



It all starts with
Education

2019 Annual Report
Room to Read India



It all starts with Education

Room to Read believes that “World change starts with educated children.®” Education is a powerful tool and by its’ use, it is possible to break the cycle of poverty within a single generation and reduce cultural biases along with inequality in the society. Educated children are healthier, earn more income for their families, can protect the environment and are greater contributors to their community and country. Education paves the path for long-term systemic change across low-income communities. Girls’ Education is important as this gives girls the tools to self-advocate and find power in their voices to chart a path that they choose for themselves, rather than the one forced upon them. For the past seventeen years, Room to Read India has designed, tested and implemented program models for achieving quality learning outcomes in literacy and gender equality at scale.



Dear Friends,

It gives me immense pleasure to present the 2019-20 Room to Read India Annual Report. Titled “It all starts with Education,” the report provides an overarching view of our Literacy and Girls’ Education Program achievements and how these programs are making sure that education endures amidst the times of the pandemic.

During the past year, our effort has been to scale up our programs in partnership with governments and support states with system strengthening, in line with our organizational goal of system integration. The programs have now cumulatively benefitted more than 4.3 million children.

In partnership with the United States Agency for International Development (USAID) India, we are implementing the Scaling Early Reading Intervention (SERI) project in the states of Chhattisgarh, Madhya Pradesh, Uttarakhand and Uttar Pradesh. In its’ fifth year of implementation, the project is witnessing a steady progress from “We Do” (collaboration) towards the “You Do” (scale-up) phase, whereby the evidence from our program is being used to help the states develop a state wide plan for improving foundational literacy/early grade reading. In Madhya Pradesh, the system strengthening efforts are being supplemented through the UNICEF-supported ‘Strengthening Academic Leadership for Early Reading’ (SALER) project in Barwani District and in the near future (from May 2020) the Central Square Foundation supported ‘Project Ankur’ initiative across the state.

Starting October 2019, we are also implementing a library program at scale, across the entire district of Nashik, Maharashtra with support from Manudhane Foundation for Excellence; the project will benefit around 245,000 children from 3,277 schools across the district over the next four years.

Our Girls' Education Program, our life skills model is being institutionalized and scaled up across all residential girls' schools in the states of Chhattisgarh and Rajasthan under the IKEA supported 'Project Vijayi'. Starting March 2020, a similar effort to scale up and institutionalize our life skill interventions across the state has been undertaken in the state of Telangana, supported by Warburg Pincus; the project will benefit over 500,000 girls across the state.

Apart from implementing cutting edge programs, it has been the effort of Room to Read India to create salience around the issues of foundational literacy and girls' life skills. Towards this objective, we launched a nation-wide campaign on reading from August 15 - November 14, 2019, #IndiaGetsReading.

This unique initiative encouraged people to take out time to read to children - not just in their own homes but also in their communities. Active across all media, in cities, towns and villages, the campaign received generous support from all sections of society. At a Read-a-Thon organized as part of the campaign on the International Literacy day, over 1 million children across 10 states of the country came together to read.

Room to Read India also organized three national level events to create visibility around the causes we work for. This included a seminar on children's literature on October 22, a consultation on 'It all starts with Education' on November 8, and a Literacy Conference on the theme 'Quality at Scale' on December 11.



All these three events brought together national and international experts, academics, practitioners and government officials to discuss issues of early literacy and life skills. All three events were highly appreciated and saw large participation.

For the sixth year in a row, Room to Read India received the Great Place to Work Certification and was listed as one of the 10 best NGOs to work for in India. The recognition is an endorsement of Room to Read's celebrated work culture and an encouragement for us to work harder and produce even better results. It is this sense of pride, camaraderie and commitment that helped us to remain resilient in face of the Covid-19 pandemic and quickly pivot our activities to respond to needs of the government and our beneficiaries.

All the above achievements would not have been possible without your continuous support and trust on our abilities to deliver the best. With a deep sense of gratitude, I hope to continue our partnership towards creating a better tomorrow for everyone.

Warmly,

Sourav Banerjee
Country Director, India



**Equality
Starts with
Education**



Room to Read's **Girls' Education Program (GEP)** ensures that school going adolescent girls in grade 6 to 12 from economically disadvantaged communities, complete secondary school and have the skills to negotiate key life decisions. The program provides participants with life-skills education, family-school-community engagement, mentoring support and targeted material support through direct implementation and partnership programs with state governments. The program is being implemented in 8 states of Andhra Pradesh, Chhattisgarh, Delhi, Madhya Pradesh, Maharashtra, Rajasthan, Telangana and Uttarakhand benefitting 48,812 girls.

Room to Read's Girls' Education Program: Strengthening girls' agency and gender equality in the society

Life Skills Education (LSE) is central to Room to Read's Girls' Education Program goals. Room to Read believes that when girls have life skills they can more effectively negotiate life decisions, including the decision to stay in school, and standing up for a gender equal world. The program is designed to provide girls with life skills training, mentoring and need-based material support, along with advocacy for girls' education among parents, school staff and communities. It is a long-term, holistic approach of going beyond academics to build the key skills that girls need to make informed life decisions like critical thinking, negotiation and self-confidence.



LIFE SKILLS EDUCATION

Regular life skills sessions in school



MENTORING

- Group mentoring
- Individual mentoring



MATERIAL SUPPORT

Targeted, need-based financial assistances



FAMILY SCHOOL & COMMUNITY ENGAGEMENT

- Parents workshop
- Community events



Pocket Money: Needs or Wants?

The tyres of the cart are almost flat and the cloth which used to cover the fresh vegetables flutter in the slow breeze exposing dried remnants of vegetables. Mitthu Lal, the vegetable vendor and his wife Yashoda look out of the window in despair, the eerie silence of the narrow street provides no solace. With every passing day, losses add up for Mitthu Lal in geometrical progression making life increasingly difficult for his six member family in the locked down Vyapur tehsil of Ajmer District.

Puja, their daughter, was promoted to grade 10 without any exams as schools were closed due to the Covid-19 pandemic. Puja is one of the most dedicated students of the school and the eldest of four siblings. She tries never to miss any of the life skills sessions provided by Room to Read in her school. The social mobilizer didi from Room to Read who conducts the sessions is also concerned now, as she is aware that Puja's father is a vegetable vendor dependent on daily earnings. Puja could sense her parents anxiety about finances during the lockdown period. Her parents put on a brave face in front of the children and act as though everything was fine.



One day, Mitthu Lal was waiting to go out to a nearby shop during the relaxation hours announced by the local administration. Inside, Yashoda was looking frantically for coins and whatever money was available in the small cash box. She looked up pensively at her husband; in the small room that they all stayed, the pain in Yashoda's eyes could be read by all. Puja opened her pencil box and offered her mother the money she had kept there. Her parents were surprised; where did she get the money from? "I have saved Rs 2500 for my grade 10 education from my pocket money; I never ate wafers and Imali (snacks) during the school recess," explained Puja.

Tears swelled to the brim in the big tired eyes of Mitthu Lal and an inconsolable Yashoda hugged Puja. "We cannot take this money..." she said, wiping her tears. "Mother, I will fulfill your dream and complete my education, come what may," said Puja. She further added, "I learnt in my life skills session, how to save money and the difference between wants and needs. At present we 'need' this money for all of us..."

GIRLS' EDUCATION PROGRAM IMPACT



CUMULATIVE
GIRLS BENEFITED
62,457



TOTAL ACTIVE
GIRLS IN 2019
48,812



GIRLS WHO
ATTENDED LIFE
SKILLS TRAINING
86%



ADVANCEMENT
RATE AMONG GIRLS
WHO STAYED IN
THE PROGRAM
97.20%



GIRLS
WHO GRADUATED
SECONDARY SCHOOL

New in 2019:

431

Cumulative through 2019:

1933



PERCENTAGE OF
SCHOLARS ENROLLED
IN TERTIARY
EDUCATION OR FOUND
WORK WITHIN THE
FIRST YEAR AFTER
GRADUATION

63.8%





**Opportunity
Starts
with Education**

Room to Read's Literacy Program works with teachers, schools, government officials and communities to develop literacy skills and a habit of reading among primary school children. We have not only contributed significantly to improving children's reading abilities but have also maintained a continued inquiry in the field of literacy education. Based on extensive field experience and scientific research, Room to Read has designed a Comprehensive Literacy Approach that ensures that children become independent and fluent readers. This is done through combining the "science" of learning with the "magic" of love of reading in an enabling environment.



In the five states of Delhi, Maharashtra, Karnataka, Telangana and Gujarat, Room to Read implements a Library Program, where the focus is on inculcating reading habits in children, particularly in early grades.

The comprehensive literacy model being implemented in Madhya Pradesh, Uttar Pradesh, Rajasthan, Chhattisgarh and Uttarakhand has explicit instruction component in grades 1 and 2 and provision of school library for children of grades 1 to 5; the objective here is to ensure that children read with fluency and comprehension by the end of grade 2.



Quality Reading Materials

In 2019, Room to Read published five new titles, taking the tally of original publications to 205. These titles have been translated and published in five Indian languages — Hindi, Marathi, Gujarati, Telugu and Kannada.

These titles were created as a part of the Author and Illustrator Workshop where we invited local authors and illustrators to collaborate with us. The purpose of such a workshop is to create new, engaging storybooks while building the local capacity as well. The five titles were launched by other Room to Read Country Directors at the National Literacy Conference in December 2019.

In May 2019, Room to Read organized an Ideal Book Collection event in Pune to update our Marathi Book Catalogue. We reached out to over 100 publishing houses and collected sample books from them. Experts in children's literature from different organizations, teachers and Maharashtra state departments were invited to help us in selecting the books. More than 1,000 books were screened during the four-day event and 416 books were selected.

2019 also saw us becoming members of different guilds associated with children book publishing like, The Federation of Indian Publishers and Association of Writers and Illustrators for Children.

One of our books from 2018, "Mai Akela Hoon," also received the second prize in the category of Children's Books [6 to 11 years] as part of the *Awards for Excellence in Book Production 2019* organised by The Federation of Indian Publishers.



Poonam's World of Books

Twelve-years-old Poonam knows little of life's luxuries, but the joy of reading is something that she holds dear. Today as she sits in the small library that she has created in a corner of her home, few would believe that she was unable to even read just a few years ago. This was not the only problem in Poonam's life. A slow learner, she struggled with the most basic tasks at school. Moreover, her family was very poor and could not afford any additional academic support for her. A resident of Pahadbamudwani Village in Gandhinagar District, Poonam's father-Rajeshji Jesangji Chauhan is a daily wage labourer while her mother Tejal Ben is a homemaker and care giver to three children-Kajal (14), Poonam (12) and Sagar (10). The family's financial resources, already stretched thin, were further strained when Rajeshji was bedridden with a kidney ailment.

In this seemingly all pervading gloom, the library program became a ray of hope for Poonam. Poonam was a student in grade 4 when the Literacy Program was first introduced at the government run school in Poonam's village. Where other children took excitedly to perusing the books, Poonam was apprehensive to even approach them. Instead she would sit quietly in a corner, consoling herself in the company of her oblivious peers. It was her teacher, the school library in-charge-Bhavna Kasalkar who came up with a solution. Poonam was handed a green level book. Green level books are books designed for beginner level readers under Room to Read's GROWBY leveling system, where each letter signifies a colour of the rainbow and each successive colour represents an increase in the complexity of the letters, words and themes in the stories.

This became a fresh start in Poonam's quest for knowledge and to the surprise of everyone around her she took to reading. Soon she was devouring the books in the library. Better still was Poonam's performance in school. Once a slow learner, her grades climbed steadily as she progressed to successive levels in the GROWBY scheme. But Poonam was not done, borrowing books from the school library and getting her hands on any reading materials that she could find in the neighbourhood, she soon built her own library in a corner of her home. Here she would read to her heart's content. She would read aloud to the immense gratification of her parents who would eagerly listen to the stories that Poonam read out to them.



This was not lost on the children in the neighbourhood and soon Poonam would have an eager audience every evening. The student had become a teacher! Today Poonam is one of the best performing students in her grade. She is an active participant in the reading sessions that the school has institutionalized as a part of the daily assembly ritual. And while she is still confused about her future (she can't decide between becoming a teacher or a doctor), the path to a bright future lies unfolded before her.



The Impact



CUMULATIVE SCHOOLS

15,642

[DEMO - 9,995 and Accelerator - 5647]



CUMULATIVE LIBRARIES ESTABLISHED

9,594



CUMULATIVE ORIGINAL BOOK TITLES PUBLISHED

205



TOTAL ACTIVE SCHOOLS IN 2019

6,306

[DEMO - 1,674 and Accelerator - 4,632]



NEW BOOK TITLES PUBLISHED IN 2019

5

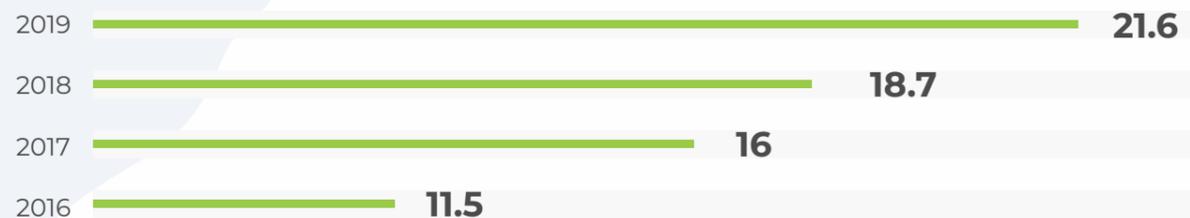


NEW BOOK ADAPTATIONS IN 2019

10

Titles translated in 5 languages

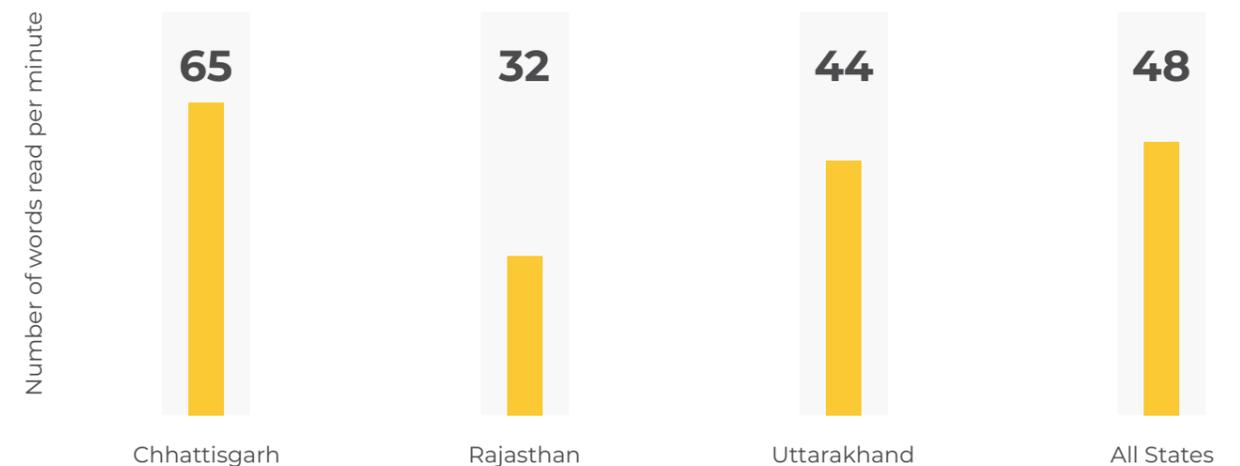
Check In-Check Out of books per-student-per-year from libraries (in the past 4 years)



Literacy Program Assessment Result: 2020

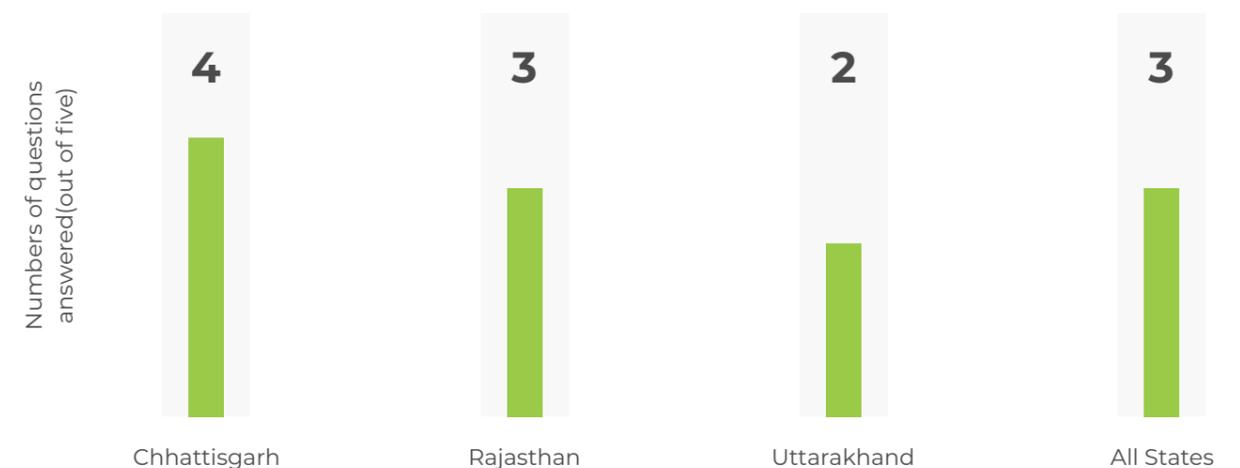
In February-March 2020, Room to Read conducted reading skills assessments with children in Literacy Program schools in three districts (Rajnandgaon in Chhattisgarh, Jodhpur in Rajasthan and Bageshwar in Uttarakhand) of India. The aim of this assessment was to measure the reading levels of a sample of end-of-grade 2 children from a select set of 75 schools benefitting from the Literacy Program for two academic years since 2018. The results indicate that grade 2 children in the sample schools were reading an average of 48 words correctly per minute and answering three reading comprehension questions (out of five) correctly.

Graph: Oral Reading Fluency of Children



Oral Reading Fluency of Children towards end of Grade 2

Graph : Reading Comprehension of Children



Reading Comprehension of Children towards end of Grade 2

TESTIMONIALS



"The books I get from the school library are enjoyed not just by me but everyone at my home as well"

- Vidya



"As a CAC I look after many schools, after the training I received from Room to Read, I find myself better able to support teachers in our schools"

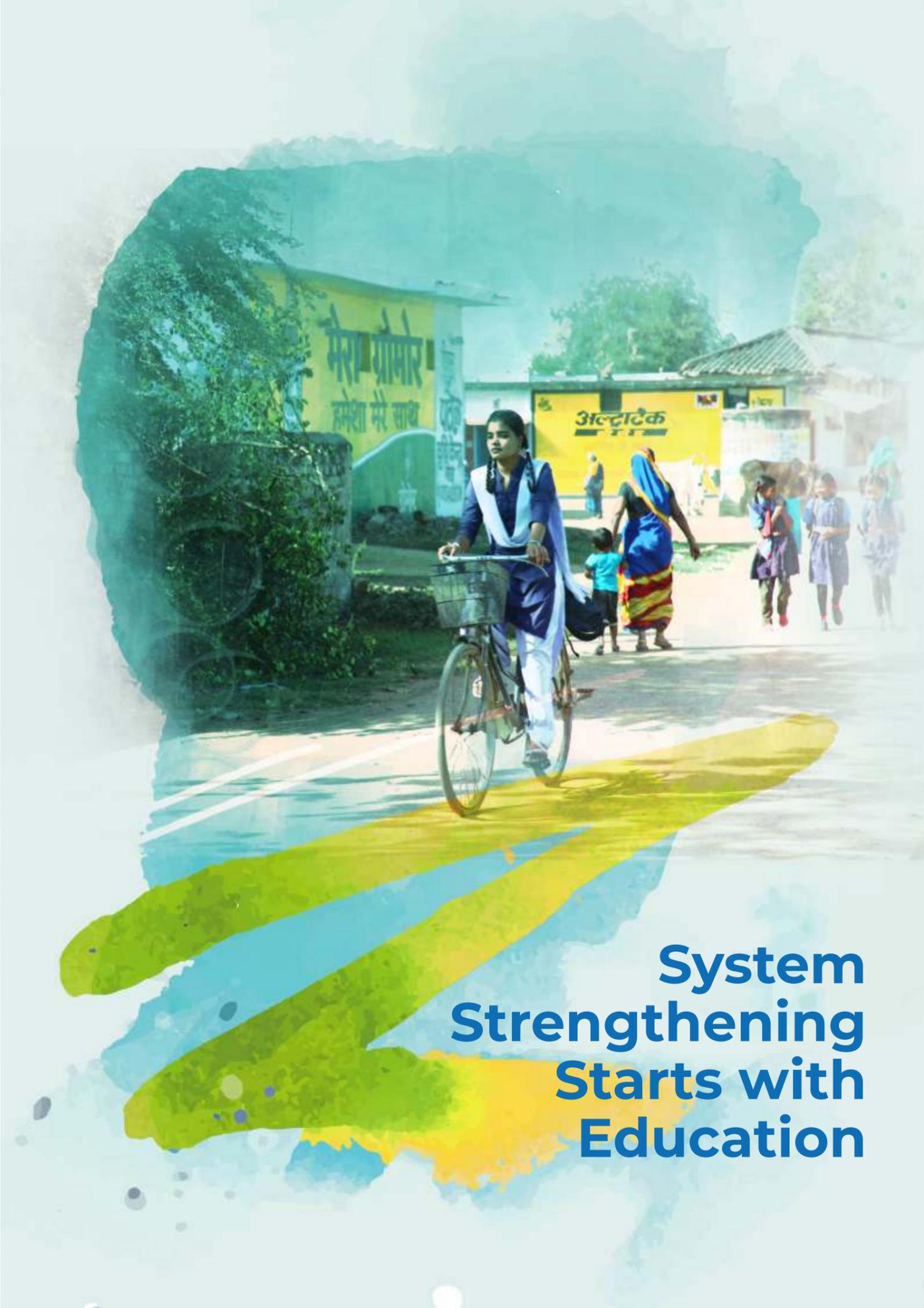
- Suresh Rathore

Cluster Academic Coordinator, Palsood, Barwani district, Madhya Pradesh



"I love going to the school library and I never miss a day at school!"

- Anil Dinesh



**System
Strengthening
Starts with
Education**

Room to Read's scaffolded approach to scale

YOU DO

Assist government in the incorporation of the comprehensive model into the school curriculum



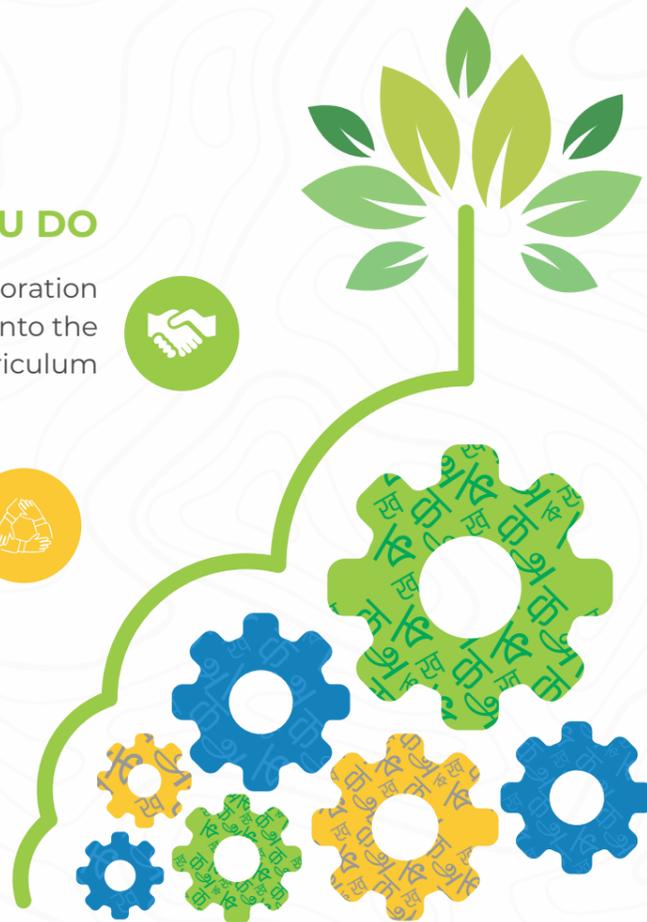
WE DO

Collaboration with the government to scale up the model to reach more beneficiaries



I DO

Demonstrate the comprehensive model in selected government schools



Implementation approach and Scale

Room to Read presented a scaffolded "I do – We do – You do" approach to scale-up that involved demonstrating evidence (I do) in a small set of schools, then implementing a scaled-up version over larger geography (We do) and finally providing technical support to institutionalise the learnings into the government system for statewide upscaling (You do). The key innovation in this process is the 'We do' phase wherein Room to Read works closely with the key government institutions at the district and sub-district level to ensure that there is an all-round understanding of the foundational literacy principles and greater ownership of the programme interventions. This approach, which is co-implemented by the government, is more sustainable in the long run, less dependent on RtR staff, and therefore less expensive.

DURING THE YEAR ROOM TO READ INDIA IMPLEMENTED SEVERAL "WE DO" PROJECTS IN PARTNERSHIP WITH LOCAL GOVERNMENTS.

Scaling up Early Reading Interventions (SERI); funded by USAID

Room to Read, in partnership with the United States Agency for International Development India, is implementing the Scaling Early Reading Intervention (SERI) project. Since 2015, the project has demonstrated its effectiveness in 2,662 schools, helping more than 350,000 children read better and trained more than 18,387 teachers with appropriate skills on how children learn to read and comprehend. Systemic change and scale-up were always the logical culmination of SERI project which will now be accomplished with technical support from Room to Read. This will help to further strengthen the scalability agenda of the SERI project, thereby improving the reach and benefits of the project.



Warburg Pincus

Room to Read, in collaboration with Warburg Pincus, has entered into an agreement to have a long-term, life-changing impact on the lives of girls thereby supporting Room to Read and the national and state governments in India to progress considerably towards addressing the UN Sustainable Development Goals of quality education and gender equality. The project is presently reaching out over 7,215 girls in 72 Kasturba Gandhi Balika Vidyalayas.



Strengthening Academic Leadership for Early Reading (SALER); funded by UNICEF-Madhya Pradesh Barwani

Strengthening Academic Leadership for Early Reading (SALER) in partnership with UNICEF was launched in August 2018 with an aim to strengthen academic leadership in early grade literacy in Barwani District. This year, in February 2020, we saw successful completion of SALER's first tenure and entered into second tenure with renewed agreement with UNICEF for another year. By the end of first tenure, evaluation for both CACs and children were conducted to understand the learning progress. Evaluation for children was led by CACs, the results revealed improvement in children's oral reading fluency (could read 13 wpm from 1 wpm) and letter recognition skills (23.7 letters from 7.4 letters). Significant increase of 38% and 31% in CACs' knowledge and practice of early grade reading respectively was also observed during the first tenure. During this year (until March 2020) 117 CAC/BACs; 45 Master Trainers have been capacitated by Room to Read. These trained MTs have trained 1580 teachers and reached out to 72,282 (Grade 1-5) beneficiaries via the current intervention. A major highlight over the past year has been the introduction of mechanisms such as Book Rotation and monthly meetings of Cluster Academic Coordinators.

Project Vijayi funded by IKEA Foundation

Room to Read along with the IKEA Foundation aims to empower approximately 68,700 girls over the period of 3 years (2018-2021) through a life skills based intervention aiding them to complete their education, acquire critical employability skills and negotiate key life decisions that lay the foundation for successful lives for themselves, their families and ultimately for future generations. The intervention expanded to the 186 Kasturba Gandhi Balika Vidyalayas (KGBV) of Rajasthan, with life skill education provided to girls in grades 9-12 of these schools during this year (June 2019). With this, both the demonstration and scale up components of the project became fully operational, across both the states of Chhattisgarh and Rajasthan. Additionally, we saw our engagement in Chhattisgarh getting deeper—both with the institutions and with government. During the year, the project has benefited a total of 25,492 new girl scholars, across the two states as part of both direct and scale-up models.



DESCRIPTION	CHHATTISGARH	RAJASTHAN
No. of Govt. schools (Demonstration model)	13	72
No. of beneficiaries (Demo)	3211	4573
No. of Institutions (Scale-up model)	178	186
No. of Teachers/Wardens capacitated	393	394
No. of beneficiaries (Scale-up)	21,639	18,231



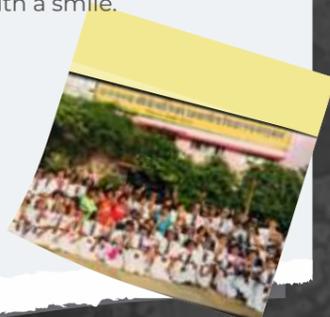


Life skills don't just help the girls, it helps the teachers as well. I was able to form a friendly relationship with the girls. Now the girls speak to me without any hesitation, they have started sharing things with me. In the sessions we play and laugh, tell each other stories and learn new things, we know we're there for each other.

BrijbhanTandan (Warden), Kasturba Gandhi Balika Vidyalaya, Kodgar, Bilaspur, Chhattisgarh

The training by Room to Read made me believe that we can make girls self-sufficient only by giving them the independence that they deserve, the independence to go out and do the things which they want to do. The session enabled me to become a friend of the girls and serve in the role of a facilitator, rather than that of a teacher. It started as a regular job and has now become a journey of self-discovery," remarks Priyanka with a smile.

Priyanka, Warden, Kasturba Gandhi Balika Vidyalaya, Nagaur, Rajasthan



"Life skills are the arts of adaptive and positive behaviour that enable individuals to deal with the demands and challenges of their daily life. These skills can be learned easily which helps us to improve our lives. Our institution has received very positive results due to the life skills sessions. Children come out very openly, tell their problems and even solve small problems on their own. Not just that, we have witnessed changes in ourselves as well. I want to congratulate all the members of 'Project Vijayi' for their hardwork which is now bearing fruit. "

Ms. Kamini Joshi (Warden), Kasturba Gandhi Balika Vidyalaya, Dullapur (Kawardha), Chhattisgarh

"The life skills curriculum disseminated under Project Vijayi is making our girls self-confident. They are evolving the ability to face tough situations, take tough decisions and to put forth their concerns in a clear and confident manner. It would indeed be wonderful if the program could be expanded to include not just middle school girls but also girls from senior classes."

Reshma Kasim, Assistant Program Coordinator, R.G.S.M Sukma, Chhattisgarh

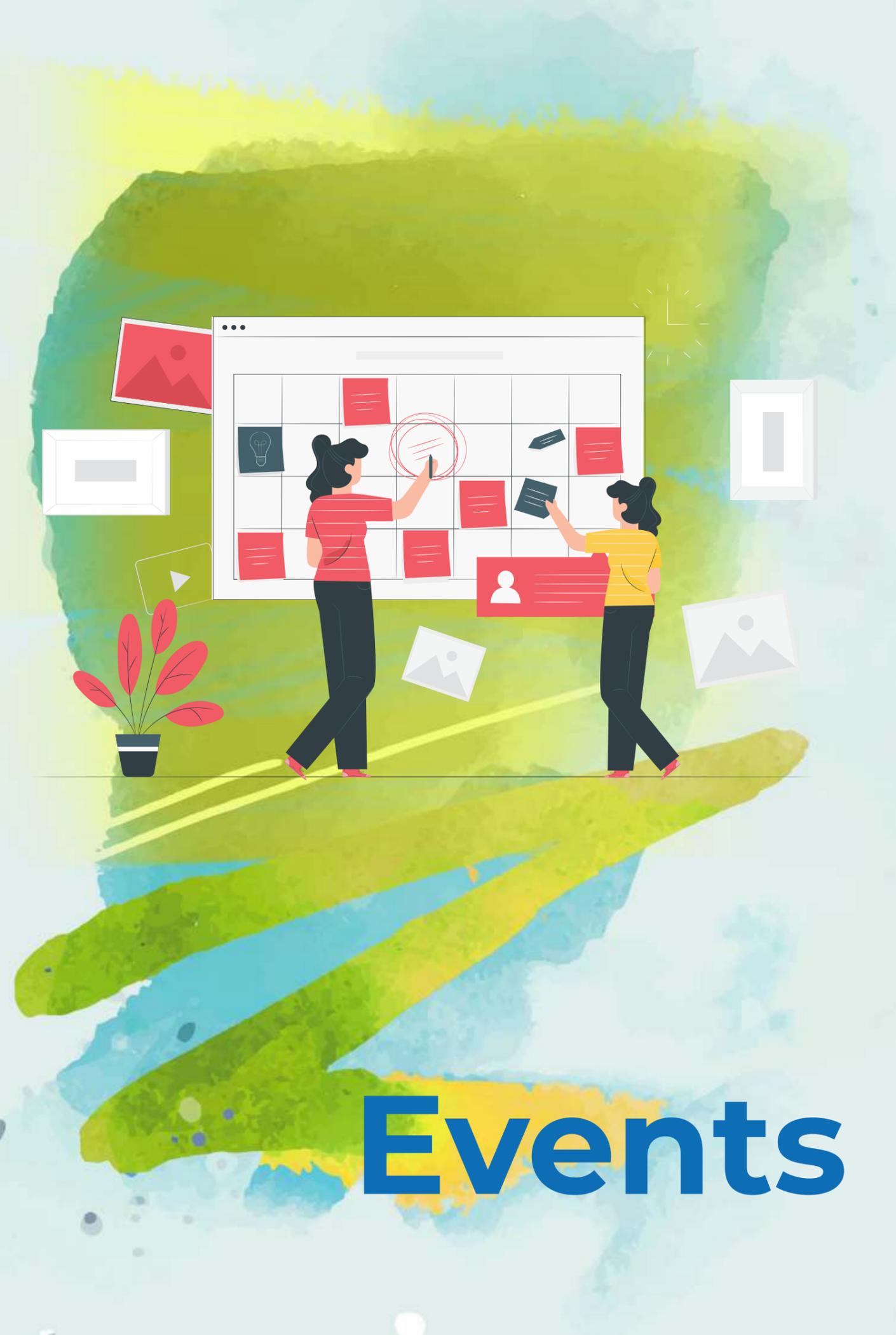


PROMOTING LITERACY AND THE HABIT OF READING AMONG CHILDREN THROUGH A SCALE UP APPROACH IN NASHIK



In October 2019, Room to Read started the district-wide scale-up Library Project covering all 3,277 primary schools of Nashik District. The project aims to 'develop reading habit' and 'love for reading' for all primary grade children through establishing cluster libraries and will reach around 190,000 children in 4 years (October 2019 – March 2023) with a staggered approach. This project started in collaboration with DIET (District Education and Training Institute), Nashik and Education Department of Nashik and with the fund support of RG Manudhane Foundation for Excellence.

The key deliverables of this project are to establish 247 cluster libraries and capacity building of Kendra Pramukhs (cluster cadre) who in turn will train teachers on reading activities, library management and support teachers during the school visits. These cluster libraries will provide access to good quality reading books to children through Cluster Library set-up and a monthly rotation of books. The project also helps in creating more quality reading materials via the series of material development workshops.



Events



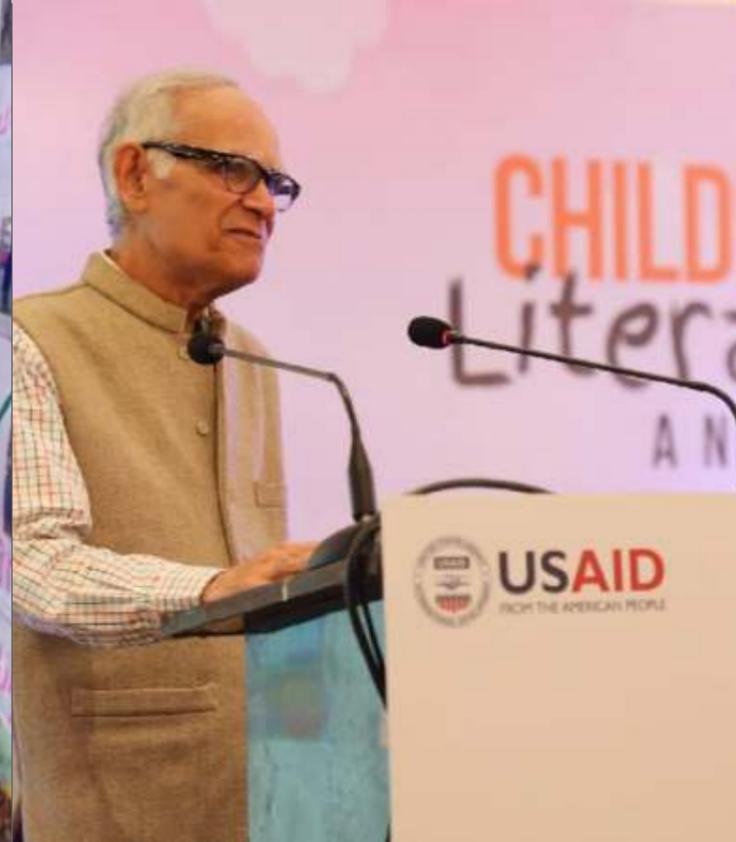
The #IndiaGetsReading Campaign

The year 2019 was witness to Room to Read's first ever #IndiaGetsReading campaign. Launched on the 15th of August, 2019 and culminating on Children's Day, the 14th of November, 2019, this unique initiative aimed at encouraging people to take out time to read to children not just in their own homes but also in their community. Active across all mediums, in cities, towns and villages, the campaign received generous support from all sections of the society. The campaign also included India's first ever Read-a-Thon where on the 7th of September, 2019, over 1 million children across 10 states of the country came together to read. Finally, Room to Read state teams organised Children's Day with reading sessions in schools across their operational areas while the country office marked the occasion with a storytelling session.



International Girl Child Day

On 11th of October, 2019, Room to Read held the International Girl Child Day celebrations across the world. This year, Room to Read's CEO Geetha Murali attended one such gathering in Mumbai. These celebrations had two objectives: to take cognisance of the challenges girls experience each day, the many barriers that exist between them, realization of their rights and to recognize their power and spirit to overcome these challenges so that they may continue to bloom and exercise their power and agency.



Seminar on Children's Literature: A Need

Last year, Room to Read's Quality Reading Materials department organised its annual seminar on the 22nd of October, 2019. Based on the theme Children's Literature: A Need, the seminar was an attempt to bring much-needed focus on high quality children's literature to help promote reading skills and build a culture of reading across the country. Furthermore, the occasion aimed at reinvigorating the pursuit towards a more meaningful discourse around children's literature and brought it center stage at the national level.



GEP's Consultation on Engendering Life Skills Education

On 8th of November, 2019 Room to Read's Girls' Education Program organised a Consultation on Engendering Life Skills Education. The consultation witnessed the participation of Actor and Educator-Dr. Swaroop Sampat and Dr. Namita Ranganathan from the Central Institute of Education, DU along with government representatives, technical experts, like minded organisations and members from civil society. It marked an important step in understanding how the empowerment journeys of different genders vary and help the group in identifying the larger issues of gender that the life skills education processes and frameworks need to take into consideration, especially while thinking of a gender equal world.



The Literacy Conference: Quality at Scale

2019's Literacy Conference focused on the theme "Literacy in Multiple Scripts and Languages: Quality at Scale." Accordingly, the occasion saw in-depth discussions on literacy practices from across the globe and what they mean for the implementation of programs at scale. With international thought leaders such as Professor Rauno Parilla, Dr. Sonali Nag and Dr. Elizabeth Pretorius joining stakeholders from government education departments, technical experts and like-minded organisations, the seminar aimed at aiding in the designing and implementation of appropriate policies and programs.



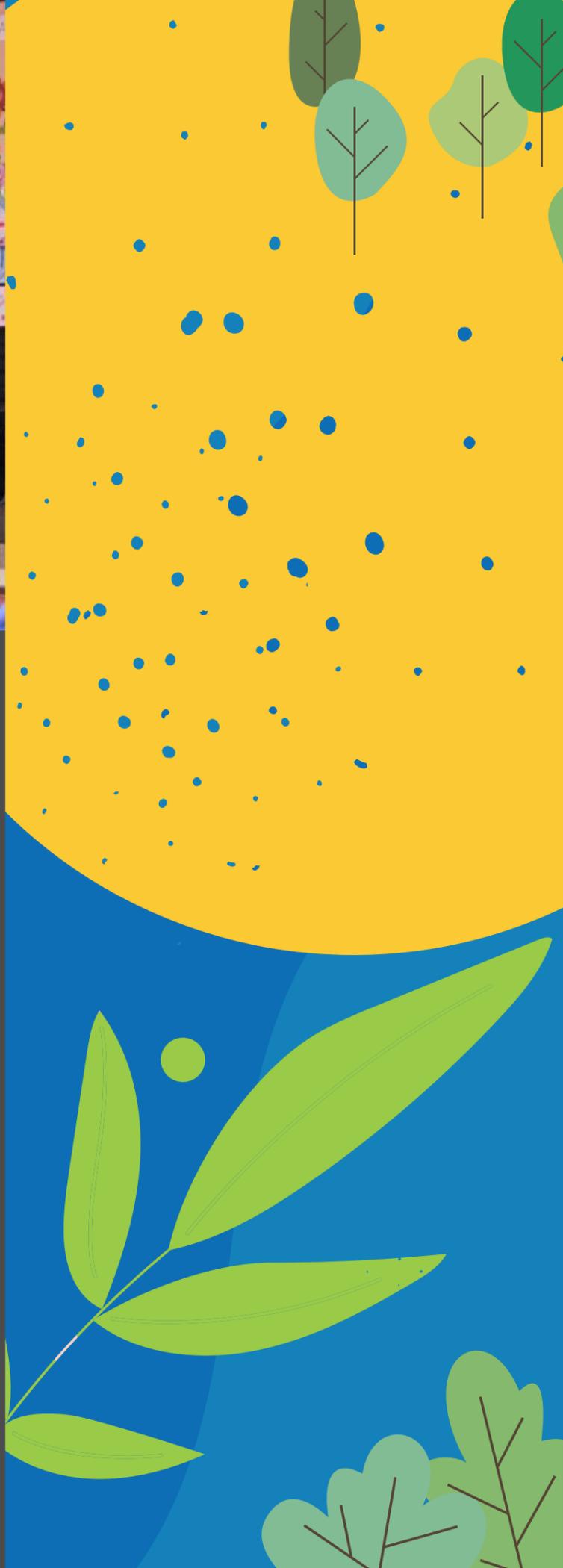
State Education Summit- Jaipur

The 24th of January, 2020, the National Girl Child Day marked another step in the quest to provide access to quality education to children everywhere in India. On this auspicious occasion the Minister of State for Education Govind Singh Dotsara unveiled two simple but consequential documents-the Teacher's Handbook (THB) and Students' Handbook (SHB) at the State Education Summit at the Hotel Clark Amer, Jaipur. The event was attended by a diverse array of stakeholders-top officials from the Department of Education, CDEO/APCs from all 33 districts of the state as well as representatives from over 14 partner NGOs gathered on one platform to discuss the issue afflicting education in India.



FLOTUS Melania Trump visits Room to Read Library in a Government of Delhi's School

Room to Read's approach to learning is distinguished by its emphasis on the joy and magic that is central to the act of learning. Not surprisingly, more and more governments across the country have come forward to partner with Room to Read to train teachers and to establish Room to Read libraries in government run schools. One of these is the State Government of Delhi which invited the FLOTUS Melania Trump to visit a Room to Read library and a Happiness class at Sarvodaya Co-Ed Senior Secondary School, Nanakpura in Delhi on the 24th of February, 2020.



Awards and Recognition

Six Years In A Row, Room to Read India Wins Great Place to Work Certification

Yes, we did it again. Room to Read India was once again awarded as one of the top 10 NGOs in India to work for, by the internationally renowned and recognized "Great Place to Work Institute." It is both an honor and pride to be certified as Great Place to Work for the year 2019-2020. The comprehensive assessment of an organization is done through two lenses, a survey to capture employees' perspective and culture audit to capture management perspective. In 2019, Great Place to Work Report stated that the top three strength areas of Room to Read India are: special and unique benefits, fair pay and the special meaning that employees find in their work than considering it 'just a job'. Employee-friendly policies, work life balance practices and development opportunities have been very popular among our employees. We are committed to setting high benchmarks for ourselves and continue to strive for higher results and keep raising the bar for ourselves and other organizations aspiring to become great workplaces.



Testimonials

"The one thing, which I like most about this organization is that everyone is given equal opportunity here and our opinion and thoughts are given due consideration and respect."

- Heena Parveen, Social Mobilizer, GEP Delhi.

"The experience has been very enriching. Room to Read has given me a platform to think strategically."

- Rishi Rajvanshi, Senior Manager, Program Operations, Room to Read India

"I get incredible opportunities to learn and grow. The experience of working with diverse set of people and the flexibility to perform my tasks are some things that I especially like."

- Abhijeet Bist, Officer, Donor Engagement

"I have developed new skill sets and expanded my knowledge through different training opportunities while working here. The dynamic nature of work and a uniquely joyful workplace environment means employee morale is always high."

- Shilpi Sati, Associate, GEP, Uttarakhand

"Room to Read gives me the opportunity to express my thoughts and present my innovations. This is a great place that values work-life balance."

- Vinoda TN, Associate, Literacy Field, Karnataka

Financial Statement

April 2019 to March 2020

Support & Revenue	2019-20 (%)	2018-19 (%)	2019-20 (₹)	2018-19 (₹)
Project & General	14.81%	14.81%	10,10,96,658	12,17,70,525
Fund Grant Revenue:			57,39,29,128	52,65,55,516
Room to Read	51.22%	39.19%	34,96,08,783	26,01,12,043
US UN Agencies	2.39%	1.70%	1,63,18,209	1,12,98,135
USAID India	7.30%	14.31%	4,98,51,323	9,49,62,340
Corporations	15.89%	17.85%	10,84,51,148	11,84,46,073
Foundations	7.28%	6.29%	4,96,99,665	4,17,36,926
Donations (Individuals)	0.11%	1.19%	7,29,408	78,86,041
Investment Income	1.00%	1.12%	68,25,689	74,40,472
Total of Support & Revenue	100%	100%	68,25,80,883	66,36,52,554

Operating & Administrative Expenses	2019-20 (%)	2018-19 (%)	2019-20 (₹)	2018-19 (₹)
Program Expenses	14.81%	14.81%	40,46,84,604	41,92,29,186
Literacy Program	47.49%	52.72%	26,56,33,120	29,66,01,989
Girls' Education Program	23.05%	19.09%	12,89,37,165	10,74,06,583
Book Publishing Program	1.81%	2.71%	1,01,14,319	1,52,20,614
Indirect Expenses	25.27%	23.54%	14,13,79,985	13,24,04,969
Fund Raising Expenses	2.38%	1.94%	1,33,33,681	1,09,21,741
Total of Operating & Administrative Expenses	100%	100%	55,93,98,270	56,25,55,896
Bank and Cash Balances including deposits and advances	100%	100%	12,31,82,613	10,10,96,658

The financials are extracted from the Audited Report and its annexures for the year ended 2019-20 and 2018-19.

Trustee and Leadership Team

A. Trustees



Geetha Murali,
Trustee



Yashvinee Adarkar,
Trustee

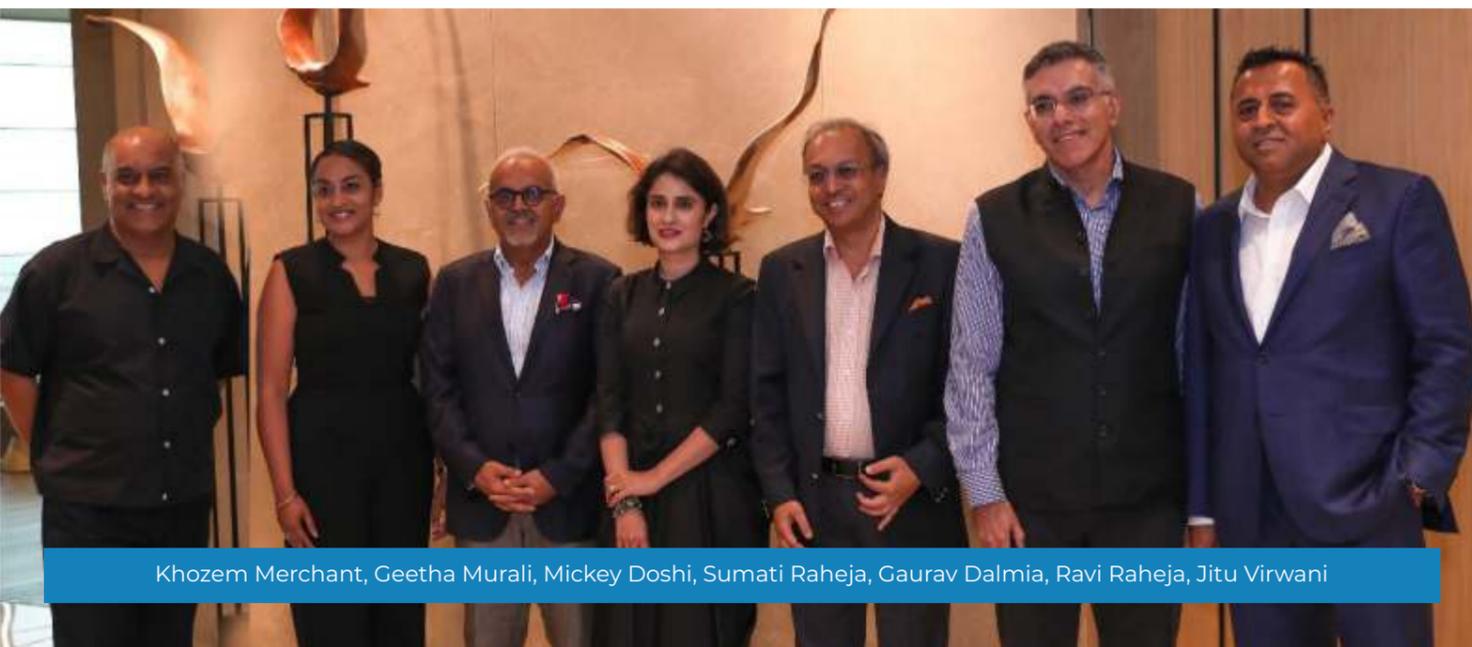


Room to Read India Private Limited;
represented by **Apala Majumdar** and
Pooja Vinayak Sharma



B. India Regional Board

Room to Read is honored to have a group of distinguished, committed and thoughtful members on the India Regional Board to help guide our strategic growth and impact in India. The board has helped advocate the work of Room to Read through network introductions, stewardship events and resource development through the year. The members of the India Regional Board include: Board Chair Gaurav Dalmia, Chairman of Dalmia Group Holdings; Jitu Virwani, Chairman and Managing Director of Embassy Group; Khozem Merchant, Partner – India Head at Brunswick Group; Mickey Doshi, Managing Director and Country CEO of Credit Suisse India; Ravi Raheja, Group President of K Raheja Corp; Sumati Raheja, General Manager – Legal, K Raheja Corp. The invaluable guidance and direction provided by the board has been crucial as Room to Read enters a new era in 2020 with Room to Read's 20th anniversary and the official launch of our new strategic plan, Vision 2025.



Khozem Merchant, Geetha Murali, Mickey Doshi, Sumati Raheja, Gaurav Dalmia, Ravi Raheja, Jitu Virwani

C. Leadership Team



Sourav Banerjee
Country Director



Poornima Garg
Deputy Country
Director



Jitender Bansal
Finance Director



Saktibrata Sen
Programs Director



Puja Trisal
Program Operations
Director



Gagandeep Puri
Sr. Admin Manager



Sanjay Singh
Communication
Manager



Arvind Singh
Field Manager,
Rajasthan



Roopak Chauhan
Field Manager, Delhi



Mukesh Joshi
State Coordinator,
Uttar Pradesh



Nishant Shrivastava
State Coordinator,
Chhattisgarh



Rajesh Patel
Field Manager,
Telangana and
Karnataka



Pushplata Rawat
Field Manager,
Uttarakhand



Raja Sekhar
Field Manager,
Maharashtra and
Gujarat



Yeshvardhan Uniyal
State Coordinator,
Madhya Pradesh

D. Key Donors

Adani Foundation

Bajaj Auto Ltd.

Bank of America - BA Continuum India Pvt Ltd

Bloomberg

BNP Paribas

Eastman Chemical

Embassy Group

H T Parekh Foundation

HSBC Electronic Data Processing India Pvt. Ltd.

K Raheja Corp

Morgan Stanley India

Oracle

RG Manudhane Foundation for Excellence

Tata Trusts

The Boeing Company

The Hans Foundation

UNICEF

United States Agency for International Development (USAID)





Room to Read®

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