

# 2016-2017 ANNUAL REPORT



**I-SAKSHAM EDUCATION AND  
LEARNING FOUNDATION**



**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.**

# Founder's Message



*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

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

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.**

# Reality We were Exposed to

## Institutional crisis

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



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

## 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



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

## Low community engagement

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



Community engagement must, to hold system accountable

# Building a Cadre

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**



## Our Reach

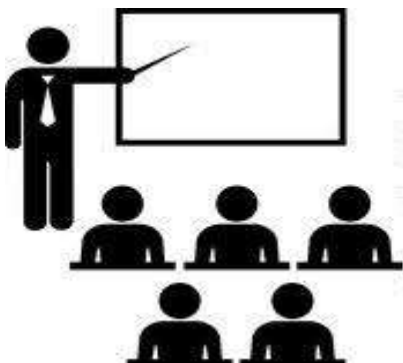


We reached out to **250 community tutors** (including 10 teachers) spread across **27 villages**, and **10 panchayats**.

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.



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.



# The Plan to Expand Tutorship Model

Develop **100**  
tutor centers

Train **700** more  
community tutors

Reach **200** school  
teachers

Training at **50**  
training centres



# Tutor Training Demands More!

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**

# We became 2 Years Old at KGBV



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.**



**We also trained  
10 KGBV  
teachers from 5  
KGBVs of the  
district.**

# 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.



# CaMAL Test with PRATHAM

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.

# FINDINGS FROM CaMAL TEST

Sl. No.	Institution/Kendra	No. of student	भाषा					गणित					
			कहानी	अनुच्छेद	शब्द	अक्षर	प्रारम्भिक	भाग	घटाव	जोड़	10-99	1-9	प्रारम्भिक
1	KGBV, Jamui_Class 6	33	4	11	8	10	0	6	6	8	7	6	0
2	KGBV, Jamui_Class 7	14	7	2	2	4	0	3	3	4	0	3	1
3	KGBV, Jamui_Class 8	29	7	7	3	12	0	9	3	12	3	1	0
4	Banpur	6	1	1	0	1	3	1	0	1	2	1	1
5	Kahardih_Smriti	9	4	3	0	0	2	4	1	1	1	1	1
6	Kahardih_Bipin	6	3	1	2	0	0	4	2	0	0	0	0
7	Khairma_Mamta	21	3	3	2	7	7	1	4	5	2	8	1
8	Madwa_Sanjeet	16	6	2	1	4	3	3	3	0	3	5	1
9	Sarari_Rani	11	4	3	1	1	2	6	1	2	0	2	0
10	Sarari_Romi	10	1	2	1	4	2	0	2	3	2	3	0
11	Sarari_Shivdani	20	4	3	1	10	2	3	4	9	2	1	1
12	Sonai_Rohit	17	2	2	6	2	5	1	3	4	1	7	1
13	Sonai_Sahista	7	2	1	1	1	2	0	2	2	0	1	2
		<b>199</b>	<b>48</b>	<b>41</b>	<b>28</b>	<b>56</b>	<b>28</b>	<b>41</b>	<b>34</b>	<b>51</b>	<b>23</b>	<b>39</b>	<b>9</b>
			<b>24%</b>	<b>21%</b>	<b>14%</b>	<b>28%</b>	<b>14%</b>	<b>21%</b>	<b>17%</b>	<b>26%</b>	<b>12%</b>	<b>20%</b>	<b>5%</b>



## **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.**



# An Year of Achievements

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, TFlx
- 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 bringing 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



Transforming the skill landscape

## Incubators, and Mentors



## Content & Technology Partnerships



# Financials

Amount in Indian Rupees

Balance Sheet as at	Notes	March 31, 2017	March 31, 2016
<b>1 Shareholders' Funds</b>			
(a) Share Capital	1	1,00,000	1,00,000
(b) Reserves and Surplus	2	16,80,158	(12,840)
<b>2 Current Liabilities</b>			
(a) Other Current Liabilities	3	30,750	2,03,000
<b>TOTAL</b>		<b>18,10,908</b>	<b>2,90,160</b>
<b>II. ASSETS</b>			
<b>1 Non Current Assets</b>			
(a) Fixed Assets	4	76,217	1,01,138
<b>2 Current Assets</b>			
(a) Cash and Cash Equivalents	5	16,97,997	1,51,699
(b) Other Current Assets	6	36,694	37,323
<b>TOTAL</b>		<b>18,10,908</b>	<b>2,90,160</b>

Significant Accounting Policies and Notes to Accounts

9

As per our report of even date attached  
for **N S B & ASSOCIATES**

Chartered Accountants

Firm No.: 023043N

*Ankit*

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*

Ravi Dhanuka

Director

DIN 07437626

*Sandeep*

Sandeep Uppal

Director

DIN 01793868



# I-SAKSHAM EDUCATION AND LAERNING FOUNDATION

Amount in Indian Rupees

Income and Expenditure Account for the year ended	Note No.	March 31, 2017	March 31, 2016
<b>INCOME</b>			
Grants and Contributions	7	47,04,091	10,86,827
Other Income	8	1,62,232	93,900
<b>Total Income (A)</b>		<b>48,66,323</b>	<b>11,80,727</b>
<b>EXPENDITURE</b>			
Employee Benefit Expenses	9	22,96,051	4,47,100
Other Expenses	10	8,15,146	6,62,977
Depreciation	4	62,129	52,990
<b>Total Expenses (B)</b>		<b>31,73,326</b>	<b>11,63,067</b>
<b>Excess of Income over Expenditure (A-B)</b>		<b>16,92,998</b>	<b>17,660</b>
Extraordinary/Exceptional Items			
<b>Total</b>		<b>16,92,998</b>	<b>17,660</b>
<b>APPROPRIATION</b>			
Excess of Income Over Expenditure b/f		16,92,998	17,660
Transfer to:			
Capital Assets Fund			
Reserve and Surplus to the Balance Sheet		16,92,998	17,660
<b>Total</b>		<b>16,92,998</b>	<b>17,660</b>

Significant Accounting Policies and Notes to Accounts

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As per our report of even date attached

for N S B & ASSOCIATES

Chartered Accountants

Firm No.: 023043N

Ankit Maheshwari

Partner

Membership No. 416816

Place: New Delhi

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

Ravi  
Ravi Dhanuka  
Director

DIN 07437626

Sandeep Uppal  
Director

DIN 01793868



## EXECUTIVE TEAM



**RAVI DHANUKA**  
Director  
(Operations)



**SHRAVAN JHA**  
Chief Knowledge  
Officer



**ADITYA TYAGI**  
Director (Strategy)

## 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 ॥