

INDIA LITERACY PROJECT

MULTI-DIMENSIONAL LEARNING SPACE

ANNUAL REPORT 2011-2012



FOREWORD

It gives us immense pleasure to share the Annual Report of ILP for the year 2011-12. ILP has been working with children in tribal hamlets, interior and inaccessible rural areas and children of socially and economically weaker sections. For these children, their life is a struggle and they live for today at the cost of their future. Every child is filled with dreams but lack guidance from their family or the community to chase their dreams. They even don't have role models to look up to in their community. If all our efforts can change lives of few such children, we can call it a grand success! Children are made to work, asked to take care of their younger siblings, earn and take responsibility of the family – they are expected to play all other role than just being children, enjoy their childhood, learn and blossom as a matured, educated citizen for this society.

ILP's working on mainstreaming and convergence as a strategy and motivating its partners to work more on advocacy, lobbying and policy changes precisely for the reason that our children do have a right and the states do have a duty to serve. Through our volunteers and partners, we strive further to have strong and proper enforcement of RTE and its rules. The Rules have been framed with greater amount of struggle by various advocacy groups in different states. ILP and its partners also played a greater role in southern states in advocacy for framing of the rules and implementing it.

It was an eventful year for ILP's Bangalore chapter as we completed our first year implementation of Multi-Dimensional learning space (MDLS). MDLS has become the central theme for all programs in Bangalore. The flexibility of the modules, the partnerships with other NGOs for quality content, teacher-independent delivery mechanism and the involvement of the community in the implementation worked positively for the program. Not only did we make significant progress on our primary purpose of making children capable, confident, inquisitive and value aware, we also made progress on the secondary purpose of academic improvements. We completed everything planned for the year and also learnt a lot about what works and what does not during this period. It was exciting to see the overwhelming response from the children, their families and the community. It was also heartening to see enthusiastic support from the volunteers and the corporates to ensure the success of the project. Big thanks to all the volunteers and supporters.

This coming year is even more exciting! We are making multiple changes to the MDLS program based on our learning, which will help make MDLS scalable and repeatable and take us towards the goal of replicating this at multiple places across the state. This year the program also focuses on making the program truly child centric. Children from the community will be involved in deciding all the activities of year and also take active part in organizing these activities. This not only fosters ownership and belongingness, it also increases their interest in learning and nurtures their leadership skills. The goal is to make MDLS a community centric space that is owned by the children of the community, a space that children can truly call it theirs. MDLS cannot be just an initiative of ILP; it is for the community and hence has to be by the community.

On the partnership front, we added three new partners at the beginning of the academic year 2011. Of this, one is working with children from mushar community who are categorized as maha dalits in Bihar (Abhiyan in Jehanabad District) and two are from Jharkhand (Chetna Vikas and LGSS). With this, our partners' strength in Hindi heartland region who are working with Primitive tribe groups and maha dalits is increasing. These communities are very backward due to lack of infrastructure, education and social factors. We have also identified one more Partner to work in Jharkhand region which will get added during 12-13.

On the organization front, ILP India Trust got its FCRA permanent registration. This will give impetus for our fund raising and also to work on corporate fund raising where employer matching grant and other systems are followed. Apart from committed individuals who contributed their donations and ran for ILP in marathons to raise funds, ILP could also tap resources from many Corporate like Microsoft, Google, First American, HP, Intel, NetApp, Secpod Technologies Pvt Ltd., CoreEl Technologies Pvt Ltd., Charities Aid Foundation, Jaiprakash Associates Pvt Ltd., Seva Sangama Pratishthana, Yokogawa IA Technologies India Pvt Ltd., Regal Corporate Advisors and so on.

We want children to enjoy their childhood and get meaningful education. We strive hard to see how education as a process can be made more meaningful. We whole heartedly thank ILP US Volunteers who contribute their time, energy and resources, donors, partner NGOs, volunteers, corporate, associates, staff, consultants and well-wishers who have been unstinted in rendering their cooperation and making our dream as theirs.

Bangalore
25 July 2012

Ravi Mani
Chair Person

INTRODUCTION TO MDLS – UMBRELLA PROGRAM

Explore - Experiment - Learn

ILP's Multi-dimensional Learning Space (MDLS) is an after-school open learning space that provides experiential learning opportunities for school children to explore, experiment, discover, and learn in multiple ways. MDLS improves learning competencies, and equips students with academic and life-skills. MDLS also provides students exposure to a wide variety of areas beyond the school curriculum.

The Need

Since most children from the under privileged section of the rural India are first generation learners, families of such children are ill-equipped to provide necessary guidance for their education. In addition, rote-learning practices in traditional schooling system do not encourage alternate means of learning, nor foster creative thinking. Most children lack basic foundation in science & mathematics. They have minimal exposure outside of academic topics and schools do not provide suitable environment for their emotional development

The Vision

The vision of MDLS is to create a community level space that offers a wide variety of academic inputs and non-academic exposure to children from an early age so that they do well not only in studies, but also learn about themselves, discover their interests and abilities which will help them take ownership of their lives with awareness and with confidence. MDLS hopes to bring about individuals who are capable, confident, inquisitive and value aware. Individuals who have the potential to become change agents in the society

Sample set of activities as part of MDLS

Academic Support	Non-Academic Exposure	
Financial Assistance	Leadership skills	Educational Trips
Inculcate reading habit	Life Skills Workshops	Fun Camps
Educational Support in Science, Math & English	Career Guidance Workshops	Environmental Awareness
Experiential Labs in Science & Math	Performing Arts Workshops	Industrial Exposure
Activity based learning in Science, Math & Social science	Summer camps and Creativity Workshops	Education, Training, Job related Linkages

MDLS initiative was completely implemented in two rural centers in Magadi and Gubbi for 8th standard students who are from Government schools and who are poor and from marginalized communities. MDLS was also implemented in part at other locations, with the intention of converting them to full-fledged MDLS implementations. The number of children who were covered in various MDLS activities is as under along with our NGO partners.

Table 1: MDLS Centres:

Partner	Location	Program	# of children covered
Dream School Foundation	Yeshwanthpura & R.T Nagar, Bangalore	Scholarship Module of MDLS	12
Sparsha Trust	Sanjeevininagar & Bynahalli, Bangalore	Library module of MDLS (two Community Libraries & 3 Mobile / feeder school libraries)	376
Vivekavardhini High School	Rajajinagar, Bangalore	Academic intervention module of MDLS	25
Chiguru	Magadi, Ramanagar Dist.	Full MDLS Programme Library module of MDLS	50 85
ILP (Direct Implementation)	Gubbi, Tumkur Dist	Full MDLS Programme Library module of MDLS	55 35
		Total	638

MDLS CENTRE INAUGURATION

While ILP had implemented partial modules of MDLS through various NGO partners for the last many years, the first Full-fledged MDLS Centres were inaugurated during June 2011 at Magadi and Gubbi. Since Community involvement is the backbone of most projects of ILP, MDLS implementation was no different. We involved the nearby schools, teachers, parents and community leaders while setting up these centres. MDLS cannot be just an initiative of ILP; it is for the community and hence has to be by the community.

17th June 2011 at Magadi (Chiguru Partner)



25th June 2011 at Gubbi



LIBRARY PROGRAM: HRF PARTNERSHIP

ILP continues to partner with the Hippocampus Reading Foundation, Bangalore, to create a structured program which promotes the habit of reading books and improves reading competencies of children in Kannada and English. This is one of the modules of MDLS initiative.

The following activities were carried out in both the libraries:

- Classification of all the books into 6 levels of gradual reading complexity
- Assessing the reading levels of all the children in Kannada and English using cards specifically designed for this.
- Purchasing books recommended by HRF for each of the 6 levels in both English and Kannada.
- Regularly track books being read by children and their reading levels.

Photos of libraries at Gubbi, Magadi and Sanjeevini Nagar



Table 2: Members, total books and top readers

	ILP, MDLS, Gubbi	Chiguru MDLS, Magadi	Sparsha Trust, Sanjeevininagar Community	Sanjivini Nagar - School	Bynahalli Community	Kuduragere - School	Chennahalli School
Library Members	90	135	126	120	65	20	45
Library Books	1107	1094	952	433	1681	219	250
Most Books Read	Mangal Gowramma (8th)-81 Brunda. H L (9th) -75	Pooja (5th) - 133 Sowmya (4th) - 26	Anil Kumar (7 th) - 24 Kanaka (6 th) - 23	Ganeshwar (5 th) - 9 Sneha (5 th) - 9	Akhila B R (7 th) - 41 Ragini B R (5 th) - 39	Lavanya (5 th))- 10 Monisha (5 th))- 10	Pallavi (7 th)- 17 Bhavani (7 th) - 14

CURRICULUM INTERVENTION

ILP partnered with Swamy Vivekananda Youth Movement (SVYM) to provide academic inputs through videos and work sheets for maths and science subjects which encouraged peer-to-peer learning among children.

Table 3: Number of children for academic intervention

	ILP, MDLS, Gubbi	Chiguru, MDLS, Magadi	Vivekavardhini School, BLR	Total
SVYM Intervention	8th Std – 55 students	8th Std – 50 students	10 th Std 25 students	130 students

LIFE COPING SKILLS SESSIONS:

In partnership with SVYM, ILP conducted 14 soft skills interactive sessions for 8th standard children. Each session was of 1 ½ hours' duration for a batch 25 children. Sessions were conducted on topics like Network building, We are together, Empathy, Good in all, Self-awareness, my strengths & weakness, my feelings etc.

When the children entered into the MDLS at the beginning, most children were shy and were apprehensive to interact with people. When ILP volunteers interacted with these children after 8th standard results, they seem to be confident in sharing what they learnt from MDLS activities and from one another and also shared which activities they liked and which can be improved.

Photos of student interacting as part of the Life coping session



ICE BREAKING SESSION AND SCHOLARSHIP DISBURSAL

Ice breaking session is the first activity of the MDLS programme for the academic year. This activity as the name suggests it to break the ice between the volunteers, children and the resource people at the centre. As part of ice breaking session, ILP tried to learn a little more about the children in the group by Initial introduction of everyone and understanding their likes, dislikes, aspirations and career goals. A lots of games were played to build team work and also for every kid to know each other, including the volunteers. Also an assessment of their learning levels was done to plan interventional activities based on their needs. An open discussion on their expectations with the centre and introducing them to the activities at MDLS centre for the coming years was the main objective.

The entire day of activity covered various games to cover the topics of various subjects. For example, a game on number covered various aspects of mathematics at different difficulty levels. The student participants were very

enthusiastic to be a part of such fun activities, on the part of ILP this was in sync with the learning activities planned for the students.

At the end of the session, scholarships were awarded to each child. Scholarship includes School uniform, School bag, shoes, note books, English to Kannada dictionary, geometry box, pens, pencils, easer , sharpners etc.

Ice breaking sessions were held at Magadi happened on August 7th 2011 and at Gubbi on August 14th 2011

Photos of icebreaking session and scholarship disbursal



WILD LIFE CONSERVATION WORKSHOP

“You can teach a student a lesson for a day, but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives”. Experiential learning is one of the key aspects of MDLS initiative. Students are taught multiple things through experience and experiments which help children understand concepts better and make them more curious. Multiple point activities were conducted as part of this.

Awareness about Wildlife and its conservation, one of them in this series, was conducted at both the centres. This activity was split into two phases.

Phase 1 - Organized Wild Life Conservation Workshop was conducted on 20th Nov 2011 at Magadi MDLS and 4th Dec 2011 at MDLS, Gubbi introducing them to theoretical part of wildlife. Children also made bird feeders with plastic used water bottles. Children took these bird feeders and hung it in their houses. It was fascinating to see children sharing stories on how Sparrows are being eating Ragi, Jowar and Rice from these feeders.

Phase 2 - Field trip on 11th Dec 2011 to Mysore Zoo and Mysore Palace for 100 students, 21 staff and volunteers. After the Mysore Zoo trip children made activity sheets on wild and domesticated animals and the kind of food they consume

Photos of wildlife conservation activity



ILP – AGASTYA SCIENCE EXPERIMENTS EVENT

MDLS Centre has multiple experiment kits that help children learn concepts through experiments. Along with the existing kits and regular learning through experiments, ILP also partnered with Agastya Foundation and conducted a full day event to explain science concepts through experiments. Children not only showed keen interest to learn, but also participated in all the experiments, which gave them an opportunity to do these themselves.

This event was conducted on 29th Jan 2012, Sunday at MDLS centres in Magadi & Gubbi with Agastya Foundation.

Photos of Science experiments activity



OUR HISTORICAL JOURNEY - APPRECIATING LOCAL HISTORY

“History is for human self-knowledge ... one way to know what man can do is by looking at what man has done. The value of history, then, is that it teaches us what man has done and thus what man is.”

'Our Historical Journey' - Appreciating Local History' program is a first step towards understand the local history which was held on 19th Feb at Gubbi and 26th Feb, at Magadi.

It was a great learning exposure for Children. They learnt the history behind many historical places around their place which they visited often, but never observed curiously. The session focused on to be curious, how to see historical places, Architecture of Temples, Mapping local places and also 30 history words etc. This was conducted in partnership with Dhvani Trust.



SUMMER CAMP – (2012 SUMMER VACATION)

The objective of summer camp is to create opportunity to explore and showcase their potential and skills, motivation and confidence and make them prepared for next academic year.

The Summer Camp was held at both the centres for 12 days with all the below activities during Summer Vacation

- Who am I?
- Art and Craft
- Yoga and Meditation
- Mock Parliament
- Annual Day (Sports & Cultural)
- Civic responsibility / Social Service
- Clay Modeling / Police station & Post office / Bank Visit
- Health and Hygiene
- Agriculture visit (Farmer, Water & Crops)
- 9th Std Syllabus introduction - Science
- 9th Std Syllabus introduction – Social Science
- 9th Std Syllabus introduction - Maths

ART CAMPS - DREAM A LITTLE DREAM

- ILP partnered with Dream a little Dream team and conducted a series of art camps to give an opportunity for kids to express their dreams through the medium of art- drawing & painting. It was fun day for the children along with a magic show and games – a day that will be etched in the children's memory forever. An art camp followed by a cultural program & magic show added much more essence to the day.
- The sole intent to introduce art camp is to develop children's creative capabilities, and motor skills.



The details of the Art Camp and the number of children who participated are as below:

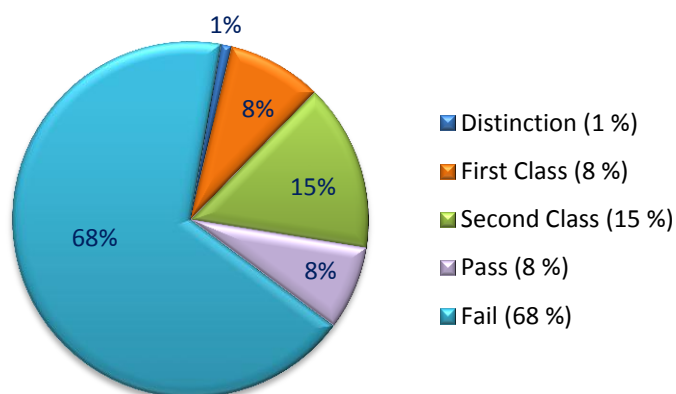
Table 4: Details of the art camp

Sparsha Trust	3 rd Art Camp	10 th April 2011	Janapada Siri Bhuvana, Bangalore	150 Children
Paraspara Trust	4 th Art Camp	3 rd July 2011	Janapada Siri Bhuvana, Bangalore	120 Children
ILP MDLS, Gubbi	5 th Art Camp	18 th Sep 2011	Govt PU College Ground, Gubbi	194 Children
Basco Mane, Bangalore	6 th Art Camp	26 th Feb 2012	Basco Mane, Chamarajpet, Bangalore	150 Children

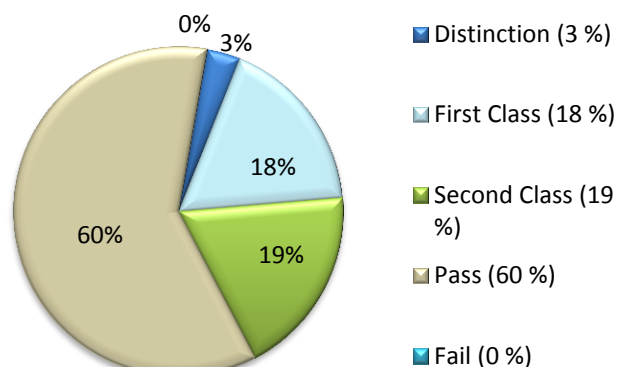
RESULTS OF MDLS INITIATIVE

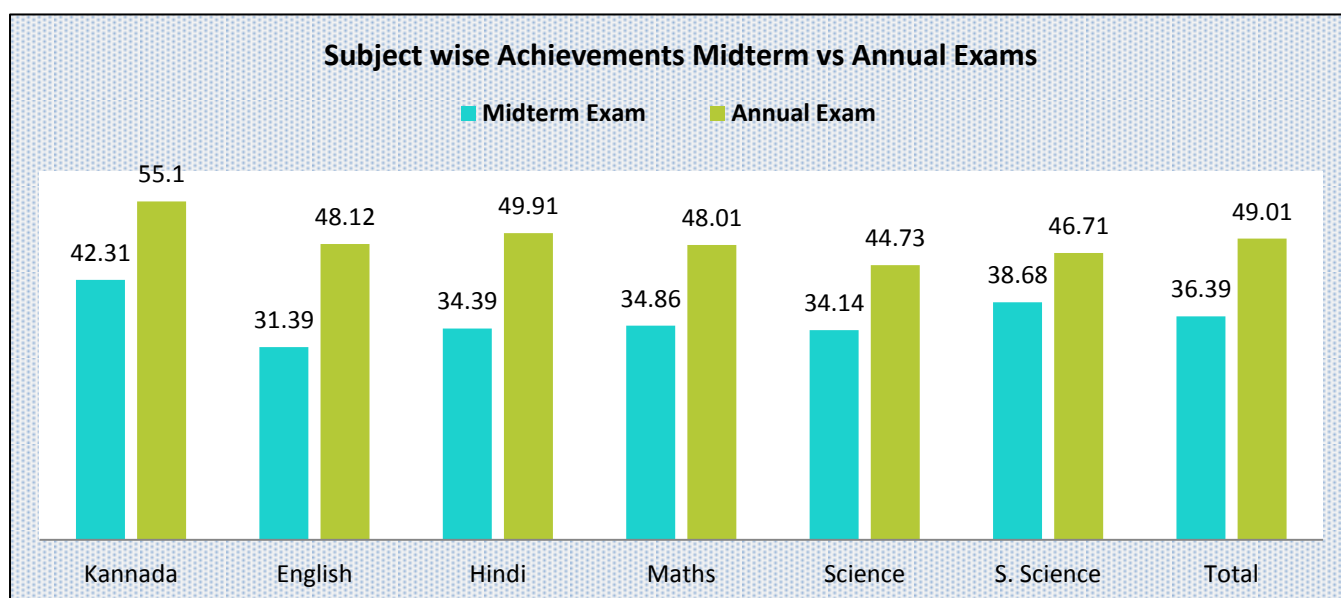
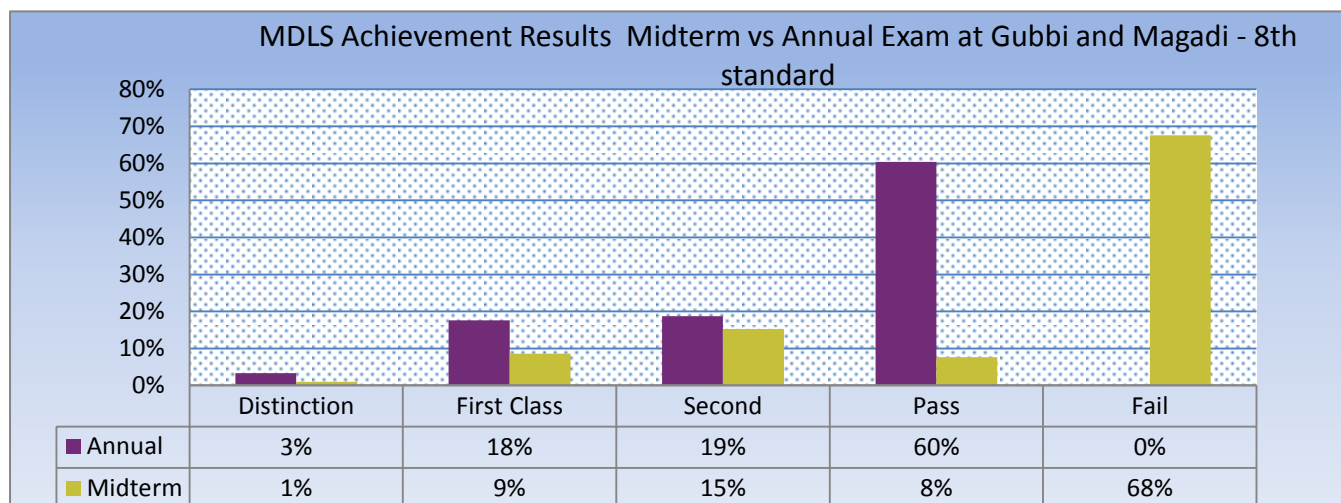
Chart 1: MDLS 8th Standard results Midterm vs Annual exam

Midterm Exams Results - Sep 2011



Annual Exams Results - March 2012





EXCEPTIONAL PERFORMANCE UNDER VARIOUS CATEGORIES

Category	Gubbi	Magadi
Best Academic performance	Noor Almas – 543 marks / 625, 86.88%	Harshita Bai – 598 marks / 625, 96%
Most Regular to School:	Soundharya - 224 day's out of 234 day's – 96%	Shashikala. B M – 227 day's out of 229 day's – 99%
Most Regular to MDLS Centre:	Asha. Y H – 95%	6 students – 100%, Rashmi. M, Bhavani.A, Shashikala. B M, Mamatha.F, Preethi. V, Yogesha.H M
Good Discipline	Shwetha. A G, Umesh. H M	Chandrashekar M. N, Preeti. V
Best Leader Ship (Help to Others)	Noor Almas, Megha. G R and Asha Y H	Shaphir Pasha, Shalini
Best Improvement	Yashoda and Mangalagowramma	Ananda, Rabjitha

COMMUNITY LIBRARIES

ILP in partnership with Sparsha Trust has implemented the library module of the MDLS programme by setting up two community based libraries and four Mobile libraries.

Community libraries:

- Bynahalli community Hall
- Sanjivininagar, Shikshana Mitra-1 centre

Mobile libraries:

- Government Higher primary school, Chennahalli
- Government primary school, Kuduregere
- Government Model higher primary school, Sanjivininagar

During the academic year 2011 – 2012 we have increased the quality and quantity of books

- At present number of Books available at Sanjivininagar: 1110
- At present number of books available at Bynahalli: 1682



	Sanjivininagar Community		Sanjivininagar School		Bynahalli Community			Chennahalli School			Kudragere School		
Levels	KAN	ENG	KAN	ENG	KAN	ENG	KAN-ENG	KAN	ENG	KAN-ENG	KAN	ENG	KAN-ENG
Green	42	115	21	73	57	186	24	24	44	4	1	45	1
Red	49	202	15	83	74	348	1	26	27	2	4	44	1
Org	41	144	09	45	104	220	12	14	12	0	6	35	13
White	49	68	31	50	117	75	0	07	07	0	23	10	0
Blue	136	60	50	38	164	67	0	44	02	0	36	05	0
Yellow	25	21	08	10	118	14	0	06	00	0	08	18	0
	342	610	134	299	634	1010	37	121	92	6	78	157	15
Total	952		433		1681			219			250		

LIBRARY DRIVE

In partnership with Sparsha Trust, with the concept of community participation and to make more children use library, 'A Library Drive' was held by ILP on 16th July 2011, at Bynahalli community. Local community leaders from Bynahalli, Kuduregere, Chennahalli, Bettalasuru had inaugurated the program and more than 100 community people had gathered. The program focused on giving the information on library concept, and also awareness about the education. Library members (Children) and Sparsha team had a visit to every house in Bynahalli, Chennahalli and Kuduregere to give awareness about the Gnana Mitra concept. As a result more than 45 children became members. At Sanjivininagar, library members went around the area, they gave the information of library concept and importance and its benefits.



LIBRARY DAY:

With the intention of motivating children, promote reading habit, to give the awareness on objective of library, to evaluate children one year learning's we had conducted Annual Library Day on 7th and 8th April 2012, this event was the platform to show children learning's and to motivate other children to become members to the library.

185 children (library members) had participated from Sanjivini Nagar. 135 children from Bynahalli. On the day competitions were organized for library members like drawing, story writing & memory games.

In the two day event, all the library members actively participated and celebrated taking part in cultural activities.

CURRICULUM INTERVENTION AND SCHOLARSHIP SUPPORT

ILP implemented its curriculum intervention module of MDLS on a pilot basis at Vivekavardhini School and it implemented the scholarship support module of MDLS with two of its partners Dream School Foundation and Chiguru. While MDLS is a full-fledged programme, there are multiple occasions, where based on need, only relevant part of the program has been implemented. The below table lists the results of the intervention

Table 6: SSLC results - Summary

MDLS Scholarship Program SSLC Results - Summary						
Distinction	First	Second	Pass	Fail	Total	Organization
0	7	2	1	0	10	Chiguru , Magadi
0	2	1	1	1	5	Dream School Foundation Bangalore
MDLS curriculum Intervention Program at Vivekavardhini High School, Rajajinagar, Bangalore						
2	6	3	2	12	25	Vivekavardhini High School

CONSULTATION ON STUDENT LEARNING RESOURCES

Several organizations are working on developing content for students at different levels to enhance their learning ability. This would include CD, DVD, printed materials, science experiments, math tools etc. Some of these materials are focused towards slow learners while others are for brighter students, some focus on primary education, while others focus on higher primary or high school, some are based on text book based pedagogical tools, while others focus on concepts.

There are multiple advantages of so many NGOs working on content development, the biggest being content expertise in their respective domain and content delivery expertise built based on real experience working with children.

While the advantages are many, some of the downsides of this approach could be

1. Duplicate effort as one NGO does not understand the activities of the other
2. Reinventing the wheel as one NGO might have to spend the same time learning what another NGO would have learnt
3. Point approach rather than a holistic both in terms of content and delivery

At ILP, we thought it would be wonderful to have an interaction facilitated between various resource groups working on developing student resource materials with the below objective.

Objectives:

1. To understand the learning of each NGO in the area of children's learning needs
2. To facilitate exchange of various concepts / ideas / focus area/ student resource materials created by various organizations.
3. To evolve a common theme of what would help the children most
4. To discuss the possibility of a common platform for content development and delivery
5. To explore the possibility of joint working / sharing of student resource materials by various groups in the interest of children and hence leading to a common platform for content development and delivery
6. To explore the possibilities of enabling open source content idea amongst various organizations

ILP got involved in the process of facilitation only keeping in mind the interest of the children and student community. It was held on 10th & 11th February 2012 organized by ILP at SVYM, Bangalore.

Participants:

Azim Premji Foundation, Akshara, Agasthya, AID, CLT, IT for Change, Free Ganitha (E-shale), Suvidya and SVYM participated.

As a result of this consultation, four groups were formed to work on collaboration and content enhancement

- Working Group to Improve Zero Level English Reading
- Working Group to Create the Database on Mathematical Misconceptions
- Working Group on Creating Teachers' Resources
- Consultation on Advocacy and Lobbying Skills

FUND RAISING UPDATE

I would like to take this opportunity to sincerely thank all the individual donors and the corporates whose whole hearted support helped us to successfully implement the project this year.

Key highlights

- 23 Volunteers from ILP, 30 kids from the libraries and 30 employees from First American ran for ILP with “ILP T shirts” on the 5th^p June 2011. We could mobilize Rs. 1.50 lakhs from the run for our MDLS program.
- ILP Volunteers: Jagdish Damania completed 75KM and Rajesh completed 50KM and they raised Rs.2.4 lakhs from the run for our MDLS program.
- Corporates and individual donors helped in a big way to successfully run the project this year.
 - Diksha (HP), Light A Life - First American (India) Private Limited, SecPod Technologies Pvt. Ltd, NetApp Systems (India) Pvt. Ltd, CoreEI Technologies (I) Pvt. Ltd, Charities Aid Foundation India – Microsoft, Jaiprakash Associates Pvt. Ltd, Seva Sangama Pratishtana, Yokogawa IA Technologies India Pvt. Ltd and 200+ individuals,

2010-11 EXPENSES AND ANNUAL BUDGET FOR 2011-12

The below table lists the program expenses across each centre along with the common expenses for the complete program. This year, we plan to double the number of children we work with under MDLS. Also, the program execution is being modified to make it more child and community centric.

ILP Bangalore Programs Expenses 2011-12 and Budget for 2012-13			
		2011-12	2012-13
	Particulars	Total Expenses(INR)	Total Budget(INR)
2	MDLS - Common budget & Expenses	2,95,569	8,40,500
3	MDLS - Gubbi	1,79,887	3,63,000
4	MDLS - Chiguru, Magadi	2,63,787	4,27,000
5	MDLS - Sparsha Trust	2,62,480	4,00,280
6	Post 10th Scholarship	19,896	77,790
7	Vivekavardhini School, Bangalore	89,200	1,52,000
8	DSF	31,500	0
	Total INR	11,42,319	22,60,570

ILP HYDERABAD CHAPTER INITIATIVES

OVERVIEW:

In the last one year, ILP Hyderabad continued to successfully run its various programs in the government schools. The year also witnessed the initiation and re-initiation of a few volunteer based programs, increasing our reach to the government school students. To increase the volunteer base and for fundraising, various corporate liaisons were made which have helped in the execution and running of a few programs. A short summary of the ongoing programs, various events that happened in the past one year is discussed below.

PUSTAKAM PROJECT:

The oldest and one of the most recognized volunteer based projects of ILP Hyderabad, it has successfully being implemented in 6 government schools with the help of our core volunteers, old and new volunteers. The program is catering to grades 3rd, 4th and 5th in Masjeed Bhandra Upper Primary Government School, Kanamant Government School, Gacchibowli Government School, Parvath Nagar Government School, Izzat Nagar Government School and Masthan Nagar Government School. Various changes in the strategy and methods of Pusthakam were discussed last year which will be documented and put in action this year.

ILP HYDERABAD STUDENTS MENTORING PROGRAM::

This program aims to mentor, support and guide the grade 9th and 10th students, giving them a holistic view of the world and making the mentees realize their potential. The program was reinitiated in September when youngsters from Google decided to volunteer each Saturday of the week at Gacchibowli High School. Various discussions have taken place to set a specific quarterly curriculum for the Student Mentoring Program amongst the volunteers which will be implemented from this August.

SCHOLARSHIP PROGRAM:

Like each year, ILP Hyderabad continues to support the intermediate, under-graduate and post-graduate education of 16 meritorious students hailing from a low income family, in support with Premalayam.

Case Study: A very bright, hardworking and charming Sravani came under the axe of fate when her father expired at the age of 6. Her mother, a daily wage labourer earning approximately 2000 per month, struggled hard to educate Sravani and her younger sister. However, with Sravani's determination to succeed and her mother's dedication towards making her succeed, Sravani completed her Intermediate with 83%.

After her intermediate, she wrote her Teacher Training Course entrance and secured a very high position. Due to financial constraints, she was on the verge of dropping the course when ILP stepped up and sponsored her education.

Currently, she is studying at the District Institute of Education and Training, Vikarabad and will soon be eligible to teach in any of the government or private schools.

An inspiration to her sister, a source of happiness to her mother, Sravani's smile says a million words.



LIBRARY PROGRAM:

Library programs have always been helpful in inculcating the habit of reading amongst students. Following the guidelines of Hippocampus Reading Foundation, a library was set up in Masthan Nagar Primary Government School. Our volunteers at the school hold regular reading sessions with the students and the school teachers themselves encourage the students to read books available in the library. We've initiated the process of setting up a library for the middle school and high school students at Lingampally Government High School and also plan to set up a library for the middle school children at Maseed Bhandra High school.

SUMMER CAMP:

A 40 day long summer camp was organized by ILP Hyderabad in the month of May and June at Masjid Bhandra High School. With the participation strength of around 90 students, the summer camp was held six days in a week. Each day, the students were given classes in English, Maths and twice a week, they were trained in Arts and Crafts, Needlework and Stitching, Computers, Chess, Karnatic singing and Sports. The summer camp had regular volunteer teachers who visited the school twice a week and also had guest lecturers who volunteered to boost the morale of the students every now and then.

OAKRIDGE INTERNATIONAL SCHOOL- ILP HYDERABAD PROJECT:

It was indeed a pleasure for us when students from Oakridge International School, Hyderabad came up with a proposal to volunteer with the ILP Hyderabad. The students from grade 9th, 10th and 11th of Oakridge have started weekly volunteering with us as a part of their community service hours at school. Aiming to promote peer learning with the government school students, these young volunteers plan to mentor, educate and guide the primary school children and in the process, learn a lot themselves.

OTHER ACTIVITIES:

Besides our regular programs, ILP Hyderabad keeps conducting various monthly, periodic programs in the schools. Facebook volunteers organize bi-monthly activities in schools, Google employees conducted 8 projects with us as a part of their GoogleServe month, Volunteers conduct book and clothe donation drives in their complexes etc.



PLANNING, MONITORING & EVALUATION SUPPORT TO NGOS WORKING IN INDIA ON EDUCATION AND CHILD RIGHTS
WITH THE SUPPORT OF ILP, USA

ILP, USA has been providing financial assistance to Partner NGOs in India for the last 20 years. These organizations are mostly working on access and quality related issues of education in remote clusters with disadvantaged sections like tribal, maha dalits, dalits and children from social secluded families and so on. ILP encourages its partners to work on rights based approach, convergence strategy and in activating Government Pre Primary Child Care centres (called as Anganwadis and Balwadis) and Government Schools. To the extent possible, community mobilization and demand creation from community side is activated. Advocacy, lobbying, child rights, elimination of child labour and enforcement of child friendly measures are part of the projects programming.

ILP India is involved in providing Planning, monitoring and evaluation support, through its experienced members of Board of Trustees, Project Monitoring committee and volunteers, in terms of inputs and assistance on fine tuning the approaches, project monitoring and decisions on selection, implementation and reviewing of work undertaken to the voluntary organizations.

State	No of partners by 1.4.2011	Added new projects during the year	Completed / Phased out during the year	Ongoing at the end of the year
Andhra Pradesh	1	1	0	2
Bihar	0	1	0	1
Jharkhand	0	2	0	2
Karnataka	4	0	0	4
MP	4	0	0	4
Orissa	3	0	0	3
Tamil Nadu	3	0	0	3
Scholarship Partners (AP & Karnataka)	4	0	0	4
Total	19	4	0	23

The strategy behind the partnership is to utilize local expertise, enhanced participation and presence. Partners are supported to the extent detailed as under, thanks to committed Volunteers' work in USA by giving their time, energy, efforts and expertise.

Year	Grants to Partners - Rs in lakhs	Increase in %
2009-10	82.94	
2010-11	100.48	21.15
2011-12	149.33	48.60
2012-13	166.01	11.40

SIGNIFICANT DEVELOPMENTS:

Presence in educationally backward challenging regions such as Jharkhand and Bihar – that too among socially excluded groups – primitive tribes and maha dalits are covered through the new projects inducted in 2011-12.

Average cost per project has increased to Rs. 7.84 lakhs per annum to make the project interventions effective and wholesome. The partners who did not have the coverage of preprimary children were advised to cover them also. All partners were advised to take up learning level assessments in their villages / schools. The Partners were also asked to do a syllabus coverage study in their respective villages.

All projects were visited and work was reviewed. Work taken up by various partners is progressing well in accordance with their goals and disbursements are made periodically to ensure flow of funds in time to smoothen the operations.

One of the long standing major project SNEHA was covered for a detailed evaluation by Mr. Vasudeva Sharma and Mr. Rangarajan. The outcome of the evaluation is very encouraging in terms of working with the government systems and community.

Key ILP Volunteers like Messers. Padmaja, Srikanth, Subhash, Sneha Melkote, Keerthi Melkote, Praveen and Rajkishore visited various project operational areas during the year. Knowledge Hub, is the new activity of ILP USA to provide services to NGOs / activists working on education sector in India. TRCSC is another NGO in Jharkhand region has been identified for inclusion as a new partner with the support of a NRI committing 50% of donations for the specific program. ILP's efforts are growing from strength to strength in this fashion.

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

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

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

Registered under section 80G of the Income Tax Act, 1961. No. DIT(E)BLR/80G(R)/665/AAATI3576P/ITO(E)-1/Vol2008-2009, valid permanently as per amended Proviso to Sec 80G (5) of the IT Act, 1961 vide CBDT Circular # 7 Dated 27.10.2010.

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

Registration No. 094421430 dated 11/07/2011.

Name and address of the Bankers:

Housing Development Finance Corporation Bank (HDFC Bank)

Kasturba Road, Bangalore – 560 001

Name and address of Auditors:**Ashok Kumar Prabhashankar & Co.,**

Chartered Accountants

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

Bangalore – 560 027, Tel: 080 – 2223 7045

Details of Board Members: (as on 31st March 2012)

Sl. O.	Name	Sex	Position on Board	Occupation
1	Ravi Mani	M	Chairman	Development Consultant
2	Pramod Sridharamurthy	M	Trustee	Software Professional
3	Kiran Kumar HS	M	Treasurer	Software Professional
4	C G Shanmugam	M	Secretary	HR Consultant and Corporate Trainer
5	H S Sudhira	M	Trustee	Post Doctoral Researcher
6	Manmohan Jain	M	Trustee	Software Professional
7	Ruchira Das	F	Trustee	Chartered Accountant, Volunteer cum Social Worker
8	Charu Puri	F	Trustee	Software Professional
9	Ambalavanan R	M	Trustee	Software Professional & HR Expert
10	Sowmya Hiremat	F	Trustee	Software Professional

- ILP Board meetings were held twice in the financial year 2011-12, 30th July 2011 for Annual General meeting, 7th January 2012 for BoT.
- Minutes of the Board meeting are documented and circulated to all concerned.

Accountability and transparency

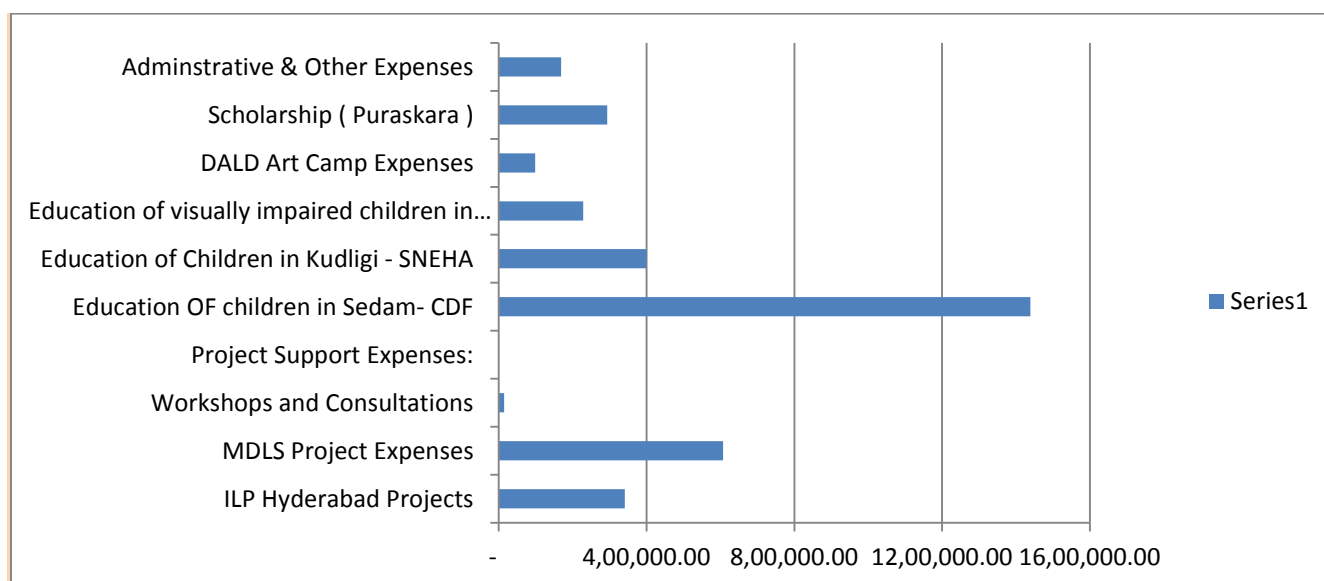
No remuneration, sitting fees, or any other form of compensation has been paid since the inception of ILP to any Board member or Trustee.

Financial Statements (extracts) from the Audited Statement

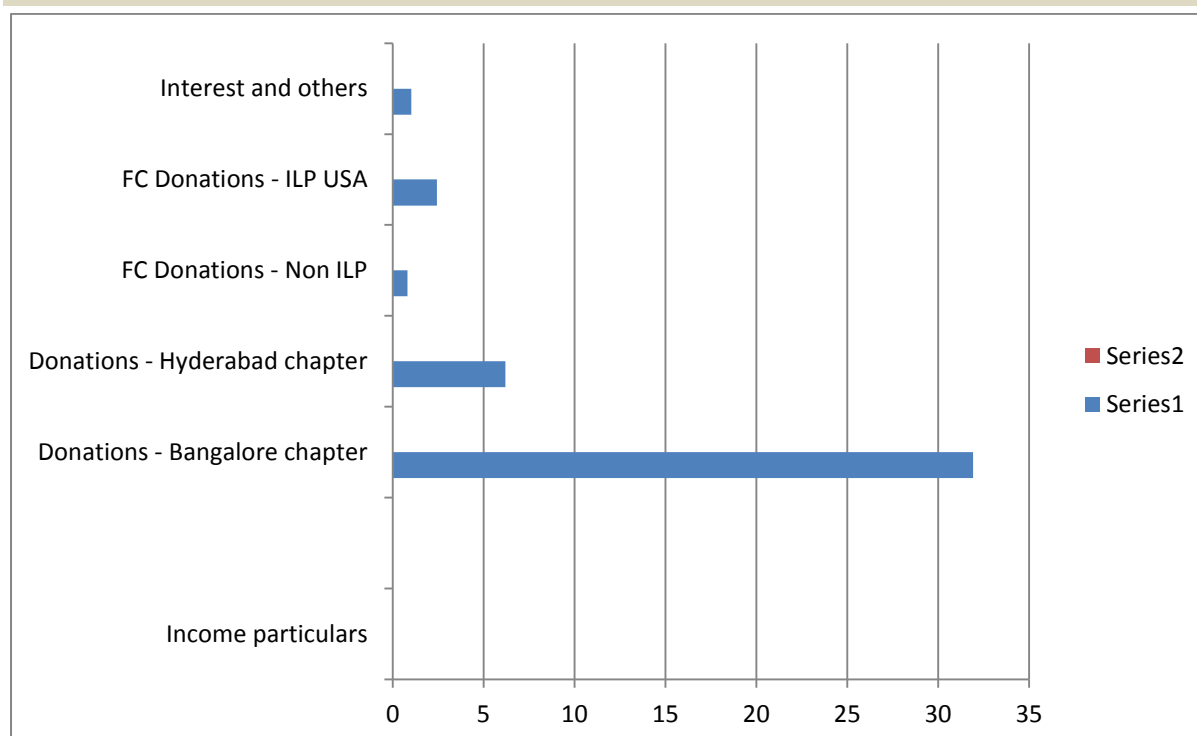
Consolidated Balance sheet as at March 31,	2012
Sources of Funds	
Corpus fund	1,000
Reserves and surplus (Capital fund)	20,22,252
Total	20,23,252
Application of funds	
Fixed Assets	56,731
Current Assets	
Cash & Bank Balances	17,99,293
Other advances	1,67,228
Total	20,23,252

All amounts are in Indian Rupees.

Expenditure details of 2011-12



Income Details - 2011-12



ANNEXURE 1: PROJECT REVIEWED BY ILP DURING THE PERIOD APRIL 2011 TO MARCH 12

Sl. No.	Name of Project	Project Goals, coverage and Annual Budget	Budget - Rs (in Lakhs)
1	Abhiyaan Jehenabad District Bihar Partner since - June 11	<ul style="list-style-type: none"> - Covers 10 Settlements in Kako Block covering Mahadalit and Dalit communities. - Works with 6 Schools and 10 AWCs. - Runs 10 Bridge centres for 400 children. - 10 bridge teachers work also as Para teacher in government schools for half day. - Out of 400 - 60% are never admitted to school and 40 % drop outs. 	4 . 5 0
2	Lohardaga Gram Swaraj Samstha (LGSS) Lohardaga Dist Jharkhand Partner Since - June 11	<ul style="list-style-type: none"> - Covers whole Kairo Block in Lohardaga District having 6 GPs and 26 villages. - 63 AWCs and 44 Primary schools & 2 High Schools. - Children in AWC - 2424 - Children in 6-16 years - 7607 - Out of school children – 362 	4 . 9 5
3	Chetna Vikas Dumka District Shahariyhat Block, Jharkhand Partner Since – June 2011	<ul style="list-style-type: none"> - Covers 20 villages with 15 AWCs, 17 Primary schools and 4 High Schools. - 0-6 years – 1420 , - 6-14 years - 1760 - 441 drop out children. 	4 . 3 6
4	AID India, Coimbatore Tamilnadu <i>Partner Since April 2007</i>	<ul style="list-style-type: none"> • Improve the learning Levels of children in Primary and Higher Primary schools in Tamil Nadu. • This is an intensive experimental program covering 15 villages in Madukarai Block of Coimbatore District. 	5 . 0 0
5	Gandhi Gram Trust Kalakad, Tirunelveli dist, TN. Partner Since June 2011	<ul style="list-style-type: none"> - Covers 9 Primary Schools , 2 Middle schools and 1 High schools - 424 Boys 476 Girls Total - 900 Students - Vocational skills will be given for 6th to 9th std – 327 children and Science corner in 12 schools. 	11.00
6	Integrated Rural Community Development Society (IRCDS) Poondy Block Thiruvallur dist TN Partner Since July 2008	<ul style="list-style-type: none"> • Covers 21 sc and ST villages. • Covers 1268 children, 0-14 years of Irula and Arunthathiyar community in 21 villages . • 19 schools and 17 AWCs. 	3 . 2 5

7	SNEHA Society for Integrated Community Development (SNEHA) Kudligi Taluk Bellary District Karnataka <i>Partner Since June 2003</i>	<ul style="list-style-type: none"> Strengthen School Development and Monitoring Committees to achieve 100% enrollment and retention in 224 government schools covering 40248 children in 6-14 yrs age group. Intervention with 44 High Schools i.e age group - 14-16 yrs – benefiting 10919 children. Improve Anganwadi Functioning by Activating Mothers Committees in 235 AW Centres. 0 -6 yrs – 28210 children Ensure all children who pass out from primary school enroll into High Schools. Ensure that all children complete 10 years of schooling. 	2 3 . 0 0
8	Socio Economic Education and Development Society, (SEEDS) Hasgal Cluster, Koppal Taluka, Koppal Dist, Karnataka <i>Partner Since August 2009</i>	<ul style="list-style-type: none"> Activate and strengthen SDMCs in 19 schools and 2 High School benefiting 6776 children in 0-18 year age group. Activate and strengthen BVS and Mothers Committee in 22 Aw Centres. Activate existing 35 SHGs in 19 villages and involve them in achieving 100% retention and 95% attendance of all children. Link SHGs with the Banks for micro finance for income generation activities. 	4 . 5 0
9	SARVODAYA Integrated Rural Development Society Irkalgada Education Cluster Koppal Taluk, Koppal District Karnataka <i>Partner Since August 2009</i>	<ul style="list-style-type: none"> Cover around 5697 children in the age group of 0-14 years. Activate and Strengthen SDMCs in 16 schools and 2 High School. Activate and Strengthen Mothers Committees and Bal Vikas Samithi in 22 AW Centres. Activate existing 56 SHGs promoted by Government as well as under other schemes to involve them in Education Movement and also link them up with local Banks for livelihood options. 	4 . 5 0
10	Community Development Foundation (CDF) Sedam, Gulbarga District Karnataka <i>Partner since 2008</i>	<p>Works in Kodla Education Cluster with covering 5 Gram Panchayaths, 1 Town with 32 villages in Sedam Block covering 9500 children in 3-6 and 6-14 years age group.</p> <p>Idea is to strengthen Bal Vikas Samithi to improve Anganwadi Centres.</p> <ul style="list-style-type: none"> Strengthen SDMCs to improve school functioning an achieve higher learning levels. 	2 1 . 0 0

		<ul style="list-style-type: none"> Network in local NGOs and being one of the educationally backward and challenging region has been chosen to work on networking and enforcement strategies with Government and other NGOs, ECCD in terms of improving the deliverables through Anganwadis and access to education to children in three Panchayats covering 32 villages. 	
11	Unified Action Council (UAC), Telkoi, Keonjhar Dist. Orissa Partner Since January 2009	<ul style="list-style-type: none"> Covers 24 villages and 25 tribal Hamlets. Covers 1697 children in 0-6 years age group and 2627 children in 6-14 years age group. Works towards activating VECs and Mothers committee to provide quality educational services. Promotes income generation activities along with Non Formal Education to adolescents girls. Promotes Child Rights Clubs for improved child Participation. 	1 2 . 5 0
12	Pragathi Sundergarh Dist Orissa Partner Since June 10	<ul style="list-style-type: none"> Empowering Girl child and women in 26 villages of 4 GPs in 2 Blocks – Balisankara and Subdega. Will cover 52 AW Centres with 1966 children in 3-6 yrs. 36 Schools with 3818 children. 5 High schools 	5.79
13	Ganeswar Club Dhenkenal Dist. Orissa Partner Since – June 10	<ul style="list-style-type: none"> Covers 18 villages in 4 GPs with 9 AWC, 12 Schools in Hindol Block. Children covered - 0-6 yrs – 496 , 6-14 yrs – 905 , 15-18 yrs – 393 Target group includes majority tribal communities like Juang, Khandhas and Sabor. 	5.05
14	Centre for Integrated Development (CID) Bijaipur Block, Sheopur District , Madhya Pradesh. Partner Since August 09	<ul style="list-style-type: none"> Project located in Agra Education Cluster of Bijaipur Block. Covers villages having 24 schools with 2781 children. 30 AWCs with 2591 children. Target community includes 75% tribal population known as Sahariya tribe and 25% other backward communities. 	6 . 0 0
15	Mahila Samithi, Bijawara Block, Chattarpur Madhya Pradesh Partner since August 2009	<ul style="list-style-type: none"> Located in Bijawar Block of Chattarpur district. Focuses on tribal and SC - Mahar community. Covers 33 Villages with 43 schools, 3 high schools and 39 AWCs. Children covered - 3 to 6 year- 2710, 6-14 years - 5467 	5.90

		children	
16	Rachna Bhadarwas Block Shivpuri District Madhya Pradesh Partner Since June 10	<ul style="list-style-type: none"> - Enable ST and SC children to access primary school who otherwise secluded due to caste system. - Covers 15 villages - 16 elementary schools with 6-14 years - 2680 - 15 Angawadi Centres 0-6 years - 1240, - 1 high school. 	5.58
17	RDSS Silwani Block Raisen Distict Madhya Pradesh Partner Since June 2010	<ul style="list-style-type: none"> - Provide vocational skills to Dropouts among Tribal and SC communities. - Works in 121 villages, has 250 SHGs. - Covered 125 youth for skills training in Wiring and Electrical Repair, Dress and Bag Design and Stitching, Diesel engine Repair – Water pump, Masonry Training, Crop Management for High Yield. 	5.48
18	CACL –AP A NETWORK OF NGOs AND Civil Society works on Child Labor issues. Partner Since August 2009	<ul style="list-style-type: none"> - Covers the whole AP through member NGOs as District Units. - Has taken up issues like constitution of Child Rights Commission by State Government through 1 lakh signature campaign and 10000 post cards through 1450 children in 16 districts. Other issues such as ban on corporal punishment, basic toilets and other infrastructure in schools, etc. - Children federation will be formed during the coming year and already 75 child rights clubs have signed in for federation in 12 districts. - Network is activated in 15 districts with functional district conveners. 	4 . 0 0
19	SPACE Warrangal Dist Andhra Pradesh Partner Since June 11	<ul style="list-style-type: none"> - Works with 50 visually challenged children both boys and girls in 3-16 years age group. - Only school in the district for Blind. - Education facilities with Telugu Medium state syllabus with Braille system. Also provides mobility and life skills. 	5.14

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