**The Annual General Meeting was held on 8.04.2009.**

**Members of the Society attended the meeting. The President addressed the members that, during the period ending on 31st March 2009 the organization have carried out several activities. The Chairperson further emphasized upon the significant achievements of the Society. The achievements of the Society during the period and talked about the future plans of the society. The achievements of the Society during the consideration was in form of successful implementation and handling of the program as below:**

SHRI PITAMBARA SHIKSHS SAMITI is the non-governmental organization working to provide quality education to the underprivileged children of sitapur. Our mission is to ensure "Every Child in School and Learning Well." Every year, we reach thousands of children in both rural and urban areas through a range of interventions. Our programs include pre-school education, mainstreaming out of school children, providing learning

Support to both in-school and out of school children, providing children with access

to books, research and analysis, protecting vulnerable children, among others. over

the years, SHRI PITAMBARA SHIKSHS SAMITI has moved from being a service delivery organisation to one which successfully impacts policy and practice.

Contenents

**Areas of operation: Sitapur**

**Progress in 2008-09:**

**Highlights of key Programs**

**•** Improving the reading, writing and arithmetic levels of the children

•Improving enrollment and learning levels of children in urban areas: Direct programs

• Assessment, Survey, Evaluation and Research

• Working with vulnerable children

• Facilitating the use of IT

• Working with underemployed and unemployed youth

• Working in Early Childhood Care and Education

• Providing books to underprivileged children

Improving the reading, writing and learning levels of children aged 6-14 years in rural areas

Every Child Reading, Every Child Counting.

**The Goal:**

• To improve learning of basic reading, writing and arithmetic among children.

• Change the attitude that "these children" cannot learn by showing that they do make rapid progress in a short time on a massive scale.

• Help in catalyzing a larger change inside the school system although that is not a primary design objective.

• Create the springboard to the next level of learning achievement beyond basic 3 R's.

"50% of children in

government schools cannot

read, write or do basic

arithmetic despite being in

school for 4-5 years".

-ASER 2005 & 2006.

The campaign aims to catalyze existing resources and energize structures to strengthen children's learning. To achieve this goal, we work to mobilize village communities and village volunteers to work with children. We also work collaboratively with many state governments to train and support teachers. Partnerships with state governments provide a gateway to reach all students in the primary schools of the respective states as well as the teachers leading to large scale, systemic and permanent change. The basic principles underlying the program are that specific hours need to be dedicated on an everyday basis to reading, writing and arithmetic. This is done both in the schools and communities using our accelerated learning techniques.

**Improving enrollment and learning levels of underprivileged children living in urban slums**

**The Urban Direct Programs**

**The Goal:**

• Every child in the age group 3-5 years has access to pre-school education.

• Every child in the age group 6-14 years goes to school.

• Every child in the age group of 6-14 years knows how to read, write and do basic arithmetic.

• Every child has access to books.

The "direct" programs are located in low income or educationally backward communities in close to cities. Activities include pre-school education, school-readiness programs, "bridging courses" to prepare and mainstream out of school children into the formal system, learning support and remedial teaching to in school children who are lagging behind, children's libraries to create an environment for learning in the community and teaching basic conversational English.



Progress in 2008-09: Highlights

Pre-school education, the KPIC Regular preschool classes were run in the community for

children who did not have access to a pre-school facility being run by the government or any other NGO. The classes provided school preparedness programs to the children and also focused on the all round development and health of these children.

SPSS has also been working closely with the government as a technical resource group for training anganwadis teachers in early childhood education. teachers were supporting pre-school education activities approximately 12 anaganwadi centers .

**In 2008-09, we impacted**

3900 children through classes

3000 children through learning support classes

SPSS is becoming a technical resource to the government run anganwadi centers in the teaching methodologies 1) Learning support classes: aim to improve the reading, writing and arithmetic levels of the children. The programs target both out-of-school children and those who are in school but require additional help.

This year, while the Learn to Read activities were continued, there was an expansion of the Read to Learn program. This is an extension of L2R where once the basic skills of the children are built, efforts are undertaken to develop their comprehension and self-expression skills. Pilots of R2L classes were organized across different regions and efforts are now underway to scale up the programme.

**2) Libraries:** The Libraries aim at sustaining children's interest, strengthening their reading skills and providing support to all round learning. In 2008-09, the libraries were run in 14 villeges and over 5000 books were borrowed and read.

**3)** **English Program:** The English program is focused on improving children's basic comprehension, listening and speaking abilities. Both rural and urban programs are operational. In urban areas, 30% improvement in reading and 46% improvement in oral skills was observed. Results were better in rural areas. Almost 86% children attending classes now have letter recognition (less than 13% at the beginning of the module) and are able to attach sounds to letter. Children are confident of greetings, expressing likes, dislikes and wants. They can answer direct factual questions and are able ask 'what, how and who' questions correctly.

I Can read English program was started from October 2008 in sitapur. the program was designed for volunteers who were interested in teaching children to spend two hours of their time each week to teach the underprivileged children basic English.

**FOR AND ON BEHALF OF THE MANAGING COMMITTEE**

**(Auth. Signatory)**