



Rotary  
India Literacy Mission

# Annual Report 2018-19



*Total* literacy through Holistic Approach



Teacher Support



E-learning



Adult Literacy



Child Development



Happy School



## Rotary India Literacy Mission (RILM)

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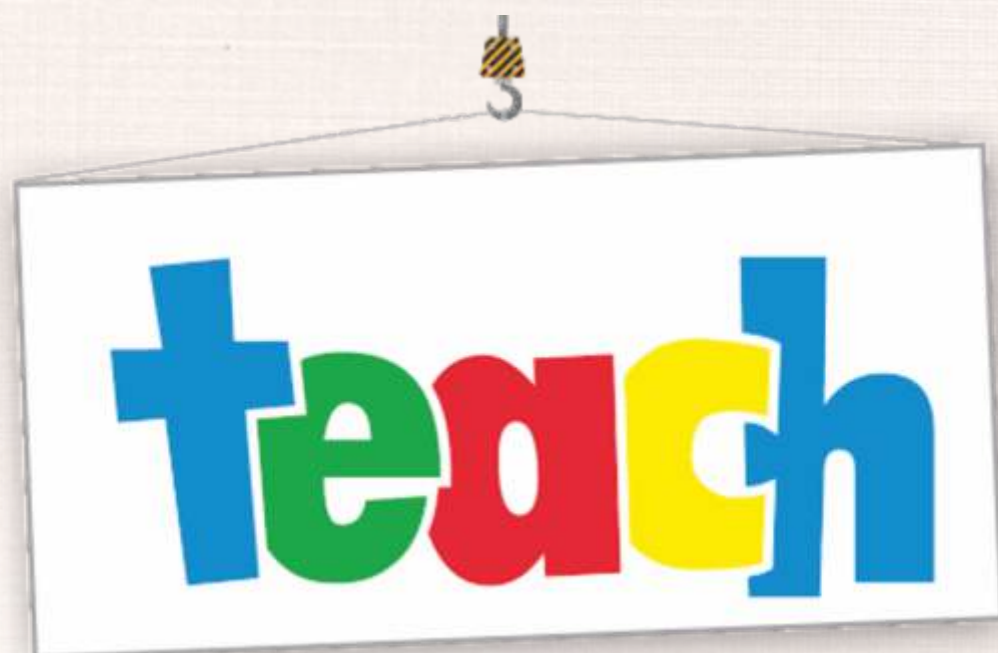
 **Teacher Support**

 **E-learning**

 **Adult Literacy**

 **Child Development**

 **Happy School**



[www.rotaryteach.org](http://www.rotaryteach.org)

Cover Photo : Certificate Distribution ceremony at the Nation Builder Award 2019 Program

## Total Literacy through Holistic Approach T-E-A-C-H



Rotary India Literacy Mission (RILM) enters into its 6th year with a remarkable confidence. With sharpened clarity, with much enthusiasm, passion, dedication, the organization is poised to leap ahead and make more meaningful and sustainable difference in the lives of the people we are engaged with. With the turn of this year, RILM feels proud to present its Annual Report 2018-19, which provides a glimpse of what RILM did and achieved this year through its synergized effort.

Lasting change can only become a reality when underlying causes of illiteracy are addressed in a holistic manner. This year too, through the T-E-A-C-H holistic approach, RILM reached out to the most marginalized societies and made positive impact in the lives of many children and their families, adults and teaching professionals. During the year 2018-19, under the Teacher Support program, RILM provided training to more than 14,418 teachers to enhance their professional skills. 6,709 Teachers were felicitated with Nation Builder Award. Teachers are more confident now and expressed their interest in taking part in future training. Under the E-Skiskha program, RILM implemented and installed digital classrooms in various government schools which has ensured greater attendance in school, lesser dropouts and increased attentiveness in class. During the reporting year, 463 E-learning sets have been

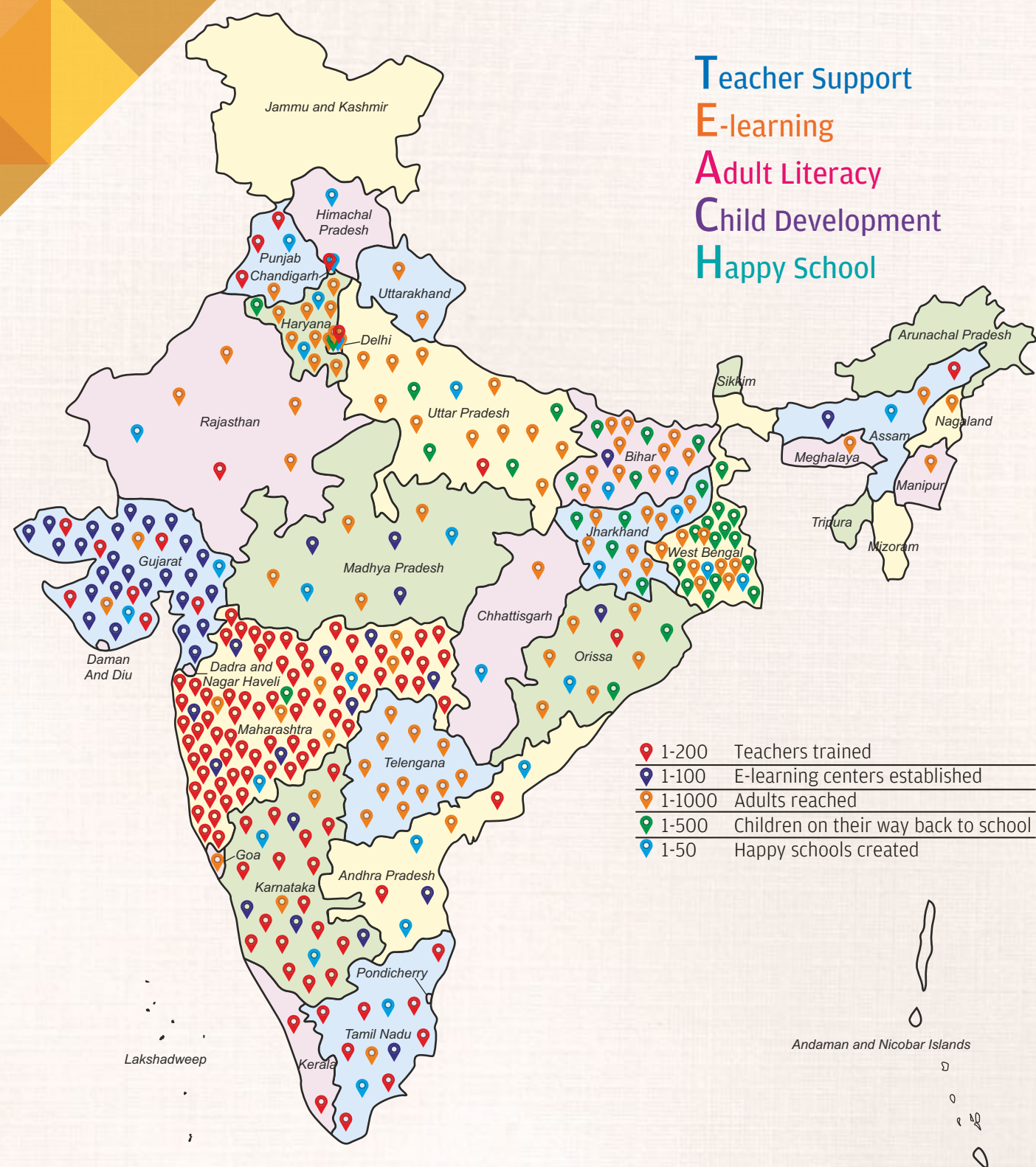
installed benefitting 69,450 students. Under the Child Development program, where RILM could successfully penetrate to the remote rural areas of different states including Rajasthan, Bihar, Uttar Pradesh and West Bengal where children from socially and economically weaker sections were involved. At the Asha Kiran centers, some outstanding results were visible when the volunteer teachers introduced various teaching and learning method while teaching the children. 3,200 Children were covered under the Child Development program. It gives us immense pleasure when we see out-of-school child like Rani Hazra from district Birbhum, West Bengal, attending school regularly and doing well in her study. Sabita Rani, a 40 year old Zari weaver from West Bengal signs her own name instead of putting thumb impression while withdrawing money from the bank. Sabita Rani was one of the adult learners of a Swabhimaan center located in Silchar. 9,435 adults were reached out under the Adult Literacy program. The Happy School program has always been popular amongst the Rotarians and Inner Wheel members. Akash from Asokavardhini Special Municipal Corporation Elementary School, Eluru is the happiest student today. He got a bench to sit on and a desk to write on. He also feels that his classroom looks beautiful now. The chart papers, painting and mathematical tables drawn on the wall excites her. The toilets are very clean now, Akash's teacher has taught him the importance of washing hands before eating. 573 Happy schools were set up during the year 2018 – 19.

RILM would like to thank various State Governments, Individual, Corporate partners, who have unflinchingly supported the T-E-A-C-H program throughout the year, which has brought us closer to RILM's vision of achieving Total Literacy and Quality Education in India. All of these have been possible because of the enthusiasm and tremendous hardwork of Rotarians and Inner Wheel members. While RILM 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.

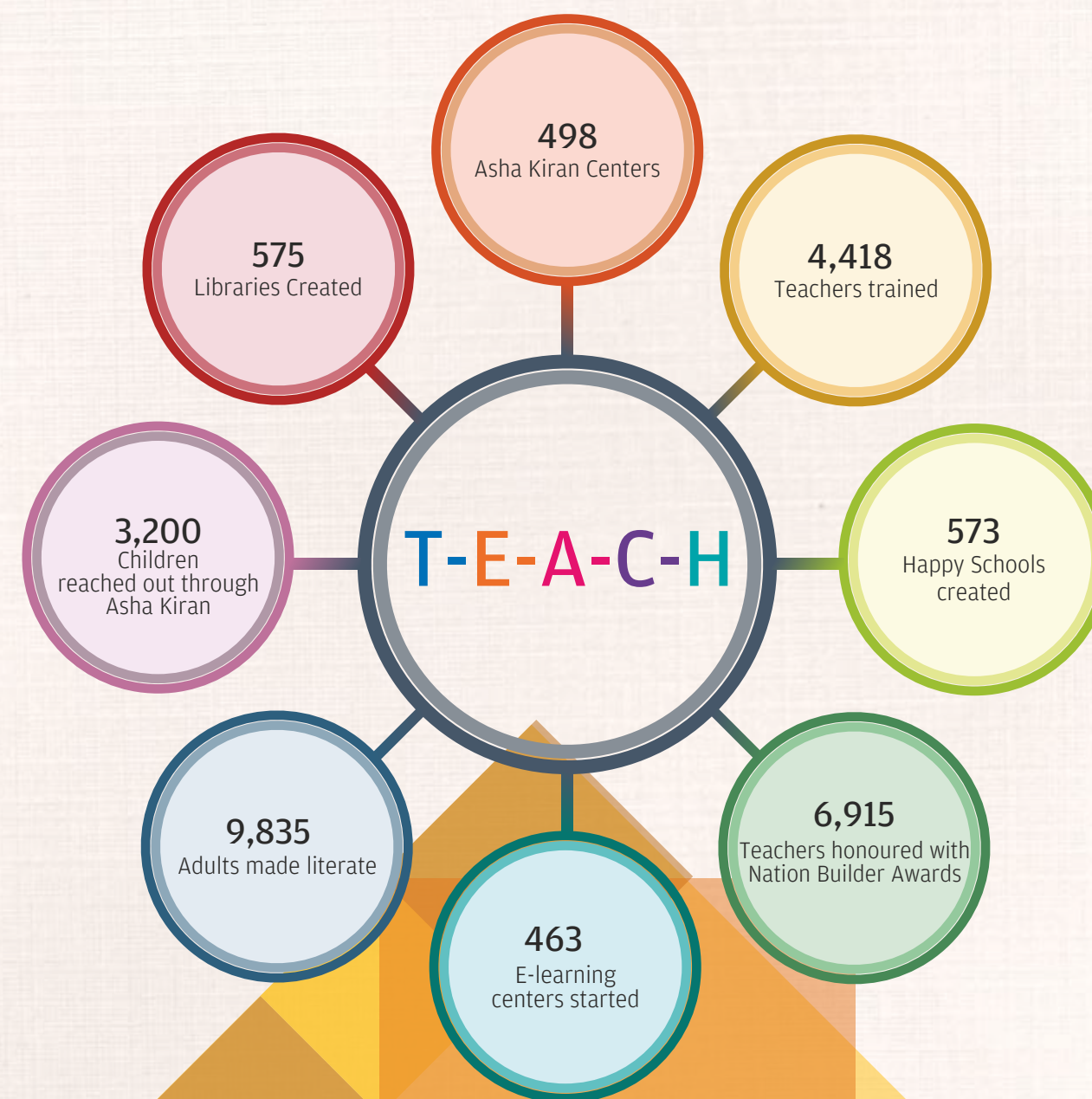


# OUR FOOTPRINT

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



## T-E-A-C-H Achievements for 2018-19



**66,749**  
Teachers Trained

**15,286**  
E-learning Centres  
Established

**87,870**  
Adults Made Literate

**37,436**  
Children enrolled in  
Asha Kiran Center

**2,758**  
Happy Schools built





# Teacher Support



Teacher Training organized by Rotary Club Guntakal, RID 3160

Kerala, Jharkhand, Uttar Pradesh and Assam.

In Maharashtra, a Memorandum of Understanding was signed with the Zilla Parishad during the year 2017-18 in the month of September for training of the teachers in Kolhapur district. The training started from the month of October, 2017 and completed in the month of May, 2018. 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 the 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. 155 teachers were trained by a club, where a Resource person gave training on the advance technique in teaching which would not only motivate students toward their mainstream syllabus but would also sharpen their extra-curricular activities. Another special training session was



Teacher Training on Topic Classroom Management by Rotary Club of Calcutta Mahanagar, RID 3291

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 impact on the learning outcomes of the students. Across the country, during the year 2018-19, 4,418 teachers were trained. The states where maximum teachers were trained are Maharashtra, Gujarat, Karnataka, Tamil Nadu,

organized for 162 teachers on Mathematics, Science, Student Leadership, Personal Development, Critical Thinking, Problem Solving, Child and Adolescent Development, Classroom Management, Creative Pedagogy, Life Skills Education, Awareness about children with disabilities, Gender Sensitivity, Non Violent Discipline, Curbing Corporal Punishment, Human Rights, Hygiene and Sanitation and Differentiated teaching techniques.

In Karnataka more than 1,000 teachers were trained by local Rotary Clubs in the region (Chitradurga, Hospet, Hubli, Ranebennur, 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 500 teachers were provided training. In the 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. Similar workshops were held in Assam, Bihar, Uttar Pradesh, West Bengal and New Delhi too.



Teacher Training on Mental Retardation by Rotary Club of Dombivli East, RID 3142



Teacher Training organised by Rotary Club of Gauhati South, RID 3240



Teachers being felicitated with NBA by various Rotary Clubs



## 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 2018-19, across the country, 6,915 teachers were awarded with the Nation Builder Award. The maximum number of teachers were awarded in Maharashtra, Uttar Pradesh, Odisha, Andhra Pradesh, Rajasthan, West Bengal and Assam in 2018-19. 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 2018 and the award ceremony for felicitating the teachers were held on Teachers Day, 5th September and on International Literacy Day, 8th September, 2018.



# CASE STUDY



Teacher Training being conducted by RILM training partner

To enrich the quality for services offered by secondary school teachers in Government and Aided Schools and to enhance student engagement and outcomes, RILM has partnered with ICEDC, a non-profit organization set up with support from the Australia India Council to build an inclusive human development ecosystem.

The MoU aims to train teachers in schools across Maharashtra over a period of 5 years.

After a successful pilot last year, RID 3131 – Pune, has got off to a great start by completing 6 sessions of training for 246 teachers within 5 weeks for the year 2018-19, led by Rotary Club of Pune Sarasbaug and Rotary Club of Pune University.

## Objective:

Secondary school teachers, irrespective of the subjects they are teaching, deal with adolescent students in their classrooms, and hence have a different set of challenges compared to their peers in primary schools. As per the needs assessment survey, techniques to motivate students to be the best they can, tools to develop a personal and professional vision, set SMART goals and implement it and resources that can help teachers be innovative without adding to work load were the areas that these teachers felt they needed help.

## Training Details:

The focus areas of this training were:

- Coaching techniques to help teachers understand their students' learning styles, motivators, aspirations, interests, and enhance their academic performance and well-being.
- Simple lesson plan methodologies to develop core life/work skills, attributes and values across the curriculum, make subjects relevant and personalize learning.
- Guided self-reflection to help participants rediscover themselves, and create their own plan to be an inspiring teacher that could transform the lives of many students

A one day face-to-face training was followed by upto 3 months of mentoring to enable all teachers practice their innovative techniques in the classroom, and share evidence of the outcomes. Teachers then provided evidences such as lesson plans, photos, class videos, student records, and testimonials from students and parents, references from principals to demonstrate how they had used their new learning to: a) Better engage with students in and outside class b) Improve learning outcomes and academic attainment c) Create a high performance culture through their professionalism.

## Trainers:

The sessions were conducted by qualified,



experienced and passionate trainers, who also offered mentoring and support. Training is in Marathi and English and also venue were provided by the host school.

## Cost:

The cost per session of 44 teachers was Rs. 20,000. This included the cost of training, resource material, mentoring, dual country certification and inclusion in ICEDC member database. ICEDC offering this at a highly subsidized cost.

## Certification:

A dual certification at an International level by ICEDC and its Australian affiliate ACCE, a 40 year old professional body for teachers who are qualified career practitioners in schools along with the RILM and District logos and signature of the District Governor.

## Testimonial:

**Beena Rathod:** *"My students now find it easier to understand the concepts I teach in science. The techniques I learnt from the training also helped me in improving my relationship with my students. Their fear towards the subject and the teacher has now faded away and they have developed a confidence that is helping them in their overall performance. I am very grateful to Rotary India Literacy Mission and ICEDC for helping us make a real difference."*





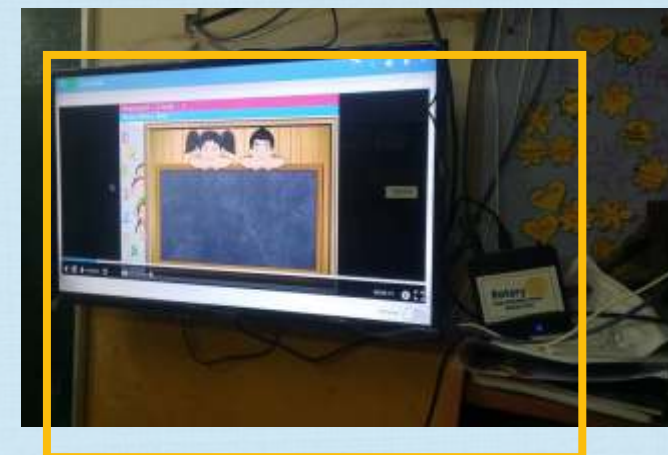
# E-learning

“E-Shiksha” is the program in a single classroom installation in Government/ aided schools which aims to improve the teaching-learning experience through an integrated solution consisting of a LCD projector/LED TV/Smart LED TV loaded with the educational audio-visual software mapped with State curriculum in local languages. Software content can be offline entrenched in a SD card/pen drive or online rooted to any educational application depending upon the requirement of the project.

## Benefits:

- Audio-visual representation makes learning more interesting for students, thus ensuring greater attendance in school, increased attentiveness in class, better comprehension
- Positive impact on learning outcomes of the students in terms of improved retention, sharpened capacities for logical thinking, critical visual thinking, better comprehension, improved language abilities and positive behavioral change.
- Advanced teaching & learning experiences for both teachers & students

From the beginning the program ensures facilitation of active participation of Rotarians and Inner Wheel members to establish e-learning centers in selected elementary schools, and



*E-learning installed by RC Bombay Powai, RID 3141 Maharashtra*

equipping these centers with high quality E-learning modules in local languages. The journey started with equipping schools with android projectors along with multimedia content which is upgraded with LED TV and Smart LED TV for better experiences and robustness.

Across the country, during the year 2018-19, 463 government schools were facilitated with E-learning facilities. Uttar Pradesh, Karnataka, Maharashtra and West Bengal are the states where maximum numbers of E-learning kits were installed. State Bank of India Foundation has recognized the success and significance of the project and joined hands with RILM for digitizing 310 Govt./aided schools in remote districts of 3 states viz. Uttar Pradesh, Karnataka, Maharashtra. In West Bengal individual clubs accomplished digitization of Govt. schools with the help of Rotary Foundation funding support of Global Grant.

The E-Shiksha program currently works with various state government and corporates. Rotary clubs & Inner Wheel clubs execute 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.

*E-learning installed by RC Haveri, RID 3170, Karnataka*



*E-learning installed by RC Haveri, RID 3170, Karnataka*



*E-learning installed by IWC Bombay North Island, IWD 314, Maharashtra*





## LAUNCHING OF E-SHIKSHA PROGRAM

During the reporting year, Rotary India Literacy Mission (RILM) launched E-Shiksha, a digital learning program in collaboration with Government of Maharashtra. Hon'ble HRD Minister Sri Prakash Javadekar, formally inaugurated the project E Shiksha. In this event e-learning project aiming to equip 18,500 schools with 37,000 E-learning kits in Maharashtra was also re-launched which was signed in the previous year between RILM and Govt. of Maharashtra. The project valued at Rs. 75 Crores, will reach out to more than 4 million children of the state of Maharashtra. This project will be jointly implemented with the Department of School Education, Government of Maharashtra. 7 Rotary Districts will be involved in implementing the project. One E-learning set will be installed by school authority; another will be by Rotary. The E-learning kit involves 32-inch smart television and

Android box and /or PC stick if necessary. The installations to be taken place over the period of 3 years.

Few noteworthy partnerships during the year were with –

- ❑ Oil & Natural Gas Corporation Ltd. (ONGC) for digitizing 75 government schools in Maharashtra.
- ❑ Government of Andhra Pradesh to digitize 45,000 Government schools of Andhra Pradesh
- ❑ Government of Punjab to install e-learning in 19,272 schools of Punjab.
- ❑ Dialogue has been initiated with Government of Karnataka to digitize 44,000 Government schools.
- ❑ Government of Madhya Pradesh to digitize 30,000 schools.



From L to R : Sri Nand Kumar, Principal Secretary, DSE, Govt. of Maharashtra, PRID Shekhar Mehta, Chairman, RILM, Shri Prakash Javadekar, MHRD, PRIP Kalyan Banerjee, PRID Ashok Mahajan & DG Abhay Gadgil, RID 3131

## CASE STUDY



E-learning class at a school in Washim

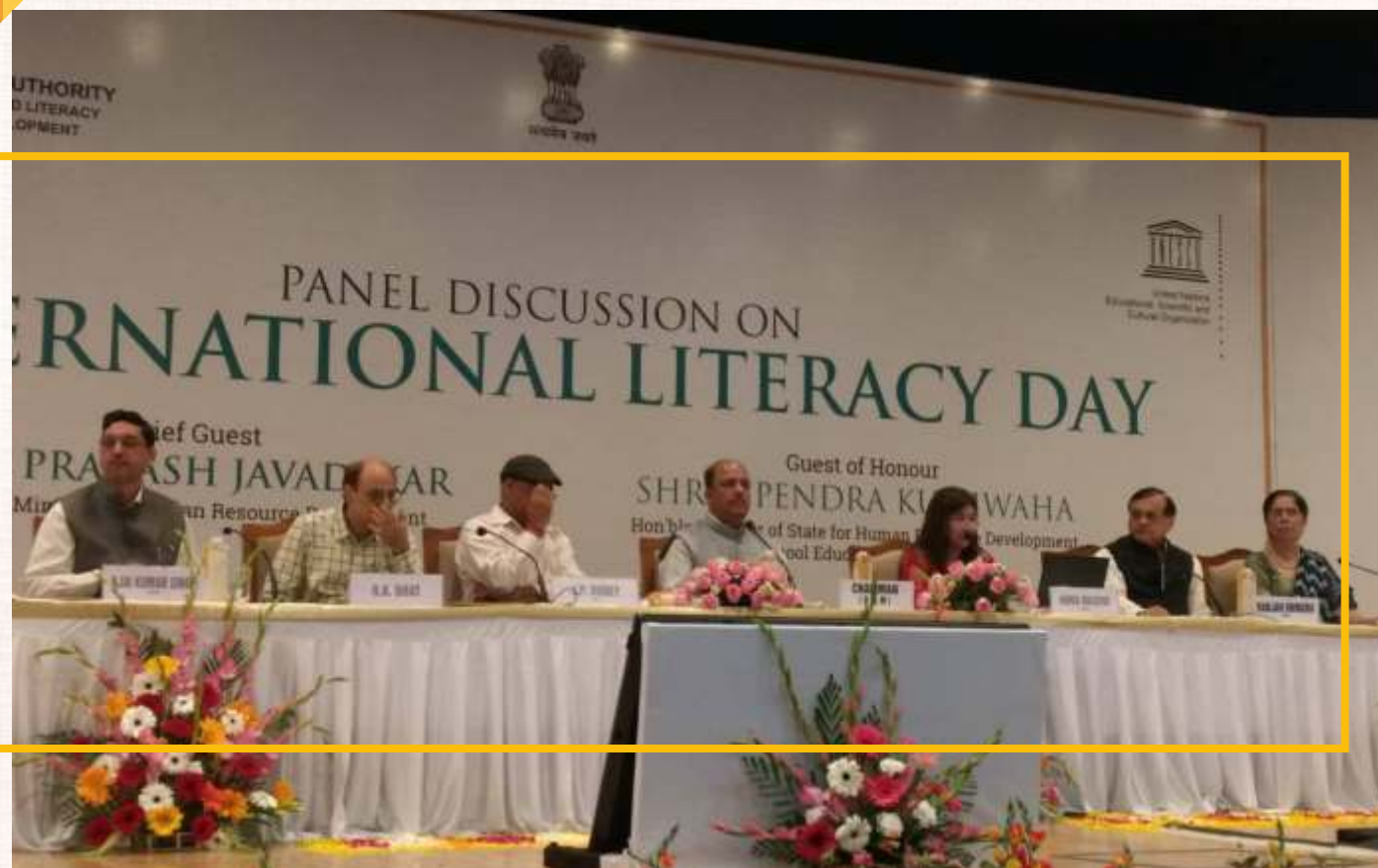
Rotary India Literacy Mission (RILM) and Rotary Clubs have successfully digitized 310 Govt. /Aided schools in 3 states in partnership with State Bank of India Foundation (SBIF). Out of these, 142 schools were from Uttar Pradesh, 118 schools from Maharashtra and 50 schools from Karnataka. The first phase of the project was initiated in the year 2017, where out of 310 schools, Rotary could successfully install 142 E-learning kits in the state of Karnataka and Uttar Pradesh. From the Washim District in Maharashtra, 32 schools were provided with E-learning. In the second phase, the remaining 86 schools were taken up.

Washim being the most backward district of Maharashtra, the identification of schools were a tough work. Equipping these schools with digital learning system would help students, teachers and schools to increase their enrollment to a great extent. Rotary Club of Navi Mumbai Industrial Area, Rotary Club of Bombay and RID 3030 had extended their support for digitizing these remaining 86 schools in Washim.





# Adult Literacy



Rotary India Literacy Mission shares knowledge on Adult Literacy with Govt. of India

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.

During the year, 9,835 adults were reached through the Diksha and Swabhimaan program.

## 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).

## 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.

Despite reaching out to almost 10,000 adults in the year, the biggest achievement for the year was when the Chairman of RILM was requested to head



Adult Literacy Center done by RC Bethiya, RID 3250

the Panel Discussion on the occasion of the International Literacy Day, 2018 as arranged by Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India. The panel discussed several issues on Adult Literacy, and also shared the experience about the 'Role of voluntary organizations such as Rotary India Literacy Mission' under the topic 'Role of Voluntary Action in Promoting Adult Literacy' to motivate and orient the audience and strategize the future MHRD scheme for Adult Literacy.

Another noteworthy project for the reporting year was participation of 446 adult learners in the NIOS examination from the state of Odisha. All the adult learners had successfully qualified the NIOS examination and obtained certificates from the Rotary Club.



Adult Literacy Center done by Rotaract Club of Bharuch, RID 3060



Adult Literacy Center run by RC Saharanpur Continental, RID 3080



## CASE STUDY



### Adult Literacy Impact Evaluation of Pilot project of Swabhiman:

Sitarampur Vivekananda Seva Pratishthan worked as a project implementation partner of Rotary India Literacy Mission under the Swabhiman Pilot Project. 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.

As the NGO partner - Sitarampur Vivekananda Seva Pratishthan carried on screening of the adult learners, enrolled them in the centers and imparted

basic literacy to the adults across three months' time by a volunteer teacher and also registered the adult learners for the NIOS examination. All the adult learners from Sitarampur Vivekananda Seva Pratishthan Swabhimaan Centers successfully qualified NIOS examination and received joint certification from RILM and NIOS. After completion of the project, RILM conducted an impact evaluation of the project by visiting the house of 24 learners out of 150 learners. After visiting, RILM team member found out that the learners were able to read and write properly. Learners were able to read Bengali newspaper fluently and they were also managing bank related work.

### Testimonial:

**Parveen**  
Age : 38 years, Occupation : Home-maker

Registered by Inner Wheel Club of Deonar

*"My days at the Adult Literacy center were very good. Earlier, I was unable to recognize letters or numbers. But now I can. I feel very proud."*

**Renu Devi**  
Age : 45 years, Occupation : Cook

Registered by Rotary Club of Darbhanga

*"Earlier people called me Angutha Chaap, but now I am not one. I can sign now!"*

**Anandita Kar**  
Age : 32 years, Occupation : Home-maker

Registered by Inner Wheel club of Deonar

*"I came to Mumbai along with my husband looking for work. After finding one; we enrolled our elder daughter in a local school. But whenever she had problems while studying I was unable to help her. After few days, I heard about this program and joined it. I have attended all the classes and today I gave my exam. The person who could not even hold a pen few months back has now given an exam"*







“One life touched...  
Many lives changed”

## Skill Development

One of the most marginalized community in India are the widows, as per the 2011 census, there are 5.6 Crore / 56 Million widowed persons in India. These women face numerous problems due to their poor socio-economic status.

The Rotary India Literacy Mission (RILM) is a committed venture to achieve “Total Literacy and Quality Education” in India. RILM decided to address this issue of empowerment of widows. The Loomba Foundation is working towards betterment and empowerment of widows and children of widows. RILM and Loomba Foundation - UK started working together for skill development of 30,000 widows from 30 Indian states. It is pioneer project in field of women empowerment in India and the beneficiaries are widows, unmarried daughters of widows and single mothers in the age group of 18 to 45 years.

The interventions were implemented with the help from The Rotary Foundation (TRF) vis- a- vis its Global Grant (GG) scheme. The stakeholders are:

- The Rotary Foundation (TRF), Host Rotary Club, International Rotary Club and Loomba Foundation. The contributions are manly from TRF, Host RCs from India and Loomba Foundation.

- RILM: the cooperating agency for all 5 GGs, the role of RILM is background work for the entire process of application to TRF. For example helping Host RC in conducting the Community Needs Assessment (CNA), data support for the GG application, assistance regarding communication with TRF, research to find out partners who can provide skills training. Then after approval of the GG monitoring of activities at the field level and making the web portal for paper less reporting system.

Presently 5 interventions commenced in India for 4,520 beneficiaries; all of the GGs were applied in 2017-2018.

- In West Bengal, RID 3291 the project was planned for 1,100 beneficiaries. It's got approved in September 2018. The GG-1871537 is implemented by 2 skill training partners Labournet and Emporium.
- In Delhi, RID 3012 the project was planned for 1,100 beneficiaries. It's got approved in November 2018. The GG-1874678 is implemented by 1 skill training partner Labournet.
- In Maharashtra, RID 3142 the project was planned for 1,100 beneficiaries. It's got approved in December 2018. The GG-1874585 is implemented by 1 skill training partner Labournet.
- In Bihar, RID 3250 the project was planned for 570 beneficiaries. It's got approved in October

2018. The GG-1875964 is implemented by 1 skill training partner Lokbharti.

- In Madhya Pradesh, RID 3040 the project was planned for 650 beneficiaries. It's got approved in November 2018. The GG-1876714 is implemented by 2 skill training partners Labournet and NIIT Foundation.

The process of 5 successful GG applications took 6 to 8 months' time. RILM was involved in the entire process of application, approval and fund transfer from TRF to the Hosts Rotary Clubs (RC). The activities under different segments and the time taken for each segments is being given below:

- Segment – 1) took 3 to 4 months:
  1. Conducting community needs assessments (CNA)
  2. Collection of relevant information like finding and short listing vendors (skill training partners)
  3. Acquiring quotations from vendors
  4. Organizing meetings between Hosts RCs and vendors
  5. Writing and submitting the GG applications
- Segment - 2) took 3 to 5 months:
  1. TRF sent the queries against each GG; and on the basis of those queries additional documents were collected / made and submitted, additionally rework on the GG proposals was also done. All the 5 GG went through this process of modifications



Training in Kolkata

### LAUNCH OF PROJECT DIGNITY IN INDIA:

In February 2019 the Rotary International President Elect Mr. Mark Maloney launched the Widows Skill Development program in an event in Kolkata. The beneficiaries, Host RC members and training partners were present to grace the occasion.

The project successfully started in West Bengal, Bihar and Delhi. The Host RC members and RILM staff conducted facility assessment of training centers and taking part in screening of beneficiaries. The total outreach was 195 beneficiaries, detailed below:

- **In West Bengal** – training of 165 widowed women commenced and the process of identification of new beneficiaries was also ongoing.
- **In Bihar** – training of 30 women commenced initially. Additionally the process of identification of 100 new beneficiaries was implemented simultaneously.
- **In Delhi** – the process of identification for the first batch of beneficiaries is completed.

Screening at Banka, Bihar







# Child Development

through  
Asha Kiran... a ray of hope

# 37,436

children reached out through 32 NGOs  
from 13 states & 1 union territory of India  
Children Mainstreamed percentage : 93.7%



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 and government-aided primary/elementary schools.

The Asha Kiran program started in the year 2014,

since then 37,436 children have been brought into Asha Kiran centres, of which 93.70% children have already been mainstreamed in formal schools. The children under the 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 the RILM team are made to the project locations to monitor the progress of children and ensure effective implementation of the project.



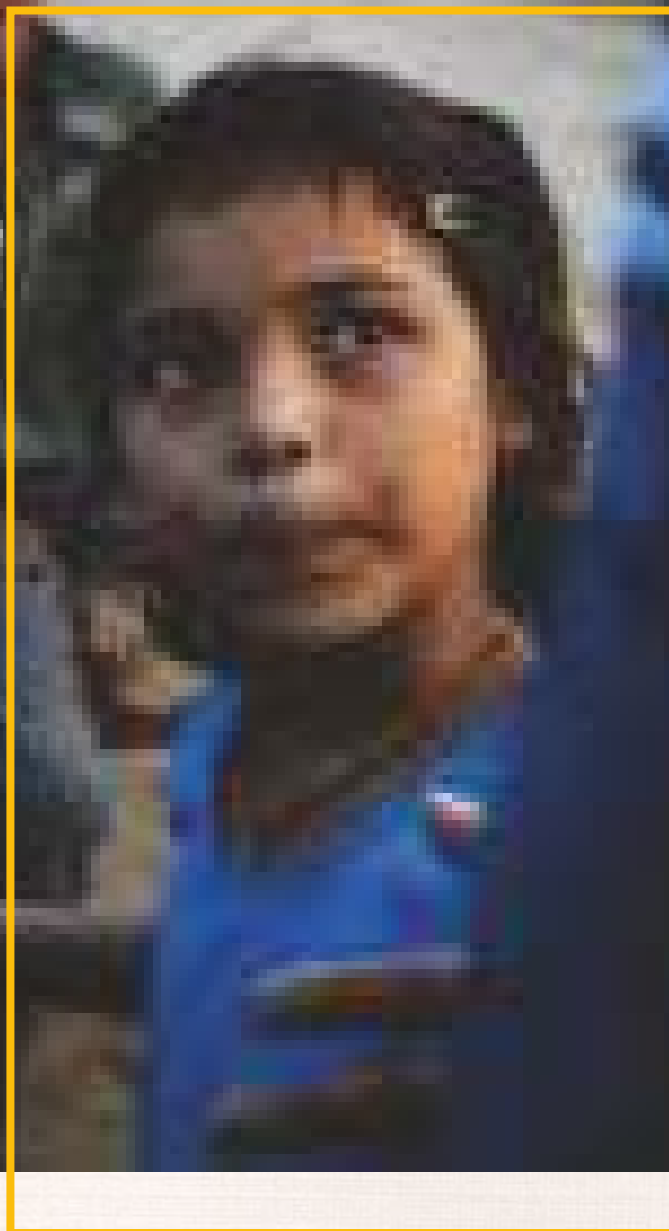
During the reporting year, 3200 new children from Madhya Pradesh and Maharashtra were enrolled in the Asha Kiran program, of which 3130 children were mainstreamed and sent back to school. The children were from backward communities. Rotarians and Inner Wheel members have supported in selecting of these children and worked hand in hand with NGO partners.

## FOOTPRINT - CHILD DEVELOPMENT 37,436 Children enrolled in the Asha Kiran Program

State	Name of NGO Partners	No. of Children Reached	Total Children in state
Assam	Friends of Tribal Society Lutheran World Service India Trust	3,451 30	3,481
Bihar	Jan Jagran Sansthan NIDAN Jawahar Jyoti Bal Vikas Kendra	600 1,000 1,000	2,600
Chandigarh	Vatsal Chaaya Trust	1,000	1,000
Jharkhand	Lutheran World Service India Trust	90	90
Karnataka	Samridhi Trust	473	473
Madhya Pradesh	Charities Aid Foundation India KRIPA Social Welfare Society	3,879 200	4,079
Maharashtra	Abhinav Shikshan Prasarak Mandal	400	400
Manipur	Friends of Tribal Society	400	400
New Delhi	Action Beyond Help And Support	500	500
Odisha	Lutheran World Service India Trust Aide et Action Centre for Youth and Social Development Friends of Tribal Society	393 300 150 4,000	4,843
Rajasthan	Awareness Training and Motivation for Action (ATMA) Adash Shiksha Samiti Charities Aid Foundation India	540 500 2,196	3,236
Tripura	Friends of Tribal Society	149	149
Uttar Pradesh	Ankur Yuva Chetna Shivr Action for Holistic Empowerment and Development Developmental Association for Human Advancement Participatory Action for Community Empowerment Uttar Pradesh Voluntary Health Association	150 600 2,080 858 3,000	6,688
West Bengal	Bayargadi Tentultala Palli Unnyan Samiti Gloria Dayanand Seva Niketan. Jujersa Women and Child Welfare Organization. Kamina Social Welfare Society Khanpur Gana Unnyan Kendra Progressive Rural Active Youth's Action for Society Society for Socio Economic and Ecological Development Sitarampur Vivekananda Seva Pratisthan South 24 PG Network of People living with HIV/AIDS Udayrampur Azad United Club ATHMIK MARFAT Lutheran World Service India Trust NISHTHA Friends of Tribal Society	300 100 728 450 280 94 182 300 225 500 600 650 87 845 4,156	9,497
Total		37,436	37,436



## CASE STUDY



**Sheetal** is an 8 years old, studies in 3rd grade and lives in the village Aulia, Khalwa, Madhya Pradesh. She has started weaving her dreams and expresses them through her words. From a tender age, she sees herself living her dreams. She wants to become a "Madam" (teacher). She is very confident and speaks her heart out without any hesitation. Her teacher says that she ensures that all her friends are coming to school with her.

Sheetal lives with her parents and her sister who is younger than her. Her parents are equally very happy listening to Sheetal's dream of being a

teacher. Sheeta's mother says that, 'I don't have to worry about 'Chhoti' - Translated - Little one (Sheetal's sister), sheetal will look after her studies.

Sometimes she'll leave the class in between to check on her friends. Sheetal wants to study till class 12th (she is not aware of study beyond 12th). On being asked of why she loved coming to school, she said " naye khel khelne ko milta hai" (I get to play new games). After school Sheetal usually sits with her friends near the hand pump and plays with marbles.



**Firoz Palvi** studying in class five in a school located in Sewliya village had to leave his education to support his family. His father Ramesh Palvi, wants Firoz to study and complete his education and probably find a better job in the city. He wants his son to find a good job in the city rather than being a mere labour in the village.

Firoz's father complained about the poor quality of education in their village. Firoz said 'Teachers in my school are on leave most of the time. So I along with my friends keep playing from morning till dawn. I would rather work and support my family by earning rather than playing the entire day'. Firoz was brought to the Asha Kiran intermediary centre and was under training for 6 months and was then mainstreamed into a government school. His parents were counseled by the teachers about how Firoz can get a better job if he finishes his studies.

After mainstreaming Firoz, the class teacher said that 'Firoz has become more regular to school than before. He sometimes takes leave to help his father at work but he ensures to keep his teachers informed about his leaves.' Firoz has picked up mathematics much more quickly than anyone in the class. He is bright student and wants to fulfill his father's wish. He wishes to become an engineer.

**Jamuna** is 11 years old and is in 7th grade. She was identified as being at risk of dropping out of school by the TYCIA Foundation and studied in one of the Asha Kiran centers set up in her village.

" My school only has classes' upto 8th grade" said Jamuna who wants to continue her school but to do that she will have to walk to the next village which is approximately 2 hrs from her own.

Jamuna explained the problem in front of her father who seems less enthusiastic. He is an agricultural worker and even owns land that he rents to a company. He told the volunteers of Asha Kiran center that he gets an annual income of around 50,000 rupees, but still cannot save money.

"Yes, I'm going to send her to school till 10th grade or maybe 12th grade," words that seem to be influenced by the presence of strangers. 'Also, in the 9th grade, she may fail in her examination,' 'explains her uncle. The reality is that in 9th grade there are standardized tests at the national level and the level of Korkus children or other tribal communities where many children don't qualify. "At 18 we can marry her," concludes the father.







**Before**

Before & after pictures of Mandal Parishad School, IWC Vijaywada, IWD 302



**Before**

Before & after pictures of toilets of Kalol Primary Sc M. E., RC Kalol, RID 3054



**After**

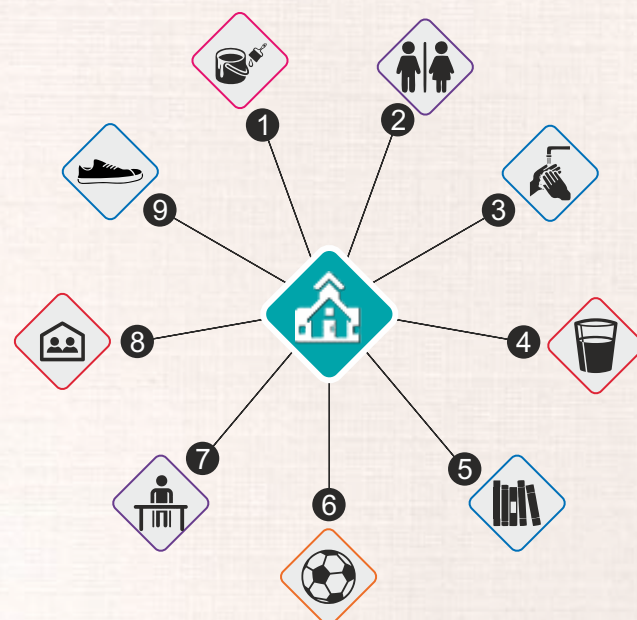


**After**

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 2018-19, 573 government and government-aided schools were adopted across the country taking the count of Happy Schools since inception up to 2,758. 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 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:

## 9 elements of Happy School



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

During the reporting year, maximum number of school transformations took place in the states of Andhra Pradesh, Bihar, Gujarat, Karnataka, Maharashtra, Madhya Pradesh, Punjab, Rajasthan, Tamil Nadu and Uttar Pradesh.



Happy School made by IWD 314

## PADHO BHARAT LIBRARY CREATION

The Padho Bharat project of RILM aims to create libraries across the country. During 2018-19, around 2.5 lakh books were received as donation



158 Libraries Created by RID 3120



RI District 3090 created 70 libraries in Punjab

from Orient Black Swan and 40 thousand from Next Education. The books were sorted into sets of 50 for library creation across 5 locations across India.

Some outstanding work was done under the Padho Bharat library project during the reporting year. Rotary and Inner Wheel clubs enthusiastically participated in creating libraries from the books received from RILM.

Many noteworthy projects were implemented across India during the reporting year. In Punjab, 200 libraries were created using Padho Bharat books, Rotary clubs from Faridkot, Moga, Samana, Mansa and Dhurito were involved, in making the libraries in one of the most backward and deprived districts of Punjab. These clubs had received 7,000 books from RILM; the books were stamped and distributed to 200 primary and secondary schools. In the state of Uttar Pradesh, 158 libraries were set up in government and government-aided schools out of 13,500 books. A set of 50 books have been distributed in each of 158 schools. 27 Rotary clubs participated while making the libraries. In Kolkata, West Bengal, 14 libraries were set up using 5,000 books.



# CASE STUDY - Padho Bharat



Under Padho Bharat Library Project **7,000 books** were received by **Rotary Club of Mansa** from RILM for setting up libraries in schools. Books received were from class 1 to 10. All the books were stamped and distributed to 200 primary and high secondary schools of Mansa.

The club had received letters from the school principals requesting for setting up libraries in their respective schools. After the libraries were set up, Padho Bharat project banner were put up in the schools. Out of the 200 schools, representatives from RC Mansa and District Governor from that Rotary District visited 32 schools for evaluation.



## Annapurna

The Annapurna project 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 project, the pilot program was renewed with suggested amendment in number of daily meals supplied to Lake School for Girls located in Kolkata. Instead of 1600 meals to 6 schools, 1575 meals were distributed to 5 schools on working days. Two schools were dropped out due to fall in number of students and lack of cooperation from teachers. A new residential school was introduced to try the cooked meals in the distribution scenario. The amendments have been documented through an Annexure signed by both RILM and Indian Food

Banking Network.

Name of Schools and total meals distributed as on August 2017 to January 2019. The year stretched due to lesser no. of working days during the year.

### No. of meals distributed in 2018 – 19

Name of School	No. of Days	Qty.
Shyam Bazar Balika Vidyalaya	237	60,150
Calcutta Orphanage	299	60,600
Ramjoy Seal Sishu Pathshala	153	93,785
Calcutta Academy	220	22,260
Ananda Tirtha	239	27,960
Lake School for Girls	230	96,265
<b>Total Meals Distributed</b>		<b>3,61,020</b>





# CASE STUDY A Happy Place to Learn & Grow



Happy School Program is a success in Andhra Pradesh and Telangana, with the help of Rotary Foundation, Past Rotary District Governor Ravi Vadlamani of Rotary International District 3150 had provided 1.25 lakh desks to State-run schools in Andhra Pradesh and Telangana. Ramesh Vangala, present District Governor for RID 3150 has committed to upscale these Happy Schools further to meet the needs of students.

**RI District 6920** has been an international partner in providing 2,843 desks to 80 schools. The Happy School program aims at strengthening the basic infrastructure in Government run schools. Education is the only way of empowering students from disadvantaged communities who come to the Govt. Schools. Rtn. Ravi Vadlamani aims to distribute 5 lakh benches to schools. Every child



Article on Past District Governor Ravi Vadlamani on providing 1.25 lakh desks to State-run schools in Andhra Pradesh & Telangana.

should have the right to learn in a healthy and enriching environment. "I realized seeing students, particularly from classes 7 and upwards, it is very difficult for them to concentrate on studies if they have a wrong sitting posture, which ultimately affect reading and writing habits."

**Inner Wheel Club of Chennai Galaxy** adopted Panchayat Union Middle School of Manjankaranai, Tamil Nadu after a thorough survey and decided to transform it into a Happy School. The school lacked most of the basic amenities which made it difficult for the students to continue studying there eventually leading to huge drop-outs. Several researches in India has revealed that lack of basic amenities like toilets, access to safe drinking water and other basic infrastructure creates an unwelcoming and non-conducive environment in government schools.

The vicious cycle leads to high rates of

Rotary Club of Bettiah Central, RID 3250 transformed Rajkiya Buniyade School Shreenagar into Happy School



Providing hand washing station at Meppayil S.V.J.B. School, Meppayil, Vadakara, Kozhikode - 673104, Kerala



absenteeism and resulting in high dropout rates in such schools. It is the girl child who is affected more by lack of such infrastructure. As they enter adolescence they are often forced to stay at home because there are no separate toilets for girls in rural schools. During the transformation, the club provided books for the school library, school shoes and school bags for the students. Considering health and hygiene as the utmost priority the club made sure that the school is well equipped with clean drinking water facility and functional separate toilets for both boys and girls. Earlier the classrooms were shabby and dark, which made the atmosphere dull. The club provided paint for the classrooms and school building which made the school more attractive. Benches & Desks and Sports material were also distributed in the school. The club has also taken care of the teaching learning method by installing an E-learning facility in the school.

Installed Drinking Water facilities at Chennamangalam L.P. SCHOOL, Kozhikode



School shoes provided in Iringal L.P. School





# 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 Nation Builder Award during Teacher's Day, Project Dignity – A Skill Development program, Re-launching of Asha Kiran... a ray of hope were implemented to create awareness on Literacy and skill development.

## Campaigns:

### 1. Nation Builder Award - Recognizing the pillars of Society

During the year 2018-19, RILM organized Nation Builder Award to mark the celebration of the Teacher's Day. One of the major components of the Teacher Support program of Rotary India Literacy

Mission (RILM) is recognizing outstanding teachers through the "Nation Builder Award". Over the last three years nearly 15,000 teachers were felicitated for their enormous contribution towards the enhancement of quality education.

This award aims to felicitate an outstanding teacher after a detailed evaluation process and also finds out the low performing teachers of a school and later support them through teacher training workshops.

CHIEF PURPOSE OF THIS AWARD Felicitate outstanding teachers Have a data of the low performing teachers through the evaluation process and involve them in training to increase their capabilities. Establish a liaison with the school and the teachers and later all or most of the teachers could be involved in teacher training workshops. During the year 2018-19, 6,709 teachers were felicitated with NBA.

### 2. Project Dignity: Skill Development program

The Skill Development initiative of RILM, also known as Project Dignity, focuses on building partnership with various governmental and non-governmental organizations to impart skill training to neo-literate / literate adults for skill development and socio-economic empowerment. Under Project Dignity, RILM started working with The Loomba Foundation to skill 30,000 widows from 30 Indian states across India over the period of 5 years.

RILM organized a campaign on Project Dignity to promote the program amongst the Rotarians and Inner Wheel members. The campaign was organized on Social Media – Facebook and Twitter and messages were also circulated on Whatsapp. Collaterals were created on basis of the beneficiary stories and various other project information. The campaign was well planned and was implemented well as Rotarians showed much interest and participated in the initiative. As the Skill project is being implemented with International Rotary Club as project partner through Global Grant, because of the campaign many Rotary districts have shown interest to participate in the project by applying Global Grants.

In February 2019, the Rotary International President Elect Mark Maloney launched the Skill Development program in an event in Kolkata. The beneficiaries, Host Rotary Club members and training partners were present to grace the occasion.



**Asha Kiran... a ray of hope**  
(A program to send children back to school)

Once a school drop-out, **Nargisa** is now back to school.  
She is in Class - V at Gangarampur High School and **Dreams** of becoming a **School Teacher** when she grows up.  
She attended an Asha Kiran Centre from Apr'16-Mar'17.  
**Samta Bhoota** from IWC Mandasaur sponsored Nargisa to go back to school.

**NARGISA KHATUN**  
13 Years, Uluberia, Howrah, West Bengal

Want to know the details of your sponsored child?  
log on to [www.rotaryteach.org](http://www.rotaryteach.org)

### 3. Asha Kiran:

The Child Development program of RILM, also known as Asha Kiran aims to bring out-of-school children back to school. The Asha Kiran campaign was re-launched during the reporting year. The campaign was first launched on 15th August, 2015. The Asha Kiran campaign had always been the most popular campaigns where the entire Rotary Clubs participated.

The virtual launch of the program on Facebook, Twitter and Whatsapp was a huge success. Pledges for sending out-of-school children back to school poured in from Rotary Clubs across India. Rotarians, Inner Wheel members and Rotaractors in India were asked to pledge by lighting a candle for a child and post their picture of support and solidarity on RILM's Facebook page with '#AshaKiran'. Senior Rotarians and National Committee members led from the front by encouraging messages and posts across various platforms. Video messages from senior Rotarians asking everyone to pledge for children poured in. These messages inspired many Rotarians, Inner Wheel members and Rotaractors in the country as they participated and pledged.



[www.rotaryteach.org](http://www.rotaryteach.org)

**Rotary India Literacy Mission**

**"I was feeling helpless with no idea about how to raise my child. This training program came to my life as a blessing and showed me the path of self-reliance. Thank you Rotary"**

**Taslima Laska, Kulpi, South 24 Parganas, West Bengal**

**The Rotary Foundation** | **THE LOOMBA FOUNDATION** Caring for widows around the world | **LabourNet** Enabling livelihood... | **N-S-D-C** National Skill Development Corporation



## Campaign Tools used:

### Social Media: Facebook and Twitter

RILM started the Nation Builder Award campaign in the mid-week of August and continued it till the Teacher's Day. During the campaign, RILM posted various creative focusing on Nation Builder Award. Rotarians and Inner Wheels members actively participated in the campaign. As per NBA guidelines, Rotarians and Inner Wheel members visited government schools, carried out surveys of teachers and uploaded data on the RILM website. After the survey and project upload, Rotarians and Inner Wheel members received auto-generated Nation Builder Award certificate from RILM website and felicitated the Teachers on the occasion of the Teacher's Day.

Promotional creatives of the Skill Development campaign also stirred a lot of interest among the Rotarians and Inner Wheel members.

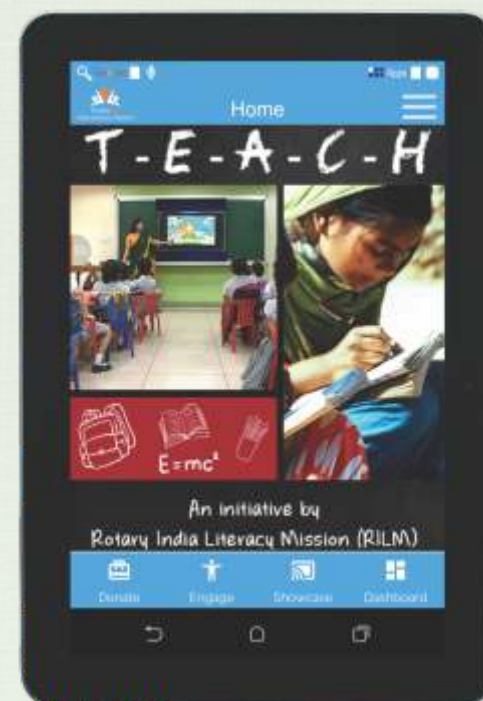
### Whatsapp:

RILM also used medium of Whasapp to promote Nation Builder Award and Skill Development program. RILM already have 10 to 12 working groups where NBA and skill development creatives were posted for fast promotion and communication.

### T-E-A-C-H 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



## Financials

### Rotary India Literacy Mission (RILM)

Balance Sheet as at March 31, 2019

(All amounts in Rupees)

Particulars	As at March 31, 2019	As at March 31, 2018
<b>SOURCES OF FUNDS</b>		
General Fund	(6,54,665)	(70,36,355)
Programme Related Funds	60,06,570	1,94,42,749
<b>Non-current Liabilities</b>		
Long-term Provision	4,93,212	3,20,316
<b>Current Liabilities</b>		
Other Current Liabilities	5,407,769	59,67,165
<b>TOTAL</b>	<b>1,12,52,886</b>	<b>1,86,93,875</b>
<b>APPLICATION OF FUNDS</b>		
<b>Non-current Assets</b>		
Fixed Assets		
Tangible Assets	82,638	87,334
<b>Current Assets</b>		
Cash and Bank Balances	90,14,958	1,64,05,262
Short-term Loans and Advances	21,47,556	16,45,535
Other Current Assets	7,734	5,55,744
<b>TOTAL</b>	<b>1,12,52,886</b>	<b>1,86,93,875</b>

**\*\*Summarised from Accounts Audited by S. R. Batliboi & Co LLP  
(ICAI Firm's Registration Number: 301003E/E300005).**





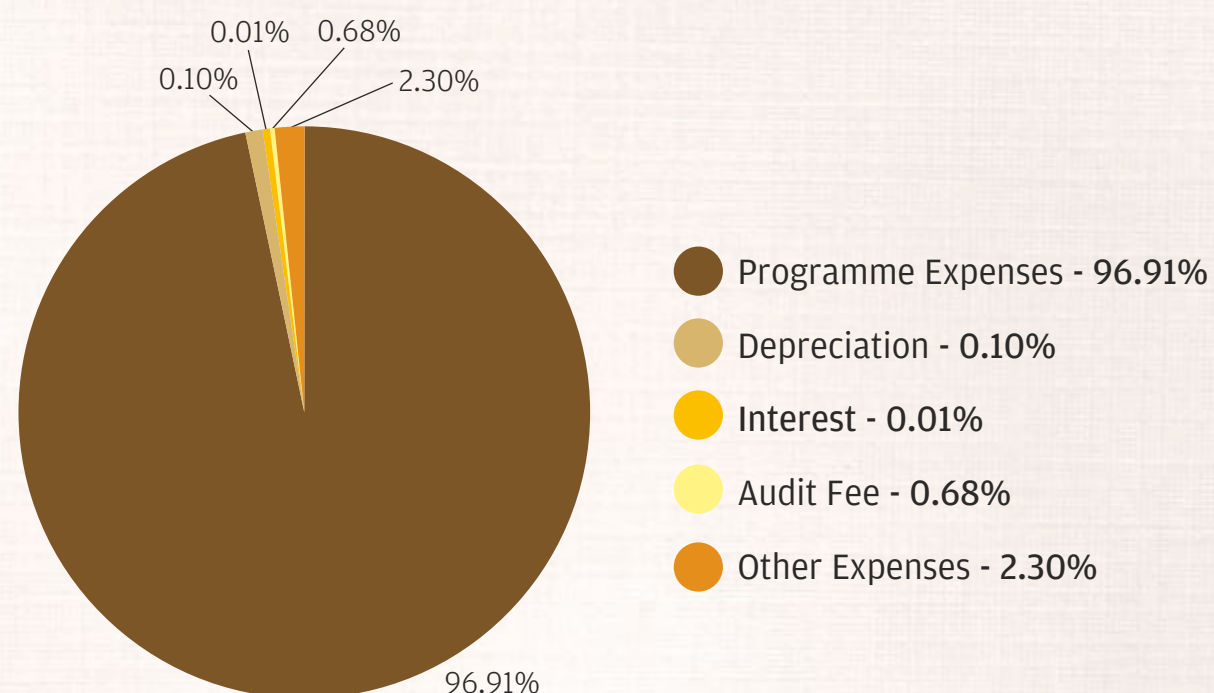
# Financials

## Rotary India Literacy Mission (RILM)

Income and Expenditure Account for the year ended March 31, 2019

(All amounts in Rupees)

Particulars	Year ended March 31, 2019	Year ended March 31, 2018
<b>Income</b>		
Donation		
Programme related Donation		
a) Opening Balance	1,94,42,749	2,57,15,451
b) Add: Received during the year	1,52,45,829	1,50,05,875
c) Less : Unutilised at the year-end	60,06,570	1,94,42,749
<b>Amount utilized</b>	<b>2,86,82,008</b>	<b>2,12,78,577</b>
General Donation	<b>67,58,303</b>	<b>19,27,572</b>
	<b>3,54,40,311</b>	<b>2,32,06,149</b>
Other Income (Interest)	5,38,259	20,62,855
	<b>3,59,78,570</b>	<b>2,52,69,004</b>
<b>Expenses</b>		
Programme Expenses	2,86,82,008	3,05,16,796
General and Administration Expenses:		
a) Depreciation	29,696	1,03,870
b) Interest Expense	3,310	-
c) Audit Fee	2,00,000	1,650
d) Other Expenses	6,81,866	12,73,420
	<b>2,95,96,880</b>	<b>3,14,62,269</b>
Excess of Income over Expenditure /(Excess of Expenditure over Income) transferred to General Fund	<b>63,81,690</b>	<b>(61,93,265)</b>



# Financials

## Rotary India Literacy Mission (RILM)

Receipts and Payments Account for the year ended March 31, 2019

(All amounts in Rupees)

Receipts	Year Ended March 31, 2019	Year Ended March 31, 2018	Payments	Year Ended March 31, 2019	Year Ended March 31, 2018
By Balance Brought Forward			By Employee Benefits paid :		
Cash in Hand	5,351	5,298	a) Salaries	-	5,63,519
Balance with Savings Account	34,53,837	99,72,368	b) Contribution to PF	-	15,153
Balance with Fixed Deposits	1,29,46,074	2,18,65,841	c) Staff Welfare Expenses	-	75,434
To Donation received	2,20,04,132	1,69,26,447	d) Staff Advance	96,250	-
To Interest received	10,86,269	20,76,155	By Programme Expenses :		
To Interest on IT Refund received	-	5,160	Teacher Support	12,65,207	20,38,855
To Advance Recovered from Employees	-	47,000	E-learning	91,31,336	63,44,809
To IT Refund received	-	49,140	Adult Literacy	11,99,746	23,15,008
			Child Development	1,31,43,277	1,70,23,366
			Happy School	39,42,442	32,87,117
			By Printing and Stationery	-	80,987
			By Postage and Courier Charges	-	554
			By Payment of Temporary Overdraft	66,083	-
			By Training and Meeting Expenses	-	12,35,276
			By Telephone and Internet Expenses	43,785	53,749
			By Travelling and Conveyance Expenses	-	91,906
			By Human Resources Expenses	-	80,210
			By Professional Fees	7,900	3,82,011
			By Miscellaneous Expenses	6,30,181	3,92,376
			By Payment to Govt Authorities	-	5,46,331
			By Interest	3,310	-
			By Purchase of Fixed Assets	25,000	35,200
			By Advance to Expenses	4,05,771	46,369
			By Balance Carried Forward		
			Cash in Hand	6,173	5,351
			Balance with Savings Account	90,08,785	34,53,837
			Balance with Fixed Deposits	-	1,29,46,074
			Temporary Overdraft	-	(66,083)
	<b>3,97,82,805</b>	<b>50,947,409</b>		<b>39,782,805</b>	<b>50,947,409</b>





# Financials

## Rotary India Literacy Mission (RILM)

Income (Donations) for the year ended on March 31, 2019

(All amounts in Rupees)

Donations Received	Year Ended March 31, 2019	Year Ended March 31, 2018
Teacher's Support	-	-
E-Learning	6,974,688	4,720,736
Adult Literacy	84,440	272,206
Child Development	5,361,400	8,768,933
Happy School	2,825,301	1,244,000
General Donation	6,758,303	1,927,572
	<b>22,004,132</b>	<b>16,933,447</b>

*"We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet."*

**– Swami Vivekananda**

## Rotary India Literacy Mission (RILM)

Programme Expenses for the year ended on March 31, 2019

(All amounts in Rupees)

Programme Expenses	Year Ended March 31, 2019	Year Ended March 31, 2018
Teacher's Support	1,265,207	2,195,476
E-Learning	9,131,336	5,698,971
Adult Literacy	1,199,746	2,493,025
Child Development	13,143,277	16,347,891
Happy School	3,942,442	3,781,431
	<b>28,682,008</b>	<b>30,516,796</b>





## India Literacy Mission

### Rotary India Literacy Mission

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### Rotary South Asia Society for Development & Cooperation

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11th Road, Madhu Park

C.D. Marg, Khar (W)

Mumbai - 400 052

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