner Wheel

// Where else will you find nearly 2,500 volunteers assembled for three days for a war against illiteracy? These summits fill us with vigour, energy and new hope. //

Literacy Hero Awards 2017



Mr. Sharath Kumar Puppale being awarded with the Literacy Hero Award

The three day summit kick started with the Literacy Hero Awards (LHA). LHA strives to throw light on 5 such remarkable individuals who have gone an extra mile to promote literacy and make meaningful differences in our communities.

With LHA, RILM aims to celebrate the selfless act of common people who swam against the tide to spread the light of knowledge, in extreme conditions, at times with meager budget but always with great passion and will to serve. 155 LHA applications were received this

year compared to 81 last year. A panel of 6 eminent juries drawn from diverse background decided on the 5 Literacy Heroes. The jury comprised of acclaimed personalities like Hon'ble Justice of Rajasthan High Court, Sri Munishwar Nath Bhandari, Former Governor of Uttarakhand and Sikkim, Sri. Sudarshan Agarwal, Anti-child labour activist, Smt. Shantha Sinha, Vice President of United Phosphorus Limited, Smt. Sandra Shroff, Prof.(Dr.) C. Raj Kumar, Indian Forest Service Officer, Sri Seshu Kumar, Founder of KIIT University, Dr. Achyut Samanta.

One people's choice awardee was decided by online voting. Over 7.5 million votes were received for this nomination.

155 LHA applications received
7,503,475 total online vote count
4.5 votes/second

Heroes of 2017



Rajesh Sharma is a college dropout. His own inability to finish college became an inspiration for him to educate other poor children. He opened a school under a railway flyover where children from the nearby slums are taught by him. He has taught about 1500 children over the years in this manner making them - LITERATE.



Sharath Kumar Puppale along with his wife started Manchikalalu an orphanage which also serves as a platform for out-of-school children to be brought back under the ambit of literacy. He has given home and education to about 2,000 children over the years.



Aspire is a registered non-profit organization which strive to ensure high quality school education for all children within the Right to Education framework, by strengthening the mainstream / government school education system through improved school governance, introducing new pedagogic practices and empowering teachers and local communities.



Khimjibai Karsenbhai Prajapati also known as 'The Bapu with Rug'. Left his home and family last 17-18 years ago & begs in Mehsana. As a beggar he doesn't take anything for himself but for the education of poor children. Till date he has supported more than 2,500 girls in 13-14 different schools with books, notebooks, school bag, uniforms & sweaters.



Shima Modak has been involved in working for the development, protection and welfare of the distressed and deprived section of the society, especially on educational perspective. She started an educational center in a slum area called 'Anjali'. She addresses the educational and development needs of the deprived and distressed children.



Achyut Das is a development activist with a passion for making the most underprivileged tribal communities in the remote district of Rayagada literate. He has been instrumental in ensuring 15,000 children belonging to 250 tribal villages learn to read and write and pursue further education.



Financials

Rotary South Asia Society for Development & Co-operation (RSAS)
Balance Sheet as at March 31, 2017

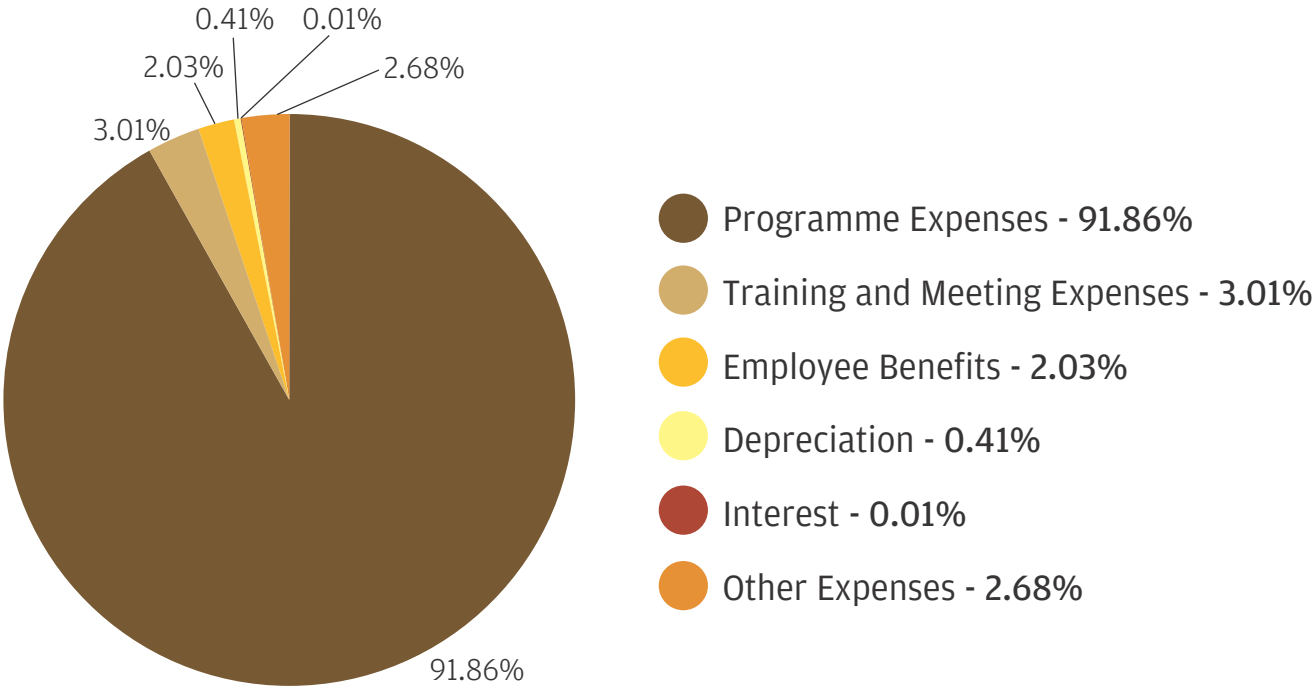
(All amounts in Rupees)		
Particulars	As at March 31, 2017	As at March 31, 2016
SOURCES OF FUNDS		
General Fund	(843,090)	120,426
Programme Related Funds	25,715,451	28,701,509
Non-current Liabilities		
Long-term Provision	214,455	118,739
Current Liabilities		
Other Current Liabilities	8,470,398	4,383,217
TOTAL	33,557,214	33,323,891
APPLICATION OF FUNDS		
Non-current Assets		
Fixed Assets		
Tangible Assets	156,004	235,383
Current Assets		
Cash and Bank Balances	31,843,507	30,864,452
Short-term Loans and Advances	385,593	2,078,798
Other Current Assets	1,172,110	145,258
TOTAL	33,557,214	33,323,891
**Summarised from Accounts Audited by Price Waterhouse Chartered Accountants LLP (Firm's Registration Number: 012754N/N500016).		



Financials

Rotary South Asia Society for Development & Co-operation (RSAS)
Income and Expenditure Account for the year ended March 31, 2017

(All amounts in Rupees)		
Particulars	Year ended March 31, 2017	Year ended March 31, 2016
Income		
Donation		
Programme related Donation		
Amount received during the year	31,372,340	36,530,080
Add : Balance at the beginning of the year	28,701,509	-
Less : Unutilised at the year-end	25,715,451	28,701,509
	34,358,398	7,828,571
General Donation	9,852,298	10,741,585
	44,210,696	18,570,156
Other Income (Interest)	2,375,381	481,692
	46,586,077	19,051,848
Expenses		
Programme Expenses	43,676,827	13,963,448
Training and Meeting Expenses	1,432,294	588,611
Employee Benefits	964,029	1,804,854
Depreciation	201,373	114,368
Interest	1,650	8,261
Other Expenses	1,273,420	1,216,655
	47,549,593	17,696,197
Excess of (Expenditure over Income) /Income over Expenditure transferred to General Fund	(963,516)	1,355,651





Financials

Rotary South Asia Society for Development & Co-operation (RSAS)					
Receipts and Payments Account for the year ended March 31, 2017					
(All amounts in Rupees)					
Year Ended March 31, 2016	Receipts	Year Ended March 31, 2017	Year Ended March 31, 2016	Payments	Year Ended March 31, 2017
	By Balance Brought Forward			By Employee Benefits	
100	Cash in Hand	4,323	1,561,482	Salaries	820,066
274,154	Balance with Savings Account	21,360,129	58,093	Staff Welfare Expenses	109,405
-	Balance with Fixed Deposits	9,500,000			
47,238,665	To Donation	41,214,639		By Programme Expenses:	
320,294	To Interest on Savings A/c	1,151,070	769,357	Teacher's Support	2,229,989
-	To Loan Received	-	777,284	E-Learning	2,539,640
312,041	To TDS Deducted	415,376	3,467,424	Adult Literacy	2,962,778
			3,924,064	Child Development	22,854,502
			1,526,672	Happy School	3,132,919
			840	By Programme Promotion Expenses	-
			77,493	By Printing and Stationery	111,728
			-	By Postage and Courier Charges	4,312
			569,799	By Training and Meeting Expenses	1,245,214
			21,554	By Telephone and Internet Expenses	93,079
			7,721	By Interest Expenses	1,650
			9,872	By Travelling and Conveyance Expenses	261,275
			390,398	By Website Maintenance Expenses	-
			525,092	By Human Resources Expenses	100,052
			-	By Professional Fees	448,560
			63,335	By Miscellaneous Expenses	85,130
			290,503	By Payment to Govt Authorities	520,124
			317,618	By Purchase of Fixed Assets	124,443
			689,105	By Payment to Creditors	3,478,132
			203,438	By Outstanding Salaries	508,750
			6,800	By Advance for Expenses	-
			8,000	By Advance to Suppliers	-
			2,014,858	By Advance paid to Implementing Agencies	22,085
			-	By Loans/advances to Employees	148,197
				By Balance Carried Forward	
				Cash in Hand	5,298
			4,323	Balance with Savings Account	9,972,368
			21,360,129	Balance with Fixed Deposits	21,865,841
			9,500,000		
48,145,254		73,645,537	48,145,254		73,645,537



Financials

Rotary South Asia Society for Development & Co-operation (RSAS)		
Income (Donations) for the year ended on March 31, 2017		
(All amounts in Rupees)		
Donations Received	Year Ended March 31, 2017	Year Ended March 31, 2016
Teacher's Support	96,000	-
E-Learning	-	500,000
Adult Literacy	858,000	1,832,170
Child Development	29,442,825	33,197,910
Happy School	975,515	1,000,000
General Donation	9,852,298	10,741,585
	41,224,638	47,271,665

Rotary South Asia Society for Development & Co-operation (RSAS)		
Programme Expenses for the year ended on March 31, 2017		
(All amounts in Rupees)		
Programme Expenses	Year Ended March 31, 2017	Year Ended March 31, 2016
Teacher's Support	2,325,907	1,504,925
E-Learning	2,647,674	1,512,852
Adult Literacy	3,051,820	4,187,030
Child Development	32,428,883	4,496,401
Happy School	3,222,543	2,262,240
	43,676,827	13,963,448

Note

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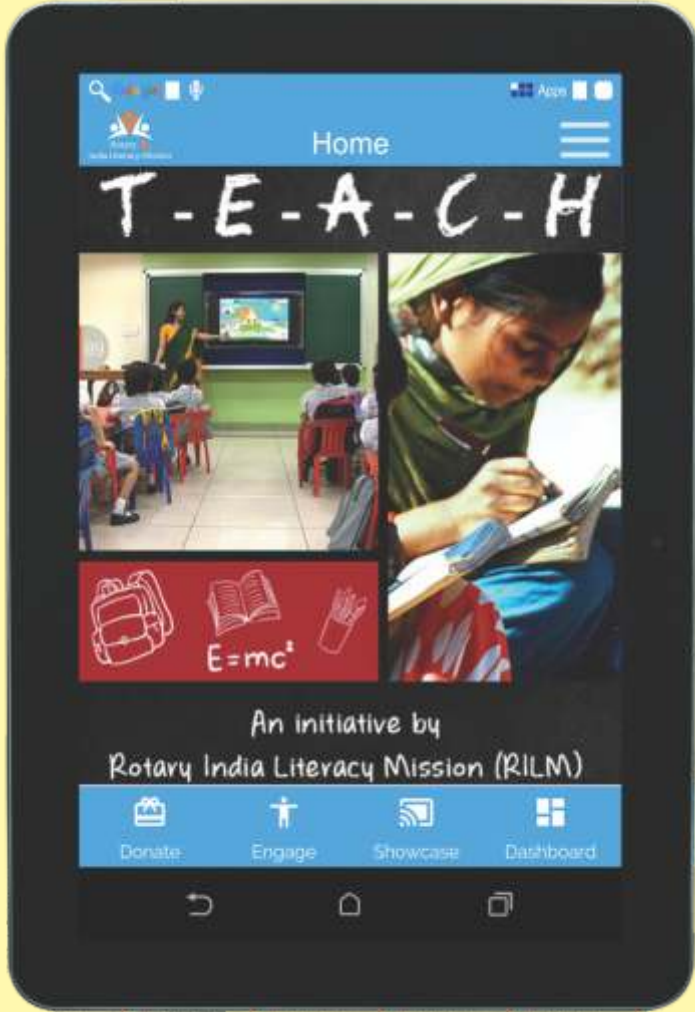
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