i-Saksham mobilizes and develops enterprising local youths, mainly females or differently-abled in remote, conflict affected areas and builds their capacity to deliver best pedagogy practices, with the aid of digital technology in order to improve learning capabilities of children along with giving them enriching learning experiences.
In its objective of bringing quality education to children through trained local youths as community tutors, **i-Saksham started the year 2016-17 with support of NSDC to train and support 250 youths.** Towards the target, we created a training program, built a team to deliver it, engaged with organizations (to support in pedagogy design, training, software systems, process management and monitoring etc) and worked on our own learning assessment methodology.

The team as of now is 16 people strong (2 Lead, 1 Asst. Manager, 4 Saksham Trainers, 3 Saksham Executives, 3 Saksham Sahayaks and 3 volunteers).

In addition to work and content management, we focused on partnerships, product/service conceptualization and processes. **There was also a major emphasis on knowledge creation during 2016-17.**

As a team, we could focus more on training, but fell short of the envisaged post-training support to community tutors, implementing assessment methodology at scale, and generating revenue from the field, which will be the focus for this year. Our additional priorities are to build a strong knowledgeable professional team that can deliver on scale, and foster strategic partnerships to raise technical, and financial resources.
VISION
A society where people from excluded sections are well educated, skilled and self reliant.

MISSION
To provide in-situ education and skill development services in unreached areas to enterprising young community educators, mainly females and differently-abled with the aid of digital technology/content.
Where the problem lies?
ASER Report 2014

<table>
<thead>
<tr>
<th>% of rural children enrolled in Class V</th>
<th>Who cannot read a Std.II level text</th>
<th>Who cannot do at least subtraction</th>
<th>Who can not read Easy sentences in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>All India figures</td>
<td>51.9%</td>
<td>49.5%</td>
<td>76%</td>
</tr>
<tr>
<td>Bihar</td>
<td>51.9%</td>
<td>46.8%</td>
<td>81.3%</td>
</tr>
<tr>
<td>Jamui (a naxal affected district of Bihar)</td>
<td>58%</td>
<td>69%</td>
<td>Data not available</td>
</tr>
</tbody>
</table>

As per Annual Status of Education Report (ASER) 2014, just under half of all children in Std V can read a Std II text fluently (pg.80-82, ASER, 2014 Rural Findings), around one-fourth can read a simple basic English sentence and just around one-fourth can do two-digit arithmetic operations. In some extremism affected States, like Bihar, Assam, Jharkhand, Chhattisgarh, Madhya Pradesh and Maharashtra there are visible declines in reading levels over the last 5-6 years (pg.81, ASER, 2014 Rural Findings).

The same government delivery systems face additional administrative challenges in the remote corners of the country.
Institutional crisis

• Govt. schools failed to deliver on expectations
• Low institutional accountability
• Limited alternatives—affordable private schools presence is very limited

Need of trained Teachers

• 51% primary schools have 2 teachers or less
• Over 1 lakh schools have just 1 teacher
• 0.8 million teachers untrained in pedagogy practices to deal with multi-grade, multi-level classrooms

Low community engagement

• Low trust in the education system
• Low expectation of quality education

Reality We were Exposed to

Eco-system needs massive infusion of teachers, and quality teaching practices

Local youths, best segment to play the role of a social change agent

Community engagement must, to hold system accountable
Our regular training to community educators on effective pedagogy continued throughout the year. We trained 250 community tutors to make them the edu-leaders of their communities.

Youths opened up learning centers at their home and starting delivering quality education to children of their communities.
NSDC Support and a Successful Experimentation

At the beginning of 2016-17, we successfully experimented with the tutorship model where a local youth, teaches children in the community using a tablet, earns in the process and contributes some revenue with i-Saksham towards expenses and if possible, scale. We focused on building a training model and the delivery of that training model to community tutors.

We were seeking for partnership and institutional support to enhance our work. We applied for institutional support from National Skill Development Corporation (NSDC) and succeeded in getting the support in April 2016.

i-Saksham has changed my definition of a teacher. Also, I am now able to maintain a healthy relationship with my students.

-Krishna
i-Saksham Trainee
We did decentralized training delivery this year in 9 centers, which has been useful in increasing female participation as trainee tutors. In this pilot, we formed groups of trainees from adjoining villages, who sit in a selected community building of their village i.e. anganwadi, school, panchayat bhawan, and the trainer will reach to them for giving the training.

We reached out to 250 community tutors (including 10 teachers) spread across 27 villages, and 10 panchayats.

We witnessed huge participation from girls, as 60% of the trainees are girls, more than 70% of the trainees are from ST/SC/OBC category.
The Plan to Expand Tutorship Model

Develop 100 tutor centers

Train 700 more community tutors

Reach 200 school teachers

Training at 50 training centres
Enriching the training modules with audio-visual content which includes the videos captured from the field, and designing English language session which will be of half an hour spread across all the sessions is one area we need to work on. This we believe is a huge pull factor as most of the tutors, demand English training.

Changes are Must

With i-Saksham training, I’ve again got the hope of being a teacher who delivers quality.

-Shabnam, i-Saksham Trainee
Our intervention in KGBV became two years old this year which is led by four girl volunteers who visit the residential hostel twice in a week on Saturday and Sunday. In the first year, we were engaged in teaching all the subjects through these volunteers, however we soon realized that we could not do everything, and so decided to focus on what we can do best. Currently our focus is to facilitate a platform that engages these children to express themselves better through group work, art & library reading sessions. One of the most important intervention in KGBV has been the start of library in partnership with Story Weavers.
Our Plans for KGBV in 2018

1. Start work in one more KGBV.

2. Training of 10 teachers from 5 remaining KGBVs (Jamui has 10 KGBVs).

3. CaMAL test assessment in 5 KGBVs touching nearly 500 students.

4. Development of an yearly learning outcome and activity calendar for the KGBV.
We partnered with PRATHAM district team who trained us on CaMAL and the test covered 199 students, spread across 9 tuition centers and 1 KGBV school.

The CaMAL findings helped us in designing our learning activities in KGBV and were used during our teacher training curriculum. We also used our learnings from CaMAL in designing baseline test papers for class 1 & class 3.
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Institution/Kendra</th>
<th>No. of student</th>
<th>कहानी</th>
<th>बुनाचेहद</th>
<th>शब्द</th>
<th>अक्षर</th>
<th>प्रार्थित</th>
<th>भाग</th>
<th>छटाव</th>
<th>जोड़</th>
<th>10-99</th>
<th>9-1</th>
<th>प्रार्थित</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>KGBV, Jamui_Class 6</td>
<td>33</td>
<td>4</td>
<td>11</td>
<td>8</td>
<td>10</td>
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<td>6</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>6</td>
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<td>2</td>
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<td>4</td>
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<tr>
<td>3</td>
<td>KGBV, Jamui_Class 8</td>
<td>29</td>
<td>7</td>
<td>7</td>
<td>3</td>
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<td>2</td>
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<tr>
<td>5</td>
<td>Kahardih_Smriti</td>
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<td>Kahardih_Bipin</td>
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<td>0</td>
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<td>Madwa_Sanjeet</td>
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<td>3</td>
<td>5</td>
<td>1</td>
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<tr>
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<td>10</td>
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<td>11</td>
<td>Sarari_Shivdani</td>
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<td>9</td>
<td>2</td>
<td>1</td>
<td>1</td>
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<tr>
<td>12</td>
<td>Sonai_Rohit</td>
<td>17</td>
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<td>2</td>
<td>6</td>
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<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>7</td>
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</tr>
<tr>
<td>13</td>
<td>Sonai_Sahista</td>
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<td>1</td>
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<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

| Total  | 199                        | 48              | 41     | 28       | 56   | 28    | 41    | 34   | 51    | 23   | 39   | 9   |

| Percentage | 24%  | 21%  | 14%  | 28%  | 14%  | 21%  | 17%  | 26%  | 12%  | 20%  | 5%  |
PLAN AHEAD

1. Conduct CaMAL in 100 tuition centers and 5 KGBVs to reach 2000 students this financial year.

2. Design follow-up activities in partnership with PRATHAM, to implement across these selected centers in order to have a broader understanding of the challenges students face.
2016-17 was an amazing year in our journey as we put our feet in acclamations by virtue of our work performance. The following achievements in the year have kept our spirits high and motivated us to do better ahead.

- Selected for **incubation support by NSRCEL, IIM B.**

- i-Saksham adjudged as one of the best 5 **innovative proposals under ‘Skills Innovation Initiative’** by a committee constituting of Chairman, NSDA, NSDC; DG, NSDA; CEO, NSDC; Secretary, MSDE; JS, MSDE

- **Centre for Innovation in Public Systems invited i-Saksham** to present the innovative education delivery model.

- i-Saksham has been **selected to replicate TFI model** in various parts of the country under TFI initiative, TFIx

- We were **selected among 100 promising social enterprises** by Action for India
Learning from the Year

1. We are not very sure how much teacher’s training was a pull, and how much attraction was because of computer training,. We also saw smaller participation rate of pre-existing tutors at some centres.

2. We could deliver limited numbers (250 tutors) on digital literacy because of change in government guidelines. NDLM project got stuck in the middle.

3. The revenue realizations from field have been limited; partly from our dilemma of choosing inclusion v/s revenue, partly because of no concrete revenue model and partly from us not been able to establish the importance of i-Saksham support to tutor and to the community.

4. Throughout the year, we realized that we are getting drifted more on training, leaving limited resources to focus on learning management and improvement in children, partly because we under-budgeted the resources, and under-invested in team needed for post training support.

Mentioning the challenges, we are sure about our objective to work with the youth and the children to create better learning opportunities. We think we are starting to feel the field and the ecosystem. We need to learn to make our space into it and staying the right course till then is important.

Ravi Dhanuka  
-Founder
Priorities for 2017-18

- Train **700 youths as community tutors; support 100 learning centers, and 2 more KGBV** to deliver quality learning.

- provide **digital-financial literacy training to 25,000 people**, through the community tutors.

- **To establish i-Saksham as a reliable support** to improve learning outcomes in children by bring visible change in the learning delivery of the community tutor.

- To separate training and post training support; **focus on certain centres** and demonstrating impact on those, with the aid of digital technology/content.

- Working out synergetic avenues to **increase in-village earning opportunities** for the community tutor (e.g. Digital Literacy)

- Implement assessment/learning management systems

- Building a team and team culture for scale

- Foster strategic partnerships to raise technical, and financial resources
Support and Partners

Innovation Partner

National Skill Development Corporation
Transforming the skill landscape

Incubators, and Mentors

Content & Technology Partnerships

Mindtree
Welcome to possible

Pratham
Every child in school and learning well

EkStep
## Financials

**Balance Sheet as at March 31, 2017 and March 31, 2016**

<table>
<thead>
<tr>
<th>Description</th>
<th>Notes</th>
<th>March 31, 2017</th>
<th>March 31, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. SHAREHOLDERS’ FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Share Capital</td>
<td>1</td>
<td>1,00,000</td>
<td>1,00,000</td>
</tr>
<tr>
<td>(b) Reserves and Surplus</td>
<td>2</td>
<td>16,80,158</td>
<td>(12,840)</td>
</tr>
<tr>
<td><strong>II. CURRENT LIABILITIES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Other Current Liabilities</td>
<td>3</td>
<td>30,750</td>
<td>2,03,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>18,10,908</td>
<td>2,90,160</td>
</tr>
<tr>
<td><strong>II. ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Fixed Assets</td>
<td>4</td>
<td>76,217</td>
<td>1,01,138</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>18,10,908</td>
<td>2,90,160</td>
</tr>
</tbody>
</table>

**Significant Accounting Policies and Notes to Accounts**

As per our report of even date attached

for N S B & ASSOCIATES
Chartered Accountants
Firm No.: 023043M

Ankit Maheshwari
Partner
Membership No. 416816

Place: New Delhi
Date: July 13, 2017

For and on behalf of the Board of
I-SAKSHAM EDUCATION AND LEARNING FOUNDATION

Ravi Dhanuka
Director
DIN 07437626

Sandeep Uppal
Director
DIN 01793868
# I-SAKSHAM EDUCATION AND LEARNING FOUNDATION

**Income and Expenditure Account for the year ended**

<table>
<thead>
<tr>
<th>Note No.</th>
<th>March 31, 2017</th>
<th>March 31, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCOME</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Contributions</td>
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<td>47,04,091</td>
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<tr>
<td>Other Income</td>
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<td>1,62,232</td>
</tr>
<tr>
<td><strong>Total Income (A)</strong></td>
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<td>48,66,323</td>
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<tr>
<td><strong>EXPENDITURE</strong></td>
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</tr>
<tr>
<td>Employee Benefit Expenses</td>
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<tr>
<td>Other Expenses</td>
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<td>8,15,146</td>
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<tr>
<td>Depreciation</td>
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<td>62,129</td>
</tr>
<tr>
<td><strong>Total Expenses (B)</strong></td>
<td></td>
<td>31,73,326</td>
</tr>
<tr>
<td><strong>Excess of Income over Expenditure (A-B)</strong></td>
<td></td>
<td>16,92,998</td>
</tr>
<tr>
<td><strong>Extraordinary/Exceptional Items</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>16,92,998</td>
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<tr>
<td><strong>APPROPRIATION</strong></td>
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<tr>
<td>Excess of Income Over Expenditure b/f</td>
<td></td>
<td>16,92,998</td>
</tr>
<tr>
<td>Transfer to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Assets Fund</td>
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</tr>
<tr>
<td>Reserve and Surplus to the Balance Sheet</td>
<td></td>
<td>16,92,998</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>16,92,998</td>
</tr>
</tbody>
</table>

**Significant Accounting Policies and Notes to Accounts**

As per our report of even date attached

for **N S B & ASSOCIATES**
Chartered Accountants
Firm No.: 023043N

Ankit Maheshwari
Partner
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Place: New Delhi
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Ravi Dhanuka
Director
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Sandeep Uppal
Director
DIN 01793868
RAVI DHANUKA
Director (Operations)

SHRAVAN JHA
Chief Knowledge Officer

ADITYA TYAGI
Director (Strategy)

EXECUTIVE TEAM

MENTORS AND BOARD MEMBERS

SOUMEN BISWAS
Ex-ED, PRADAN

SHWETA ANAND ARORA
Director, The Education Alliance

ANUP MUKERJI
Ex- Chief Secretary, Bihar

RANITA BASURAY
Masters in Economics

SANDEEP UPPAL
MD, i3 Consulting
Saksham
सीखें | सिखाएं