

2021-22

Annual Report



"One child, one teacher, one book, and one pen can change the world."

- Malala Yousafzai



Message from the President

Dear Friends,

I am delighted to share with you the annual report of IIMPACT's activities for FY 2021–22.

As we all know, the year 2021-22 was a continuation of COVID-19, with increased severity of the disease and its ramifications in so many other areas of human existence. The world survived, demonstrating some exemplary evidence of empathy, care, and concern by many of us toward our fellow beings. Those unprecedented times have, more than ever before, tested the spirit of humanity and kindness amongst all of us. As the level of suffering increased, so did the determination and tenacity to overcome the crises. We all witnessed the selfless assistance of people from all walks of life to serve the needy and resourceless—be it providing rations, offering health assistance, or reaching out to children in far-flung areas by riding camels to teach them. This seems like an opportune time to reflect on our experiences from the last year and the learning that will illustrate our further journey.

However, these times, perhaps, will be remembered as moments in history for all they did to test concision, innovative spirit, and brevity.

It was a setback for global child education, setting us back several decades in terms of child learning. Amongst those who suffered the most, a large portion were girls. At such times, when the questions of basic health and food were prominent, education took a back seat. Long-term lockdown, the closure of educational institutions, mobility restrictions, and the risk to lives were all overwhelming. As a result, as evidence began to accumulate, it was clear that children of all ages were losing their ability to learn.

We adapted, strategized, and continued to explore ways to ensure the continuance of learning about our girls, be it through initiatives like ALA,, Suno Kahani Guno Kahani, or engaging community volunteers in the learning process. Momentum was slow but was instrumental in gaining traction. Our donor community responded with enthusiasm, be it through their participation in some of these online engagements with children or by bringing in volunteers to contribute to the learning process.

We did partner with "technology" to impart professional development opportunities to our teachers and teacher support cadre, making use of mobile devices available to teachers. Though it had its obvious limitations, it still kept open a window of opportunity for continued work with teachers. This period also helped us understand our communities better than usual—their predicament, agony, and struggle going beyond scholastic education, which is bound to enrich our educational intervention.

There were extreme distresses. However, even during those times, the families saw "education" as an escape route for their girls to a better life.

Our partners remained our constant source of strength, understanding, adapting, and responding to the needs. Donors also stood by us with their unflinching support. A number of new donors joined IIMPACT's endeavour at a time when some of our donors were under immense resource constraints. Our teachers responded with enthusiasm to the challenge of adapting to the new means of learning and teaching while physical operations were not possible. Of course, it was difficult and not always a successful endeavour due to the geographical locations IIMPACT works in and the kind of children and teachers it engages with. Towards the end of the year, the physical functioning of centres across geography resumed. Finally, the year ended with 1936 centres functioning across 11 states and engaging with 5,381 girls.

Another key development of this phase is the continued technical and knowledge partnership with the alumni group of the Bajaj School of Management to support Nari Gunjan, an organisation working in Bihar with the Musahar (aka Rat Eater) community, who have added a fresh batch of centres to support technically. Such collaborations are new to IIMPACT and are viewed as learning opportunities for the organisation as it expands its impact.

Going forward, strengthening IIMPACT as a training and teacher development organisation is the key to broadening our sphere of influence, alongside consolidating GCEP in the areas where IIMPACT has been working for several years. Building evidence and creating awareness is also an agenda item to build upon the knowledge around out-of-school education. Equal emphasis will be required to be put on strengthening learning collectives and knowledge partnerships that can support the scalability and learning ecosystem in remote areas.

I have absolute confidence that all of you will continue to go the extra mile with us while we work on some of the above issues.

Ravi Sreedharan

President

Operational Committee of the Board

Section - 1

Who We Are

About Us

IIMPACT, founded in 2003 by the alumni of the Indian Institute of Management, Ahmedabad, seeks to address the cause of girl child education in rural, backward, and underprivileged parts of India without any consideration of their religion, caste, community, or social standing. The mission of IIMPACT is to mobilise and motivate pre-teen, non-school-going, or irregular-to-school girls from socially and economically disadvantaged areas of India to pursue functional literacy through quality primary education.

IIMPACT, which started out with 396 girl children in 12 Learning Centers (LCs), has made significant progress over the last fifteen years. As of June 2021, we are now present in 11 states and have more than 50,000 girl children studying in 1966 LCs, spread across 33 districts in North, Central, and Eastern India.

Over the years, IIMPACT has provided primary education to and mainstreamed more than 35,000 girls. Out of these, some girls have either completed their graduate degrees or are currently pursuing their graduation at various colleges and universities.

IIMPACT's operating model is geared towards achieving scalability at a reasonable cost without losing the quality of learning outcomes. Having identified a target area for establishing an LC, we conduct detailed door-to-door surveys of parents, talk to village elders, and assess the need for and viability of an LC. After a rigorous process of due diligence, we select an NGO that is already active in the region and enjoys acceptance among the local community. We then partner with this NGO to run the LC under our strict guidance and supervision. The local village community provides the premises for the LC.

IIMPACT's LCs have a unique single-teacher, multi-level, multi-grade pedagogical model. Learning is made joyful with the help of innovative teaching materials. We hire and train teachers and periodically retrain them. We also develop and provide all teaching and learning materials. IIMPACT's Resource Center in Gurgaon involves itself in teacher training and retraining as well as curriculum review. The running of the library is carefully monitored with the aid of dedicated supervisory staff.

Vision

To transform the lives of women, families, and entire communities in India by educating and empowering the girl child.

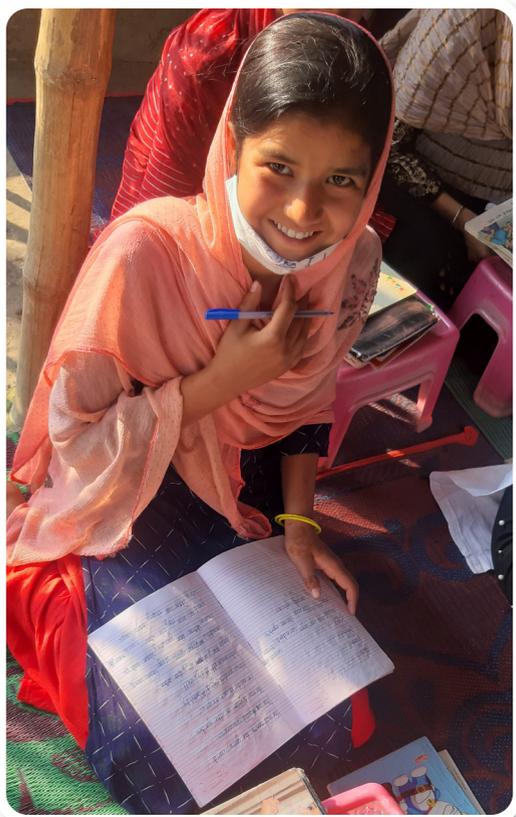
Mission

To mobilize and motivate girls, aged 6 to 14, from socially and economically disadvantaged rural areas in India, and put them on the track to formal education through quality primary education.

Our Girl Child Education Programme

IIMPACT's Girl Child Education Program (GCEP) was started by the alumni of IIM, Ahmedabad, in 2003 to enable rural girl children from marginalised communities to enter the realm of education and learning. Under this program, IIMPACT identifies rural out-of-school and out-of-school-time girls in intervention states with the intention of offering them quality primary education. This aims to provide an enabling experience for the girls and help further their journey into mainstream schools. Identifying the key problems plaguing girls' primary education in India, IIMPACT has developed the Learning Center Model that works towards overcoming these problems. Under this model, IIMPACT establishes single-teacher primary learning centres in villages with a high concentration of out-of-school, irregular-to-school, and at-risk-of-dropout girls in the age range of 6 to 14 years. These girls benefit from the learning centre as the centres are near their homes and are considered safe spaces. Thus, IIMPACT brings the learning to their doorsteps. Teachers and facilitators at the learning centres are recruited from the surrounding community and provide high-quality education via a multi-grade, multi-level learning approach. The learning centres also function as a convergence point for the local village community as they learn about the importance of education for girls and derive motivation to break down age-old barriers hampering girls' education.

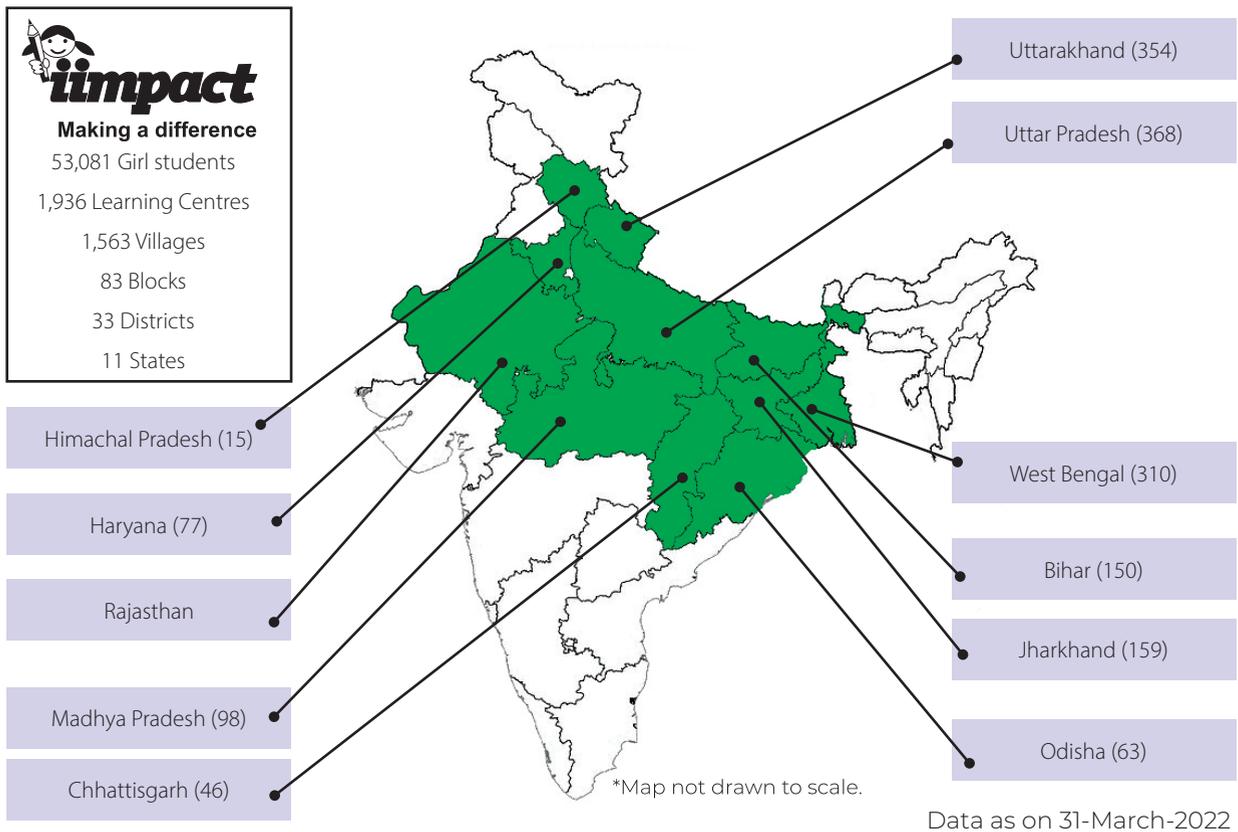
Key Stakeholders in Girl Child Education



- Parent
- Teachers
- Community
- Government Schools
- Local Administration/PRI
- Donors
- Child Protection Committees

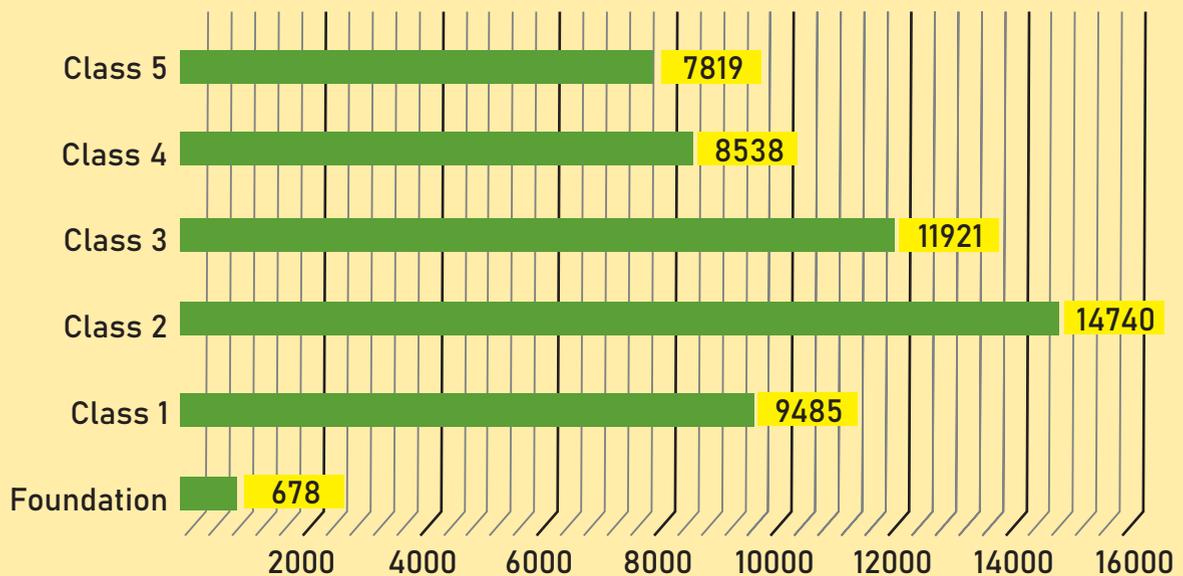
Section - 2

IIMPACT in Nos.



*We are currently present in 8 districts out of NITI Ayog's 117 aspirational districts.

Girl Child Enrollment Across Classes



Section - 3

IIMPACT Program – Glimpses of 2021-22

The first three months of the year was marked with the second wave of COVID-19 which led to temporary suspension of ALA. The ALA or 'Alternative Learning Arrangement' was one of the key strategies to repair the damage in student's learning trajectories caused by the COVID pandemic. It was a contextual response to the learning crisis in the lives of rural children. A Standard Operating Procedure (SOP) was developed, and teachers were trained for this new learning arrangement. The whole idea was to bring children in small groups to open learning spaces on alternate days, combined with home study.

The Key Aspects of ALA Involved

- Reductions of class size to a maximum of 8-10 children.
- Alternate day class schedules/children attending classes in alternate shifts.
- Learning sessions happening in open spaces where air circulation is not an issue.
- Requirement of face masks for both children and teachers, hand washing practices and increased physical distancing.

More than the first wave, it was the second wave that caused havoc in rural areas and demanded precautions resulting in internal rethinking around continuation of physical activities followed by government's announcement of complete lockdown. As the last year's (2020) experience was with us, IIMPACT soon started using technology (in whatever form it was available) to engage with its children and teachers. Overall, about 80% of the teachers; and more than 72% of the children were engaged through technology. A range of online technology enabled initiatives were started to facilitate continuance of learning. One of the key achievements, in this phase of COVID lockdown was the engagement of parents and larger community members as 'volunteers' to support their children in completion of assigned projects. In several villages teachers living in the same place was facilitative of physical engagement on individual basis as well.

It was also decided not to take assessment of children as well as teachers' during this period but to continue to work on their skills and learning enhancement. Relaxation in government restriction resulted in start of physical movements from mid June onwards across several villages before a decision could be taken to start ALA.

During this phase, efforts were put in ramping up capacity of teachers and field team to teach children remotely with help of concepts notes, worksheets, game activities and reading programme. New learning initiatives in the form of Children Engagement Plan, *Chhote Vaigyanik*, Virtual Science Exhibition were devised to keep the children engaged & ensure continuity of learning.

Child Engagement Plan

In almost all villages in the intervention states of IIMPACT, the learning using ALA started from the latter half of the second quarter and beginning of third quarter in 2020-21, and continued until the end of

the financial year. However, the situation changed again with the second wave of Covid. ALA being suspended during the second phase of lockdown from April to June 2021, the roles and responsibilities of parents, older siblings and communities became paramount keeping in mind the limitation of technology access for a deprived population of rural area.

To respond to the learning needs of children of classes 1 & 2 a **'Volunteer Support Programme'** was introduced. To work on simple activities around exploration and discovery, a volunteer who would be either a parent, older sibling or one person from the community, was selected and trained to spend time with children, read, tell stories about the surroundings, and do simple activities encouraging knowledge development.



A series of trainings were conducted with the 'core resource group' to discuss, develop and finally share the module. The trainings also centered around the implementation process along with tracking and monitoring mechanisms.

The plan was further cascaded to the parents/communities through a blended approach. A resource team was involved not only in the selection of volunteers but also in motivating them to take up the tasks with children and supporting them in a timely manner.

Total Teachers	Teachers Trained and Engaged	Total Children from Classes 1st and 2nd	Total Children engaged in Classes 1st and 2nd	Total Volunteers Working
1935	1682	21,870	17,231	14841

Chhote Vaigyanik (for Grades 3 to 5)

For children slightly older in age and in higher grades in LCs, theme-based projects were given for inquiry and exploration. The themes were selected based on the potential for children to ask questions, find answers and learn (National Curriculum Framework-2005).

Children, individually as well as in small groups, worked on a theme and did a series of planning and execution activities like developing questionnaires, collecting information/materials and documenting them in consultation with their parents and elders.

Total Teachers	Teachers Trained and Engaged	Total Children from Classes 3rd to 5th	Total Children engaged in Class 3rd to 5th	Total Volunteers Working
1935	1682 i.e. 87%	28,187	23,128	14841



Chart of leaves made by students



Children drawing pictures



Children making utensil with clay

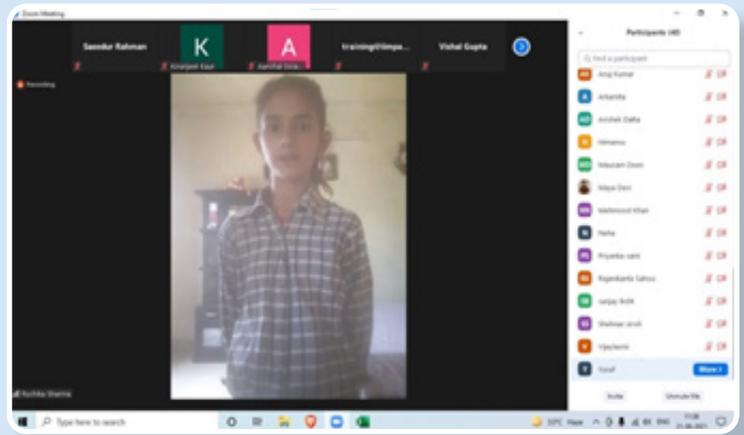


Children pasting leaves and drawing

Children's Virtual Exhibition

In the month of June 2021, four separate virtual exhibitions were held from four of IIMPACT's project locations. The exhibition was part of the project "Chhote Vaigyanik" (aka Junior Scientist), a child engagement initiative for children studying in classes 3 to 5 in the IIMPACT Learning Centers, during the second wave of the pandemic. In this project children learn about topics in the context of a theme by interacting with the community or with members of their household. It is based on the methodology of discovering through initiative, in order to enable the students to continue to learn in a systematic way even at home.

In the virtual exhibitions, selected students made 15 minute presentations on their chosen themes and fielded questions from the audience. It was hoped that this endeavour would equip children with abilities to critically look at various aspects of their lives and arouse curiosity in them to ask more questions. The virtual exhibitions not only encouraged children to develop critical reasoning and comprehension, but were also a wonderful platform to develop their self-confidence.



Suno Kahani Guno Kahani

Stories play a vital role in the growth and development of children. Stories do not just develop the language and literacy, they convey values, beliefs and social norms which in turn shape children's perception of reality. With this view in mind, IIMPACT launched its first storytelling YouTube channel "Suno Kahani Guno Kahani" on 27 May 2021.

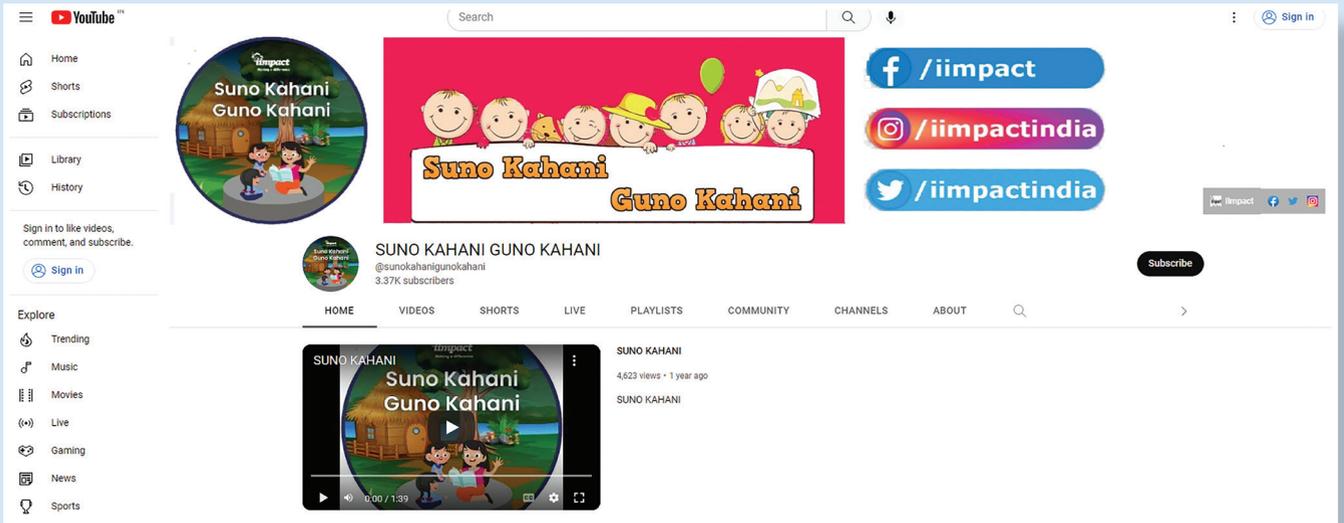
Using this forum, children in different IIMPACT centers from all over India will weave and share their stories with each other and learn from each other. Nearly 800 participants joined the launch.

Currently we have over 3100K subscribers tuned in with more than 300 stories uploaded.



To listen to fascinating stories by amazing storytellers do visit IIMPACT's YouTube channel "Suno Kahani Guno Kahani".

<https://www.youtube.com/channel/UCqE78dwu7MwI2XTENPPLMiw>



Home page the Channel "Suno Kahani Guno Kahani"

Reading Campaign

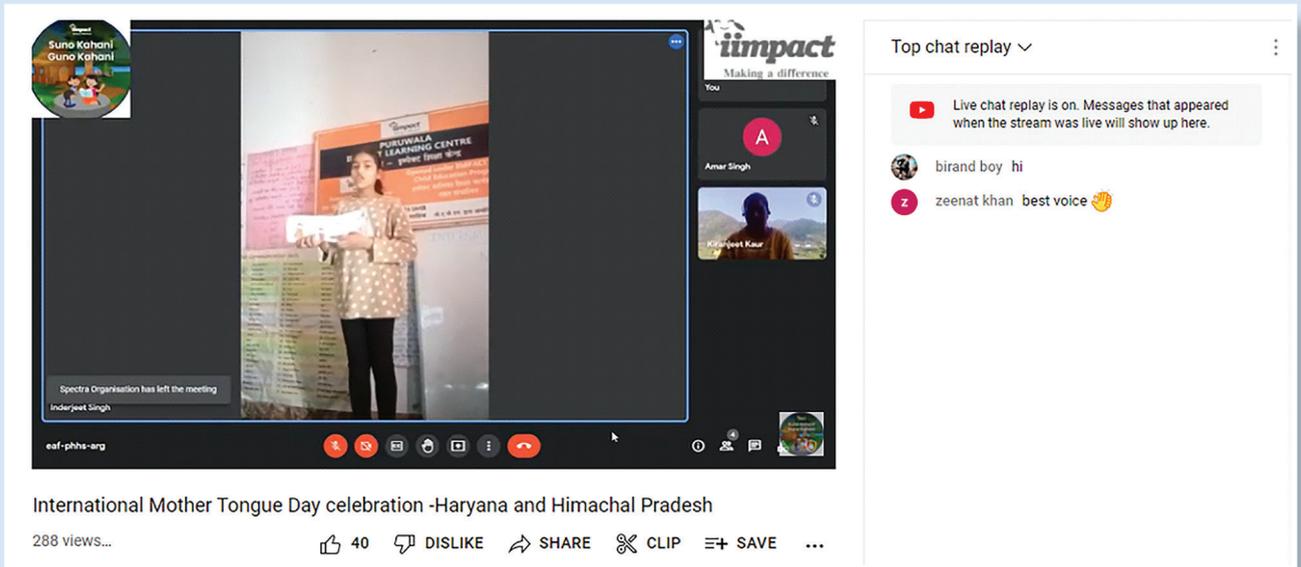
To promote the culture of reading in communities and drawing inspiration from the Government of India's Padhe Bharat initiative, IIMPACT started its own 100 Days Reading Campaign in all the Learning Centres starting from January 2022.

The whole campaign had been designed in a way that it would help to not only develop reading habits but also help students in exploring their creativity and imagination. Through this campaign students created their own stories and their own libraries, which gave them a lot of confidence. The campaign was implemented all across the centres.

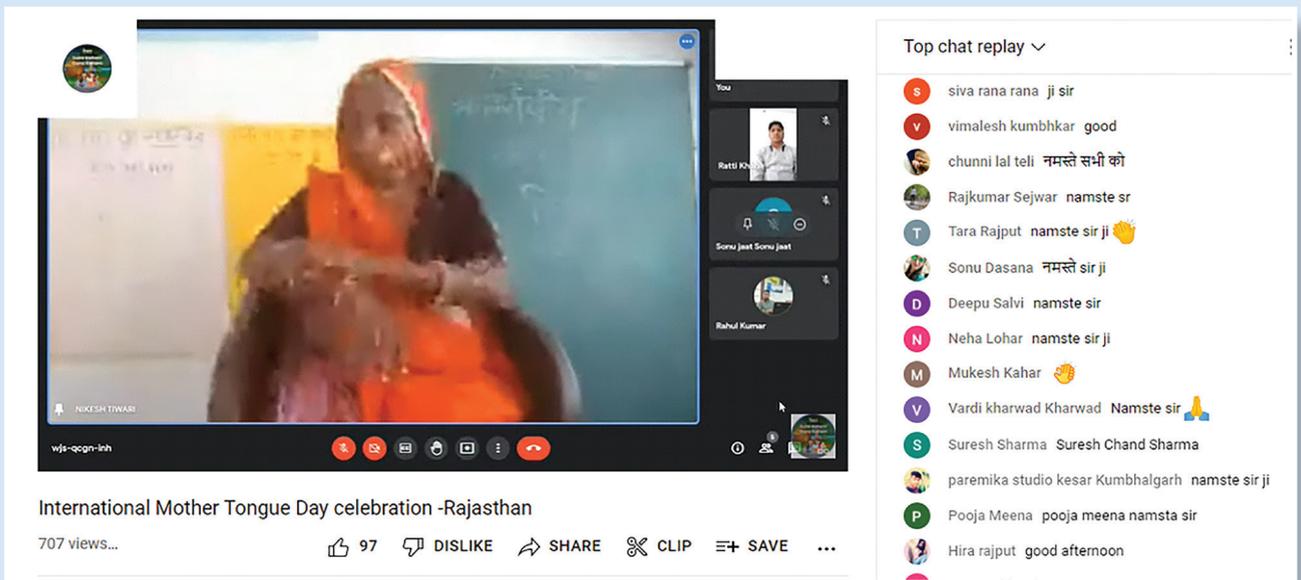


Celebration of International Mother Language Day as Part of the Campaign

The celebration of International Mother Tongue Day was part of the Reading campaign on February 21st across all the locations. Presentations of community members and children in their mother tongue were the highlight of the event. Teachers from the different intervention states shared their reflections. The programme was presented live on IIMPACT's very own YouTube channel, "Suno Kahani Guno Kahani."



Presentation by Children from Haryana and Uttarakhand



Presentation by Community Member from Rajasthan

"After practising different activities as a part of the 100 Days Reading Campaign in the last few weeks, I personally realised that we engage with language in our everyday lives without realising it." In one form or another, we make use of language to communicate—we know how to address our elders or teachers by listening to conversations or watching television. There is a lot of written and printed material available around us, but what is important is the amount of attention we pay to these writings. I have started to pay attention now by beginning to read the written materials available around me, like the wrappers of purchases such as biscuits and toffee, posters and advertisements on the side of the road, wall slogans, newspapers, storybooks in school, letters and postcards, etc. "Now I have gotten into the habit of reading books regularly and have developed the ability to express myself both verbally and in writing."

– Chaitaly Sarkar (CH-095438),
Student of Krishnabati LC



With the outbreak of the third wave of Covid (Omicron variant) in the country in the beginning of 2022, all our Learning Centres operated with a small group of students in ALA mode (7-8 students per batch). However, from February onwards the situation stabilized as the intensity of the Omicron wave started to recede. Simultaneously, the strength of students at the Learning Centres were also increased in phases & by 15th March all our Centres started operating in full strength.



Section - 4

Capacity Building & Professional Development

The IIMPACT Learning Center model is established on the foundation of a strong team of young local teachers and their continued training to keep them well versed with developments in the field of child education, encompassing curriculum and pedagogy. In the initial days of the last quarter (till mid-April 2021), IIMPACT was conducting regular face-to-face trainings following COVID safety precautions. However, with the onset of the pandemic's second wave, it was decided that face-to-face trainings would be temporarily suspended and trainings would be conducted solely through virtual modes.

Physical training was expected to resume with the onset of ALA. But the situation on the ground was still volatile, and the risk of a third wave of COVID loomed large. So it was decided that training would go on through online modes. These trainings were primarily focused on training teachers for the CEP and Chhote Vaigyanik projects, which were in fact a continuation from Q1. The trainings conducted by

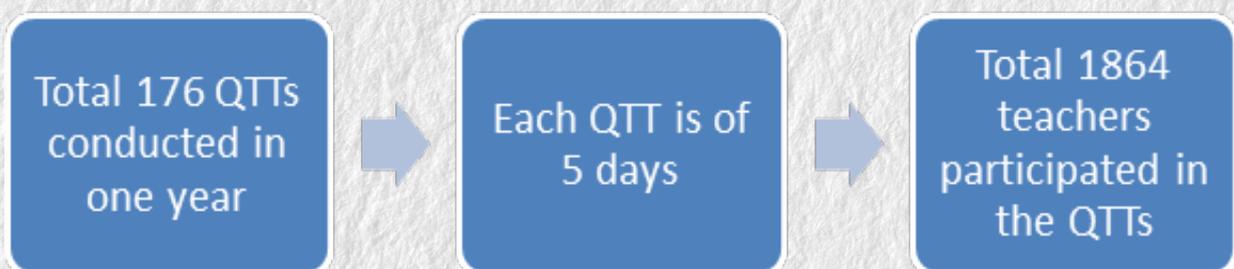
IIMPACT are vital, as all teachers come from similar backgrounds and come from local educational institutes where the quality of education is not very high. Therefore, even to teach up to class 5 to a diversified age group of girls between 6 and 14, they require constant improvement in their own subject knowledge capacities as well as inputs on behavioural aspects, which would be critical to

All our learning centres are equipped with Academic Initiative Kits. This happened as part of an initiative where mass rollouts of TLMs were carried out to bring all LCs to a common minimum academic standard.

engaging with girls from marginalised and deprived communities, many of whom are first-generation learners.

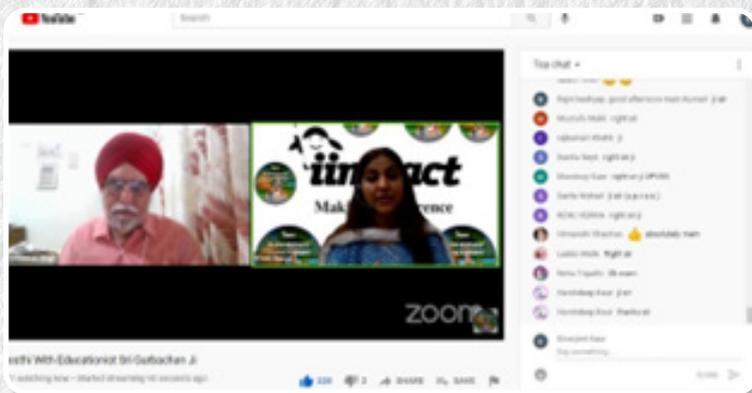
Over time, the quarterly teacher trainings focused more on training on the academic initiatives and on how to enhance the learning of students based on the usage of these kits.

Another major focus was the 100 Days of Reading campaign. Weekly activities were also undertaken with the objective of enhancing reading, and best practises were shared.





Glimpse of QTTs



Expert talk with Gurbachan Singh and Kiran Tiwari

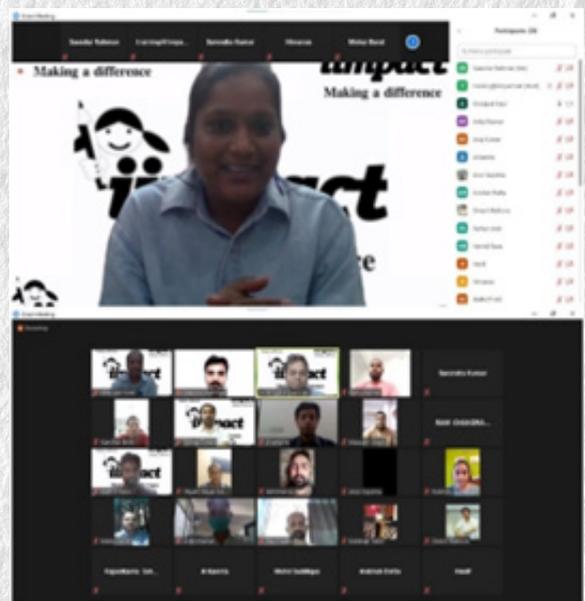
- **3 online trainings were conducted by Prashikshan, in which 97 teachers participated.**
- **8 online trainings on "Suno Kahani Guno Kahani" with 138 teachers**
- **4 webinars were conducted for teachers, and 1100 teachers participated. This included the launch of SKGK, 2 expert talks by external educators, and Celebration of International Mother Language Day.**

However, training and capacity building were not just restricted to the teachers. IIMPACT staff and the field teams took part in different capacity-building trainings and workshops to enhance their skills and abilities in order to work as education ambassadors.

12 Goshthi Sessions Conducted in Financial Year 2021 -22

Goshthi is an interactive platform where people working in IIMPACT share their learning incidents and experiences of interacting with children, parents, and communities. Beginning in May 2021, colleagues from across India will meet virtually on a regular basis. Here, one person volunteers to share his or her experiences, thoughts, and learning points, or shares a book review. This fosters a discussion amongst colleagues on the topic. This helps in opening up avenues for

- **Cross-learning and getting an insight on individual perspectives on education**
- **Sharing of best practices**
- **Motivating team members to be role models**



Goshthi in progress

Equipping Frontline Workers to Re-engage

One of the key focuses of the second quarter of the year was to ensure the vaccination of all our staff who would come in contact with the community and the girls. Leaving aside a few cases where there were genuine issues noticed, the vaccination drive of the IIMPACT and partner teams was taken in mission mode, and it was ensured that the team along with the teachers are vaccinated and the vaccination of the larger community is facilitated.

By the end of September 2021

82% Teachers were vaccinated. 12 Partner staff fully vaccinated

92% Coordinators vaccinated

95% Supervisors vaccinated

IIMPACT field staff vaccinated with the first dose. All Head Office staff vaccinated.



With the possibility of a third wave looming on the horizon, our teachers, in conjunction with the local community, ensured that public safety and awareness remained at the forefront. Door-to-door visits, vaccination awareness drives, and the distribution of masks, sanitizers, and wellness kits comprising nutritional supplements were some of the initiatives undertaken by the CMC members, at times along with ASHA workers, to ensure the safety and well-being of the local community.

Section - 5

Stories That Inspire

"Success is not final, failure is not fatal; it is the courage to continue that counts."

- Winston Churchill

Nishu Jatav's Story

"Every great dream begins with a dreamer"

- Harriet Tubman

Eleven year old Nishu Jatav dreams to be an expert in mathematics when she grows up and teach mathematics to girls like her. Living in the remote village of Lakhnipur 45 kms from Karauli, Nishu had been fighting the ordeal of patriarchy and negligence since her childhood. Lakhnipur is a village surrounded by forests and lacks basic facilities. Here, most of the people are engaged in farming and animal husbandry while some others work in the mines. With close to 400 families belonging to Jatav and Kumhar communities, there is a very high rate of female illiteracy and dropouts in the village. Nishu's father worked in the mines and died of silicosis. Education for Nishu came to a standstill when her mother asked her to lend a helping hand and contribute towards household works while she would earn a living.



Things changed for her after IIMPACT identified her case and enrolled her in the Lakhnipur Learning Centre. She was made aware of her rights as a girl and as a child and was oriented towards the academic curriculum of the centre. With the guidance from her LC teacher, she attends her classes regularly and is extremely active in class. The quiet introvert Nishu is now confident, able and a wonderful storyteller. She is currently the monitor of her class and a favourite among her friends. Seeing her eagerness to study, Supita, the teacher at the IIMPACT Learning Centre got her admitted in the Government School where she is studying in Grade 4 now. At present Nishu has a very busy schedule, "she attends school, goes to the IIMPACT Learning Centre and also helps me regularly at the farm" says Nishu's mother proudly."

"I have witnessed girls in my community who suffered due to lack of education, I wanted to pursue my education. IIMPACT has given me a platform to voice my opinion, has empowered me to help other children and put me in the path to follow my dreams" says Nishu while she teaches mathematics to her younger siblings through games.



Bhootghar– The Abandoned House

“Allah Hu Akbar.....” little girls of Damda clearly hear the Azaan and get ready for their morning prayers to commence while their parents like other villagers get ready for their daily works. As dawn breaks the girls start preparing for their Madrasa School which is the only option for poor Muslim families to provide their children with basic education. Also, the Madrasa serves as a safe space for preservation and upholding the Islamic culture. Around 9.30 am on the way back to their homes the girls see strangers interacting with their family members and come to know that from the CESR office, a learning centre will be established here with the assistance of an organisation known as IIMPACT as part of their Girl Child Education Programme.

The villagers of Damda were quite welcoming when they came to know that the IIMPACT Learning Centre would add to their children’s education in a joyful way.

Rima Mahato had been appointed as a teacher by IIMPACT to run the LC. Initially Rima had reservations, as the locality had an ill repute for being a haven of thieves. She began by scouting for a place for the LC. It was a big challenge because the villagers themselves stayed in their own single or double bedroom accommodations. It was difficult for them to vacate a room for the LC. So

Rima began taking classes in an open strip adjoining a house. She found it difficult to display the lesson boards and the girls were wary of performing

activities in an open space. So, she convened CMC and PTM meetings to finding a place where she could freely run an LC. She suggested an abandoned room that she had found. The parents and the children were very averse to that idea because this room, commonly known as ‘Bhootghar (an abode of



ghosts) was believed to be haunted. There was no roof on that room. From the civic volunteers, Rima got to know that after dark, groups of anti-socials gathered in that place and created ruckus.

Rima was determined to pursue her idea of converting this 'Bhootghar' into a learning center which would pave the way to banish the stigma of superstition and free up the space from the grip of anti-social activities. The women of the community took up the initiative of collected small donations from the village and two masons voluntarily come forward to lay the roof and repair the walls. Women also actively helped with the construction and after about two months the girls could not recognize their 'Bhootghar' that had transformed into a place where they would study.

The Learning Centre continues on its journey with the help of tested training content and Jodogyan Kits aided by various activities involving the children. These make the sessions eventful and have been successful in attracting the girls in large numbers. Today, more than 50 children regularly attend the LC. The interest has given rise to a demand for additional learning centres to meet the needs of ever increasing student numbers. As a result two additional learning centres have been created in the village of Damda in Purulia.



Perseverance Takes You Closer to Your Dreams: Sabeda's Story

It's a long 5 km bicycle ride each way for Sabeda as she goes to school every day. Fourteen-year-old Sabeda Khatun is an alumna of the Sangrampur Learning Centre which is sponsored by Sarojini Trilok Nath Trust and facilitated by FACE.

Sabeda comes from a rural family that is not only economically destitute, but also had never experienced literacy. As a natural consequence of this situation, her father had never thought of enrolling her anywhere for education. So Sabeda was spending her days as an aimless vagrant. She had no craving for education as such and never thought it to be necessary. Fortunately, IIMPACT opened Learning Centre under its Girl Child Education Programme in her village Sangrampur and the teacher was able to convince many parents to send their daughters to study. Thus began Sabeda's tryst with education. When she started her journey with the Learning Centre in 2014, she did not even know alphabets. But being a sharp learner, she began to pick up the concepts quickly and completed class I to

class V successfully. She was a keen student, always eager to participate in extra-curricular activities as well. She excelled in dance, theatre and similar other activities showcased during the cultural programs. Especially being good at dance, she also became a role model for the other girls and gave them instructions in the discipline. Her father was overjoyed at her progress. He took it upon himself to put in more efforts to be able to provide Sabeda higher and quality education. This single-minded determination helped Sabeda's father to substantially improve his own economic situation and he eventually became an elected ward member in his locality, making his daughter proud.



When the time came for Sabeda to merge into the mainstream government school, she demonstrated such proficiency that she was directly inducted into Class VII skipping Class VI. Now Sabeda has progressed to Class X. Her favorite subject is Science and she is already dreaming of higher studies.

Sabeda is a dutiful daughter who also takes time out from school and studies to regularly help out her mother with household chores. She is diligent and makes sure that she never misses her tuition classes. During the lockdown amidst the Covid-19 pandemic, she had proactively assumed the role of a volunteer teacher and had taught village children at their

homes and helped them participate in cultural events by teaching them dance and action songs.

"Had it not been the Learning Centre, I would have been married by now" says Sabeda.

Armed with a strong determination and an unbending will power, Sabeda wants to achieve her dream through education, that of becoming a Nurse and serve her community.

'A good teacher is a determined person'

- Chandani Verma's story



Chandani Verma, living in Maghaghai village, situated in Lakmipur district in the state of Uttar Pradesh, teaches at the Rajpurwa centre for IIMPACT.

Born to a poor farming family, she somehow persevered and continued her education to complete her degree. Following this, she started working for a private school and did so for a couple of years in order

to support her family. She did not give much thought about the values of teaching and educating children during this period however. This job was simply a form of sustenance for her. But then came an opportunity when she was asked by IIMPACT to educate rural girls in her village. She was interviewed for the post and was finally selected after undertaking rigorous selection tests. As she took up her new job, her mindset underwent a radical change. She found that her new job gave her immense satisfaction and a sense of fulfillment which made her realize that teaching could be a life-changer.

IIMPACT made her realize that an education was more than just a degree. It was a means for children to shape their own future and the future of the country as well. After realising this, she took the initiative of enrolling the children of the Rajpurwa district into the local government school. Since, the school and the learning centre were quite far apart, the students were finding it difficult travel to the government school every day. So Chandani tries to ensure that they get support from her the lessons that they miss.

Chandani believes that every girl should have access to education, no matter what the situation or condition that may arise. When the local Sharda dam broke down and flooded the villages including Chandni's village, in October 2021, the centre became inaccessible. Even the villagers were distraught as their belongings were washed away in the flood. Even under those dire circumstances, Chandani did not give up on her students. In order to provide them the education that they deserved, she personally went to the homes of the students to teach them. It was due to the efforts of dedicated IIMPACT workers like Chandani, that the girls in the village did not face a hiatus in their studies.



Chandani's efforts were further validated by the Uttar Pradesh Vanvasi Seva Sansthan when the head of the organisation met with villagers which were associated with IIMPACT and provided them with ration and other supplies which were desperately needed by them.

IIMPACT has helped Chandani imbibe the value of true education and its contribution to the society. Chandani feels grateful to IIMPACT and everyone who has taken the initiative to educate poor girl children.



Section - 6

How Our Donors Connected

The rewarding journey so far for IIMPACT has been made possible with the support of compassionate people whose generous donations and involvement has helped us grow. Our donors have been our pillars. They have engaged, supported and connected on a continuous basis throughout the year.

Volunteering

Titan Volunteering Programmes

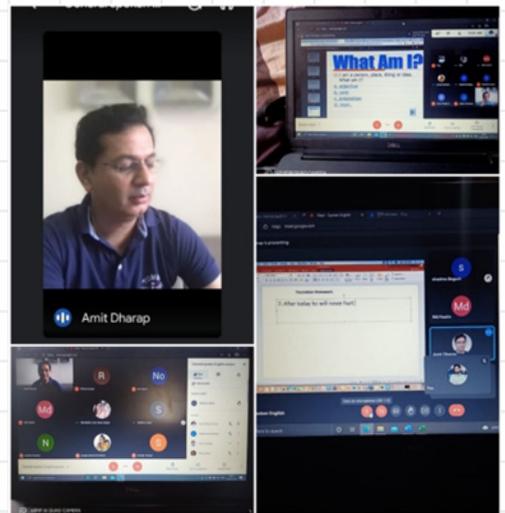
From the month of May 2021, members of Titan executive team volunteered to give spoken English training to teachers in the IIMPACT Learning Centres. It was a great learning experience for our teachers who learns a lot from Titan professionals like Amit Dharap, Gaile Cutinha, Jaideep Maity, Pradeem Kumar Yadav among others.

"It has been an absolute privilege to support the teachers of IIMPACT. Their zeal to learn English is absolutely infectious. They always amaze me with their energy and drive for learning. They continue to keep showing up regularly, despite so many challenges in their lives, created by the pandemic and its after-effects. I find that all of them want to learn, despite adverse financial and personal conditions at home. One of the best class happened when we had planned to do a small poetry appreciation session. I was expecting some very basic poems to be brought in by the teachers for the class discussion.

However I was delighted to find that a few teachers came with poems of Rudyard Kipling and William Wordsworth !! I was absolutely amazed at their love for the subject and it inspires me to help them to my best ability.

More power to all of them and to IIMPACT for trying to create a difference in their lives through education."

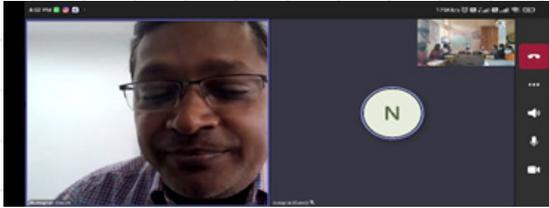
– Amit Dharap, Regional Business Head East



As part of "Tata Volunteering Week," members from the Titan East India Team visited 3 IIMPACT Learning Centers at Chaka, Nainan, and Bishra villages in the South 24 Parganas district of West Bengal on September 28. The team interacted with children and treated them to a beautiful dance performance, a skit, and story-telling sessions.

Volunteering Programme by Indus Towers

Apart from the virtual donor visits, Indus Towers conducted volunteering sessions from 18 February to 25 March this year (2022) to enhance the learning of the students. These sessions were conducted by Indus Towers employees. Our students from Learning Centres in Madhupur & Ladadihi in West Bengal; Sameecha, Reechhed, Singhari in Rajasthan and then in Uttarakhand connected online, in small batches for these interactive and informative sessions.



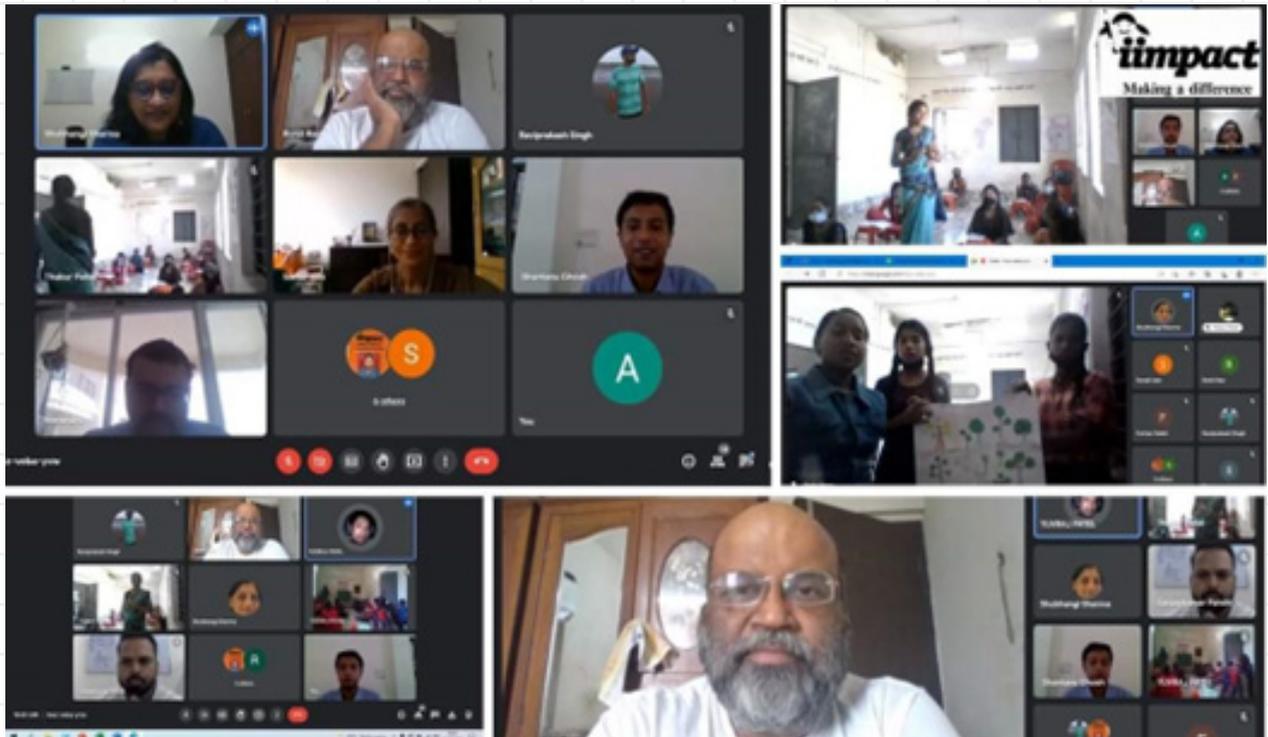
"It was a wonderful opportunity for me to interact with the children. I had tried to give my best to motivate them for education and also tried to teach them English, Mathematics and G.K."

-Debajyoti Bag, volunteer, Indus Towers



Virtual Learning Centre Visits

Senior management of our top CSR donors took time out to participate in virtual LC visits this year. A total of 7 virtual sessions were conducted where donors like Kotak, MG Motors, HDFC Life, Indus Towers and Emirates participated.





Seen above are Mr Rohit Rao, Jt. President and Group CSR Officer Kotak Mahindra Bank and Mr Subroto Roy, Senior VP of HDFC Life interacting with the children and teachers of the IIMPACT Learning Centres.

Seen below are the senior members of Indus Towers interacting with teachers and children.



Storytelling Session by Emirates

The Emirates Airline Foundation celebrated “World Literacy Day” on 8 September 2021 with a fun-filled story telling session with children from Durgapur Village in South 24 Parganas, West Bengal. Ms. Nidhi Verma, Emirates cabin crew, spent an hour with these girls interacting with them & answering few of their questions.

Seen here (anti-clockwise from left), Ms. Nidhi Verma is seen interacting with children at the center, a short video is being shown, and books are being distributed to children that were donated by the foundation.



Donor Visits

Apart from virtual interactions, our donors have also taken the time to engage with our Learning Centres and communities through regular visits. Given below are the some glimpses from those interactions.



Visits by

- Indus Towers
- Titan
- HDFC
- St. Gobaine
- Samhita Org
- Umeed Housing Finance





With the help of some of our donors, we have begun the process of equipping our learning centres with technology. This is in continuation with tech-enabled learning, which was supported last year.

Relief and Financial Support Provided by Titan

Cyclone 'Yaas' which hit Bengal in 2021 damaged and in some cases destroyed many houses of IIMPACT students in South 24 Parganas. Titan came forward to rebuild and repair the damage as education cannot take place without a safe place to live. A total of 23 houses in Diamond Harbour II and Falta block were reconstructed.



"Cyclone Yaas came as a nightmare and completely destroyed our habitation." We did not have a roof over our heads and took temporary shelter with our relatives. In such a helpless situation, if it had not been for the support provided by Titan Co. Ltd., me and my family would have been on the streets. "We are very grateful and thankful for this support and help."

– Mother of Moriyam Khatun

Barasta(LC-01774)



Construction work in progress in South 24 Pargana

Impact Assessments Conducted by our Donors

In order to comprehensively assess the Girl Child Education Programme, two impact assessments were conducted by our donors. One by IIM Nagpur on behalf of Titan and the other by Samhita on behalf of Indus Towers Limited.

Key Findings by Titan

- The study finds significant improvement in several dimensions. The program does very well in improving education inputs (84%) and in furthering interest in education among girls.
- More than 32% of girls are among the top performers (55% above average) in their school. It has also fuelled greater ambition among students, as a substantial proportion of young girls are looking to continue education, eschew drop-outs, delay marriages, and find a regular job.
- More than 90% of girls recognize the importance of honesty, hard work, discipline, teamwork, positive attitude, and confidence.
- The girls also perceive changes in parental perception towards supporting girl child. A large proportion of parents are also willing to allow their girls to marry outside the caste as per their wishes and would approve of their finding a job outside the village.
- Improvement in parental willingness to bear educational expenses and recognize the importance of education as a vehicle to provide a better life. The parents are also more confident about social approvals from the community.
- More than 90% of parents report that girl children are now better at reading and writing in English, doing mathematics, and are more aware of livelihood opportunities, health, and hygiene.

Key Findings by Indus

- Selecting PNGOs with a background in education sector and with knowledge of the community has ensured efficient implementation of the programme.
- The community was made aware of the need for and importance of girl child education. This ensured the participation of the community in the programme and helped catalyse the benefits of the programme reaching their child.
- The involvement of the community in the programme gives a sense of ownership to the project and ensures a sustainability of the project.
- The centre's location was decided with the help of the community, which could be a source of uncertainty.
- While the centres were concrete and risk-free, it was observed that a few centres lacked sufficient ventilation and did not have an electricity connection.
- As per the survey, 40% of the 66.7% of the students reported that they drink water from their bottle and 32.6% reported that they drink water from the centre.

- 77% of the students reported that they use the bathroom in the centre and 17% reported that they defecate in the open.
- During the field visit it was observed that teachers with higher education were more comfortable with English and Mathematics.
- As per the survey 87.7% students reported that they were happy with their teacher.
- As per the programme staff of IIMPACT, the curriculum is designed by aligning the learning outcomes to the National Curriculum Framework (NCF).
- During our visit to the centres, it was observed that the centres walls were decorated with different learning aids made by the students and the teachers themselves.
- There is constant monitoring through the chain of command.
- The teachers could also reach out to the supervisors in case of any assistance they require.

Art for IIMPACT

IIMPACT collaborated with renowned artist Mr Ravi Trivedy for 'Art for IIMPACT' campaign in order to raise funds and support girls to continue their education.

iimpact
Making a difference

ART FOR IIMPACT

You get to own an art piece by renowned artist Ravi Trivedy, while our girls get access to quality education at our Learning Centres

Section - 7

List of Our Donors

CSR Donors

Amrutanjan Health Care Ltd.	Kotak Mahindra Bank Ltd.	Solidarity Advisors Pvt. Ltd.
Force Motors Ltd.	Macleods Pharmaceuticals Ltd.	Tex Copr Pvt. Ltd.
HDFC ERGO GENERAL INSURANCE COMPANY	MG Motors	The Hi Tech Engineering Systems Pvt. Ltd.
HDFC Life Insurance Co Ltd.	MPS Ltd.	Titan Co. Ltd.
IDFC Ltd.	Penthara Technologies INC	Ummeed Housing Finance Pvt. Ltd.
Indus Towers Ltd.	Selan Exploration Technologies Ltd.	Jumio India Pvt. Ltd.
Karnataka Bank Ltd.	Shanthi Gears Ltd.	

Individuals

Aashray Thatai	Deepak	Rajeev Chaba/Jyoti Chaba
Abhaya Borwankar	G Srinivasan	Rajendra Nath Pasarija
Abizer Diwanji	Girish Wardadkar	Rajesh Bansal
Aditya and Helen Srivastava	Harpreet Singh	Rajesh Thaper
Amal Jajodia	Hitesh D. Gajaria	Rajinder Pal Jindal
Amit Bose	Kainaz Rattan Gazder	Rakesh Kumar Agrawal
Anil Gupta	Krishan Dhawan	Ram Sevak
Anindo Mukherji	L Ramkumar	Ramesh Murlidhar Malu (RMM and Associates)
Arindam Kumar Bhattacharya	Manish Agarwal	Ravi Chaturvedi
Arun Kumar Bansal	Manish Aggarwal	Ravi Nagalapur Krishnamurthy
Arun Roodkee	Manit Marik Narang	Reena Singh
Arun Shriram Sehgal	MC Srikanth	Richard Rekhy
Arun Unni	Monica Dhawan	Ritu Sharma
Arup Das	Mukund Shrinivas Walvekar	Sandeep Mathur
Arvind	N Ravi	Sanjeev Kumar Tyagi
Arvind Mahajan	Nayantara Bali	Satish Kumar
Ashutosh Dixit	Neelam Soman	Shankar Vishvanathan
Ashutosh Vaidya	Nishith Arora	Shantaram Hegdekatte
B Kandaswami	Nishith Dave	Sharad Agarwal
Bharat Bhushan Kalra	Nitin Kripalani	Smita Patel
Bimal Dayal	Padma Parthasarathy	Sudha Bhamidipati
Biswanath Bhattacharya	PK Chaturvedi	Tejinder Kalra
C B Murli	Pritpal Kular	Udey Chandrakant Mogre
C K Venkatraman	Punit Sood	Varun Dev Sharma
Chandrika Thatai	Rahul Jaimini	Vikram Singh (LEGAL)

Vikram Tandon	Gul Family	Methew Kustel
Vinod Rao	Heidi Naesby Boddum	Navin Mahajan
Vipen Kapur	Homi & Navroz Gandhi	Rahul Ahuja
Vipin Kumar Agrawal	Jai Kishen	Rajeshwari & G. Natesh
Vishwajit Kumar Sinha	Jas Grewal & Suren Dutia	Sachin Mohan
Agni Gaurish	Jens & Andrea Schulte	Sandhya Kasera
Arun Khanna	Kim Kamdar	Vijay Santhanam
Behram & Rena Baxter	Kirshnan Venkatraman	Vikas Nanda

Trusts & Foundations

Azim Premji Philanthropic Initiatives	Sleepwell Foundation	Manthan Vidyashram
Mayukh Mitter foundation	Smt Suwatidevi Devidutta Ladsariya Charitable Foundation	Saeeda Peermahomed Memorial Fund
Navodaya Foundation	Ankit Memorial Foundation	Sanjivani Trust
NSE Foundation	STICHTING FLOW TRADERS FOUNDATION	Shashikala Yuvotkarsha Nyas
R Jhunjhunwala Foundation	The Emirates Airline Foundation	Sarojini Trilok Nath Trust
Saint Gobain India Foundation	Cholayil Trust	

Institutional Funders

K S Inctech Private Limited	Titan ECHO	JARN GLOBAL HOLDINGS Ltd.
Lister Ventures Pvt. Ltd.	Ambrose Parent Teacher Organization	Pacific Ridge School
Mainetti India P Ltd.	Bloom & Give LLC	PLANTATION FOODS REPRESENTACIONESS
Rungta Glass Industries Pvt. Ltd.	Diegueno School Parents' Organization	Vinson Owen
Vidhitech Solution	EDUCATING AMY Ltd. (Holly Louise Lear)	
VLS Finance Ltd.	IIMPACT Educating the Girl Child Inc	

We are sad to see you go and will miss having you with us on our journey.

- SarLa Education Trust
- Golden Agri Resource (India) Pvt. Ltd.
- Plasser India Pvt. Ltd.
- Venus India Asset-Finance Pvt. Ltd.
- VBL Innovation Pvt. Ltd.

What our Donors have to say about us...



"Empowering a girl child with the power of education is one of the most significant enablers of making a nation strong. We are pleased to see IIMPACT make a difference in this area. In FY 2021-22, our work in Rajasthan and Madya Pradesh reached out to first-generation girl child learners in 74 learning centres. Keep up the excellent work, IIMPACT"

Mr. Subroto Roy

Sr. VP- Corp. Communications, PR & CSR

HDFC Life Insurance Company Ltd.

"Indus Towers under its CSR Initiative is committed towards education needs of the children including girl children. The journey of Girl Child Education Program in association with IIMPACT started with 110 learning centres supporting 3300 girl children in FY15-16 and today Indus Towers is supporting 442 learning centres enabling education to more than 13000 girl children."

IIMPACT's commitment to continuing the education program during the pandemic was exemplary and prompted us to provide COVID specific needs in the affected areas near the centers.

We value this partnership to bring about social change at the grass root level in the field of Girl Child Education."



Manoj Kumar Singh

Chief Regulatory officer and CSR

Indus Towers Limited

Our Partners

We have a total of 28 partner NGOs spread across 11 states in India. Partners who are rooted in the community are those who help us implement our programme smoothly in the various districts.

Partner Dialogue: Preparing for Reflective Action

This quarter also witnessed two partner dialogues—one in Patna and the other in Dehradun. These dialogues were the last two of the three partner dialogues that have been planned in various locations this year. The purpose of these dialogues was to update each other on the progress and health of the Girl Child Education Program so far and engage in interaction around the challenges, areas of improvement, future directions, and reflective actions required to be taken to add value to the intervention. The meeting was attended by all partner advisors, project coordinators, and IIMPACT team members and attempted to collectively reflect on the situation, discuss, and agree on the actions required that can help us get a clearer path moving ahead.



Partner Dialogue
in Dehradun

Partner Dialogue
in Patna



List of all our Partner NGOs

Bihar	
Azad India Foundation (AIF)	Technical support partnership
Nari Gunjan	
National Institute for Rural Development, Education, Social Upliftment and Health (NIRDESH)	
Tatvasi Samaj Nyas (TSN)	
Chhattishgarh	
Paras Swayamsevi Sanstha (PSS)	
Haryana	
Society for Public Education Cultural Training and Rural Action (SPECTRA)	
Himachal Pradesh	
People`s Action for People in Need (PAPN)	
Jharkhand	
Foundation for Awareness Counselling & Education (FACE)	
Madhya Pradesh	
Mahatma Gandhi Seva Ashram (MGSA)	
Pahal Jan Sahayog Vikas Sansthan (PJSVS)	
Odisha	
Centre for Child and Women Development (CCWD)	
Rajasthan	
Alert Sansthan	
Antakshari Foundation	
Gayatri Seva Sansthan (GSS)	
Gramrajya Vikas Evam Prasikshan Sansthan (GVPS)	
Mahan Seva Sansthan (MSS)	
Shrushti Seva Samiti	
Society for Public Education Cultural Training and Rural Action (SPECTRA)	



Uttar Pradesh	
Disha Social Organization (DSO)	
India Education Collective (IEC)	
MANAV SEVA KENDRA	
Sarvodaya Ashram	
Swami Vivekanand Shiksha Samiti	
Uttar Pradesh Vanvasi Seva Sansthan (UPVSS)	
Uttarakhand	
Disha Social Organization (DSO)	
Institute For Development Support (IDS)	
Mount Valley Development Association (MVDA)	
Society for Uttaranchal Development and Himalayan Action (SUDHA)	
West Bengal	
Centre for Environmental and Socio-economic Regeneration (CESR)	
Child in Need Institute (CINI)	
Kenduadihi Bikash Society (KBS)	



Section - 8

Board Members & Mgmt. Team

Our Board

As part of IIMPACT's agreed procedures, this year we had a new OBE from the existing board members to lead the activities.



Ravi Sreedharan
President

Switched to the social sector in 2011, leaving the corporate world after 24 years and joining the Azim Premji Foundation as the Head of Education Leadership and Management. Currently the founder and president of ISDM (Indian School of Development Management),



Venkataramana Annavarapu
Secretary

Worked for over 30 years in the software industry in India, Singapore, and the US, including over 17 years at Cognizant Technology Solutions. Currently, he is also the president of the Rotary Club.



Sharad Agarwal
Treasurer

Headed the brick-and-mortar initiative for Educomp Schools and was managing about 50 schools in India. He holds a B Tech degree from IIT Kanpur as well as a PGDBM from IIM Ahmedabad.

Other Board Members



Arvind Mahajan



Mythily Ramesh



Nirmala Tandon



Satish Kumar



Urvashi Nair

Permanent Invitee to the Board



Anil Tandon



Dr. Shubhangi Sharma,
Executive Director

Management Team



Dr. Shubhangi Sharma,
Executive Director



Preeti Munjal
Head- Training



ShyamDayal Singh
Zonal Head



Sanjay Pandit
Zonal Head



Shantanu Ghosh
Dept. head Donor Relations



Rukmini Ghosh
Manager, Strategic Communications

Field Leadership



Amar Singh



Ram Chandra Jat



Kartick Mukherjee



Ravi Prakash

Section - 9

How Can You Help?

Ways to Help

Donate:

- **Online:** The simplest and easiest way to donate! Just click on the donate button in the newsletters you receive from us or log on to www.iimpact.org directly to make a contribution.
- **Cheques/Demand Drafts:** You can send these directly to our Gurgaon H.O.
IIMPACT
C/O, Head of Finance
M 2/3 (Ground Floor), DLF Phase-2,
Gurugram- 122002
Haryana, India
- Once you've done so, write to us at info@iimpact.net with your transaction number/cheque/DD no. and personal details like name, email ID, mobile number and PAN number so that we can issue your tax exemption **certificate**.

CSR Partnerships: Send us an email on preeti.munjaj@iimpact.net and we would love to share a proposal customized to your CSR needs.

Internships

If you want to gain invaluable professional skills, you can become an IIMPACT intern and get a chance to work with our different departments of ours.

Remote Volunteers: If you're looking to use your expertise for a good cause but may not be able to do so in person, you can become a remote volunteer and work online on a diverse set of impactful projects.

Other Ways To Help

- Raise funds for IIMPACT by crowdfunding online, running for IIMPACT at marathons and encouraging your family/friends to donate to IIMPACT as a gift on your birthday.
- Help IIMPACT forge CSR partnerships with local brands and businesses.
- Build awareness about IIMPACT on social media by following our pages and sharing our posts with your networks.
- Become an online influencer & an advocate by writing about our endeavors in media publications or blogs.

Section - 10

Our Financials

THE BOMBAY PUBLIC TRUSTS ACT, 1950
SCHEDULE IX [vide Rule 17 (i)]
IMPACT

Name of the Public Trust : **Income & Expenditure Account for the year ended 31st March 2022**

Registration No. : **F-19139 dated 1/10/2003.**

PREVIOUS YEAR	EXPENDITURE	Rs.	Rs.	PREVIOUS YEAR	INCOME	Rs.	Rs.
-	To Expenditure in respect of properties Rates, Taxes, Cesses Repairs & Maintenance Salaries Insurance Depreciation (by way of provision or adjustment)	-	-	10,20,674 1,90,291	By Interest (accrued) (realized) On Securities On Bank account	-	10,044.00
1,37,92,756	To Establishment Expenses (As per Schedule - 1)	-	1,59,70,686.22	25,44,244	On Income Tax Refund By Donations/Grants in Cash or Kind - Domestic	13,480.00	18,40,337.14
-	To Remuneration (in the case of math) to the ahead of the math, including his household expenditure, if any	-	-	10,563	By Donations in Cash or Kind - FCRA A/c	17,57,62,698.01	-
-	To Contribution & Fees To Amount written off (a) Bad Debts (b) Other items	-	-	18,51,75,384	By Donations in Cash or Kind - FCRA A/c	2,15,63,270.78	-
-	To Balances Written Off	-	-	1,54,81,808	By Sundry Balances Written Off	-	-
5,51,479	To Depreciation	-	4,28,333.00	12,01,410			
19,27,35,590	To Expenditure on object of the trust (a) Religious (b) Educational (As per Schedule - 1) (c) Medical Relief (d) Relief of poverty (e) Other Charitable Objects	21,69,21,152.33	-	-			
-	To Surplus carried over to Balance Sheet	-	-	14,55,451	By Deficit carried over to Balance Sheet	-	3,41,30,341.62
20,70,79,825	Total Rs.	23,33,20,171.55	23,33,20,171.55	20,70,79,825	Total Rs.	23,33,20,171.55	

The above Income and Expenditure Account to the best of my/our belief contains a true account of the Income and Expenditure of the Trust.

Trustees

(1)

(2)

Place : Pune
Date : 30 SEP 2022



As per our report of even date
For C. R. Sagdeo & Co,
Chartered Accountants,
Firm Regst. No.: -108959W

(CA. Digambar Surwase)
Partner.
Membership No.: 152116
Honorary Auditors
UDIN:- 22152116BBVBCT50



M -2/3 Ground Floor, DLF Phase 2, Gurugram 122002, Haryana, India

E-mail: info@iimpact.net

Website: www.iimpact.org