

# ANNUAL REVIEW 2015-16





## Our Mission

IIMPACT's mission is to mobilize and motivate non-school-going girls, aged 6 to 14, from socially and economically backward rural areas in India, and put them firmly on the track to formal education through quality primary education.

## Our Vision

Our vision is to transform the lives of women, families and entire communities in India by educating and empowering the girl child.



## MESSAGE FROM THE PRESIDENT'S DESK

Dear Friends,

IIMPACT has come a long way during the 13 years of its existence. When we, the alumni of Indian Institute of Management, Ahmedabad, founded IIMPACT in 2003, the focus of the organization was to provide quality primary education to out-of-school pre-teen girls in backward rural areas of the country. While IIMPACT has remained sharply focussed on this objective, there have been significant successes in pushing back early marriage and childbirth, drop in child trafficking, and better adolescent health practices.

Over these last 13 years, IIMPACT has "touched" the lives of about 58,000 girls in terms of providing high quality primary education. Of these, almost 20,000 girls have "graduated" from IIMPACT Learning Centres at the Class V level, and the vast majority of these girls are continuing their education at the Middle and Secondary levels. Some of our earliest "graduates" are pursuing their Bachelor's degrees, while some have even come back to IIMPACT as teachers at our Learning Centres.

The success of IIMPACT's Girl Child Education Programme is based on four pillars, each of which is vital to its sustainability:

**TEACHER TRAINING:** Most of our teachers are women from local communities where the Learning Centres are established. While the majority of the teachers are Class XII pass-outs, many are college graduates and some have B. Ed. degrees. All teachers in the IIMPACT programme are provided a Foundation Level training at the time of joining, and periodic training every few months which covers the curriculum for the forthcoming period, as well as acts as a refresher programme. Teachers are regularly assessed for their training absorption level, and implementation of their learnings in the classroom.

**VILLAGE COMMUNITY INVOLVEMENT:** Every month a formal meeting is held in each village involving the parents of our children, other village elders, and IIMPACT representatives, to apprise them of the progress being made, and resolve any outstanding issues. Informally, parents are frequently met by the teachers and supervisors to ensure high attendance levels, and take corrective action on an individual child's problems. The engagement of the village community with the IIMPACT programme is a key element in its success.

**DONOR ENGAGEMENT:** We are very grateful to our donors who sustain the IIMPACT programme on an ongoing basis. Reports on the progress of the sponsored Learning Centres are sent periodically to donors. Donors and their representatives are actively encouraged to visit the Learning Centres sponsored by them to see for themselves the situation on the ground. Virtually all the donors who visit us appreciate the work being done and the progress being made, and continue to support the programme year after year.

**FIELD MONITORING & SUPPORT:** IIMPACT has invested in developing a field organization that continually monitors the progress at each of our Learning Centres, and provides necessary support to ensure improvements at all levels. Robust systems and processes have been put in place to support the field organization.

We at IIMPACT are looking to spread out to newer areas where the need for intervention for education of girls is still very high. Our Learning Centre model has, over the years, proven to be a big success, both in terms of its efficacy and its scalability. We look forward to your support in realizing our vision of transforming the lives of women, families and entire communities by educating and empowering the girl child.

With best wishes,

Sandeep Mathur



**Virtually all the donors who visit us appreciate the work being done and the progress being made, and continue to support the programme year after year.**





We work diligently so that our girls learn:

**“Above all, be the heroine of your life, not the victim.”**

– Nora Ephron

Our Donors and the IIMPACT Team realize:

**“Real generosity is doing something nice for someone who will never find out.”**

– Frank Clark

## MESSAGE FROM THE CEO'S DESK

Our Prime Minister, Shri Narendra Modi's call of "Beti Bachao, Beti Padhao" is making our task a bit easier. Corporate donors, both large and small, are giving more generously for the cause of girl-child education.

We have, over the years, reached out to over 58,000 girls in 1,300 Learning Centres in 11 States and wish to reach out to 200,000 out-of-school girls. We look to you, our trusted lieutenants and well-wishers, to help spread the word to more donors. Our cause is well-tuned and poised for rapid growth. The need is urgent and immense.

Rural India is slowly waking up to the benefits of educating their little girls. When we first go into their villages, girls hide behind their mothers or shy away from view. It takes coaxing to get them out to meet us or talk to us. I vividly remember, on many occasions, holding their hands and walking them to the Learning Centre on the first day of school. In just a few years, with IIMPACT schooling, these girls become well-groomed and diligent. Their confidence grows as their abilities improve. The basics we impart, in mathematics and science (EVS), teaches them to think intelligently. Today, some of these girls have become teachers at IIMPACT schools and hand-hold the little ones in their turn! My pleasure and satisfaction at seeing this transformation is unimaginable!

Most of the older girls who have graduated from IIMPACT have gone on to study further or are working gainfully. Their first thought is for their parents who are mostly illiterate and live in primitive conditions even today. The girls are eager to help their parents come out of the cycle of poverty and benefit from a better life. They have been witness to their mothers' sacrifices for them and now want to provide them some form of comfort.

Our major initiatives this year include going to more remote and isolated locations to set up Learning Centres, like Bankura and Purulia (West Bengal), and Hardoi and Lakhimpur (UP). Our organization is now being strengthened by the recruitment of more full-time, paid professionals. In the past, many of our key personnel were honorary functionaries. This model will no longer be sustainable as our reach extends over 2000 Kms.

More field managers were hired and others will be brought into the organization as our project monitoring needs grow.

The IIM-A graduates who are our "Steering Committee" show exceptional devotion to the cause year-on-year. They take time and trouble to ensure that the benefits of a good education comes to the doorsteps of a new generation of citizens. Their involvement and guidance is constant.

Our thanks to the various field organizations that work with us and strengthen our functioning. Our mutual faith, trust and respect have helped us grow rapidly and reach out to more little girls.

Our donors and the IIMPACT Team realize that with your help and best wishes we can look forward to many more bright years for our bright girls.

With gratitude, thanks and best wishes,

Nirmala Tandon



# The IIMPACT Story



The idea of IIMPACT was born in 2003 – reflecting the desire of the founding members (alumni of IIM Ahmedabad), to make a genuine difference, with the determination that the thought "giving back to society" did not remain a mere cliché or platitude.

In 2004, IIMPACT opened its first 12 Learning Centres in the remote villages of Alwar District in Rajasthan, providing free primary education to 396 girls – thereby bringing quality education to the doorstep of girls not-in-school.

Today, IIMPACT is in its fourteenth year of existence. This is a big milestone primarily because of what has been achieved thus far. Over 58,000 girls who never went to school, or dropped out, have benefitted from primary education at our Learning Centres across 11 States in India. These underprivileged girls have overcome illiteracy and all the negatives that come with it.

IIMPACT Learning Centres have enabled almost 20,000 girls to complete their primary education and go forward. Of them, 16 are currently doing their graduation in various colleges and universities, and 30 have come back to teach at our centres – a major milestone.

Another milestone for IIMPACT will be when our girls are grown and married, and they enroll their own daughters into school!!

The pernicious cycle of illiteracy is being broken. IIMPACT, through its simple, scalable and innovative operating model, has demonstrated a solution involving rural out-of-school girls by effectively bringing them back into the fold of primary education. Our partners and benefactors respect us for the fact that we have an impressive track record. They appreciate our value creation and our scalable operations model. IIMPACT applies sound principles of business management to the single minded focus of providing primary competencies to the adolescent girl child from backward regions of our country, thereby improving outcomes backed by measurable indicators.

## WHO WE ARE

IIMPACT is a non-government organization (NGO) based in India that was established in 2003 by the 1978 alumni class from the Institute of Management in Ahmadabad (IIM-A).

We believe in providing access to quality primary education to empower and mobilize young girls from rural disadvantaged and socially backward villages in India, enabling them to become active agents of their society and changing the future of their entire village.

## WHAT WE DO

IIMPACT provides educational opportunity to girls from socially and economically disadvantaged communities of India, who traditionally have no access to schooling. Our aim is to break the cycle of illiteracy that girls from such communities are mired in. This is done through local community based learning centres where they get meaningful and stimulating education upto Year 5 and are then guided to their entry to higher education. We are supported by Corporates, Trusts and Individuals – who want to make a difference!

## OUR FOCUS

**IIMPACT's focus is on out-of-school girls in rural India. It is estimated that less than 2% girls engaged in agriculture actually attend school. One of IIMPACT's successes is to establish its Learning Centres close to their habitation and preferably in their own villages. We have literally taken schools to the girls. Very often our Learning Centre is within 100 metres of their habitation. Usually, female teachers manage these Learning Centres and books are made community friendly.**

- focus on the girl child and specifically her education
- focus on the primary level for out-of-school girls with the learning centre model
- focus on regions and districts that have the greatest need
- focus on quality of education and not just literacy
- focus on implementation through a rigorous selection of quality grassroot partners
- focus on monitoring and learning

**IIMPACT's girls never lose their hunger for new knowledge and new experiences...**



## IIMPACT's Unique Approach

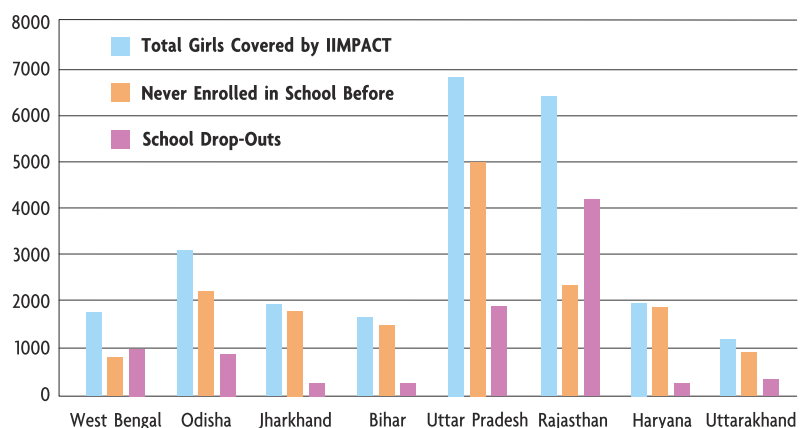
IIMPACT's learning programme uses a multi-level and multi-system approach, with the support of its grassroots NGO partners, to ensure the method of teaching is creative and interactive and helps deliver our locally relevant learning materials; opening them up to the opportunity to enroll in the formal schooling system in India.

IIMPACT establishes Learning Centres, each facilitated by one IIMPACT teacher who is employed from a local neighbouring village to teach up to 30 girls. We engage the community in the educational process by offering interaction and organizational tools to better address social issues. The initiative to engage the entire community leverages the girl-child's learning experience as we actively promote education and knowledge sharing within the household space.



**2015-2016 has been a year of strengthening our efficiency to widen IIMPACT's reach and achieve our mission by bringing education to the doorsteps of an increasing number of non-school going girls across India, thereby putting them firmly on the track of formal education through quality primary education.**

**Never-Been-To-School and Drop-Out Girls Covered by IIMPACT**



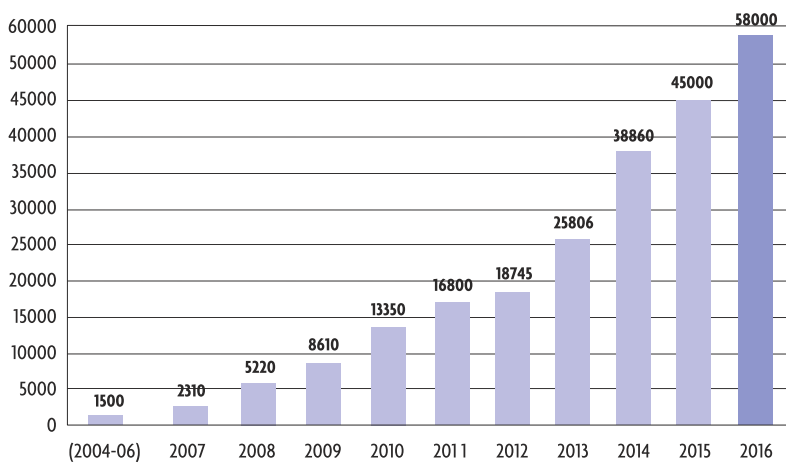


# IIMPACT's Unique Approach

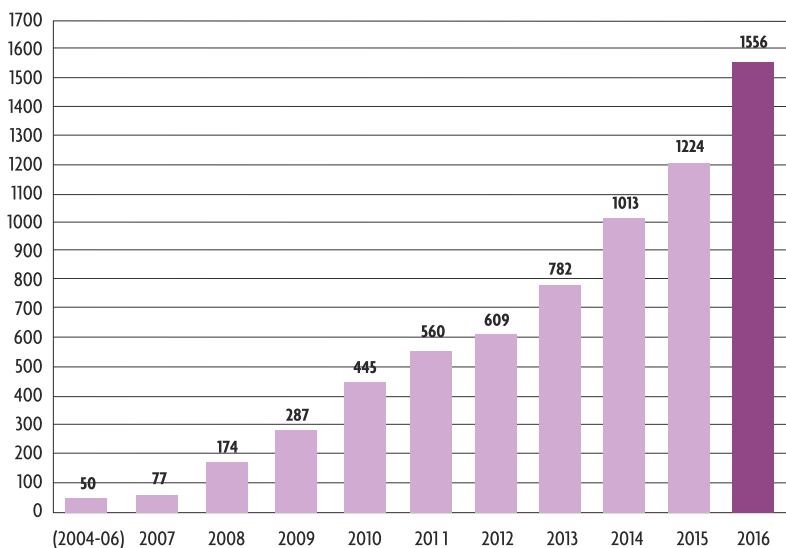
## Graduates Over the Years

The following chart illustrates how our key performance indicator is improving year after year. At this rate it is expected that Class 5 graduates will reach a figure of 8504 in the next 2 years.

Year-Wise Number of Girls Enrolled at IIMPACT Learning Centres



IIMPACT Learning Centre Growth Over the Years



## LEARNING AIDS

### Development of Training Material

Training materials are continuously researched and developed so as to make the training programmes joyful and interesting. The students are also involved and assist the teachers in developing the teaching aids.



From a small idea to a huge 'IIMPACT' – Currently impacting over 58,000 girls in education

'The success and strength of IIMPACT's education programme is based on its four pillars, each of which is vital to its sustainability'.

## 1 Teacher Training



- Development of curriculum and TLM
- Entry level course books and TLMs
- Class I course books and TLMs
- Foundation Training
- Class I Level I Training
- Class I Level II Training

*"A good teacher can inspire hope, ignite the imagination and instill a love of learning." - Brad Henry*

### Pedagogy and Process of Teaching and Learning

- IIMPACT had learned very early in its programme that it would have to adopt innovative pedagogical methods if it wished to bring any substantial change in the girls' education scenario in the country. With limited resources at its disposal at the village level, IIMPACT developed a "single teacher – multiple ability" approach to manage the Learning Centres.
- Preference was given to female teachers as they could win the confidence of girls quickly and use their experience of bringing up their own children as in a setting where IIMPACT operates. It was important to make teaching interesting and liked by children
- IIMPACT adopted various innovative methods to energize classroom interactions, such as multi-grade teaching by a single teacher, grouping children of different ages, but of the same academic level.
- IIMPACT relied on investing in teacher training and continuous capacity building. Over the years, IIMPACT has developed a National-Level Resource Centre for teachers' training.
- Classroom activities were designed to enable meaningful as well as enjoyable transactions for learners. A large number and variety of Teaching and Learning Aids, such as games, models, poems, stories and extra-curricular activities make the Learning Centres a happy and engaging place for children. Special focus is placed on Science and Mathematics to bring girls on par with children in any other good school.



IIMPACT lays great emphasis on the regular training of its teachers. This is critical to maintaining the quality of teaching in the classroom. Teacher Training Workshops equip teachers with participatory teaching techniques to deliver Math, English, Hindi and EVS learning through creative and joyful, interactive sessions. With quarterly workshops we ensure that the quality of education, as also our educators, remain consistently high throughout the Class I to V learning stages.



## 2 Village Community Involvement



The key intervention that IIMPACT focuses on is the village level learning centre. The village community is apprised of the issues related to girl child education and are motivated and encouraged to help identify a suitable location to house the Learning Centre and thereafter an extended process of dialogue with the village community members is undertaken. Parents are mobilized and motivated through community meetings. This factor has had a tremendous impact on the enrollment and retention of girls in the Learning Centres.

### Education Committee Meetings

Every quarter, IIMPACT organizes committee meetings to openly discuss the effectiveness of our Education Programme and include the community members' participation in monitoring and supporting the day-to-day functioning of our Learning Centres. This year, IIMPACT organized over 100 VEC meetings to empower the community members in being actively involved in maintaining our Learning Centres for the girls in the villages. The meetings this year focussed on overall girl-child education, attendance of the girls, retention of teachers and teacher assessment (attendance, participation, mobilization, encouragement).



### 3 Donor Engagement

Regular communication with our donors instills confidence and keeps them motivated

**Our Class of 1966 from The Doon School, Dehradun, celebrates its Golden Jubilee in October 2016. Our collective decision was to raise funds and support NGOs focussed on the theme of 'Education and Literacy for the Less Privileged Girl Child'. Beyond this our criteria was that the NGO should operate on a low cost modular approach in order to ensure sustainable continuity, even years after our contribution. IIMPACT was selected after extensive due diligence and we will allocate a fair share of our collections to them this year.**

**We have been associated with IIMPACT for some time now and have assessed their capabilities by setting up a pilot project in 2015 for over 30 girls just outside Delhi. IIMPACT not only fulfilled our required criteria but exceeded it.**

**All assurances given to us by IIMPACT were met or exceeded by them. Through IIMPACT we now plan to set up a larger number of such learning centres in remote parts of North India. We are confident that with their economical modular approach there is little chance of such centres being discontinued in future due to lack of funding.**

**We earnestly recommend to corporates and groups of individuals to extend support to this unique model developed by IIMPACT. It is run in a professional yet personal manner which ensures community participation and tangible results for all to see. It would be remiss if we did not mention the personal passion and commitment of the IIMPACT trustees, management and volunteers that we have witnessed in all our dealings with their representatives.**

*Golden Jubilee Committee of Class of 1966  
The Doon School, Dehradun*



I have been partnering with IIMPACT for the last few years in their on-going programme for educating the Girl Child.

I visited the Learning Centres in Shahjahanpur in Uttar Pradesh and spent time with the staff of IIMPACT, the teachers, the girl students and members of the community. I had detailed interactions with the leadership team of IIMPACT as well.

I found the leadership team to be a very good mix of passion and strategy. All the good work on the education approach was very visible in the pedagogy methods that I observed while on my visit.

The staff and teachers in Shahjahanpur clearly loved their work and saw a much larger purpose in their own life on account of that. The enthusiasm of the students was infectious and I was bowled over by their competing with each other to recite the tables, going all the way beyond 31 or 32, I forget which. The parents of the girl children as well as the community elders were gushing about the programme and constantly requesting us to take it till 10th standard and not stop at 5th. They even said that all the boys in the villages were feeling left out since the girls were turning out to be so smart and special!

All in all, a very fulfilling personal journey!

C K Venkataraman  
CEO, Jewellery  
Titan Company  
20th May 2016



### 3 Donor Engagement

In today's world, illiteracy is the biggest hurdle to the advancement and well-being of any society. The majority of ills in our society, like exploitation and discrimination, deprivation and neglect, can be attributed to female illiteracy. Therefore, education of girls assumes paramount importance in the sphere of development.

We are proud of our association with IIMPACT that is rendering a yeoman service in the field of girl child education. It is heartwarming to witness rural girl children rescued from the cycle of illiteracy, provided with opportunities for academic and personal growth, and guided onto mainstream education.

We congratulate IIMPACT on the commendable results achieved in the girl child education programme and wish it many more decades of fruitful service.

S. Madhavan  
CEO, Cognizant Foundation



To start an NGO by a group of professionals is easy, but to take it forward with utmost dedication and create the intended impact on society is something that I have not only observed, but also experienced, having worked with IIMPACT for the last ten years.

Sar-La Education Trust is privileged to work with IIMPACT to support a common cause of educating the girl child and making a difference to many families in rural India. I personally feel this would be difficult to achieve without the contribution of Mrs. Nirmala Tandon who has been a mentor and parent to all the children throughout their primary education. Her dedication and hard work is an example for other organizations to follow to achieve their goals. I thank the entire team at IIMPACT for giving an opportunity to Sar-La to work together for such a noble cause.

Chetan Mehrotra  
Executive Trustee  
Sar-La Education Trust



We have had an association with IIMPACT since 2009. What drew us to the organization was a common interest in education of the girl child, and the confidence we developed in their programme and its effective use of funds.

IIMPACT's very elegant and effective way of identifying villages in need of their help, then painstakingly winning the support of the elders of the village, and patiently building their programme is exemplary. Their approach works pretty much on using local resource and knowledge to rigorously implement the same programme that they use nationally. Under

Nirmala Tandon's able and enlightened leadership the handling of girl students is compassionate, caring and mature. The success of the programme is evident from the results, and underlined by the fact that some of its alumni have opted to come back and work for IIMPACT.

We wish IIMPACT every success.

Kiran and Vikram Tandon

### 3 Donor Engagement

#### **Mirai Patel – A student volunteer who has been raising funds for IIMPACT for several years now. Her Account.**

I first learned about IIMPACT when I was in 3rd grade. Jas Grewal, a friend of my mother’s, had introduced me to the founders of the organization. The founders wanted to do something socially meaningful and believed that access to quality education was a basic building block of national progress. My mother and I were really touched by the concept and decided we wanted to do something to help.



**Mirai Patel offering henna tattoos.**

At my old school, Diegueño Country School, my mother invited Jas to visit and present what IIMPACT was doing and Diegueño immediately decided to raise the funds required to open a school for girls in India! We students raised the required funds of \$2000 to open a school during our “Annual Diegueño Country School Peace Run”. The school we opened hosted 30 girls still presently enrolled and most of who had never been to school before. We named our school “Diegueño Daughters” and officially opened it in February of 2009 that is still up and running for almost seven years.

Now, I opened my own school in 9th grade. As part of giving back to the community, I wanted to do something that had to do with my culture and heritage. When I entered Pacific Ridge School, I hoped there was something similar to what I had at Diegueño but found nothing, so I decided to create it naming our group “A Million Knots”. What started off as a group of 7 girls soon led to a group of 15 as of now. Presently, we have funded our school for 3 years and continue to raise funds through events, henna, and selling merchandise.

A Million Knots has completed so many activities and events that have allowed us to raise money for our school. Besides participating in our annual fall fest in October (and being a huge success by not only making money, but through spreading awareness), we have participated in an Art Festival doing henna for many on our school campus including teachers and their kids! We have not only reached our goal of \$2000 every year, but have been focusing on setting up our own trip next year in May to visit our school. We hope to learn more about the Indian education system and culture and experience it firsthand.

The other plan for next year is to create our own fashion line that we could auction off at a fashion show to raise even more funds for our school, especially after I leave for college in the coming years. Our group is growing with new members joining every year and our range of ideas and influence spreading across campus.



#### **Meet Maya, Our Youngest Donor**

**Maya is 10 years old. She lives in Singapore and attends UWC (East); she is in Grade V. Maya is on her school swim team, and is also learning tennis. When she grows up she wants to be a Neuro Scientist.**

**She has been a contributor to IIMPACT for the last seven years. She is very passionate about it; she keeps spreading the word among her friends and classmates. She visited one of IIMPACT’s Learning Centres more than 5 years back and was so moved by the experience that she wanted IIMPACT to also build houses for all the little girls.**



## 4 Monitoring and Support



A geographically extensive programme also needs a strong monitoring system and this is something that IIMPACT decided to invest in right from its inception for many reasons. It ensures prudent funds management, tracks progress systematically, identifies problem areas early and enables consistency in standards. A well developed Management Information System (MIS) is therefore applied in all programme locations, collecting detailed data from each village and Learning Centre via both partners' reports and field representatives employed by IIMPACT. While currently this information is collected manually, a mobile enabled system is proposed that will allow for realtime data monitoring and decision making.

The above strategic elements continue to guide IIMPACT's work and have enabled it to clearly define its Mission Statement as:

**"IIMPACT will mobilize and motivate non-school going girls, aged 6-14, from economically and socially backward families in the rural areas of India, and put them firmly on the track for formal education through quality primary education."**

Systematic documentation and a strong MIS that records the progress of every girl child throughout her spell at a Learning Centre, and also beyond it into formal schooling, is recognized as essential for the programme's benefits reaching the girl child during and beyond the classroom. A comprehensive MIS system is well on its way and will be implemented across the IIMPACT programmes in the coming year.

### MONITORING – KEY RESULT AREAS

- Attendance Levels
- Girls Academic Progress
- Teacher Implementation of Lesson Plans
- Timely and Completeness of Reporting
- Tracking of Graduating Girls – every girl that graduates from IIMPACT and further tracking of her academic progress beyond her IIMPACT years.



# THE YEAR IN REVIEW / Major Highlights

## New States and Districts Added in 2015-16

IIMPACT started working in 7 new Districts in 3 States during last year. While some learning centres were started in existing project districts, others were in previously unexplored areas.

### UTTAR PRADESH



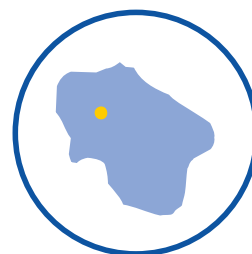
- Lakhimpur
- Hardoi
- Kanpur
- Allahabad

### WEST BENGAL



- Purulia
- Bankura

### UTTARAKHAND



- Tehri Garwal



## Teacher Training in the Field

IIMPACT organizes a number of Teacher Training Workshops (TTWs) to maintain and improve teacher techniques to develop creative, interactive and engaging lesson plans for their students. These workshops provide opportunities for capacity building, technical training, and imparts knowledge and empowerment for our teachers to provide a joyful and high quality Education Programme. During the past year, IIMPACT undertook extensive capacity building and technical training workshops for over 100 teachers across all our Learning Centres, where they also received a review on IIMPACT's pedagogy.

## Physical Education

Physical Education is also included in the Learning Centres of IIMPACT as a part of the curriculum. As per the guidelines of the National Association of Sports and Physical Education, children in learning centres need to spend one hundred fifty minutes per week in physical education because physical education develops physical skills and life skills. Children who are exposed to various types of sports develop teamwork, sportsmanship and other important social skills. It also promotes minds that are healthy.



Children who are active physically do better in academics than those who are not active physically. It increases self esteem in children and promotes a healthy lifestyle.



# THE YEAR IN REVIEW / Major Highlights



## Training of Trainers

Investing in teachers is a necessity – an education system succeeds or fails due to the quality of its teachers. For a system to ensure learning and skill development for all girl child learners quality teachers are essential. These teachers must have access to regular quality training for their ongoing professional development. IIMPACT conducts quarterly Teacher Training Workshops (TTWS), seeking to improve teachers' subjective knowledge and innovation in teaching skills.

Teachers learn how to deliver learning content more effectively by putting the children at the heart of the teaching process and encouraging them to develop independent problem-solving skills. To enhance the teaching and learning process, IIMPACT continuously strives to increase the capacity of its partners and staff and conducts periodic capacity building training to strengthen the girl child education programme.

## Computer Training

Computer training is in full swing in 30 selected IIMPACT Learning Centres supported by Concern India Foundation. Students from different Learning Centres from Class 4 and 5 are selected and provided with free computer training. With the help of special teachers the students are learning the basics of computers. Great enthusiasm and interest is displayed by the girls and they are never absent from class.



# THE YEAR IN REVIEW / Major Highlights



## Training Coverage

A capacity building training programme, targeting new and old teachers and supervisors alike, was carried out from October to December 2015. It covered four regions in the country: Eastern, Western, Northern and Central India. In Eastern India training was conducted in Odisha, West Bengal, Jharkhand and Bihar. In Northern India training was held in Uttar Pradesh, Haryana, Uttarakhand and Himachal Pradesh. In Central India the programme was held in Madhya Pradesh and Chhattisgarh and in Western India training was organized in Rajasthan.

*"No education is possible without qualified and motivated teachers. Teachers are the key to meaningful learning and education."*

## Training Manual Development

In this quarter our resource centre team prepared the draft of a refresher training manual for environmental studies. The importance of environmental science in today's world is acknowledged and EVS is incorporated as a core subject in all the intervention areas of IIMPACT.

As we all know the environment consists of many variables. It is a basic science about our earth and its daily activities, and therefore, this science is important for all our girl children. The subject matter exposes the problems of over

population, health, hygiene, etc. and the role of arts, science and technology in eliminating/ minimizing the negatives from society. The topic attempts to identify and develop appropriate and indigenous eco-friendly skills and technologies to various environmental issues. It teaches the citizens the need for sustainable utilization of resources as these resources are inherited from our ancestors and in turn passes on to the younger generation.





# THE YEAR IN REVIEW / Major Highlights

## IIMPACT at Harvard Business School



Nirmala Tandon attended a summer course on 'Strategic Perspectives in Non Profit Management' at Harvard Business School. The programme is designed for Directors and Chief Executive Officers of non profit organizations responsible for driving their organization's mission and also to develop new strategies with an aim to inspire, educate and support such leaders who make a difference. She is seen with all participants.

## Coesia Invitational Golf Tournament

IIMPACT extends a heartfelt thank you to Mr Vinayak Savadi for organising the 3rd Coesia Invitational Golf Tournament in support of IIMPACT.



Vinayak Savadi, MD of Coesia (extreme right) with Amal Jajodia, Rajan Patil and Abhaya Borwankar, members IIMPACT, at the event in Pune.

## Charity Golf Tournament, Dubai

The Lady Captain's Charity Golf Tournament was held at the Dubai Golf & Country Club in support of IIMPACT.

The event was coordinated by Helen Srivastava, Lady Captain at the Golf & Country Club.



## Umeed 1000 – CYCLATHON

RBL Bank, in association with IIMPACT, organized a one of a kind CSR initiative – a Cyclathon from Mumbai to Delhi to create awareness about girl child education and raise funds to educate the girl child thereby educating the community at large. Termed as 'Umeed 1000' the Cyclathon was led by Jasmeet Singh Gandhi, a cycling enthusiast, who, along with a few courageous RBL employees, cycled for over 1000 kilometers in 10 very cold and wintry days to raise awareness and funds for IIMPACT. The Cyclathon was flagged off from Mumbai on 7th December 2015. The flag off ceremony was inaugurated by renowned actor and producer-director Sanjay Suri who also spoke about the importance of education in the lives of girls in rural India on this occasion. Representing IIMPACT were Arvind Mahajan, Board Member, and Urvashi Nair, Director Marketing. The RBL CSR Head, Shanta Vellury and the RBL team were present in full force.



## RBL Supports IIMPACT in Innovative Ways

A car rally was organized by RBL Bank to raise awareness on the issue of girl child education, highlighting IIMPACT's effective role in this area.



The 'RBL 4 IIMPACT – Online Crowd Funding Campaign' was a huge success. The funds collected have gone towards taking care of an additional Learning Centre, educating 30 girls each for a year. We commend the enthusiasm and sincere efforts of the volunteers who promoted this very successful campaign.

The people of many remote villages where IIMPACT Learning Centres are established practically lived in filth. The surrounding areas were piled with garbage and villagers had no clue that the water they drank was badly polluted. Things have now changed in the villages with the awareness and empowering programmes we conducted. In the villages' Learning Centres students are taught the importance of cleanliness, and they in turn, spread the word to their families. This has resulted in a clean village. Swachh Bharat is now an anthem for most of the villagers.



# Volunteers in Action

## Wesleyan University, Connecticut

Team IIMPACT India continues to raise funds in support of their learning centres. They use innovative effective means to raise funds on campus. Members of Team IIMPACT India – Simran Singh, Meha Joshi, Teimur Kayani, and Nahian Khan (picture on right).



## University of Wisconsin

The students of University of Wisconsin – La Crosse, USA recently visited an IIMPACT Learning Centre in Mewat. They were impressed and moved by their visit and interaction with the girls. The visiting students organized a fundraising drive for IIMPACT and have sent lovely colorful bags for IIMPACT girls to use. A big thank you to the University of Wisconsin students from the young girls at IIMPACT!

*"The foundation of every state is the educations of its youth." – Diogenes*

## Google Serve – A Visit to Remember

A ten member team of volunteers from Google's Gurgaon office celebrated the annual Google Serve Event with IIMPACT's girls at the Kherla Learning Centre in Mewat on a very hot and humid Wednesday. The enthusiasm was infectious. Interesting games were played, testing the girls' knowledge and skills, and they came out with flying colours! Tough questions were answered correctly. The girls felt very special. Quiz Time, using a life size Snakes and Ladders board, and fun filled Musical Chairs were enjoyed by all the girls.

The long hot day (which went unnoticed by all) ended with most welcome refreshments – freshly prepared sandwiches and muffins – and Googles goody bags being distributed. A day the girls at Kherla will not forget!

**Volunteering at IIMPACT is a great way of learning and simultaneously reaching out.**

We invite action by citizens (volunteers) and institutions with active community participation to bring about positive change in the lives of our girls. IIMPACT encourages youth to channelise their ideas and energy and facilitate them to amplify and sensitise their peers on the issues of the girl child.





## Volunteers in Action

Raghav Mehrotra is a sophomore studying Computer Science and History at Stanford University. He is interested in educational accessibility and creating incentives for teachers to address this issue. He believes that students can learn as much from unconventional methods of education – such as experiential learning – as they can from the classroom. In the summer of 2015, he spent 2 weeks volunteering for IIMPACT in Dehradun and Haridwar. Over the course of four 2-day workshops, he trained teachers to teach science to students aged 9-12 using experiments. These experiments were designed by Dr. Arvind Gupta using cheap, everyday materials and discarded household items. This would not make these experiments

more affordable to teachers and students, but their simplicity would allow teachers to easily integrate them into their curricula.

Raghav not only understood first-hand the pressing need to educate students through hands-on learning, but was also struck by the deep and genuine commitment of the teachers to this cause. Several teachers immediately piloted the experiments in their classrooms and most were successful. The students were not only excited because they could recreate the experiments at their homes, but also because the experiments provided the visual (and audio) feedback that could not always be found in textbooks.

The enthusiasm with which these workshops were received is a testament to the inroads that IIMPACT is making in local communities. It reflects a changing mindset towards education, as the number of people who value its importance is growing.

## Science Workshop





# Student Case Studies

## Valuable Tears

As she holds her mother's hand to walk across the village she can't help but skip with joy; this is the first time in years that her little legs have something to skip for. The prospect of joining a school and going to learn new things alongside other girls like her fills her with a warm sense of happiness. Exposed to a life of hardship and loss early on in her life had threatened to rob her of every happiness. The death of her father, also the sole bread earner of the family, had doomed her along with her mother and 3 brothers and sisters to a fate of extreme penury.

For her, education had been far too distant a dream to even consider. This was prior to the establishment of the IIMPACT GIRL CHILD PROJECT in her village, and before the survey that selected her to be a part of it. The day the news came, it seemed she had been transported to another world; she couldn't describe this feeling inside her, something she had never felt before. This feeling was hope.



As Aarti continues to skip alongside her mother, she realises it isn't the road to the centre. Soon they reach their destination. Inside she sees a lady slightly older than her mother. She is made to sit down and told to keep quiet. As Aarti silently obeys she hears her mother describing her various qualities to this lady. At first Aarti blushes, but then she listens on and realises that the compliments her mother keeps repeating is that "Aarti would make a very good wife". As shock, dismay and horror all troop into the little girl's mind, she bows her head to hide her tears. A few days later as she sees her teacher and supervisor approach their house for a home visit, she rushes out to greet them. As her mother casually informs them of Aarti's engagement, she sees their initial shock and hurt. The teachers try to dissuade her mother, but her mother views this as a golden opportunity for her to get rid of a burden. While leaving, her teachers ask Aarti if this is what she wants, Aarti clutches their hands and replies with an unwavering NO. The IMPACT team soon takes stock of the situation, realising that strong and prompt action is necessary. They quickly called a parent teacher meeting to build community pressure to let Aarti's mother understand the dire consequences of child marriage. In the meeting the IIMPACT team, along with other parents, talked about their experiences with child marriage and the horrible life it leads to. To further emphasise their point they also mention the various laws against such practices. They try to make Aarti's mother understand the gravity of the situation. They implore her to let Aarti continue with her education, and emphasises how given Aarti's intelligence and interests she is sure to do big things in life. Aarti's mother, who has been quiet throughout the meeting, realises the misery she was about to inflict on her daughter and feels very ashamed of herself. She tells the community that she didn't want to do this either, however, familial pressure, combined with their poor circumstances, was forcing her to do it. Now she is sure that no matter what she will never subject her Aarti to such a cruel fate and never treat her again like a burden. Later that day Aarti once again holds her mother's hand as they walk across the village, this time too she has a certain skip in her step, and this time the destination is different.



## Sahina's Story Changed the Life of Her Family

Sahina is a ten year old girl, who hails from a completely illiterate family. This illiteracy combined with the ubiquitous poverty in that region gave rise to a culture of clashes and conflicts. Her teacher Rafique Khan recognised this double-disadvantage and sought to immerse himself in Sahina's family background and culture. He aptly recognized that a long term solution would entail the encouragement of the family and not just the grudging acceptance. His efforts paid off soon, or so it seemed as Sahina was enrolled in the IIMPACT learning centre 'Bewdi Bas in Alwar. However Sahina's induction to world of literacy was marred by low attendance and irregularity. He soon realized that while Sahina was an intelligent girl with great interest in studies, the burden of household chores and

the negligence of her family were serving as millstones around her neck. Her teacher had anticipated this and thus once again devoted himself to Sahina's cause. His repeated interaction with the family and his efforts to educate Sahina's family on the importance of education paid off in a most wonderful way: it gave Sahina the courage and desire to fight for herself. All she had needed was someone to believe in her, so she could believe in herself. Today Sahina doesn't just go to the learning centre to avail herself of a better life, moreover she also motivates others to do the same. One such example would be Sahina's cousin, who with the combined efforts of Sahina and IMPACT is now also a student at the centre. Today as she juggles household chores and her new found freedom with aplomb she has grown to become a ray of hope for her family. Today when asked what Sahina wants to become when she grows up, she looks with a shining eyes to her family. And together they reply, "a teacher".

### What Future do Parents Want for their Daughters?

Most parents say they want their daughter to become a good person. They are unified in saying that education has definitely changed their daughters. Now they see their daughters as more punctual and confident in whatever they do.

Their dreams are now taking shape. If given only one option they mostly opt for the job of a teacher for their daughters if they have to take up a career, though a good percentage of parents feel that their daughters could become an engineer, a doctor or even a politician, someday.

**"Some parents do not send their children to school because they don't know its importance at all."  
– Malala Yousafzai**



## Teacher Speak

**SHALINI, Instructor, Guri, Shahajahanapur, UP**

It is only in movies that after fighting his battles the hero gets to ride off into the sunset, to live a life of peace and quiet. Reality is somewhat different. In real life battles are much like lessons in a classroom; they do little more than prepare you for the harsher battles ahead. The life of one of IIMPACT's own instructors is a case in point.

Shalini was born into a middle class family with two older brothers and a sister. She lost her father when she was just 6 years old and this was the beginning of her lifelong struggle. Their income from the small piece of land they owned was minimal and current expenses and those looming ahead created a scenario of desperation. She witnessed how her eldest brother, who was just 16 years old at the time, was stripped of his childhood and forced into a world of responsibility and burdens. He had been married as a child, and now had to shoulder the responsibility of his two younger sisters' marriages.

Despite their unfortunate circumstances, he recognised Shalini's determination to study and thus sent her to a government school to receive her early education. After Class 5 as there was no senior school in the vicinity of their village Shalini had to walk 8 kms daily to reach her new school. Soon, their financial state worsened, which led to a break in Shalini's education for a year. However, Shalini who was intent on continuing her education, found a solution; she began taking home tuition. This was her initiation into the world of imparting education. Through this she was able to save some additional money to fund her own education. She passed out of school and applied to pursue her BA. To ensure that her studies wouldn't be hampered in the future she took up a job in a school for Rs. 600 a month. After she completed her education, she realised that her real happiness came from teaching, specially, girls like her who had been denied education or had to fight unfair circumstances to seek what was theirs. She found that IIMPACT was a fellow supporter of her cause and in 2012 she joined the IIMPACT Girl's Learning Centre as an instructor. Initially she faced a lot of challenges. The students at the Centre would often be absent due to other engagements like housework, helping in farm work, being made to knit carpets etc. She took on all these challenges with aplomb and has overcome these hurdles admirably. Today, the Learning Centre is running successfully and the children are performing to her expectations.

Unfortunately, in the midst of all this professional success her personal life took a serious blow. Her oldest brother, the man who had raised her and educated her, suddenly passed away. To make matters worse her other brother fell into bad company and started doing drugs. He would be prone to violence and created an abusive environment at home, often exploiting them for money to fuel his addiction. Frustrated with his antics Shalini shifted to a rented accommodation with her mother and her older brother's family. Shalini is now the sole wage earner in her house. Her position as an instructor at IIMPACT has helped ease the financial constraints and allowed her to lead a life of independence because of which she is immensely grateful to IMPACT. She hopes to someday take on the role of administrator of the IIMPACT Learning Centre so she can contribute more to the





## Teacher Speak

**SAVITA, Instructor, Hussainpur, Shahajahanpur, UP**

This is the story of Savita, an instructor at the Learning Centre in Hussainpur. Savita was born into a middle class family with 2 older brothers and 4 older sisters. Not only was the family afflicted with penury but her oldest brother was also burdened with a terrible mental disease which prevented him from doing any work and also served as an added financial burden on

the family. To make ends meet her father worked as a teacher in a private school. Savita received her early education from the same school in which her father used to teach. While her older sister studied only till 8th grade, Savita was very keen on continuing her education and used to walk 6 kms everyday to attend school from grades 9-12.

After completing her graduation she once again faced a family financial crunch, which threatened to curtail her education. To overcome this she began teaching at a school. She had just completed her BA when she was fortunate to be selected as an instructor at the IIMPACT Girl's Learning Centre. For a year she dedicated herself to her job and worked hard to prove her mettle. All the money she earned in her job as an instructor in that first year she gave to her father to fund her older sister's marriage, which was a princely sum of Rs. 46,000 that she had sweated and strived to save every day. She knew and understood the financial state of her family and well aware of how her father had to work hard to make ends meet. She was determined to use her education for her good, and more importantly, for the good of others, and thus did not spend a penny on herself. She was content satisfying her basic necessities and contributed benevolently to the needs of her family.

Today, she treats her work like a golden opportunity that has come her way, to better the circumstances of not just her life but the lives of her family members as well. Her hardwork and dedication has led to the successful running of the Learning Centre and has also fuelled her desire to become an administrator at IIMPACT, so she can give back to this institution as she has done to her family.



## REACHING OUT

### What Happens When We Educate Girls

Family incomes rise. So do most indicators of infant health. Hygiene and sanitation improve in communities. Fertility rates drop dramatically. Overall economic production climbs. Not only those girls who stayed in school, but everybody around them lead happier and healthier lives. The girls themselves become, in turn, empowered in the roles of daughter, sister, mother – and earner.

That's the vision of Project Nanhi Kali, jointly managed by KCMET and Naandi Foundation with 21 other NGO partners. Access to quality education is not enough to ensure that underprivileged girls stay in school; they:

- Delay marriage and childbirth
- Secure a better job
- Earn higher wages
- Live healthier lives
- Earn higher wages
- Resist domestic violence

**When You Support IIMPACT You Help Break the Cycle of Illiteracy!**

# IIMPACT GOVERNING AND MANAGEMENT TEAM

## OUR GOVERNING BODY

**President:** Sandeep Mathur

**Secretary:** Biswajit Sen

**Treasurer:** Sham Wagh

**Members:** Nirmala Tandon, Amal Jajodia, Ravi Sreedharan, Satish Kumar, Sharad Aggarwal, Anil Tandon

**Advisors:** Urvashi Nair, Piroja Mehta, Abhay Borwankar, Rahul Tandon, Arvind Mahajan, Krishan Dhawan, G. Srinivasan, Manish Gupta, R. Ambarish

## OUR MANAGEMENT TEAM

**CEO:** Nirmala Tandon

**Director Marketing:** Urvashi Nair



## SUPPORT US

Join us in our mission and support the girls who inspire and energize us by their own journey of transformation. IIMPACT allocates specific schools to donors; if desired. IIMPACT also sends regular updates about the progress of the children and their achievements to donors with respect to their allocated schools. We are expanding our activities and setting up learning centres in additional villages.

A contribution of any size is welcome and will make a difference. However, remember, it costs ONLY Rs. 1,00,000 or USD 1700\* per annum per IIMPACT Learning Centre to change the lives of about 30 young girls. If you can sustain this for a period of 5 years you could possibly have changed their lives and of people around them, forever. The quickest way to support IIMPACT is to donate online with a major credit card (in either Rupees or USD) using our secure payment page.

**Visit us at: [www.iimpact.org](http://www.iimpact.org)**

\* Figures applicable for the financial year 2016-2017

**As per UNESCO Institute for Statistics, 3.8 million girls in the age group of 6-14 years are out of school in India. Help us empower the generation by educating girls.**



# THOSE WHO MADE IT ALL POSSIBLE

We extend a gracious Thank You to everyone who supports our work. Large numbers of individual donors continue to join the IIMPACT family. Their contribution has helped ensure that we continue working within our community in the most meaningful way.

We acknowledge our deep gratitude to the Rakesh Jhunjhunwala Foundation, the principal sponsor of IIMPACT.

## Institutional Donors 2015-16

ACC Limited	Madhur Enterprises
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Amrutanjan Healthcare Limited	Maral Overseas Limited
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# IIMPACT FINANCIAL HIGHLIGHTS 2015-2016

<b>Expenditure</b>	<b>Rs.</b>	<b>Donations Received</b>	<b>Rs.</b>
Centre Operating & Monitoring Expenses	109881637	Centre Specific	
		FCRA	17828097
Expenditure on: National Resource Training Centre	2500000	INR	68311572 86139669
General Expenditure	4371476	Project Donations (National Resource Training Centre)	2500000
		General Operations Support Donation	10000000
		Other Donations:	
		FCRA	219033
		INR	14441106 14660139 113299808
		Misc. Income	759375
		Excess of Expenditure over Income Carried Forward	2693930
	116753113		116753113

FOR IIMPACT



TRUSTEE




TRUSTEE

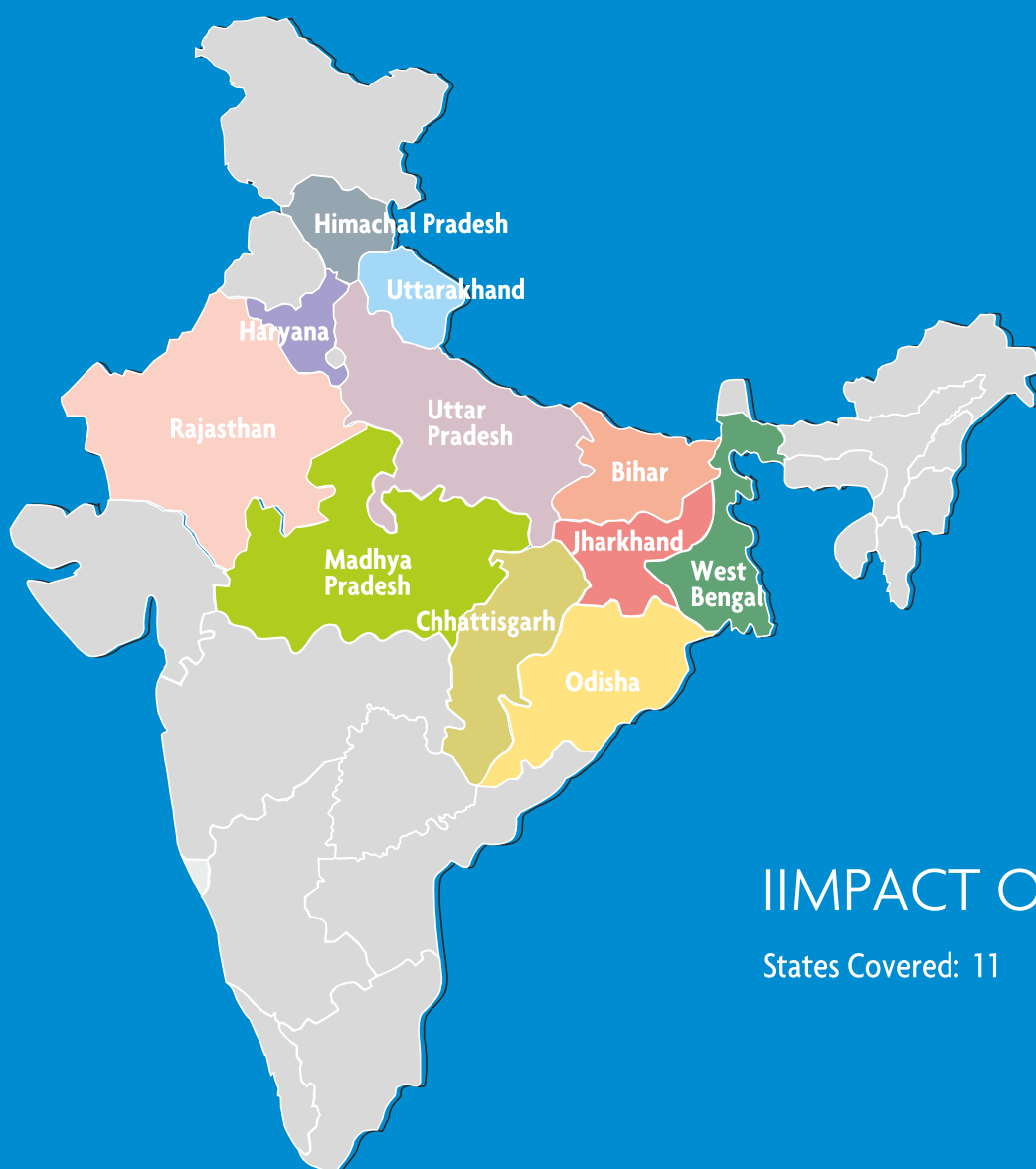
Place: Pune  
Date: 18th June 2016

\* Additional Annual Report disclosures may be viewed on our website on this link: <http://www.iimpact.org/category/iimpact-annual-reports/>



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- Ankur Yuva Chetna Shivir (AYCS)
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- Bhartiya Janseva Ashram (BJSa)
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- Child in Need Institute (CINI)
- Center for Environmental and Socio Economic Regeneration (CESR)
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- Sarvodaya Ashram
- U. P. Vanvasi Seva Sanstha



## IMPACT OUTREACH

States Covered: 11



**Making a difference**

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Website: [www.iimpact.org](http://www.iimpact.org)



**Their eyes reflect hope –  
Hope for a bright future once they are armed with the benefits of education**