

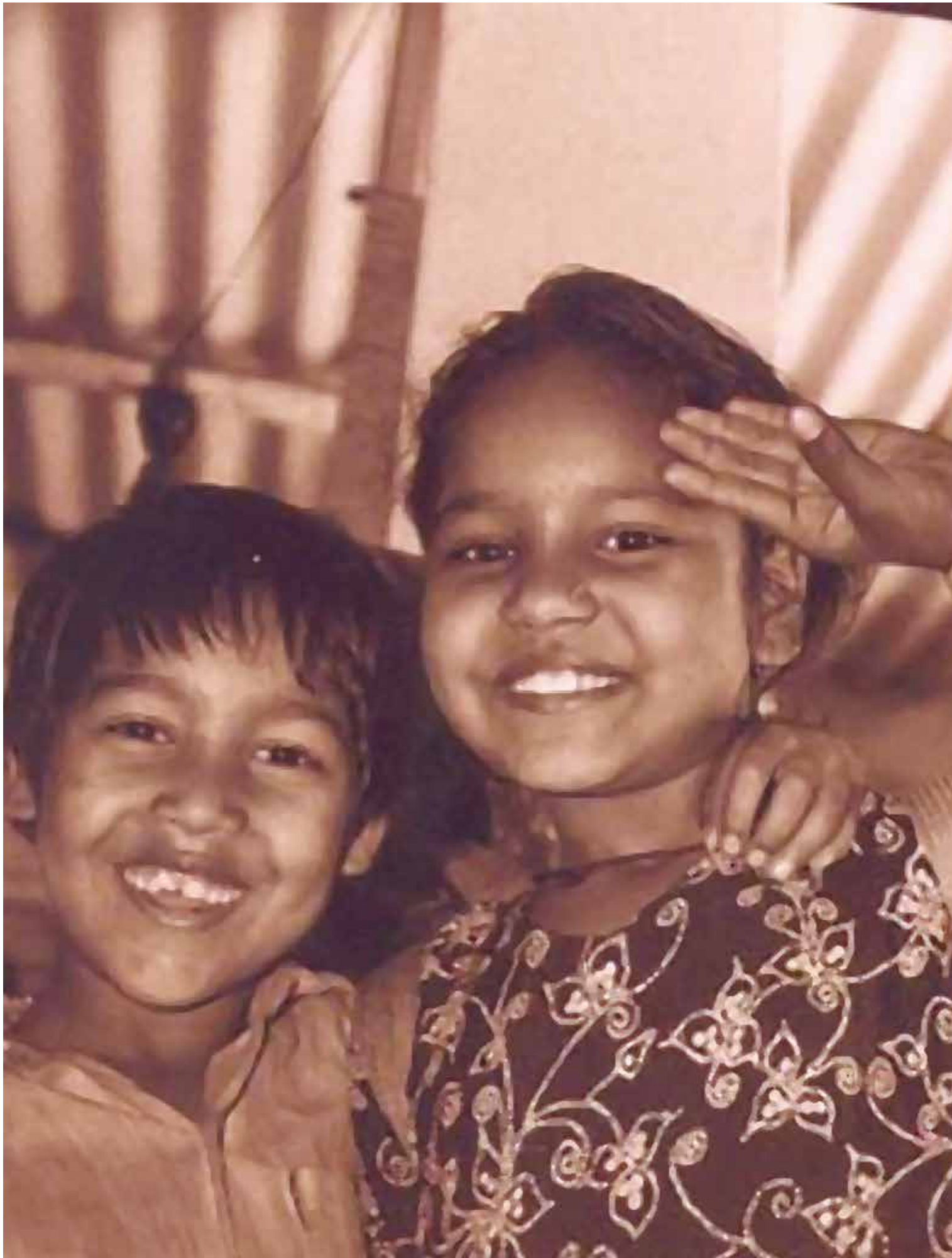


ਫ KATHA
CELEBRATING



YEARS OF BRINGING CHILDREN
AND BOOKS TOGETHER

THE EXECUTIVE DIRECTOR'S REPORT 2018-20



introduction

By Parvinder Kaur, Executive Director

A thirtieth anniversary can put you in any number of moods. Celebratory, of course. A little wistful, perhaps. Grateful, for sure. In an age where nothing seems to last and things change by the minute, three decades feels like a long time. We realize that we were able to deliver on our vision consistently because of the unstinted support we received from multiple quarters over the years. And, as we celebrate a great milestone in the Katha journey, I'd like to thank Ms Geeta Dharmarajan, our Founder-Director, for being the guiding light for all of us at Katha. From a personal standpoint, she has been my guru. Had it not been for her round-the-clock support, persistent encouragement and constructive criticism, I wouldn't have been able to execute my role efficiently and contribute to the growth of Katha. I owe a lot of gratitude to her for always being there and I feel privileged to be associated with a person like her. I'd also like to take this opportunity to thank all those magic-makers who came forward and helped us dedicate all our thoughts, ideas, innovations and actions in pursuit of excellence for children.

As we step into the thirty-first year of our existence, we take stock of progress until now and set in motion the further strengthening of our resolve in the changing global context. Over the course of the year 2018-19, we've looked at both the draft and the craft of our various initiatives and programmes to bring holistic development in the child's life; we have tried to fine-tune them for maximum impact. We will also be hosting a series of events through the year where we can collectively discuss the challenges and joys of building a nation where every child counts. There will be stimulating discussions and debates, and we hope to carry on the tradition of bringing together like-minded people who believe so strongly that reading provides joy. And we can all put our collective strength to spread this joy to every child.

it all began with **a 'story'!**

“The story for us is a tool of social transformation, for education, culturelinking and fun reading.

I came to Delhi from Chennai in 1987. I was then working as Hon. Deputy Director for Education in INTACH, Tamil Nadu. My love for stories grew by listening to them at the temples in Madras. An inspiration was my father, a doctor who worked in Saidapet. More often than not it was he who gave money to the patient rather than taking the fee.

In the early eighties, I travelled with my civil servant husband to the US when he went there to study at the University of Pennsylvania. I joined the Pennsylvania Gazette as an Assistant Editor. I wrote journalistic pieces on education for the newspaper that was started by Benjamin Franklin, and also did courses in education at the university.

When we came back to Delhi, I found that the underprivileged children who lived in the government quarters and whose mothers worked as domestic help did not attend school properly. Even four-year-olds were working. I was worried about their mental health. But I learnt that diarrhoea was an even greater threat.

So I began Tamasha, a health, environment and story magazine for underprivileged children. Setting up the Katha school in the Govindpuri slum was the next step. I was a trained Bharatanatyam dancer. I was inspired by Bharata's Natya Sastra in the use of the story as a tool for classroom learning. This led to the Katha's story pedagogy where the 'what happened next?' is crucial to learning. We do not use textbooks. Integrated learning for children is what Katha is all about — developing confidence and social consciousness — so that children have freedom of choice. But to bring the children to school, the problem of generating income for their mothers had to be addressed first, as the children were supplementing the income through their earnings.

Helped by friends and well wishers of the organisation, the mothers were taught skills such as tailoring, baking and cooking. Many of the Katha students have gone on to mainstream colleges and many of them are now doctors, engineers and teachers.

Quite a few have joined Katha schools to teach. And the Katha reading programme and school transformation programme have spread to Government schools in Madhya Pradesh, Jharkhand and Orissa with the government asking us to help in their schools as well as the corporate sector.”

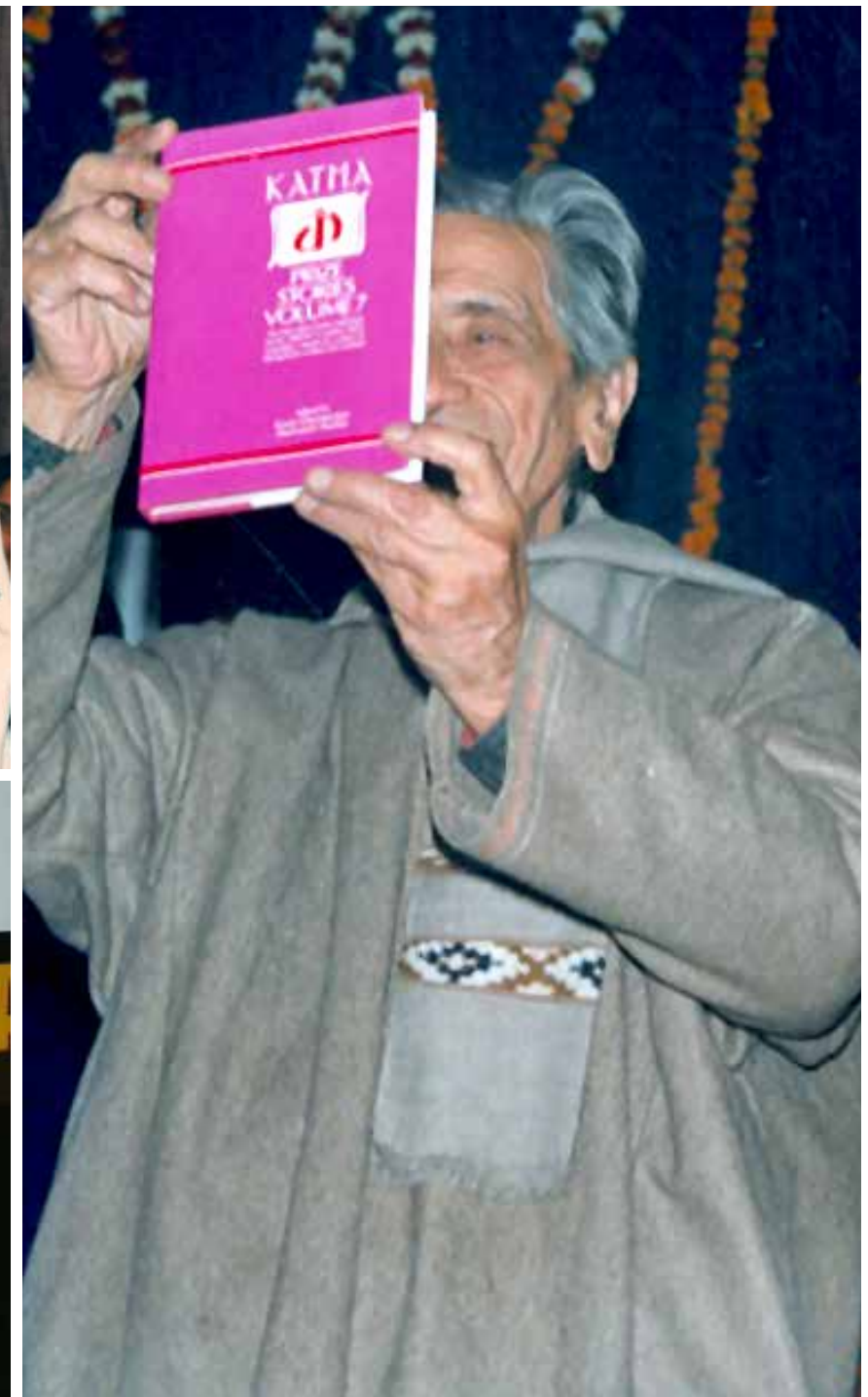


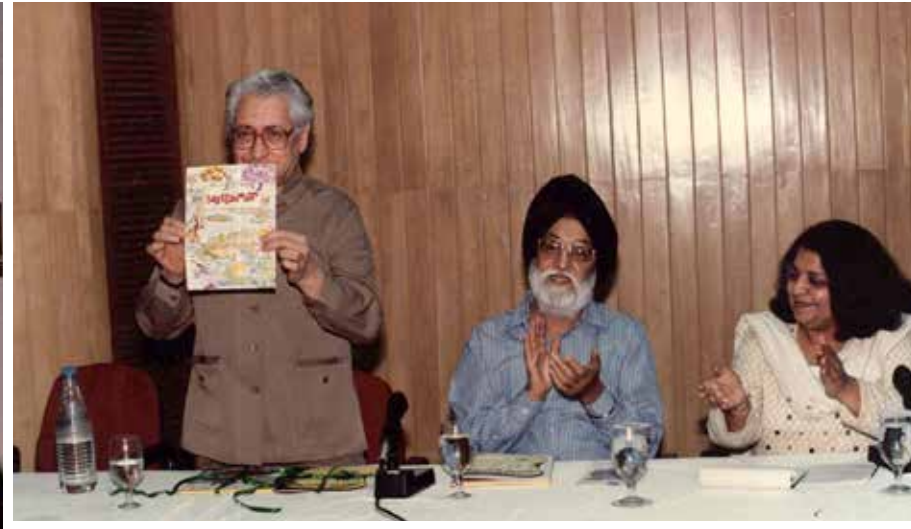
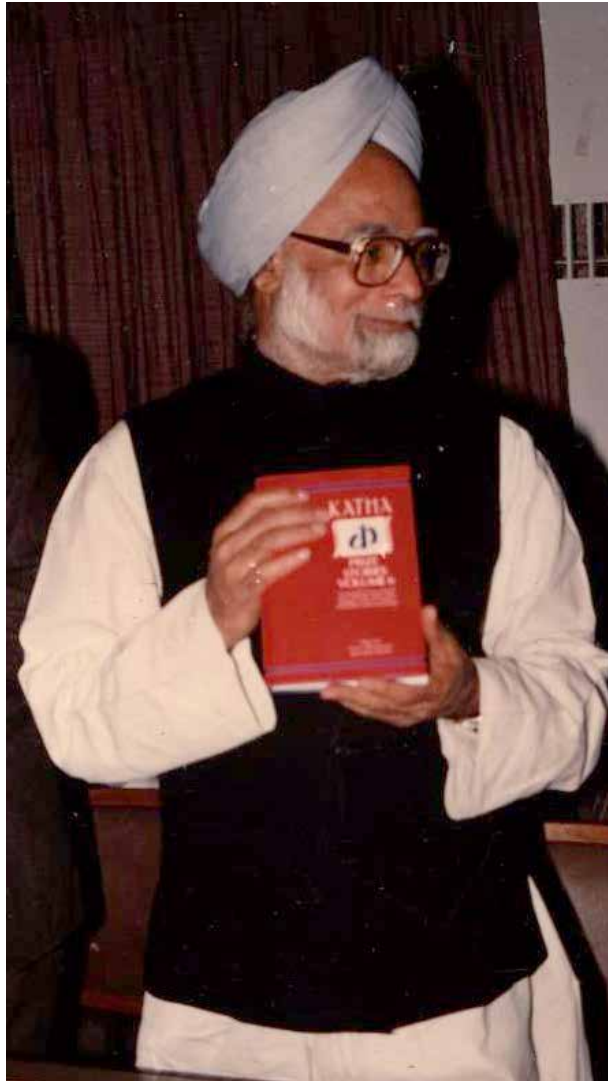
31 HIGHLIGHTS OF OUR
31-YEAR LONG JOURNEY

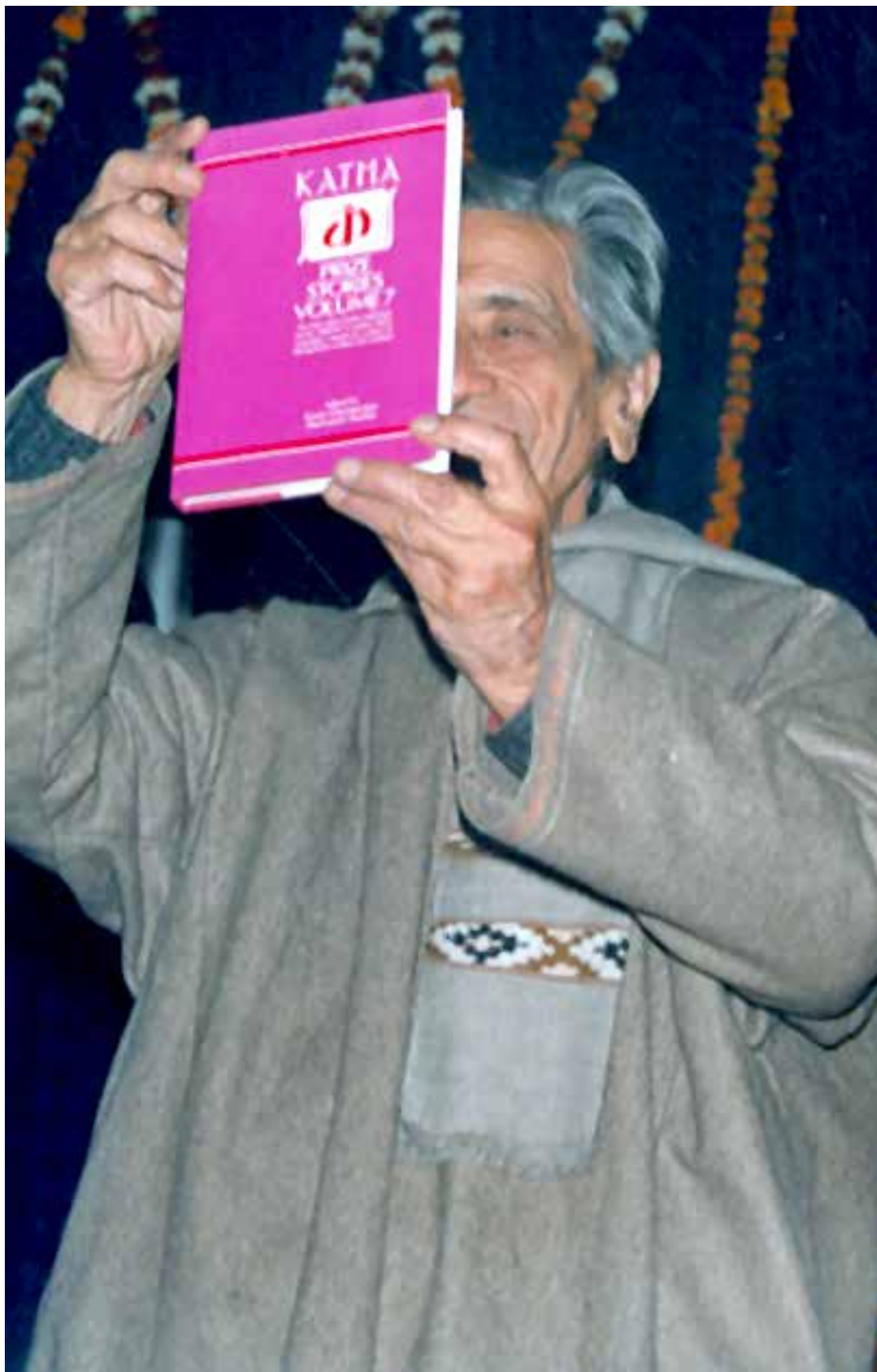
When Katha's founder—award-winning writer, editor, social entrepreneur and educationist—Geeta Dharmarajan returned from the US to India in the late 1980s, she came across an alarming UNICEF report which mentioned that every day 400 children in India die of diarrhoea. Around the same time, the results of the 42nd National Sample Survey (1986–87) revealed that one of the top reasons for children dropping out of school was not only to support their families, but also because they found school boring and the lessons taught irrelevant.

Geeta Dharmarajan was charged up about doing something in the education sector—for underprivileged children. She wanted to build an equitable India. She had a vision. She was faced with two questions: 1. How can we make education relevant and fun and thereby reduce non-literacy in children, in our many languages and bring the joy of reading to them? 2. How can we culturelink the wealth of India's linguistic diversity to strengthen nation-building?

The answer was STORY! Stories that have the child at its centre, irrespective of the many divides of poverty, social invisibility and special needs she is on! And thus came into being KATHA, our story!

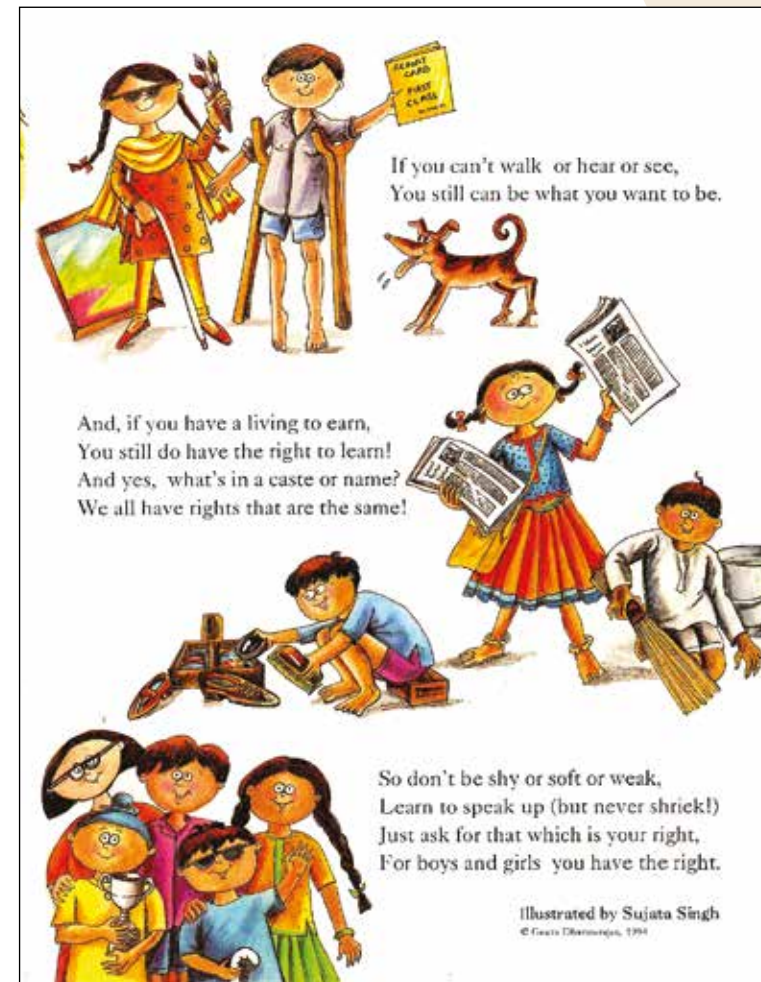
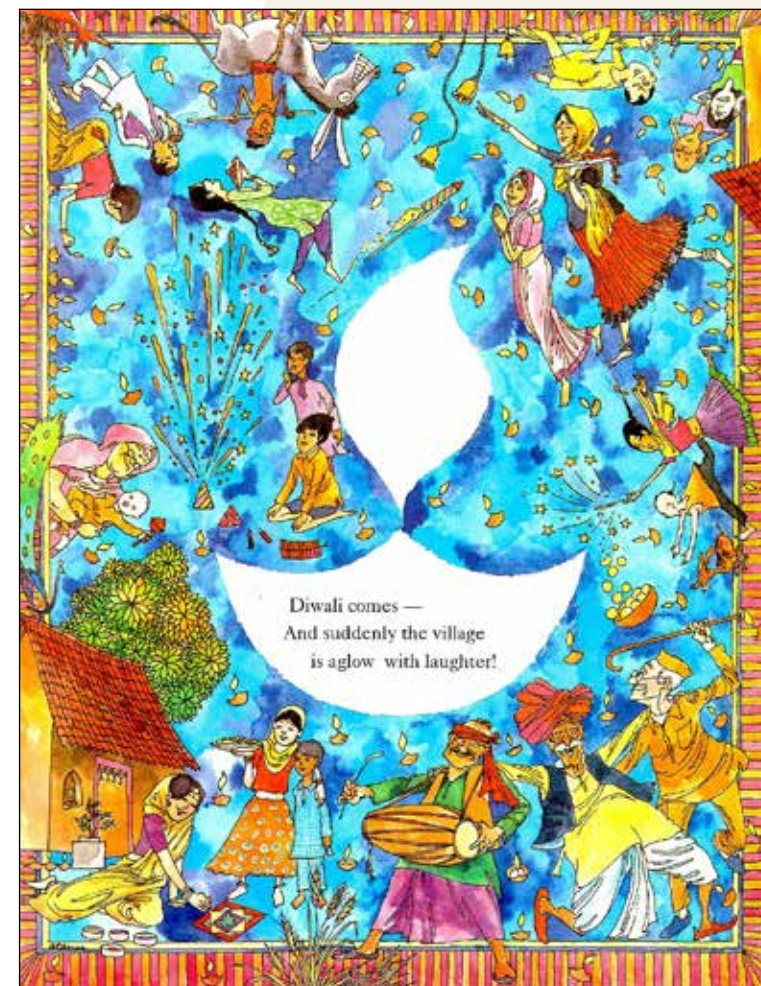
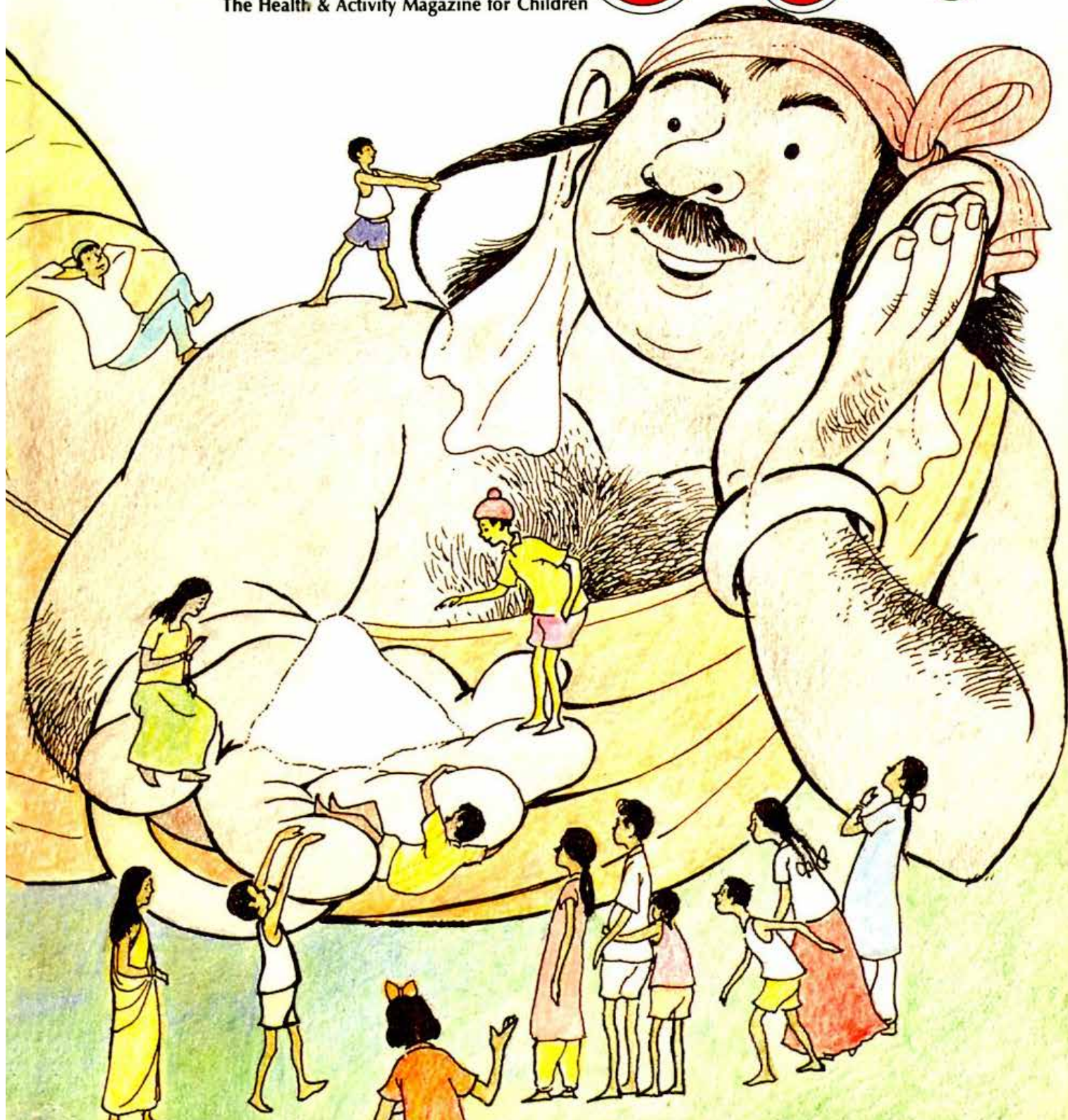






Tamasha!

The Health & Activity Magazine for Children



tamasha is born!

In 1988, Geeta started Katha's first reading programme with a magazine called *Tamasha* for children from the underserved communities. The main thrust of the activity magazine was to spread health awareness. A first-of-its-kind magazine for rural children, it created an interest in the diverse languages and cultures of India, amongst rural children. Apart from this, the publication also challenged stereotypes and prejudices. With a fun and friendly mascot of a she-elephant, *Tamasha* was full of colourful illustrations and engaging text, teaching children, through stories, about health, sanitation, family well-being, environment, empowerment of the girl child. It was the beginning of Katha's step towards holistic education. The children were encouraged to write. *Tamasha* was translated into regional languages and went all over the country. *Tamasha* struck a chord with the rural children, it was their voice. UNICEF and the Government of Delhi extended their support to the magazine and it was taken to many children in Delhi's slums. Later the Government of Rajasthan chipped in for their schoolchildren as well. Over a span of ten years, there were 17 issues of *Tamasha*, with readership of rural children, across 25-30,000 schools, with 30 children per unit.

katha gets registered

On September 8, 1989, by fortunate chance also World Literacy Day, Katha was registered as a nonprofit striving to make a difference in the literacy to literature continuum.

One day, Geeta found herself in Govindpuri, one of the largest slum clusters in Delhi. Govindpuri already had thousands of families—families with many children; most of them who didn't go to school. When she asked, mothers said, "Yes, we want our children to go to school, but they have to support the family".

At that time, many of these women were bravely managing their families, single-handedly, with 7-14 year olds helping out. Geeta saw girls with little siblings tucked into their hips, often almost as big as they themselves. Four year olds were working—though to be fair, their mothers thought they were sending their toddlers to 'schools' that provided lunch.

The main culprit? Poverty. When they migrated to Delhi for work, these families settled in the most neglected spaces—degraded land infested with mosquitoes and flies with no drainage or water, electricity or garbage disposal. They could not afford anywhere else. This, for them, was one way of being invisible, of not being evicted.

So Geeta thought of starting the Khazana Experiment, a 'deschool' that would also strive to make the environments of children living in urban slums a little better, with a little less violence, a little more hygiene.

MEMORANDUM OF ASSOCIATION

OF

KATHA

!!!

I. NAME OF THE SOCIETY: The name of the society shall be KATHA hereinafter referred to as "Society".

II. REGISTERED OFFICE: The registered office shall be situated in the Union Territory of Delhi. It's present address is C-11/22 Tilak Lane, New Delhi-110 001.

III. AIMS & OBJECTIVES : The aims and objectives for which the Society is established are as follows:

1. To help children and adults discover the joy of reading and the world of books.

2. To stimulate, support and applaud individuality, spontaneity and creativity, kindle the holy curiosity of inquiry in adults and children; enhance and support the natural intellectual development of children.

3. To educate children and adults in their basic rights and to support them in their endeavour to attain these rights.

4. To encourage and promote the idea of equality of sexes, with special emphasis on building the self-confidence and self-reliance of the girl-child.

5. To use the medium of creative writing, mass media, lectures, seminars etc. to;

a) disseminate the excitement of science and help build a scientific temperament and ethic in children and adults;



P.K. Puri

पवन कुमार पुरी / P. K. PURI
कुलसचिव / Registrar
भारतीय विदेश व्यापार संस्थान
Indian Institute of Foreign Trade
Deemed University
नई दिल्ली / New Delhi - 110004

an experimental **school**

In 1990, Katha's first school, the Khazana Experiment, started as a learning centre in one of the largest slum clusters in New Delhi, Govindpuri, with five precious children and five 10×10 foot rooms given by the Delhi Government's Slum Wing. Geeta wanted to build a school that was fun for little children who seemed more at ease handling a hammer than a pencil. The children came—with their baby sisters and brothers. Within a month, a crèche was started. Soon the school had 25 babies in it, and as many children in the classrooms.

Using storytelling as a pedagogy was the idea behind starting the Katha Lab School in 1990. The goal was not just to make children literate but to truly educate them, inculcating in them a moral and social worldview. Stories have the power to cover distances, to transcend time. The best stories however, are the ones that give perspective of the marginalized. Stories don't lead to results. They lead to questions. They make children curious and critical thinkers. And this thinking leads to the changes we see on ground. The Katha Khazana experiment tried to leverage the power of story and defined what was possible for children from low-income communities. It provided an inclusive learning environment where children could grow into individuals who are sensitive, empathetic, and accepting of differences—be it language, culture or ability.



income generation programme for women

As the months rolled by, more children were difficult to come by. When daily living and staving off hunger were their top priorities, how could their mothers think school? Katha decided to induce mothers into income generation activities, so that once we had increased the incomes of women we could more reasonably ask them to send their children to school.

By the end of 1991, Katha Shakti was helping women to own and nurture their own economic freedoms and thoughts on empowerment. Now, women were walking into the school, eager to learn, curious about everything and everyone, carrying with them the need to fight for their rights, the need to dream, to see a different future for their children, to stand tall on their own two feet. With our Income Generation Programme (IGP) training they were bringing themselves out of poverty.

But difficult questions still loomed large: the children seemed perfectly happy, and impervious to their poor physical living conditions, so how could we help them become agents of change, leaders in their community? How do we persuade first-generation learners coming from oral traditions, into reading and 'formal education'?

How do we increase performance, attendance and retention in children who were more used to learning through hearing than through reading? There were no easy answers. Every wheel had to be invented.

And so we did. With a unique education system—a system that's not so much teaching a child as finding the seed of potential, nurturing this spark and giving each child space to grow. A curriculum was devised with community-focused projects that teach children to think for themselves, to look after their own environment. This unique curriculum helped children understand that education makes individuals strong, but that individuals must also contribute to strengthening the society.

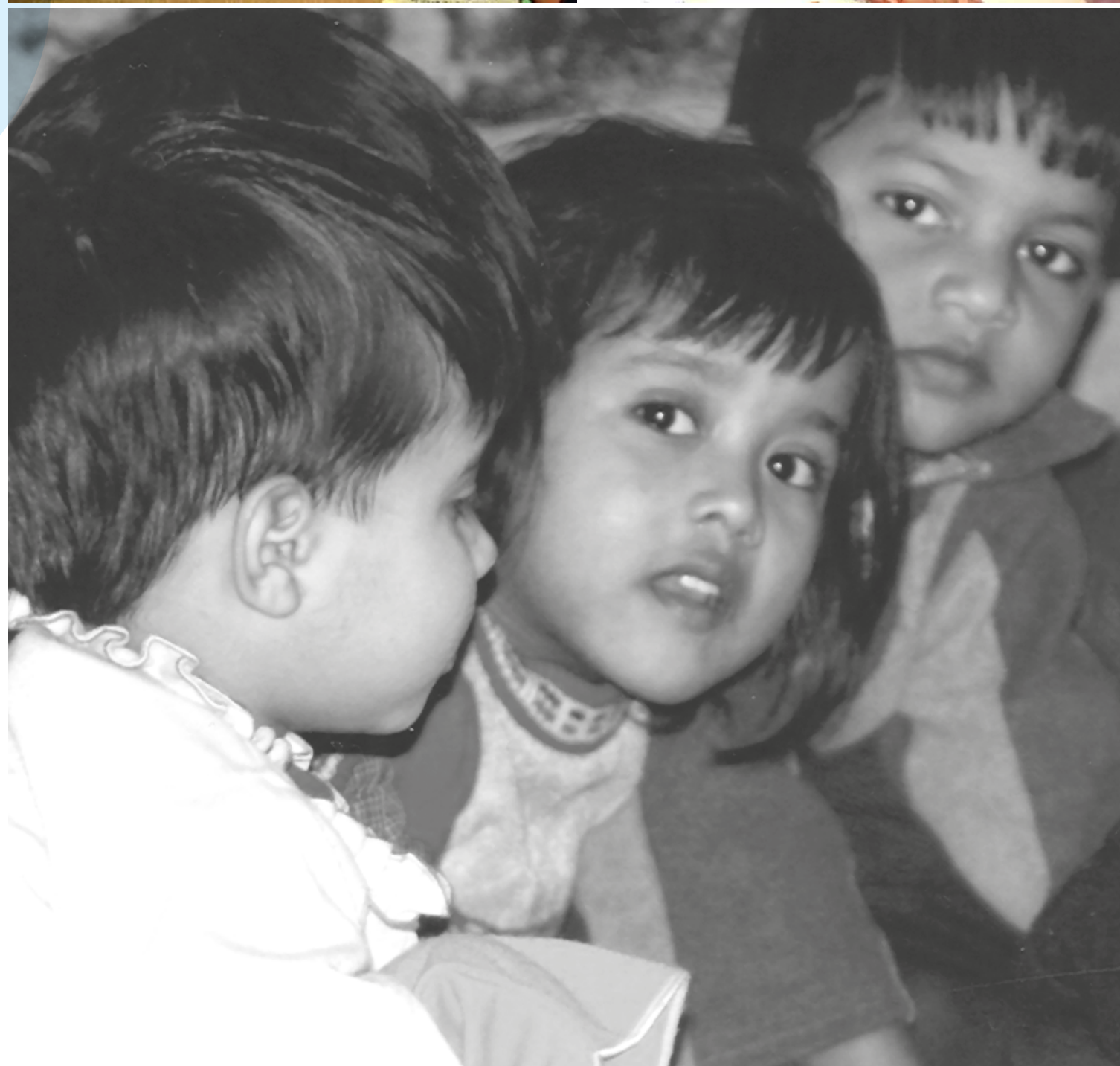
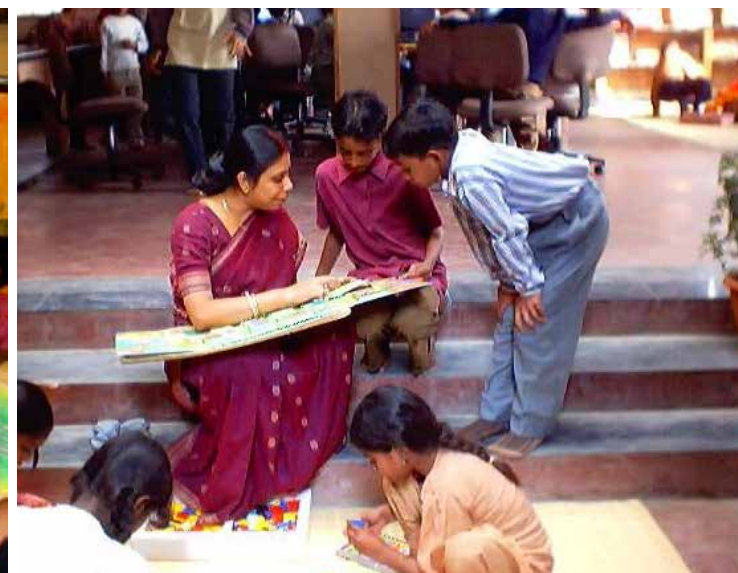




a **relevant curriculum** for underprivileged children

Theories and state-designed curricula got examined and a new ideology was put in place that would help children stay in school. By 1992, we had our relevant education curriculum that was based on caring and sharing, and brought the community into the classroom. Uniquely designed for early learners living in urban slums, the teaching methodology, devised by Geeta Dharmarajan, was based on story-based pedagogy which discouraged students from learning by rote and explained the concepts effectively, through stories.

A part of Katha's education strategy was to hire teachers from the community. To achieve this end, Katha started a teacher training programme. It began training girls from the community who had finished their 10+2 or were graduates, to become teachers. Geeta's many years of learning classical dance and deep learnings from Bharata's Natya Shastra, India's 2000-year old treatise on dance and drama, influenced Katha's thinking on pedagogy, teacher training and communication to a largely non-literate population. StoryPedagogy™ or Active Story Based Learning helped teachers use a variety of techniques (ranging from theatre, dance, music, sports, storytelling and film) to creatively engage children in learning. The syllabus not only incorporated relevant portions from language, science, maths, social sciences, but also built knowledge competencies in issues related to civics, health, environment, conservation, politics, governance, urban vs. rural realities and poverty by making available questioning spaces as well as lifelong learning skills. In a nutshell, the Katha education model is an invisible and practical curriculum based on a strong philosophy combining the best of the east and the west.



the **spice** route and **kread**

Katha's education methodology further flowered into the SPICE Route and KREAD (Katha Relevant Education for All Round Development), which have been taken forward since the 1990s across all Katha schools.

SPICE helps students of all ages understand the Social, Personal, Intellectual, Cultural or Environmental strengths that formal education gives. It makes them plan to bring themselves out of slums through classrooms that interest and challenge them.

KREAD weaves history and geography, science and maths, vocational and leadership skills into stories about their own community and lives. Learning by doing—rather than learning to do—is the mantra of Katha School. How book learning can help students cooperatively find solutions to civic problems, how each child can do her bit to help her family and community. Katha does not use normal textbooks in class, but storybooks and material from the internet, newspapers, magazines and students' own experiences. Teachers develop materials to make learning joyful, relevant and creative, increasing lifelong learning skills and habits in children. Our children work on a number of projects, many with special relevance to their community, depending on the theme adopted for each trimester.



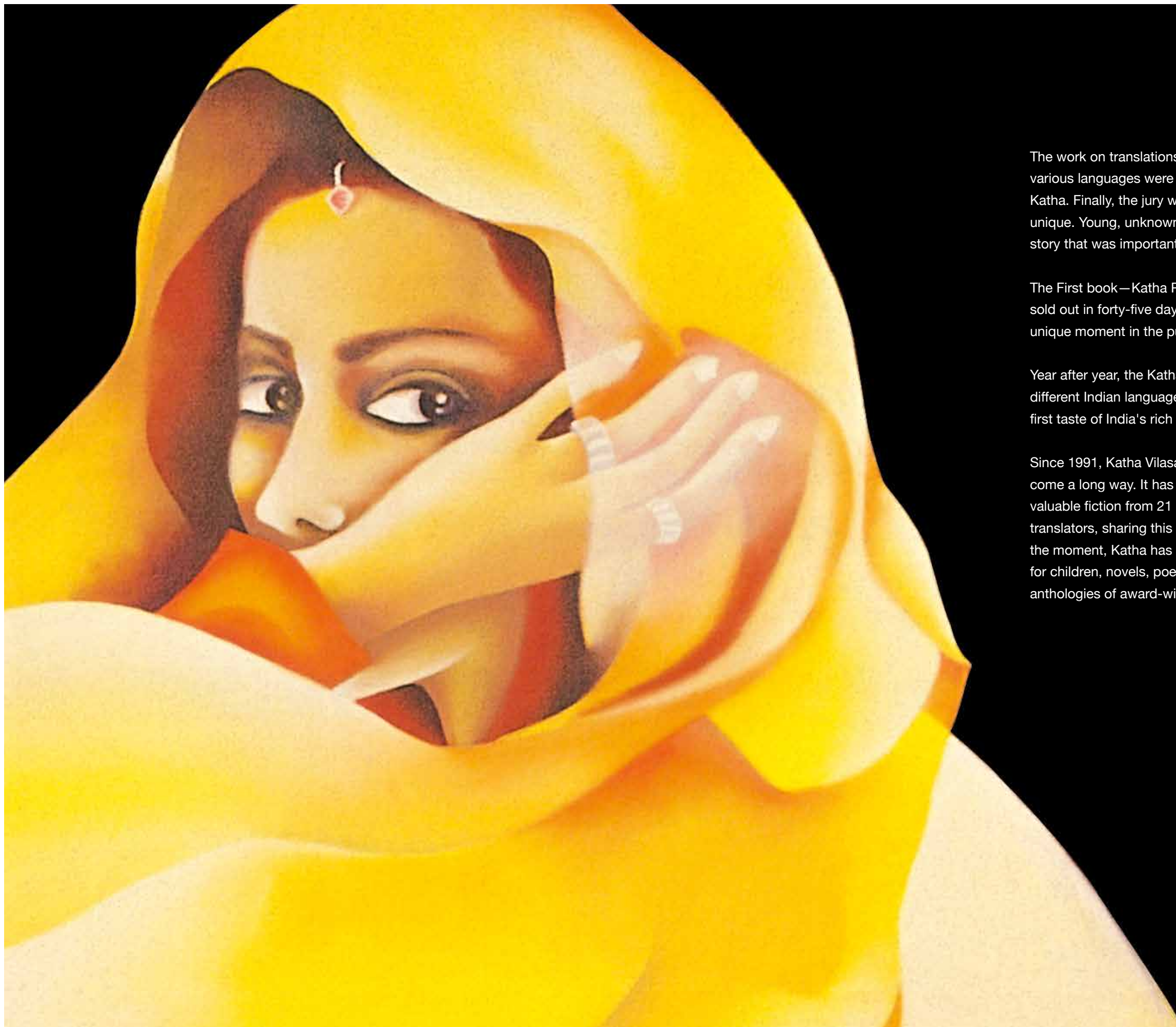




translations as
counter-divisive
tools in **nation**
building

Stories for Katha have always been a tool of social transformation, for education and culture linking. They are the only way to understand peoples, cultures and the flavours of a region. They can and do help develop active tolerance in us, an ability that comes from a greater maturity and understanding of ground realities. In order to take this idea forward and use 'translations' as a counter-divisive tool in nation building, Katha started Katha Vilasam, its Story Research and Resource Centre. Translations have the ability to foster culture—linking between people, languages and culture, across history, across caste, class and religion, through its storytelling means. The core endeavour of driving Katha translations was to link India to India, rather than India to the rest of the world, through these beautiful regional stories.





The work on translations began full swing in 1991. Nominating editors in various languages were recruited, who selected few stories and sent them to Katha. Finally, the jury would select 7-8 stories. The selection process was unique. Young, unknown authors were published—it was the quality of the story that was important.

The First book—Katha Prize Stories came out in 1991. The first print run was sold out in forty-five days. *Economic Times* did an article on it, calling it ‘a unique moment in the publishing history of India’.

Year after year, the Katha Prize Stories volumes, sensitively translated from different Indian languages, gave readers what would turn out to often be their first taste of India’s rich and varied regional literature.

Since 1991, Katha Vilasam, the Story Research and Resource Centre has come a long way. It has promoted, cherished and celebrated excellent and valuable fiction from 21 Indian languages, contributed by 600 writers and translators, sharing this diverse literature with an extensive readership. At the moment, Katha has over 300 published titles, including illustrated books for children, novels, poetry, biographies, critical essays and commentaries, anthologies of award-winning stories from eminent writers.



kathakaar, katha's centre for children's literature

Reading as an inclusive practice can only be wholly accomplished through inclusive literature—be it poems, stories, and non-fictional narratives. Since ancient times, stories have been used to shape moral character and worldview. In 1992, as part of Katha Vilasam, the Story Research and Resource Centre, Katha's Centre for Children's Literature was set up. With an endeavour to initiate children into the colourful world of literature by publishing splendidly illustrated storybooks and drawing inspiration from Katha's various activities with children, Kathakaar inculcates the habit of reading in children, not just for utilitarian and productive purposes, but also for

them to find words relevant to their lived experiences. The content of Katha's books is such that it makes children enthusiastic to learn whilst also sensitizing them, so that not only do they become productive members of the society but also leaders to lead us to a brighter future. The stepping stones of our unique enterprise are the books we publish—lucid narratives in an accessible language with a variety of hues and textures to keep children riveted, all for an affordable price. India's literary heritage is extraordinary with Katha contributing to continue it in small surefooted steps, one book, one child at a time.



tamasha road show for children on the streets

In 2001, Katha started the Tamasha Road Show—a learning programme to educate street children aged 5-17. A colourful van took the 'Katha School on Wheels' to 10 traffic intersections in South Delhi every day, and taught many street children using fun learning materials, books, puppets, and a computer, and executed its school-readiness plan to help get them into formal school.

The Tamasha Roadshow van steered away from the monotonous educational methods and instead taught street children through fun-filled methods—the reason why kids on the streets looked forward to learning. Filled with colourful storybooks and having computers fitted in them, these vans were a storehouse of excitement for the kids. Besides telling stories, colourful pictures, puppets, cards and marbles were also used to teach them in a fun-filled manner. The sessions lasted for two to three hours a day.

And that surely wasn't all. Various workshops on candle making, card making and painting were also conducted so that the children could learn new skills and use them to earn a better living. With just three vans and nine teachers, Katha was successful in enrolling nearly 3,000 children in the mainstream schools of Municipal Corporation of Delhi (MCD) over the two years that the programme ran.



IT education for the communities

In 2001, the Katha Information Technology & E-Commerce School began with 13 donated computers. The programme soon developed into an institution which offered quality IT education to children as well as the men and women from the communities to enhance opportunities for them. This innovative centre has proven to be one of the most successful and unique projects in Delhi's slums.

Working with British Telecommunications (BT), one of the major private sector companies in Europe and an acclaimed provider of telecommunication services over the world, Katha has created a huge impact on children in slums.

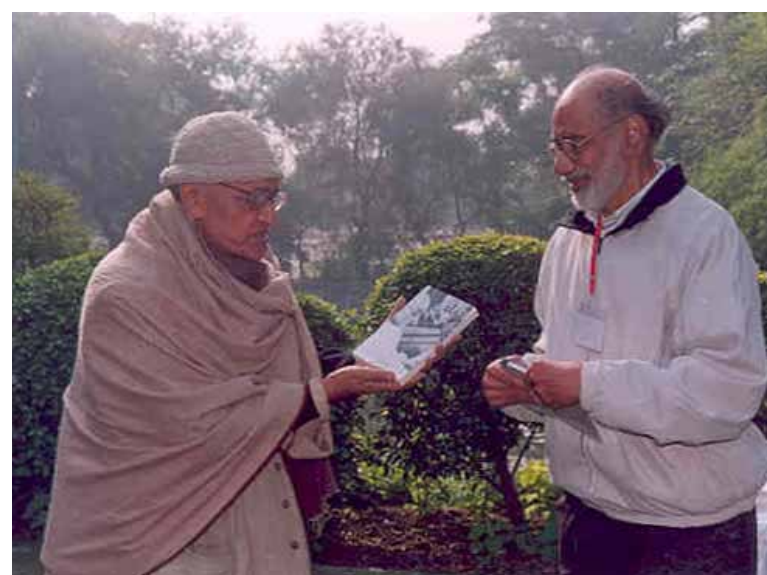
Katha has been working in Govindpuri for the past nineteen years and has pinpointed the lack of high quality, motivating education as a key problem holding the community back. Many children as young as six drop out of formal school with few skills and begin working in low income jobs with no hope of improving their situation. KITES gives these underprivileged children access to new and valuable skills. The school aims to transform the children into skilled and knowledgeable workers, able to support their families and take their place in India's IT age.



the rediscovery of many indias

To bring together writers, filmmakers and academics from various parts of the country—from the unexplored north-east to the fiery deserts of the west, from the mountains peaks of the north to the rolling plains of the Deccan and the tapering lands of the south—Katha thought up a unique celebration of the idea of India in a way no one ever had and thus came about the yearly Katha Utsavs.

Through the years, the Utsavs not just promoted bhasha literature but also gave an opportunity to bhasha writers to interact with their counterparts and publishers from other parts of the country. The other aims were to encourage interaction between writers, filmmakers, theatre artistes and the younger generations by introducing translations in school and college curricula. Apart from books, the three-day festival organised every year showcased films and documentaries produced in many different parts of the country, with the objective of discussing and debating the issues concerning the regions. Started with a vision to provide a platform for writers, filmmakers, academics and students to engage freely and creatively, the Utsavs, over the years, have proved to be a means to ensure the conservation and evolution of the pluralism that is India and to facilitate re-ideation in various realms of its language and culture.





katha starts the reading campaign

In the communities that Katha worked with, it was found out that a large proportion of school children, especially first-generation readers, who were enrolled in government schools struggled to recognise letters and decode word. In a foresighted move to address this challenge, Katha initiated the I Love Reading programme in 2004 with Delhi's 10 municipal government schools and the surrounding slum communities.

Aiming to improve the effectiveness of elementary education in the government school system, especially reading skills in children, the programme was designed using Katha's proven education and teacher training methods. Over the years, the ILR programme took epic proportions and is being practised in over 80 government schools across Delhi NCR.

Making use of Katha's beautifully illustrated books, the programme stimulates students' imagination, expands their minds and evokes enough interest to keep them reading. Under the ILR programme, Katha works with all the stakeholders – students, teachers, principals, communities/parents, and the government—to ensure a robust, sustainable intervention. With direct intervention through trained Reading Mentors, ILR facilitates whole school transformation. One of the most important features of ILR is the integrated approach of teaching based on NCERT syllabus. In addition to this, the programme also focuses on supporting the most reading challenged children in MCD schools and tracks their progress and results.



kalpana vilasam and katha holistic early learning **(khel!)** come into play

Katha has always believed in fostering a culture of transforming a teacher into a 'reflective practitioner' who is herself a thinker, learner and above all a knowledge originator. In a conscious and notable move to train Katha teachers in out-of-the-box thinking in education and shift away from traditional teaching styles for reading and comprehension that typically focused on teachers strictly correcting mistakes, Katha started Kalpana Vilasam (Centre for Research and Teacher Education) and KHEL! (Katha Holistic Early Learning) in 2007.

Over the years, Katha's teacher training imparted through Kalpana Vilasam KHEL! has helped teachers bring sustainable enjoyment to all children. The programme trains teachers to creatively engage children into learning and bring the classrooms to life. Katha teachers possess sound knowledge of the developmental stages of a child and have an in-depth understanding of the sociocultural values, strengths, and challenges of their students. They realize the importance of engaging with young people—being with them, living their lives, understanding them, before making them understand the lessons of life. And our innovatively designed teaching strategy introduces the standardized curriculum to children in fun ways, without using the textbooks, make learning an organic process.

Specially designed teacher development programmes that include quality- and assessment-based workshops ensure that Katha teachers are always in touch with the most recent pedagogical practices from across the world, and are well aware of innovative teaching-learning ideas that are implementable in their own classrooms.



katha josh and kala niwas

What's the sundial in a shade? What's the use of knowing that each child is talented in a unique way and yet not giving them the inspiration and the opportunity to express it? The thrust of the educational programme at Katha is to harvest talent in each and every child. We help them recognize their talents and hone their skills, instil positive values and make learning fun.

We believe that learning happens everywhere and in many innovative ways and the fewer the boundaries of subjects and content, the greater the learning. It is in this spirit that Katha put together two different learning centres to help assure deeper engagement with education in children – Kala Niwas and Khel. The centres have designed innovative arts and sports curriculum for children to have fun with, explore, and learn. Kala Nivas, our four arts centre for music, dance, theatre and fine arts, hones the creative skills of children while the sports wing at Katha, Katha Josh, offers children a range of sports facilities.



children as changemakers

‘Educated’ in this century are not be those who can read and write, but those who can learn, unlearn and re-learn. It’s our constant endeavour to take learning beyond the four walls of a classroom and help children keep abreast with the ever-changing world and instil in them a sense of active citizenship. Responsiveness and responsibility form the bedrock of our educational philosophy and the creation of empathetic, compassionate individuals is indispensable to the process of imparting education at Katha.

Keeping in mind the character and moral development as a base for community development Katha started the Katha Social Work Institute (KaSWI) in 2006. Over the years, the Institute has undertaken several successful community projects through surveys, rallies, research and data interpretation, workshops, social forums, discussions and interactions.



ILR goes national

2009-10 was an important year for Katha as ILR evolved into being a national campaign and made its presence felt across the nation. In an attempt to support the overarching Right To Education, Sarva Shiksha Abhiyan and National Curriculum Framework, 2005 goals that address quality, pedagogy, teacher education and capacity development for all children across social, economic divides to meet the UN sustainable goals, the ILR programme was taken to children across the nation through like-minded collaborations and strategic partnerships with schools and NGOs in other states.

The programme also capacitated teachers from government schools, low cost schools and NGOs through trainings, workshops, reading events and festivals. The programme also transformed these schools into fun, interactive and cooperative learning places which had story rooms filled with storybooks, reading kits and teaching and learning materials.





the **royal visit** at katha lab school

In 2014, Katha Lab School had the immense honour of welcoming the Prince of Wales and the Duchess of Cornwall! The students of Katha School of Entrepreneurship baked a black forest cake for our royal guests. The kids of Katha Lab School proudly demonstrated to Prince Charles a robot made by them! The Duchess met with Katha's fashion design students, who proudly shared their work with her. The Royal Couple was accompanied by a large delegation including the British High Commissioner to India, Sir James Bevan, and officials from our partner, The British Asian Trust. Katha also invited many of its other past and present partners to the school that day to join us on this momentous occasion!



external evaluation of ILR

Apart from internal assessment by Katha, impact assessment study of the ILR programme was conducted in 2011-12 by the Joint Committee of the Ministry of Human Resource Development and Ambedkar University, Delhi. It credited Katha for the huge impact in the reading outcomes of the children in the ambit of the ILR programme.

70.48% increase
in reading with
comprehension in
reading comprehension



Not even a single child among
2/4 students could answer
reading comprehension
in complete sentences in
the baseline but in end line
33.34% could answer reading
comprehension in complete
sentences.



Not a single child from the
random sample selected
could read at grade
appropriate level but after I
Love Reading intervention
33% of children could read
fluently at grade appropriate
reading fluency and
accuracy.



The overall performance
in written expression
comprehensibility
increased to 48.56%
from 0.2%



Pedagogical support and
Qualitative improvement in
teaching practices: More
than 2000 MCD teachers
trained on innovative
pedagogy and integrating
curriculum with children's
everyday experiences and
aspirations.





an open-source, **digital e-TLM portal** gets launched

How can we reach the unreached using information technology? Can we bridge the access divide that teachers sometimes face? To address these challenges, Katha, in 2014-15, developed a repository of online Hindi resources and web-based TLMs—[www. padhopyarse.net](http://www.padhopyarse.net).

The portal, which literally means 'learn with love', is a unique, innovative initiative which promotes digital inclusion and sustainability. It primarily benefits teachers from the Hindi-speaking states across India, who struggle to access the wealth of teaching-learning resources available online, owing to lingual and contextual barriers. The portal supports teachers in making classrooms more innovative and improve learning outcomes, impacting over 15,000 children in the schools under MCD alone, and many more across India. The key challenge with digital content is to make it accessible and useful to a large number of people, from diverse socio-cultural, economic and educational backgrounds, particularly so when it is created with face-to-face training in mind. The portal, apart from allowing teachers access to Hindi-language content, is also a space for interaction, sharing of ideas and exchange of experience.



katha mainstreams its model

In 2016, Katha's success with its reading programmes brought in the partnership with the Government of Delhi to replicate our model in government schools. Our externally evaluated work was so good that the government gave Katha five schools to run. So, under School Quality Enhancement Programme, Katha partnered with the South Delhi Municipal Corporation (SDMC) and The Education Alliance (TEA) and adopted five of the South Delhi Municipal Corporation schools to mainstream its Story Pedagogy and improve the effectiveness of elementary education.

Many of our efforts are to engage more widely with systematic changes in the quality of 'mainstream' curriculum and pedagogy. In these schools, we introduced and implemented unique integrated module based curriculum which is aligned with National Curriculum Framework based on NCERT syllabus. The Four C's — Curriculum Development, Classroom Design, Continuous Assessment and Community School Linkages are the four pillars of Katha's innovative education.

Through these, efforts are made to make teaching child-centric, creative, engaging and fun in the partner schools. Starting with just a single classroom to becoming a model school, we have definitely come a long way!



Learning the Katha Way!			
Module	Topic	Method	Learning outcome
Module-1 Lesson-11	The Dabney (Bam) Glad a little boy (Bam)	• Storytelling • Experience Discussion • Circle Time activity • Audio/Visual • Worksheet	• Recall poem with proper rhyme & rhythm. • To enhance their vocabulary the diction - words, lady, un-glad, lost, looked, more, with and use these words in story today, life. • To feel something against 'violence /anger'. • To exchange his or her ideas with peers.
Lesson-12	Makhan/Gad	• Storytelling • Classroom Design • Experience Discussion • Share and Tell	• Able to read and understand the story. • Able to write the meaningful paragraph using Simple Present & Simple Past in proper context. • Able to participate in passage using common punctuation marks. • Able to exchange his or her ideas with peers.
Lesson-13	Makhan/Gad (Bam)	• Storytelling • Classroom Design • Experience Discussion • Share and Tell	• Storytelling • Classroom Design • Experience Discussion • Share and Tell
Lesson-14	The school's Mother's Day	• Storytelling • Storytelling • Circle Time activity	• Able to read the story with understanding. • Able to use articles while expressing his/her ideas in writing topic. • Learn to use the story words in proper context.
Lesson-15	A smiling flower	• Storytelling • Classroom Design • Experience Discussion • Share and Tell	• Able to recall the poem with proper rhyme, and rhythm. • Able to exchange his or her ideas with peers. • Able to use appropriate spoken and written language in meaningful context / situation. • Able to use the story words in proper context.





children as storytellers

Storytelling, creativity and imagination are the most wanted skill-sets for the twenty-first century. It is incumbent upon us to create a new breed of storytellers and writers. This is an urgent and essential responsibility of all educational institutions and educators.

In 2013, Katha, in partnership with CBSE, launched the first edition of Katha's Search for Excellence in Creative Writing that helps students use their creativity and imagination to create some great stories, poems and translations.

Designed to promote creative writing, illustration and translation skills in children from the ages eight to seventeen, the programme has been designed to nurture the creative instincts in India's children and to give them a platform to share their writing and celebrate their work, thereby inspiring generation of future writers.

Now, in its recently concluded sixth edition too, this unique forum gave exposure to children to have a wide range of global perspectives through the Katha Writers' Workshops with reputed national and international mentors and inspired the participating children to achieve greater creativity.

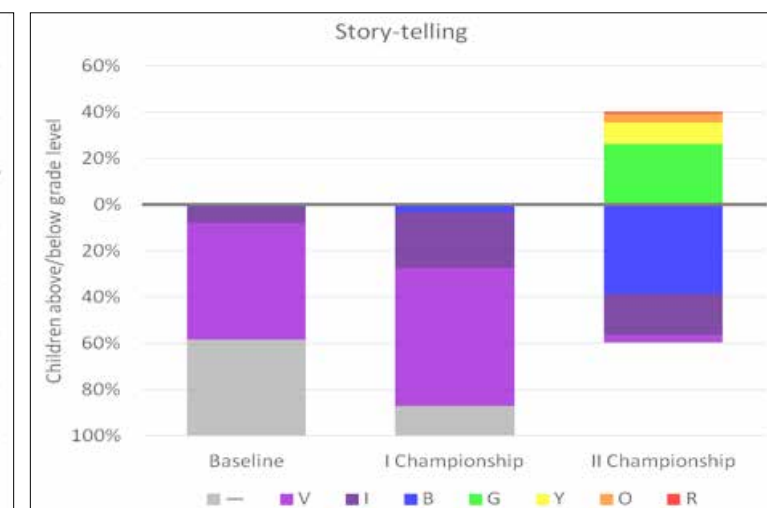
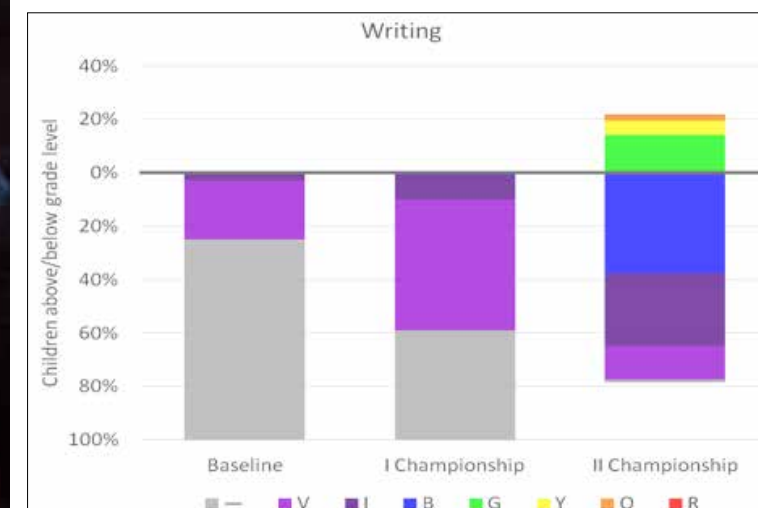
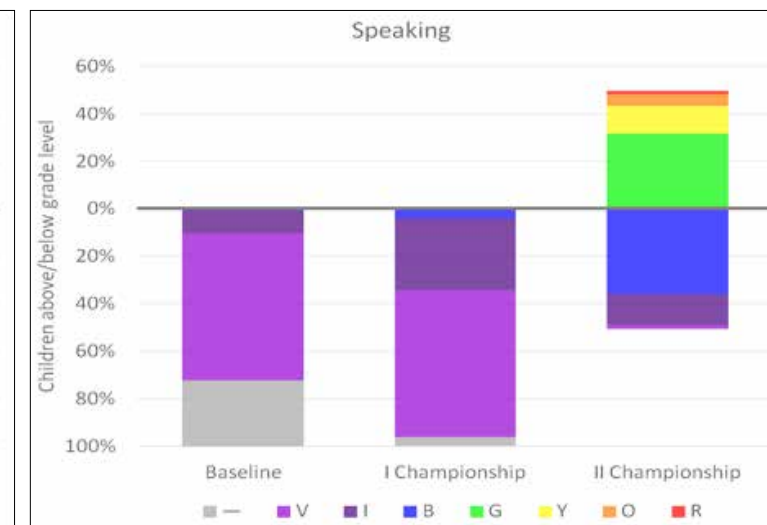
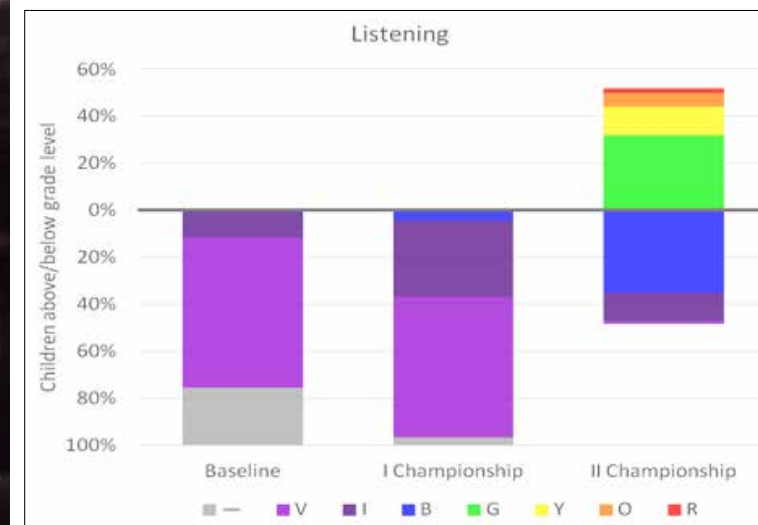
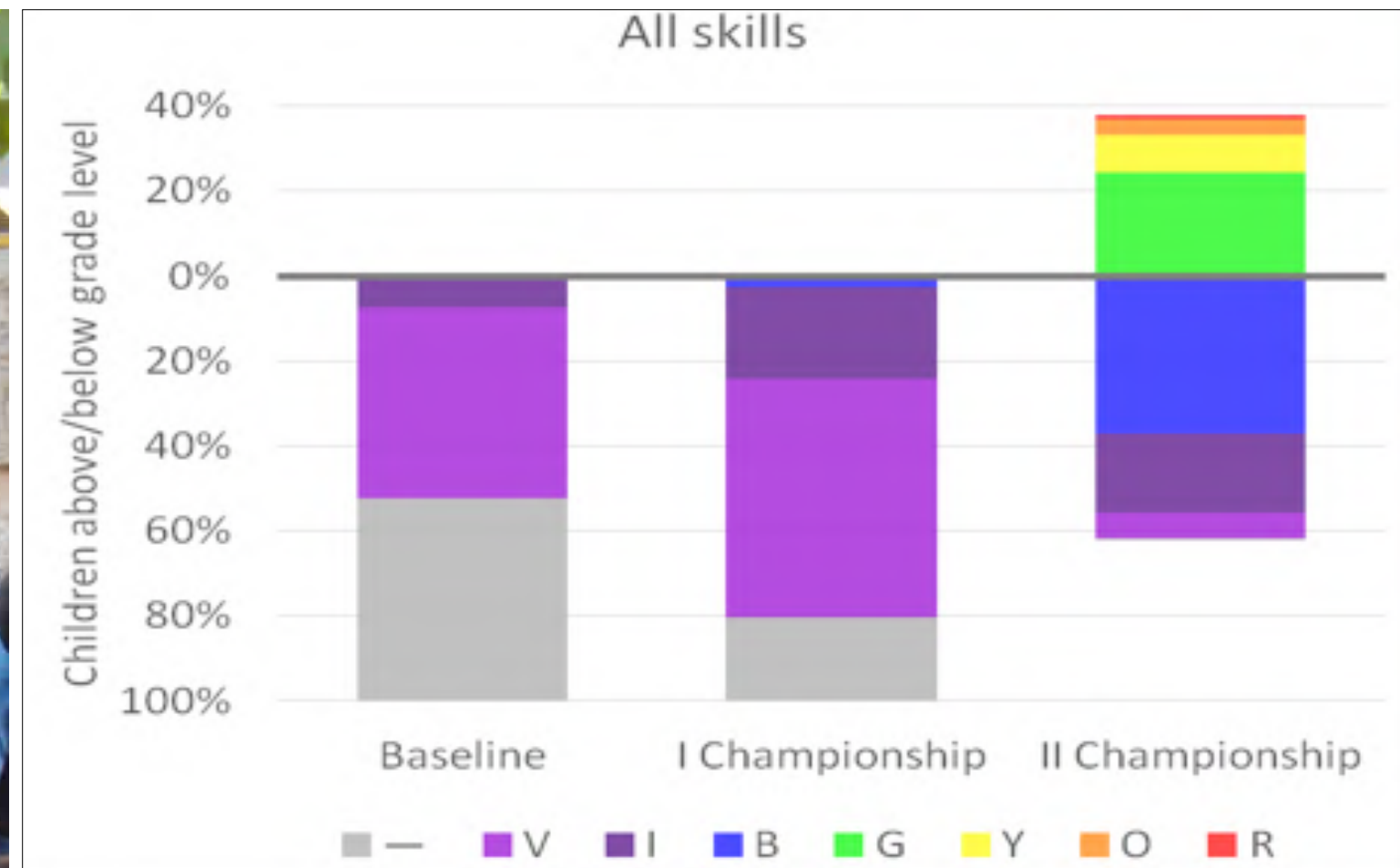




a **dynamic research** lab comes into place

In February 2018, Katha added a research wing – the Child Poverty Action Research Laboratory (C-PAR Lab), made up of a small but dynamic and committed team of researchers. The Katha C-PAR Lab has been created with the express intention of producing robust, high quality action research that allows Katha to reach further heights in empowering India's disadvantaged children.

The main objectives of the C-PAR Lab is to- I) study, analyze and present Katha's work – now spanning three decades – in vision, theory and practice – through the lenses of jargon-free but rigorous and systematic research, II) engage in action research that feeds into Katha's mission and vision of promoting reading for fun and meaning among India's disadvantaged children, III) provide meaningful and timely assistance to the various departments in Katha via research findings, knowledge, information, and other integrated skills, IV) conduct training sessions and workshops with teachers, students and Katha Fellows, V) add to the corpus of research on education at a national level by producing interesting and relevant studies on the links between children, poverty and education.





katha launches a **nation-wide campaign**, the 300m! challenge

According to a UNESCO report of September 2016, “India will be half a century late in achieving its universal education goals.” Hence, we will achieve universal primary education only by 2050, universal lower secondary education only by 2060, and universal upper secondary education only by 2085. Without a reading population, India will be unable to sustain a strong rate of growth. In a country like India, it is a monumental task to ensure that every child is reading for fun and meaning ... a task that the government cannot accomplish alone.

In 2018, Katha decided to make an intervention. Along with like-minded organizations and people, Katha launched a pan-India campaign called the 300M! Challenge to create a nation where every child counts. The campaign strives to improve reading levels in hundreds of thousands of children with the help of volunteers. Through a multi-pronged strategy that looks at the problem from every angle and at every level, the 300M! Challenge helps bring India’s 300 million first-generation readers into the ambit of reading.

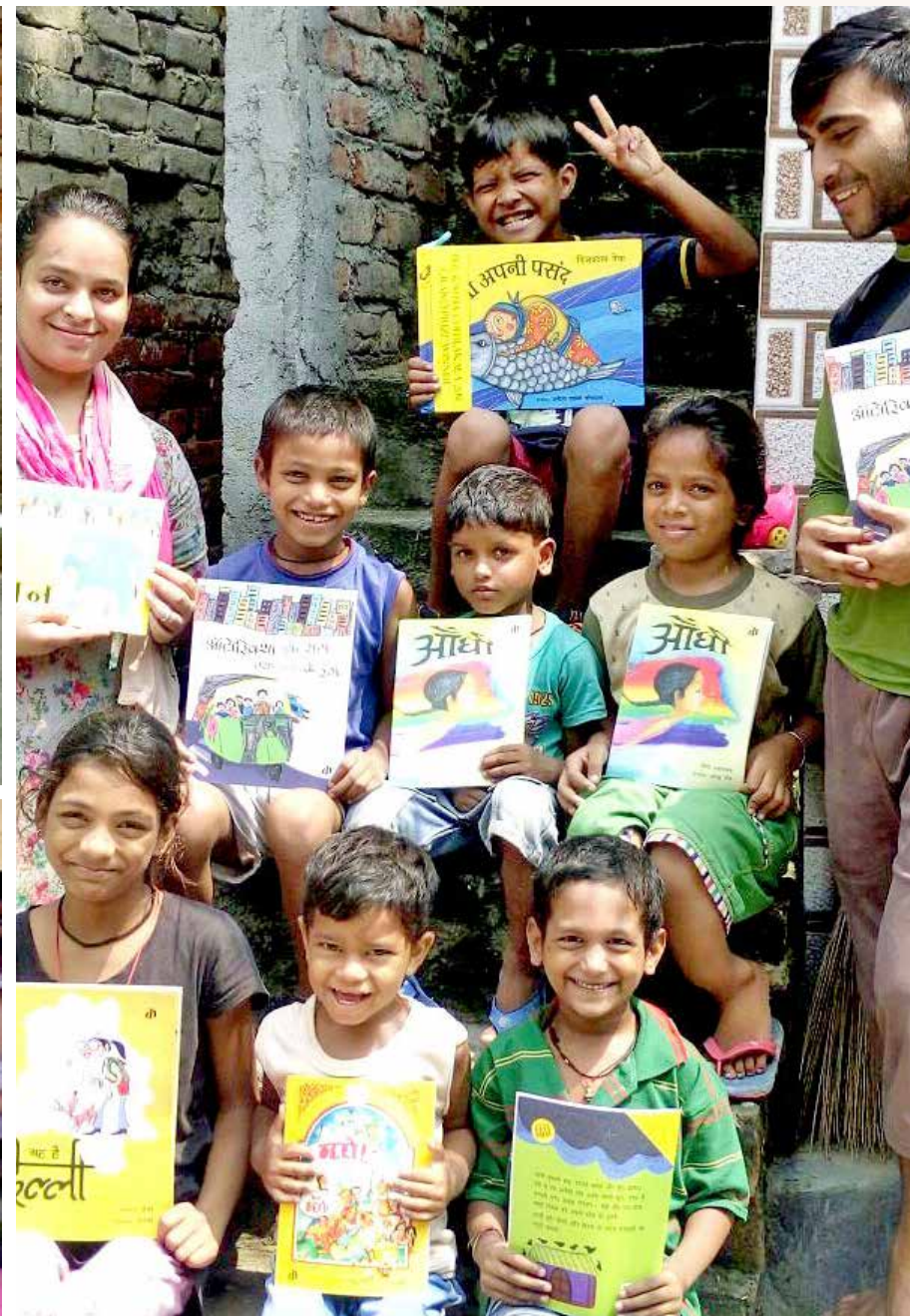
- **We define the problem.**
- **We are disruptive.**
- **We LEAP – Leverage. Engage. Advocate. Partner, with like-minded organizations and people.**
- **We bring in grassroots and civil society volunteers.**
- **We strengthen the government systems.**
- **We use technology as lever.**
- **We work on scale.**
- **We examine and evaluate.**



community owned and operated libraries (cool!)

With a clear vision to make Delhi the reading capital of India, Katha, in 2018, started Community Owned and Operated Libraries (COOL!). These libraries seek to promote the joy of reading among young children by encouraging community youth, women, teachers, volunteers and caregivers to own and operate libraries and help children read for fun and for meaning.

As part of our initiative, our team of young, dynamic leaders have joined us to voluntarily run the libraries in their respective communities. We call them the Katha Junior Fellows or KJFs. Most of them have been associated with Katha over the past 4-5 years while some of them have joined us newly. We currently have 50 Katha Junior Fellows with us in Team KHEL, and we hope to grow in size and spirit over the course of the next five years! Our fellows are also registered trainees with Katha under a specialised 30-30 module training programme that will take place in three phases in the course of this year. The Katha Fellows are passionate, dedicated, and committed to the cause of reading for meaning and joy. They are the backbone of Project COOL!. They believe in the potential of every child, and in the vision of Katha's 300 Million Challenge.



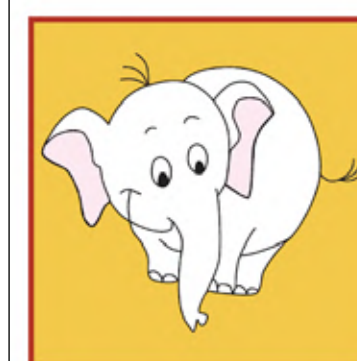
katha launches india's **first mobile reading application** to encourage reading and literacy

In 2019, Katha launched the KathaKhazana Reading Application, a repository of engaging digital content that will be used as an instrument of social change to get children into reading for fun and meaning.

KathaKhazana is an immersive storytelling mobile application that is backed by 30 years of research practiced in Katha's Story Pedagogy. Through captivating animation, games, characters and narration, children are introduced to big ideas of gender equality, equity, diversity and inclusivity.

Six of Katha's Hindi stories based on gender equality, equity and kindness are now available as digital books as a part of the KathaKhazana App. Through this mobile application, the stakeholders can positively impact the lives of the children by giving them a chance to read and learn through technology and become a changemaker.

The App is India's first mobile reading application to encourage reading and literacy, and has gone on to win the mBillionth South Asia Award for being a first-of-its-kind app which, through animation and games, introduces children to concepts such as gender equality, equity, diversity and inclusivity.



KathaKhazana - Stories & Games for Kids

Katha Education Education

★★★★★ 968

3+

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katha sets up **KaDL** (katha digital lab) and kcu (katha children's university)

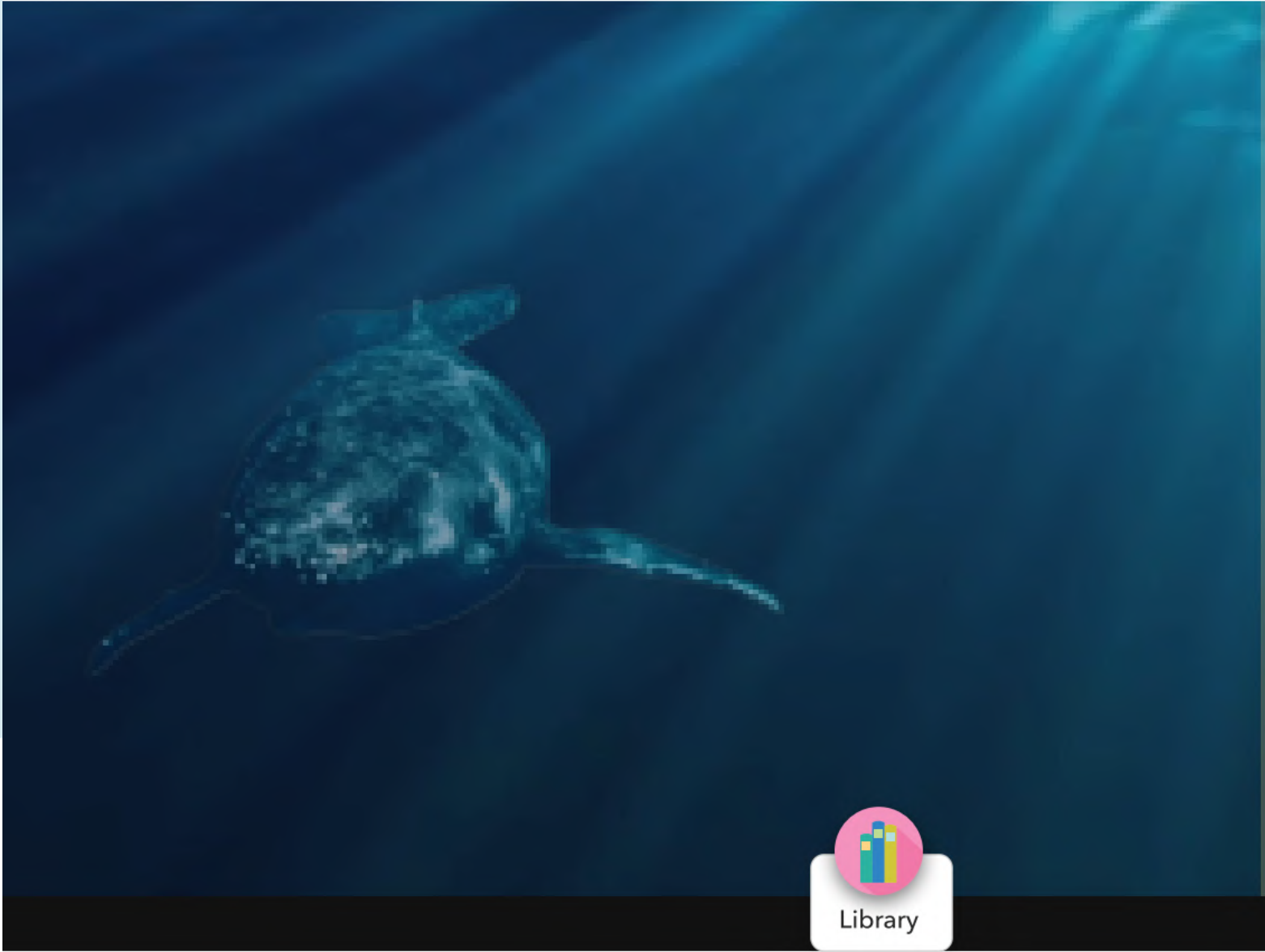
The Katha Digital Lab (KaDL) aims at leveraging Katha's three decades rich experience in using its recognised Story Pedagogy onto today's digital tools to help children grow up to be reader-leaders. Over the years, through cooperative action and activism, Katha has brought together parents, teachers, government, donors and volunteers to work on projects impacting more than 1 million children. Therefore, through KaDL, Katha hopes to broaden its horizons and create a national and international impact on how we look at education- in quicker, frugal and efficient ways. KaDL, (which incidentally also means ocean in Tamil) helps key stakeholders bring together new digital edu-programs, experiment with digital tools, explore digital media's potential and discover new pedagogical techniques to improve a child's experience inside and outside the classroom.

Under KaDL, students of the Katha Schools also register in the Robotics Lab that helps them build and design robots and programmes, analyse and interpret community challenges and use robotics as a way to solve them and do live demos to the people in the communities to show them the future that robotics as a field of science holds. The Robotics Lab works in tandem with KITES and the MACH! HUBS, to make the learning of maths, science and technology, fun.


KATHA CHILDREN'S UNIVERSITY

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Library

मैं कौन हूँ?



पढ़ो



देखो






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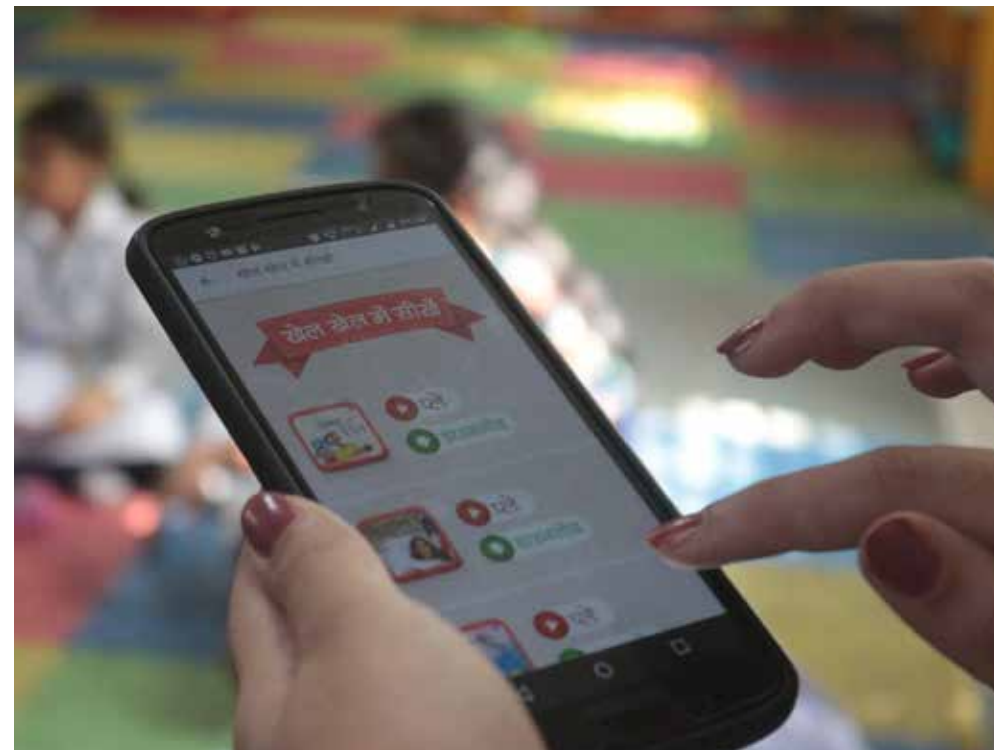








To leapfrog the technology barrier that most children in the communities face, Katha has created a web-portal—Katha Children's University—which hosts stories in audio-visual formats. The stories are interactive, supported by technology-enabled activities, to ensure that the intended goal of the story has been met. The Portal intends to address the nationwide problem of millions of children not being able to read efficiently. Katha, through this portal, will reach out to the masses and ensure that the reading level of each child in India is improved. This portal will help take the depth and breadth of Katha's work and reading philosophies to the grassroots, ensuring last-mile delivery, all the whilst enhancing the joy of reading. In order to do so, it is important that the solution is accessible to a wide audience, with varying levels of internet connectivity and devices (laptops/mobiles).



katha sri

Under Deloitte's WorldClass programme that endeavours to make a long-term meaningful impact on the lives of girls and women, and the communities they live in, through strategic partnerships with organizations that share their vision, Katha will work towards the economic empowerment of women from the communities through education, skill-building and mentoring.

Katha will train teachers from 500 government schools across the areas of North, South and East Delhi and will hold workshops for and with the young and older women living in the communities surrounding these low-cost government schools. We have evidence that the integrated approach of training teachers and community women works toward bringing about a meaningful socio-economic change in communities which is sustainable and long-lasting. Training the teachers enables them to become motivated, resourceful, inspired and inspiring as they are systematically acquainted to the methodology and framework of Katha's StoryPedagogy™. Teachers are equipped to teach the NCERT syllabus while following and applying the Katha framework to transform reading into a fun, engaging, enjoyable and enriching experience for the students and the teachers.

Women and young women will be given workshops which will equip them with financial skills, advocacy skills, leadership skills, community-engagement skills, sanitation, health and financial literacy. The women from the communities will also be reading leaders who will take forward the reading programmes in their respective communities.





katha partners with the government of maharashtra to execute its flagship project **swachh maharashtra** grand challenge

The Swachh Maharashtra Grand Challenge is first-of-its kind open innovation platform in collaboration with the private sector, development sector and government to pilot innovative and effective sanitation solutions in Maharashtra. Set up by Collective Good Foundation (CGF) and India Sanitation Coalition (ISC), in partnership with CEPT University, and with support from BMGF and Government of Maharashtra, the Swachh Maharashtra Grand Challenge identifies, pilots and scales WASH (Water, Sanitation and Hygiene) programmes across Maharashtra.

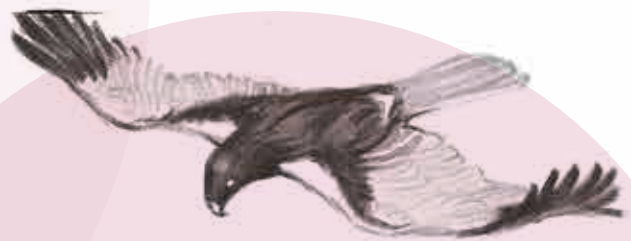
CGF has chosen Katha as one of the implementation partners for this project based on it being adjudged as the winner of the Swachh Maharashtra Grand Challenge. The project strengthens the drive to achieve the national and state (Maharashtra) goals of safe and sustainable sanitation and an open-defecation free society. The project also aims to equip schools with improved access to safe and sustainable sanitation infrastructure by upgrading toilets, handwashing stations and providing comprehensive behaviour change training to key stakeholders to create long term change.

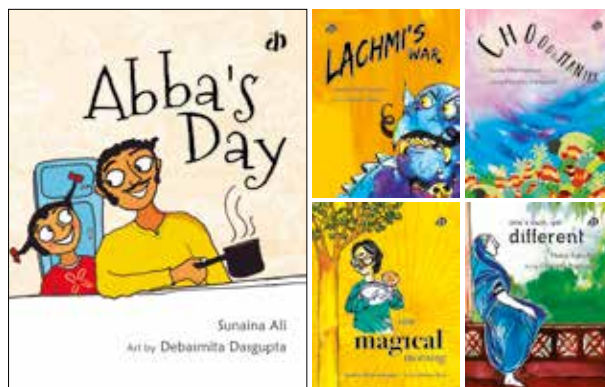
As the winner of Swachh Maharashtra Grand Challenge, Katha is getting an opportunity to implement the project in Chandrapur in Maharashtra where the programme will be tested and, if proven successful, will be scaled to other geographies.



books for a **better world**

Our children are our future. They hold the fate of the world in their tiny, sticky hands, and they're going to need all the help they can get today to become effective leaders of tomorrow. To give the readers a leg up with books that show them how small and large actions can change the world and inspire them to be compassionate and kind, brave and strong, Katha brought out engaging series of books in the last year, centring around the big ideas of Gender and Equity, Environment and Climate Change, Health and Hygiene, Kindness and Compassion, Art and Poetry.





GENDER SERIES

Generously Supported by New Zealand High Commission

Sometimes the best way to teach a child about individuality, nonconformity, and diversity is with the rhythmic text, imaginative storylines, and captivating illustrations. Books in Katha's Gender Series are such examples. They help girls and boys build an equal platform, through stories, thoughtful questions, and games. The reading levels of these books are matched to the learning needs of young readers – the language is simple, and the tone is direct and reflective without being preachy. Challenging the prevailing constructs of gender in society, all the stories conclude with open-ended questions and a “Think. Ask. Discuss. Act.” section that encourages young readers to engage in thinking and have a dialogue within a peer group.



THINKBOOK SERIES

Generously Supported by Ashoka Changemakers for the Public and Oracle Giving

According to expert studies — and our own 30 years of experience — kids who read stories that compel them to think are more risk-taking and goal-setting, more curious and compassionate. Books can open kids' minds and hearts to other people and perspectives — and affirm their own identities and experiences. When you share such stories, you empower them to grow and thrive throughout their lives. With an aim to draw the attention of young minds to big ideas such as kindness, climate change, gender, etc, Katha brought out a unique series that comprises of five books: My Big Book of Earth, My Big Book of Global Warming, My Big Book of Kindness, My Big Book of Girls and My Big Book of Dogs. Designed for easy reading and reference with illustrations, cartoons and photographs, these anthologies of fiction, non-fiction and poetry pieces provide useful material for projects, essays, debates and discussions.

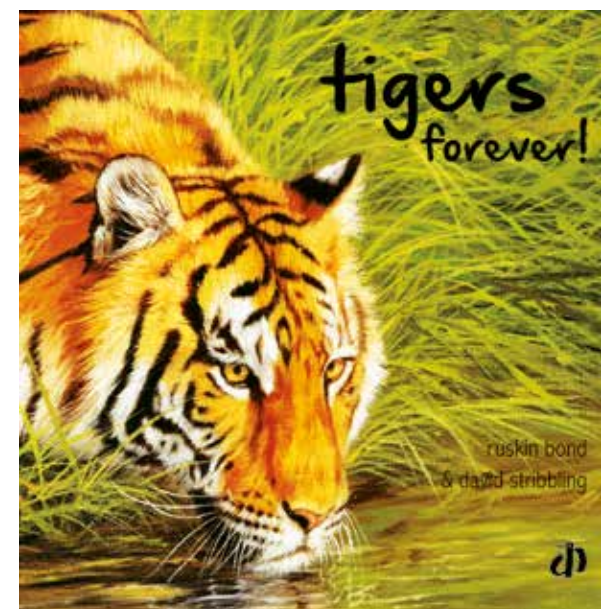


WASH BOOKS: (SHE)2 DOUBLE GIRL POWER

Generously Supported by FICCI and MUFG Bank

Available in English, Hindi and Telugu

Can learning about water, sanitation and hygiene be fun? Find out in this special series, SUPERGIRLS, which Katha brought out to promote hygienic behaviour and clean environment that will educate and empower children to lead a healthy life! A series of four books targeting children from the ages five to eighteen and a Teachers' Handbook, the series will help the children to understand and act on the water, sanitation, health and hygiene issues.

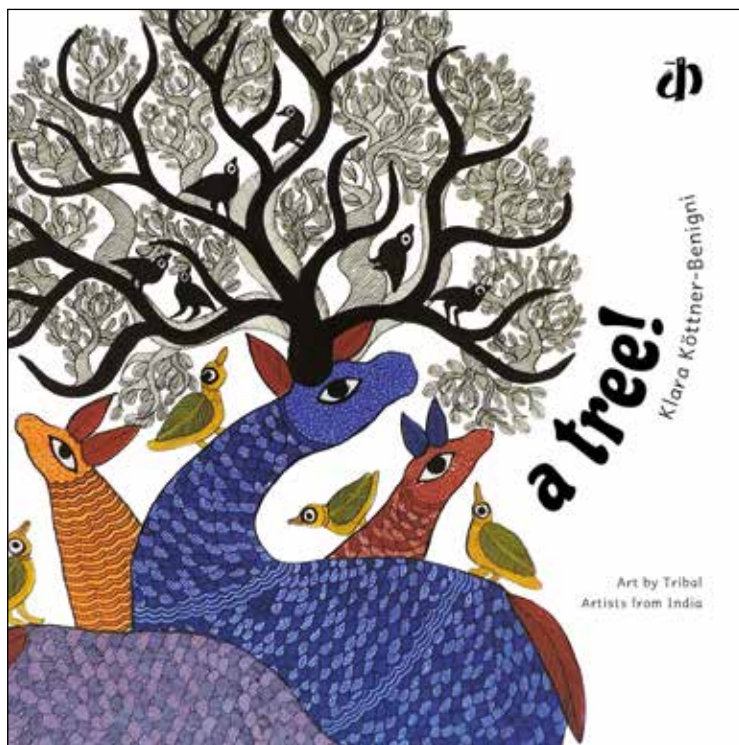


ART AND POETRY SERIES

Available in English and Hindi

Katha believes books are the key to the world of imagination. The content of the books along with the conditioning of the child determines whether the imaginative world will be a happy or a sad place. Aiming to inculcate the sense of plurality and diversity in children, so they grow up to be a responsible citizen, Katha published books from different parts of the world which would just not be used to read but also appeal to the senses of children and build a taste for arts, aesthetics and poetry during their crucial formative years.



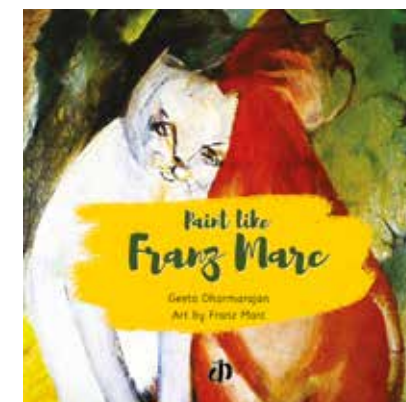
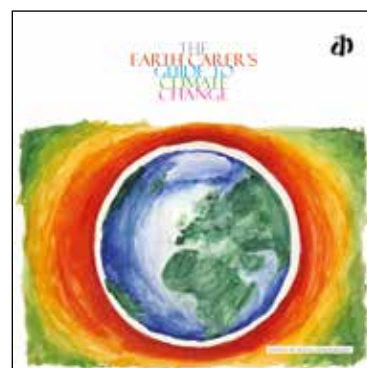
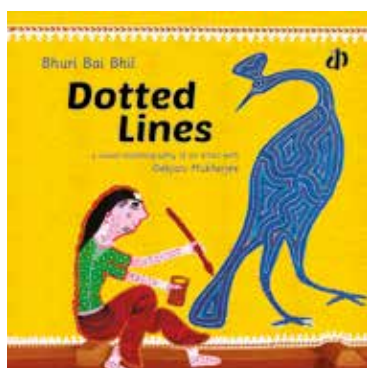


EARTH CARERS' SERIES

Generously Supported by German Embassy

Available in English and Hindi

Climate Change is not a futuristic term anymore- it is a current term, and it is happening faster than we can handle. There are plenty of things we, as humans, can do- but one of the most impactful things we could even do is preparing the next generation to care for their planet. Katha's new series – The Earth Carer Series, does that through two beautiful media- Storytelling and Art. The three books in the series not just talk about why it's important for us to care for the planet that nurtures us but also provide ideas and leads to step up and care for our environment and our only home, the earth.



Paint Like Franz Marc

Geeta Dharmarajan
Art by Franz Marc

Like to paint?
Have paper?
Paints?
See Franz's paintings in this book.
Now, just imagine and paint away!



The Wizard Khizr

Available in English and Hindi

A timeless folktale from the magical world of ancient Persia —illustrated in style!



katha poised to **scale up** its model in up, haryana, maharashtra and rohtak

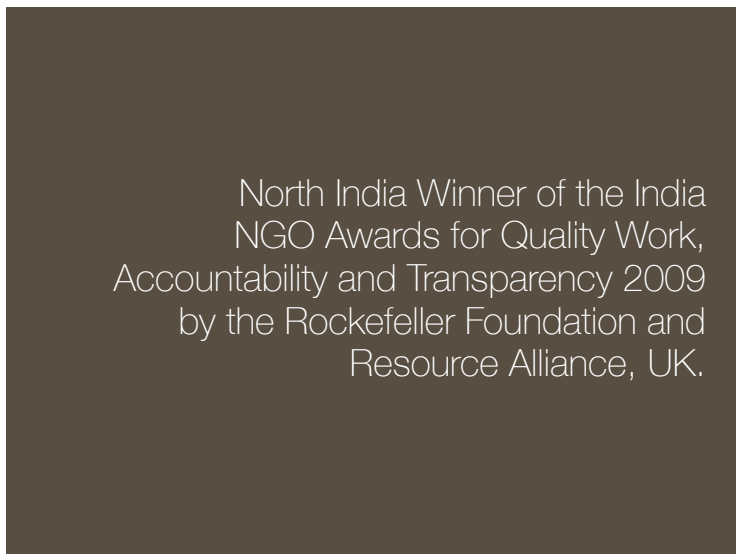
Katha's integrated models of reading, women-training and community engagement-programs have been successful across Delhi and NCR. At present, Katha is perfectly poised to scale and replicate its work in other states. Katha. Following this, Katha will implement its LeAP strategy (Leverage, Advocate and Partner) with local organizations, NGOs and state governments to scale and replicate the model across India. The methodology, philosophy and its plan of implementation are clear and precise, and this is the strength of Katha's model for replication and scaling across India. Also, Katha creates, provides and disseminates contextualized content (for teachers and communities), conducts thorough background (ethnographic and quantitative) research of specific states and districts while taking into consideration their needs and specific challenges to understand what kind of content and media of implementation will be the most effective. Thus while paying attention to quality and the context of project implementation – Katha ensures that while scaling - the project is socially desirable, politically and administratively viable, financially feasible and technologically do-able.



31 ACCOLADES WE EARNED IN THE LAST 31 YEARS



Katha's Founder & President Geeta Dharmarajan was awarded the civilian honour of the Padma Shri by the Government of India in 2012, for her extensive and inspiring work in the area of children's publishing and pedagogy.



North India Winner of the India NGO Awards for Quality Work, Accountability and Transparency 2009 by the Rockefeller Foundation and Resource Alliance, UK.



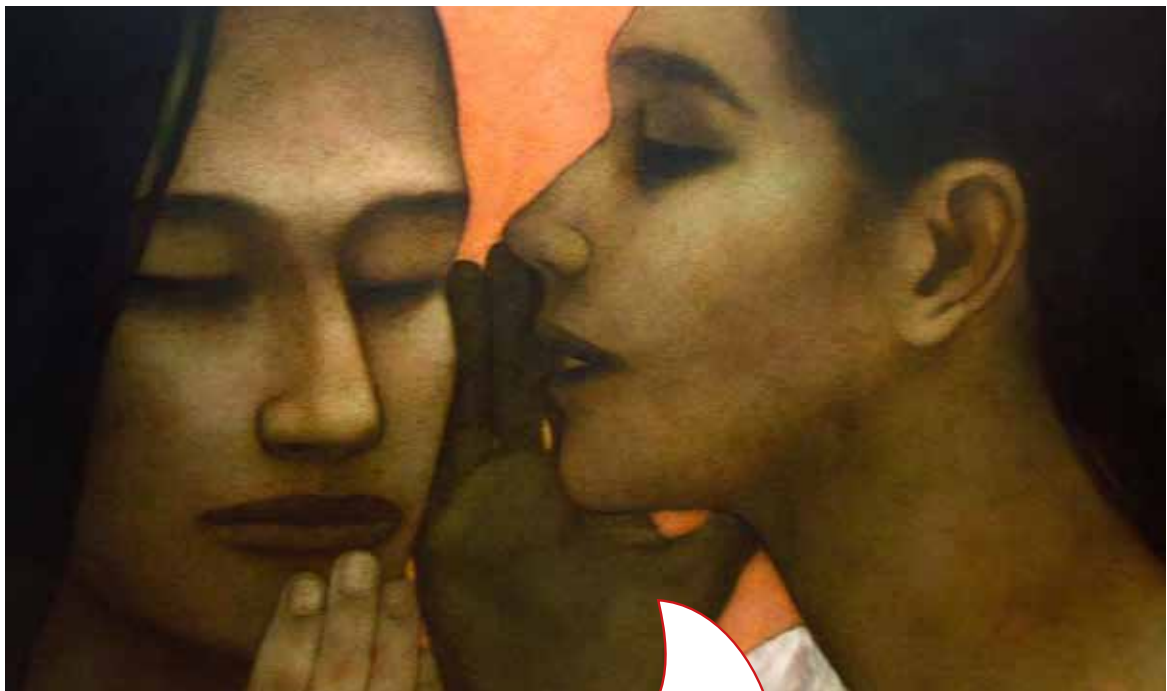
Winner of the Business Standard Award Social Entrepreneur of the Year Award 2018!



- Business Standard Social Entrepreneur of the Year Award 2018 presented to Geeta Dharmarajan Business Standard Social Entrepreneur of the Year Award 2018 presented to Founder President Geeta Dharmarajan
- *Sera Wants to Fly* was shortlisted for the Neev Books Awards 2019
- *Aamu's Kawandi* was shortlisted for the prestigious The Hindu Young World Good Books Award 2017 in the illustrations category.
- 12 of Katha's books were chosen in 101 Indian Children's Books We Love by Young Zubaan.
- *Moon, Ramu and I* won The Darsana National Award 2011 for the Best Children's Book.
- Bioscope included in the International Board on Books for Young People (IBBY) list in 2011.
- *My Haiku Moments: An Activity Book for Young Haiku Lovers* received Honourable Mention for Best Book for Children by the Haiku Society of America.
- *The Princess with the Longest Hair* received the Encouragement Prize Noma Concours 1989.
- *The Song of a Scarecrow* received an honourable mention at the Biennial of Illustrations 2003, Bratislava.
- *One Lonely Unicorn* received the Runner-up Award Noma Concours 2000, and the Biennial of Asian Illustrators Japan 2002.
- *Daddoo's Day Out* received the Runner-up Award at the 10th Noma Concours.
- *Chouboli and Other Stories*, Volume II won the A K Ramanujan Book Prize for Translation 2012 and the Asian Publishing Award 2011 in the Best Book Category.
- *Not Flowers of Henna*, translated by Jai Ratan from Hindi, received the Jury's Commendation at the Muse India National Award 2011.
- *The Man from Chinnamasta* by Indira Goswami was shortlisted for the Hutch Crossword Award 2006 in the category of Indian translations.
- *The Survivors* by Gurdial Singh was shortlisted for the Hutch Crossword Award 2006 in the category of Indian translations.
- *The Heart Has Its Reasons* by Krishna Sobti received the Crossword Book Award 2005
- Katha was awarded the Kidsstoppress Award 2017 (Runner Up) in the Best Indian Book Publisher category by Kidsstoppress.

OTHER AWARDS INCLUDE, INTER ALIA

- Katha won the Promising Practices Award 2015 for its innovative StoryPedagogy™ for all grade levels.
- Winner of the NGO Transparency Award 2016 by GuideStar India.
- Winner of the Tech Museum Laureate award at the Stockholm Challenge in 2001.
- Finalist of the Stockholm Challenge Award 2002, an innovative award programme for innovative use of IT.
- Awarded the Millennium Alliance Award 2013 for our innovative I Love Reading programme by USAID and the Government of India.
- Awarded the ICICI India Inclusive Award 2012 by the ICICI Foundation for Inclusive Growth.
- Winner of the NASDAQ Stock Market Education Award 2002.
- Winner of the Social Enterprise Laboratory Award in 2002, by Digital Partners. Digital Partner's Social Enterprise Laboratory Selection Committee chose Katha as "one of only 10 winners of Digital Partners' Most Promising Social Enterprise for 2002 Award. This award is given in collaboration with the Indo-US Knowledge Trade Initiative to the most promising projects that are utilising the digital economy to empower the poor."
- Katha was awarded the mBillionth Award in the year 2018 in the Early Stage category by DEF India for "leveraging innovation in storytelling and creating India's first mobile reading application".
- Katha emerged as the only winner for Excellence in Social Impact in the Education category at the 20th Polestar Awards 2018.
- Our story "Thayyaal" written in Tamil by Rupavati and translated in the English from our book "Seperate Journeys" by Katha's founder and President Geeta Dharmarajan has been carried by Frontline, a fortnightly English language magazine published by The Hindu Group of publications from Chennai, India.
- Katha wins the FICCI Children's Book of the Year Special Jury Award for 2019!



31 KIND THINGS WE HEARD IN THE LAST 31 YEARS

01

"I can simply say Katha is doing what one can dream best out of education. I hope we will learn from it to change the culture of education in Delhi."
— **Shri Manish Sisodia**,
Hon'ble Deputy Chief Minister &
Education Minister of Delhi

02

"Katha has commendably applied the mountain will-come-to-Mohammed adage to bring the richness of India's literature to English habits, in a manner uniquely its own."
— **Economic Times**

03

"What a delightful morning amidst such lovely, responsive and attentive children. Kudos to Katha family and to Geeta for this amazing project and journey."
— **Ms Shovana Narayan**,
Padma Shri Kathak Guru

04

"An inspiring place with brilliant staff, and children with huge potential in life."
— **Ms Judith McNeill**,
Comic Relief, UK

05

"A nest, a lot of chirping birds, birds and young butterflies, life, energy and beauty. All carved out of a surrounding which speaks of a struggle for survival and going ahead. Thank you, Katha, for introducing us to the spirit of life in the community."
— **Ms Anita Agnihotri**,
Secretary, MoHUA

06

"The excellent lab of Katha is an eye-opener. I am amazed at the degree of creativity, efforts and the focus on creating higher standards of learning. Fantastic!"
— **Ms Chyaya Balaji**,
Toolbox Foundation

07

"... Katha is its multi-stakeholder engagement with different partners which includes Delhi government and an innovative education model to mainstream education."
— **Deccan Herald**

08

"In exceptionally difficult and harsh conditions, Katha is making a tremendous impact on ... children."
— **Joint Evaluation Team**,
MHRD, Government of India

09

"The School is such an inspiration. It always sparks my creativity when I visit. The team is really making a difference to the lives of so many!"
— **Ms Neha Singh**,
John Lewis Foundation – India
Liaison Office

10

"Katha's work is driven by the idea that children can bring change to their communities that is sustainable and real, just as the children do in [their books]."
— **Papertigers**

11

"As with most Katha books, the new releases are elegantly produced, attractively illustrated, and shaped by concise commentaries."
— **livemint.com**

12

"Books like these reinforce my belief in Katha publishers that they are doing a wonderful job in creating quality literature for young readers."
— **Literary Sojourn**
(The Bicycle)

13

"The motivation that Katha provides to out-of-school children is very unique. This, for us, is something very distinct and out-of-box outcome from the Katha intervention."
— **Joint Evaluation Team**,
MHRD, Government of India

14

"With all admiration and best wishes ..."
— **Prince Charles**

15

"Katha lives and breathes within urban context, striving to empower, enlighten and educate through the power of story."
— **Ms Amanda Leigh Lichtenstein**, USA

16

"Katha stands as an exemplar for all the creative projects around the world that grapple with ordinary and dramatic misery in cities."
— **Mr Charles Landry**,
The Art of City Making

17

"... inspirational work."
— **Mr Leawik Blan**,
Asian Education Foundation,
University of Melbourne,
Australia

18

"Incredible job to shape kids' futures."
— **Mr David Fruttura**,
Boston University

19

"An educational jewel in India's crown."
— **Mr Naoyuki Shinohara**,
Deputy Managing Director,
International Monetary Fund

20

"I continue to be impressed and inspired by Katha's outstanding dedication to children and the importance of learning."
— **Mr Gene R Carter**,
Association for Supervision and Curriculum Development, USA

21

"Katha has proved that the school curriculum can be made interesting and the modes of learning innovative."
— **HT Live**

22

"Both public and government schools can learn from Katha how to anchor literacy in the indigenous tradition of storytelling."
— **Prof. Krishna Kumar**,
Former Director, NCERT

23

"Katha has done outstanding work to bring computer and internet access to marginalized communities in the slum areas ..."
— **Gates Foundation**

24

"Katha deserves a round of applause for ... unearthing a cache of talented translators and revealing the wealth and diversity of literature that lies hidden and unappreciated in this amazing land of ours."
— **Indian Review of Books**

25

"It has been a pleasure to see your impressive work. Best of luck!"
— **The Jury of Astrid Lindgren Memorial Award**

26

"What a lovely bright colourful school. It is great to see the children being encouraged to be creative. And very motivated and energetic teachers. Well done!"
— **Mr Mark Westenra**,
New Zealand

27

"Katha has a real soft corner for kids. Which is why it ... create[s] such gorgeous picture books for children."
— **Time Out**

28

"A pioneering Indian translation house of quality ..."
— **The Hindu**

29

"An institution in the world of Indian literature."
— **The Business Standard**

30

"Katha transports underprivileged children to mainstream education system successfully."
— **Financial Times**

31

"Katha, the non-governmental organisation Geeta Dharmarajan began a quarter century ago, is a tale of thinking out-of-the-box..."
— **Time Out**



31 WAYS IN WHICH WE'D LIKE TO THANK YOU!

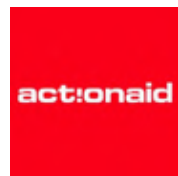
It is the generous contribution of our friends, partners and well-wishers over the years that reassures us of their support in our endeavour to transform the lives of many hopeful children. All of us at Katha would like to thank you for your valued involvement and belief in our aspiration. We sincerely hope we continue to nurture our association to gift a better life to many more children.

A BIG

'thank you' to all our wonderful partners!



OUR WONDERFUL PARTNERS WHO'VE CONTRIBUTED TO
OUR JOURNEY OVER THE LAST THREE DECADES. WE ARE
IMMENSELY GRATEFUL FOR THEIR CONTRIBUTION!





those who make it happen...

As we continue to find even more wonderful ways to spark a lifelong love of reading among children, we would like to thank all those who make this happen for our children – our committed community of donors and partners who make a huge impact on thousands of children by ardently supporting our various programmes, our enthusiastic tribe of authors, illustrators, storytellers, who weave magic and take it to children, our strong army of volunteers without whose support and hard-work our vision had remained a far-fetched dream. Here’s a huge shout-out to all you wonderful people!

thank
you
all!



कथा KATHA

Katha is a non-profit organization that has seamlessly connected grassroots work in education, teacher-training and publishing for nearly 31 years.

We believe that by providing children with holistic, relevant books and education, and fostering in them a love of learning, they can become agents of change who can lift their families and communities out of poverty. Our innovative education model, integrally supported by our award-winning book publishing programme, benefits over 160,000 underserved children and 1,100 teachers annually.

Our mission is to help every child realize his/her full potential through community-based quality learning; to spread the joys of reading; to reduce injustice and poverty through education; to enhance linguistic diversity and to help break down gender, social and other stereotypes through story and translation.

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