

LEARNING AND
THE PROMISE
OF EDUCATION



Acknowledgement

This work is a product of the Research and Communications Departments at ASPIRE, India.

The report was prepared by a team, led by Kartika Bhatia, and including Smita Agarwal, Aiman Jafri, Shameen Alauddin and Lalit Sharma. A sincere thanks to our Executive Director, Dayaram, for his valuable inputs. A special thanks to Aiman Jafri, our in-house researcher-cum-graphic designer, for artistically styling the report.

The report is based on ASPIRE's field interventions in 2018-2019 and was supported by contributions from our field staff, including Ravi Kumar (Block Coordinator, Harichandanpur), Arvind Toppo (State Coordinator), Amarish Dandsena (Block Coordinator, Danagadi), Naresh (Block Coordinator, Sukinda), Dilip Kumar (Block Coordinator, Joda), Ramesh Ghugge (Block Coordinator, Koira) and Kardhar Narayan Murti (Block Coordinator, Kutra).

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Attribution

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Translations

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Table of Contents

01 Learning and the Promise of Education

02 About ASPIRE

03 Our Programme Strategy

04 Projects and Partnerships

05 Our Coverage Area

06 Our Annual Report Card

07 Our Annual Budget

08 Stories of Change

Foreword

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The main objective of the Thousand Schools Programme is to improve the quality of learning in government schools in six blocks of Jajpur, Keonjhar and Sundargarh districts of Odisha. These blocks are inhabited predominantly by tribal population and have remained underdeveloped.

While visiting the field, we observed that in a relatively short period of time ASPIRE has been able to scale up its interventions. This was possible due to focused leadership and high level of commitment and dedication among the functionaries of ASPIRE. The programme views the task of educating all children as something beyond the confines of schooling and classroom teaching-learning. The effort to engage with the issue of child labour or child marriage are such instances. During our field interactions, we observed that the programme receives full support and cooperation from parents and community, local Panchayati Raj Institutions, government administrators and school authorities including teachers and headmaster.

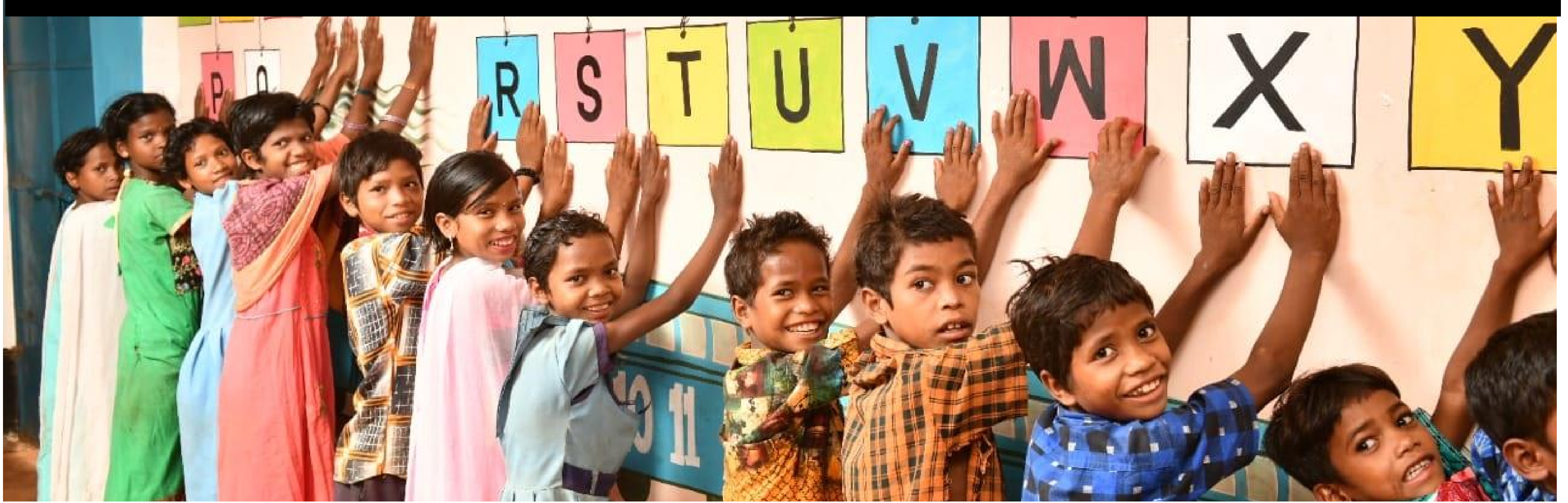
The objective of ASPIRE's Learning Enrichment Programme (LEP) is to bridge learning deficit in children and ensure that they fully benefit from innovative age-appropriate teaching-learning pedagogy. Children with serious learning deficits in grades 3 to 5 are identified and given special support every day for an hour either before or after school. Their learning requirements are individually assessed through specially designed measuring tests. Based on this, personalized learning inputs are designed for each learner. For each child, a separate register is maintained to track cumulative progress made through the special support programme and their preparedness to fully integrate with the regular school teaching without additional support.

The success of the LEP is testament to the fact that learning deficits do not emerge because of the inability of the learners to learn but due to the lack of attention and personal support given to the learner.

Abbreviations

ABEO: Assistant Block Education Officer
BC: Block Coordinator
BDO: Block Development Officer
BEO: Block Education Officer
CERC: Community Education Resource Center
CF: Community Facilitator
CLFZ: Child Labor Free Zone
CRC: Cluster Resource Coordinator
CRPF: Child Rights Protection Forum
GCPF: Girl Child Protection Forum
GPCM: Gram Panchayat Community Mobilizer

HM: Headmaster
LEP: Learning Enrichment Programme
LF: Learning Facilitator
NRBC: Non-residential Bridging Course
PRI: Panchayat Raj Institution
PTA: Parent Teacher Association
OoS: Out of School
RBC: Residential Bridging Course
SDP: School Development Plan
SHG: Self Help Group
SMC: School Management Committee
TSF: Tata Steel Foundation



Learning and the Promise of Education

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ASPIRE

What is causing the learning crisis?

Year after year, official statistics, including ASER, have revealed how, across nearly all Indian states, children are trailing years behind their age and grade levels in their ability to read, write and do basic math. The eminent Australian scholar, David Rose has succinctly articulated that the first two years of a child's schooling should ensure 'Learning to Read' and the rest of the years of schooling should be devoted to "Reading to Learn". The failure of our schools, in the "Learning to Read" stage, is the critical problem to fix.

Archaic Pedagogy

While incredible breakthroughs have taken place in research on learning in the developed countries in the past few decades, and these have led to transformation of pedagogic practices in their schools, India has failed to integrate this research in its classrooms in any meaningful way. Most government schools still employ archaic teaching methods. The maximum damage is caused at the early primary stage, the foundational years

for a child, when the rote-based methods of teaching Language and Math end up severely impeding a child's ability to read, write or build a number sense. These wasted years in grades I and II impact children's learning throughout the schooling period and beyond.

Deep Inequity

Schools in India, as the society at large, carry deeply discriminatory attitudes towards children in terms of class and caste background. It is commonplace for the school to blame children from dalit and adivasi communities and their families for non-learning, by portraying them to be unaware of the importance of education, or inherently unfit to learn. The teacher community and officials hail largely from the upper castes, and the schools have become a victim of their iniquitous and indifferent attitudes. Rather than taking responsibility for every child's learning, they are ok to see the school languish. Inequity is the second problem that needs to be fixed.

Systemic Dysfunction

The school system in India is not only vast, but highly centralized. Almost all strategic decision-making takes place at the central and state levels. Districts are not equipped to bring in any contextualization, leaving schools with one-size-fits-all decisions. As a consequence, most schools face issues such as inappropriately designed infrastructure, multi-grade classrooms, meagre classroom resources, and hardly any leeway for the teachers to plan anything beyond the schedules prescribed by the department. This has clipped the wings of the entire teacher force, and set them up for mediocrity. Teaching is a creative profession. Even a little autonomy with the teachers to reorganize their daily schedules can work wonders. But they are disallowed any such freedom.

A system that does not treat its teachers like professionals, is not likely to produce exemplary learning outcomes.

Façade of Reform

From time to time government programmes and schemes are launched with the intent to bring about sweeping changes in the education system. The largest school reform programs worldwide have perhaps been mounted in India, such as DPEP and SSA, backed by massive technical and financial resources. Sure enough these efforts have created value in terms of enlarging the school network and reach, infrastructural improvements, a lot more teachers being recruited, a lot more out-of-school children brought on school rolls (approaching 100% at entry level), better text books, teacher training going up multifold and strengthened monitoring structures. But all of these inputs have failed to move the needle on children's learning outcomes in any meaningful way. Teacher training done in simulated environments, far removed from the real challenges of a school, has not translated into more effective classroom practices. The monitoring set-up created for providing academic support to teachers, has lapsed into routine administration. And the children whose names were added on school rolls remain out of school, engaged in labour. Perhaps the diagnosis of the problem itself was off the mark in the first place.

Learning Enrichment Programme (LEP)

In the last three decades NGOs have taken up a plethora of initiatives in education all over the country. Learning became a strong focus area from 2000 onwards. The issue has been addressed from multiple angles; leading to the creation of many different approaches. The scale of projects has varied from a single school to multi-state reach. Rich learnings have been generated along this journey – both of what works and what does not work. Many NGO efforts have been taken up by the government for upscaling, especially in the decades of the 90s and 2000.

ASPIRE - A Society for Promotion of Inclusive and Relevant Education, is a Delhi based civil society organization that aims to ensure a high quality education for all children, within the Right to Education (RTE) framework. In 2014, ASPIRE with support from the Tata Steel CSR, launched 'The Thousand Schools Programme' in six blocks in Jajpur, Keonjhar and Sundargarh districts of Odisha. Two year later it started similar interventions with support from The Hans Foundation and Tata Steel CSR, in two blocks of West Singhbhum district of Jharkhand.

The Thousand Schools Programme has a learning enrichment programme that aims to establish a comprehensive, technically sound, learning program for all stages of school education – primary, middle and high. But prior to delving into the technicalities of learning, the program takes into account critical ground conditions. In Thousand Schools Programme areas, a considerable number of children are out of school. Most of them are drop outs, and a small number are never-enrolled. As data shows, the out-of-school children are almost entirely from the adivasi and dalit communities (95%). This shows the extent of inequity and exclusion in the system.

Establishing equity, ensuring every child is in school. This is the first emphasis of the program. The basic premise is that the learning agenda cannot gain momentum unless every child is in school. Our 'Access' vertical is structured to bring every child back into school either directly or through bridging. There are differentiated bridging strategies, geared to the length of drop-out of children, supporting them to come out of labour and get back into learning. Once in school, children are supported to stabilize, so they don't start dropping out again. Eventually they are helped to transition from primary to upper primary and to secondary so that universalization of secondary education can be achieved.

Making Learning the agenda of the entire community. Communities, led by School Management Committees (SMC), youth groups and women SHGs, have played an important role in bringing every child back to school, and making the village a child labour free zone (CLFZ). Since the inception of the program, across 6 blocks first villages became CLFZ, then panchayats, and by now three entire blocks have become CLFZ. Of a total of 14K+ children who were identified as out-of-school, 94% are back in school, with the remaining soon to be covered.

LEP - A program to address learning deficit in children and bring them closer to age-appropriate learning. A majority of children in our project areas are first generation learners, who come with many disadvantages. First, they come from a culture of labour, not learning. The child of an impoverished family works several hours a day from a very early age. Secondly, they enter grade 1 with no pre-school education; the *anganwadi* system being hardly functional. Thirdly, they lack home support, the time a parent spends one on one with the child daily, that plays an immensely important role in her learning. Moreover, the early primary grades (1-2) of government schools are not only the most neglected, but totally ill-equipped to engage children meaningfully in learning activities. LEP is sensitive of these background conditions, and attempts to address them to the best extent possible.

LEP Strategy

Learning Enrichment Program (LEP) works to address the learning deficit and lack of basic reading and arithmetic skills of first generation learners. Self-directed learning and school completion is the end goal for each child. The LEP intervention, envisages bringing changes in the approach to teaching Language, Math, Science and Social Sciences and embedding the same in the government school system, so that the basic deficits which start occurring in grades 1 and 2, get arrested. In our program, we stress six aspects of learning - planning, teacher learning material (TLM), pupil organization, classroom culture, classroom transaction and assessment.

LEP is also used as a strategy to convince teachers that the reasons for non-learning or poor learning of children lie in the uninteresting teaching learning processes and other pedagogic lacuna which get practiced in our schools. Our vision is to reform the existing government school system by setting up a new type of classroom with innovative pedagogy, fruitful child-teacher interaction and cooperative learning.

LEP caters to children aged 6-16 years. Since 2014, 25,374 children have benefitted from our learning program. There are four stages in the LEP - L1 and L2 for children from grade 3rd -5th, L3 program for children from grade 6th-8th and self-directed e-learning classes through our Community Education Resource Centers (CERC) for grade 9th and 10th. The CERC serves a multipurpose cyber hub where children from all grades can access most advance inputs in Math, Science and other subjects via computer and Internet. CERCs also provide opportunities to develop transversal skills. The transversal skills are integrated at all levels of LEP and in summer camps too.

The LEP remedial classes are conducted for 2 hours before or after school hours by specially trained community volunteers. We have developed innovative pedagogic material for English, Science, Math & Social Science for grades 6th-8th. Our L3 TLM encourages children to think independently and gives them freedom to explore new ideas. Case in point, our attempt to develop an evidence-based historical temper among children by motivating them to explore their own families, their village, their state, as young historians and conduct interviews, share notes and make case studies. We also work with children to improve their spoken and written English. This will help in overcoming the endemic problem of learning deficits in middle schools.

Examples of some of the learning strategies adopted in LEP are rhymes and *balgeet*, story-telling, drawing, *namavali*, reading aloud (story), time with books, *matra khadi*, dramatisation, action word, naming word, description word, conversation, instruction, make sentence, sentence structure, guided reading, 5 level reading card, mind map, speech, scholastic books, story reading, picture prompt, etc.

The objectives of the strategies are to enhance a child's expressive abilities, improve reading skills, build knowledge of letters, sounds, and *matras*, improve speaking and questioning skills, recall stories, understand instructions, improve writing and sentence making skills, creative imagination, build sight vocabulary, improve knowledge on specific topics, etc. At present the Teaching Learning Material (TLM) used for the purpose are various kinds of charts, books, name cards, picture texts, scholastic books, maps, etc. Teachers are actively engaged in designing their own TLM as per the socio-cultural context of the classroom.

Summer Camp - Besides the remedial classes, we organize learning camps for children during the summer vacation. The 3 hour morning class is conducted for 45 days to enable continuity of learning amongst school-going children who at times lose interest to join back school after the break. The summer camps reinforce the importance of education in the community and help in establishing a culture of schooling as a norm. Turnout for ASPIRE's summer camps has been very high with 92% of all children from elementary schools attending the summer camp regularly. Between 2017-2019, 62,103 children have participated in our summer camps.

Winning over Government Schools

The success of our LEP programme spurred Odisha government to invite us to demonstrate the LEP pedagogy practices to government teachers in early primary grades (I-II) through intensive trainings, exposure visits and demo classes. As of March 2019, we have completed teacher training for grades 1 and 2 in 852 government primary schools in 6 blocks of Odisha, benefitting more than 40 thousand children. We are now conducting teacher training for grades 3 and 4 also. We share LEP methods and strategies with government schoolteachers, BRCs, DIET and Anganwadi workers and consistently train them to adopt high quality pedagogic practices.

Impact of LEP

L1-L2 Programme - Children in grades 3rd, 4th and 5th begin with a 20-week L1 programme and after completing it, they graduate to a 20-week L2 program. At the start of L1 and L2, children participate in a baseline assessment of their language and mathematics skills. At the end of L1 and L2, the same children are given an end line test to measure improvement in their learning levels. Figure 1 gives an impact assessment of our L1 program for a sample of 11141 children for the year 2018-19 in six blocks in Jajpur, Keonjhar and Sundargarh districts of Odisha. In Math, 74% children scored less than 30% at the beginning of L1. By the end of L1, only 8% children scored less than 30%. Similarly for language, at the start of L1 only 2% children scored more than 61%. When endline assessment was given to the same batch at end of L1, 61% children scored first class division and above.

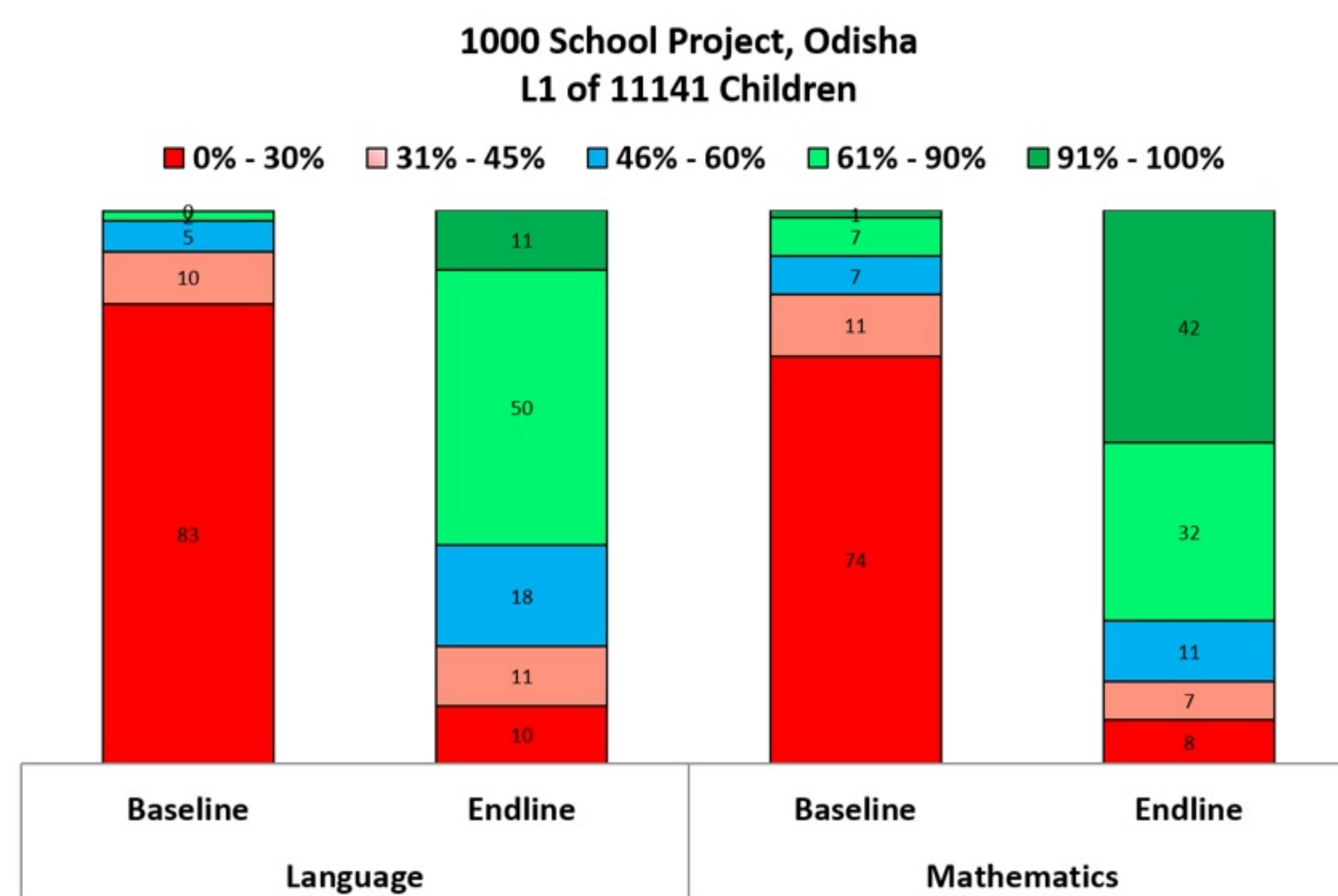


Figure 1: Baseline and end line assessment of our L1 program, 2018-19

Summer Camp - Figure 2 gives the baseline and endline assessment for 22,679 summer camp participants for May-June 2019. 44% of children scored less than 30% in math at the beginning of the summer camp. By the end, only 10% remained in the bottom 30%. In language, children scoring above first division increased from 25% to 68%.

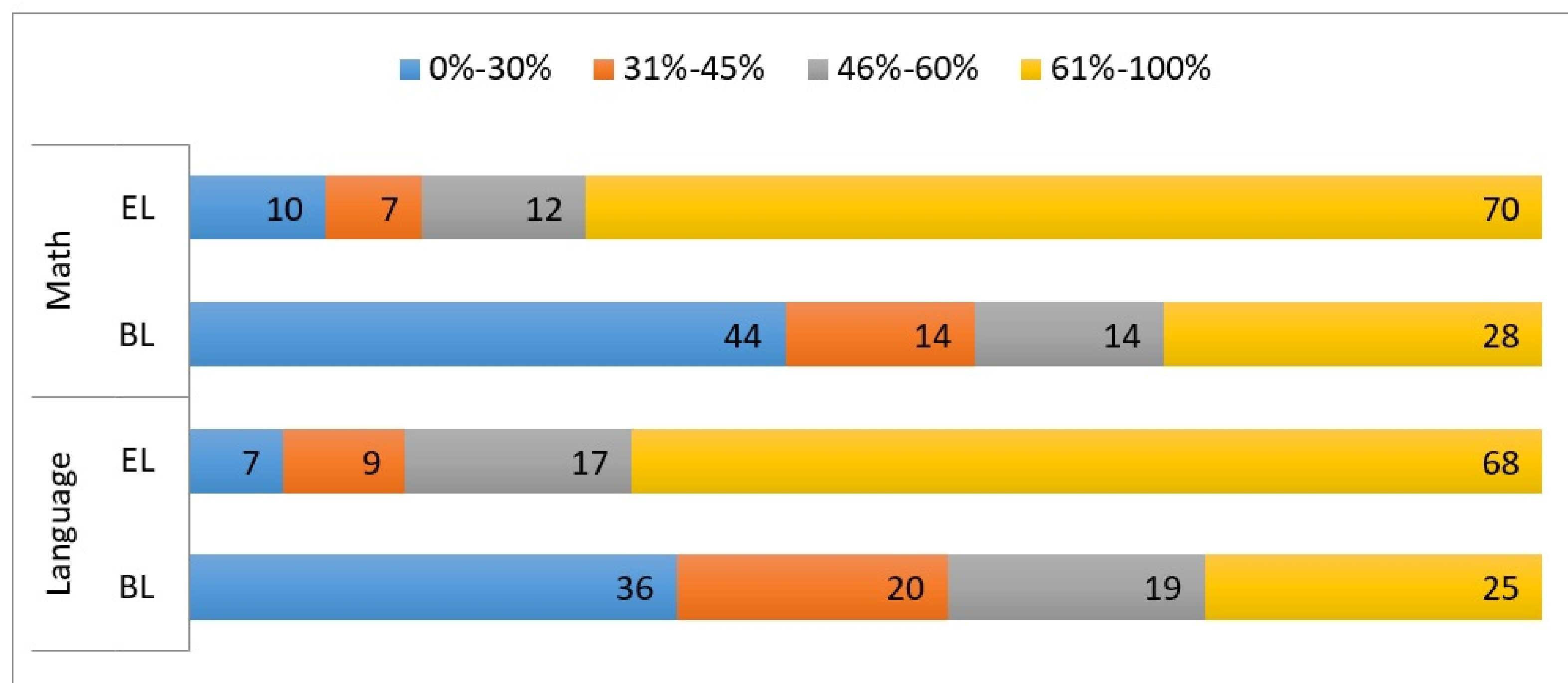


Figure 2: Baseline and end line assessment of our summer camp, 2019

About ASPIRE

ASPIRE, a registered non-profit organisation, was started in 1997 with an aim to ensure high quality school education for all children, within the Right to Education framework. We work to strengthen the mainstream school education system through improved school governance, introduction of new pedagogic practices and empowering teachers and local communities.

Our Core Beliefs

Adhering to the constitutional values, we believe:

- Education is a public good and the government should ensure equitable quality education to all
- Local self-government bodies should have effective authority in school management
- Adapting new-age techniques of teaching and helping children become self-directed learners
- We must empower teachers to support student learning
- We would like to contribute to an informed discourse on education and influence public policy on government schooling

Our Goal

Ensure all children receive equitable and quality school education through a revitalised public-school system that prepares them to realize their full potential.



Our Objectives

- Ensure all children have access to education
- Learning deficit is eliminated and schools adopt effective pedagogic practices leading to quality learning outcomes
- School Management Committees and Panchayats are empowered and equipped to take ownership of education, ensuring efficient management of schools
- Learners acquire transversal skills, and an awareness of child rights, gender equality, environment, human rights and diversity
- Inclusion of local culture, language and knowledge of the local communities, especially of tribal and marginalized communities
- Influence the educational discourse in the country that leads to a transformation of government school education policy and practices

Our Programme Strategy

We select a complete administrative unit, usually a block, as our area of operation, to bring in large-scale reforms and engage all actors in the school education ecosystem. This also gives us an advocacy advantage in influencing the education system.

Our programme strategy has four key focus areas – Universal access and participation, Quality learning, Improved governance and Enhancing capacities of government teachers and other functionaries.

Access

We ensure that all children are enrolled in school and are attending it regularly. Out-of-school children are identified through a household census and brought into our residential and non-residential bridging programmes, and eventually, mainstreamed into age-appropriate grades in government schools. We monitor transition from primary to upper primary and then to secondary schools, ensuring all children complete grade 10.

Learning

Our Learning Enrichment Programme is designed to address the learning needs of first-generation learners. Self-directed learning and school completion are the end goal for each child. In our programme, we stress upon six aspects of learning – planning, teacher learning material, pupil organisation, classroom culture, classroom transaction and assessment.

We set up Community Education Resource Centers that are equipped with computers, printers, projectors, books, periodicals and audio-visual material. Children and adults utilise the facility to learn computer programmes, undertake e-learning, browse the net, watch socially relevant films etc. Digital technology is used both for upgrading the quality of transactions in the classrooms and for training teachers. Often, children speak a different language from the one used in school. Therefore, we make a conscious effort to include local cultural practices, languages and knowledge into the formal education systems.

Governance

To improve school functioning and governance, we orient and train School Management Committee members, headmasters and government teachers. We assist the set-up of voluntary committees called Child Rights Protection Forum to protect the rights of children and bring the school and community together.

Capacity enhancement of government teachers

We train and support government teachers, block resource coordinators and District Institute of Education and Training members to use our learning and teaching methodology and materials. This results in greater engagement of both teachers and children, thereby, enhancing the quality of learning.

Projects and Partnerships

The Thousand Schools Programme, Odisha

In 2014, ASPIRE partnered with Tata Steel Foundation to launch the 'The Thousand Schools Programme' in six blocks in Jajpur, Keonjhar and Sundargarh districts of Odisha, covering 125 gram panchayats and 29 urban wards. The programme has three main focus areas: increasing access to education for all children, improving learning capability of primary grade children and strengthening the school governance system. The Thousand Schools Programme is in its fifth year and covers 100 percent of gram panchayats and government schools in its six blocks of operation. The last few years have seen major developments under the three focus areas, such as 90 per cent of our villages have become Child Labor Free Zones i.e. every child in these villages is in school and attending regularly. School Management Committees, Panchayat Raj Institution committees, Parent Teacher Associations, among other institutions, have been activated and are functioning effectively.

School Improvement Programme, Jharkhand

In 2 blocks, Naomundi and Jaganathpur in Jharkhand, we work with The Hans Foundation and Tata Steel Foundation on a School Improvement Project. The Jharkhand programme began in 2016 and covers 34 gram panchayats, 767 villages and 42,698 households.

Magic Bus Project, Delhi

ASPIRE joined hands with Magic Bus Foundation, as a learning support partner in the Hero Moto Corporation funded "Hamari Pari" programme. The programme aims to support children through various stages of "Childhood to Livelihood". ASPIRE provides learning support to children in the identified project locations in North-West (Shakurpur) and East Delhi (Mandawali). It is a three-year programme and the programme's mandate is to reach out to 1500 children. Currently Aspire is working in 10 government schools (Grade VI – Grade IX) and has set up 5 community learning centers.

All round School Improvement Project, Delhi

ASPIRE, with support from TATA-AIG and Indraprastha Gas Limited (IGL), expanded an integrated intervention in 25 Government schools of South Delhi, which includes, 23 SDMC schools and 2 secondary schools of South Delhi. Project covers around 8000 children, 120 teachers, 120 SMC members and 40 school principals every year.

Other Partnerships

Together, with Nandan Nilekani's Ek Step Foundation, we digitised our bridging learning material. We worked with Design for Change on imparting transversal and 21st-century skills to children in our programme areas. We are working with the Homi Bhabha Center for Science Education on improving pedagogy in science.

Our Coverage Area



“ Jajpur, Keonjhar and Sundargarh districts in Odisha ”



“ Naomundi and Jagannathpur blocks in West Singhbhum district in Jharkhand ”



“Mandawali and Shakarpur areas in East Delhi; 10 government schools in South and West Delhi”

Coverage in Numbers

State	District	Block	Project Name	Gram Panchayats	Municipal Corporation	Urban wards	Habitations	Total HH
Odisha	Keonjhar	Joda	1000 Schools	19	2	29	508	40391
		Harichandanpur	1000 Schools	25	0	0	505	32676
	Jajpur	Danagadi	1000 Schools	23	0	0	238	25738
		Sukinda	1000 Schools	25	0	0	224	31431
	Sundargarh	Kutra	1000 Schools	16	0	0	332	11040
Jharkhand	West Singhbhum	Koira	1000 Schools	15	0	0	432	19506
		Noamundi	School Improvement	18	0	0	413	21393
	Jaganathpur	School Improvement	16	0	0	354	21305	
Total				157	2	29	3006	203480

Our Annual Report Card

1000 Schools Programme in Odisha

Main Achievements

- 01** A total of 1956 habitations are duly notified as CLFZ, representing about 87% of the total 2239 habitations.
- 02** Free residential learning facility (RBC) is being currently provided to 1122 children comprising 778 boys and 524 girls through a network of 13 RBCs.
- 03** Free non-residential educational support is being currently provided to 27 children comprising through a network of 6 NRBCs.
- 04** 4612 children have been mainstreamed to govt. residential and non-residential schools through RBCs and NRBCs.
- 05** Strengthening of grade I and II government teachers is working in 840 out of total 955 schools. It is influencing the learning capacity of 22173 children of primary classes with major learning deficit.
- 06** Resource class for grade III to V is running in 779 schools, with total students 1107, and practice class for the same grades in 797 schools, with total students 4043.
- 07** L3 classes for grade VI to VIII covers 353 schools with 4480 students.
- 08** Along with introduction of tablets as a new teaching & learning tool, the Thousand Schools Programme has taken upon itself to teach English as a part of its LEP. Besides, special science classes are also being organized wherein teachers share the basic principles of science with the help of handy toys and fun-filled activities.
- 09** A total of 2398 SMC members have participated in 224 meetings with 52% of the participants being women.
- 10** 791 PRI members participated in our training and orientation workshops.
- 11** 1492 youths volunteered with us to implement the programme. We also oriented them on issues such as child rights, RTE, UEE and the role of youth in propelling the agenda of school reforms to ensure quality elementary education for all.
- 12** Libraries have been set up in about 1000 government schools.

New Initiatives

- 01** Working with ICDS: To create awareness about early child development and nutrition, we include women from the community, educated youth, mothers and retired villagers in our interventions. Material has been distributed in 100 anganwadi centers which includes phenyl, towels, steel glasses, hand wash liquid, water filter, Dettol, bleaching powder, water containers, etc. The members have been orientated on how to use these items to maintain proper sanitation and hygiene.
- 02** Community Education Resource Centres (CERC): The resource centres are designed to bring technological know-how and skill to the communities and areas which have so far remained removed from access to these items. CERCs are outside the purview of government school structure and hence can incorporate myriad of activities for children as well as adults. A CERC caters Gram Panchayats in different capacities. For school-going children, it is a place to attend remedial classes, learn computer skills and broaden their horizon. Youth consider it as a place to train themselves and do applications for various opportunities using Internet. For older people it acts as a nearest cyber-cafe.
- 03** School Development Plan: The School Management Committee, which includes members of the community, parents and children work together to create a plan for the school. The SDP includes class wise enrollment, the requirement of teachers and head teachers, the requirement of additional infrastructure, and requirement related to training and learning of children.
- 04** RBC Mainstreaming: 3 RBCs have been successfully closed as all children in these 3 centers were mainstreamed. A permanent ASPIRE teacher was placed in government schools where more than 20 students were mainstreamed to help support the existing teaching staff.

Magic Bus *Project in Delhi*

Main Achievements

Locations	Mandawali			Shakurpur			Overall		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Schools	535	609	1144	213	382	595	748	991	1739
CLC	183	161	344	119	170	289	302	331	633
Total	718	770	1488	332	552	889	1050	1322	2372

Table 1 gives category and location wise coverage of beneficiaries. Out of 2372 children, 44% are girls and 56% are boys and 1562 students have maintained 70 percent attendance. In Shakurpur, 503 students out of 889 have 70 percent attendance. In Mandawali, 1059 students out of 1488 have 70 percent attendance.

- 01 We have permission to begin our work in three new schools in Mandawali, covering around 600 new students.
- 02 In October 2019, we achieved our target of reaching out to 1500 children.
- 03 Conducted Household Survey in both, Shakurpur and Mandawali areas.
- 04 In Shakurpur, Community we hired an additional learning space for class 9th students.
- 05 In Shakurpur community, we hired an additional learning space for class 9 students.
- 06 20 dropped-out students who were taking remedial classes at our CLCs have been mainstreamed into government schools.

All Round School Improvement Project in Delhi

Main Achievements

- 01 Program reaches out to at least of 8,000 children every year from 25 government schools of South Delhi, directly as well as indirectly. Direct intervention includes remedial classes and support classes. Indirect intervention includes teachers' training program, sharing of academic content (including digital), knowledge materials such as workbooks, TLMs and demonstration of classroom practices (play-way manner).
- 02 Inclusion of digital classroom practices in remedial classrooms.
- 03 Constant engagement with parents, principals and schools authorities.
- 04 Training, seminars and leadership building exercises for school principals to enhance their academics as well as leadership skills.
- 05 Establish linkage with communities.
- 06 During the last academic/financial year, programme has made the following progress:

Programme key achievements	Project		Total
	TATA-AIG	IGL	
Number of schools	10	15	25
Beneficiaries in LEP (Direct+Indirect)	4047	4846	8893
Children approached in summer camps	541	348	889
Parents approached in Parent Teacher Meeting	528	625	1153
Community survey	120	130	250
Teachers training programme (ASPIRE + Government Teachers)	40	70	110
Children approached in awareness campaign on planting trees + seed distribution	3000	5000	8000

New Initiatives

- 01** A Community Learning Center (CLC) in Chirag Delhi will be established to reach out to school dropouts and to improve academic progress of the school goers. CLC will also be a platform for training and capacity building of ASPIRE teachers, parents and community members.
- 02** Survey and community work will be used to establishing linkages with the communities.
- 03** A new voluntary training programme will serve as a platform where both government and ASPIRE teachers can undertake professional sharing of knowledge and ideas.



Our Annual Budget



A Society for Promotion of Inclusive and Relevant Education

ASPIRE
Statutory Audit F.Y 2018-19

BALANCE SHEET AS AT MARCH 31, 2019

	Schedule	Amount (Rs.)							Amount (Rs.)	Amount (Rs.)
		TATA THF	IGL	SDMC	TATA AIG	TATA STEEL	ASPIRE RES & KVP	MIBF	31st March 2019	31st March 2018
I. FUNDS AND LIABILITIES										
Project Fund	1A	9,066,389	1,465,053	(20,859)	1,412,148	25,679,883	22,598,567	335,609	60,536,791	31,460,435
Corpus Fund		-	-	-	-	-	-	-	-	-
2. NON CURRENT LIABILITIES										
a. Other long term liabilities		-	-	397,686	-	-	664,045	727,094	1,788,825	398,505
3. CURRENT LIABILITIES										
a. Sundry Creditors	2	464,985	-	-	-	-	-	-	464,985	2,359
b. Short Term Provisions	3	250,071	44,573	-	17,881	777,821	-	77,956	1,168,302	918,998
c. Short Term Loans (Imprest)		-	-	-	-	-	-	-	-	-
TOTAL		9,781,445	1,509,626	376,827	1,430,029	26,457,704	23,262,612	1,140,659	63,958,903	32,780,297
II. ASSETS										
1. NON CURRENT ASSETS										
a. Fixed Assets										
Tangible Assets	4	2,648,210	195,814	77,094	473,687	19,293,325	37,754	733,574	23,459,460	12,846,764
Intangible Assets		-	-	-	-	-	-	-	-	-
b. Investments	5	-	-	-	-	-	18,123,581	-	18,123,581	1,123,581
2. CURRENT ASSETS										
a. Cash and Cash Equivalent										
i. Imprest Accounts	6	7,030,212	1,313,812	277,733	948,280	6,778,734	3,741,108	379,585	20,469,464	18,061,381
ii. Cash at Bank	7	-	-	-	1,000	57,618	-	-	58,618	-
b. Other Current Assets	8	7,030,212	1,313,812	-	947,280	6,721,116	3,741,108	379,585	20,133,113	18,061,381
c. Short Term Loans and Advances		103,023	-	22,000	8,062	385,645	55,894	27,500	602,124	349,256
		-	-	-	-	-	1,304,275	-	1,304,275	399,315
TOTAL		9,781,445	1,509,626	376,827	1,430,029	26,457,704	23,262,612	1,140,659	63,958,903	32,780,297

Significant Accounting Policies 1
The accompanying notes are an integral part of the Financial Statements

For PARM and Associates LLP
CHARTERED ACCOUNTANTS

(CA. Rakesh Kumar Gupta)
Partner
M.No. 085967
F.R. No. 507094C
Place: New Delhi
Date: 26th October, 2019



For and on behalf of ASPIRE

Dayaram
Dayaram
Secretary

Madhumita
Madhumita Bandyopadhyay
Member



INCOME & EXPENDITURE STATEMENT FOR THE YEAR ENDED March 31, 2019

Particular	Schedule	Amount (Rs.)							Amount (Rs.)	Amount (Rs.)
		TATA THF	IGL	SDMC	TATA AIG	TATA STEEL	ASPIRE RES & KBN	MIBF	31st March 2019	31st March 2018
INCOME										
Grants/ Donations Received	9	39,231,060	5,015,582	-	3,500,000	152,310,250	152,300	6,534,860	206,744,052	152,342,736
Net Grants/ Donations Received		39,231,060	5,015,582	-	3,500,000	152,310,250	152,300	6,534,860	206,744,052	152,342,736
Other Income	10	129,771	-	-	32,820	573,115	387,665	54,834	1,178,205	999,671
Total Income		39,360,831	5,015,582	-	3,532,820	152,883,365	539,965	6,589,694	207,922,257	153,342,407
EXPENDITURE										
Salaries and Allowances	11	14,741,978	4,080,450	-	1,743,456	94,340,007	-	5,548,303	120,454,194	78837610
Teacher Training & Learning Expenses	12	1,396,281	40,773	-	54,554	5,302,681	-	56,004	6,850,293	11067801
Project Implementation Expenses	13	11,297,758	6,270	-	276,991	12,920,492	(10,566,885)	-	13,934,626	7210623
Children Learning Expenses	14	1,993,177	9,794	-	103,433	5,814,158	-	193,868	8,114,430	24843605
Travelling & Conveyance Expenses	15	35,260	15,403	-	15,931	762,905	-	58,292	887,791	586022
Office Expenses	16	1,792,687	629,383	-	504,554	8,818,554	751	1,406,454	13,152,383	4144876
Consultancy Exp	17	-	-	-	-	-	-	-	-	506140
Auditor Remuneration	18	21,346	20,160	-	-	-	-	25,499	67,005	20540
Bank Charges	19	1,242	826	-	620	325	59	-	3,072	3280
Staff Welfare	20	-	19,711	-	22,015	-	-	396,565	438,291	57300
Rent Expenses	21	310,000	-	-	176,160	1,048,463	-	430,950	1,965,573	1418660
Telecommunication Expenses	22	-	-	-	17,687	-	-	-	17,687	43031
Provident Fund	23	975,730	288,960	-	123,132	4,310,559	-	-	5,698,381	4970958
Net Expenses before Depreciation during the Period		32,565,459	5,111,730	-	3,038,533	133,318,143.50	(10,566,075)	8,115,935	171,583,726	133,710,446
Depreciation during the year	4	1,068,533	38,721	12,202	176,898	5,791,285	7,473	165,315	7,260,425	3049579
Total Expenses during the Period		33,633,992	5,150,451	12,202	3,215,431	139,109,428	(10,558,602)	8,281,250	178,844,151	136,760,025
Surplus/ (Deficit) during the period		5,726,839	(134,869)	(12,202)	317,389	13,773,937	11,098,567	(1,691,556)	29,078,106	16582382
Balance at the Beginning of the Year		3,339,550	1,599,922	(8,657)	1,094,759	11,905,947	11,499,999	2,027,165	31,458,685	14878053
Balance Transferred to Balance Sheet		9,066,389	1,465,053	(20,859)	1,412,148	25,679,883	22,598,566	335,609	60,536,791	31,460,435

Significant Accounting Policies

1

The accompanying notes are an integral part of the Financial Statements

For PARM and Associates LLP
CHARTERED ACCOUNTANTS

For and on behalf of ASPIRE

Particular	Amount (Rs.)							Amount (Rs.)	Amount (Rs.)
	TATA THF	IGL	SDMC	TATA AIG	TATA STEEL	ASPIRE RES	MIBF	31st March 2019	31st March 2018
Receipts									
Opening Balance									
Bank Accounts	1,735,095	1,512,560	-	440,874	2,597,984	9,963,857	1,489,635	17,740,005	9,567,003
Cash-in-hand	-	-	-	-	-	-	1,156	1,156	13,673
Current Assets	2,475,931	117,016	-	529	2,941,154	7,327,132	33,105	12,894,867	4,361,291
Current Liabilities	1,988,288	902,982	-	273,944	12,348,707	-	842,176	16,356,097	8,369,219
Non Current Assets	-	-	-	-	4,100	-	-	4,100	24,944
Non Current Liability	8,727,961	762,851	-	182,750	13,491,461	14,502	1,470,806	24,650,331	389,020
Direct Income	-	-	-	-	-	-	-	-	147,100,786
Indirect Incomes	28,169,370	5,015,582	-	3,532,820	152,883,365	491,486	6,589,694	196,682,317	6,218,405
Indirect Expenses	6,824	3,500	-	19,886	2,146,580	8,964,306	74,303	11,215,399	9,079,862
Total Receipts	43,103,469	8,314,491	-	4,450,803	186,413,351	26,761,283	10,500,875	279,544,272	185,124,203
Payments									
Current Liabilities	33,818,507	735,840	-	225,832	24,398,365	3,155	166,643	59,348,342	36,676,352
Current Assets	902,334	177,778	-	79,276	11,166,192	5,792,047	554,359	18,671,986	10,946,420
Non Current Assets	-	100,410	-	27,700	11,614,916	17,000,000	268,516	29,011,542	5,781,713
Non Current Liability	1,350,374	941,250	-	487,714	14,825,335	-	2,314,171	19,918,844	1,983,219
Indirect Expenses	2,043	5,045,401	-	2,683,001	117,687,427	224,973	6,817,601	132,460,445	111,675,118
Total Payment	36,073,258	7,000,679	-	3,503,523	179,692,235	23,020,175	10,121,290	259,411,159	167,062,822
Closing Balance									
Bank Accounts	7,030,212	1,313,812	-	947,280	6,721,116	3,741,108	379,480	20,133,008	18,017,738
Imprest Accounts Receivable/(Payable)	-	-	-	-	-	-	105	105	43,643
Cash and Cash Equivalent	7,030,212	1,313,812	-	947,280	6,721,116	3,741,108	379,585	20,133,113	18,061,381
Total Closing Balance	43,103,470	8,314,491	-	4,450,803	186,413,351	26,761,283	10,500,875	279,544,272	185,124,203

For PARM and Associates LLP
CHARTERED ACCOUNTANTS

For and on behalf of ASPIRE

(CA. Rakesh Kumar Gupta)
Partner
M.No. 085967
F.R. No. 507094C
Place: New Delhi
Date: 26th October, 2019Dayaram
SecretaryMadhumita
Member

Stories of Change



Thirteen-year-old Ravi Kumar (name changed) was plunged into child labour by his own father at the mere age of ten. He was forced to work at a construction factory in Kolkata along with his father for Rs 150 a day per head in early 2017. "Every time I refused to work, he would beat my mother and me in an intoxicated state and threaten to evict us from the house." said Ravi.

Although Ravi was enrolled in a government school in Class 4, his father would barely let him attend school. Eventually, he dropped out. His father was convinced that Ravi was not his own child and thus, one day, he left him behind in the city and returned to their native village in Jharkhand with his wife. Left in a city with no shelter and no one to look after him, feed him and comfort him, 11-year-old Ravi started living in a make-shift tent near the construction site he worked at. During this difficult time, he came across some people from his district. They dropped Ravi to his uncle's house and he went to his own house from there.

However, his father was so displeased to see him that, in a drunk state, he split apart Ravi's cheek with a sharp iron rod. Deeply injured Ravi left home in early 2018 and vowed to never return. He began station at a railway station and did daily-wage manual labour to sustain himself. After almost a year of staying at the railway station, his paths crossed with our staff Arjun Raj Behera in early 2019, who enrolled him in our Residential Bridge Course centre in Noamundi block, Jharkhand. To ensure learning of all children in our areas of operation, we track out-of-school children everywhere possible – in their homes, on streets and even in jungles.

To understand the learning gap in children, we conduct a baseline test for all out-of-school children that study with us. Ravi, who had a three-year gap in this educational curriculum, scored 25 out of 50 in Mathematics and 6 out of 50 in Hindi.

"I was so happy to be learning again. I had given up hopes of ever getting a chance to study," said Ravi when he scored 35 out of 50 in Mathematics and 23 of 50 in Hindi in his mid-line test. From being unable to read sentences in Hindi and English, Ravi could gradually read, write and recite several poems in both the languages. His ability to do problem-solving in Mathematics has also improved impressively. "Sometimes I find it hard to believe that I am able to read the entire content of a Hindi newspaper or a book," said Ravi. He was mainstreamed in Class 7 at a government school.

Ravi is one amongst nearly 30,000 children being educated through Learning Enrichment Program (LEP) supported by over 500 teachers.

"I was so happy to be learning again. I had given up hopes of ever getting a chance to study"

”



Stories of Change

Jhingi Jerai, an adolescent from the Scheduled Tribe community, has never attended public mainstream school till now. She joined our Residential Bridge Course in Jagannathpur, Jharkhand at the age of 12 in February 2019 and is currently staying and studying there. "Sometimes, I feel terrible that younger girls know more than me, sometimes I feel ashamed that I did not even know how to hold a pencil; but other times, I am determined to become a teacher one day" – Jhingi

Growing up in Jhirpai village, Jagannathpur block, Jharkhand amongst nine family members, including a step-mother, wasn't easy for Jhingi. Poor economic conditions had forced her to look away from education and indulge in labour to earn money instead. Their struggles worsened when her father disappeared for a year, leaving the family all by itself. "My mother had an injured leg so my sister and I had to take the cattle for field-grazing. After that, I would do whatever work I could find – from road construction work to making stone chips. I always wanted to go to school but knew that I had to support my family first," said Jhingi. As a glimmer of hope, one day they were informed that they were one of the beneficiaries of Pradhan Mantri Gramin Awaas Yojana (PMGAY), a social welfare flagship programme created by government to provide housing for the rural poor. And in that house, Rupesh Das, one of our staff, knocked on "my door, asking me to study."

After few days in Jagannathpur RBC, Jhingi couldn't stay apart from her mother and sister. She ran away from the premises and was again convinced to come back. She did not leave again. From being unable to read her own name, Jhingi can now frame sentences, tell stories, do basic Mathematics and sing many rhymes in Hindi. She is also learning basic English where she is able to form simple sentences and read & write easy words. Since Jhingi's age-appropriate grade would be Class 8, we are giving her special attention to bridge her learning gap. While a dropout student typically stays for a year in RBC, many never-enrolled adolescent students are required to stay for 1.5-2 years before being mainstreamed in a government school. This is because their learning foundation has to be built from the scratch.

Irrespective of the age and educational gap, we believe that it is never too late to learn. Over 30,000 children are currently part of our Learning Educational Programme.

“
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”

A Society for Promotion of Inclusive and Relevant Education

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