



ANNUAL REPORT 2017-18

*L*iteracy touching lives

Rotary South Asia Society for Development & Cooperation



Rotary
India Literacy Mission

Rotary India Literacy Mission

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Rotary South Asia Society for Development & Cooperation

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Teacher Support



E-learning



Adult Literacy



Child Development



Happy School

TEACH

www.rotaryteach.org

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



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



Children of the Asha Kiran Centre at Urmul, Rajasthan

Literacy... a way forward!

Five eventful and satisfying years of operation later, we at Rotary India Literacy Mission continue our mission to bring quality education and total literacy in India with as much enthusiasm, passion, dedication and energy as in the beginning. Indeed, the results of the last five years impel us to go on and strengthen our efforts to make more meaningful and sustainable difference in the lives of the people we are engaged with. The experience of the past years help us identify our areas of intervention and find the best way of implementing our program.

Year 2017-18 has been quite an action packed where we have positively impacted the lives of many children and their families, adults and teaching professionals. Under the Child Development program, where we work with out-of-school children, we could successfully penetrate to the remote rural areas of different states including Rajasthan, Bihar, Uttar Pradesh and West Bengal where children from socially and economically weaker sections were involved. At the Asha Kiran centers, we have seen some outstanding results when the volunteer teachers introduced various teaching and learning method while teaching the children. It gives us immense pleasure when we see out-of-school child like Shubol Ghorai from district Birbhum, West Bengal, attending school regularly and doing well in his study.

Urmila Hazra, a 40 year old Zari weaver from West Bengal signs her own name instead of putting thumb impression while withdrawing money from the bank. Urmila was one of the adult learner of a Swabhimaan center located in Silchar.

During the year 2017-18, our primary objective was to implement and participate in the digital learning program of RILM known as E-Shiksha. It has been proven time and again that perceiving something digitally often leaves a deep impact in our mind especially in the minds of children. Children today are always exposed to the digital world. Thus, implementing e-learning project in schools have instilled much needed interest among students and they became more inclined in attending school.

The Happy School program have always been popular amongst the Rotarians and Inner Wheel members. Rohini from Asokavardhini Special Municipal Corporation Elementary School, Eluru is the happiest student today. She got a bench to sit on and a desk to write on. She also feels that her classroom looks beautiful now. The chart papers, painting and mathematical tables drawn on the wall excites her. The toilets are very clean now, Rohini's teacher has taught her the importance of washing hands before eating. 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:

In the current year, RILM reached out to:

- 1,949 out-of-school children have been enrolled in the Asha Kiran program, of whom
- 93.70% children have been mainstreamed into formal schools.
- 18,510 teachers have benefitted from the training given to them under the Teacher Support program.
- E-learning facilities installed in 275 government schools resulted in improved retention among students.
- adults were reached out and made literate under the Adult Literacy program.
- Percentage of drop-out and absenteeism decreased in 514 schools which were transformed into Happy Schools across the country.

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

While we have seen great success, we are hungry to do more. With efforts and hardwork 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 positive impact in the literacy scenario in India.

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

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Yash Pal Das
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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.

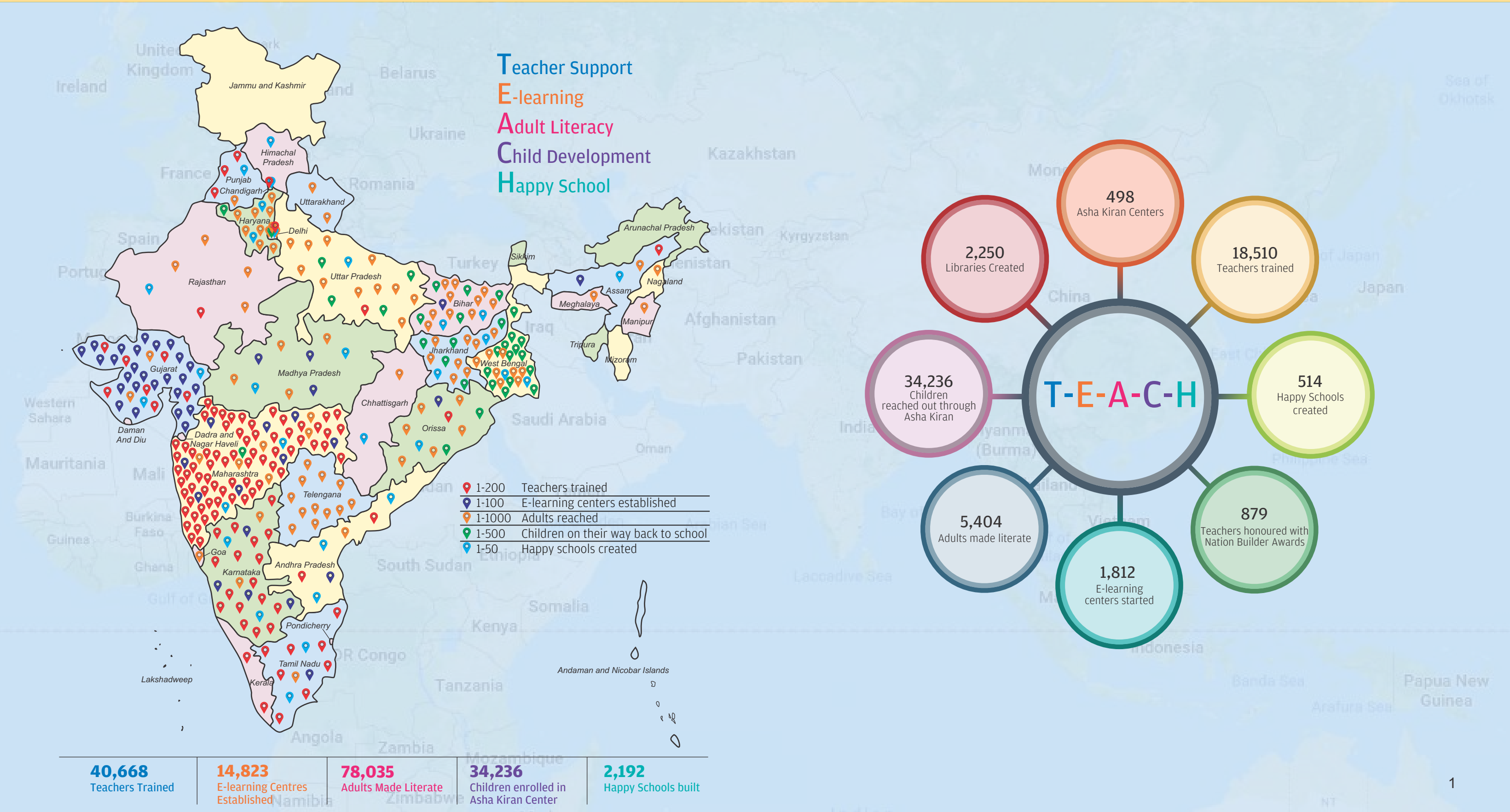
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Impressions Made by the T-E-A-C-H Program since inception

T-E-A-C-H Achievements for 2017-18





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

18,510
Teachers from government & government-aided schools trained across India



Teacher Training Organized By Bharuch, Dist.306

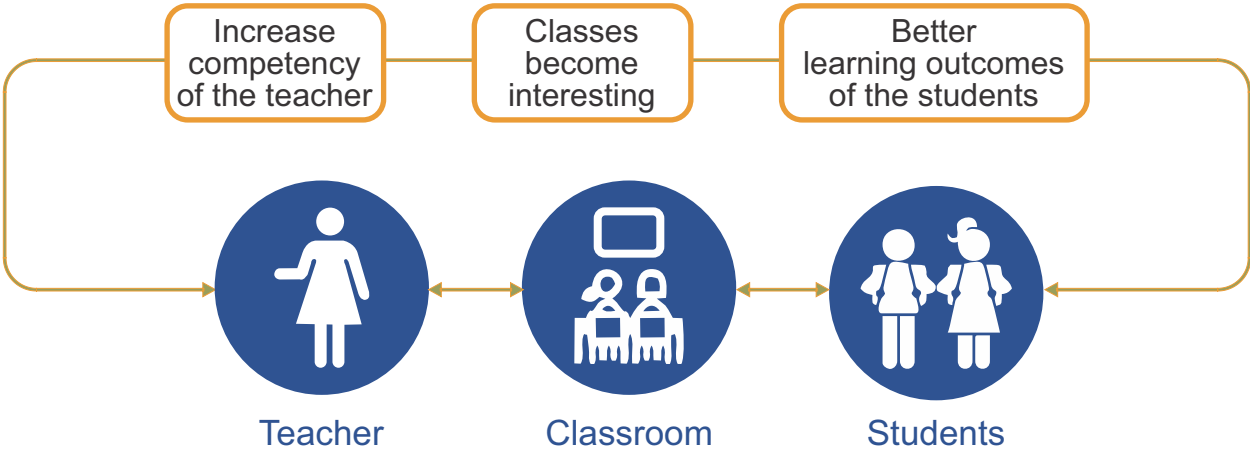
impact on the learning outcomes of the students.

Across the country, during the year 2017-18, 18,510 teachers were trained. The states where maximum teachers were trained are Gujarat, Maharashtra and Karnataka.

In Maharashtra a 10,183 teachers were trained. A Memorandum of Understanding was signed with the Zilla Parishad for training of the teachers in Kolhapur district. The training was provided to the teachers of Zilla Parishad Government School with the help of District Institute of Educational Contentious Professional Development (DIECPD). The focus of the training was to enhance the skills of the teachers in English language and use of technology in teaching so that they play the role of a

mentor more effectively. Similarly, in Mumbai, various Rotary Clubs organized teacher training workshops. 97 teachers were trained by a club, where one of the Resource Person of RILM, Radhika Gupte had conducted the training. The training focused on proper identification of mental and physical disability in children. Another special training session was organized for 150 teachers on awareness about children with special needs.

In Karnataka more than 1,900 teachers were trained by local Rotary Clubs in the region (Chitradurga, Hospet, Bidar, Devangere, Gulbarga, Nandyal). In this region, the focus was on the subject enrichment for the teachers with emphasis on Science and English language.



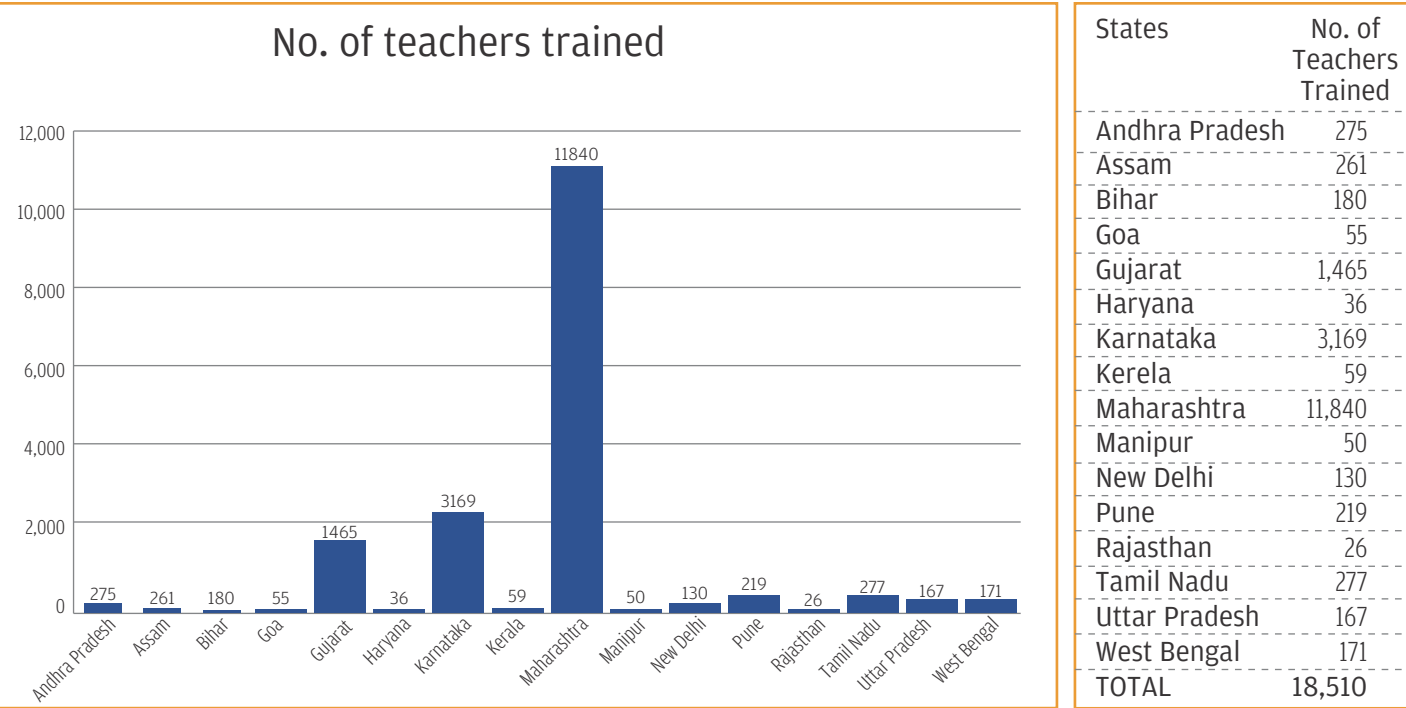
Similarly, in Gujarat more than 1,200 teachers were provided training from Unjha, Mehsana, Visnagar region on topics like classroom management, Lesson Planning and Student Leadership.

In other states of India, several teacher development workshops were organized. In Rajasthan, a workshop was conducted which covered topics like classroom management, Life Skills Education and Child Adolescent Development. In Anantapur and Nandyal region of Andhra Pradesh, teacher development workshops were conducted by resource persons from Royal Society of Chemistry on topics: Team Building, Time

Management and Leadership Skills. Similar workshops were held in Assam, Bihar, Uttar Pradesh, West Bengal and New Delhi too.

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: Integration of Life Skills in Teaching Pedagogy. Similar workshops were held in Andhra Pradesh, Punjab, Chandigarh, Uttar Pradesh and Orissa too.

FOOTPRINT - TEACHER TRAINING 18,510 teachers trained





Towards sustainable impact

Teacher Training organized at Shri Jagannath Dham, By Rotary Club of Shri Jagannath Dham, Dist. 3261

On 27th November 2017, a teacher training workshop was held on Child & Adolescent Development by Dr. Sanjay Garg, MBBS, MRCPsych (London), CCT (UK), Senior Consultant Psychiatrist, Resource Person from Macmillan Education. Two teachers from each of 90 government schools of West Bengal attended the training in batches of 30. The training was held for two days between 10:00 am to 3:30 pm.

Objective: The main objective of the training was to build understanding on the relative neglect that child and adolescent mental health has historically suffered as a field and to enable the teachers to identify various theories of child development, risk factors for child mental illness, and sex and socio-cultural differences responsible for mental wellness and illness so that they are empowered to understand the health paradox of children and adolescents.

Training Details: The workshop began with an introduction of the significance of understanding Child and Adolescent Development for a teacher. The high prevalence of mental health problems among children and adolescents, the delay in seeking medical intervention and the social stigma surrounding mental health makes it necessary for a teacher

to recognize and understand the situation.

The next segment of the training, through a quiz highlighted several dimensions of mental health and served as awareness for the teachers, which was followed by a group activity where the teachers were divided into 5 groups and asked to prepare a poster which would generate awareness on mental health. The teachers came up with innovative and creative posters which made evident the effectiveness of the workshop so far. This was followed by detailed discussion on various mental disorders that can be identified in a child such as Autism, Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder, Intellectual Disability etc.

The final segment focused on Handling Behavioural Problems in Students, where the basic guidelines for behavior management in class was discussed.

At the end, all the teachers mentioned that they had enjoyed the training and had learnt a lot which they will practice in the classroom.

Another workshop on Classroom Management with the same batch of teachers was held in the month of January, 2017.



Beneficiary speak

“The training was very useful and impactful. I took part in various teaching and learning methods which were introduced at the training.”

– **Bhumika Katakia**

*Bharathi Municipal Primary School, Anantapur
(Macmillan Education Training in Andhra Pradesh)*

“The workshop was beneficial and very informative. The trainers were very knowledgeable. One of the best training I have been to in my career. Various unique methodologies were taught during the training. Thanks Rotary for conducting such training for us.”

– **Seema Parikh**

*Primary School Teacher, Govt. Primary School Dabhunda
(Training in Mehsana, Gujarat)*



Bhumika Katakia
Primary School Teacher
Bharathi Municipal Primary School

Nation Builder Award

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

During 2017-18, across the country 3,489 teachers were awarded with Nation Builder Award. The maximum numbers of teachers were awarded in Maharashtra, Uttar Pradesh, Odisha, Andhra Pradesh, Rajasthan, West Bengal, Assam. This recognition given to

the teachers instilled them with renewed confidence and encourages them to perform better. The award was given to the teacher 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 2017 and the award ceremony for felicitating the teachers were held on Teachers Day, 5th September and International Literacy Day, 8th September.



RC Kolhapur, Dist. 3170 felicitating teachers with Nation Builder Awards



Nation Builder Award given to teachers by RC Chitradurga, Dist. 3160

TEACHER TRAINING ACROSS INDIA



Teacher Training Organized at Pune Magarpattha by Rotary Club of Pune Magarpattha, RID 3131



Teacher Training Organized by RC Rotaract Udumalpet Gandhinagr, RID 3131



Teacher Training program conducted by RC Komarapalayam, Tamil Nadu, RID 2982



Teacher Training program Organized By IWC Dhule Cross Road, IWD 306



Teacher Training workshop conducted by IWC Bhoj, IWD 305



Teacher Training workshop conducted by IWC Kallakurichi, IWD 298



E-learning

It has been proven time and again that concepts shown in audio visual/ animation format is way more stimulating and easier to comprehend and remember than the traditional methods of learning. It is also the best means of interactive 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. The program ensures better teaching-learning experience by benefiting teachers as well as students.

e-learning facilities
installed in
1,812
Government &
Governemnt-aided
Schools across India



An E-learning set installed at St. Xavier's High School, Berhampur, West Bengal

Across the country, during the year 2017-18, 1,812 government schools were facilitated with E-learning facilities. Uttar Pradesh, Karnataka and West Bengal are the states where maximum numbers of E-learning kits were installed.

The E-Shiksha program currently works with various state government and corporates. Rotary clubs & Inner Wheel clubs executes e-learning projects independently and also partner with RILM in funded projects. Through these collaborations installation of e-learning

kits done at various government schools to bridge the gap of modern technology in Govt. schools and make India's literacy scenario fully digital in the upcoming years with a smart outlook and handholding with advancements in technology.

The E-Shiksha program initially ensures and pre request target government schools to have constant electricity in the school with standard electrification in the classroom allocated for establishing e-learning facility. Apart from that schools should also have a secured premise

with at least one classroom with pukka/cemented construction. E-learning program also safeguards training to teachers of these schools on the usage of the hardware and software facility. Also training on classroom management, child psychology given to some schools depending upon the nature of the project. One of the significant partnerships under the E-learning program for the year 2017-18 has been with Government of Maharashtra. The partnership aims to equip 18,500 schools with 37,000 E-learning kits in Maharashtra. The E -learning kit comprises of 32-inch

LED television and Android box and /or PC stick in necessary and the multimedia content is DISHA portal an initiative of DSE, Govt. of Maharashtra. The project valued at Rs. 75 Crores will be jointly implemented with the Department of School Education, Government of Maharashtra and will reach out to 4 million children of Maharashtra. The installations to be taken place over the period of 3 years. Another noteworthy partnership was with JK Lakshmi Cement through which RILM installed e-learning facilities in 5 government schools around the village Jharli, District Jhajjar, Haryana.

FOOTPRINT - E-LEARNING
1,812 E-learning Facilities Installed

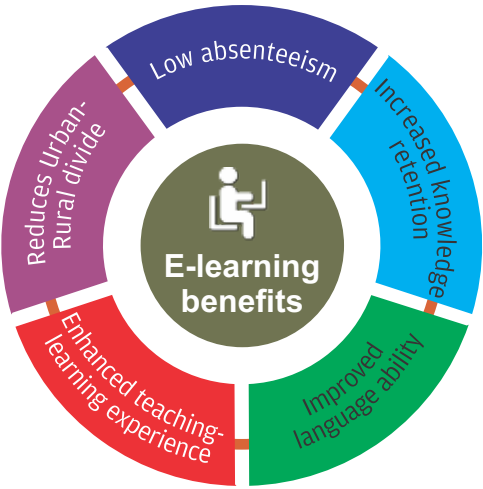
States	Achievement
Andhra Pradesh	112
Bihar	64
Chandigarh	114
Gujarat	242
Karnataka	400
Madhya Pradesh	348
Maharashtra	118
Odisha	64
Tamil Nadu	113
Uttar Pradesh	142
West Bengal	90
Haryana	5
TOTAL	1,812



An E-learning class in progress at a P.U.P School Andivadi Hosur



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



Transformation
towards digital India

An E-learning centre at a Sikroda, Sahibabad

Rotary India Literacy Mission and State Bank of India Foundation (SBI Foundation) entered into an agreement to provide e-learning facilities in 310 schools across 3 states of India. The Triumph Foundation – a trust of Rotary club of Thane Hills had partnered with RILM in this project. The purpose was to set up digital classroom in each school which will equip students with the skills and knowledge necessary for a strong foundation at an early age.

Out of 310 schools, 50 schools are from Karnataka (Chamrajanagar-25 & Chikmagalur-25), 118 schools are from Washim, Maharashtra and the remaining 142 schools from Uttar Pradesh. Rotary and Inner Wheel clubs from these locations identified schools in all these locations.

Android based projector and multimedia contents based on the state board curriculum were selected from RILMs shortlisted vendors.



An E-learning centre at Salempur Primary School

Project also includes training of the teachers on usage of hardware and software.

Project has been initiated in all the three states. Post installations, school authorities conveyed that the audio visual method has enabled students to absorb and recall topics more easily.

E-LEARNING CLASSROOMS ACROSS INDIA



An audio-visual class in progress at a Government School of Pune in Pune by RID 3131



An E-learning class in progress in a Government School of Panvel

Beneficiary speak



“ This audio-visual teaching-learning method is making learning more interesting for students, resulting in increase in attendance and attentiveness in class. 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. Mira Dongre, Teacher of Municipal School in Pune

“ E-learning is a turning point in our learning process, because earlier students did not interact with us confidently, but due digital learning, the students are very confident now days and classes have become very interactive. 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. Shubhra Awad, Teacher of Samata Darshan P.S. School, Aurangabad



“ Science classes have become more fun now. I have become more confident on the subject now. I get to see the topics coming live on the screen. Lessons have become easier to learn. My interest towards the subject has also increased. Now I feel I will do well in my exams also.”

- Pramod Yadav, Student of Zilla Parishad School in Pune



An E-learning facility installed at a Government school of Dhule



Nauguration of an E-learning center at a Government school of Kothamangalam



Students of a government school of Lucknow Excited for the audio-visual class



E-learning Classroom at a government school of Sangamner



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 the age of 15. The training provided 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
5,404
adults were made
literate across India



An Adult Literacy Centre at Balotra, Rajasthan

Diksha

Under this project, student-volunteers from school/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

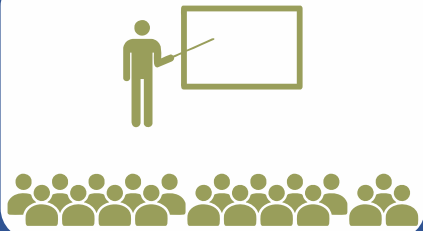


Student volunteers impart functional literacy to non-literate adults

Swabhimaan - dignity through education

Swabhimaan is a centre-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). Further to this, RILM implemented Swabhimaan – NGO partnership model. The model aims 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.

Centre-based learning



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



The year 2017-18 saw an active number of participation from various Rotary and Inner Wheel clubs across different districts. Throughout the year, 7 Rotary International Districts and 18 Rotary Clubs got involved in the Adult Literacy program by opening Swabhimaan Centers and also by engaging volunteers on a one to one basis of teaching adults.

One of the pioneering projects of the year 2017-18 took place at RID 3240, where 22 Swabhimaan Centers were inaugurated in a year. 17 clubs from RID 3240 were involved in this project which reached out to 801 non-literate adults and made them literate at the Swabhimaan centers. Out of the 801 adult learners, 785 were female and rests of the 16 were male learners. 25 adult learners have also appeared for the NIOS examination.



NIOS

Partnership with National Institute of Open Schooling

Rotary India Literacy Mission entered into an agreement with National Institute of Open Schooling during the year 2017-18. The purpose behind this agreement was to conduct Basic Literacy Assessment (test) for the adult neo-literates across India.

Various Rotary and Inner Wheel clubs encouraged learners to take up the Basic Literacy Assessment (test) who were part of the adult literacy program.

The learners received training on basic reading, writing and arithmetic using the primer. During the course, clubs had to register the adults for the examination. After the end of the three months course, the registered learners appeared for the examination and obtained certificates from National Institute of Open Schooling. Clubs then held special events to confer upon the certificates to successful candidates.

National Institute of Open Schooling
825 Adult Learners obtained certificates



NIOS examination given by the adult learners

States	Achievement
Gujarat	200
Karnataka	50
Assam	16
Bihar	75
West Bengal	370
Andhra Pradesh	78
Maharashtra	32
TOTAL	825

Beneficiary speak

“ Being married at a very young age, I never got a chance to go to school. My brothers went to school and studied till class 8. I have worked at home for my family and in the field. Swabhimaan center gave me a chance to study and do something for myself for the first time. It makes me very proud that whatever I am learning here, I am able to teach the same to my grand-children who goes to school. When she studies in the evening, I also accompany her.”

- Salma Begam, 48 years, Home-maker and seasonal farmer (Swabhimaan beneficiary)



“ I heard about this program from my neighbor. I never got a chance to go through formal learning. My neighbor coaxed me to join the class and she made me understand how this would benefit me. Visiting the class changed me as a person. I am so glad I went to class that 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.”

- Parbati Baidya

52 years, Paper bag maker (Swabhimaan beneficiary)

Skill Development - Project Dignity



Selection of beneficiaries is in process under Project Dignity



Training of beneficiaries in progress



Beneficiaries attending practical classes

RILM's Skill Development initiative focuses on building partnerships 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 (windows, single mothers and unmarried daughters of widows) from 20 to 45 years of age across India, 1,000 in each state over 5 years. It's pioneer project in field of women empowerment in India.

This skill development initiative was named Project Dignity , for successful implementation of this program RILM took the following steps:

- Orientation of Rotary Clubs about the objectives of this program
- Playing the role of catalyst between, Indian Rotary Clubs and International Rotary Clubs regarding applying for Global Grants as main funding source for Project Dignity. Financial allocation of the projects were also derived during the process.
- Finalizing the norms of financial contributions from Indian Rotary Clubs, International Rotary Clubs and Loomba Foundation.
- Identifying the skill training partners, due deligence, onsite physical verification, introducing the selected training partners to the clubs and, selection of agencies as implementing partners for different Global Grants.

Selection of Training Partner: During the year 2017-18, RILM entered into a partnership with Labournet to train 8,000 beneficiaries in 8 states.

The first phase implementation of Project Dignity focuses on 5 states of India : Delhi, West Bengal, Bihar, Maharashtra, Madhya Pradesh.

Proposed Trades for Skill Training : Apparel, Beauty & Wellness, BFSI (Banking, Financial Services and Insurance), Customer care, Gems & Jewelry, General Duty Assistant, Geriatric Aide, Healthcare, Hospitality, Retail, Tailoring.

ADULT LITERACY ACROSS INDIA



An Adult Literacy center in Dhule, IWD 324



An Adult Literacy center in Hazaribagh, IWD 325



An Adult Literacy center in Jodhpur, IWD 325



An Adult Literacy center in Delhi, RID 3011



An Adult Literacy center started at Ahmedabad, RID 3051



An Adult Literacy Center started at Orissa, RID 3262



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
34,236
children reached out through
32 NGOs from 13 states &
1 union territory of India



and government-aided primary/elementary schools.

So far 34,236 children have been brought into Asha Kiran centers, of whom 93.70% 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, 3,552 new children from Madhya Pradesh, Uttar Pradesh and Maharashtra, were enrolled in the Asha Kiran program, of whom

550 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
30,780 Children enrolled in the Asha Kiran Program

State	Name of NGO Partners	No. of Children Reached
Assam	Friends of Tribal Society	3,451
	Lutheran World Service India Trust	30
Bihar	Jan Jagran Sansthan	600
	NIDAN	1,000
	Jawahar Jyoti Bal Vikas Kendra	1,000
Chandigarh	Vatsal Chaaya Trust	1,000
Jharkhand	Lutheran World Service India Trust	90
Karnataka	Samridhi Trust	473
Madhya Pradesh	Charities Aid Foundation India	879
	KRIPA Social Welfare Society	200
Maharashtra	Abhinav Shikshan Prasarak Mandal	200
Manipur	Friends of Tribal Society	400
New Delhi	Action Beyond Help And Support	500
Odisha	Lutheran World Service India Trust	393
	Aide et Action	300
	Centre for Youth and Social Development	150
	Friends of Tribal Society	4,000
Rajasthan	Awareness Training and Motivation for Action (ATMA)	540
	Adash Shiksha Samiti	500
	Charities Aid Foundation India	2,196
Tripura	Friends of Tribal Society	149
Uttar Pradesh	Ankur Yuva Chetna Shivar	150
	Action for Holistic Empowerment and Development	600
	Developmental Association for Human Advancement	2,080
	Participatory Action for Community Empowerment	858
	Uttar Pradesh Voluntary Health Association	3,000
West Bengal	Bayargadi Tentultala Palli Unnyan Samiti	300
	Gloria Dayanand Seva Niketan.	100
	Jujersa Women and Child Welfare Organization.	728
	Kamina Social Welfare Society	450
	Khanpur Gana Unnyan Kendra	280
	Progressive Rural Active Youth's Action for Society	94
	Society for Socio Economic and Ecological Development	182
	Sitarampur Vivekananda Seva Pratisthan	300
	South 24 PG Network of People living with HIV/AIDS	225
	Udayrampur Azad United Club	500
	ATHMIK	600
	MARFAT	650
	Lutheran World Service India Trust	87
	NISHTHA	845
	Friends of Tribal Society	4,156
Total		34,236



Asha Kiran center in process by RILM's identified NGO partner Abhinav Shikshan Prasarak Mandal



Impact of the
Asha Kiran Program

The experience of the field visit conducted by the Rotary India Literacy Mission staff was so enriching that it not only justified our mission but also motivated and inspired us to take up these kinds of activities in the most deprived part of the communities.

Five-year-old Meeta thinks it is a game she must master quickly to be a winner. From the time she wakes up, until she goes to bed, Meeta watches her mother and all the girls and women in her neighborhood consumed in a frantic race: Making beedis - traditional hand-rolled Indian cigarettes. This is the normal

scenario in Dhulian a small town in Murshidabad. To create each beedi, the maker painstakingly places tobacco inside a dried leaf known as 'Tendua' sourced from a local tree; tightly rolls and secures it with a thread; and then closes the tips using a sharp knife. For anything between 10 and 14 hours, regardless of how long it takes, Meeta's mother and others must all roll at least 1,000 beedis to earn a paltry sum of money to spend a day. The cigarettes are taken to the warehouses of large manufacturers, where they are packaged before being sold in the market for a much higher price.

FOOTPRINT - CHILD DEVELOPMENT
April 2017 - March 2018

State	Name of NGO Partners	No. of Children Reached
Rajasthan	Awareness, Training and Motivation for Action (ATMA)	500
Maharashtra	Abhinav Shikshan Prasarak Mandal	200
Odisha	Lutheran World Service India Trust	393
Uttar Pradesh	Participatory Action for Community Empowerment (PACE)	352
West Bengal	Lutheran World Service India Trust	61
	ATHMIK	300
	MARFAT	650
Total	37080	1,949

For most, if they do not roll enough beedis every day there simply will not be food on the table.

A study released that nearly 1.7 million children are working in India’s beedi rolling industry. Children are knowingly engaged by manufacturers due to belief that children’s nimble fingers are more adept at rolling cigarettes. Beedis are so popular that they make for nearly half of India’s entire tobacco market. But, behind the country’s unorganized domestic tobacco sector lie invisible millions trapped in modern day economic slavery. Poor economic conditions of the families involved in beedi work also pave way for the induction of children into work force as a part of family occupation. Beedi work does not require any formal training and can be carried out at any time, all of which are important reasons for the involvement of children. Due to this pressure of work the children

start dropping out from school or his/her studies gets badly affected.

Well to tackle this problem RILM and its partner organization Marfat started working for 650 children in Dhulian Town in Murshidabad District. Marfat is focusing on ways to reduce the child labour problem or the dependence on children as work force in this area for Asha Kiran. During the screening process, NGO and RILM staff personally interviewed 758 children from 13 locations in 5 days, out of whom 650 children were enrolled in Asha Kiran intermediary learning centers. 13 intermediary learning centers were set up each comprising of 50 children studying in it.

The NGO Marfat also wants to start Adult Literacy programme. They believe this will create the much

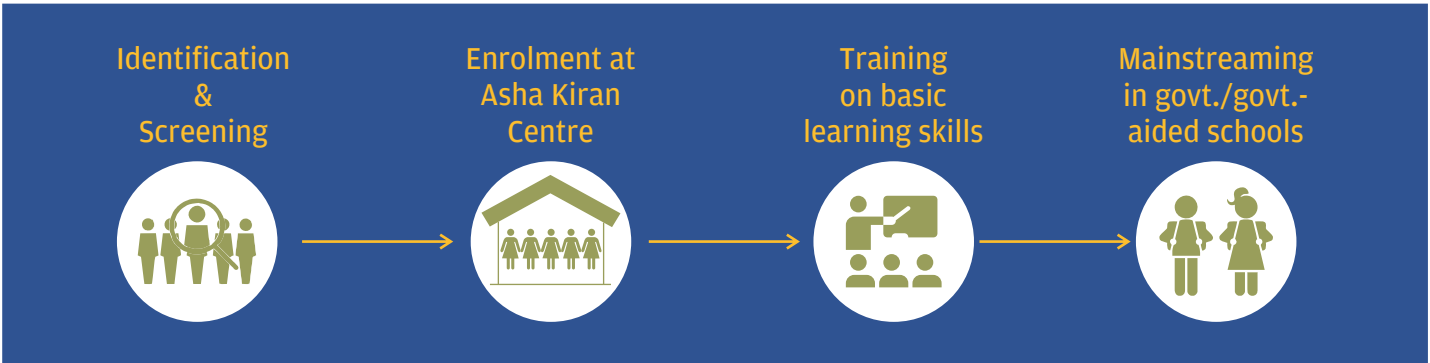


needed averseness about the importance of education, mainstream schooling and to on the evils of child labour so that the Parents will also work as the agents in the community to change this trend in the Society.

One of the biggest challenges faced in this area was lack of awareness. Once a week the volunteer teacher made sure that they met the guardian of these children and sensitized them on the importance of literacy. At times during a Panchayat meet at the village, the volunteer teacher also delivered speeches to create awareness about literacy and how having

educated children could benefit their families in terms of both societal and financial status. The children regularly attended the centers and received training not only on reading, writing and arithmetic but also involved themselves in various extra-curricular activities.

After 6 months of regular coaching classes, 400 children were enrolled back to formal schooling. The remaining 250 children were at the center for further monitoring and coaching.





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 2017-18, 514 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

514
government &
government-aided
schools became
Happy Schools



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

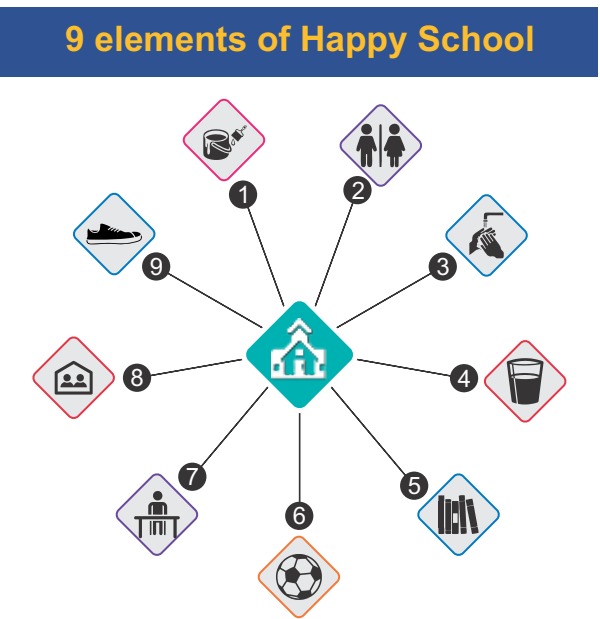
- 4. Clean and adequate drinking water for both students and teachers
- 5. Library
- 6. Play material (games and sports equipment)
- 7. Benches and desks for students
- 8. Well maintained space for teaching staff
- 9. School shoes and school bags for students

The Success Stories : Children, Parents, Teachers, Inner Wheel and Rotary Clubs

Children : I was facing discomfort due to non-functional toilets and unavailability of clean drinking water. Coming to school every day in such situation was very difficult for me. Now, the toilets are very clean with adequate water facility. There is a separate hand washing station also for us in the school.

This school (MPP School Telugu Medium: boys 249, girls 190 and total children 439) was adopted by Inner Wheel Club of Muzaffarpur Jagriti, Bihar and, they transformed the school into Happy School.

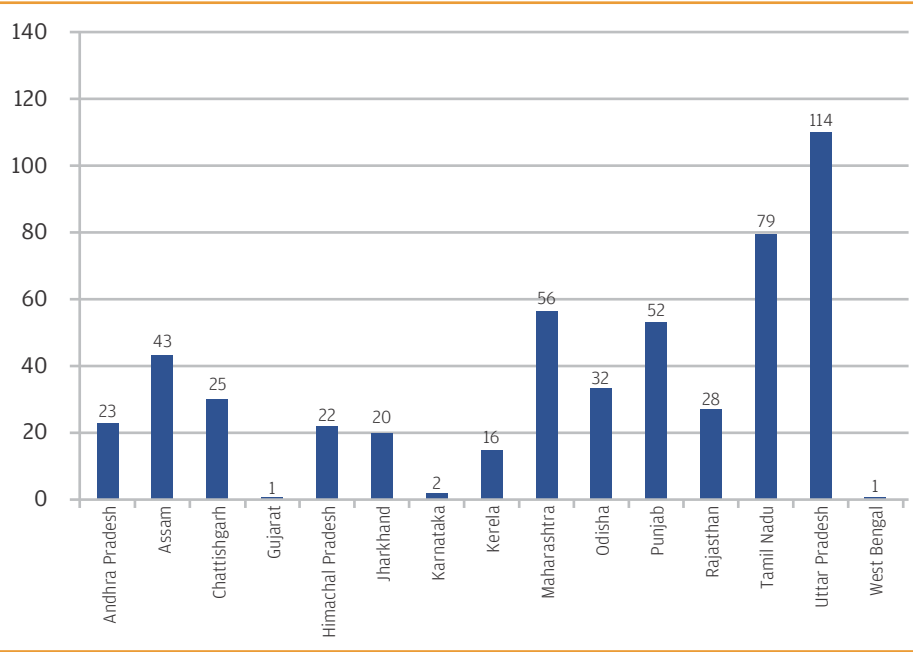
Parents : Earlier, my son always used to complain about lack of facilities in school and look for every opportunity for not attending school. After the renovation, he wakes up early to reach school on time. He comes back and tells me a lot of stories about his colorful classroom and how he played with his friends during the lunch break using new sports equipment.



The school where his child was going has been adopted by the Rotary Club of Guwahati Metro, Assam and, they transformed the school (Upper Primary Government School, Amingaon: boys 147, girls 178 and total children 325) into Happy School.

Teachers : Lack of basic infrastructure in the school has led to massive drop-out. After the transformation, I can see a lot of change among the students. Children pay more attention in class, they are regular and even we feel good while

FOOTPRINT - HAPPY SCHOOL 514 schools converted into Happy Schools



States	Achievement
Andhra Pradesh	23
Assam	43
Chattishgarh	25
Gujarat	1
Himachal Pradesh	22
Jharkhand	20
Karnataka	2
Kerala	16
Maharashtra	56
Odisha	32
Punjab	52
Rajasthan	28
Tamil Nadu	79
Uttar Pradesh	114
West Bengal	1
TOTAL	514

teaching them.

Now Shri Rampalji is very pleased to see the facility of the school has improved and, daily attendance is also much higher.

This school (Government Aadarsh Higher Secondary School: boys 262, girls 174 and total children 436) was adopted by Inner Wheel Club of Jodhpur, Rajasthan and, they transformed the school into Happy School.

Now teacher Rampalji is very pleased to see the facility of the school has improved and, daily attendance is also much higher.

Some of the outstanding projects in the reporting year were:

Inner Wheel: The Municipal Schools cater to a large number of urban poor children. The Inner Wheel Club of Mysore Central, part of Inner Wheel District 318 in Karnataka decided to take the responsibility of improving some of these Municipal Schools. The club improved the facilities of 15 such schools in one year. Also the children of these schools received material support like bags and shoes.

This intervention has played a very significant role regarding improving educational facilities for the

Benches provided by RC Vijayawada in Vijayawada City



United in empowerment and transformation

urban poor children of Mysore. They successfully completed the task projects in the project year 2017-18.

Rotary Club: One of the most significant successes under Happy School program was achieved by the Rotary Club of Bangalore, Karnataka. The club took the responsibility of modifying 106 schools into Happy Schools: Diverse languages taught are Kannada, Urdu, Tamil, and Telugu. They successfully completed the task in 2016.

This one single intervention of 106 Happy School was a substantial step towards achieving universal literacy in India.

The impact of this intervention in 106 schools provides better facilities for the children from 300 villages, which is approximately 16, 000 children. The outreach is almost 1,00,000 beneficiaries.

Rotary District : The Rotary District of 3150 (Andhra Pradesh) have made a significant contribution regarding making Happy Schools for the state. They have provided more than 75,000 school desks, 1000 Reverse Osmosis Plants, 5,000 Hand Wells and several hundreds of toilets benefiting more than two million children.

This Rotary District has converted 1,000 schools into Happy Schools for the betterment of students.

The Rotary and Inner Wheel Clubs play a very important role regarding achieving the targets set by RILM; till March 31, 2018 the combined efforts of Rotary and Inner Wheel Clubs have converted 2,031 schools into Happy Schools.

Annapurna



Annapurna strives to give children access to nutritious and balanced meals in order to grow and learn, so they can be their best selves. During the reporting year, under the 'Annapurna' Program, nutritious breakfast was being provided for the students of 6 schools in Kolkata, West Bengal. This program was helping in improving the health conditions of 1,600 children by providing nutritious food on a daily basis.

The following 6 schools were served:

- Rotary Club of Calcutta East Central: 100 children in Calcutta Academy
- Rotary Club of Calcutta Kankurgachi: 120 children in Ananda Tirtha
- Rotary Club of Calcutta West Ridge: 200 children in Calcutta Orphanage
- Rotary Club of North Calcutta: 250 children in Shyam Bazar Balika Bidyalay

- Rotary Club of Calcutta Mega City: 330 children in Lake School for Girls
- Rotary Club of Calcutta Sutanuti : 600 children in Ramjoy Seal Sishu Pathshala (H) School

Starting from August 25, 2017, food has been distributed successfully for 8 months till March 30, 2018. 133,925 meals have reached 1600 children in around 95 working days during this period.



HAPPY SCHOOL COMPONENTS PROVIDED ACROSS INDIA

Clean Toilet done by IWC Mangalore West, IWD 318



Library created by IWC Dombivli East, IWD 314



Sports materials distributed by IWC Chilakaluripet, IWD 315



Hand wash station by IWC Calcutta Mahanagar, IWD 329



Teachers Room Created by RC Badagara Central, RID 3202



Inner Wheel Members attending IGNITE - the RILM Orientation at Chennai



Training Key to Smooth execution

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 **15th to 16th March at Patna, Bihar**. It served as a platform for meaningful discussions on the roles and responsibilities of the Rotary and Inner Wheel leaders, implementation processes of T-E-A-C-H program and goal setting for the upcoming year.

During the meet, Rotary and Inner Wheel leaders were oriented about the T-E-A-C-H program, its organizational structure, communication channel and other details of

RILM. 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 achivement

Rotary India Literacy Misson 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 9 partnerships which are expected to play a significant role in the future.



Zeal Education

Zeal Education came into an agreement with Rotary India Literacy Mission to impart teacher training in the State of Gujarat.



Aspiring Persona

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.



Govt. of
Madhya Pradesh

Government of Madhya Pradesh

Rotary India Literacy Mission signed an agreement with Dept. of School Education, Government of Madhya Pradesh to install E-learning facilities in 15,000 government schools in the State of Madhya Pradesh.



SBI Foundation

Rotary India Literacy Mission signed an agreement with SBI Foundation to install E-learning kits in 310 schools from the states of Karnataka, Uttar Pradesh and Maharashtra.



National Thermal Power Corporation Limited

NTPC joined hands with Rotary India Literacy Mission to facilitate E-learning kits in 50 schools in Ujjain District, Madhya Pradesh.



राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान
National Institute of Open Schooling

National Institute of Open Schooling (NIOS)

Rotary India Literacy Mission joined hands with NIOS for conducting Adult Literacy Examination and providing joint Certification to successful candidates.



Next Education

Next Education partnered with Rotary India Literacy Mission by donating 41 thousand books in Delhi.



Orient BlackSwan

Orient BlackSwan

Orient Black Swan partnered with Rotary India Literacy Mission by donating 2.6 million books in 5 states across India. These books were destined to be pulped for change in syllabus of NCERT schools.



India Food Banking Network

Through the Annapurna Project, Rotary India Literacy Mission (RILM) aims to eradicate hunger among children, ensure better school attendance and improve nutrition and health indicators of children in the country. It envisions doing so by providing 1 Million meals to the underprivileged children in collaboration with Indian Food Banking Network.

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 & 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 Swachhathon, Mera Swachh Vidyalaya and re-launching of Asha Kiran... a ray of hope were implemented to create awareness on Literacy.

'Swachhathon 1.0-Swachh Bharat Hackathon and Mera Swachh Vidyalaya'

During the year 2017-18, RILM was a part of two of the most prestigious program of Government of India 'Swachhathon 1.0-Swachh Bharat Hackathon and Mera Swachh Vidyalaya'. RILM had partnered with Ministry of Drinking Water & Sanitation and Ministry of HRD to create awareness on Cleanliness and Sanitation in school toilets.

Dirty and unhygienic toilets cause various health issues which eventually lead to children dropping out of school. The quintessential idea behind our Child Development and Happy school program is defeated due to lack of awareness about hygiene and sanitation in schools. The idea of joining hands with the government for these two campaigns was to raise awareness among the schools and surrounding communities to further strengthen the T-E-A-C-H program.

1. Swachhathon 1.0-Swachh Bharat Hackathon Swachhathon 1.0 was organized by The Ministry of Drinking Water and Sanitation .The main objective of the event was to crowd source solution to some of the pressing issues faced by schools and communities. RILM was knowledge partner for one of the six issues lined up by the ministry.

2. Mera Swachh Vidyalaya Rotary India Literacy Mission joined hands with the Ministry of HRD to create awareness about cleanliness in schools from 1st to 15th September, 2017. The main objective of this campaign was to spread awareness on Swachhata' and bring behavioural change for cleanliness among the school students through various interactive activities.

The main focus was to reach out to various schools through Rotarians, Inner Wheel Members, Rotaractors and Interactors and motivate them to participate in the Mera Swachh Vidyalaya campaign by taking up various activities such as:

- 1. Essay Competition
- 2. Drawing and Poster making competitions
- 3. Slogan Competition
- 4. Cleanliness Drive and
- 5. Rally

To ensure reach and effectiveness of the campaign the implementation process was carried out through Social Media, Rotary Network and Private Schools Associations.





Social Media Promotions: Social Media played a pivotal role in this campaign. Swachhathon 1.0 and Mera Swachh Vidyalay promotions were carried out on Facebook, Twitter and WhatsApp. Boost posts on both the campaigns on Facebook helped us reach more than 10 lakh people across the country in 7 days.

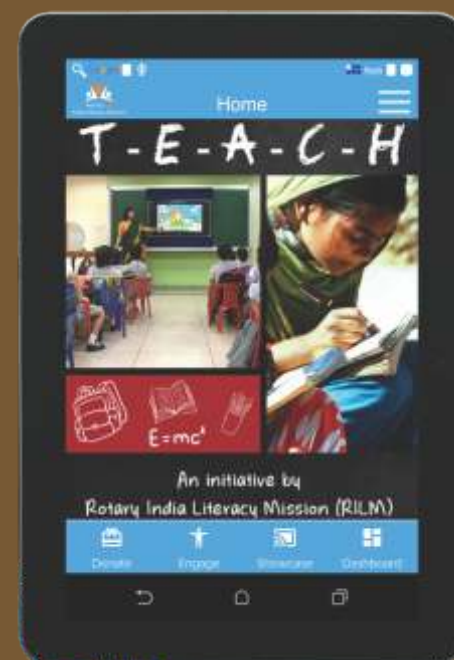
Rotary Network: Rotary leveraged the network of Rotarians, Inner Wheel members and Rotaractors to reach out to thousands of schools, colleges, IIMs, IITs and various start up organizations and briefed them about the campaigns and also asked them to participate. Rotary Family, Private School Associations and Partner Organizations took up the aforementioned project actively and reached out several schools across India. The school students participated in the activities in the given time. The activity pictures were uploaded on the google drive which was provided by the Government.



TEACH App

TEACH app is the latest communication tool introduced by RILM to bring literacy matter related to T-E-A-C-H program at 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 documents and picture at a go
- ✓ Gateway for Grants



T-E-A-C-H Ambassadors

K2K- Kanuakumari to Kashmir: While Rotarians and Inner Wheel members were actively pursuing goals set by RILM, young Rotaractor (youth wing of Rotary) Roshan Naveen and Rotaractor Arun Kumar had set a mission to walk from Kanyakumari to Kashmir to promote Literacy and RILM's T-E-A-C-H program.

Beginning their expedition from Kanyakumari, the duo covered 7 states from Tamil Nadu to Karnataka, Maharashtra, Gujarat, Rajasthan, Punjab, and finally reached Kashmir, cover 5,000 kms. During their journey, Roshan and Arun visited numerous government schools across rural India and spoke on RILM's T-E-A-C-H program. They also surveyed and assessed the kind of help these schools required and passed those details to RILM office for further project implementation in those schools.



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 200 print media publications wrote about RILM's International Literacy Day celebration and Swachh Bharat Campaign 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
200
print media
publications
on T-E-A-C-H
for International
Literacy Day



T-E-A-C-H Overseas

Showcasing T-E-A-C-H projects at the Rotary International Convention's House of Friendship was a significant milestone for RILM this year. The overwhelming response generated over the five days at Atlanta proved that RILM is moving ahead in the right path. The T-E-A-C-H booth experienced many footfalls of Rotarians from all around the world. Rotarians showed much interest in the T-E-A-C-H program and also wanted to replicate it in their country. With visitors from all over America, Africa, Italy,

Mexico, Bangladesh and Pakistan etc. the T-E-A-C-H program reached out to those who want to take up the program and implement it in the areas where literacy is a big challenge. The visitors found the Happy School vertical very interesting. The before and after pictures of one of the Happy School fascinated them and they were eager to contribute themselves in making a Happy School. Seeing the response and praises from the visitors at this convention, we are hopeful that T-E-A-C-H will lay the foundation for a revolution in the global education and literacy.



Financials

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

Balance Sheet as at March 31, 2018

(All amounts in Rupees)

Particulars	As at March 31, 2018	As at March 31, 2017
SOURCES OF FUNDS		
General Fund	(843,090)	(843,090)
Programme Related Funds	25,715,451	25,715,451
Non-current Liabilities		
Long-term Provision	214,455	214,455
Current Liabilities		
Other Current Liabilities	8,470,398	8,470,398
TOTAL	33,557,214	33,557,214
APPLICATION OF FUNDS		
Non-current Assets		
Fixed Assets		
Tangible Assets	156,004	156,004
Current Assets		
Cash and Bank Balances	31,843,507	31,843,507
Short-term Loans and Advances	385,593	385,593
Other Current Assets	1,172,110	1,172,110
TOTAL	33,557,214	33,557,214

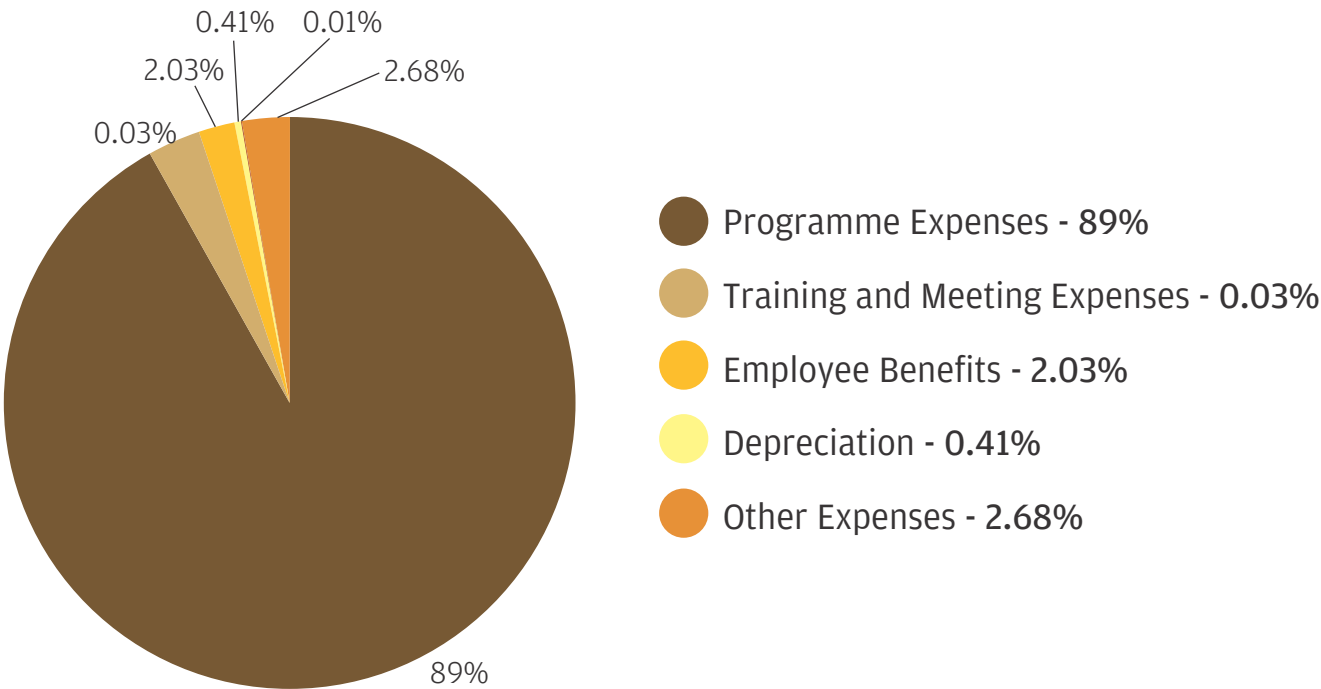
****Summarised from Accounts Audited by Price Waterhouse Chartered Accountants LLP (Firm's Registration Number: 012754N/N500016).**



Financials

Rotary South Asia Society for Development & Co-operation (RSAS)
Income and Expenditure Account for the year ended March 31, 2018

(All amounts in Rupees)		
Particulars	Year ended March 31, 2018	Year ended March 31, 2017
Income		
Donation		
Programme related Donation		
Amount received during the year	15,005,875	31,372,340
Add : Balance at the beginning of the year	25,715,451	28,701,509
Less : Unutilised at the year-end	19,442,749	25,715,451
	21,278,577	34,358,398
General Donation	1,927,572	9,852,298
	23,206,149	44,210,696
Other Income (Interest)	2,062,855	2,375,381
	25,269,004	46,586,077
Expenses		
Programme Expenses	28,078,392	43,676,827
Training and Meeting Expenses	1,071,491	1,432,294
Employee Benefits	999,703	964,029
Depreciation	103,870	201,373
Interest	-	1,650
Other Expenses	1,208,813	1,273,420
	31,462,269	47,549,593
Excess of (Expenditure over Income) /Income over Expenditure transferred to General Fund	(6,193,265)	(963,516)



Financials

Rotary South Asia Society for Development & Co-operation (RSAS)
Receipts and Payments Account for the year ended March 31, 2018

(All amounts in Rupees)					
Year Ended March 31, 2017	Receipts	Year Ended March 31, 2018	Year Ended March 31, 2017	Payments	Year Ended March 31, 2018
	By Balance Brought Forward			By Employee Benefits	
4,323	Cash in Hand	5,298	820,066	Salaries	563,519
21,360,129	Balance with Savings Account	9,972,368	-	Contribution to PF	15,153
9,500,000	Balance with Fixed Deposits	21,865,841	109,405	Staff Welfare Expenses	75,434
41,214,639	To Donation	16,926,447			
1,151,070	To Interest on Savings A/c	2,076,155	2,229,989	By Programme Expenses:	
-	To Loan Received	5,160	2,539,640	Teacher Support	1,963,922
415,376	To TDS Deducted	47,000	2,962,778	E-Learning	6,269,876
-		-	22,854,502	Adult Literacy	2,238,875
		49,140	3,132,919	Child Development	3,212,184
				Happy School	3,212,184
			111,728		
			4,312	By Printing and Stationery	76,744
			1,245,214	By Postage and Courier Charges	554
			93,079	By Training and Meeting Expenses	1,048,196
			1,650	By Telephone and Internet Expenses	50,358
			261,275	By Interest Expenses	-
			100,052	By Travelling and Conveyance Expenses	91,906
			448,560	By Human Resources Expenses	80,210
			85,130	By Professional Fees	382,011
			520,124	By Miscellaneous Expenses	230,725
			124,443	By Payment to Govt Authorities	546,331
			3,478,132	By Purchase of Fixed Assets	35,200
			508,750	By Payment to Creditors	734,480
			-	By Outstanding Salaries	-
			22,085	By Advance for Expenses	46,369
			148,197	By Advance paid to Implementing Agencies	-
				By Loans/advances to Employees	-
			5,298		
			9,972,369	By Balance Carried Forward	
				Cash in Hand	5,351
				Balance with Savings Account	3,387,754
				(net of temporary overdraft Rs. 66,083	
				Previour Year - Rs. Nil)	
			21,865,841	Balance with Fixed Deposits	12,946,074
73,645,537		50,947,409	73,645,537		50,947,409



Financials

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

(All amounts in Rupees)

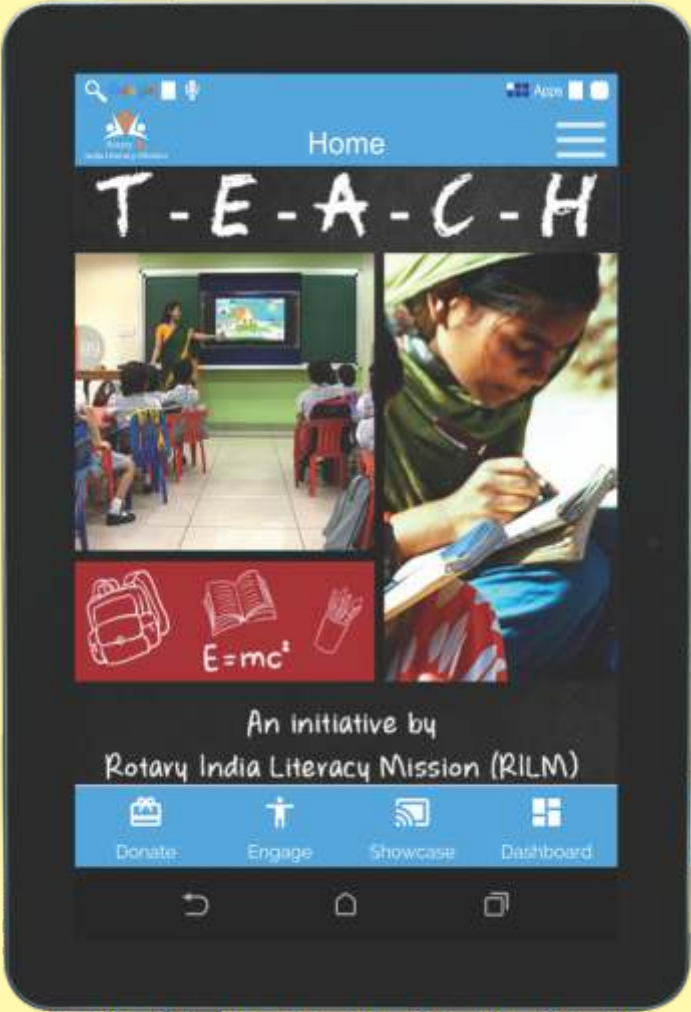
Donations Received	Year Ended March 31, 2018	Year Ended March 31, 2017
Teacher's Support	-	96,000
E-Learning	4,720,736	-
Adult Literacy	272,206	858,000
Child Development	8,768,933	29,442,825
Happy School	1,244,000	975,515
General Donation	1,927,572	9,852,298
	41,224,638	41,224,638

Rotary South Asia Society for Development & Co-operation (RSAS)
Programme Expenses for the year ended on March 31, 2018

(All amounts in Rupees)

Programme Expenses	Year Ended March 31, 2018	Year Ended March 31, 2017
Teacher's Support	2,020,050	2,325,907
E-Learning	5,243,603	2,647,674
Adult Literacy	2,293,823	3,051,820
Child Development	15,041,635	32,428,883
Happy School	3,479,281	3,222,543
	28,078,392	43,676,827

- ✓ DOWNLOAD
- ✓ CONNECT
- ✓ ENGAGE WITH T-E-A-C-H



Android



iOS

