



IIMPACT

"A strong, educated woman can build a civilized society, so she should also have the right to education."

Savitribai Phule

Annual Report
2022-23



Annual Report
2022-23

IIMPACT

"A strong, educated woman can build a civilized society, so she should also have the right to education."

Savitribai Phule

IIMPACT

IIMPACT is a Non-Governmental Organisation (NGO) based in India that was founded in 2003 by the 1978 alumni batch of Indian Institute of Management, Ahmedabad. We seek to address the cause of girl child education in rural, backward and under-privileged parts of India without any consideration of their religion, caste, community and social standing.

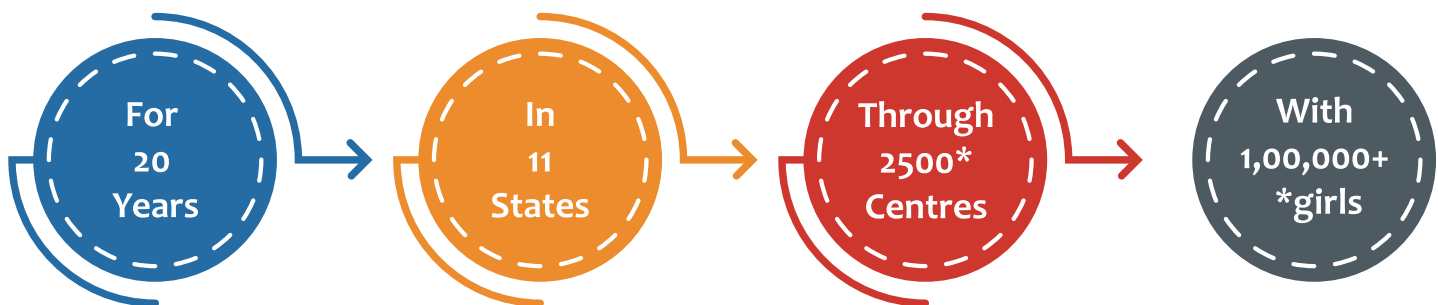
We believe in providing access to quality primary education to empower and mobilise young/pre-teen, non-school-going/irregular-to-school girls, from socially and economically backward areas enabling them to become active agents of their communities and changing the future of the entire village.



What we aspire for

OUR VISION

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



*These numbers represent the closest approximation



Message from the President



Dear Friends,

Every Year we celebrate the challenges we've overcome and the positive changes we've brought into the lives of numerous girls in rural India. In the period 2022-2023, with the immense support of our supporters, donors, partners, staff and volunteers, we were directly able to impact close to 50,000 girls, 1600 teachers and more than 2,50,000 family members of girls in 33 Districts spread over 11 States across India.

Earlier, passing through the months when the pandemic ravaged the population, IIMPACT addressed the learning challenges of devising new strategies and crafting new initiatives. However, it was no match for face-to-face teaching and learning. Worldwide the effect of COVID was felt on children and their education and students with IIMPACT were no exception to it.

However, the year 2022-23 saw some normalcy and stability setting in. Since, the learning centres across IIMPACT's intervention states started and continued full-fledged operations with no restrictions on face-to-face teaching, curricular or co-curricular activities this year, it was important to know what level the skills and abilities of the girls are at and how to improve their learning. Hence conducting a baseline study for children and teachers across all states and analysing the results was important.

Strengthening Foundational Literacy and Numeracy for students and teachers, integrating life skills in curriculum, using technology and audio-visual learning materials were some of the focus areas this year. We started the "Aarambh Manch" or adolescent forums. The Aarambh Manch are forums engaging alumnae from the Girl Child Education Programme to impart life skills and discuss gender issues and other relevant topics involving adolescent girls.

The year also confirmed our understanding that as an organisation committed to providing quality education to girls in marginalised communities, we need to be in a path of continuous learning. We consider ourselves fortunate to build upon the strong foundation we have established, and we have all of you to thank for that.

In addition, I would like to thank our well-wishers, Teachers, Trainers, Partner NGOs, and the whole IIMPACT team for supporting our mission to provide education to rural girls. Your commitment has made a significant impact. Grateful for your contributions and making a difference in many lives.

Already into the new financial year of 2023-24. I am pleased to share with you our annual report highlighting our workings and achievements from FY 2022-23.

With best wishes,

Bhaskar Bhat

President

Operational Committee of the Board, IIMPACT





On behalf of everyone at IIMPACT, we would like to express our deepest gratitude and appreciation for your unwavering support and generosity towards our cause.

Your donations have helped us to create learning centres that have provided countless opportunities for underprivileged children to receive a quality education. Your commitment to education and your dedication to making a difference in the lives of others is truly inspiring. Your generosity has touched the hearts of many, and we are forever grateful for your support.

With heartfelt gratitude,

IIMPACT

Thank You for your kind support

Rakesh Jhunjhunwala



IIMPACT's 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 marginalized communities to enter the realm of education and learning. Under this program, IIMPACT identifies rural out-of-school/ irregular-to-school girls in intervention states, with the intention to offer quality primary education. This aims to provide an enabling experience for the girls and helps further their journey into mainstream schools. Identifying the key problems plaguing girls' primary education in India, IIMPACT has developed the learning centres 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-the-risk-of-drop-out girls in the age group of 6 to 14 years. These girls benefit from the learning centres as the centres are near their homes and are considered safe spaces. Thus, IIMPACT takes learning to their doorsteps. The Teachers/facilitators at the learning centres are identified from the local area and provide high qualifications through a multi-grade multi-level learning approach. The learning centres also function as a converging 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:

Community

Local Administration/PRI

Child protection committees



Government Schools

Funding Partners

Parents

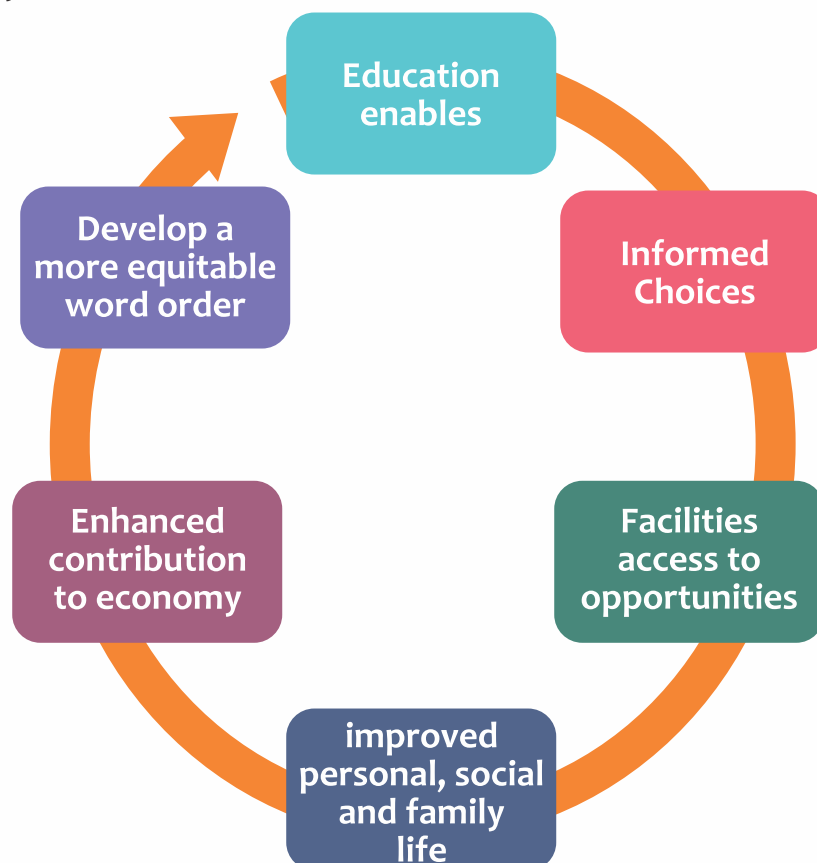
Teachers



Overview of the problem)

Research worldwide states that education is a basic human right and is central to unlocking human capabilities. Not only does it raise human capital, productivity, incomes, employability, and economic growth, but has far-reaching benefits that go beyond monetary gains. It makes people healthier and gives them more control over their lives, generates trust, boosts social capital, and creates institutions that promote inclusion and shared prosperity.

The literacy rates for rural women in India, reaching as low as 12% in certain states. According to the NSSO's 75th-round household survey in 2017-18, there are over 3.22 crore out-of-school children aged 6-17, with more than 75% expected to be girls. The recent UNESCO 2020 report indicates that around 5 million girls in India are at risk of being out of school. The Government of India has prioritized bringing these girls back into education, aiming for a 100% Gross Enrollment Ratio by 2030. Non-governmental efforts are crucial to support and supplement governmental initiatives. Primary education holds paramount importance as it directly contributes to personal growth, and its benefits are particularly significant for girls. Collective efforts are needed to address this issue and ensure equal access to quality education for all.



Girls in India face discrimination both inside their homes and outside their communities. Inequality in India means unequal opportunities for girls on the basis of gender, caste, religion, creed etc. A girl having received good quality primary education is likely to study further, to better control her personal life and to also ensure that the educational opportunities for her siblings or children are enhanced.

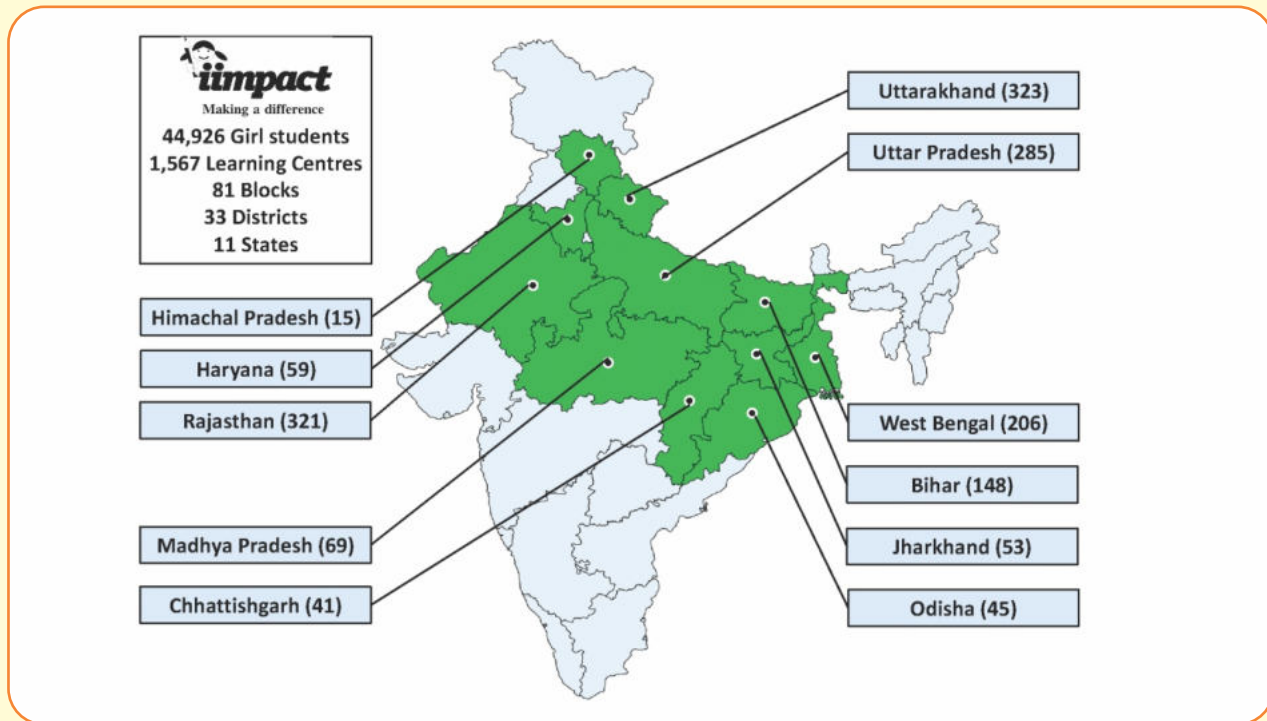
IIMPACT focuses on providing quality primary education to girls in marginalized communities, empowering them to break free from the chains of cultural and societal biases. By imparting education, IIMPACT not only equips these girls with knowledge and skills but also instills confidence and self-belief.

IIMPACT strongly believes in the agency of women and that by educating the girl child, we would be able to transform communities. Most of the girls completing their education from IIMPACT centres are first-generation learners from their families. We ensure that each child that IIMPACT touches gets quality primary education and moves on to study further in formal educational institutions.

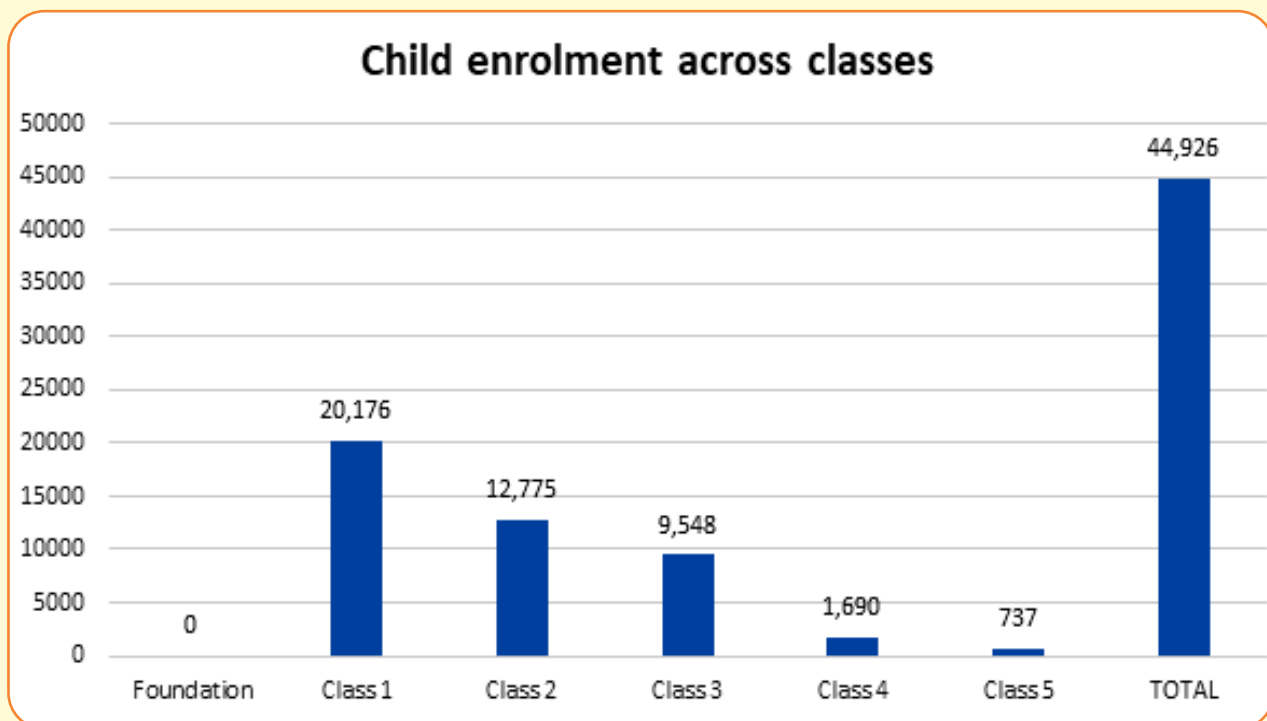


Our girls get awarded for academic excellence





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



“There are miracles and glory in every child. Our glory lies in empowering them to flourish their glory.”

-Amit Ray

Let's get to know Sabah from the Sahaspur learning centre

1. Tell me a little about yourself!

Hello, I am Sabah. I live in Sahaspur, a village in Dehradun, the capital of Uttarakhand. I study in class 4. There are 8 members in my family, and I am the youngest of them.

2. Which school do you go to?

I go to a Madarasah in Sahaspur.

3. What is your favourite subject?

I love Hindi so that is my favorite subject. In my learning centre, there are lots of Hindi storybooks.

4. Do you like coming to the Learning Centre? Why do you like coming?

I like coming to the learning centre. Before I knew the learning centre I did not like studying very much. Also, I did not get much time to sit with my books. There were a lot of things that had to be done at home because we are a large family. I had to help in household work. So, I was tired and not very interested in studying. But once I started coming, I found it to be very different here. It is a very nice place. The centre Teacher Salma teaches us very well. She has also made us learn good habits. I really enjoyed learning addition in mathematics when our teacher taught us, using Ganit Mala and with the help of dice. She gives us good storybooks to read, and I love reading Hindi storybooks. I was not good at reading before. But now I have improved a lot in reading, so I am happy.

5. What's your hobby?

I like drawing pictures of scenery and animals using crayons and color pencils. Many times, our teacher shows my drawings to the rest of the class.

6. What do you want to become when you grow up?

I would like to become a doctor. I have seen everyone has very high regard for doctors as they can make sick people better. I want to take care of my family and friends and cure them when they are unwell.





"Before I knew the learning centre I did not like studying very much. Also, I did not get much time to sit with my books. There was a lot of things that had to be done at home because we are a large family."



"I want to become a doctor when I grow up. I want to take care of my family and friends and cure them when they are unwell."



IIMPACT Program – Highlights of 2022-23

Baseline assessments

THE OBJECTIVE OF THE BASELINE:

- To understand how many girls have achieved foundational literacy with numeracy
- To ascertain the distribution of girls who are age and grade appropriate (age group of 5-11 years)
- To draw a comparison with national tests like ASER and NAS
- To understand the competencies of the teachers
- To assess the acquisition of 5 core life skills amongst teachers and girls
- Plan action agenda for FY-2022-23 and long-term.

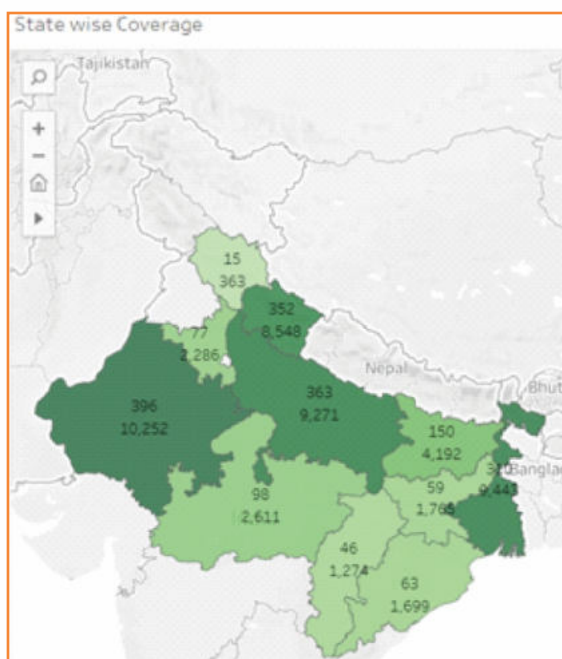
Rationale

The COVID-19 pandemic led to worldwide school closures, disrupting the education of 1.6 billion students and widening the gender divide. Surveys and research reports highlight concerns about learning setbacks globally. In low- and middle-income countries like India, girls are disproportionately affected, facing increased risks of child labor, gender-based violence, early marriage, and pregnancy. The long-term consequences are yet to fully unfold, but the potential rise in Learning Poverty has already had severe impacts on future productivity, earnings, and well-being for this generation of children, their families, and economies globally.

The case of IIMPACT

During the global pandemic, IIMPACT Learning Centres faced similar challenges as schools worldwide. Despite efforts to provide alternate learning arrangements, girls and teachers experienced a lack of regular in-person teaching. The marginalized communities they belong to made it difficult to connect remotely. Over two years, a combination of physical interactions and limited technology were used to support their continuous learning. After the second wave of COVID subsided, IIMPACT conducted a fresh survey/assessment in May 2022 to understand the extent of learning loss and make necessary interventions for effective education. This baseline study not only evaluated the impact on girls but also assessed the skills and competencies of teachers. The findings from these assessments will guide the path to learning recovery for both girls and teachers.





- Baseline done on census basis across all 11 states & 28 Partners
- **Total Girls –** 52,300
- **Total girls assessed –** 49,155 (94%)
- **Absent Girls –** 3,145
- Total teachers -** 1936
- Teachers assessed –** 1,891 (98%)
- Absent teachers –** 45

Key Findings

1. In the baseline study conducted by IIMPACT, it was found that only 14.8% of girls have retained Foundational Literacy and Numeracy (FLN), 31% of girls have retained only foundational literacy while 24% of girls have retained foundational numeracy.
2. The study also indicates that about 83% of girls are able to attain the picture foundation and letter stage while 20% qualify for the storytelling stage in language skills.
3. The study also indicates that about 83% of girls are able to attain the picture foundation and letter stage while 20% qualify for the storytelling stage in language skills.
4. Furthermore, the baseline study shows that out of the 33,453 (approx. 65%) girls who are between the ages 5 to 11 a majority of 78% of girls have fallen below grade level while only 19% have retained age and grade-appropriate levels. A small number approximately 3% are above grade levels.
5. Teachers on Average have scored 52% in the baseline. The average for Language and English are highest at 60% and 63% respectively and the average for Math is lowest among all the subjects with 41%.
6. The girls were assessed on 5 life skills namely leadership, collaboration, critical thinking, communication, and creativity. Out of the 5 life skills, 3 were integrated in the written tool while for 2 there was group activity. There were three different grade categories- A, B, and C for evaluating the girls. Those scoring 75% or above got an A grade, those scoring above 50% but below 75% got a B and below 50% got a C.



Learning Centre Operations

The baseline analysis helped to understand the kind of support required in the learning centre. The study measured the status of children against identified indicators of Foundational numeracy and literacy, and that of primary classes. The outcomes of the baseline of girls and teachers helped the team to strategize the processes. There were changes introduced in the LC process, classroom process, training, and all other activities that IIMPACT is doing. Post the analysis students at the LC were taught based on their baseline analysed level and not by the level at which they were previously studying. More focus was given to the use of TLMs and academic initiatives in classrooms like Jodo Gyan, Agastya, Library and Barkha series, and others. Life skills were integrated with training and teaching at the learning centre.



Hello, my name is Chhoti Perween and I am a student of the IIMPACT (T.S.N) girls' child education programme in Palasmani (LC 01454). When I first joined the centre, I didn't have any knowledge of reading or writing as I had never been to school before. Instead, I was made to do household chores by my parents. However, since enrolling in the Learning Centre, I have learned a lot. In maths, I have gained knowledge about addition, subtraction, multiplication, division, fractions, place value, and number patterns. In EVS, I have learned about different types of animals and their habitats, the importance of plants, and the parts of flowers and leaves. Additionally, in English, I have learned about nouns, pronouns, verbs, adjectives and sentence formation. I also read many Hindi storybooks regularly.

Studying has become my passion and I aspire to become a teacher one day to help children like me learn how to read and write.”





Celebration of Tiranga Diwas
at our centres in West Bengal.



Life Skills

Inclusion of Life Skills in Baseline

This baseline was the first in the history of IIMPACT which was taken up on such a mammoth scale. There were several 'first-time activities' which took place. The most important first-time activity was the Incorporation of life skills in assessment design. Learning life skills helps young people understand who they are and what they want out of life. Basic life skills provide readily effective tools to deal with challenges/demands of daily life that the youth face to solve problems, make informed decisions, communicate effectively, and manage their emotions. Hence along with scholastic evaluation, assessment of skills is extremely important.



In the baseline both the teachers and the students were assessed on 5 main life skills namely: -

- Leadership
- Collaboration
- Critical Thinking
- Communication
- Creativity

Life skills launched as IIMPACT AARAMBH – A Life Skill Initiative

- Understanding the importance of Life skills in curriculum initiative was made to integrate skills in the classrooms through Math and the primary language for girls in the age groups of 6-14 years.
- They are carried out with adolescent girls through IIMPACT AARAMBH Manch having girls in the age group of 11-18 years.
- Orientation and strengthening understanding of the entire team on the same.

Arambh Manch

Discussion and initiation of setting up adolescent forums or Arambh Manch was a major focus, the purpose behind these forums was not just imparting life skills but also informing them on sexual abuse, gender-based violence, health, nutrition, and child rights in the intervention villages through experts.





Alumnae engaged in discussions during Arambh Manch sessions

Midline Assessment

Following the baseline, Midline assessments for girls and teachers were conducted in the last quarter of the year. The process adopted for midline assessments was kept same as the baseline. Orientation with the team on preparation of tools for the assessment was conducted and required support was given to carry out the assessment successfully.

The analysis of the results will help to strategize the way forward.

Mothers Literacy Programme (A pilot)

“We want the education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet.” - Swami Vivekananda

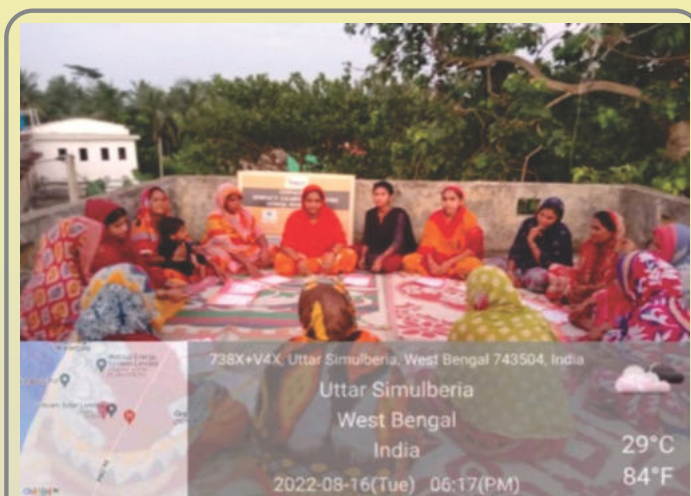
Even today, these words are timely, especially in the developing world, where nations are still struggling to achieve equality in education. While education for girls has become a strategic development priority globally, we still struggle with it in our country.

Mothers are crucial influencers in the lives of their children. Hence, a mother's own education and knowledge, impact the future of the generation she brings up.



With this thought the Mother Literacy Programme started at Titan-sponsored learning centres in West Bengal in the districts of Murshidabad and South 24 Parganas.

Ninety Days Mothers Literacy Program was designed especially for those mothers whose girls are attending our learning centre, to give an insight into Foundational Literacy and Numeracy along with health & hygiene practices. The primary motivation for this was to support the mothers who lack functional literacy and numeracy skills in 50 villages of Murshidabad and South 24 Pargana, West Bengal. Observations have been that the majority of mothers lack these skills and are unable to contribute during the PTMs & home visits effectively. They weren't able to write their names in the registers. Many of them are members of SHG groups and could not understand or calculate how much loan they paid back or how much was due. IIMPACT therefore took it as an opportunity to work with the community & with mothers and 90-day pilot programme was initiated in both the district in Murshidabad & South 24 Parganas in West Bengal with the support of TITAN.



Glimpses from the training in South 24 Pargana & Murshidabad



Capacity building & Professional development

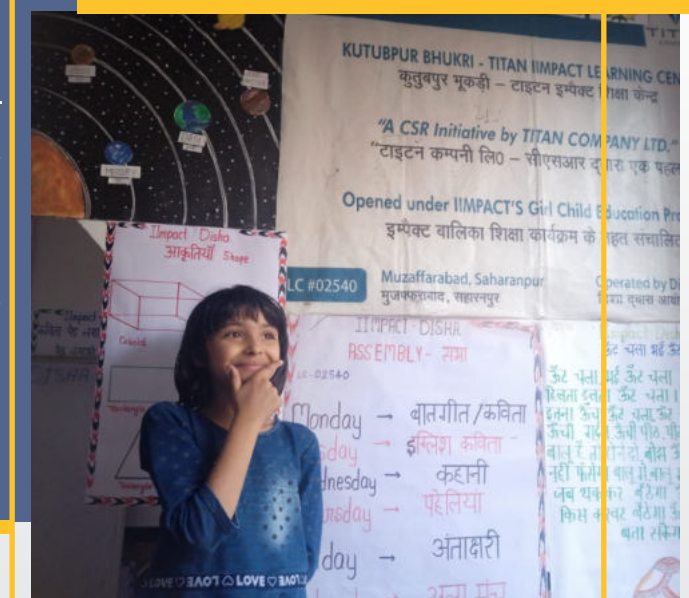
How we ensure quality education at the learning centre

The IIMPACT learning centre model is established on the foundations 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.

All Quarterly Teacher Training (QTT) were conducted face-to-face this year.

Major focus was on:

- ☞ Achieving the goal of Foundational Literacy and Numeracy.
- ☞ Integration of life skills. Sessions on Five life skills – communication, critical thinking, creativity, leadership, and collaboration were included in each training and trainers discussed how these skills can be integrated through role-play, group discussion, problem-solving, etc.
- ☞ Integration of academic initiatives in teaching and explaining them thoroughly with reference to subjects.



456 QTT training
batches in the
year

2280 days of
training
conducted

Approximately
1900 teachers
trained





Some glimpses of QTT in progress



What changes have you noticed in yourself after joining IIMPACT learning centres?

It has been a journey towards development. After joining the centre, I have become socially much more active as I have to meet parents and other community members of my village regularly. I have learnt and developed different ways of teaching. Through my interactions within study circles, I have also obtained a much better understanding of different subjects. All kits have been proved to be most productive which have probably been instrumental in helping children and myself develop basic understanding of different subjects. I have learned how a classroom can be changed in a joyful way into a learning room.

Shikha Devi, LC Name- Mohammadpur Grant Aht. (LC-02568)



Apart from the QTTs for teachers, there were certain online and offline capacity-building training programmes for teachers as well as the field team members working on the programme.

- **Training of Trainers (ToT)** on different academic subjects were periodically organised for teachers.
- **Goshthi:** Goshthi's are book reflection sessions on relevant topics among team members to trigger discussions through which learning happens.
- **Tech integration using audio-visual:** capacity building on using technology in teaching-learning. Mapping videos with learning outcomes.



A training programme for the Project Coordinators and Academic Facilitators

Sarthi, A training programme for the Project Coordinators and Academic Facilitators was also organised with similar objectives of empowering the partner team and building their capacity to work towards achieving the goals of the Girl Child Education Programme (GCEP). Based on the baseline results and on previous assessments, focus was more on curriculum, pedagogy, and strengthening Foundational Literacy and Numeracy (FLN). These trainings were conducted both face to face as well as offline.



Group Discussion - SARHI – West Bengal





SARTHI training at Uttar Pradesh and West Bengal



Story of Change

Inspirational Stories of IIMPACT

Every success story started with a dream.

Ranjana Dudwe, a seventeen-year-old, is an alumna of the Bhagwanpura learning centre of IIMPACT. She is currently in class 12 and has chosen biology as her primary subject. Born into an extremely poor family, Ranjana had to take care of her siblings and manage household chores since her father worked as a labourer. Her parents didn't have time to focus on her education, and Ranjana wasn't interested in studying either.

However, things changed when she started attending regular classes at the learning centre.

With the careful attention of her teacher, Ranjana began to enjoy her studies. She was able to support her parents with domestic work while also pursuing her education. Now, she dreams of continuing her studies and becoming famous.

Her parents share the same dream and have even provided their personal space for running the centre. Ranjana's transformation is a testament to the power of education and dedication. With the right guidance and support, anyone can achieve their dreams, no matter how difficult their circumstances may be.

Recently, Ranjana Dudwe has been awarded the Bal Adhikar Mitra Samman from NIWCYD in Bhopal. IIMPACT is proud of her journey.



“From Goat Grazing to Classroom Grace: Jilsana's Impactful Journey of Education and Empowerment at IIMPACT.”



Jilsana comes from Dogri of Mewat. Belonging to a socio-economically deprived community, her farmer father and homemaker mother struggle to keep the family fed. Other than rudimentary farming, the village hardly provides any income opportunities, with most villagers having started migrating to the city in search of employment. They know that a girl's education is important, but they cannot afford it. Most young girls of this village work to help provide for their younger siblings by helping to graze goats in the forest. But there is a learning centre in the village. When the teacher was contacting the community, she met Jilsana for the first time at her home. A temperamental child, she hardly gave any thought to the prospect of attending school.

After much convincing and explaining that would not cost anything, she managed to get her parents to agree to send their daughter to study at the centre. When Jilsana started out, she did not know anything, and her level was zero. But she was steadfast in her attendance and dedication and has come to be a level 4 in her studies. Her performance in class has also shown consistent improvement, she has a good academic record, and always obtains more than 60% marks in the quarterly assessments. Her performance has also motivated her family to let her continue her education. Today Jilsana has a high regard for education and wants to grow up educated and liberated.



“सोनम (शिक्षिका) की कहानी, उनकी सफलता की जुबानी”

उत्तर प्रदेश के लखीमपुर जिले के तहसील पलिया कलां से लगभग 30 किमी दूर “दुधवा नेशनल पार्क” के जंगलों से होते हुए आदिवासियों के लगभग 47 गांव हैं। जहां इम्पैक्ट संस्थान के सहयोग से उत्तर प्रदेश वनवासी सेवा संस्थान द्वारा 12 गांवों में बालिका शिक्षा केंद्र संचालित है। उनमें से एक गांव चंदन चौकी भी है जिसमें से एक केंद्र का संचालन सोनम एक शिक्षक के तौर पर करती हैं। सोनम के अनुसार यह केंद्र फरवरी 2020 से क्रियाशील है। जिसमें वह एक शिक्षिका के पद पर कार्यरत हैं।

सोनम जब 11 वर्ष की थी तब इनके पिता का देहांत हो गया था। पिता की मृत्यु के बाद इनके परिवार में दुःखों का पहाड़ टूट गया। घर में सबसे बड़ी होने के कारण सारी जिम्मेदारियों का बोझ सोनम और उनकी मां पर आ गया, जिससे परिवार चलाना मुश्किल हो गया। इनके पिता का नाम स्व. रमेश कुमार व माता का नाम श्रीमती निर्मला देवी है। सोनम के अलावे इनके 3 भाई हैं।

लेकिन सोनम और उनकी मां ने हार नहीं मानी और बराबर अपने जीवन संघर्षरत रहते हुए आगे बढ़ते रहे। सोनम की मां ने उनका एड्मिशन कक्षा 6 में एक आवासीय विद्यालय में करवा दिया। प्रारम्भ से ही सोनम की रुचि ड्रॉइंग बनाने में थी। पढ़ाई के साथ-साथ ड्रॉइंग और स्केच बनाना बहुत पसंद था। इसी दौर में उन्होंने ग्रेजुएशन करने के बाद B.ed किया।

सोनम बताती हैं "BA की पढ़ाई के बाद मैंने बालिका शिक्षा केंद्र में शिक्षिका के पद पर अपना इंटरव्यू दिया और पास होकर चंदन चौकी केंद्र में पढ़ाने लगी। बालिका शिक्षा केंद्र में पढ़ाने की खुशी की मुझे कोई अंदाज़ा नहीं था। मां ने मेरे साथ-साथ इनके भाइयों को भी पढ़ाया और जीवन में खुद और हमारे हौसले को बुलंद रखा। मेहनत व मजदूरी करके मां हम बच्चों को पढ़ाया, किसी ने सच ही कहा है कि “हौसले बुलंद है, तो जीत आसान है।”

सोनम को पिछले साल 2022 में “दुधवा नेशनल पार्क” में आए उत्तर प्रदेश के राज्यपाल “आनंदी बेन पटेल” के स्वागत में मात्र 15 मिनट में राज्यपाल की स्केचिंग बनाकर अपनी कला का विस्तृत परिचय दिया। इससे प्रभावित होकर राज्यपाल “आनंदी बेन पटेल” ने इनको स्मृति चिन्ह से पुरस्कृत किया।



सोनम बताती हैं कि " यह बेहद गर्व का क्षण था और इस क्षण को मैं पुरे लाइफटाइम याद रखूंगी इस खुशी का श्रेय मैं इम्पैक्ट संस्था उत्तर प्रदेश वनवासी सेवा संस्थान को देती हूँ। केंद्र की पढ़ाई के साथ-साथ मैं बच्चों को ड्राइंग व स्केचिंग बनाना भी बताती हूँ। मुझे अपनी मां के द्वारा हैंडीक्रॉफ्ट बनाना भी सिखाया गया है और मैं बच्चों के साथ केंद्र में पढ़ाई के साथ-साथ इन सभी नई लर्निंग के लिए भी प्रेरित करती हूँ।"



How our funding partners connected)

Our funding partners have been our pillars, they have continued to engage, support and interact with teachers, children and community members throughout the year.

Our funding partners engage with us through



Visit of Mr Sahil Chopra along with Mr Anil Tandon



Indus volunteering visit in Kishanganj



Kotaks' visit of Bihar



HDFC Life visits Rajasthan and interacts with students and community.





Our board member Mr. Anil Tandon visit the learning centre



Titan Kanya event at Rudrapur



Exposure visit to MG Motor facility



Visit of Mr Nishit Arora



Impact assessment by Titan



Individual	
S No.	Name
1	Abhaya Borwankar
2	Aditya and Helen Srivastava
3	Akash Dev
4	Amit Bose
5	Anil Jain
6	Anil kumar prasad
7	Anil Tandon
8	Anil Wadhwani
9	Anubrat Kumar
10	Arun Kumar Malhotra
11	Arvind Purohit
12	Ashutosh Dixit
13	Ashutosh Vaidya
14	Ashwin Satish Kumar
15	Avni Dave
16	Bhaskar Bhat
17	Bhavna Manwani
18	Biswanath Bhattacharya
19	C B Murali
20	C K Venkatraman
21	D.Nagabrahmam
22	Dev Verma
23	Dhruv Gadh
24	Dilip Rao
25	G. Srinivasan
26	Garima Garg
27	Girish Wardadkar
28	Hanoz Gandhi
29	Himangini Bhat
30	Himanshu Jain
31	Jayant Bhat
32	K B Ravindranath Menon
33	Krishan Dhawan
34	L Ramkumar
35	Manish Agarwal
36	Manish Rikhilal
37	Manit Marik Narang
38	MC Srikanth
39	Mitesh Joshi
40	Monica Dhawan
41	Neelam Soman
42	Nirmala Tandon
43	Nishit Arora
44	Nitin Kripalani

Institutional/Corporate	
S No.	Name
1	Ambrose Parent Teacher Organization
2	American India Foundation
3	Amrutanjan Health Care Ltd
4	Amy Murison
5	Azim Premji Philanthropic Initiatives
6	Cholayil Trust
7	Dr. Agarwal's Eye Hospital Limited
8	Egon Zehnder International Pvt. Ltd.
9	Fashion Accessories
10	Give Foundation
11	HDFC Ergo General Insurance Company
12	HDFC Life Insurance Co Ltd
13	IIMPACT Educating the Girl child
14	Indus Towers Ltd
15	J B Chemicals & Pharmaceuticals Ltd
16	Jarn Global Holdings Ltd
17	Karnataka Bank Ltd
18	Kotak Mahindra Bank Ltd
19	K S Inctech Private Limited
20	Lighthouse Info Systems Pvt. Ltd
21	Macleods Pharmaceuticals Ltd
22	Mainetti India P Ltd
23	Manthan Vidyashram
24	Mayukh Mitter Foundation
25	MG Motor India Pvt. Ltd
26	MPS Ltd
27	NSE Foundation
28	Penthara Technologies INC
29	Plantation Foods Representacioness
30	Rare Family Foundation
31	Rungta Glass Industries Pvt Ltd
32	Saeeda Peermahomed Memorial Fund
33	Saint Gobain India Foundation
34	Sanjeevani Trust
35	Sanjivani Trust
36	Sar-La Education Trust
37	Selan Exploration Technologies Ltd
38	Shashikala Yuvotkarsha Nyas
39	Shree Pooja Overseas Pvt LTD
40	Shri Firodia Trust
41	Sleepwell foundation
42	Solidarity Advisors Pvt Ltd
43	Stichting Flow Traders Foundation
44	Tangerine Design pvt. Ltd



Individual	
S No.	Name
45	P K Chaturvedi
46	Pankaj Jalote
47	Poonam Jajoo
48	Preeti Misra Shenoy
47	Poonam Jajoo
48	Preeti Misra Shenoy
49	Punit Sood
50	Radhika Joshi
51	Rahul Kumar Singh
52	Rahul Tandon
53	Rajan Patil
54	Rajeev Kapre
55	Rajeev Kapre
56	Rajendra Nath Pasarija
57	Rajesh Thaper
58	Rajinder Pal Jindal
59	Ram Mohan Menon
60	Ranadip basak
61	Ranjan Dwivedi
62	Ravindran U. Nair
63	Richard Rekhy
64	Ritu Sharma
65	S P Joshi
66	Sandeep Mathur
67	Sanjay Ganesh
68	Satish kumar
69	Sharad Agarwal
70	Shri Krushna P Patil
71	Sunanda Basu
72	Suryanarayana Gorti
73	Varun Dev Sharma
74	Vikram Tandon
75	Vinay R Deshmukh
76	Vipen Kapur
77	Vipin Kumar Agarwal
78	Arun Khanna
79	Ashwin Satish Kumar
80	Chandresh
81	Jens SCHULTE-BOCKUM
82	Jivatram Hashmatrai Chandiramani
83	Kainaz Rattan Gazder
84	Nayantara Bali
85	Rahul Ahuja
86	Tamara Sigerhall

Institutional/Corporate	
S No.	Name
45	Tex Corp Pvt Ltd
46	The Emirates Airline Foundation
47	The Hi Tech Gears Ltd
48	Titan co ltd
49	Ummeed Housing Finance Pvt Ltd
50	VLS Finance Ltd



"The Emirates Airline Foundation is delighted to continue our ongoing association with IIMPACT. We have seen first-hand on the ground the contribution that IIMPACT is making to Indian society. The learning centres have become magnets for social change, literacy, and alleviation of poverty, which starts one girl at a time. The whole ecosystem of IIMPACT is not only effective but is innovative in its approach to caring for the girls in its charge. We are proud of IIMPACT's results and look forward to our ongoing collaboration."

Jonathan Bender
Secretary-General
Emirates Airline Foundation

"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

"IIMPACT has made a tremendous contribution towards girls' primary education. We feel that empowering children with education is the only way out of poverty and exploitation. It is a formidable task in a challenging environment. We are very grateful to the IIMPACT team in taking this initiative and implementing it. The team came up with new ideas during Covid and continued to deliver. Virtual meetings with the center provide an excellent opportunity to donors to have face to face interaction with the team, teacher and students. We are confident that the arduous work and commitment by IIMPACT will bring positive results."

Ankit Goyal
Director

Ankit Memorial Foundation



Our Implementing Partners)

Partners who are rooted in the community, help us implement our programme smoothly in the various districts.

List of all our Partner NGOs	
Bihar	
Azad India Foundation (AIF)	
Nari Gunjan	Technical support partnership
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)	



How can you 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

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

Once you've done so, we will issue your tax exemption certificate.

CSR Partnerships: Send us an email on preeti.munjhal@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

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 crowd funding 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.



Our Financials

THE BOMBAY PUBLIC TRUSTS ACT, 1950
SCHEDULE IX [Vide Rule 17 (ii)]

Name of the Public Trust :

IIMPACT

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

Income & Expenditure Account for the year ended 31st March 2023

PREVIOUS YEAR	EXPENDITURE	Rs.	Rs.	PREVIOUS YEAR	INCOME	Rs.	Rs.
-	To Expenditure in respect of properties	-	-	10,044	By Interest (accrued)	-	8,375.00
-	Rates, Taxes, Cesses	-	-	-	(realized)	-	-
-	Repairs & Maintenance	-	-	-	On Securities	-	-
-	Salaries	-	-	-	On Bank account	-	8,83,653.00
-	Insurance	-	-	18,40,337	On Income Tax Refund	-	7,802.00
-	Depreciation (by way of provision or adjustment)	-	-	13,480	By Donations/Grants in Cash or Kind - Domestic	-	20,91,34,519.80
1,59,70,686	To Establishment Expenses (As per Schedule - 1)	-	1,06,67,594.62	17,57,62,698	By Donations in Cash or Kind - FCRA A/c	-	2,21,81,028.58
-	To Remuneration (in the case of math) to the exhead of the math, including his household expenditure, if any	-	-	2,15,63,271			
-	To Contribution & Fees	-	-				
-	To Amount written off	-	-				
-	(a) Bad Debts	-	-				
-	(b) Other items	-	-				
4,28,333	To Depreciation	-	2,69,220.00				
-	To Expenditure on object of the trust	-	-				
-	(a) Religious	-	-				
21,69,21,152	(b) Educational (As per Schedule - 1)	21,34,11,158.51	-				
-	(c) Medical Relief	-	-				
-	(d) Relief of poverty	-	-				
-	(e) Other Charitable Objects	-	21,34,11,158.51				
-	To Surplus carried over to Balance Sheet	-	78,67,405.25	3,41,30,342	By Deficit carried over to Balance Sheet	-	-
23,33,20,172	Total Rs.	-	23,22,15,378.38	23,33,20,172	Total Rs.	-	23,22,15,378.38

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 2023

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



(CA. Digambar Surwase)
Partner.

Membership No.: 152116

Honorary Auditors

UDIN:- 23152116BGFXCPP245



THE BOMBAY PUBLIC TRUSTS ACT, 1950

SCHEDULE VIII [Vide Rule 17 (i)]

IIMPACT

Balance Sheet as at 31st March 2023

Name of the Public Trust :

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

PREVIOUS YEAR	FUNDS AND LIABILITIES	Rs.	Rs.	PREVIOUS YEAR	PROPERTY AND ASSETS	Rs.	Rs.
	Trusts Funds or Corpus				Immovable Properties [at cost]		
2,83,000	Balance as per last Balance Sheet	2,92,000.00					
-	Adjustment during the year (give details)	-			Investments		
-	Add : Corpus Fund Received	-					
9,000	Add : Membership Fees Received	-			Furniture & Fixtures And Other Fixed Assets (As Per Schedule 2)		
-	Add : Entrance Fees	-	2,92,000.00		Balance as per last Balance Sheet	3,66,622.00	
-	Other Earmarked Funds			4,07,358	Additions during the year	-	
-	Reserved Fund	-		-	Less : Sale during the year	-	
-	Any other Fund	-		(40,736)	Less : Depreciation up to date	36,662.00	3,29,960.00
-	Loans (Secured or Unsecured)				Computers		
	Liabilities				Balance as per last Balance Sheet	5,81,396.00	
1,02,373	For Projects	1,02,373.00		7,59,325	Additions during the year	-	
56,677	For Project Expenses Payable	6,95,853.00		2,09,668	Less : Sale during the year	-	
30,000	For Sundry Creditors	30,000.00		-	Less : Depreciation up to date	2,32,558.00	3,48,838.00
-	For Other Expenses Payable	-		(3,87,597)			
	Grant Received in Advance for Project For Sarojini Triloknath Trust		8,28,226.00		Loans - (Secured or Unsecured)		
50,00,000		-			Good / Doubtful		
	Income & Expenditure Account				Other Loans		
5,34,08,230	Balance as per Balance Sheet	1,92,77,888.11		25,000.00	Advances		
-	Add : Donations Accounted in Prior Period - Note	-		1,317	To Grant Receivable	1,49,100.00	
-	Less : Appropriation, if any	-		2,61,194	To Projects	1,317.00	
-	As per Income & Expenditure Account	-		2,52,800	To Employees	2,42,246.00	
-	Add : Surplus	78,67,405.25		91,898	To Security Deposit - Rent	1,84,400.00	
(3,41,30,342)	Less : Deficit	-	2,71,45,293.36		To Prepaid Taxes	3,42,690.00	9,19,753.00
					Cash & Bank Balance		
				2,28,46,195	[a] In Saving A/c.	2,63,26,077.36	
				3,32,500	In Term Deposit With Bank	3,40,875.00	
				-	[b] With the Trustee	-	
				16	[c] In Hand	16.00	2,66,66,968.36
2,47,58,938	Total Rs.		2,82,65,519.36	2,47,58,938	Total Rs.		2,82,65,519.36

The above Balance Sheet to the best of my/our belief contains a true account of the Funds and Liabilities and of the Property & / Assets of the Trust.

Trustees

(1) 

(2) 

Place : Pune

Date : 30 SEP 2023



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

(CA. Digambar Surwase)
Partner

Membership No.: 152116

Honorary Auditors

UDIN:- 23192116BQXC PP24





“If it had not been for my learning centre, I would not have been able to continue my studies. Probably I would have been married off by now.

I am **Meena** from Bihar and I want to join the police forces and serve my country.”









M -2/3 Ground Floor, DLF Phase 2,
Gurugram 122002, Haryana, India
E-mail: info@iimpact.net
Website: www.iimpact.org