



WE ARE 30

PRATHAM EDUCATION FOUNDATION
ANNUAL REPORT 2024-25



CEO'S MESSAGE

2025 marked a very special year for all of us at Pratham. Thirty years ago, on January 11, 1995, Pratham's journey began under the leadership of Madhav Chavan and Farida Lambay with the simple but powerful mission — 'Every Child in School and Learning Well'. When I joined Pratham in 1996, we worked with 150 Balwadis in Mumbai. From the slums of India's biggest city to today's presence in more than 26 states, our journey has been one of learning and scale. We have connected evidence to practice, moved from experimentation and small innovations to fuelling systemic reforms. Our journey goes on, as we continue to learn, evolve and grow.

In the last three decades, the landscape in India has changed significantly for children and for youth. Not only are there significant demographic changes, substantial economic and social progress but also government policies are increasingly providing holistic support to comprehensive human capital development. Today Pratham's activities are strongly aligned with the recommendations of the new National Education Policy 2020. We continue to work hard to contribute to national educational and skilling goals.

As India changes, we adapt our strategies too. We constantly analyse emerging educational and skilling needs of children, youth and women across India and respond to the requirements of the sector while staying true to our core values - the ability to design and implement scalable, cost-effective and sustainable solutions.

But people are at the heart of everything we do. They shape our purpose, guide our direction, and inspire our action. Our 30-year journey has been made possible only through the trust, collaboration, and shared leadership of our partners in government and the corporate sector, as well as the individuals, families, and communities. As we look ahead, we hope to continue this journey with both long-time partners and new allies, and, most importantly, with the children, youth and communities who have been at the centre of Pratham's work.

In 2024-25, our work deepened and our learning continued. Facilitated by Pratham, the Annual Status of Education Report (ASER) 2024, released in January 2025, showed significant learning gains across early grades in government schools across India, underscoring the success of the National Education Policy 2020. This gave the entire education sector a much-needed boost after the difficult challenges of the pandemic years.

Pratham strengthened its skilling footprint by setting up 30 new centres and continued to explore community-based vocational training possibilities. Efforts to bridge the digital divide gained momentum; the use of AI-enabled tools featured across many of our programs. The PadhAI in Hindi app was publicly launched to help parents and teachers assess children's reading fluency in real time.

As we celebrate 30 years of Pratham, we are deeply thankful to our teams, our partners, and our communities for the trust and energy that have carried us this far. Looking ahead, our commitment remains the same: making schools and communities future-ready, where every child, youth and woman has the education, tools and opportunities to thrive in an ever-changing world. We believe that building a strong and robust human capital pathway for a Viksit Bharat by 2047 is possible if we all work together.



Rukmini Banerji

CEO, Pratham Education Foundation

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WE ARE 30!

Thirty years ago, the Pratham story started from the idea of a tripartite societal mission bringing government, businesses, and civil society/individuals with the belief that these groups can work together effectively to solve the problems of primary education in the city. The dream was that the model that developed in Mumbai could be replicated and adapted anywhere in India.

Pratham's journey started in early 1995 in the slums of Mumbai with the establishment of community-based, low-cost Balwadis (preschools). Initially, training institutions and other NGOs provided training resources to strengthen the work on the ground. What began as a children's educational program has grown into a holistic effort involving communities, schools, and families.

In 1996, in collaboration with the city government, Pratham launched its first remedial education initiative, "Balsakhi (children's friend) program, in municipal schools of Mumbai. The accelerated learning methodology to help children aged 8 and older acquire basic reading and arithmetic evolved over time and began to be called "CAMaL" in many Indian languages and "Teaching at the Right Level" (TaRL) in English. Although initially, Pratham began working with pre-school age children, but gradually activities have expanded to reach students of elementary school age as well as older girls who have dropped out of school, as well as youth and women seeking livelihood opportunities.

From the very beginning, Pratham had scale, measurement of impact and outcomes in its DNA. Throughout its journey, Pratham has consistently demonstrated a forward-looking approach — anticipating emerging needs of children, youth and women. Our ability to stay localised, nimble, and frugal has been key to continued innovation and effectiveness of our work. Pratham's innovations have evolved with time, driven by the aim to make them more impactful, cost-effective and scalable.

In a typical year, Pratham reaches over 7 million children (directly and through government partnerships) and youth across 26 states. By fostering partnerships with governments, corporations, and communities, Pratham continues to prepare children, youth, women, and communities for the future, while strengthening the ecosystem that nurtures lifelong learning.

As we celebrate 30 years of Pratham, we extend our heartfelt gratitude to our supporters, donors, partners, as well as to children, teachers and families. Our gratitude also to our own teams who work hard to achieve goals. Looking ahead, we are inspired by the opportunities that lie ahead and excited to create even more avenues for learning and growth by working together.



“ In 1990, while giving a speech on the vulnerability of girls, I was interrupted by a brash young man: ‘Will working with a few girls change the country?’ At first I was taken aback. Then my deep-rooted conviction became clear: investing in children is investing in the country. ”

—Farida Lambay, co-founder of Pratham

“ Education is too important to be left to the schools alone. It's about people also taking charge. We have to educate our children, and so it's important that we take the initiative, not wait for anybody. If it was your child, would you wait? You wouldn't. If your child could not read, would you wait for the teacher to start teaching, or would you roll up your sleeves and say, let me see what I can do? ”

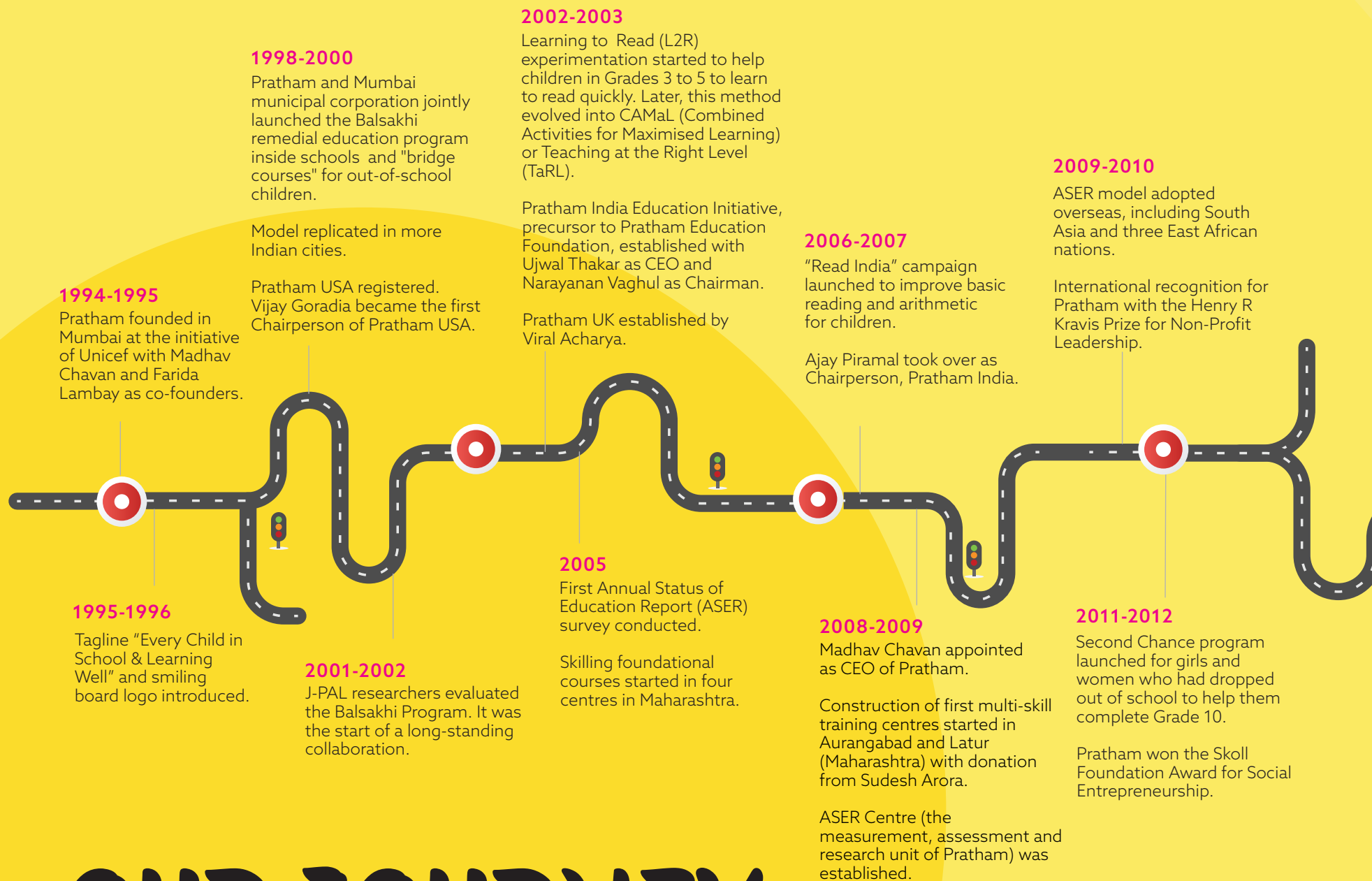
—Madhav Chavan, co-founder of Pratham



Celebrating 30 Years of Pratham

On January 11, 2025, Pratham celebrated its 30th anniversary. From our beginnings in Mumbai in 1995 to becoming an organisation that reaches millions of children, youth, and girls & women across India, this milestone was a moment to celebrate the people and partnerships that have shaped our story. Across teams and programs, the day was filled with messages of appreciation, stories from the field, and shared memories that highlighted Pratham's evolution—from setting up early childhood Balwadis to creating opportunities for lifelong learning and skill development. As we celebrated this milestone, we looked ahead with excitement at the possibilities for continued progress and collaboration.

**Thank you to everyone who has been part of our journey.
Here's to the next chapter!**



OUR JOURNEY (1995-2025)

2012-2013

Madhav Chavan awarded the prestigious WISE Prize for Education.

Learning Camp model of Learning to Read developed to help children pick up skills of reading and numeracy in a defined time period.

2015-2016

Rukmini Banerji appointed as CEO of Pratham.

'Lakhon Mein Ek' campaign launched to raise the learning levels of children in Grade 3 and above.

2018-2019

Pratham received the Lui Che Woo Prize.

Hamara Gaon launched as the flagship "direct" program of Pratham.

2021-2022

Rukmini Banerji (on behalf of Pratham) awarded the 2021 Yidan Prize for Education Development.

2023-2024

CAMaL Ka Camp (summer camp) launched to strengthen the foundational skills of children in Grades 4-6.

2013-2014

Pratham received the 2014 Banco Bilbao Vizcaya Argentaria (BBVA) Foundation Frontiers of Knowledge Award.

2017-2018

PraDigi, a tech initiative, launched to lead more hybrid learning experiments.

ASER 2017 'Beyond Basics' conducted to understand the preparedness of youth, age 14-18, in rural India.

2020-2021

Pratham launched the WhatsApp message series "Karona, Thodi Masti, Thodi Padhai" to support uninterrupted learning amid school closures during the COVID-19 pandemic.

Pratham-Shah PraDigi Innovation Centre established.

2022-2023

Pratham International established to spread Pratham's innovations beyond the Indian context.

2025
Pratham completed 30 years.



REACH (2024-25)

26 States & Union Territories

74 Lakh

children reached through partnerships with governments.

2.6 Lakh

mothers participating in mothers' groups.

7 Lakh

children reached through direct engagement involving 10,000 communities.

17,000

girls & women enrolled into Second Chance program.

1.67 Lakh

children reached through volunteer-led education activities.

1.24 Lakh

youth enrolled in vocational and non-vocational courses.



A photograph of two children in a traditional wooden structure. The child in the foreground is a young boy with dark hair, wearing a white t-shirt with a colorful floral pattern. He has yellow paint or clay smeared on his face and is looking down with a slight smile. The child in the background is a girl with dark hair, wearing a light blue t-shirt, and is smiling broadly. The background is a wall made of vertical wooden slats. The overall lighting is warm and golden.

CHILDREN & LEARNING



Children & Learning: Overview

WHAT

Pratham identifies learning needs and opportunities in each age group and develops solutions based on context.

Early Years

Pre-primary, Grades 1-2
& Inclusive Education

Elementary

Primary & Upper Primary
(Grades 3-8)

Other Programs

for Youth, Girls & Women
like Second Chance & other initiatives

HOW

Pratham works with children via direct programs and partnerships.

DIRECT PROGRAMS

for demonstration & innovation

This includes Hamara Gaon, our flagship program. Each Hamara Gaon location focusses on 25 communities (rural or urban). Activities under this program include learning camps using Teaching at the Right Level approach for improving children's learning, activities for Grade 1-2 children, and engagement with mothers' groups, children's groups and volunteers.

PARTNERSHIPS

for scale & spread

With governments
at block, district, city or state level.

With communities
large-scale volunteer-led campaigns.

Technology & measurement cut across all Pratham programs.



Early Years Direct Programs

Pratham's Early Years programs adopt a "Leap Forward" approach for the holistic development of children, ensuring they are well-prepared for school and do not fall behind. Pratham works with children, schools, families, and communities through direct programs and partnerships. In direct programs, our team engages in classroom and community activities using play-based pedagogy, local resources, and active family participation, especially by mothers, to give every child a strong start.

Birth to Three Years: Support to Mothers and Early Stimulation

Pratham's work with children in the 0-3 age group focusses on supporting mothers and families during the crucial first 1,000 days of a child's life. The program emphasises early cognitive stimulation through play, interaction, and everyday routines, while also addressing health, nutrition, and responsive caregiving.

The program draws on the internationally recognised "Reach Up and Learn" curriculum, adapted through a six-year Randomised Controlled Trial (RCT) in Odisha. Building on this evidence and field experience, the current version of the program for scaling up was developed. Over the years, Pratham has strengthened its understanding of the power of mothers and community engagement, recognising that social support systems are essential for creating enabling environments where young children can thrive.



REACH

Reached more than **82,000** children (6 months to 3 years) and

over **78,000** mothers across Uttar Pradesh, Maharashtra, Gujarat, Bihar, Rajasthan, Madhya Pradesh, Chhattisgarh, and Odisha via direct programs.





Working closely with the Women and Child Development Department, Pratham trains Anganwadi workers in play-based pedagogy, providing them with low-cost print materials and digital resources to enhance their teaching methods. In 2024, with the launch of the Government of India's Aadharshila (3–6 years) and Navchetana (0–3 years) frameworks, Pratham aligned its programs by integrating key elements of these curricula into its resources for Anganwadi workers and volunteers.

Pratham actively engages parents and communities in the learning process by forming mothers' groups and organising local events, creating a supportive ecosystem that extends learning beyond the classroom and ensures community involvement in children's educational development.

Three to Six Years: Bottom-Up Approach via Demonstration

Building on its long-standing experience in early childhood education, Pratham has evolved a bottom-up approach centred on “demonstration” Anganwadis.

Along with the local department, the model establishes one “demonstration” Anganwadi in each Integrated Child Development Services (ICDS) sector, which serves multiple purposes: showcasing innovative early learning practices and functioning as a hub for immersion-based training and handholding for 25–30 Anganwadi teachers in nearby locations. This approach helps embed quality, creativity, and sustainability within the local Anganwadi system.



Empowering Mothers for Future-Ready Communities:

Pratham further deepened its engagement with mothers through mothers' groups. Through workshops for knowledge and skill building, enriched content, and periodic community events, mothers are equipped to support learning at home and within their communities, helping children become ready for schooling and learning.

Youth Volunteers ("Didis") in Anganwadis:

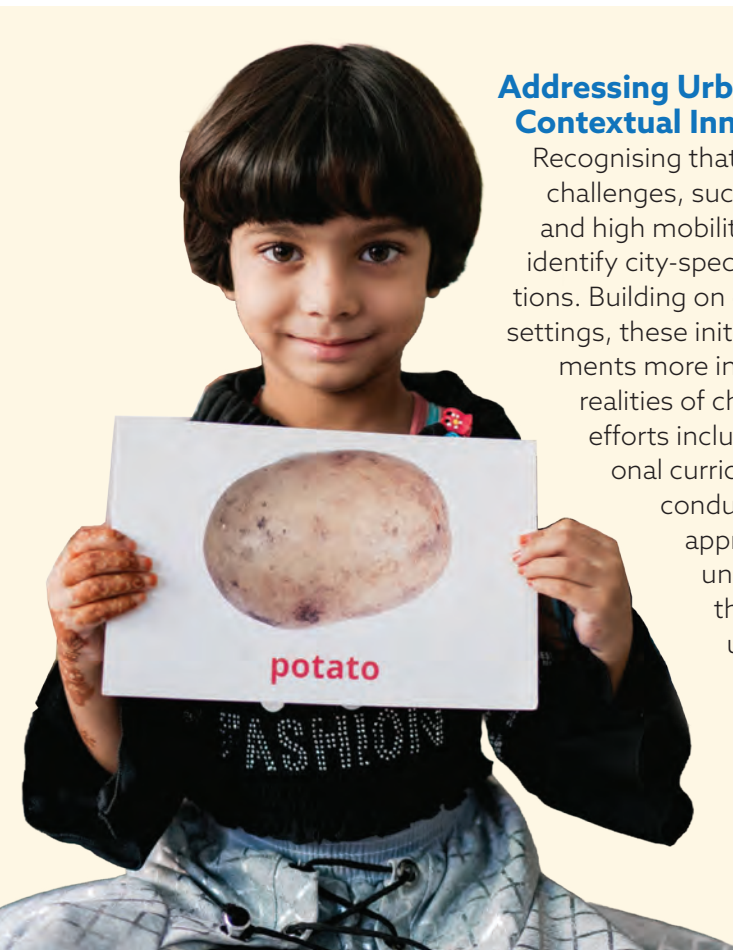
To strengthen play-based learning and community ownership, Pratham works with local youth volunteers, "Didis", to support Anganwadi teachers. These young women help engage families, and support the Anganwadi teacher in conducting play-based activities with children, while developing their own leadership and teaching skills as future community changemakers.



Addressing Urban Challenges through Contextual Innovation:

Recognising that urban Anganwadis face unique challenges, such as limited space, diverse populations, and high mobility, Pratham launched focussed efforts to identify city-specific issues and co-create innovative solutions. Building on over a decade of experience in urban settings, these initiatives aim to make early learning environments more inclusive, adaptable, and responsive to the realities of children in growing cities. In 2024-2025, efforts included aligning content with state and national curricula while integrating principles of inclusivity, conducting "practice classes" to demonstrate our approach and strengthen team capacity, and undertaking deep dives to better understand the challenges of the urban context.

Reached over **51,000** children and more than **38,000** mothers across Uttar Pradesh, Bihar, Maharashtra, Gujarat, Rajasthan and Odisha through the Anganwadi program.







Elementary Years

Direct Program

Pratham's direct programs serve as active laboratories where teaching-learning methods and materials are developed and tested. These programs become the locations where learning impact can be measured and the effectiveness of the approach can be shared more widely with governments and other partners. Pratham's direct programs demonstrate scalable solutions for India's foundational learning needs.



Hamara Gaon

Over the years, Pratham's direct work in communities has evolved from short-term learning camps to a multi-year, holistic initiative called Hamara Gaon (Our Village). Teams of five to six Pratham staff members work across clusters of 25 communities—mobilising mothers' groups, children's groups, and young volunteers, as well as supporting local schools—to ensure that all children acquire strong foundational skills in reading and arithmetic and sustain learning gains over time. By fostering community engagement and ownership through active participation from mothers, youth, families, schools, and by integrating digital tools, Hamara Gaon serves as a live laboratory for innovation, demonstrating scalable solutions to India's learning needs.

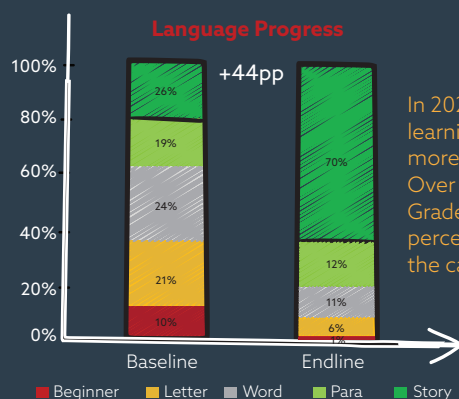


Key Highlights:

In-School

"Start Well" support for Grades 1-2: Pratham team members conducted one-hour learning activities over 30-40 days with children in Grades 1-2, focussing on the holistic development of children. Foundational Literacy and Numeracy (FLN) activities were demonstrated to school teachers, encouraging them to adopt these activities in their teaching.

"Catch up" learning camps for Grades 3-5: 30-40-day learning camps were run with children in Grades 3-5 to help them "catch up" on foundational reading and arithmetic skills. Learning camps served as effective demonstrations for government school teachers, showcasing learning activities that could be adapted in their classrooms.



In 2024-25, Pratham teams ran 3,500 learning camps across 18 states reaching more than 1.2 lakh children in Grades 3-5. Over 70% children could read a "story" or Grade 2-level text by endline, a 44 percentage point jump from the beginning of the camp. Similar data is available for math.

"Leap Forward" activities in Anganwadis: Pratham team members trained volunteers and worked closely with Anganwadi workers. Volunteers, along with Anganwadi workers, conducted hour-long sessions with children aged 3-6 in select Hamara Gaon locations, helping young learners "leap forward" in their educational journey.



In-Community

Mothers' Groups: In Pratham's direct programs, over 1 lakh mothers of 3-8-year-old children participated in weekly mothers' group meetings throughout the year. Mothers received engaging content which enabled them to work on simple home-based activities with their young children.

Children's Clubs: Over 2.5 lakh children in Grades 3-8 met regularly and worked on reading and math activities in Pratham's direct programs. Children's Clubs were supported by young volunteers, usually an elder sibling, or a community member, interested in helping children learn and support each other.



Education for Education (EfE)

Pratham ran the Education for Education (EfE) program, offering short WhatsApp-based courses and diverse educational and vocational training courses such as Health and Hygiene, Digital Tools, Job Readiness, and other essential life skills to youth and mothers who support children's learning activities in their communities.

REACH



During the year, course enrollments reached over **67,000** (through direct and government partnerships), with an average pass rate of **85%**.



"Start Well" Pilot with Early Grades

Between February and March 2025, Pratham conducted feasibility pilots on early grades in Barabanki (Uttar Pradesh), Kanker (Chhattisgarh), and 10 districts of Assam. These pilots were designed as a preparatory step towards scaling early-grade interventions, with a focus on understanding what level of field support and structure is required to ensure consistent progress in children's learning. They aimed to test practical models for improving classroom practices and strengthening support systems for Grades 1 and 2.



In Assam, an additional strand focussed on integrating mothers' participation into school routines. Rather than testing whether their involvement is beneficial, the aim was to explore how mothers could be effectively engaged in activities such as preparing learning materials, supporting reading practice, and contributing to classroom displays.

Technology in TaRL (Teaching at Right Level)

Pratham's Teaching at the Right Level (TaRL) methodology was developed to address learning gaps by starting instruction at each child's level, regardless of age or grade. As the next evolution of TaRL, Pratham piloted 'Technology in TaRL', an initiative to support teachers and instructors in running TaRL-based classes using AI-powered assessments and tools.

Between December 2024 and February 2025, TaRL-based bootcamps ran in Delhi and Lucknow, Uttar Pradesh, serving as both a pilot intervention and research testbed. Pairs of content experts and TaRL instructors conducted bootcamps in 14 schools and communities with more than 500 children in Grades 3-5. These bootcamps provided an opportunity to test AI-based assessments, collect granular data on learning and error patterns, and document nuanced classroom dynamics. The in-depth assessment data led to refinements in the teaching-learning manuals and context-specific guides for Delhi and Lucknow. The success of this first round has led to the conceptualisation of a second round that will help develop an AI-based technology solution supporting TaRL instructors and mentors.



Upper Primary Program

Pratham's Upper Primary program for children between ages 11 and 14 years builds on three priorities: strengthening academic skills, fostering problem-solving and hands-on projects and group work. By combining structured academic support with opportunities for experiential learning, the program enables children not only to succeed in school but also to apply their learning in their immediate context. Programs are delivered both inside schools, and institutional settings such as Kasturba Gandhi Balika Vidyalaya (KGBVs) and in community spaces.



Grades 6-8 Catch-Up Camps (using TaRL methodology)

Reading Progress: In 2024-25, Pratham teams ran over 1,000 camps with more than 24,000 children in Grades 6-8. More than 75% of the children tested could at least read basic texts by the end of the camps, showing a 48 percentage point improvement.

Arithmetic Progress: Of the 24,000 children in Grades 6-8, more than 73% of the children tested could solve subtraction-based word problems by the end of the camps, showing a 54 percentage point improvement.

Hamari Duniya – Learning for Life

Hamari Duniya is a hands-on, problem-solving program where adolescents connect their learning with the realities of their communities. Tools such as surveys, local mapping, and simple experiments are used not only to gather data but also to help children understand issues in their communities and design practical solutions. This builds both problem-solving capacity and civic responsibility.

REACH



14 states



84 blocks



More than **1,200** communities



Over **56,000** children through community activities

Science Program

Pratham's Science Program conducts thematic science workshops in upper primary schools to foster hands-on learning. Children establish science corners to exhibit their models, followed by science and math fairs that engage students, teachers, and neighbouring communities. Community outreach includes science activities supported by local volunteers, while the six Pratham science centres, running in different parts of the country, offer diverse programs, including workshops, school visits, and science park demonstrations.

In 2024-25, key activities encompassed science workshops focusing on water and climate change themes, celebration of topical days such as Environment Day, Ozone Day, Math Day, and Science Day, along with the Raman Vigyan Yatra.







Children and Learning: Government Partnerships

Drawing on years of experience working closely with children, schools, families, and communities, Pratham partners with governments to strengthen foundational skills and ensure every child grows into an effective learner—aligned with the National Education Policy (NEP) 2020 vision of strong early foundations for all children.



Early Years -

Government Partnerships

Pratham forms partnerships with district, city, and state governments to contribute to the national goal of quality Early Childhood Care and Education (ECCE) for all children. It creates and trains a cadre of resource persons, provides on-ground support, and conducts assessments to guide program improvements. Pratham also plays a key role in developing and revising curricula, materials, and tools to align with evolving policies and ground realities.

REACH



In partnership with the Department of School Education and Department of Women & Child Development (WCD), Pratham reached **48 lakh** children and **23 lakh** mothers in **10** states across India.

Key Highlights:

State-wide Partnerships for Early Childhood Education

Pratham has established state-wide partnerships across multiple states. These include partnerships focussed on pre-primary and primary grades in government primary schools in Himachal Pradesh and Punjab; Anganwadis in Haryana; Anganwadis and Grades 1 and 2 across Andhra Pradesh; and a community partnership with the State Education Department in Maharashtra.

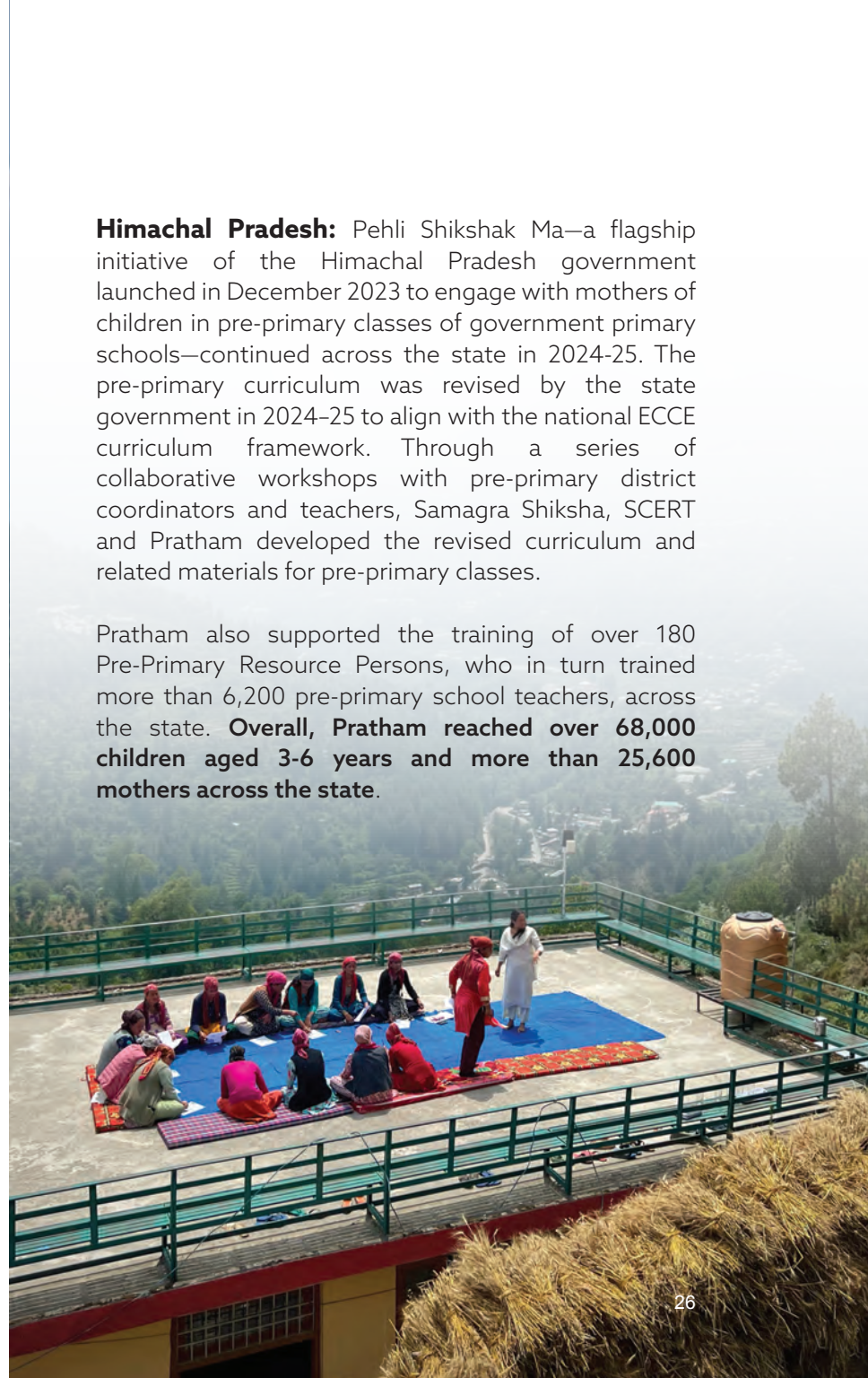
Additionally, School Readiness Melas (SRMs)—community fairs designed to assess children's readiness for school through fun activities while engaging children, mothers, families, Anganwadi workers, school teachers, and government officials—were conducted across all schools in Madhya Pradesh and Chhattisgarh in partnership with the State Education Departments.

State-wide Partnership with WCD in Delhi

As part of its partnership with Delhi's Department of Women and Child Development (WCD), Pratham developed Early Childhood Education (ECE) content for Anganwadis, which was finalised and approved by the State Council of Educational Research and Training (SCERT), Delhi. The package included activity booklets, classroom materials, assessment tools to track children's progress, and a parent engagement guide. Pratham also trained senior district officials to mentor supervisors and Anganwadi workers on classroom practices, parent and community engagement, and use of the new content. Following the training, senior district officials conducted 21 days of practice classes to internalise implementation strategies for real classroom settings, preparing themselves to effectively train supervisors and Anganwadi workers based on their hands-on experience.

Himachal Pradesh: Pehli Shikshak Ma—a flagship initiative of the Himachal Pradesh government launched in December 2023 to engage with mothers of children in pre-primary classes of government primary schools—continued across the state in 2024-25. The pre-primary curriculum was revised by the state government in 2024-25 to align with the national ECCE curriculum framework. Through a series of collaborative workshops with pre-primary district coordinators and teachers, Samagra Shiksha, SCERT and Pratham developed the revised curriculum and related materials for pre-primary classes.

Pratham also supported the training of over 180 Pre-Primary Resource Persons, who in turn trained more than 6,200 pre-primary school teachers, across the state. **Overall, Pratham reached over 68,000 children aged 3-6 years and more than 25,600 mothers across the state.**





District-wide Partnerships

In Saharanpur, Uttar Pradesh, in partnership with the district administration, interventions expanded to all 3,410 Anganwadis across 12 blocks, reaching over 50,000 children. Over the past two years, significant efforts have been made to build a strong support system for Anganwadi workers and supervisors on key ECCE concepts and the policy landscape. So far, Pratham has trained 137 Master Trainers, who in turn have conducted training in 864 co-located centres. Additionally, Pratham provided hands-on training and ongoing support to strengthen the remaining Anganwadi centres.

The ECE partnership also continued across eight districts of Telangana.

Math Games: From Pilot to Curriculum Integration

Pratham, in partnership with the Abdul Latif Jameel Poverty Action Lab (J-PAL), is scaling up innovative Math Games for children aged 4-7 years. These card-based games focus on developing intuitive numerical and spatial abilities, aiming to help children translate their innate understanding of math into formal symbolic applications and prepare them for school mathematics in India.

Following a successful pilot in 2023-24, Math Games reached full scale with integration into state curricula in both Punjab and Himachal Pradesh. The games were embedded into classroom routines, teacher training sessions, and Anganwadi/preschool content and pedagogy. This marked an important step towards institutionalising joyful, activity-based math learning at scale across both states.







Elementary Years – Government Partnerships

Government Partnership Programs (GPPs) are strategic for Pratham in two key ways. First, they facilitate large-scale implementation, ensuring that a large number of children benefit from embedding methodologies and pedagogy into a larger system. Second, they drive sustainable change by enabling systemic adoption of effective practices in functioning of schools and education institutions. Pratham employs a flexible approach to these partnerships, ranging from serving as an end-to-end collaborator with governments at various levels to offering targeted technical support in areas such as teaching-learning, assessment, and data-driven decision-making.

Reach and Coverage

In 2024-25, Pratham partnered with six state Education Departments—Punjab, Andhra Pradesh, Bihar, Uttar Pradesh, Karnataka (preparatory work) and Assam (preparatory work)—for state-wide integration of the Teaching at the Right Level (TaRL) approach into instructional design, teacher training, and monitoring and review processes. Pratham also collaborated with multiple district and city or UT administrations, enabling demonstration of contextual models across diverse geographies, from Maharashtra and Jharkhand to Arunachal Pradesh and Dadra & Nagar Haveli, and Daman & Diu.

Partnerships Across India



Strengthening Foundational Literacy and Numeracy (FLN)

Anchored in the National Education Policy (NEP) 2020 and the National Curriculum Framework for Foundational Stage (NCF-FS), Pratham's GPPs seek to combine improved learning outcomes for children with the adoption and integration of outcome-centric practices by government education systems.

By deepening government ownership, piloting context-specific innovations, and institutionalising rigorous monitoring and review frameworks, these collaborations paved the way for sustainable, system-wide adoption of strategies to strengthen foundational learning in Grades 3 and above.





A defining achievement of 2024-25 was the increase in government engagement in adoption of TaRL-related practices in school systems.

Punjab: Implemented rollout, planning, and development of teacher manuals to integrate TaRL-based instruction under the state's Mission Samrath initiative.

Uttar Pradesh: Reinforced daily classroom use of the Sandarshika teacher guide, institutionalising TaRL-aligned instruction for remediation in the state academic calendar for Grades 4 and 5.

Bihar: Carried out a 1,000-school assessment that led to a 100-day math and reading skills program for Grades 1-8. Teacher-led assessments from this 100-day mission were later integrated into the state's Mission Daksh initiative.

Andhra Pradesh: Conducted structured data reviews at district and block levels, enabling government monitors to prioritise schools for monitoring and mentoring visits. Additionally, uploaded training content and learning materials on the government's DIKSHA platform, expanding reach and strengthening cadres of master trainers.

Karnataka: Focussed on building capacity of Cluster Resource Persons (CRPs) through the Odu Karnataka initiative to better classroom practices.

Maharashtra: In the Dharashiv district, real-time monitoring using a third-party platform enabled sharper decision-making at the district level.

Dadra & Nagar Haveli and Daman & Diu: Embedded ASER-based assessments into the academic calendar, supported by dashboards and simple school-level trackers through the Vidya Samiksha Kendra (VSK).

District-level Partnerships

Launched SCALE-TaRL (Strengthening Children's Foundational Learning at Scale through Collaboration) with government administrations across India to demonstrate government-led TaRL implementation at scale in districts.

Dharashiv and Satara in Maharashtra, Khunti in Jharkhand, Changlang in Arunachal Pradesh, Dadra & Nagar Haveli, and Daman & Diu adopted the approach.

Forged partnerships in Bijapur, Dhamtari, Dantewada, and Jashpur in Chhattisgarh, and Ri-Bhoi in Meghalaya to improve adoption of the TaRL pedagogical approach in classroom instruction.

Community-Based Programs

Community-based engagement continued to be integral to Pratham's partnerships, enabling children's learning to extend beyond the classroom.

Bihar: Through JEEViKA collaboration, the Mothers' Awareness Initiative (MAI) and the Second Chance program empowered women to support home learning while piloting upper primary and digital learning resources in Community Libraries and Career Development Centres (CLCDCs).

The year underscored several important lessons. Partnerships operated across highly diverse contexts, demanding flexible engagement and sustainable strategies. Consistent access to technical expertise and high-quality instructional content proved essential for coherence at scale. The limited availability of cross-learning platforms highlighted the need for more deliberate sharing of tools and practices. Finally, evidence-based demonstrations emerged as powerful levers for influencing government ownership and scaling adoption.



Sports at Pratham

Pratham deepened its focus on physical fitness and holistic development by embedding sports into schools and communities.

Fitness Clubs in Maharashtra, Chhattisgarh and Jharkhand: Fitness Clubs under the Creativity Club program reached over 25,000 children across schools and communities. Using an 'All-Some-Few' model, 'all' children joined basic activities, 'some' received targeted support, and a 'few' were guided for advanced talent development. Weekly sessions, in-person camps, and Khel Melas—facilitated by 850 sports and dance fellows and 300 teachers—encouraged teamwork, leadership, gender inclusion, and lifelong fitness habits.



Khel Nursery in Bihar:

The Khel Nursery project in Bihar expanded from one to three clusters, reaching over 700 children with structured training in football, athletics, kabaddi, and handball. Daily sessions and school outreach, led by local volunteers, built fitness, nurtured early talent, and strengthened a sports culture in communities.

Children gained recognition at district, state, and national levels through events like Khelo India, SGFI Nationals, and Bihar State Athletics, with several securing spots in scholarship-linked talent hunts.

Grassroots Sports in West Bengal:

In West Bengal, grassroots football expanded across 265 villages in 11 Hamara Gaon blocks, with 250 boys' teams and 89 girls' teams. Regular tournaments, including Independence Day and Republic Day matches, built enthusiasm for sports and strengthened community engagement.

The initiative promoted healthier lifestyles, boosted participation of girls and supported improved learning outcomes through teamwork and discipline.







GIRLS & WOMEN

Pratham focusses on empowering girls and women through education and skill-building initiatives tailored to their needs and opportunities. The Second Chance program helps older girls and women who dropped out of school complete Grade 10, opening gateways to lifelong learning and earning opportunities. Additionally, there is a constant effort to review and revise content used in different programs through a gender and inclusion lens.

The Pratham-Jameel Second Chance programme was launched in 2023 with support from Community Jameel, an international organisation advancing science and learning for communities to thrive. This initiative scales up and expands the original Second Chance programme established in 2011 by Pratham that has benefited from the support from many individual and institutional partners and donors over the years.

Second Chance Program

The Second Chance program prepares learners for the Grade 10 certification, a crucial milestone that unlocks pathways for higher studies, employment, and lifelong learning. Beyond academics, it also builds confidence and resilience through life skills training. By combining digital tools with strong mentorship, the program provides a holistic and empowering learning experience.

In 2024-25, 12 states implemented the Second Chance program by strengthening existing in-class models and redesigning remote learning models.

The program year began with Padhai Ki Taiyari (PKT), a preparatory phase to strengthen basic literacy and numeracy skills and build learners' confidence. A structured curriculum, supported by regular assessments, was used to monitor progress and provide targeted support.

The Second Chance program has two learning phases—the Foundation Course and the Main Course. The Foundation Course focusses on building foundational concepts, while the Main Course covers Grade 10 curriculum.



Alumni Engagement

The program alumni were engaged in various activities. Sessions were organised to help them explore opportunities in higher education, local livelihoods, vocational skilling, and job markets. Small modules focussing on building life skills, covering topics such as digital skills, financial literacy, and health-related knowledge were also shared via WhatsApp.

Some learners were also admitted to Pratham Skilling Centres and other partner organisations to equip them with livelihood skills and promote economic independence. Learners also participated in Community Training Camps conducted through Rural Self Employment Training Institute (RSETI), which focussed on skills such as stitching, dairy farming, and handicrafts.

REACH

In 2024-25, more than **17,000** learners from **51** districts across **12** states were enrolled in the Regular and Remote Second Chance program. Of the total number who enrolled for the program, more than **9,700** appeared for the Grade 10 examination.



Board Result 2024-25:

The final results stood at 75%.

New Initiatives

The Pratham Learning Platform (PLP) is envisioned as a single-window solution for all teaching and learning activities. For facilitators, it will enable class scheduling, worksheet uploads and evaluations, and sharing of key topics and resources. For learners, PLP will support in attending classes, tracking schedules, marking attendance, taking assessments, revisiting lessons, and accessing important topics through audio-visual content. In 2024-25, PLP was piloted and integrated for the Second Chance learners.

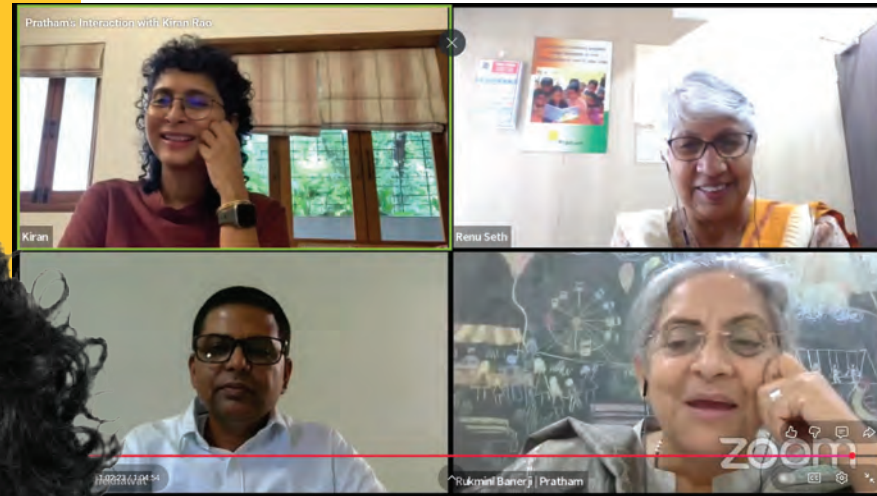


REEL MEETS REAL: WHEN "**Laapataa Ladies**" MET SECOND CHANCE LEARNERS!

When 'Laapataa Ladies' hit theatres in March 2024, its powerful message about women's education, empowerment, and independence opened the door for an inspiring collaboration with Pratham.

This led to the opportunity to connect with the film's producer-director **Kiran Rao** in a special conversation that mirrored the spirit of the Second Chance program. During an interactive virtual session, Kiran spoke with several Second Chance learners, answering their questions and sharing insights on how the film celebrates women reclaiming their dreams.

'Laapataa Ladies' was also screened at Second Chance centres across 12 states, where over **3,000 learners** watched the film and saw their own journeys reflected in its protagonists.



Bringing the Gender Lens

Pratham's gender program works to embed a gender-responsive approach across all its initiatives by creating inclusive content and activities for classrooms and communities. Teachers, facilitators, and program teams are trained to challenge stereotypes, encourage reflection, and foster equitable learning environments in their daily work. In 2024-25, gender interventions were rolled out across Haryana, Uttarakhand, Delhi, Bihar, and Uttar Pradesh, targeting students in Grades 3 to 5 and engaging mothers' groups through weekly meetings that strengthen home-school connections and support women's well-being. The program uses contextualised, multi-sensory materials, including tactile cards and sensory mats, to accommodate diverse learners, while a Gender and Inclusion Checklist guides teams in creating more inclusive spaces.



DIGITAL INNOVATIONS

The Pratham-Shah PraDigi Innovation Centre, also known as PraDigi Centre, was established to develop an open learning model designed to foster lifelong learning and equip children and youth with essential skills for school, life, and work.

Over the past year, the PraDigi Centre has continued its commitment to building technology-enabled solutions that make learning accessible, contextual, and inclusive for all. The centre focussed on leveraging emerging technologies like AI and continued to ensure that tools and programs are field-tested, privacy-compliant, and tailored for low-resource environments.





Key Highlights:

Digital Assessment Tools

ReadNet: Building one of India's largest children speech dataset

Initially implemented in Hindi and Marathi, ReadNet dataset focussed on collecting and analysing language data to improve AI-powered reading assessments. In 2024-25, its scope expanded to cover more Indian languages, collecting 698 hours of reading audio in Hindi, Odia and Telugu from over 19,000 children. It led to an offline reading assessment tool offering insights into reading levels.

PadhAI App: AI-Powered Reading Assessment Tool

Built on the ReadNet dataset, the PadhAI app was launched in Hindi this year as an AI-powered tool to assess children's reading fluency. The app, aligned with the ASER reading framework, offers real-time, privacy-compliant reading assessments. It is powered by advanced Automatic Speech Recognition (ASR) technology to provide instant and actionable insights into children's reading progress. The app is available on the Google Play Store and is being adapted to different contexts and Indian languages.





BaalSakhi Chatbot : Early Childhood Care

An AI-powered WhatsApp chatbot, BaalSakhi, offers personalised guidance to mothers and caregivers on Early Childhood Care and Education (ECCE). In 2024-25, it was tested at scale, reaching over 25,000 mothers across multiple states. In this phase, BaalSakhi was tested in five languages.

WhatsApp Group Management Technology: Partnership with NIPUN Maharashtra

Developed for Pahile Paul, a joint initiative of Pratham and the Maharashtra government, the technology engages mothers' groups to strengthen learning for children in Grades 1-3. It enables automated content delivery, engagement tracking, and personalised nudges through WhatsApp. In 2024-25, it was tested in over 3,000 school-level WhatsApp groups, reaching over 60,000 mothers. Combining targeted digital nudges with in-person visits led to 4-6 times higher engagement.

Technology-Assisted English Tutor Program

Building on 2023-24 pilots, the English Tutor program uses an activity-based curriculum and AI tools to strengthen English reading, comprehension, and speaking for Grades 6-8. In 2024-25, Module 1 (Reading) was tested with 300 children and 30 tutors in Maharashtra and Madhya Pradesh, raising the share of children reading at Level 3 (paragraph level) or higher from 12% to 80%.

Content Creation, Repositories & Open Resources

In 2024-25, over 5,000 new resources in 14 Indian languages and English were added to the Pratham Open School, a public repository of all content created or curated by Pratham. The platform currently houses over 17,000 resources, including videos, games, stories, and more. With AI tools, Pratham was able to generate faster outputs at lower cost, making content development more efficient and scalable. AI was used for transcription, translation, and voiceovers across more than 625 resources in Indian English, Hindi, Gujarati, Tamil, Kannada, Telugu, and Bengali—broadening access and inclusivity in content delivery.

Content Projects

STEM & climate education resources (Experimento India Project):

In collaboration with an experienced science education partner, over 100 Open Education Resources (OERs) on Energy, Environment, and Health were created and tested with over 2,500 children in Pune and Mumbai under the 'Test and Learn' model in 2024-25. The resource hub is live as a separate section on Pratham Open School.

Girls and women education repository:

Over 1,000 video resources were produced in 11 Indian languages for girls and women learners enrolled in Pratham's Youth & Skilling and the Second Chance programs in 2024-25.



Open Learning through Creativity Clubs

The Creativity Club program, based on PraDigi Centre's Open Learning Model, offers choice-based, creative learning opportunities for children and youth aged 10 to 18 years. In 2024-25, new themes like theatre and computational thinking were introduced in collaboration with partners. With sustained engagement, the program saw a significant rise in participation, with more than 75% of enrolled students progressing from registration to actively submitting one or more projects.

Reached over 1 lakh children across 10,000 villages and 2,500 schools in 17 states.

Key Highlights:

- Around **600** in-person sessions were organised for children across the country. These workshops fell into two categories: at the 'some' level, one-day, theme-specific Creativity Fairs were conducted. At 'few' level, immersive, expert-led camps were held, either at district-level venues or educational institutions. Pratham collaborated with over 50 partners, including individuals and experts from various domains, for organising the camps.
- **10,000** youth volunteers were mobilised for organising Creativity Clubs in the community. From over **10,000** clubs in communities and schools, Pratham received more than 85,000 project submissions.
- Two symposiums were held in Dehradun Uttarakhand, and Bhopal, Madhya Pradesh, to bring together educators for meaningful discussions on creative learning.





Digital Initiative

Learning with Vodafone-Gurushala

The Learning with Vodafone-Gurushala program empowers educators through hybrid and virtual formats, while supporting students with curriculum-aligned materials and learning resources. Gurushala is an online platform that offers educators a range of professional development opportunities, including online training, self-paced courses, expert-led sessions, and digital content. Accessible via both web and mobile application, the program helps bridge educational gaps by offering contextual and board-aligned content in multiple languages for both teachers and students. Gurushala has also implemented teaching and learning programs with educators and learners in Maharashtra and Uttar Pradesh through district and state-level partnerships.

Key Highlights:

Empowering Teachers to use Interactive Flat Panels Effectively

As part of the Government of Uttar Pradesh's ongoing programs to modernise school infrastructure under the Smart Class Project, Interactive Flat Panels (IFPs) were deployed statewide to enrich technology-enabled learning environments. Gurushala's role was to support successful adoption and integration. The program was implemented with teachers in two districts—Aligarh and Kasganj.

Through hands-on training, educators learned to use features such as digital whiteboards for collaborative problem-solving, annotation tools for interactive lessons, and screen mirroring to showcase student work. A curated video playlist with creative ideas and real classroom examples was provided to participants to help them make lessons engaging and student-centred.

Providing a Self-Paced Learning Pathway to Students

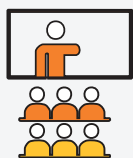
Gurushala offers a digital content library with over 1 lakh resources across various subjects, grade levels, and formats, mapped to the curricula of eight major state education boards.

To further streamline the learning experience, in 2024-25, Gurushala introduced the Study Spot feature, enabling students to easily browse and access content based on their state board, class, subject, chapter, and topic.

Gurushala's English Clubs and Learning Galleries

Gurushala implemented a program to enhance spoken English skills among teachers and students in Varanasi, Uttar Pradesh. Building on this engagement, it introduced the English Club for teachers to implement in their schools. Piloted in Sewapuri and Arazilines, the club provides a space for both teachers and students to practice spoken English through interactive, task-based activities based on the Common European Framework of Reference for Languages (CEFR).

REACH



In 2024-25, over **1.6 lakh** teachers and students joined Gurushala. Over **50,000** teachers were trained in hybrid mode.







YOUTH & SKILLING

Pratham's Youth and Skilling program equips young people (18-35 years) from disadvantaged backgrounds with employable skills and provides them access to jobs, entrepreneurship, and further education. Operating through over 170 training centres and 1,000 Community Training Camps, the program delivers structured courses and livelihood opportunities in five domains: Care Economy, STEM-aligned trades, Green Skills, IT-enabled services, and Travel & Tourism.

Pratham also supports nano-entrepreneurs, certifies workers through Recognition of Prior Learning (RPL), promotes agroforestry practices among small farmers, and introduces vocational education and career awareness to school students (14-18-year-olds), preparing the next generation to navigate the world of work with confidence.

Key Highlights:

Expanding Overall Reach

Addressing the growing need for a skilled workforce, over 30 new centres were set up with a major focus in Bihar, West Bengal, and Uttar Pradesh in 2024-25. The program also expanded for the first time to Haryana and Kerala.

A key enabler of this scale-up was the Community Training Camp (CTC) model—a low-cost, locally tailored skilling solution. Using a hub-and-spoke approach, with centres as hubs and camps as spokes, it provided flexible, community-driven training across trades, ensuring that those who cannot migrate for training still have access to quality skill development opportunities.

Launched New Market-Responsive Courses

In addition to expanding hospitality training, in 2024-25, courses were added to prepare people for jobs such as forklift operator, data entry operator, and tour guide. These efforts responded the rising demand in logistics, tourism, and services, enabling rural youth to access better-paying jobs and new career pathways.

REACH

Over **1 lakh** youth enrolled in self-learning courses (L1).

Over **40,000** youth trained through centres and community models, of which 75% were placed.

Over **9,000** workers upskilled through centre and community models.

Over **3,000** entrepreneurs mentored.



Vocational Awareness Pilots in Schools

In 2024-25, Pratham ran its career awareness module in over 200 schools across 9 states, engaging adolescents and young adults in exploring future career pathways. Aligned with the National Education Policy (NEP) 2020 and Skill India, the initiative nurtures curiosity, broadens horizons, and helps students imagine diverse career pathways—positioning skilling as an empowering first step towards opportunity.

Institutional Partnerships for Skill Development

In 9 states, Pratham initiated partnerships with 32 Industrial Training Institutes (ITIs), joined the Future Rights Skills Network (FRSN), and collaborated with sectoral players to align training more closely with emerging workforce needs.



Gender-Inclusive Innovation

As one of the four winners of the International Labour Organisation (ILO)–YuWaah Skill Innovation Challenge, Pratham implemented a hybrid skilling model, training 400 women across 6 states in trades such as solar electrical, automotive (including EVs), office administration, and graphic design. The model features gender-sensitive curricula, local livelihood pathways, and safe learning environments to ensure diverse training and employment access.

Strengthening Impact through Research and Partnerships:

In collaboration with the Centre for Economic Data and Analysis (CEDA), a large-scale Randomised Controlled Trial (RCT) was conducted to identify effective strategies for increasing women's participation in high-quality vocational training, with a focus on non-traditional and higher-return trades.

Women Inspiring Change: Building Pathways to Work & Leadership

The Women Inspiring Women's Aspiration (WIWA) program builds rural women-led networks while bridging the digital divide through community learning, market-aligned training, and industry partnerships, expanding access to employment and entrepreneurship.

In **2024**, the program connected over **4,500** women to livelihood opportunities across **500** villages in **5** states—Maharashtra, Uttar Pradesh, Chhattisgarh, Madhya Pradesh, and Telangana.

Aashirwad Campaign

Since the launch of the Youth & Skilling program in 2005, more than 2.5 lakh youth have been trained across diverse sectors: healthcare, automotive, beauty, construction, apparel, and more. As Pratham approached its 30th year, an important question arose: What happens after training and placement?



Launched in February 2024, the Aashirwad campaign aimed to reconnect with youth and their families, not only to track outcomes but to understand their lived realities and hopes. It began with in-person visits by staff in villages with high concentrations of trained youth. Within just three weeks, teams had already reached over 55,000 young people and/or their families.

To expand the campaign's reach, a calling drive was initiated to connect with more alumni across geographies, especially those who had moved away from their original training locations or were otherwise difficult to reach in person. This process was repeated in March and April 2025.

The campaign reached over 1.5 lakh youth and families through a combination of in-person and telephonic engagement.

Insights from the Campaign

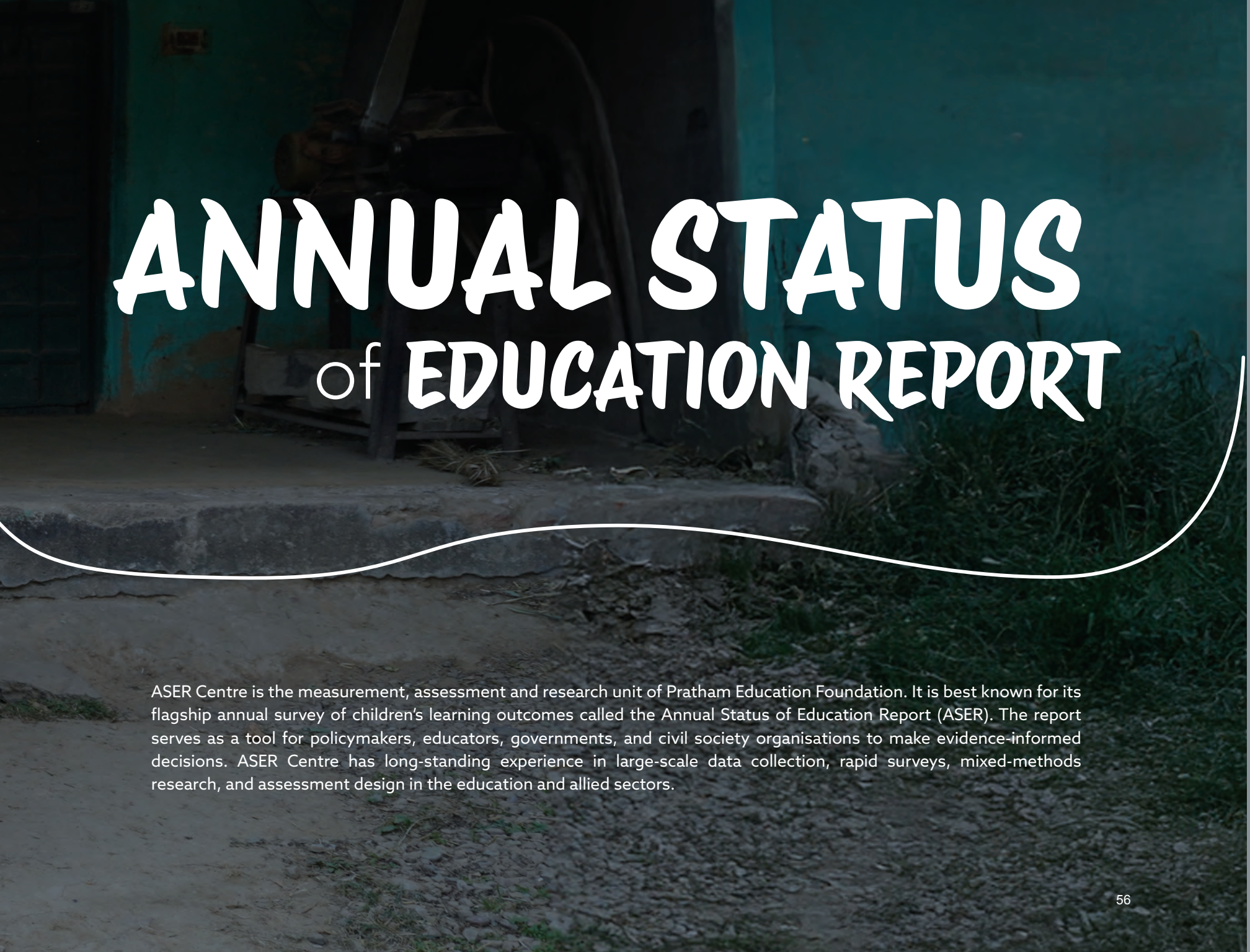
Among the youth who received placement support, 67% continue to engage in income-generating activities, compared to 57% of those who declined such support. This shows that placements not only open the first door to work but also strengthen long-term workforce participation.

The identification of over 1,000 high-participation villages further highlights the potential of community-based peer networks for sustained engagement.

A gender analysis reveals a sharper challenge: while 79% of female trainees were placed after training, only 54% remain employed. In contrast, 85% of male trainees were placed, and 72% continue to work. This gap points to the need for more targeted, gender-responsive strategies to support women's sustained participation in the workforce.







ANNUAL STATUS of EDUCATION REPORT

ASER Centre is the measurement, assessment and research unit of Pratham Education Foundation. It is best known for its flagship annual survey of children's learning outcomes called the Annual Status of Education Report (ASER). The report serves as a tool for policymakers, educators, governments, and civil society organisations to make evidence-informed decisions. ASER Centre has long-standing experience in large-scale data collection, rapid surveys, mixed-methods research, and assessment design in the education and allied sectors.

Annual Status of Education Report (ASER) 2024

ASER 2024 focussed on core questions related to children's enrollment status and their basic reading and arithmetic levels. In addition, the report included questions and tasks on digital access, usage, and abilities among 14-16-year-olds, and for the first time, provided representative and comparable estimates of these indicators at both the state and national level.

Key Findings:

The NEP 2020 set a systemic goal of achieving universal FLN by 2026-27 under the NIPUN Bharat Mission. By focussing on children aged 3-6, the NEP emphasised the critical role of early learning as the base for later educational success. ASER 2024 provides concrete evidence that these policy efforts are translating into meaningful gains on the ground.

For the early years, ASER 2024 reports a steady rise in preschool participation between 2018 and 2024. By 2024, 77.4% of rural three-year-olds were enrolled in some form of early childhood education (LKG, UKG, Anganwadi, or others).



At the primary level, ASER 2024 records unprecedented progress in foundational skills. The share of Grade 3 children able to read a Grade 2-level text rose from 20.5% to 27.1%, the largest improvement in ASER's history, which is driven primarily by gains in government schools. Arithmetic skills also reached their highest level in over a decade, with 33.7% of Grade 3 students able to perform at least subtraction.

Additionally, as the only source of comparable national data on foundational learning, the report provides critical insights into the recovery and acceleration of learning outcomes following the COVID-19 pandemic, underscoring the impact of ongoing NEP and NIPUN efforts in strengthening India's educational foundation.

The findings of the report were discussed extensively by a diverse group of stakeholders, including the Ministry of Education, district and state government officials, academic researchers, civil society organisations, and media.



ASER 2024 reached nearly **6.5 lakh** children in over **3.5 lakh** households across **605** districts in **29** states and Union Territories.

Other Highlights:

Study on Durability of Foundational Literacy and Numeracy (FLN) Interventions at Scale:

As part of the What Works Hub for Global Education, Pratham conducted a study to improve classroom practices and children's foundational learning outcomes. Using A/B testing, different iterations of FLN interventions were tested in two districts of Uttar Pradesh. Additionally, a measurement tool for classroom practices and a survey questionnaire for Teacher Mindset were developed to understand how teaching-learning plays out in the classroom and how teachers support the children falling behind in the same schools where the intervention was carried out.





Inclusive Education - ENABLE

Pratham's ENABLE (Equity in Accessing Numeracy and Basic Literacy Education) program works to strengthen access and the quality of foundational learning for all children, including those with disabilities, delays, and diversities, in line with the National Education Policy (NEP) 2020. In 2024-25, the program focussed on strengthening pedagogical practices, and fostering systemic collaborations to ensure that children with disabilities are not left behind in foundational learning.

Key Highlights:

Strengthening Government Partnerships

In partnership with the Department of Women and Child Development (WCD), Madhya Pradesh, Pratham is a core member of the state-level Early Childhood Care and Education (ECCE) consortium. In Maharashtra, in partnership with the WCD, Pratham trains Anganwadi workers statewide on inclusive care and education. With the Samagra Shiksha Abhiyan, Standard Operating Procedures (SOPs) to strengthen Urban Resource Centres are being developed, and in Nashik, Pratham is part of the Mission Aatmanirbhar committee, tasked to promote inclusion within all district-level activities.

Pratham also conducted a two-day residential training for special educators of the Samagra Shiksha Abhiyan in Sikkim. At the national level, Pratham signed MoUs with two national institutes under the Department of Empowerment of Persons with Disabilities.

Together, these efforts have enabled us to train 3,000 government actors on inclusive pedagogies.

Inclusive Action Centres (IACs) as Model Resource Centres

IACs in Mumbai and Nashik (Maharashtra), and Bhopal and Mandideep (Madhya Pradesh) served as Model Resource Centres, each with the capacity to reach over 500 children. These centres serve as learning hubs and living laboratories where staff provide education, rehabilitation, therapy, and early intervention services while demonstrating best practices to teachers, Anganwadi workers, and officials to drive system-wide adoption of inclusive education. Multi-sensory learning is further supported through sensory gardens in Bhopal, Mumbai, Mandideep, and Jawahar Bal Bhawan (Bhopal).

Resource Development for Training and Practising Inclusive Pedagogies

Pratham developed a suite of knowledge products to embed inclusive pedagogies at scale, including a sensitisation package for frontline educators to strengthen inclusive classroom practices, digital resources to help parents support children's Activities of Daily Living (ADL), and Adhaarshila-based activities adapted from a Universal Design for Learning (UDL) perspective. The package also covered the revision of NIPUN Bharat and NCF (National Curriculum Framework) learning outcomes, assessment tools and a framework, piloted in the field and validated by a group of experts.



FINANCIALS

Pratham Education Foundation

(A Private Company Limited by Guarantee under Section 8 of the Companies Act, 2013)

Income And Expenditure Account for the year ended 31 March 2025

(All amounts are in ₹ Lakhs, unless otherwise stated)

Particulars	Notes	For the year ended 31 March 2025	For the year ended 31 March 2024
Income			
Donation and other receipts	14	25,621.49	34,737.22
Other income	15	278.21	442.53
		<u>25,899.70</u>	<u>35,179.75</u>
Expenditure			
Expenses on programme initiatives	16	9,796.51	8,584.49
Employee benefit expense	17	22,719.21	18,148.00
Depreciation and amortisation expenses	8(a) & 8(b)	1,017.13	1,029.39
Other expenses	18	2,966.61	2,140.43
Total expenses		<u>36,499.46</u>	<u>29,902.31</u>
(Deficit)/Surplus for the year		<u>(10,599.76)</u>	<u>5,277.44</u>

The accompanying notes are an integral part of these financial statements.
As per our report of even date.

For Walker Chandlok & Co LLP

Chartered Accountants

Firm's Registration No.: 001076N/N500013

Kartik

Kartik Gogia

Partner

Membership No.: 512371

Place: Gurugram

Date: 25 September 2025



For and on behalf of the Board of Directors of
Pratham Education Foundation

Rukmini Banerji

Rukmini Banerji

CEO & Director

DIN: 02877496

Place: New Delhi

Date: 25 September 2025

Madhav Chavan

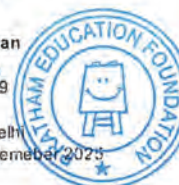
Madhav Chavan

Director

DIN: 02012989

Place: New Delhi

Date: 25 September 2025



Pratham Education Foundation
(A Private Company Limited by Guarantee under Section 8 of the Companies Act, 2013)
Balance Sheet as at 31 March 2025
(All amounts are in ₹ Lakhs; unless otherwise stated)

Particulars	Notes	As at 31 March 2025	As at 31 March 2024
EQUITY AND LIABILITIES			
Funds and liabilities			
Share capital	3	~	~
Reserves and surplus	4	5,090.06	15,689.82
		<u>5,090.06</u>	<u>15,689.82</u>
Non-current liabilities			
Long-term provisions	5	2,706.34	1,217.63
		<u>2,706.34</u>	<u>1,217.63</u>
Current liabilities			
Trade payables			
Total outstanding dues of micro and small enterprises; and	6	417.79	57.37
Total outstanding dues of creditors other than micro and small enterprises		597.98	193.93
Other current liabilities	7	1,007.42	616.80
Short-term provisions	5	1,288.46	785.57
		<u>3,311.65</u>	<u>1,653.67</u>
TOTAL		<u>11,108.05</u>	<u>18,561.12</u>
ASSETS			
Non-current assets			
Property, plant and equipment and Intangible Assets			
Property, plant and equipment	8(a)	7,520.72	7,680.65
Intangible assets	8(b)	44.08	66.12
Capital work-in-progress	8(c)	524.39	365.39
Intangible assets under development	8(d)	591.78	275.79
Long-term loans and advances	9	86.39	136.34
Other non-current assets	10	124.47	108.04
		<u>8,891.83</u>	<u>8,632.33</u>
Current assets			
Cash and bank balances	11	1,261.86	8,842.75
Short-term loans and advances	12	685.92	582.91
Other current assets	13	268.44	503.13
		<u>2,216.22</u>	<u>9,928.79</u>
TOTAL		<u>11,108.05</u>	<u>18,561.12</u>

The accompanying notes are an integral part of these financial statements. 1-33
As per our report of even date.

For Walker Chandok & Co LLP
Chartered Accountants
Firm's Registration No.: 001076N/N500013

Kartik

Kartik Gogia
Partner
Membership No.: 512371

Place: Gurugram
Date: 25 September 2025



For and on behalf of the Board of Directors of
Pratham Education Foundation

Rukmini Banerji

Rukmini Banerji
CEO & Director
DIN: 02877496

Place: New Delhi
Date: 25 September 2025

Madhav Chavan

Madhav Chavan
Director
DIN: 02012989

Place: New Delhi
Date: 25 September 2025



OUR SUPPORTERS

Accenture Solutions Private Limited
Adobe Systems India Private Limited
Allstate Insurance Company
Anmol Industries Limited
Analytics Solutions Private Limited
Apex Auto Limited
Apple India Private Limited
Applied Material Private Limited
Ares Management Corporation
Assa Abloy Opening Solutions India Private Limited
Atlas Copco India Private Limited
Automatic Data Solutions & Technology Services Private Limited
BA Continuum India Private Limited
Bain & Company
Bajaj Finance Limited
Capitaland Hope Foundation
Central Square Foundation
Chandrama Forest Academy Of Chandrapur
Childaid Network
Citadel Securities India Markets Private Limited
Cognizant Foundation
Comic Relief Fund
Crif High Mark Credit Information Services Private Limited
Dani Foundation
Darwinbox Digital Solutions Pvt. Ltd.
DCM Shriram Foundation
Dormer Pramet India Pvt Ltd
Douglas B Marshall, Jr Foundation
ECE Industries Ltd
Elara Securities (India) Private Limited
ELMS Sports Foundation
Engichem Specialty Chemicals Private Limited
Enterprisedb Software India Private Limited
Epiroc Mining India Limited
EQ Technologic (India) Private Limited
Ericsson India Private Limited
Estee Advisor Pvt Ltd
Estee Lauder Charitable Foundation
Fondazione Generali The Human Safety Net Onlus
Foundation For Participative Sports
Gates Foundation
Gillett India Limited
Google Cloud India Private Limited
Google Connect Services India Private Limited
Google India Digital Services Private Limited
Google India Private Limited
Google It Services India Private Limited

Google Payment India Private Limited
Grindwell Norton Limited
HDFC Bank Limited
Hella Chemical Market Private Limited
Hella Infra Market Private Limited
Here Solutions India Private Limited
HSBC Electronic Data Processing India Private Limited
Impact Big Data Analysis Private Limited
Indeed India Operations Private Limited
India Infoline Foundation
Indian Institute Of Technology Kanpur
Indus Valley Partners (India) Private Limited
Infoxchange
Interglobe Aviation Limited
International Labour Organization
ITC Limited
J.P. Morgan Services India Private Limited
JSW Foundation
King Philanthropies
Kings Builders And Developers
Knauf India Private Limited
Kotak Mahindra Asset Management Company Limited
Kotak Mahindra Bank Limited
Kotak Mahindra Investments Limited
Kotak Mahindra Prime Limited
L&T Hydrocarbon Engineering Limited Vadodara
Larsen & Toubro Public Charitable Trust
Lloyds Infinite Foundation
Lloyds Metals & Energy Ltd
Loreal India Private Limited
Luxmi Charitable Trust
Majesco Software & Solutions Private Limited
Michelin India Private Limited
MMTC Pamp India Private Limited
Mohammed Abdul Latif Jameel Kbe
Motocare India Private Limited
Multicoreware India Private Limited
National Payment Corporation Of India
Nayar Holdings
Nisshinbo Mechatronics India Private Limited
Niswarth Children Foundation
Northern Arc Foundation
Oak Foundation
Obeetee Foundation
Owens Corning (India) Private Limited
Phenix Health & Wellness Private Ltd.

PI Foundation
Piramal Enterprises Limited
Pratham Canada Foundation
Pratham Sweden
Pratham UK
Pratham USA
Procter & Gamble Home Products Private Limited
Procter & Gamble Hygien And Healthcare Limited
Quantiphi
R Systems International Limited
Raizen Infotech India Private Limited
Reflexallen India Private Limited
Reliance Foundation
Rohini Nilekani Philanthropies Foundation
Rotary Club Jalna Central Charitable Trust
Rubamin Limited
Sandvik Coromant India Pvt Ltd
Sandvik Mining & Rock Technology India Pvt.Ltd.
Sarovar Hotels Private Limited
Sat Krishna Public Charitable Trust
Sathire Social Impact Solutions Private Limited
Seco Tools India Private Limited
Seva Nursing Sansthan
Shriram Seva Sankalp Foundation
Siemens Energy Industrial Turbomachinery India Private Limited
Siemens Limited
Sir Dorabji Tata Trust
SKF India Limited
Sociam Equipment Solutions Private Limited
Standard Chartered Bank
State Street Corporation
Sulzer Pumps India Pvt.Ltd
Sulzer Tech India Private Limited
Sundaram Home Finance Limited
Stata Chemicals Society For Rural Development
Swiss Philanthropy Foundation
Tata Power Community Development Trust
Tata Power Southern Odisha Distribution Limited
Tata Steel Foundation
Tegral India Private Limited
Terre Des Hommes Deutschland E.V.
Tessell India Private Limited
The British Asian Trust
The Convergence Foundation
The Echidna Giving Fund
The People'S Action For Learning (PAL) Network
The Skoll Foundation
TP Western Odisha Distribution Limited
Tribal Development Department

U.S. Agency For International Development (USAID)
UK Online Giving Foundation
United Nations International Children's Emergency Fund (UNICEF)
United Way Of Hyderabad
University Of Oxford
UNM Foundation
Village Social Transformation Foundation
Vinmar Business Services Private Limited
Vodafone Foundation
Voltas Limited
Walter Tools India Private Limited
Watershed Organisation Trust
Wells Fargo International Solutions Private Limited
Welspun Foundation For Health & Knowledge
Whirlpool India Limited
Wipro GE Health Care Private Limited
Wrigley Company Foundation
Yardi Software India Private Limited
Yash Metalics Private Limited
Yes Foundation



INTERNAL COMMITTEE

No. of complaints received: 13

No. of complaints disposed off: 13

No. of complaints pending for more than 90 days: 0

No. of awareness workshops conducted with staff: 210





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