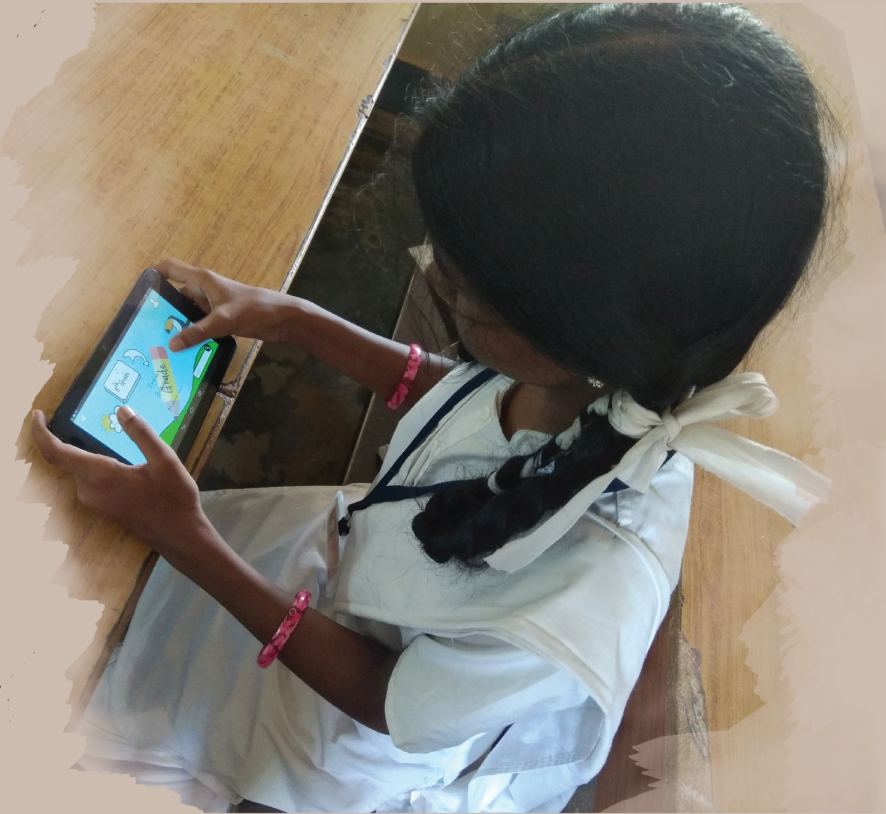




ANNUAL REPORT 2018-2019

Connecting students to
opportunities and new
experiences of learning...



WALL OF CONTENT

→ POSSIBILITIES

→ CALENDAR

→ COMMUNITY

→ ENDORSEMENTS

→ GOVERNANCE



CEO's MESSAGE

- BHAGYA RANGACHAR



We had decided one particular year that we would focus all of our energy into creating one single thing that would propel a shift in the classroom teaching space - a shift from passive to engaging, collaborative, peer-peer and dynamic learning environment. It was thus christened as e-Patashale for technology-led traditional classrooms.

In hindsight, I could see that it took almost a decade to understand many nuances of the challenges that were at play that stagnated the system and to identify a niche area to contribute towards a systemic change. e-Patashale vision was to share the best pedagogy from the “Master Teachers” with remote practitioners across borders through the simplest and low-cost technology delivery models. It took us another 5 years to build and test the model for local absorptions, and technology robustness. Again, looking back, all of the body of work, from development to implementation at scale spells one thing - collaboration. Collaborations, when leveraged for their individual strengths and is with a collective purpose to promote the same cause, becomes the single most important element in scaling. We also learnt that this leads to systemic and transformational change over time.

We saw a massive shift in the way classroom teaching had changed in over 10,000 village classrooms; a shift in how the Department of Education gained confidence to invest some of their own money in more than 300 government schools in some of the poorest Districts.

Transitioning into the next decade, I can say with confidence that we have turned the tide into being one of the influencers in this space and CLT is proud that it is now a content contributor and not just content consumer and has a low-cost innovative technology delivery model for better access. In 2018, we had moved beyond classrooms to many community spaces, evening classes and makeshift schools. Learning spaces were losing their borders, had started to spread geographically to the northern states. Some impact studies started to show the shift towards better learning outcomes. This was the affirmation we needed to plan for the next 3 years of scale.

CLT seeks partnerships to bridge the wide gaps that exist between the learner and access to learning. World over, mobile technology is explored to give better access. AI is making its way to build more inclusive models. We need to expand on some of our current initiatives, while with new collaborations, we can reach the length and breadth of this vast country and beyond!

We are grateful for all the collaborations and partnerships - expert teachers, curators, editors, IT advisors, VO artists, Translators, team members of CLT, funding partners and strategic partners at the state level that have contributed to impactful shifts thus far and the new spaces we would be chartering into in the next five years!

A million children learning better is to touch million minds to aspire for a better future!

CSO's MESSAGE

- OMAR WANI



'Access' is the way of life at CLT with the entire objective of putting the best digital STEM learning tools within reach of learner and teacher across India. Our program has reached over 30,000 teachers overall, and we aim to add 4 million students - growing the existing reach 5-times in the coming two years.

The first three rungs of CLT's growth ladder in 2018 were - seamless delivery of teaching & assessment tools using technology, effective UI models to make the navigation simple, and a student experience model in place to immediately address user requests.

CLT's 21 year old sustenance and success rides on the strengths from having tested half a dozen models to arrive at scalable solution, with the application of the advanced and appropriate technology relevant to the Indian settings. The fact that the content can be used in both online and offline modes adds to the efforts of giving better access in the underserved space.

The network users will now be able to access the entire curricula aligned STEM content, in their own regional language, over devices of their choice anywhere in India.

CLT now has an in-house design team, is building round the clock customer experience desk, and has a strategic alliance for growing its position across India - through increased government and private partnerships.

With nearly 15000+ resources available in Hindi, Kannada, Marathi and English, CLT's digital STEM learning tools now operate in Jammu & Kashmir, Bihar, UP, Rajasthan, Maharashtra, Karnataka, MP & Goa- operating at different levels of scale with partners and governments.

On a personal note, as I enter my fourth year at CLT, it gives me immense confidence that we are referred to as a 'no-fluff player' in the Indian Education Sector, instead to be seen as a precise, simple and a scalable provider of access to the best learning tools.

There is lots more to come in 2019 and with the extraordinary team, we hope to keep you posted frequently through our blogs, newsletters and snippets on Twitter and Instagram.

Thank you for reading and for your support.

BOARD MEMBERS

MARINA KUNDU



This is an exciting time for CLT! With 1 million children already impacted by our low-cost, digital learning solutions, CLT is a two-decade old success story. Today, we are poised to reach millions more children in India as well as in other developing countries around the world. During the course of our journey thus far, we've developed not only a particular expertise, but a process which is sustainable, scalable, and adaptable to other contexts. It is both innovative and transformative, but best of all, it's adapted to our target audience. Relevant use of ICTs in education is still being discussed at the highest levels of government and academia - in the meantime and at the grassroots level, our teams at CLT have been making it happen on the ground. Our strength has been to keep sharply focused on our mission of making access to quality education a reality for all children, and from there to examine every obstacle standing in our way and find appropriate solutions to each one:

Lack of resources for teachers...? Provide them with lesson plans, background information, and teaching tips. Boring blackboards...? Bring in interactive screens along with Blackboard. No electricity...? Bring in partnership for Solar. Absence of computers and IT expertise...? Provide a simple plug-n-play device for televisions with a cordless mouse that anyone can use.

Difficulty with student motivation...? Encourage a more interactive classroom experience through the use of videos, cartoons, and science experiments filmed in local contexts with local materials.

We call it e-Patashale. Our teachers and pupils call it fun learning! They are both our reward and our motivation to reach and inspire many more young learners around the world.



FRANCIS VERILLAUD

"It is not only an honor, but also a challenge, to be a new member of the Board of Directors of CLT India. The trajectory of CLT and the work it has accomplished in the last two decades sets a milestone for organizations that are committed to enhance education for all.

Education, and only education, can bring peace, prosperity and happiness to the world. It is the sole path to the eradication of poverty. Reaching those who cannot be reached, those in underserved communities, and then scaling up the mission, is what CLT is doing day after day. The goal was set for one million children; it is now to be brought to many more millions for the coming years.

This has not been achieved by using huge sources of revenue or by setting political and technocratic objectives, but by a few people who used their imagination, their creativity and their will to tackle the daily reality of life of real children and real families.

Making the best choices with scarce resources was important. Among others, focusing on STEM pedagogy was one of these smart choices. We know well that Science, Technology, Engineering and Mathematics play a key role in sustained growth and are critical to better understand, prepare and design the future of our world. They are everywhere, they are part of our daily life and they are the most powerful tools of change. A further advantage is that STEM can help close the ethnic and gender gap much better than any other knowledge learning. Finally I want to underline that Education is at the core of critical thinking, which is the key each human being needs to free itself from any form of obscurantism. What is next? CLT is aiming at scaling up but also diversifying its work. It is important for it to better showcase its achievement so it can also serve as a de-multiplier for change in India and further afield.

COLLABORATIONS

While every partnership has strengthened us as an organization and given us new insights on how e-Patashale resources are used beyond the scope of the model, one particular partnership was a catalyst for us to test our mettle for scale. Menda Foundation committed to make a difference in education for 1,000 government schools in Karnataka, which would grow to be 2,100 by end of 2018. Under the e-Shale banner, and with SELCO Foundation as solar and implementation partner, full-fledged sustainable e-learning labs with digital STEM in regional languages were set up.

This has been the most complete ecosystem put together to counter all challenges in rural environment that would make the technology-lead programs a mere wish. Because of the strong partnerships and ownerships, only under e-Shale model, we have been able to set up close to 2,100 out of 3,500 e-learning labs, mostly rural, in a duration of 4 years. In 2018, we also added data analytics that would give us real-time data for all of our partners on usage and trends. One of the key factors for the continuity of the scale is due to the fact that Mr. Menda encouraged a 4th local partner in many cases, to contribute to the development of schools.

This model, to me, has brought about a shift in how partnerships should be forged to ensure a sustainable model.

Acknowledging with deep gratitude the support from our other partners and funders: NextGen Healthcare, CISCO, Gramonnati, Kote Foundation, the Rotary, Microsoft Research, MoneyGram Foundation

TEACHERS ARE OUR HEROES

Year 2018 ended in a meet with a group of 120 teachers representing all Districts of Karnataka that were part of e-Shale schools.

We saw a definite shift in how they were participating in engaging conversations, as opposed to being mere witnesses as technology was intimidating to them initially. This was a confident and a proud community of teachers that were representing thousands of village schools, and had been instrumental in the transformative change in the classroom teaching space.

The shift was in the way information was transacted to children with a wide variety of resources at their fingertips; it was the ease in which they were navigating new spaces and the static classrooms were getting transformed to dynamic learning communities!



TEACHERS' FEEDBACK

Teacher: Flora D'souza, Hathur Primary school and Dodda Thimmaiah, Ammathi High school, Kodagu

"There are 12 Schools in Kodagu district out of which only 2 schools have e-Patashale program. These students scored highest marks in CSAS exam with the help of e-Patashale program. CSAS exam was conducted to check knowledge level of Students and prepare them for competitive exams by Govt of Karnataka."

Teacher: Sulyapadu, Dakshina Kannada

"We conduct extra classes during night, using e-Patashale program which helped them to score 100% result in Board Exam."





BEO: Uttara kannada

"In schools located in remote areas, e-Patashale based learning has boosted the confidence of children and there has been an improvement in results."

Teacher: Mahadevi Malangavi, Belagavi

"This method of teaching using videos helps the students to visualize and understand concepts effectively. Science topics (eg. cells and micro-organism) can be taught in an interesting manner."

Educational Cooridnator: Santhosh Kumar, Kalburgi (Gulbarga)

"The content is aligned to the syllabus. It reduces the burden of teachers who have to conduct classes for multiple subjects. English grammar has improved the vocabulary of the students."

Teacher: Pradeep S, Balki (Bidar)

“Improvement in the overall result, School has achieved 100% results in 10th grade for Mathematics and Science subjects. e-Patashale helps teachers to teach complicated topics in a better and easy way in the classrooms.”

HeadMaster: K V Pushaplatha, Mysore

“Very useful for tribal and rural students. Teaching is made easier through teaching points given in the content. Science topics are easier to teach using the e-Patashale content.”

Davangere:

“e-Patashale program is useful to students in the absence of subject teachers. Many times, teachers are sent to external trainings and other activities and hence are not in a position to complete their lessons. e-Patashale content is teacher friendly and helps in motivating slow learning children.”



DIGITAL LITERACY

As we are moving towards Digital India, 'Digital Literacy' plays a big role for every citizen. CLT Digital Literacy is a special program crafted to educate young generation in Information and Communication Technology. This will help them to have the skills to be a part of the "Connected world" and to be empowered to access the relevant information they need to lead a fruitful life!

The program includes Computer Basics, Internet usage, Social media and exposures to digital devices like tablet, smartphones and basic PCs.



STEM EXPERIENTIAL LEARNING

STEM experiential learning compliments CLT audio visual tools.



CLT creates and shares STEM experiment kits with schools.

GOVERNMENT SCHOOLS

AS A PRIDE OF THE COMMUNITY



Gandasi , Hassan



Kudlu , Kerala



Jha;arpatan ,
Rajasthan

Government schools in most villages have been struggling to bring in the required number of teachers, right kind of infrastructure or technology. In many instances, with a little extra income, they were losing their students to their counterparts - Affordable Private Schools in the same village.

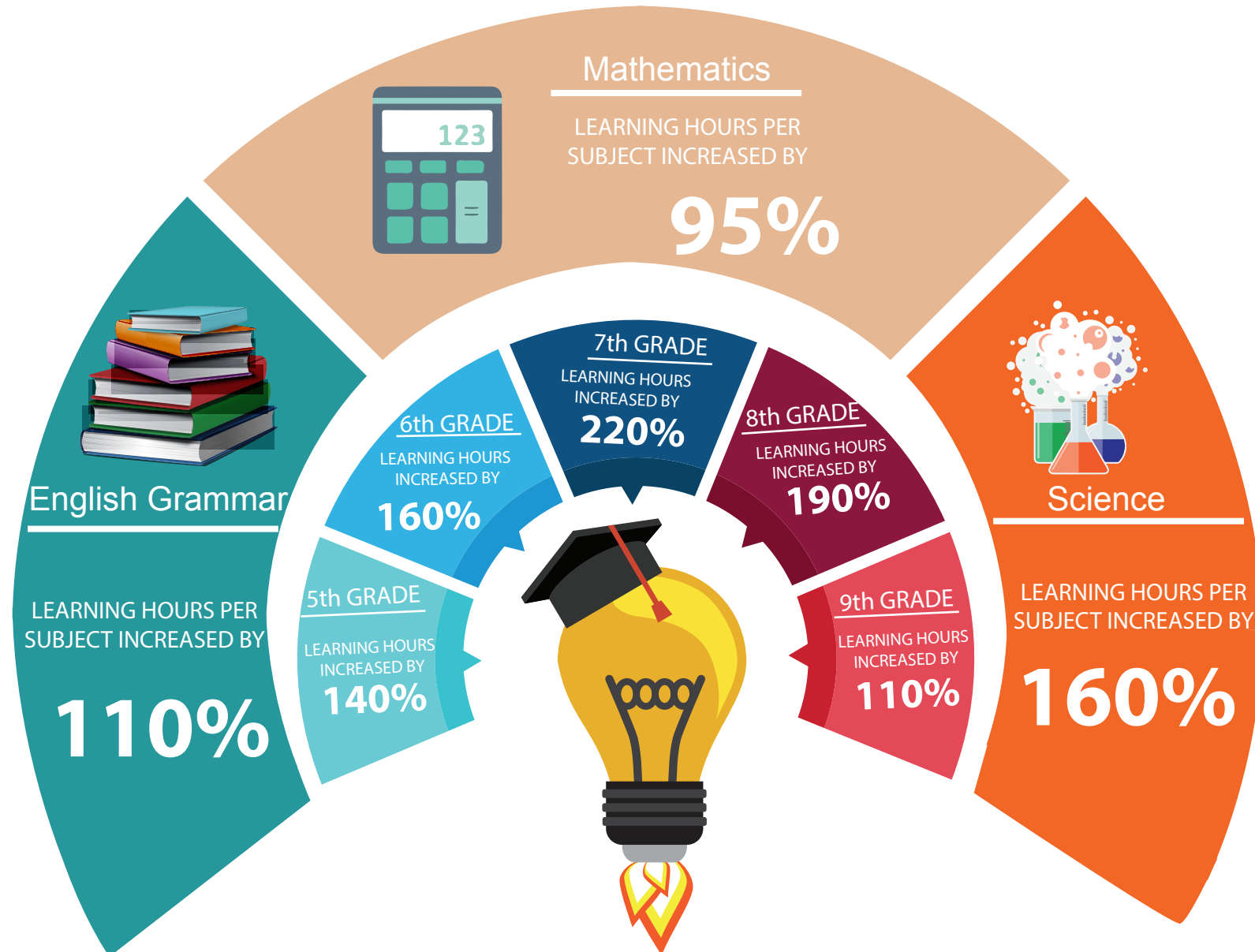
We had many case studies and testimonials where the school leadership was talking about the reverse migration. Now, the government schools are the proud owners of 'Smart Classrooms' and are becoming a focal point of the community!

e-Patashale initiative was gaining grounds beyond the notion of new technology in their lives, rather the social impact it had created in hitherto isolated village-school communities.

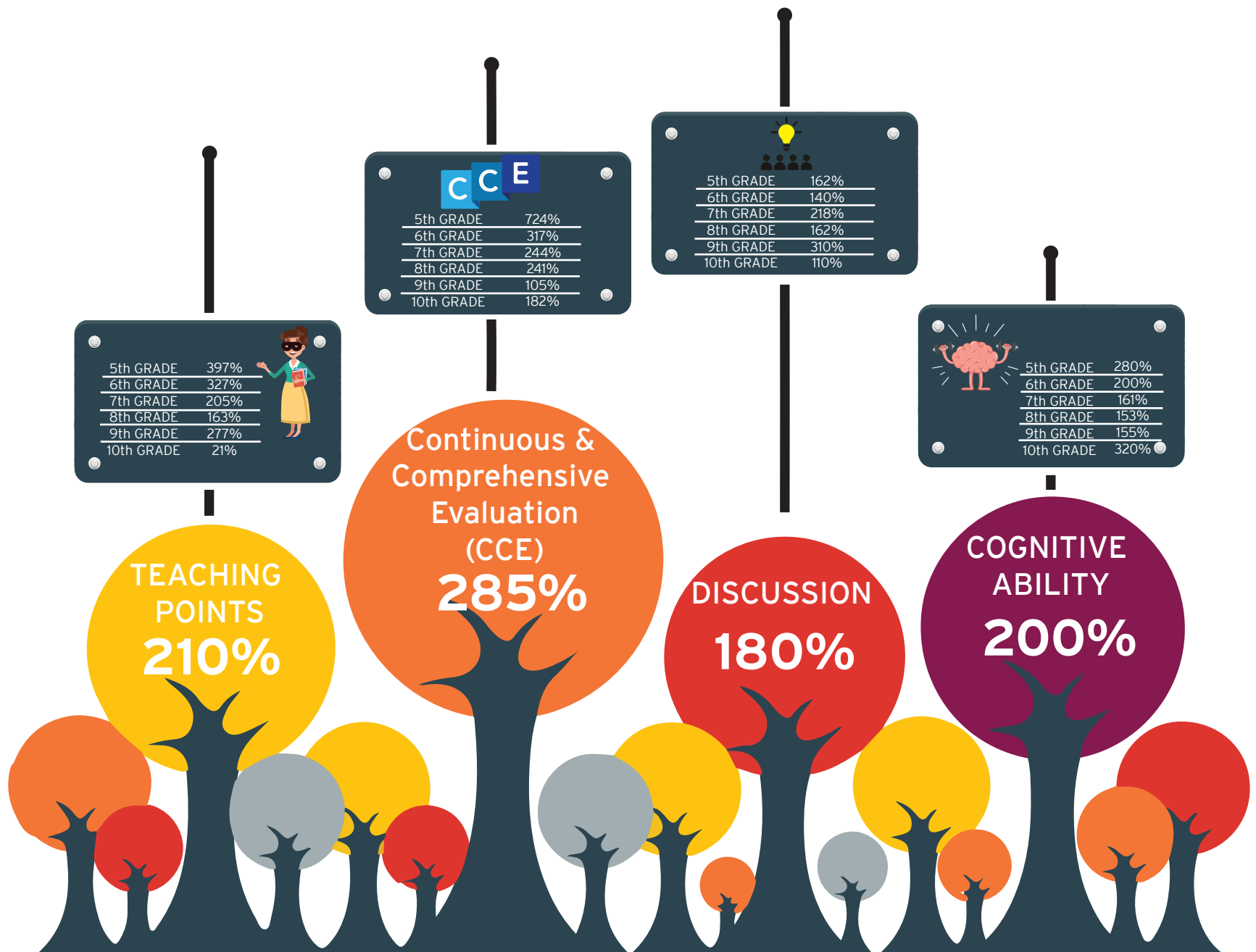
LOCAL INNOVATION... GLOBAL NETWORKS



IMPACT, SCALE & REACH

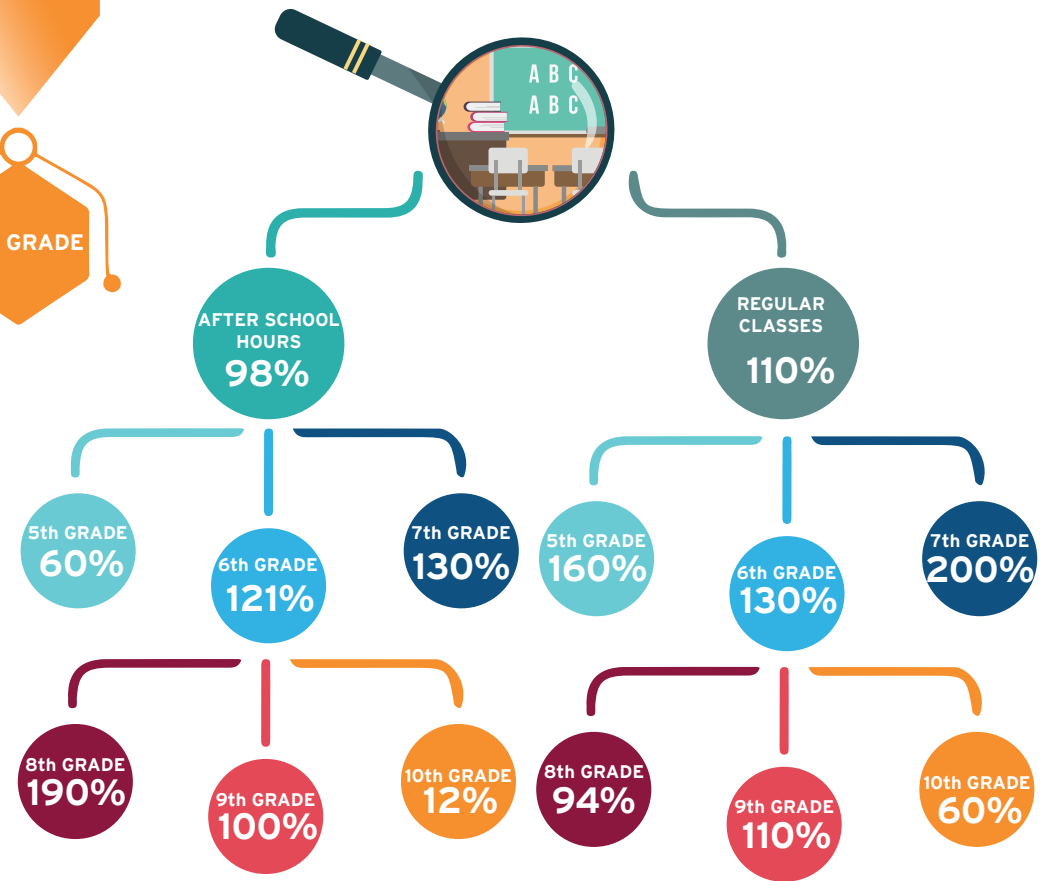
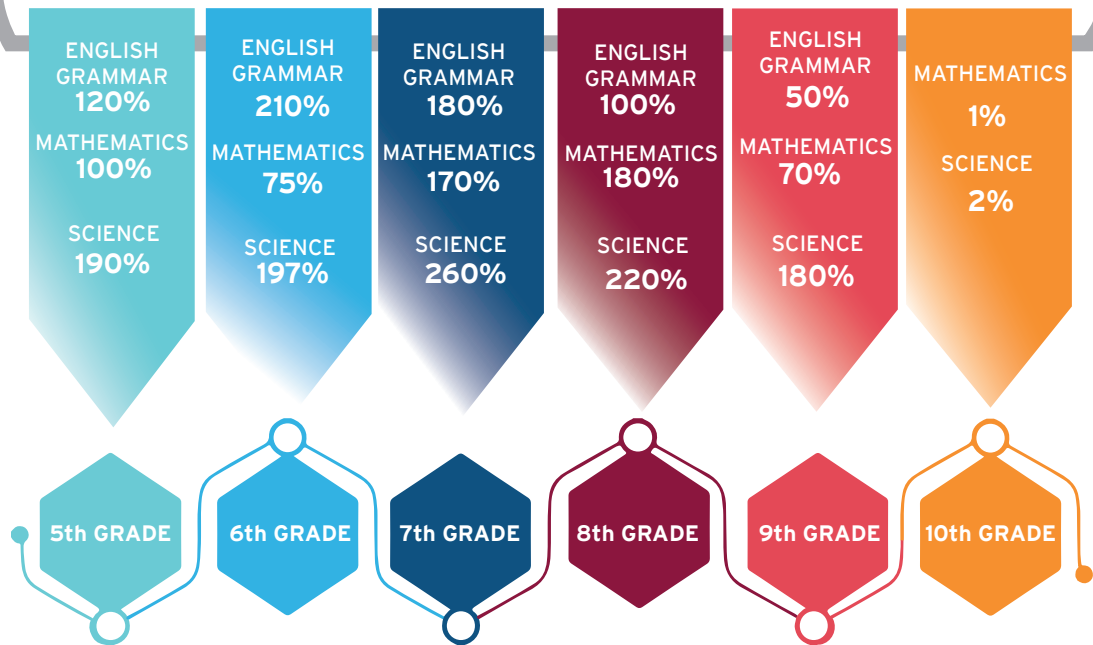


STUDENTS' LEARNING PROGRESSIONS
FOR THE PAST YEAR



INSTRUCTIONAL MATERIALS FOR TEACHERS: USAGE

LEARNING HOURS INCREASED BY



TOTAL e-LEARNING LABS 3426

TOTAL e-LEARNING LABS
IN KARNATAKA 3251

REST OF THE COUNTRY 175

KEY DISTRICTS E-LEARNING LABS

Bangalore 390

Hassan 183

Vijayapura 182

Bellary 144

Chitradurga 103

Belagavi 85

Uttara Kannada 68

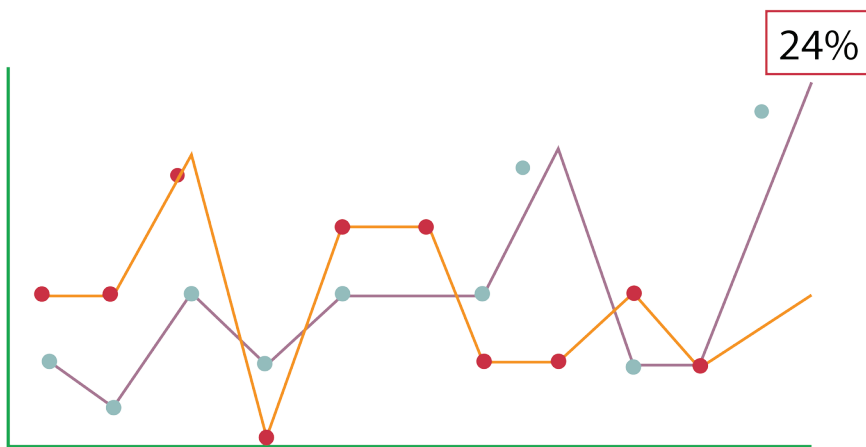
Udupi 65

Raichur 61

Kundapur 56



LEADING DISTRICTS
IN 2018



1. Increase in the number of licenses by **24%**.
2. Increase in the number of schools to the already existing pool by **662** schools.
3. Investments unlocked in the underserved space to support schools and extend the e-patashale program - **\$800,000**
4. The overall investments made in this space directly and indirectly have crossed the **\$4 Million** mark over the years.



JOY OF GIVING

CLT has created a good eco-system for volunteers and mentors to come from across the world... who share their time and expertise, and have an opportunity to connect with our community and learners.

Here are some voices from few of our volunteers:



Working at CLT has been a meaningful experience for me. The ecosystem has really been thought through, evolving from years to become both impactful and scalable. e-Patashale is what I think about when I describe a ground breaking solution to address the needs for education in rural areas. From my perspective, to adapt myself to a new culture of work was really interesting, it forced me to take a step back from my work habits which I enjoyed a lot. The team there has been very welcoming and I would recommend anyone to join it.

- Pierre Berrier (France)

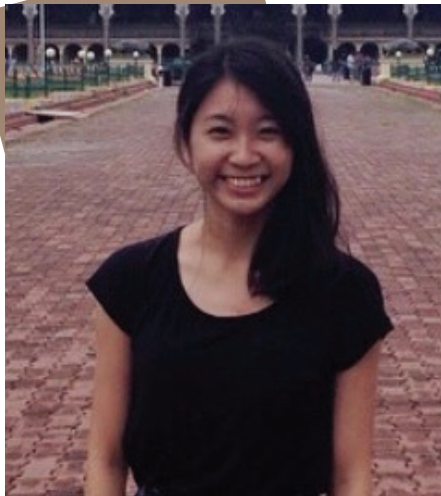
I was at my office desk on a comfortable chair working on an usual Information Technology (IT) project. Then I had an opportunity to work on a social sabbatical project. This was a unique challenge. I landed on an altogether different environment.

There were many ideas from project management to connecting the dots between teachers. Our team members were of diverse backgrounds. But the openness and broad minded nature created a synergy between the various teams. With this learning and team work, we launched a Peer-to-Peer network for teachers called Teacher's Gupshup, which can be accessed on their smart phones.



-Pinki Pachisia (SAP Technologies)

CLT India is a great organisation to work for. They have a clear vision of what they want to achieve, and are taking big steps towards their goals. My time at CLT was filled with learning, joy and warmth. It was great working with a tight-knitted and highly motivated team helping India's children. I especially miss having the daily lunch together! It was impactful seeing the actual situation of education on the ground in rural India and how CLT is improving the quality of education and helping many teachers and children in Karnataka and other states. Interning at CLT helped me define my non-profit career aspirations more clearly.



- Jasmine (NUS, Singapore)



(Regd. as Children's LoveCastles Trust)

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