

EDUCATION ♦ EMPLOYABILITY
EMPOWERMENT ♦ ENVIRONMENT



Transforming Lives.
Building Resilient Communities.

Ladakh:
Leh

Uttarakhand
Dehradun

Himachal
Pradesh:
Palampur

Uttar Pradesh:
Noida

Delhi

Haryana:
Gurugram

Rajasthan:
Alwar

Rajasthan:
Jhalawar

Gujarat:
Vadodara

Maharashtra:
Pune

Uttar Pradesh:
Varanasi

Chhattisgarh:
Raipur

Odisha:
Jharsuguda

Telangana:
Hyderabad

Tamil Nadu:
Chennai

Karnataka:
Bangalore

Nagaland:
Kohima

West Bengal:
Purulia

West Bengal:
Howrah



Evolving with Empowerment,
Education, Employability and
Environment



ANNUAL REPORT 2021-22

SUSTAINABLE DEVELOPMENT GOALS

The United Nations Sustainable Development Goals (SDGs) have been developed with the idea of 'leaving no one behind'



SDG 1 - NO POVERTY

- Increased Income through Karigari and Indha



SDG 3- GOOD HEALTH AND WELL-BEING

- Arogyam
- Covid initiatives



SDG 4 - QUALITY EDUCATION

- Vidyapeeth
- Gurukul
- Paathshala
- Vocational training under Karigari
- Coding
- Robotics
- Pre-vocational training
- STEM education



SDG 5 - GENDER EQUALITY

- 93% beneficiaries of Karigari programs are women



SDG 7 - CLEAN ENERGY

- Solar Power Plant at Bajghera (energy generated?)



SDG 8 - DECENT WORK & ECONOMIC GROWTH

- Project beneficiaries have 4 figure income per month post training under Karigari



SDG 9 - INVESTMENT IN INFRASTRUCTURE

- Waste paper recycling unit - 3750 kgs of waste recycled to produce handcrafted products



SDG 12 - RESPONSIBLE PRODUCTION

- Reducing landfills by utilising cotton and paper waste from factories to create handcrafted items



SDG 13 - CLIMATE ACTION

- Rainwater harvesting as a way of sustainable natural resource management

CONTENTS

About Literacy India/ Executive summary	3
Message from the managing trustee	5
Our Heros - Homage to Our Agents of Change	8
Mission, vision, objectives, and guiding principles	9
A journey of 25 years	11
Creating value-based community projects	14
Our projects	
Project Vidyapeeth	15
Project Pathshala	19
Project Gyantantra Udbhav Digital Dost	20
Project Gurukul	22
Project Shiksharth	23
Karigari program	
• Grassroot skill development	25
• Future skills programs	29
Project Indha	36
Health project	40
The Fourth “E”	41
Transformation tales from different centres of the country	46
Karigari - Stories of Change	52
Few Short stories of Impact & Feedback from the stakeholders	56
Volunteering engagements	57
Appreciation & encouraging note from our corporate partners well -wishers	58
Patrons and donors of 2021-22	61
Our Governance	63
Balance sheet 2020-21	67
Organic farming footprints	70
Achievements in 21-22	71
Covid relift impact	72
Media coverage & positive impression	73
Awards & recognition	76



ABOUT LITERACY INDIA

Literacy India was set up in 1996 as a non-profit organisation aimed at bringing about a qualitative change in the lives of those without means and ends by providing access to education and employment opportunities through skill development.

As a social changemaker, the mission of Literacy India has evolved with time to focus on building self-sufficient communities of women, youth and children from underserved communities through Education, Employability Enhancement and Empowerment, with Environment at the heart of all its projects.

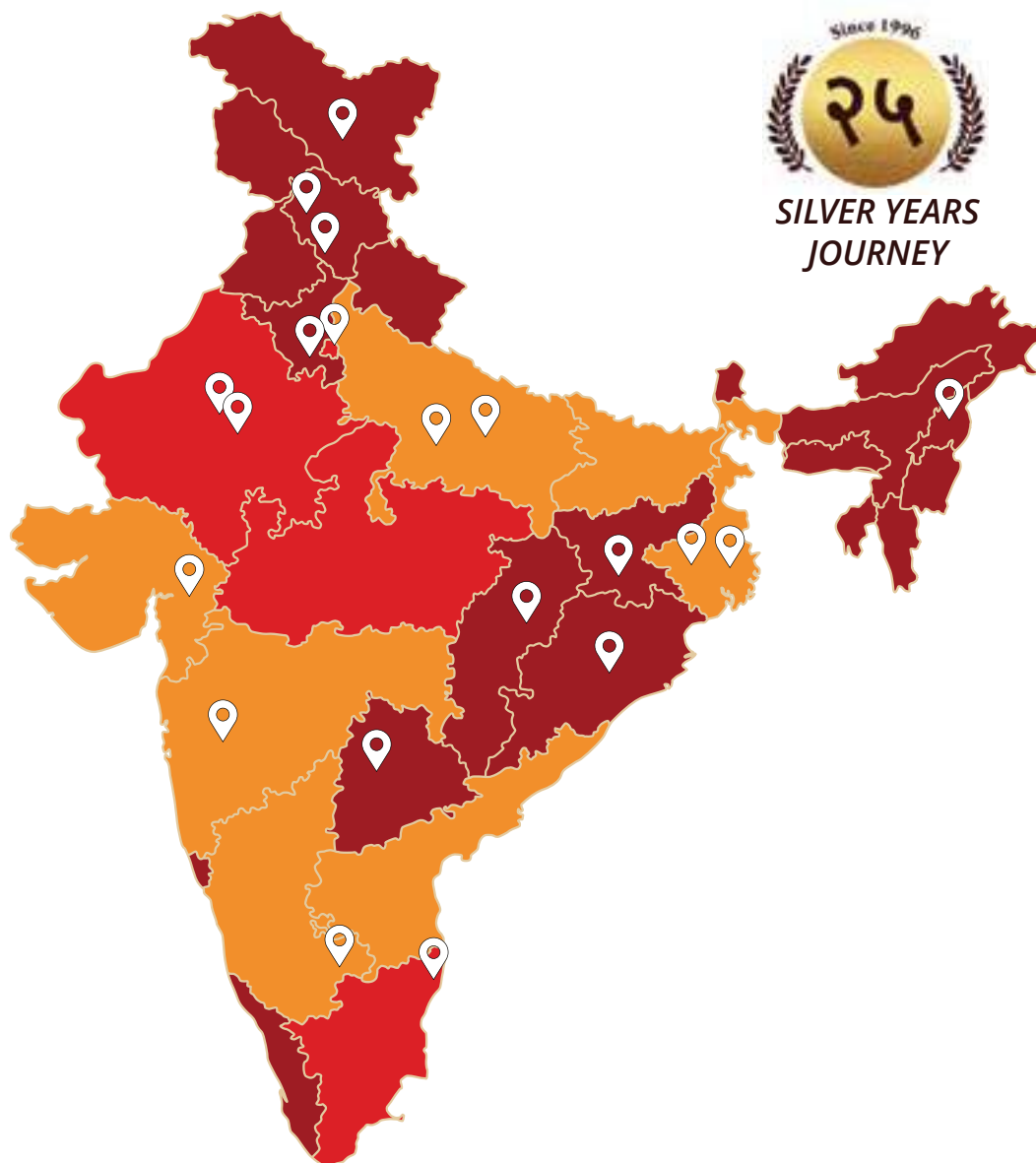
We have progressively transformed the socio-economic landscape of communities we work with by creating awareness on the importance of skill

development and entrepreneurship through innovative and outcome-based methods.

Our programs are innovative, sustainable, scalable and replicable across the country. We create an encouraging and empowering socio-cultural environment for our beneficiaries, and help them gain access to value education and a variety of vocational skills that enable them to build their personality and hone their skills.



17 STATES, 100+ CENTRES AND OVER 8 LAKH BENEFICIARIES SINCE 1996



LITERACY INDIA WORKS ACROSS 100+ CENTRES AND 17 STATES:

- | | |
|------------------------------------|--------------------------------|
| 1. Haryana: Gurugram | 10. Telangana: Hyderabad |
| 2. Delhi: Delhi | 11. Karnataka: Bangalore |
| 3. Rajasthan: Alwar & Jhalwar | 12. Gujarat: Vadodara |
| 4. Uttarakhand: Dehradun | 13. Maharashtra: Pune |
| 5. Uttar Pradesh: Noida & Varanasi | 14. Ladakh: Leh |
| 6. West Bengal: Howrah & Purulia | 15. Chhattisgarh: Raipur |
| 7. Jharkhand: Bokaro | 16. Himachal Pradesh: Palampur |
| 8. Odisha: Jharsuguda | 17. Nagaland: Dimapur |
| 9. Tamil Nadu: Chennai | |

MESSAGE FROM THE MANAGING TRUSTEE



Captain Indraani Singh,
Founder, Managing Trustee

Our special milestone is our most innovative contribution - "Gyantantra" Program; a program which I am proud of, and is perfectly aligned with our institution's name Literacy India.

My professional training as a pilot had a pivotal role to play in the inception of the program. We have to be agile and on time, similar to operating an aircraft. As a Captain, safety of my passengers and the aircraft is paramount, followed by proper training, planning, briefing, debriefing reporting, deviating bad weather. I used all my learnings in multitude ways to ensure success of our programs while keeping my team motivated and encouraging a culture of constant innovation.

Creating checklists is part of my successful flight tours, I used the same method to create a checklist of my own for Literacy India. The whole of Literacy India eventually became a large family and worked together as a team to treat every project almost like a flight, managing ups and downs with vigor and poise.

Taking the organization to different parts of the country was easy for me being a traveler with our vision to provide quality education through alternate pedagogy, strategies evolving and adjusting with time, terrain, and Geography.

According to the vision of one of our board members, our organization must carve a national position, and I am proud of our reach across the country. It's heartening to see our coordinators from different centers across the country demonstrate sensitivity and inclusivity to cultural diversity and students with similar needs.

Time flies, especially when we are occupied creating meaningful change. For me and my team, every decade seems to go by in a wink. After 25 years we would like to take a pause and reflect on all the work we have done and all we have achieved.

Indha, the project of Literacy India, our continuous training, upskilling women from different parts of the country, enabling them to produce high quality beautiful products to companies like Sita, PPL, INTAS, Candence Electrical, Dell-Technologies and many more, with their acknowledgments of Wows, motivated us further!

Two years of COVID-19 had a harsh impact on Indha, as a social enterprise. Towards the end of lockdown, things started to look up and Indha became active.

Indha and Literacy India is all about sustainability, closely drawn from the Sustainable Development Goals, aligned with frugal and circular economy. I take pride in our Waste Paper Recycling Plant, recycling waste which would end up in landfills, train our women to make our school and office stationary, School Uniforms, bags and many more sustainable products. These women are the mothers of the children who come to our education centres, thus closing the loop of education, employment, empowerment and environment.

After 25 years, we want to move forward by partnering with individuals, Non-Profit organisations, and Government to provide a one stop solution with our innovation "Gyantantra" to reduce school drop-out, build strong foundation by using technology which makes up on the time lost to a child.

I personally envisage building a community college, as there is a scarcity of skills institution in the country and provide support and training to shape grassroot entrepreneurs; besides getting them job ready for the industry. I dream that Literacy India will have many more partners in the future to manifest this into reality like it has in the past.



AIR MARSHAL DENZIL KEELOR

Chairperson, Trustee

Air Marshal Keelor strongly supports the notion that education is the most effective social leveler, and that children from underprivileged background can contribute to the progress of our nation if they are provided opportunities to educate and empower themselves.

To Quote AM Keelor "There is general consensus that all sections of our society do not have equal access to education. Though the government is addressing this issue through its various welfare schemes for the underprivileged, individuals and society in general should come together

to augment this effort. We can improve the outcome as stakeholders with equal involvement in creating solutions. Literacy India staying put for 25 years to this task shows courage and perseverance"

Literacy India takes pride for his distinguished service to the nation, Air Marshal Keelor was awarded several prestigious gallantry awards – the Veer Chakra in 1965, Kirti Chakra in 1978, Ati Vashisht Seva Medal in 1986 and Param Vashisht Seva Medal in 1989.



ANIL KALIA

Trustee

This year marks the Silver Jubilee of Literacy India. This is also the year when the World emerges from the pandemic. Whilst we reflect upon the past, we celebrate our Silver Jubilee with renewed focus on the future of our students, beneficiaries, and communities. Literacy India is an Organisation which drives its projects through knowledge, expertise, and hard work, and has merited recognition for a sustainable approach. Literacy India was founded in 1996.

Over the period we have grown from our humble beginnings to evolve into an Organisation of committed staff and extensively reaching out in serving the underserved through our various Projects at different locations. We have case studies where a student passes out of School AND

halfway through his first year of College realizes further studies is no longer for him and decides to start working in the trade/job most suited to him/her at that point in time. Another similar situation is when parents are unable to bear expenses on their wards further education. Literacy India counsels such student/dropout and settles them through a job placement programme in a Company or enrolls them in an Apprenticeship Programme.

We thank the employees for their commitment, the donors for supporting us and the donor-partners for their patronage. We derive confidence from the work we do to meet the challenges that lie ahead in finding solutions for the communities served.



RAJPAL SINGH DUGGAL

Trustee

Way back in 2000, when I joined Literacy India family, those were the formative years and expectedly with challenges on funding as well as Project identification and development. We were operating from rented building with limited facilities. This provided a fertile opportunity to focus on a key aspect of a unique school learning which was not restricted to the 3 A's but a more holistic approach that provided the children the potential to harness their own latent talents be it theatre, painting or sports. Those were the years when the children gave superb performances for elite audiences in theatres in Delhi and Gurgaon. I also recall when we took the children to perform at the famed Gaiety Theatre in Shimla where the Governor of Himachal Pradesh graced the performance with his presence. Over the years had privilege in meeting Dr. Kalam and

Madam Pratibha Patil along with the students. It was heartening to see that when I was part of Rotary International who gave us seed capital for providing capital for budding entrepreneurs and to rotate the funds amongst the beneficiaries facilitating them with soft loans it has helped over 400 women and men and pool grew with funding from other donors. Literacy India continues to support beneficiaries under Karigari Program. Bringing in health interventions for the children in the school as well as a Dispensary outreach for the villagers was also indeed an initiative in the earlier years. On personal level, we managed to kick off Doctor on wheels at Purulia Forest impacting 3000 village folks. Celebrating 25 years is indeed a watershed in the journey of Literacy India and am so happy that I have been a part of this wonderful institution.



JOY KUMAR JAIN

Trustee

As a part of PwC, I had exposure to several Non-Profit organisation. However, joining the Board of Advisors of Literacy India earlier and then as a Trustee in the Year 2017, gave me satisfaction of seeing Literacy India make a difference to the communities it serves.

Guiding the Accounts and administrative team and making them understand about the compliances and policy decisions has given an edge to Literacy India's working and efficiency.

I feel that if all Professionals were to come together and give a little bit of themselves to the noble cause that Literacy India strives for, the World can be a much better place. With the 25 years of work behind us, we have set out to achieve our goals focusing on Education, Empowerment, Employment and Environment with renewed energy.

OUR HEROS

HOMAGE TO OUR AGENTS OF CHANGE



"Tribute to their loving memory and remembering them for they were instrumental in impacting change"
- Capt. Indrani Singh



**SH. KHAJAN
SINGH RANA**

Sh. Khajan Singh Rana, a resident of Village Bajghera who also worked at Canara bank, Bijwasan, came in contact with us in 2005. Being from the Village Bajghera and well respected in the community, he helped Literacy India to find the school land at Village Bajghera, Gurgaon. His presence was quintessential in the journey of Literacy India's growth over the years. He was a go-to person for any local problem. For any organization, people like Ranaji play a crucial role, and Literacy India started of Waste Paper Recycle Unit, along with the creation of the Soccer team. We created these activities on his land, which he gave us to conduct our work, which led to a massive change in the Environment and the creation of future Soccer Coaches of Today. His good heart and gentle presence evolved the working of Literacy India. Ranaji's son Shri Viren Rana followed in his father's Footsteps and helped Literacy India in many ways through his network and fundraising. Viren Rana was part of the Literacy India Board. One person's efforts can create a ripple effect. For Literacy India completing 25 Years, Khajan Singh Rana was part of that ripple effect.



AKHIL BANSAL

A Well - Wisher, Donor, and Board Member of Literacy India. Akhil Bansal was quite committed towards community upliftment. He was instrumental in Solar Set up at literacy India with the help of KPMG. He co-launched the Gyantatra Program along with the Late Farooque Shaikh, Actor, and Director of Indian Cinema, later personally supporting a govt school every year. His presence in Literacy India instilled positive energy, which we will never forget, and we cherish his support and contribution. He was our Chairman of the Board of Advisors, and Mr Bansal was also the Deputy CEO of KPMG in India. His Sudden demise has been a significant loss for all of us at Literacy India. We would like to pay homage to his life by carrying forward his legacy of championing the cause of Education and Environment.



MOUSHUMI

In 2007, Moushumi, my dear friend, got married and relocated to Delhi. Moushumi was from West Bengal, born of a Bengali Father & a Sri Lankan mother. Her demeanor was such that we used to call her "Dada", which meant overall "Boss" instead, she was tenderhearted and had quite a calm persona. She joined us at INDHA, believing in what we did and wanting to do her best for the organization and the women who formed it. She loved dabbling with new designs and adapting to the skills of women. For some reason, she loved Indha stitched Table "Runners" - those colorful pieces of fabric we use to light up our sideboards or tables were something we couldn't miss. Initial Years of growth of Indha, She was my partner in shopping, researching raw materials, finding new designs, creating funky runners and many other home furnishing products. She brought in an innovative concept of a shop in a Bengaluru restaurant. She set up the INDHA shop within a famous "100 feet" restaurant in Indiranagar, Bengaluru, run by her brother-in-law and sister. And she never gave up on telling me how INDHA could continue to innovate and grow. Moushumi did all this while life kept testing her in more ways than one, especially her personal life. And a little more than a year later, suddenly, one day, she left us forever. I was numb with shock for days. However, just like Moushumi never gave up on INDHA, the INDHA women never gave up on her. We reminisce about the memories she created for INDHA and our women.

MISSION, VISION, OBJECTIVES, AND GUIDING PRINCIPLES



Mission, Vision, objectives, and guiding principles

Transforming the education landscape through innovative pedagogy and creating self-sufficiency through 'earn as you learn'

Bringing qualitative change by making education accessible to all

Literacy India was established in 1996 as a non-profit organization with the primary objective of providing education, employ-enablement and empowerment to underprivileged children, youth and woman; now evolved to include environmental sustainability. Literacy India with its 4Es are both powerful and paramount in transforming lives and communities. Education being the primary focus of the organization, is reinforced with a variety of vocational skills and alternative models of education that are relevant, holistic and enriching.

Education with a purpose

Literacy India strives to bring to quality education to the classrooms and impart 'education with a purpose' to underprivileged children. We believe, strong educational foundation will ensure employability thus alleviating poverty and drive sustainable development.

Employ-enablement a step towards empowerment



COMMUNLATIVE DATA

2021-22



4,10,829

Children Enrolled



2,36,029

Women Impacted



1,55,900

Youth Trained



8

Projects in Total

PROJECTS	GEOGRAPHIC LOCATION	MOJOR CITIES/DISTRICTS	IMPACTED BENEFICIARIES
VIDYAPEETH PROJECT	HARYANA	DELHI NCR, GURUGRAM	1150
HEALTH PROJECT	HARYANA, WEST BENGAL	DELHI NCR, KOLKATA	1550
PATHSHALA PROJECT	HARYANA, DELHI, WEST BEGNAL	GURUGRAM, SOUTH DELHI, NOIDA, KOLKATA , RAJASTHAN	1820
KARIGARI PROJECT	HARYANA, DELHI, WEST BEGNAL, RAJASTHAN, UTTAR PRADESH, GUJRAT, TAMILNADU AND JHARKHAND	NOIDA, GURGOAN , DELHI NCR , KOLKATA, PURULIA, JHALAWAR, BANGLORE, PUNE, BOKARO, VADODARA. CHENNAI	10500
INDHA PROJECT	HARYANA, DELHI, WEST BEGNAL, RAJASTHAN, AND JHARKHAND	GURGOAN, DELHI, KOLKATA, PURULIA, JHALAWAR & BOKARO	379
GURUKUL PROJECT	HARYANA, DELHI, WEST BEGNAL & TELANGANA & KARNATAKA	GURGAON, SOUTH DELHI, WEST BENGAL	191
SHIKSHARTH PROJECT	HARYANA, DELHI & WEST BEGNAL	GURGAON, SOUTH DELHI, PURULIA	4050
GYANTANTRA DIGITAL DOST	HARYANA, DELHI, WEST BEGNAL, RAJASTHAN, UTTAR PRADESH, MAHARASTHRA, GUJRAT AND JHARKHAND	GURGOAN, DELHI NCR, NOIDA, KOLKATA, ,PURULIA, JHALAWAR, ALWAR BHIWADI, VADODARA PUNE & BOKARO	4000
COVID RELIEF	HARYANA, DELHI, WEST BEGNAL, RAJASTHAN, UTTAR PRADESH AND JHARKHAND	GURGOAN, DELHI NCR, NOIDA, KOLKATA, PURULIA, JHALAWAR, & BOKARO	16718
ANNUAL IMPACTED BENEFICIARIES			40358

A JOURNEY OF 25 YEARS

The French word “parapluie” means umbrella - the word that best describes Literacy India today - 25 years since an earnest idea evolved into a nationwide program. The genesis of Literacy India in 1996 was rooted in the deep desire to bring about change in the form of addressing the gap in education in the lives of five children of migrant workers in the rapidly developing millennium city, Gurgaon. That one idea, and the intense drive to create opportunities for

underprivileged children, has metamorphosed into several community-based initiatives today in 16 Indian states, and has impacted the lives of over Eight lakh beneficiaries so far. As the number of Beneficiaries and Partners joining hands with this holistic movement with a heart keeps growing year on year, let us pause for a moment to take a look back at the journey of Literacy India over the past 25 years.

1996 TO 1997

Pathshala, the first project of Literacy India, was initiated for children of migrant enrolled in traditional schools. The mode of teaching, a blend of classroom teaching and use of alternate engagement methods like Theatre in Education

, Craft and Sports helped ensure that children learn while having fun workforce with no access to resources, to bridge the gap in education, so that they could be.

1998 TO 2000

While addressing the education objective through Pathshala, Literacy India realised that the lack of empowerment and economic freedom of mothers plays a direct role in the decision-making process regarding education of children. Literacy India then decided to start a market-oriented skills and upliftment project called **Karigari** for women. Its primary aim was to train artisan and non-artisan women to make them financially self-sufficient. Year 2000 led to starting of **Vidyapeeth, our own school project. Gurukul**, the scholarship project of **Literacy India**, was launched to support meritorious and motivated students from

underprivileged sections of the society who lack access to basic education and are burdened by social evils such as child marriage, transportation challenges, non-acceptance of significance of education, and where parents are unable to aid their children in learning. Deserving students are provided full financial support for higher secondary education at English medium private and government schools. Additionally, students who wish to pursue job-oriented professional courses in areas such as fashion designing, interior decoration, and MBA are also provided financial assistance.

2001 TO 2010

To address the lack of trained teachers, Captain Indraani Singh introduced **digital technology** Gyantantra Digital Dost as a learning tool in Pathshala in the Year 2009. Late Actor Farooque Shaikh along with our Board Members Late Mr. Akhil Bansal (Deputy Ceo-KPMG) and Mr. Sanjeev Jain (Global VP -IBM). Gyantantra was also endorsed by Shri. Amir Khan. It drove up the attendance of students and also acted as a key motivating factor among parents who saw the accessibility to computers as a significant skill development opportunity for their children. The learning software was also used to disseminate

information on importance of literacy, health and hygiene, as well as to raise awareness on issues like abuse and violence.

Year 2002 Based on the principle of encouraging holistic development in children, project **Shiksharth** has given children from underprivileged backgrounds access to arts and science using a hands-on approach. Dramatics and performing arts help develop their perception and facilitate thinking and the ability to express, while scientific experiments enhance the value of classroom learning through actual projects.

YEAR 2005

saw Structured as a social enterprise, the Indha program had emerged from the Karigari Janani program to provide livelihood options to woman and girls from local communities after honing their skills as artisans through years of training. Indha enables these highly skilled artisans to create commercially viable handicraft items which are sold through the Indha website and other e-commerce platforms. Indha has its own

marketing and quality control teams, and the products manufactured by Indha artisans include upscale furnishings, bags, folders and paper products. Corporate giants like Microsoft, General Electric, Tupperware and the World Bank provide financial support to Indha and help it to promote its products to a wider audience. This year also saw visits and meetings with Honorable Indian Presidents Dr. APJ Kalam and Mrs. Pratibha Patil.

Year 2006, added another verticle to the organisation that is Environment there-by completing 4-Es which years later became aligned and popular with UN SDG Goals

In line with Literacy India's zero-waste goal, a **recycling unit** was set up at the Literacy India Centre of Excellence ,Bajghera village, Gurgaon, which transforms cotton waste from farmyard and factory floors into the finest quality stationery and packaging products

2011 TO 2020

Organic farming: We started Organic farming initiatives in 2011 from West Bengal and expanded to Rajasthan. Over 1200 plus Farmers benefited and yielded an excellent income. Literacy India decided on Kitchen Gardens with a group of women from the villages of Rajasthan & Rural Tribal Community at Purulia West Bengal.

The bike ambulance service was launched in Jhalawar, Rajasthan as this area which does not have a hospital nearby and there was hardly any option for people of the area to transport the ailing to far-flung hospitals. This facility empowered the marginalised community while also generating income for the person driving the bike.

Year 2018 also evolved under Karigari along with Grassroot skill to Future Skill. Our Initiatives and Achievements:

- Organic farming initiatives which started in 2011 from 7 farmers in Organic group to 1200 farmers from 70+ villages directly.
- 100+ Women in Krishi Sakhi four groups from six different villages.
- It was ensured that Farmers connected with Several social schemes of the govt.

2011

2017

A 10 KW solar power plant was installed in Literacy India's Bajghera premises to meet the internal energy needs and the power plant has generated 7200 Unit Electivity till March 22.

Under the Tribal Gurukul program, Literacy India launched the 'School Chalo' drive. Tribal children, most of whom were girls, were enrolled in a school and hostel that took care of all their necessities. The motive behind this program was to prevent child marriages in the tribal belt bordering Jharkhand & West Bengal. more than 500 Tribal children benefited from the project initiative

2018

2020

Literacy India started three rainwater harvesting systems in Gurgaon, Haryana, Vadodara, Gujrat and Jhalawar, Rajasthan. It includes the 15 CUM rainwater harvesting pit at Literacy India School in Bajghera.



2021 TO 2022

With the onset of Pandemic Literacy India initiated an emergency relief program to provide the basic requirements for survival to communities that it works with during the Covid-19 lockdown. Besides ration, medical supplies etc, cash to the tune of almost INR One Crore was distributed in the form of direct transfer. Literacy India schools were also among the first ones to take classes online using Google Classrooms and other tools in partnership with Google.

2021-22 ended with unique inclusive opportunity to help and support Trans-gender community in Bangalore



Programs of Literacy India is all inclusive and remains pro-active in its work in educating and empowering underserved communities. Imparting education and skill is quint-essential for any Indian for its economy to get better. Till the recent past, equal rights for Transgenders were unheard of, and society was not concerned. When a Transgender baby is born, the family does not or cannot keep them in their house even if they want to. These children generally do not get the opportunity to educate themselves, and employment was impossible. No one would employ them, even though they were educated. Thus, they were compelled to earn their living as sex workers or by begging, dancing, etc. Films, also, depict them in a negative light. In the last few years, there has been some positive traction. Recent judgments by the honorable Indian courts have somewhat increased their social acceptance. However, now, despite all the awareness campaigns, legalities, and social media acceptability, transgenders remain an avoidable lot to the people. June saw a lot of social action and media activity about the LGBTQ community. There were "pride" marches and other events focusing on the community covered by the media.

However, in our everyday life, we avoid the community, especially the transgenders. Our

first reaction is to move on as soon as possible. People are uncomfortable talking about them, let alone talking to them.

Backed by Corporate Clifford Chance India Project, Literacy India initiated short-term skill development courses like Stitching, Dressmaking, and Basic Computer skills in the 1st phase. Currently, 15 students have enrolled under the project. They live within a 10-15 KM radius of the Project location. Named "Literacy India Project TRANS-FRIENDS", the focus is on inclusion and empowerment of the transgender community, one step at a time. The plan is to provide support for placement in Corporates or start a small business after the course is completed.

The project was conceived with the help local volunteers of Bengaluru who were distributing food packets during the Covid to the trans-community. When approached by the volunteers working with the Trans-community, Literacy India participated with its vertical that is skill development. The response was positive.

Nidhi, 30 years old trans friend, is a postgraduate and is learning basic computer skills at the centre. Nidhi is from Mysore and had to leave her home at the age of 15 as her family had not accepted her. She had to beg at traffic signals to make a living and was very embarrassed but had no other option. She got used to that lifestyle slowly.

Covid affected them as well and she and her friends wanted to improve their lot by learning some skills. She is now learning Dress making as well as basic computer skills and is very enthusiastic. She hopes to get a job or start a small business.

Another beneficiary at the Centre, Premlata is a 30-year-old learning Computer & Dress making. She hopes to start her business some-day and Literacy India plans to support with soft loans to kick start businesses like it does to many other beneficiaries under Karigari Program

Transgenders have been an integral part of both Indian and international history and mythology but it is unclear if they were treated equally then also.



CREATING VALUE-BASED COMMUNITY PROJECTS

At Literacy India we have always focused on addressing the most pressing resource challenges of the communities around us. Our purpose stems from building a sustainable and empowered future for our beneficiaries. Through our multi-focal approach to capacity building across age groups, we have initiated and enhanced our projects in line with our commitment to long-term value creation and the philosophy of 'Creating Value for the Community'.

Our motto of '**education with a purpose**' focuses on transforming the way students learn, using of technology as a tool, and gives access to quality education to underprivileged children in government schools, private schools, and even out-of-school children.

While working with children, we realised that women can drive change at the grassroots level when empowered with skills that lead

to sustainable income generation. Our skill development projects have helped thousands of women beneficiaries overcome social resistance and economic inadequacies that affect their growth. Literacy India's programs for women and youth are sustainable, scalable and upgradable and have been successful in creating empowered communities by empowering individuals.

We are committed to making education and skill development accessible and more inclusive for every individual. We are equally committed to creating awareness in individuals regarding their contribution in creating a sustainable future for all. Through solar power, rainwater conservation and waste recycling projects, Literacy India has created a symbiotic ecosystem of resources, opportunities and products that is mindful of utilisation of natural resources and recycling of waste in our communities.





PROJECT VIDYAPEETH MAKING QUALITY EDUCATION ACCESSIBLE

Powered by the principle of making quality education accessible to children across the economic divide, the Four Es - Education, Empowerment and Employment and Environment are the cornerstones of Project Vidyapeeth.

Literacy India believes in implementing the pedagogical method of 'learning by doing' right from the beginning. It is practised in our school to strengthen the academic base of the students and to create an environment of holistic learning.

We also recognise the need to complement education with exposure to computational and vocational skills for future employability. Our young learners are offered the dual benefit of vocational skill training as well as learning in smart classrooms, where videos and educational games are used to teach difficult lessons or concepts.

Students under 14 years of age are taught fundamentals of coding-logic, graphic designing using Canva application, application development using MIT application inventor and Web page development using HTML.

Conducted under the shadows of the impact of three consecutive waves of the COVID-19 pandemic, the academic year 2021-22 was conducted mostly online. The new learning, new experiences and new domains that LI project team worked in during the previous academic year, while launching our e-learning programs, were carried forward by continuing online classes on Zoom and Google Duo.

VIDYAPEETH PROGRAM ACHIEVEMENTS 2021-22

Learning-Based Activities

- Demonstration workshop for around 500 school students was organized at our Recycling Plant in Bajghera campus where they were shown how waste paper, certain plants and fabric are recycled to make paper. Some of these students have shown interest in learning more about the paper industry, considering a career as professional paper technologist.
- After the Lockdown School resumed its offline academics. Teachers of Vidyapeeth worked hard to cope up the lost time. School won few drawings competition and engaged several field projects on environment, science, English and Vedic math.
- Pre-Vocational programs like Mobile Repair, Hardware, Stitching, Beauty& Wellness, Kitchen Gardening etc
- Class VI onwards students continued its Coding and AI/ML Classes.



VIDYAPEETH INTERNATIONAL EXCHANGE PROGRAMS

Wider World Connect and Links

For students and teachers at Literacy India school, 2021 was an exciting year at the international exchange programs through virtual collaborations. This exchange program was a part of World Unite, an organization that specializes in international educational programs to facilitate inter-cultural learning and exchange in 14 countries.



This project uses education as the vehicle for the promoting principles and values to teach students the value of encompassing a democratic culture which can contribute to better appreciation of multiculturalism. Students of Literacy India participated in the online exchange programme as representatives of India.



Through World Unite! Capt Indraani Singh, founder of Literacy India, connected with Dr. Hara Bouts, Headmistress of 5th Primary School of Agia Paraskevi – Helmeio, Athens, Greece, and the convener of this international exchange program, to initiate the collaboration. Under this framework of Setting an Agora for Democratic Culture (2018-2022) initiated by Erasmus + KA3 Teachers4Europe, a program titled 'The Wider World Connections and Links' provided a platform where children from Cyprus, Japan, Poland, Greece, England, and India exchanged experiences on issues covering their countries' culture, social lives, appreciated different forms of languages, foods, traditions, sports, music, art, history, historic monuments, and geographical settings.





During these online meetings, children watched other children of their age and grade from different countries learning, communicating, and sharing life experiences. Students of the participating countries had prepared projects based on their culture to showcase to the partner-schools that were uploaded onto a platform called the 'Padlet' that served as a virtual diary of cultural exchange. The children created artworks, cooked traditional

meals of their country, sang songs, danced, and performed in traditional costumes. The sessions were recorded and shared with all the partners.

At the culmination of the program on December 11, 2021, Capt Singh, in her pilot's uniform, spoke about the engagement.

PROJECT PATHSHALA

Bridging the gap in education delivery



According to a UNICEF report dated March 2021, the COVID-19 pandemic and subsequent lockdowns have impacted the foundational learning of 247 million school-going children in India. As part of Project Pathshala, Literacy India established six new Pathshala centres to provide educational support to more than a thousand beneficiaries in 2021-22 .The project provides remedial support to children through bridge course to make up for the lag in education due to dropout, prepares children for mainstream

schools, and supports children with weak educational foundation enrolled in in mainstream schools with supplementary education.Pathshala during Pandemic was conducted online, there were Tabs distribution and families were helped with sim-cards to encourage children with online studies .Teachers were courageous to step out and help many children to learn from the tabs. Classes were conducted close to communities. Vaccination was facilitated, rations were distributed.

TOTAL NUMBER OF CHILDREN IMPACTED IN 2021-22:

CENTRE	CITY	NUMBER OF BENEFICIARIES
NEBSARAI SAKET	New Delhi	265
MOHAMMADPUR	New Delhi	210
MULLAHERA	Gurugram	240
CARTERPURI	Gurugram	190
DHARAM COLONY GURUGRAM	Gurugram	150
SHEETALA COLONY	Gurugram	130
BIJWASA	New Delhi	410
GEJHA	Noida	110
CHINGRIGHATA	Salt Lake Kolkata	60
MANOHAR THANA	Jhalawar Rajasthan	62
TOTAL		1827



PROJECT GYANTANTRA UDBHAV

Digital Dost

Smart and Effective Digital Education Innovation

The Gyantantra Digital Dost software developed by Literacy India is a shining example of how technology can be harnessed to bridge knowledge gap in children. The interactive format of the software engages children who have fallen behind in their grade, and encourages them to learn and revise topics in a gamified environment at their own pace.

One of the severest impacts of Covid-19 was on the educational development of children in primary school from migrant and underserved communities as educational institutions continued to remain shut for the second consecutive academic year. A robust education delivery solution, the Gyantantra sessions were held online through Google Classroom and WhatsApp to help children who had fallen behind due to closing down of schools. The intervention helped to improve their language and mathematical skills drastically.

To identify children who would benefit from GDD and enroll them for our orientation classes, we mobilized our teacher-facilitators to visit different localities and conduct pre-enrollment assessment tests. Our teachers found that several factors were contributing to the continued knowledge gap in children from economically weaker sections of the society, including the role of caregiver played by older siblings while parents went out for



economic activities. One of the major roadblocks in getting children to attend community classes was the apprehension of parents related to cost of technology-enabled education. They were also skeptical about the benefit of educating those children who were helping at home by doing household chores.

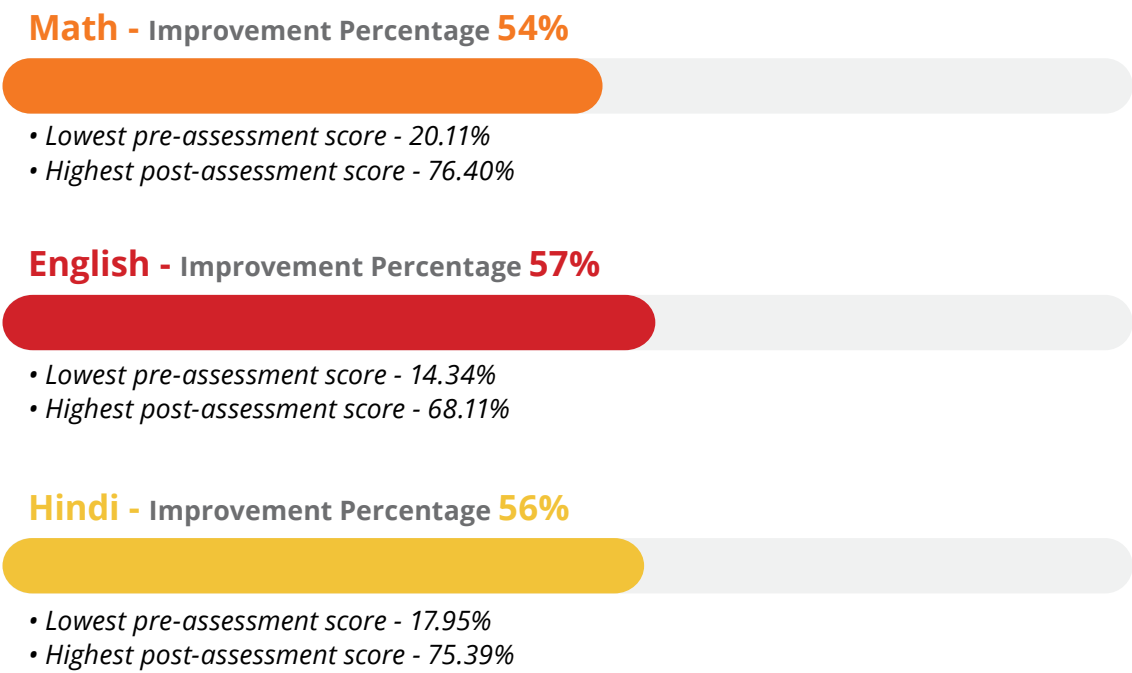


Literacy India facilitators had to visit the homes of such children several times in order to convince the parents and children that the GDD-enabled devices at the community learning centres were being provided by Literacy India. It was after few sessions that the children started showing an interest in learning and their parents took steps like repairing their phones so that the children could continue learning at home by joining the WhatsApp groups and Zoom app-based classes. The teachers also used activity-based classes to help students grasp concepts that they were not being able to follow only through classroom teaching.

TOTAL NUMBER OF CHILDREN IMPACTED IN 2021-22:

Total number of children enrolled for the Gyantatra Program in 2021-22: **4000**

PROGRAM ACHIEVEMENTS 2021-22 DESPITE COVID AND LOCKDOWN



PROJECT GURUKUL

Public Schooling, Colleges, Skill- Institute support

Project Gurukul is a financial assistance program designed to help children of economically underprivileged families. It helps them to continue their education by providing them with scholarships and financial aids to minimize the possibility of dropping out of school.

Gurukul beneficiaries are selected on the basis of their merit and intent and we help them gain admission in mainstream schools through bridge courses. We also provide mentorship and financial assistance to students who wish to pursue higher education and professional courses.

Due to the prevailing COVID-19 protocols, we continued with online classes/ offline Tutor based as well through Google Classroom and Google Meet in Delhi NCR and Purulia district of West Bengal. Continuous educational support was also provided to Gurukul students through Whatsapp Messenger.

After the first lockdown was lifted, teachers were appointed to provide educational support to those students in their respective villages or clusters who did not have access to smartphones and internet.



WOMEN IN TECHNOLOGY WITH THE HELP OF NATWEST(RBS)

Literacy India has supported the higher education of women with dreams of pursuing careers in technology. Through our mentorship and financial assistance programs, we have facilitated the entry of these women from underprivileged backgrounds in various reputed institutes of technical education and continued to support

them till they got placed. There are stories of some of these women, most of whom are the first in their families to pursue engineering, who have made us extremely proud with their grit, determination and passion for education. Literacy India takes pride in facilitating such students at the IITs of the country.

PROJECT SHIKSHARTH

Creative Construct



Project Shiksharth is a value-addition program that enhances learning by exposing students to the joys of self-expression. Our young learners are encouraged to explore their creative side through theatre and music. We also inculcate in our students the importance of giving back to the society through community work. Students also Participated in Several Cultural Activities





Students participated in several inter-center activities as well online competitions organised by Partners, Corporate Volunteers .more than 4000 students participated in all these activities online as well offline across centers.Due to Pandemic several Online Music sessions were organised. Beautiful Songs and Dances were choreographed for online watching. Technology played a great part in bringing the world together.





GRASSROOT SKILLS TO FUTURE SKILLS

In order to bring in greater social inclusivity and economic empowerment, the Karigari program was established in 1997 to ensure that underprivileged women from rural and semi-urban areas gained access to skill training. Increasing the number of skilled women & youth from marginalized communities empowers them economically and leads to socio-economic upliftment of their families, communities and the country at large.

Karigari believes that women & youth are the torch bearers of the sustainable development process and their potential as agents of change needs to be harnessed. The program is classified into two distinct skill development segments on the basis of targeted employability enhancement objectives – Grassroot Skill Development and Digital Skill Development.

GRASSROOT SKILL DEVELOPMENT

The motto of this project is 'learn while you earn', a capacity-building training initiative that provides beneficiaries the opportunity to learn a skill or trade from employers as paid apprentices. The courses offered under the Karigari program are selected on the basis of suitable employment and entrepreneurship opportunities for women and youth after assessing the demand and supply gaps in the organised and unorganised sectors.

The Skill Development Program is a three-step process that includes skilling, evaluation, certification & enterprise Development, Placement Assistance Job readiness . Basic financial literacy project **"Sanchay"** and enterprise development project **"Swa-Rojgar"** are also part of the Karigari program.

Many women who have completed the tailoring course have been placed in Indha, Literacy India's social enterprise that sells handcrafted products produced by artisans associated with the organisation. Aimed at making women and the underprivileged self-sufficient, Indha trains interns under the leadership of skilled senior artisans to create world-class handmade utility products and decorative items from recycled and upcycled waste.



SKILL DEVELOPMENT PROJECT

Karigari offers skill development courses in cutting, tailoring & dress making, electrician training, beauty and wellness training, knitting and hand painting, and embroidery and jewelry-making to beneficiaries with little or no knowledge of these skills for six months.

These courses are being implemented in Delhi NCR, West Bengal, Jharkhand, Rajasthan, Pune in Maharashtra and Vadodara in Gujarat. On successful completion of their courses, beneficiaries are provided support in finding employment. Many of them were given interest-free soft loans to start their own businesses.

Focused on development of life skills, the project has been successful in creating sustainable employment and entrepreneurship opportunities for people aged 18 years and above from BPL or socially deprived category, tribal & SC/ST communities, minority communities, and migrant and refugee communities through skill development and financial inclusion.

The project supports formation of self-help groups and provides linkage with state level Aajeevika - National Rural Livelihoods Mission (NRLM) program for creating sustainable community business models, establishing links with markets, managing their existing livelihoods, and helps in enhancing their credit absorption capacity and credit worthiness.



LOCATION-WISE IMPACT IN 2021-22

S. NO.	Locations	State	Vocations
1	Ikradih	West Bengal	Cutting, Tailoring & Dress Making
2	Pratapur	West Bengal	Cutting, Tailoring & Dress Making / Knitting
3	Madandih	West Bengal	Cutting, Tailoring & Dress Making / Embroidery
4	Lowakui	West Bengal	Electrical Training / Painting
5	Belgachia	West Bengal	Jewellery Making / Patch Work Training: Cutting, Tailoring & Dress Making/Beauty & Wellness
6	Khedadih	Jharkhand	Cutting, Tailoring & Dress Making / Embroidery / Knitting
7	Jharna	Jharkhand	Cutting, Tailoring & Dress Making
8	Samroul & Sadla	Rajasthan	Cutting, Tailoring & Dress Making / Mobile Repairing / Organic Farming
9	Manohar Thana	Rajasthan	Cutting, Tailoring & Dress Making/Advance Training / Upskilling, Kitchen Gardening, Cash Crops Farming, Goat Rearing, Compost Making
10	Bhati Mines	Delhi	Cutting, Tailoring & Dress Making / Advance Training
11	Pune	Maharashtra	Cutting, Tailoring & Dress Making
12	Jagat Naka Chaani	Vadodara, Gujrat	Cutting, Tailoring & Dress Making / Mobile Rearing/ Beauty & Wellness
13	Bijwasan	South West, Delhi	Cutting, Tailoring & Dress Making / Beauty & Wellness
14	Mullahera	Gurgaon	Cutting, Tailoring & Dress Making / Beauty & Wellness
15	Carterpuri	Gurgaon	Cutting, Tailoring & Dress Making /Knitting
16	Gejha	NOIDA	Cutting, Tailoring & Dress Making / Beauty & Wellness
17	Daultbad Village	Gurgaon	Cutting, Tailoring & Dress Making / Advance Product Making
18	Saray Allawardi Village	Gurgaon	Cutting, Tailoring & Dress Making / Advance Product Making

FINANCIAL LITERACY PROJECT "SANCHAY"

Project Sanchay is a series of financial education workshops conducted in Karigari Skill Development Project locations and the beneficiaries comprise of people from low-income groups including rural, isolated or disadvantaged populations, micro-entrepreneurs, and the young and women.

The project is aimed at empowering disadvantaged communities with financial literacy to inculcate active saving behaviour and create awareness about financial services, digital payment solutions like PayTM and PhonePe, government

loan scheme Mudra Yojna, and social security schemes like Pradhan Mantri Jan Dhan Yojna and Pradhan Mantri Suraksha Bima Yojna.

In 2021-22 a total of 2800 beneficiaries were impacted by Project Sanchay. After the sessions in the different locations, several beneficiaries opened bank accounts, registered for labour card, got e-Shram cards after session and enrolled in Atal pension Yojna, Pradhan Mantri Jan Dhan Yojna and Pradhan Mantri Bima Suraksha Yojna.

ENTERPRISE DEVELOPMENT PROJECT "SWA-ROJGAR"

The Karigari program has empowered and changed the lives of close to 27,500 women, youth and children till date, with compounding effect on 1,37,500 families and their communities. Women and youth beneficiaries who have successfully completed their training have found employment or have been able to start their own businesses with the help of interest-free soft loans provided by Literacy India.

The enterprise development project "Swa-Rojgar" accommodates and benefits 80% women beneficiaries and 20% youth for creating employability. Over 300 beneficiaries were enrolled under the Swa-Rojgar project across locations in 2021-22.

PROJECT IMPACT:



8000 women and youth skilled and provided soft loans worth ₹800000 INR



Income of beneficiaries has improved from ₹0 to ₹2000-₹10000 per month



Project has improved family wealth and directly impacted the education of children in the family



FUTURE SKILLS PROGRAMS

Global Overview and Literacy India's adaptation



As per the World Economic Forum, more than 1 billion people would need to be reskilled by 2030 driven by the digital transition of the fourth industrial revolution. To adapt in an increasingly connected and autonomous world, businesses need to scale-up their digital efficiency. This in turn requires a young workforce that is equipped with future skills like coding and computational skills, and knowledge of digital marketing and web designing.

With around 66 per cent of our population under the age of 35, India's young workforce can prove to be game changer in the economic development of the country. The onus is on the educators and educational institutions to identify future job requirements and develop courses that will make young learners future-ready.

Literacy India's Future Skill Project builds technical competencies that go beyond the scope of the curriculum and expose learners to the tremendous possibilities of technology. Students are engaged in fun, challenging experiments, and projects provide them the opportunity to explore their critical thinking and problem-solving skills. As

first-generation learners exposed to technology-driven employment skills, the students show great enthusiasm and confidence for aspirational jobs and are keen to continue with their technical education.

Literacy India has been advocating technology-aided education and enhancing digital skills for over two decades. In sync with the fourth revolution and the futuristic metaverse, Literacy India has pioneered the delivery of 'future skills training. The nature of jobs is changing, and so are the desired education and skills; evident from the change in school curricular as directed under the latest Education Policy by the Government of India.

The past year was a first in many ways. As we emerged from wave one of the global pandemics, we got struck by two more waves. Given the ongoing challenges, Literacy India was quick to adapt and move to virtual and hybrid classes and delivered seamlessly.



This year, we also worked closely with girl students to encourage them to enroll in our Future Skills program. Literacy India has been working tirelessly towards women empowerment, and one of the ways to do so is through education and employable skills. Together with Dell Technologies, the Future Skills program is a strong platform to build a sustainable future for our girls, community and Nation, as has been proven – you empower a woman, you empower the entire community.

We successfully enrolled 2921 girls in all through

our courses being offered. 49% of girls cleared their courses at the top of their classes. 19 have already been placed in various organization, while 150+ are being mentored and guided by counsellors at Literacy India for interviews. We also trained and upskilled 112 women educators, contributing to their knowledge and professional growth.

This is also aligned with the national and international movements to encourage women to join STEM courses



FUTURE SKILL

Blended Learning Approach

CODING FROM ANYWHERE

- Adopted Google CS first platform for teaching coding online using mobile phones. Supporting low bandwidth environment.
- Online computer science and coding enrichment curriculum.
- Engaging themes such as Storytelling, Art, Sports, Fashion Design, Social Media and Animation.
- Track the percentage of the activity each student has completed in their class.
- Shared projects to build the capability of working in team



ACTIVITIES: Preparing for Industry 4.0 & Foundation of developing Computational skill school to workforce transition

- Survey conducted to enroll 6012 youth and adolescents. The survey was designed to give preference to girls. Girls need an extra push to explore their potential, and the Literacy India team had prepared for counselling in advance.
- Our deliberate design targeting girl students ensured more than 50% enrollment of girls.
- To ensure timely delivery, online classrooms were set up and the course material was modified to match the virtual training requirements.
- Computer labs were set up and made operational across the four identified locations.
- Course curriculum and modules designed and implemented to match the projected industry requirements.
- Evaluations conducted based on modules and certification by NSDC.
- Training by industrial experts is crucial for futureproofing. The project ensured virtual interaction experts from Dell Technologies & other Corporate Volunteer's, Experts.
- Virtual workshops by subject matter experts on specialized customized topics such as Digital Marketing, Google Analytics and Product Marketing pitches were delivered, Interview Skills and Soft Skill workshops by Volunteers.
- Coding Competition among Students to access & evaluate the learning abilities of each child.
- DIY & worksheets to practice not just coding, logic, Math's but even language skills.
- Training of 100+ Educator to teach Coding as per NEP 2020
- 7 New Dell Technologies lab Set up done in Schools and Community centers in last quarter
- Due to 2nd Surge of Covid, activities executed using blended learning approach.
- Placement Assistance Cell Started and organized placement activity such as placing resume for internship of Youth passing out from Future Skill Youth, Conducting In campus Video interview etc.
- We have placed 19 Girls this Year out of total 28 Placements.

PROJECT ACTIVITIES & OUTCOME

- 6012 students enrolled under the project. Out of which 5539 under Future Skill School coding foundation Course and 473 in Future Skill Youth for Employability program.
- 473 students were under course Digital Marketing, Web Development, AI & ML Scratch & Python.
- 112 educators trained to teach scratch, Python and AI & ML in Future for Schools.
- 49% Female Students and Educators impacted through this program.
- Students attained technical specialization training and are industry ready for employment/ internship.
- Students are equipped to leverage technology for their personal use and professional development.
- Future skills training will aid the youth to become independent in life. It builds their confidence and decision-making capabilities. The course build on the importance of data and information backed decision and hones their research and verification skills for informed decisions making.
- Specialized training with enhanced IT capabilities increases the employability of the trained youth.
- Immediate employment gained on course completion, added to the motivation for others in the community to join the course.
- Digital marketing certified students are assigned community projects, equipping them with ground realities and help them explore and practice existing market opportunities.
- Coding Competition among students to learn, understand, apply, analyze, evaluate & create some projects. The learning methodology helped to connect their daily learnings with technology.
- Of the 125 technical graduated interviewed for the trainer position 95 could not pass the interview despite educational qualifications. Delving deeper, our team identified a gap between formal classroom education and execution knowledge amongst the candidates. We identified 12 candidates to train, mentor, and handhold AI&ML courses. Now, they have been hired as trainers as they have strengthened their foundation and understanding of the principles well enough to impart the knowledge to other students.



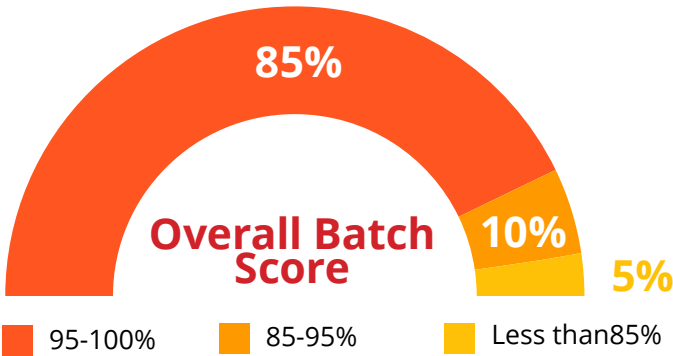
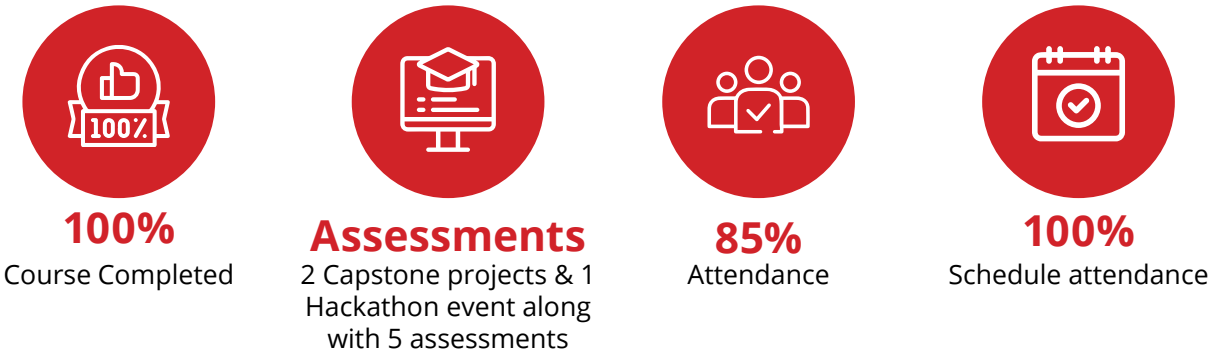
LEARNING OUTCOMES FOR STUDENTS

- Developed, trained, and honed Future Skills – technical and soft – for Industry 4.0 jobs.
- Developed the understanding of data driven, evidence-based decision-making process in every specialized stream.
- Increase self-confidence, public speaking and expression of thought, another key requirement in the future.
- Learnt and understood the evolution of digital marketing and related concepts and tools for professional application and how to make business decisions from the metrics available in digital media.
- Implement best practices for creating, measuring, and optimizing display ad campaigns.
- Understand mobile marketing measurement and analytics.
- Developed foundation for coding, computational thinking, and ability of Students' participation in coding challenge, Hackathon & code Olympiad Build capacity of educators for imparting 21st Century Skills
- 2921 girl students are now equipped with future skills to help them progress at the same speed.
- 473 youth with educational qualifications trained and mentored so that they use their education in actual jobs.
- 112 educators trained in future skills, thus upskilling our colleagues and providing them with growth opportunities.

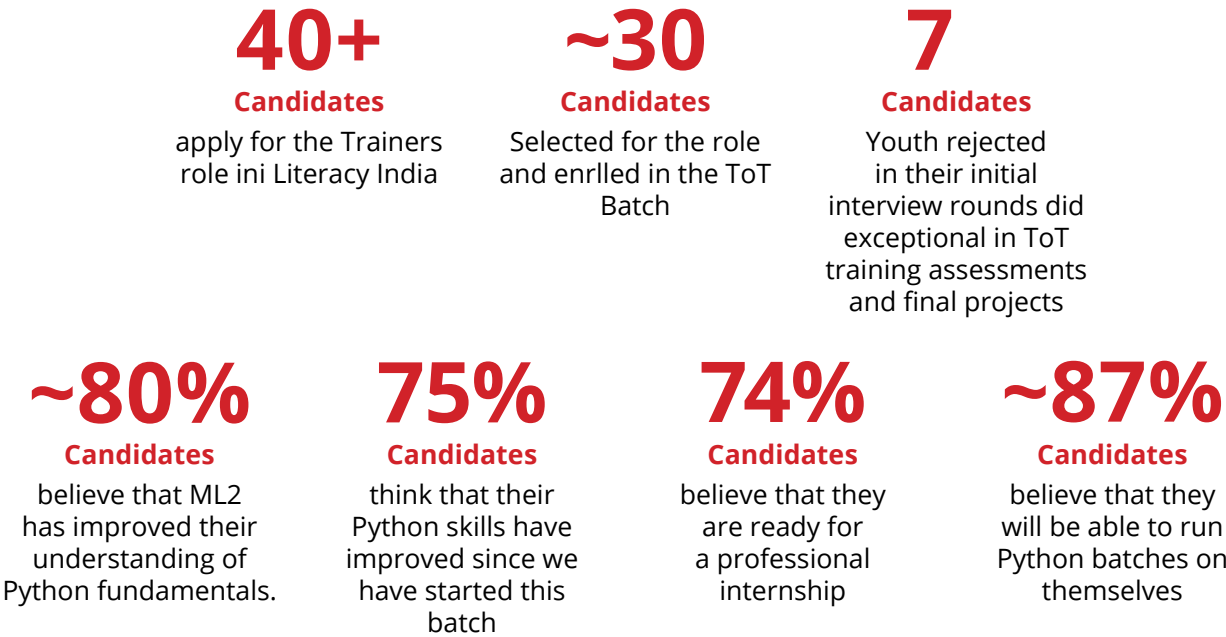
PERFORMANCE AT A GLANCE OF OUR AI & ML PROGRAM

We chose 60 students from a pool of over 100 kids based on psychometric testing and quantitative objective-based testing.

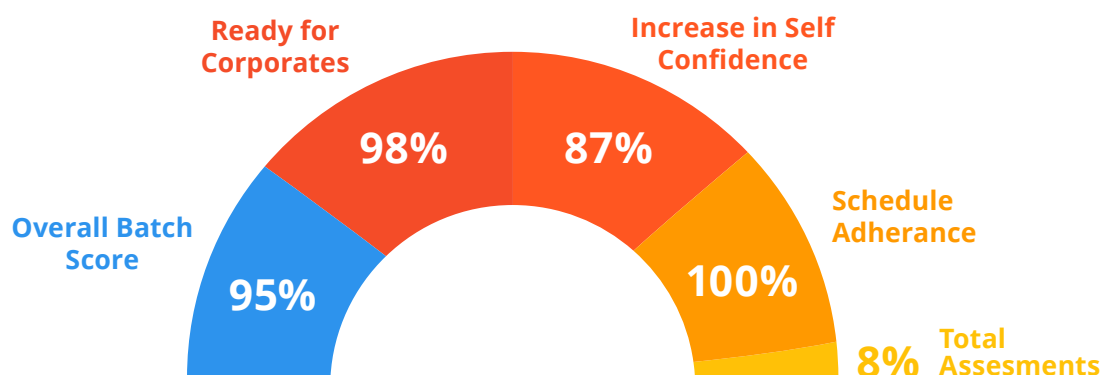
Our core team, which has an extensive understanding of python, machine learning, and data sciences, has fostered these pupils through their teachers by providing proper training, as well as coaching and shadowing all of the teachers in each session.



TRAIN THE TRAINER



SUPER 60



105

Students

Participants in the **SUPER 60** entrance examination

60

Students

Selected for **SUPER 60** Batch

57

Students

Successfully completed with ~100% in the final assessment

82.2%

Students

believe that ML2 has **improved** their understanding of **Python fundamentals**

75%

Students

think that their **Python skills** have **improved** since we have started this batch

55%

Students

believe that they are ready for a **professional internship**

After a series of interviews with more than 40 young people, the final decision was made. More than 20 candidates were selected by Literacy India and sent to ML2 for Python, machine learning, and data science training. Literacy India, with the use of ML2's psychometric and quantitative objective-based test, recruited 7 more youth candidates for the Train the Trainer program from the rejected youth.

After three months of intensive Python, machine learning and data science training, more than 30 students were trained on the syllabus from Ph.D. holding faculty provided by Partner ML2 with more than a decade of experience in relevant subjects. We have offered all of the participants two capstone projects in the field of Machine Learning and Data Sciences after they successfully completed 6 assessments with an overall batch score of approximately 95%.

CENTER WISE IMPACTED BENEFICIARY REACH OF APRIL 2021 TO MARCH 2022

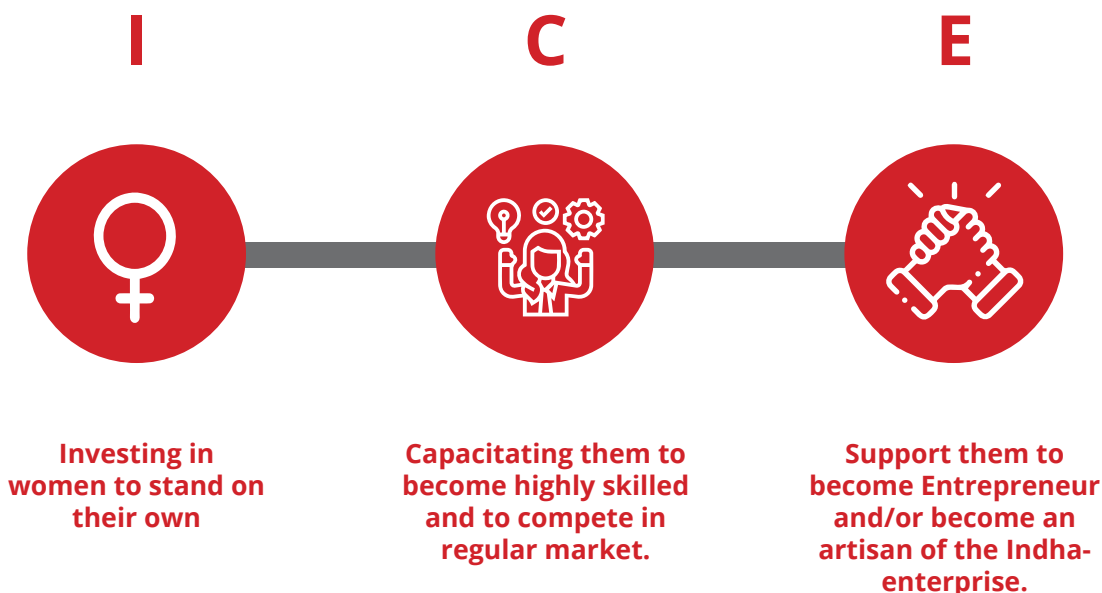
S. NO.	Locations	No. Of Beneficiary
1	Full Stack Web Development and Ai/ML Online Class	73
2	Belgachia, W.B	82
3	Bijwasan Old	247
4	Bijwasan Youth	130
5	Carterpuri Youth	85
6	Chhawla Community Center	48
7	Chingri Ghata West Bengal	90
8	Diksha Ngo	175
9	Govt. High School Nakhrola	412
10	Govt. Sec. School Sadhrana	217
11	Gsss Bajghera	286
12	Gsss Bas Haria	426
13	Gsss Baskushla	412
14	Gsss Dhankot	310
15	Gsss Hajipur	211
16	Gsss Kasan	212
17	Gsss Naurangpur	290
18	Gsss Sadhrana	97
19	Gsss Silani	304
20	Gurgaon Village Center	50
21	Jharna School	170
22	Literacy India Baghel, Noida	65
23	Literacy India Carterpuri	145
24	Literacy India Dhanwapur	172
25	Literacy India Mullahera Center	67
26	Lops School	30
27	Middle Schcool Chandankiyari	289
28	Middle School Jhabra	30
29	Neb Sarai	58
30	Pakhal	66
31	Pune And Baroda Online	94
32	Saksham Bal Vikas Sadan	91
33	Shahpur, Noida	96
34	St. Soldier School	96
35	Teacher Training	112
36	Vidyapeeth Bajghera	273
Grand Total		6012

PROJECT INDHA

Redefining Feel Good – From Nothing to Notable

Since 2005 Literacy India has trained, skilled, upskilled, reskilled women from rural, urban underserved background. Indha evolved into independent social enterprise with the objective to build livelihoods for women from rural India. Indha's mission is to empower rural women,

giving them the opportunity to improve their lives by bringing the remote community's work to the mainstream. Like any other business small to big Pandemic impacted the craft business severely. Literacy India works on ICE Model under Indha that is



The Covid -19 Pandemic has disrupted the livelihood of millions across the globe and the artisans of Karigari (Indha) were no exception. To address the negative impacts of COVID, short term upskilling, re-skilling and some training sessions helped them to survive as well helped them endure amidst adversity. With the funding support of Deloitte, Clifford Chance and MasterCard around 297 Women across many locations were provided some high-end training, food medicines, ration and phones to manages online transactions.

Literacy India after the lockdown focussed on upskilling since market had not picked up many of groups of women. They were trained help the organisation for making school bags, Uniform, T-Shirts, Sweaters, Jackets for the children. Indha is the sustainable arm of Literacy India, a critical SDG vertical, therefore despite all the struggle, women were supported with Ration, medicines. Towards the Year end with the help of MasterCard and Clifford chance financial support was

given to many of them. Artisans were supported with Mobile phones to make themselves digitally savvy understand to manage money through their phones. Besides mothers received tabs to support their children with digital education. For Artisans Indha is their identity and home to go to. Year 2022 is expected to do better and lift the craft business

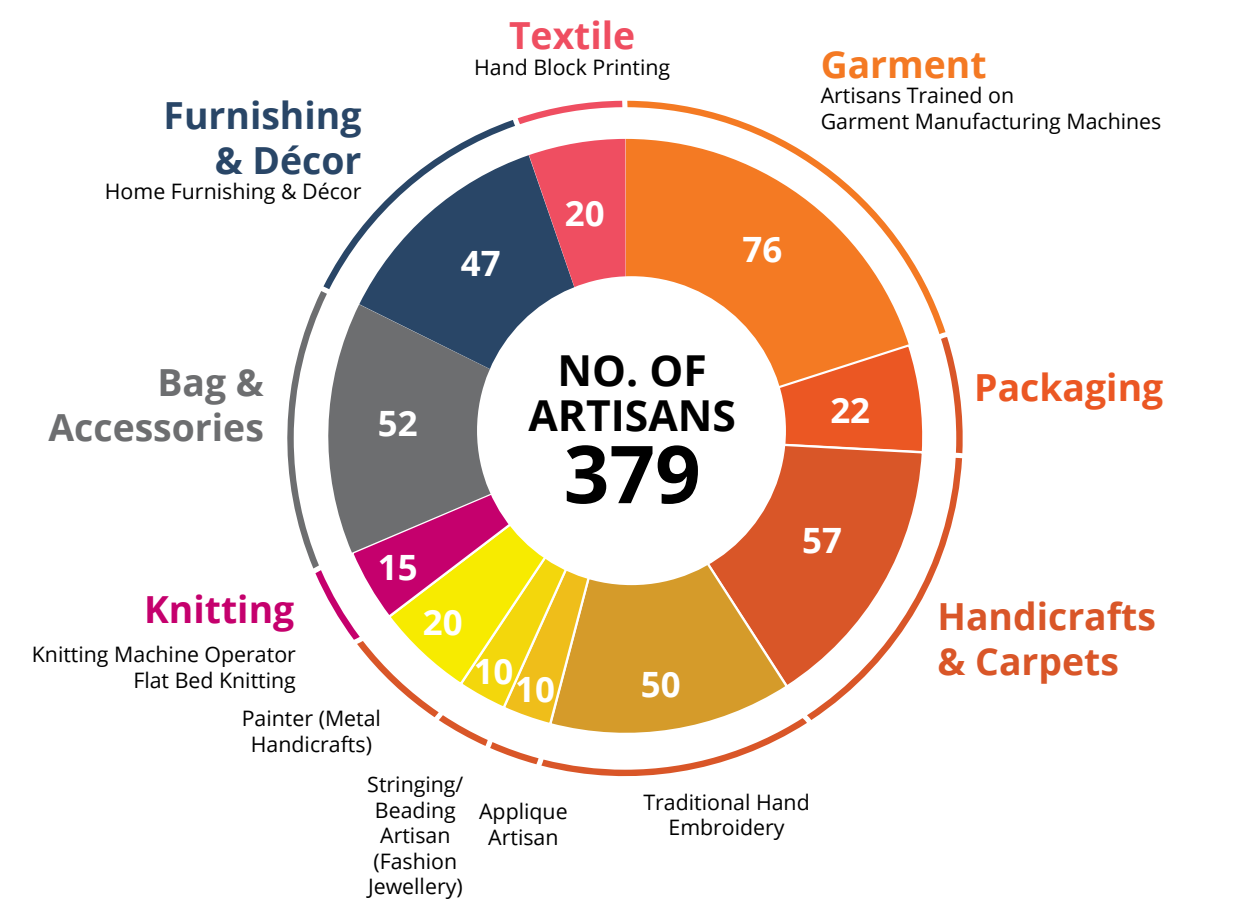
Close to 300 artisans under Indha remains a constant number who are upskilled under Indha with new products. New Block Print designs, Unique embroidery work were experimented on variety of products awaiting the market to open up. Delhi NCR remained busy on several B2B orders of Apparel companies like Inweave, Music company like PPL and Pharma company like Intas , Educational Institution like Pearl Academy , International stores like Only Ethikal and a Cosmetic Start-up "Sharisa". These orders gave life to Indha after one and half year of lull.



Year 2021 also launched its Tag line **Indha is India as The Making of Our Dream India**

- Every product has a human story
- Every product is honed to perfection by a skilled artisan.
- Every product impacts a family
- Every product enables better health and education.
- Every product tells the story of people across India, trained in their craft and ready to share their talent.

UPSKILLING OF ARTISANS IN 2021 TO 2022



PRODUCTS MANUFACTURED VIA INDHA PROJECT





Leaf of Well-being to Build hope and Happiness

Project Aarogyam of literacy India provides access to basic medical facilities to the underprivileged sections in villages, with a special emphasis on students, women, and elderly people.

The general health condition of people staying in rural India and urban slums is poor. Every summer and rainy season there is a diarrhea outbreak. In winter there are cough and cold problems. All through the year, there is a trend of water-borne diseases. It was in this backdrop that Literacy India set up the health project.

After Second wave of Covid, Literacy India facilitated with several agencies for oxygen concentrators and supplying medicine and food to the communities specially families who were down with Covid.

Once the Lock down was lifted support went to beneficiaries through the several health camps, which they could avail medical treatment, referral services, health checkups eye check-ups and dental check-up.

General Medical check-up camp, Eye check-up camp and Dental check-up camp were organized at Delhi NCR & Kolkata locations with Partners PHD rural Development Foundation supported by Bry Air (Asia) Pvt. Ltd. & Desiccant Rotors International Pvt. Ltd. And Manav Jyot foundation.

More than 1550 Community members were helped with these health activities. Literacy India team is constantly helping people affected by Covid-19, who need work, food, and medicines either in the community or associated with Literacy India. In time of Peak of Covid we raised fund for Oxygen Concentrator and deployed in the needy locations.

Besides the Health Camp Literacy India distributed 500 Medicine Kit, Masks, arranged Oxygen cylinders & Oxygen Concentrator deployed in West Bengal, Rajasthan & Delhi NCR with Charitable hospitals.

THE FOURTH "E"

Giving back to Earth and Environment

Despite the Pandemic Year, there were efforts made by our Corporate partners. It saw the Upgradation of Wastepaper Recycling Plant with support of Microsoft India

Protecting the environment is an integral part of Literacy India's organisational ethos. Our policies are centered around our sustainability goal of zero waste which, we believe, is the only viable solution to tackle the growing concern related to solid waste.

Environment was officially adopted as the fourth pillar of our core objectives in 2020, with the motto of consciously adopting practices that integrate optimal utilization of natural resources through the four Rs - refuse, reduce, reuse and recycle.

Through Indha Crafts, our social enterprise, we minimize fabric and paper wastage, and recycle them to create handicraft items to reduce the burden of solid waste and landfill. We also use recycled water in our paper recycling unit. To safeguard the environment we operate in, we have incorporated good practices in our educational system by fitting our institutional building with energy saving natural elements, rainwater harvesting infrastructure to recharge ground water, and renewable energy fittings designed to minimize resource utilization. These initiatives have helped our students, adult beneficiaries and the community around us more sensitive to the need to be mindful of their consumption patterns and role in environment friendly practices.

INCORPORATING SUSTAINABILITY AS AN ORGANIZATIONAL POLICY

- We undertake constant research and experimentation to identify abundantly available natural products that can be recycled.
- Our environment practices contribute to the circular economy by converting waste into useful products and artifacts.
- We promote generation of livelihood through training of unskilled workers in production of recycled paper, particularly women from low-income families in the community with the aim of creating skilled workforce for the future. Skilled workers are also upskilled with advanced training in paper production from various organic sources.
- We ensure reuptake and upcycling of industrial floor waste as a substitute for raw materials for our handicraft products.
- We incorporate renewability and promote use of bio-based materials in daily life in our organisation, school and through our partners.
- Our education programs have modules on environment protection with practical assignments to generate awareness on environment conservation.



IMPACT PREVIEW

Our paper recycling plant at Bajghera has been upgraded to accommodate more pulp which has ensured better quality and increased quantity of recycled paper production. Waste cotton that would have ended up as solid waste is recycled in our plant to produce different qualities of paper for drawing books, office stationery, craft items, paper gift bags, craft paper, etc. Our in-house demand of stationary products is met by the recycling plant through production of recycled handmade paper.

The paper recycling plant has created a new way of revenue generation for the artisans associated with Literacy India. More than 30 women were trained in the craft of making paper by recycling waste. By producing commercially marketable products, we have ensured financial sustainability



As an extension of the learning module in our education program on environment protection, we organised workshops for the new batch of school students where they were shown how waste paper, plants and refused fabric is used to make recycled paper. Around 500 students benefitted from this activity. Some of the students were deeply impacted by the scope of this sustainability practice and have expressed their desire to learn more about the paper industry to become professional paper technologists in the future.

in the local communities. Through constant training of the workforce engaged in paper production in our unit, we ensure that latest techniques are used for optimum production at the plant. As a part of our sustainability pledge, we also raise awareness among our beneficiaries, network of corporate friends, donors and civil society about the impact and benefits of using recycled products.

This is also an energy-saving initiative as the energy required to manufacture products from recycled feedstock is lesser in comparison to traditional processes like mining, quarrying, processing, etc. The process also reduces the need for landfilling and incineration of waste leading to lower air and water pollution.

A team of three master trainers from our plant were provided the opportunity to participate in an advanced training course on paper production at Karmapa National Handmade Paper Institute, Jaipur, an institution under the Ministry of MSME, Government of India. During the one-week training program, they were trained to manufacture paper using various organic material such as cow dung, banana plant stem, wheat husk, etc. They also learnt how to use organic colours for making paper, and to create textures on paper using natural materials such as bamboo mat, etc.



ENVIRONMENTAL IMPACT OF RECYCLING PROJECT

WASTE MATERIAL TYPE	QUANTITY OF WASTE MATERIAL RECYCLED
Newsprint/Magazine/Printed Brochure/ Waste copier paper from corporates, housing societies	2700 KG
Waste cotton fabric	400 KG
Old cartons/ Corrugated board/ Egg tray made out of paper mache	300 KG
Jute waste /Felt waste /Cotton thread Waste/Discarded towels from hotels	350 KG
Total quantity of waste material used to make recycled paper	3750 KG

OUR UNIQUE ADDITION TOWARDS THE MAKING OF GREEN CAMPUS



WATER -RESERVOIR

10000 Water storage capacity Water -Reservoir system installed at Gurgaon campus to store Rain water which will be used for Recycled Paper making with **Bry-Air (Asia) Pvt Ltd.**





SOLAR POWER PLANT



10KW New solar plant installed with the help of Renew Power. Bajghera Campus is fast becoming a Green Campus with the use of Natural Resources.



ENVIRONMENTAL SUSTAIABILITY INITIATIVES IMPACT



RAIN WATER HARVESTING 2007 TO 2021

24,00,000 liters
of water saved



RAIN WATER CONSERVATION 2022

10,000 litres
of water saved



SOLAR POWER GENERATION 2016 TO 2021

15,000 Unit
Per Annum Generated/ Reduce
electricity consumption



EVEHICLE 2022

Average
0.5 million grams
of Co2 emission Saved in 6 months.
Awareness to 500+ individuals
about eliminating the repercussions
of fossil fuel driven vehicles.



ORGANIC FARMING Training and Reach -

1100
men and women farmers. Organic
agriculture contributes to mitigating
the greenhouse effect and global
warming through its ability to
sequester carbon in the soil.



PAPER RECYCLING 2007 TO 2022

15,00,000 lakh
sheets of recycle paper Produced.
500+ Trees saved
5,00,000 people used recycle
paper products made by Literacy
India
1000+ people awared per
annum about 3R concepts

TRANSFORMATION TALES

FROM DIFFERENT CENTRES OF THE COUNTRY



SURAJ KUMAR DAS

Vidyapeeth Student and Gurukul beneficiary, Gurugram, Haryana

Literacy India believes that Suraj's sheer determination and eagerness to learn new things will propel him to new heights, and he will one day shine brightly like a sun!

Suraj, Alumnus of Vidyapeeth School used to excel in his studies, and was polite, well-behaved, helpful and hard working. He had scored an aggregate of 70 per cent in the NIOS OBE examinations for class III students and was given double promotion to class VIII after getting good grades in class VI secondary exams.

After passing his class X board examination, Suraj put in hard work as a Gurukul beneficiary to pursue a diploma in Medical Lab Technician course while preparing for his class XII boards through NIOS. After his elder brother passed away earlier this year, Suraj has become the sole earning member of his family. He currently works at a diagnostic centre in Gurgaon to support his mother and younger siblings who are still in school with us.

He realizes that his income is not enough to meet the needs of his family and has enrolled for a bachelor's degree in Medical Lab Technology securing lateral entry into the 2nd year. His education is still supported by Literacy India. Suraj says that he is immensely grateful to Literacy India for the way it has always encouraged him to pursue his educational goals.

Not one to be daunted by adversities, Suraj wants to earn better after completing his bachelor's degree so that he can enroll for higher studies while continuing to look after his family.



JYOTI JHA

Vidyapeeth Student and a Gurukul Scholar, Gurugram, Haryana

A meritorious student who received an award of excellence for her academic performance, Jyoti is also an athlete and has played football as a part of the state team. She aspires to be an army officer in the future and continues to participate in sports events in college despite her busy schedule.

Hailing from a migrant family from Bihar, Jyoti was admitted to Vidyapeeth in Lower Kindergarten. Her family suffered a severe setback when her father was paralyzed and her mother became the only earning member of the family.

Jyoti was a bright student from the beginning and showed exemplary leadership skills during her school days. She led a campaign along with other students and appealed to the Sarpanch as well as the Block District Officer to make a road in Bajghera. Her efforts paid off and the road was built. Today the road has been made permanent.

Her diligence and interest in studies and her results in school earned Jyoti a Literacy India Gurukul scholarship and she was admitted to St. Soldier School in class IX. She scored an 8.8 CGPA in the CBSE class X board exams X and 7 CGPA in class XII.

Jyoti is now pursuing LLB from a law college in Dehradun and is in the 4th year. She is also preparing for the Judicial Advocate General (JAG) entrance

examination of the Indian Army. Speaking about the support and mentoring she received from Literacy India Jyoti says “Literacy India has helped me in every way from the very beginning. I was given support not just in my academic pursuits, but also on how to find my aim in life. Everyone at Literacy India treated me like their own child and taught me to aim high. Wherever I am today is because of Literacy India.”

Gyantanttra Digital Dost -Impact Stories



ANKUSH KUMAR

Pathshala Student, Saket-Centre, Gyantanttra Beneficiary

Impact of GDD-based teaching initiatives

Ankush received a 0 out of 100 on his pre-assessment test, indicating that he was unable to form words or sentences in Hindi and English and his reading skills were poor. He scored 78 out of 100 on his post-assessment. Given the circumstances, he made significant progress in his academics. His overall percentage increased from 5 to 81 per cent.

Ankush, a student of class 4, lives with his parents and three siblings. His father works as a Mason.

During Lockdown, Our teacher-facilitator tried contacting Ankush over phone, but did not get any response. When she visited his house in Saket, she discovered that their phone was damaged and the family could not afford to repair it. She explained the Gyantanttra process of online studies on Google classroom and WhatsApp to the family and urged him to attend her classes with other students in the community where she would give Ankush her phone for his studies. It helped in developing his curiosity and he began attending the teacher’s classes on his own.

Ankush remained consistent in efforts , he did not have grasp on some of the concepts like fractions and would get disappointed. So, his teacher organized an activity class to explain the topic to him which helped him immensely. A diligent student, Ankush studied by watching the lessons that were sent to him, and he shared the screenshots of his worksheets on WhatsApp. He remained attentive on his Zoom’s online classes timely.





GUNNAJ

Class 5, GPS RR Camp Govt School, Gurgaon, Gyantantra Beneficiary

Impact of GDD-based teaching initiatives

In the pre-assessment test, Gunnaj scored 7/30 in Hindi, 9/30 in English and 8/40 in Math. She was unable to solve basic arithmetic problems in Math, and could not understand questions in English. In Hindi, she had problems forming words and sentences. In the post-assessment test, she obtained 90% marks, achieving a progress percentage of 63%. She is more confident of herself now and can operate an android phone independently. Her comprehension skills have improved and she no longer finds it difficult to concentrate. Gunnaj aspires to be a doctor so that she can serve the underprivileged by providing free medical care.

Gunnaj belongs to a migrant family from Darbhanga, Bihar. She has three siblings, a brother and two sisters. Her father works as an electrician. Gunnaj, a student of class 5, lacked the motivation to study as the environment at home was not conducive and she had lost the habit of studying regularly due to suspension of school. Though she was a slow learner and had trouble in concentrating on her lessons, she was obedient and interested in drawing. Her parents were not keen on letting her join the GDD program when they were approached by our teacher-facilitator. It took a lot of convincing on her part to make them understand the importance of continuing Gunnaj's learning using the online classes. The family did not own an android phone and nobody in the family knew how to operate one. Our teacher had to demonstrate the operations to them once they agreed to let Gunnaj attend the online classes and bought a phone for her.

Gunnaj started attending the online lessons regularly once she redeveloped her interest in studies. Once shy and hesitant, she became more attentive in class, expressing her doubts and getting them clarified.



DEEPA

Class 5, GPS New Colony Govt School, Gurgaon, Gyantantra Student

Impact of GDD-based teaching initiatives

Deepa scored 14 out of 100 in the pre-assessment test. During the lockdown, she would frequently inquire as to when the schools would reopen so she could return to her studies. After being introduced to the Gyantantra program, Deepa's progress percentage improved by 73 per cent in the post-assessment test. She participated in the Independence Day Online Quiz on August 13th, 2021 and won the 1st prize for answering majority of the questions correctly.

In the pre-assessment test, Diksha scored 15 out of 100. In the post-assessment she improved her score to 86. However, her teacher is still making her practice for the mistakes she made in her tests.

Deepa, a 12-year-old girl and a student of class 5, hails from a village in Prayagraj. She has two younger brothers, and the family now resides in Gurgaon's Subhash Nagar. Her father makes boxes for sweets.

Because of the pandemic, her parents were apprehensive about enrolling Deepa in the Gyantantra program. After assurances from the teacher-facilitator that classes will be held online, they relented and Deepa was introduced to Google Classroom and WhatsApp lessons by the teacher. She was taught to post screenshots and her work online and began sharing worksheets and lessons on WhatsApp. Deepa also started diligently solving the printed worksheets she received from the teacher for offline practice.

The methodology of delivering education through the Gyantantra program has made Deepa engage deeply with her studies. Though she found it challenging at first, she has adapted to the online delivery mode to focus effectively on her studies.



DURGA DEVI

Class 4, GPS Gejha, Govt School Noida, Gyantantra Student

Impact of GDD-based teaching initiatives

In the pre-assessment test, Durga obtained 26 out of 100 marks. She was unable to form 2-3 letter words in English or Hindi. In Math, she was not able to grasp Ascending/Descending Order, Addition or subtraction. With her sustained efforts of both the teacher and the student, Durga can now form sentences in English as well as in Hindi. In Math, she can do sums based on LCM and HCF. properly. In the post-assessment test, Durga scored 90 marks out 100.

Durga, a native of Rampur, moved to Gejha after her father lost his job during the lockdown. Her mother works as a domestic help to sustain their family of six people.

A bright student, Durga grasped the new topics quickly. It was observed she has the tenacity to learn new things. Due to the lockdown, she could not continue her studies and forgot the topics she had been taught by her teacher earlier. After joining the Gyantantra program, Durga started solving worksheets shared by the teacher and gradually covered the gap in her learning. Her parents too were motivated to support Durga's efforts after they saw her studying online and getting good marks in the Gyantantra Classes.

GURUKUL 2.0 SCHOLARS



MANSI

Mechanical Engineering, IIT Roorkee

Mansi, who comes from a family of farmers in Saharanpur in Uttar Pradesh, is the first in her family to study engineering. With her father working as a farmer, mother as a housewife and a younger brother still in school, it was difficult for Mansi to focus on her studies and dream of pursuing higher education. Mansi always loved science, and her favourite subject is Physics. Not knowing how to go about continuing her studies, Literacy India provided her the mentorship she needed and with the scholarship that paid for her academic expenses, she could study in IIT Roorkee. She is now placed in Daily Hunt where she is working as a business analyst.



PRATEEKSHA

Chemical Engineering, IIT Roorkee

Since her school days Prateeksha was in love with mathematics. Having her brother around who had studied B.Tech and who also shared the same interest in the subject, it helped her to further develop and streamline her interest. After exploring other subjects, it was in class 7 that she developed a liking for all science subjects. Though she wanted to pursue engineering, coming from an economically weaker background she was stressed about how her family would afford her education. She grew up in Balarampur in Uttar Pradesh and her father works in the Indian Postal Department. With the help of Literacy India's scholarship, she was able to pursue her passion. She studied engineering in IIT Roorkee and is now working as a software developer at ZEBpay. Prateeksha is the first girl in her family to study engineering. Way to go Prateeksha !



DIPIKA

Civil Engineering, IIT Bombay

Keen on excelling in academics, math was Dipika's favourite subject and she has always been sure about wanting to pursue higher education in math and science. Even though her parents were supportive, they were not able to afford to pay her college fee. Her father is a teacher, mother is a housewife and she also has an elder brother. Her brother was also a student at IIT Roorkee and she says he too had a role to play in her developing an interest in studying engineering. After being trained for the entrance exams at Dakshana Foundation, Dipika got to know about Literacy India's scholarship. After studying in IIT Bombay, Dipika is now placed in Procter & Gamble. Literacy India takes pride of such achievements.



AARTI LOHIA

Chemical Engineering, IIT Delhi

Aarti Lohia comes from a village called Kedar in Haryana and has studied in free boarding school since she was in class 6. Her father is a labourer, mother is a housewife and she has two siblings. She was not aware of engineering courses and learnt about them only in Class 8 when she enrolled herself in Dakshana Foundation. Her love and interest in math and science subjects grew with time and she was eager to take up engineering.

Even though the girls in her village are not encouraged to study, and are married off at an early age, her father supported her and wanted her to study, but he did not have the income to support her dreams.

With the help of Literacy India's Gurukul program she is now able to pursue a dual degree at IIT Delhi. She even got the opportunity to intern with Aditya Birla Science & Technology and Vedanta.



NANCY YADAV

Computer Science, IIT Bombay

Nancy Yadav hails from Uttar Pradesh and comes from a farming background. She has two siblings, an elder sister and a younger brother. After her father's demise in 2007, it got difficult for her mother to fend for the entire family and she soon started teaching in school to earn some extra money. Their woes did not end with their father's death and they continued to be in distress after their relatives cut off the electricity and water supply at their house. Not only did it get difficult to study in those conditions, the family also suffered from a lot of health issues. Not being able to afford to study in private schools, Nancy studied hard to clear the Navodaya test and enrolled in a government school and soon her younger brother followed her footsteps. Nancy says that even though things were never okay she would keep working hard in the hope that she would be able to provide for her family someday.

Being physically handicapped, she did not have to pay her tuition fee in college, as she is got a concession under the quota reserved for PWDs. However, she could not afford the other expenses. Soon with Literacy India's intervention, which took care of the rest, she was able to focus on her studies and health. Apart from financial aid, she is thankful to Literacy India for providing her the emotional support when she was suffering from acute stress and bouts of depression. Now, after studying in IIT Bombay and getting placed in Reliance Jio, she is being able to provide for her family.

"I want to thank Literacy India wholeheartedly for all their support and for letting me know how by helping one person it has an impact on not just one life and one family but the whole world," she says.

KARIGARI STORIES OF CHANGE



Giving women the courage to pursue their dreams through skill development



PRIYANKA

Bhati Khurd Village, NCR

The village of Bhati Khurd and its adjoining areas is a place stuck in time. Women here are not allowed to venture out of home, and pursuing education or career is unimaginable. Women are bound to the home and hearth and every girl child follows the same life trajectory as the women who came before her. Child marriages are rampant and girls do not have a say in decisions related to their life.

Coming from a community where education of the girl child was frowned upon, Priyanka was inducted into the Pathshala project with 60+ girls at the Bhati Khurd community centre at the age of 14 years. She had never been to a school and her education till class 5 was conducted through community education program.

The community encouraged girls to be married off by the time they were Priyanka's age and women were not allowed to step out for any recreation. Her father worked as a driver and her mother was a housewife. Priyanka herself was a reticent girl, lacking in self-confidence and unable to interact with people. Her siblings were also enrolled in the project along with the aim of providing them with the opportunity to study further.

Priyanka was able to complete her class 10 board examination through National Institute of Open Schooling (NIOS) in 2011. Post completion of her secondary schooling, the next challenge that she had to face was securing admission in a normal school for higher secondary education as there was no awareness in government schools regarding the open schooling system.

Literacy India supported Priyanka in her pursuit and she was able to secure admission in a south Delhi government school for her +2 education. She was successful in clearing her higher secondary examination and also completed a computer course.

Though her father himself was a driver, he showed great reluctance when Priyanka enrolled for a driving course at the Literacy India centre along with few others from the Bhati Khurd village after completing her 10+2 examination. She was impressive during the driver's training course, showing a natural affinity for picking up instructions related to signals, maps and technical guidelines.

The driving training boosted Priyanka's confidence and she was finally able to express her wish of joining the police force. She prepared for the various entrance examinations conducted by Delhi Police and paramilitary forces. In 2021 her dream finally came true and she became the first girl from her village to get selected to join the paramilitary force as a CRPF cadet. She is about to complete her training and is looking forward to her role as a protector of her country.

Speaking about her life and success, Priyanka says, "yes, I have come far in life, but the credit of my success goes to Literacy India for making this happen; especially Indraani Madam and my teacher Rajni. I am now confident, proud and living my dream."



MEENA BAI

Swa-Rojgar Project, Samrol, Rajasthan

Meena Bai is a 22 years old married woman. She is a high school pass out and lives in Samrol village of Rajasthan. She has two daughters and Meena's husband's income as a labourer was not sufficient for the family. Meena was keen to learn some skill but was unable to pursue her aspiration due to financial constraints.

She enrolled in Literacy India's tailoring skill development course in October 2021 and completed the course successfully. After completion of the course, she wanted to buy a sewing machine to start her own home-based tailoring business, but she did not have sufficient capital to buy the machine.

Literacy India helped her buy a sewing machine through LI micro loan support for small enterprises. Meena has set up her stitching business at home, and her stitching skills are appreciated by her customers. Meena earns ₹3500/- to ₹4000/- per month. She says that she will use the money to support her family, and being an empowered woman herself, her focus is on ensuring that her daughters receive good education.

Meena's education and the skills that she acquired during her training with Literacy India have come together to make her a successful entrepreneur. She thanks Literacy India for recognising her potential and helping her become financially independent.



AASHIYANA

Beauty & Wellness Skill Development Project, Vadodara, Gujarat

Aashiyana Rathod lives in Vadodara, Gujarat, with her husband and their son. Her husband is a mechanic and she has studied till class X. For a while she did not pursue any profession, but she felt that their lifestyle could be improved if she started earning.

Aashiyana says, "in spite of coming from an underprivileged background I have always been ambitious, independent and eager to work. I was always interested in working in the beauty and grooming industry, so I started finding out about the beauty courses offered by the private saloons in my locality. Unfortunately, the fees that these Places were charging were beyond my means."

She came across Literacy India's skill development courses during one such search and enrolled herself in the beautician course. She acquired various skills like applying mehendi, doing bridal makeup, threading, waxing, manicure, pedicure, etc. during the course. Once she completed her course, Aashiyana opened her own beauty parlor called Amrin. As she did not have sufficient money initially, her husband supported her in setting up her own Saloon. Now, both she and her husband are earning as a Family for better quality of life.

She faced some problems like less footfall of customers during the Covid-19 pandemic, but gradually the business has picked up. She earns up to ₹5000 per month now and is able to manage her saloon as well. She looks forward to expanding her work in the future by improving her skills.

"I am very grateful to Literacy India for all the help that I have received, especially to the teachers who trained me," she says. She acknowledges the opportunity that Literacy India has provided to her and many other individuals from disadvantaged backgrounds to learn foundational skills and make an independent living.



ANUPAMA KUMARI

Tailoring Skill Development Project, Purulia, West Bengal

Anupama Kumari lives away from the hustle and bustle of city life in the remote village of Gobindapur, Baghmundi under Purulia District, West Bengal. Her father is a farmer and his income is not enough to sustain the needs of their family of five.

After completing her schooling, Anupama joined the tailoring skill development course at Literacy India's Pratappur center in 2021. She attended the basic training course for six months and learnt to make petticoat, nightie, blouse, kurta, trouser, shirt, etc. She has also completed the advanced training and can now stitch school uniforms, drawstring bags, school bags, etc.

She applied for and received a sewing machine loan as she was eager to start her own tailoring business. She is now working for Indha as well as getting orders from her local community.

Her current earning is `3000/- per month. "This is just a beginning. I have a long way to go. It is my dream to have my own boutique one day," says Anupama.

FUTURE SKILLS DEVELOPMENT PROJECT



RENU

Gurugram, Haryana

Renu, 22, hails from a conservative family from western UP. Her two sisters and one brother are students of a government primary school. Her father works at a photocopy center, and his income was the family sole source of sustenance. Renu is a DU open university graduate and it was her dream to finance her higher education and support her family.

She initially enrolled in the Future Skills basic program and later completed the CCNA Networking course with A+ grade. She started looking for jobs with the support of Literacy India's employability support assistance program. During the process she was mentored by various corporate volunteers at Literacy India. Her efforts paid off and she was successful in securing a job with VNS Accessories Pvt Ltd in Gurugram.

As per her trainer, "when she joined our Future Skills program, Renu did not know how to operate a computer. After training and completing the program, she became very regular and consistently participated in the various mentorship activities conducted by the volunteers at Literacy India."

Currently her monthly salary is ` 21000 and Renu is already on her way to turning her dreams into reality.

Renu's relentless efforts speak for themselves, and we at Literacy India are delighted to give her the wings that she deserves.



ANU KUMARI

Age: 22 Digital Marketeer

Anu Kumari is pursuing her final year of Graduation via correspondence from SOL DU. As her college shut down during the lockdown, she visited Literacy India to utilize her time and learn new skills. She enrolled in the Future Skills - Digital Marketing course. She completed the course conducted by Literacy India's knowledge partner Crampete. "I had no knowledge about digital marketing before joining the course. When the project team provided orientation for the course and its importance, I realized that such a skill and qualification will help shape my future better," said Anu.

After completing the program, Anu applied for a job and succeeded. Currently, she is working part time with a digital marketing agency, name Budget PE, as a content writer. Upon graduating, she plans to apply for a fulltime job to utilize my digital marketing skills."



KESHAV

Palam Village, Delhi

Keshav, 25, is from Palam village in New Delhi. His father was working as a security guard in a private security agency and mother a homemaker. He completed his BBA but was not sure about his career and met one of the coordinators of Literacy India. He has been offered to join CCNA program under Dell supported Future Skill programs. After completing the program, he has been through various employability workshop conducted by volunteers and started applying for jobs in computer networking. He got his direction in career and decided to become a Computer Network Professional. He cracked few interviews at DCM Infotech and British Telecom. Now, he is on the verge of starting his career as a Reliability Engineer at Career Level F based at our Centre in Gurgaon.

IMPACTING CHANGE @INDHA PROJECT



SONI

A beginner showing high potential

Soni joined the Literacy India center in Bajghera, Gurugram in 2021-22 and is now a Skilled Artisan. Within this short span of time, she has shown considerable improvement. She is a migrant from village Arrah in Bihar and now stays in Bajghera with her husband and children. The main motivation for her to join the Indha center in Bajghera was to actualize her dream of becoming financially independent. Her determination helped her attain her life goal in six months. At present she is attending basic tailoring course - to make carry bags, jholas and cushions. She has displayed good potential and will be taught technical skills next.

"...In other places of work, supervisors control their employees. But here at INDHA we work as one family. There is a lot of freedom, I am able to give quality time to our children and support my family financially too..."



MALOTI MURMU

Maloti's Skill to Survive

She is Maloti Murmu, a tribal girl from a remote village Madandi under Niturea Block of Purulia District, West Bengal. Her father works in Sponge & Iron factory as a laborer. After 10th she dropped-out from school and then she was engaging in household work. After few years she got worried about her future. She joined basic embroidery training course from Raghunathpur Center of Literacy India. After completing her six months of training, she started making embroidery designs on tablecloths, blouse etc. and started selling at the local market. Soon she realized that she needed to improve and enhance her embroidery skills. She joined advance training session and learnt to create high end embroidery design.

As told by Maloti " the Training has helped me to increase my confidence as well as my income by becoming part of Indha -Group. My income has increased each month and was able to earn sustainable income for my survival."



PRIYA

A skilled artisan

Priya is a 25, faced a lot of challenge in life in her growing up years. Within two years of her marriage her husband committed suicide leaving her with two-year-old to take care. She didn't give up and decided to train herself with some skills and after receiving training in stitching she was able to provide support to her family. Priya says

"Literacy India training had been my lifeline and everyone at the centre supported me, it helped me survive. I am very thankful for the training and helping me become a skilled artisan. I take pride in my learning and quality I am able to deliver."

FEW SHORT STORIES OF IMPACT & FEEDBACK FROM THE STAKEHOLDERS



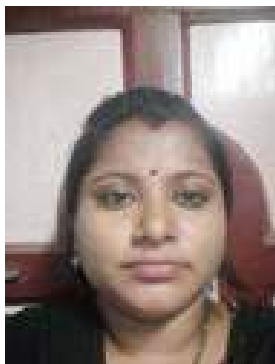
SUPARNA,

is a leading a business now, who received training on two skills- Tailoring and Home Chef from Literacy India. "I have gained lot of confidence with the help of Literacy India. I started home chef business, and it is running well. Due to lockdown my husband's job was in real turmoil. I can now contribute to my family, and it has really helped me gain self-confidence. Now I am confident and pursuing entrepreneurship as a business woman."



POONAM,

a single mother, took training of Home Chef from Literacy India and started her own business of preparing snacks in the evening and suppling at birthday parties and small kitty parties. She says, "my earning is precious to me as it helps run my family well. I am taking care of my son and his education quite adequately as now I earn well."



TAPATI,

who is now a beautician, started a home-based beauty service. Speaking about her journey, Tapati says, "I was always considered as useless and taken for granted by my family members. Once I started earning my family members started to take me seriously. Today I have a gained a stature where I can contribute in all the family decisions".



SHIULI,

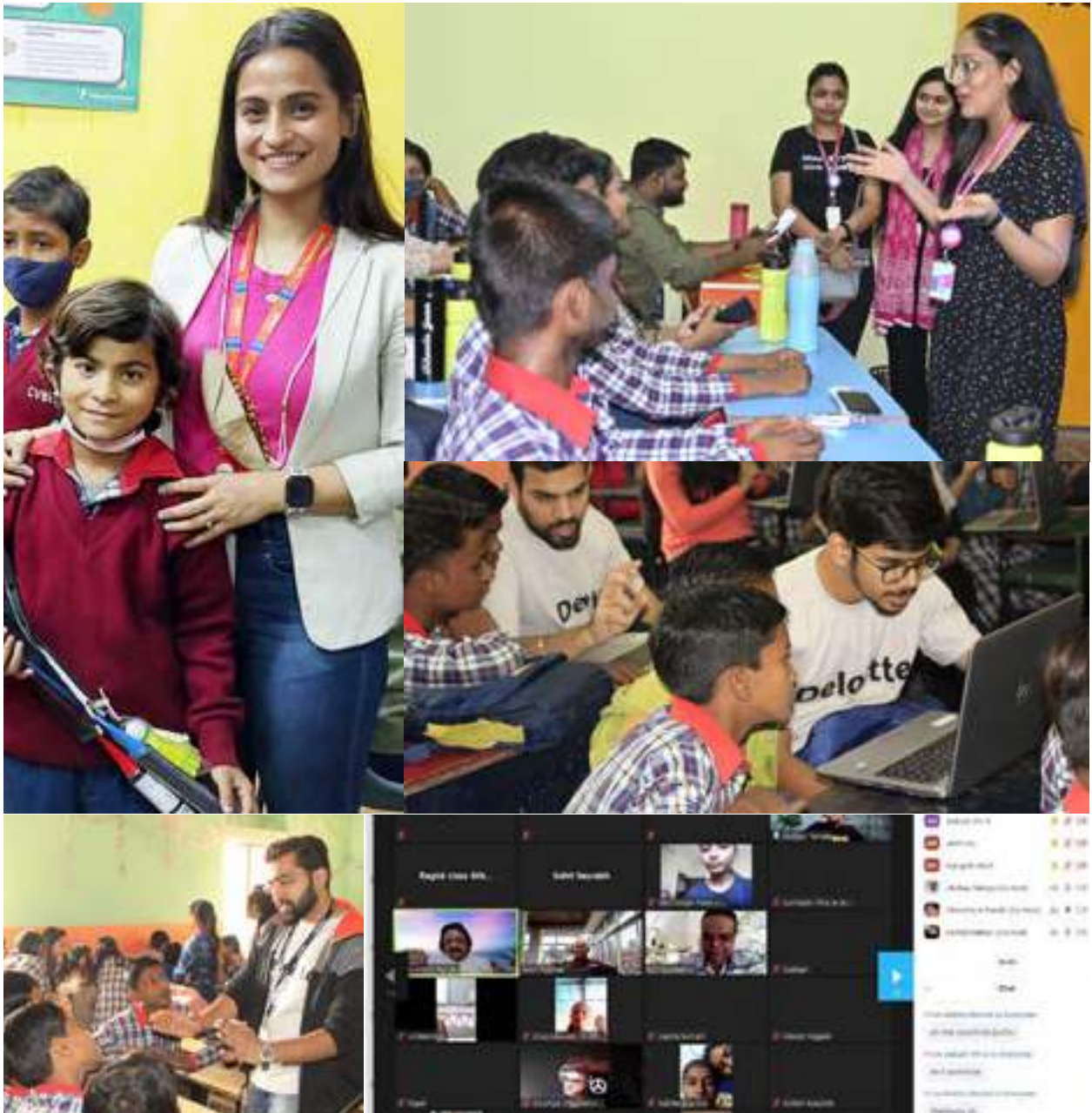
now a project Indha artisan, completed tailoring and stitching course from Literacy India. She is a successful entrepreneur today and is earning well. "Today I am bold enough. Earlier my family did not permit me to do any work, and it was against all odds that I started my work with a lot of hesitation. Literacy India has helped me a lot. Now I feel empowered and can decide my own future. I decided to marry a person of my own choice and after marriage I shifted to a rented house and started my tailoring business," remarks Shiuli quite happily.

VOLUNTEERING ENGAGEMENTS

World Changed during Pandemic while Millions lost their lives, others understood why it was important to stay connected. Our engagement improved with many corporates, individuals and institutions More than 1000 Corporate Volunteers spent quality time and conducted sessions on various topics to empower & Financially literate community, Develop aptitude and mapping

entrepreneurs skill , creating aptitude about various skills and career options among students. Corporate KPMG, Orange, Teleperformance, Xoriant Solutions , Mastercard India , Dell Technologies , Clifford Chance, Pahwa Group , NatWest Group (RBS) , Renew Power , Deloitte conducted activities across the locations .

- Financial Literacy
- Enterprise Development
- Career Counseling
- Webinar on Future skill course & careers
- Personality development & Session on Self Confidence
- Resume Building & Interview skills
- International Women Day celebration
- World Poetry Day at School Campus



APPRECIATION & ENCOURAGING NOTE FROM OUR CORPORATE PARTNERS | WELL -WISHERS



PRITI SINGH
Mastercard India

“Heartiest congratulations to Literacy India for completing 25 years. Big thanks to Capt Indraani for setting up Literacy India.

Mastercard’s association with Literacy India started in 2012 and it has been a wonderful partnership. We work in four broad areas with Literacy India – education of children, empowerment of women as Mastercard CSR initiative is focussed on educating women entrepreneurs on financial inclusion, enhancing

the employability of youth to make them job ready for the corporate sector, and environment where we support a lot of tree-plantation drives.

Till date we have supported 22,500 women, youth and children through our association with Literacy India. It has been a strong partnership between Mastercard and Literacy India so far and we will continue to take this forward in the days ahead.”



DEVANG BHANDARI
KPMG Global Services

“Capt Indraani is an incredible leader. Her conviction has helped the Literacy India school and the community grow significantly. It is an honour to associate with her. KPMG focusses on access to quality education under Sustainable Development Goals 4.

We have been associated with Literacy India since the past 12 years through their core project Vidyapeeth, supporting first generation learners by providing them access to quality education with the intent of improving their future. So far, we have worked with 17000+ children through this association, and Literacy India is doing a fabulous job with these children.

KPMG provides support by sponsoring salaries of

the Vidyapeeth teachers because we believe that teachers impact the quality of education directly. We also support Literacy India in providing nutritional mid-day meals to the students and access to clean drinking water. KPMG has also provided a school bus for the children coming from the adjoining areas. This is especially an important factor in facilitating the education of girls. We have also supported the installation of solar power panels at the Bajghera unit.

Personally, I feel deeply impacted and moved by the grit and determination of these children whenever I interact with them. It is an absolute joy to spend time with them and support their dreams however we can.”



AJIT NEMA
Deloitte India

"Deloitte started its partnership with Literacy India in 2013 and we are partnering with them in multiple ways. There is education, skill development leading to employment, especially for women. The volunteering program started in 2017 and volunteers from Deloitte mainly go to the Bijwasan and Bajghera centres.

Due to the pandemic, the volunteering activities had to be moved online and we worked with Literacy India to strengthen the digital infrastructure so that these online sessions could be conducted online. In the last 17-18 months our volunteers have participated in over 500 online sessions, teaching the kids and helping them with

their studies by clearing their doubts regarding lessons. We also collaborate with Literacy India on the Karigari project.

It is a holistic environment at Literacy India. Donating money for a cause is just one aspect of the association. The most satisfying impact is the effect this association has on the beneficiaries, including the staff and children, and even me. Literacy India works at the ground level and working with them gives one the perspective of what it takes to work at the ground level. It is very satisfying to be a part of the work that Literacy India does and to know that it is making a difference to the society."



ANINDITA PAHWA
Head, CSR, Pahwa Group

"Congratulations to LI for completing 25 years and to Capt Indraani who is a very passionate leader and leads from the front. The three main areas of CSR in Bry-Air are education, environment and vision (eyesight).

We have been doing a lot of work with Literacy India in the field of education since the past 10+ years that we have partnered with them. This association between Bry-Air and Literacy India started in 2011 with Bry-Air Pathshala to provide access to bridge courses to out-of-school children in a classroom setting and later supported in securing admission in mainstream schools.

In the same Pathshala setting, women are also

provided access to stitching and tailoring courses. Both these programs uplift the community by supporting learning and empowerment of children and women. We also provide scholarships to deserving students for higher studies through Literacy India in fields like paramedical training, radiology, etc.

Gyantantra Digital Dost, the learning application developed by Literacy India is also supported by DRI to take forward the idea of creating an inclusive and digital learning environment for children."



DR. ROHIT SHIPSTONE

Co-Founder | Social Entrepreneur
I White Board Labs Australia |
India Pvt Ltd

Back in 2013, when I started engaging with Literacy India and Capt Indraani, it was with a very simplistic view of an NGO and its scalability plan. Little did I know this association would last for a decade based on intense trust and admiration for their work.

As I went through a business-planning process with them, I couldn't help but wonder at the team's high professionalism. The organisation was built, brick by brick, through these 25 years by Capt Indraani, juggling her time as a senior pilot, founder of LI and IndhaCraft, a social enterprise founded to support Literacy India, the evident fatigue on her face and the dedicated following

of her team, who have been a pillar of support.

But, as they say, the proof of the pudding is in its eating - and the evidence of the fantastic job it was and is doing is in the students they churned out.

There were Sports, Academics above all. They have uplifted the quality of life for underserved women through income generation and jobs after their studies and/ or training.

Looking back at the past makes us sure of the future of Literacy India and its current and future cohorts of students and women.

A sincere salute to the Captain !



ABHISHEK DALMIA

Chairman, Renaissance Group
Board Member, Literacy India

I got associated with Literacy India in 2005 and have had the privilege of getting a ringside view ever since then. Just like any successful organisation, LI has had passionate leadership, a committed team, willingness to adapt to the

changing needs of its beneficiaries, sincerity and hard work. No surprise then that it has earned the respect of an ever growing list of donors and several State Governments. I wish them all the best in their future endeavours.



DEEPAK DEVA

Managing Director
Sita India, TCI, Distant Frontiers
& TCI Go Vacations, FICCI- Co-Chair
Tourism Committee

Sita has been working with Literacy India since 2011. We started this journey by developing a paper project that would provide a sustainable livelihood for the women from the community. The women created hand-made paper bags for our clients, which received a great response from the travellers who landed in India. We went on to help Literacy India to better their facility with various machines required for this project. We

also contributed to their Karigari project to help train women to fine-tune their skills. Sita also received the National Tourism Award in 2012 in Responsible Tourism Project for Empowerment of Women through Literacy India. We are proud to be on this journey with Literacy India of empowering women, contributing to the generation of sustainable livelihood and giving back to the community at large.

PATRONS AND DONORS OF 2021-22

OUR CORPORATE PARTNERS & DONORS

Ais Business Solutions Pvt Ltd	Antoine Bargel
Aristocrat Technologies Pvt Ltd	Ashish
Ashiana Housing Limited	Ashok Kumar Marwah
Barclays Bank Plc UK	Ashwani Kumar
Bry- Air (Asia) Pvt Ltd	B S Murty
Cadence Electrical Engineers Pvt Ltd	Deepali Dalmia
Cepco Industries Pvt Ltd	Deepika Saini
Clifford Chance Business Services Pvt Ltd	Devinder Narain
CRM Services India Pvt Ltd	Dr. Shilpi Chauhan
Cvent India Pvt Ltd	Garima Bansal
Dell International Services India Pvt Ltd	Gitanjali Duggal
Desiccant Rotors International Pvt Ltd	Harshul Jain
Info Edge India Ltd	Indraani Singh Grewal
KPMG Foundation	Ishan Sarkar
KPMG Global Services Pvt Ltd	Jalaj Modi
KPMG Resource Center Pvt Ltd	Jatinder Vir Wadhwa
KPMG Assurance And Consulting Services LLP	Jayaprakash Mudugal
Ladder Hr Solutions	Joy Kumar Jain
Master Card Technologies Pvt Ltd	Kanika Yadav
Microsoft India (Rd) Pvt Ltd	Koning App Reizen
NWM Services India Pvt Ltd	Manika Jain
Osram Lighting Pvt Ltd	Manu Rikhye
Oxford University Press	Marc Van Heynigen
Rajrattan Global Wire Limited	Monika Pasrija
RBS Services India Pvt Ltd	Mr. Raj

OUR CORPORATE PARTNERS & DONORS

Renaissance Advance Consultancy Ltd	Mudit Bhasin
SBI Cards & Payment Services Ltd	Navneet Gupta
TCI Go Vacation India Pvt Ltd	Nidhi Gupta
Techno Canada Inc	Nitin Bahl
Teleperformance Foundation India	Pradeep Kumar
Teleperformance Global Services Pvt Ltd	Purabi Chakravarty
The Raswant Family Charitable Trust	Ravinder Singhania
Witzeal Technologies Private Limited	Renu Mittal
Work Advantage Pvt Ltd	Rohini Joshi
Xoriant Solutions Pvt Ltd	Roop Narayan Chakravorthy
Your Cause	Salman Khan
CAF America	Samrat Chadha
Charities Aid Foundation India	Sapna Kirtane
Give Foundation	Shalini S
Nasscom Foundation	Sheetal Bahl
Shiksha Kranti Foundation	Shivas Wig
SVP Philanthropy Foundation	Shubham Aggarwal
UK Online Giving Foundation	Shubham Dang
United Way Of Delhi	Shweta Dhingra
A Farooq Ahmed	Snigdha Chowdhary
Abhishek Pachauri	Sukhpalveer Saini
Abhishek Srivastava	Suraj Kumar
Ajit Nema	Surender Kumar
Ambika Sawal	Tejas Bhaskar Parab
Amit Mittal	Tulika Bhalla
Ananya Chandra	Udbhav Tiwari
Anil Kalia	Vijay Parmar
Anil Modi	Vijay Sadasivan
Anirban Ghosh	Vinay Gupta



OUR GOVERNANCE

As a part of our commitment to strengthen governance and compliance efforts, we have been registered with Global Giving, Your cause, Give Foundation ,Erika und Erwin Schreiter Foundation , Benevity, Wadhwa Foundation & Levante Foundation. Addition to existing collaboration with SVP India (Social Venture Partners India) Charities Aid Foundation, India & Give India, United Way & KPMG Foundation. Partnership with foundations and platform puts our compliances in order. Posh and Child

Protection policies are part of HR -orientation. We go through different audits organized by our Donors, this helps us to evolve and strengthen our processes.

Our **Present Auditors** remain this year as well **S. Sahoo & Company** have kept up the pace of auditing and for a continued Transparency. Complete transparency is a norm at Literacy India and we encourage our sponsors and partners to participate in our strategic decision-making process.

Decision Support and Decision making Literacy India encourages each and every person in the organization to actively involved in the process of decision support and decision making.

Review Meetings

- Monthly review meetings are held for each division, project and department regularly.
- Twice in a Year Team review is done by the team lead and HR team

Day to day Management Managing Trustee and ED(OPS) supported by Projects Directors manages the Literacy India day-to-day operation

Board of Advisors The Board of Advisors comprises of technically competent Senior Management Executives from diverse backgrounds and expertise. **The Board of Trustees** sets the vision and broad guidelines for LI and ensures good governance in liaison with the Board of Advisors.

PROJECT STUDY AND MANAGEMENT

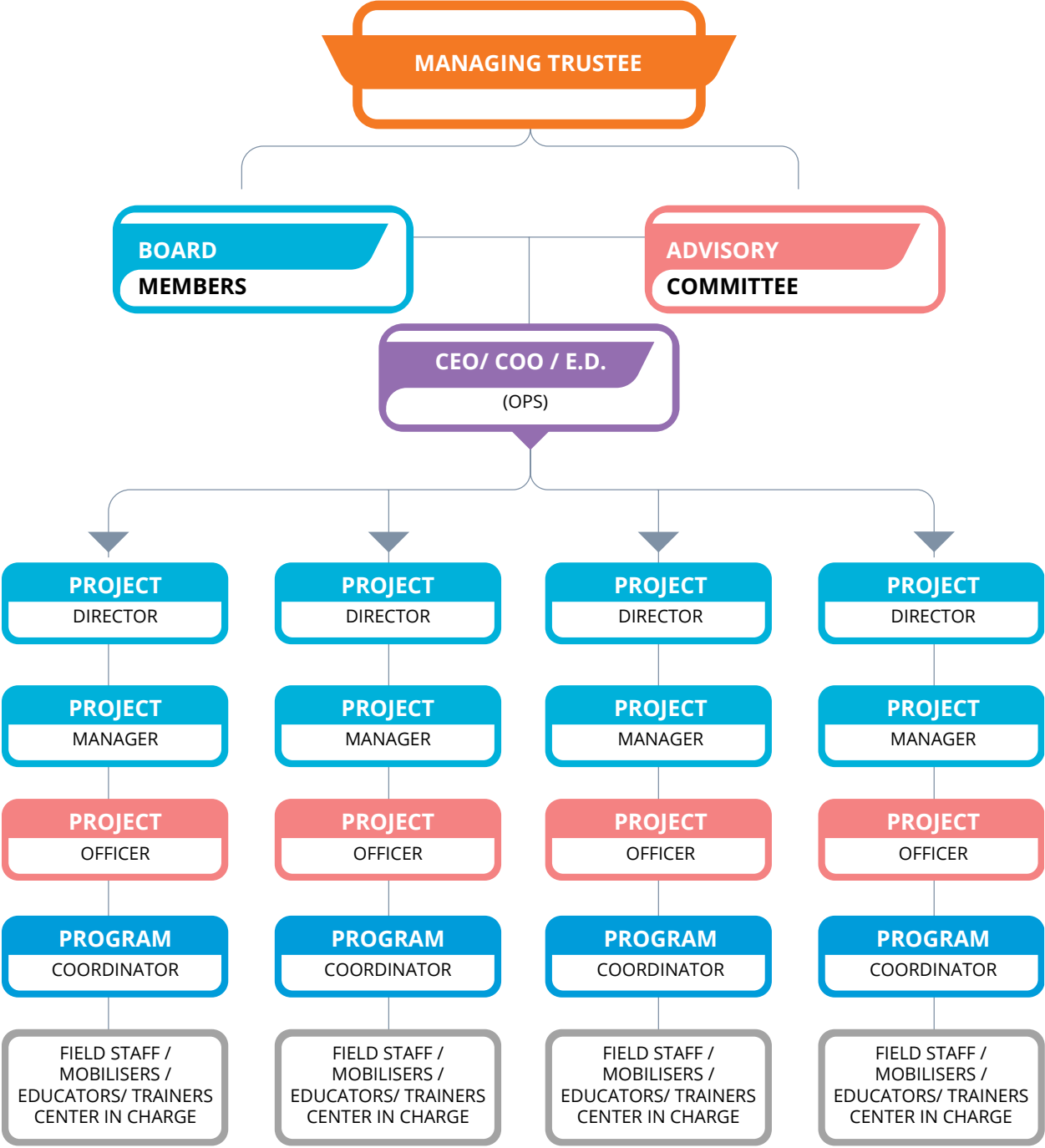
The project management & monitoring system in Literacy India comprises of a systematic and well laid down processes. These are as follows:

- The process of project monitoring is done by Field Executives and Project Managers regularly
- Every Project is closely monitored by impact analysis, which is a done internally.
- Program & Project Audit System ^ is followed to assess and ensure impact of the donation, proper utilization of money to achieve desired results.
- Internal & Process Audit System ^ This is conducted throughout the year in order to ensure accountability in the internal operation of the organization
- Statutory Audit ^ is done by the statutory auditor for finalization of balance sheet and statement of affairs. This is also done to comply with standard statutory norms.
- All Projects supported by different donors, most of them goes through their own audit processes as well, before moving to the following year of funding. This gives our work complete transparency.
- As a part of sustainability, every year Literacy India`s women beneficiaries who trained in different geographies are engaged in making School bags, Uniforms thereby we could showcase a full circle of impact. Our own Wastepaper plant produces paper for the internal office stationary and children`s notebooks, drawing books etc.

Beneficiaries Management System	• A successful beneficiary management system is operational across all projects. This helps LI in tracking the progress and development of all the beneficiaries. • Management Information System (MIS) A monthly MIS is prepared and analyzed internally by Management and Project Managers. Relevant reports are submitted and discussed in Review Committee meetings for assessing the operational activities and to do future planning
Accounting System	The accounts are maintained on daily basis through advanced and updated computerized systems. The same is also analyzed and checked periodically by the auditor to ensure that the same is in compliance with standardized Management Policy.
People Management	• Our people are our assets and LI's family members. LI believes in a democratic and participatory work culture. • Appraisal and review system is conducted once a year in a democratic way to identify the future leaders of the organization and reward excellent performers.
Travel Expenditure	No payment has been made to any board member as remuneration or travel allowance, including Managing Trustee of the NGO or any other Trustees.



ORGANISATIONAL STRUCTURE



SLAB OF SALARIES AND HONORARIUM

The slab of Salaries and Honorarium	Female	Male	Total
LESS 5000	37	11	48
5000-10000	65	23	88
10001-25000	65	48	113
25001-50000	4	17	21
50001-100000	1	5	6
1 LAKH ABOVE		1	1
GRAND TOTAL	172	105	277

OUR TEAM

Sanjay Joshi	Ardhandu Biswash	Nirupama Ranjan
Sohit Yadav	Madhu Dang	Sonu
Sangha Mitra	Sujata	Rajaram
Satya Prakash	Ram Singh	Idirsh mohaamad
Sunil Kr. Sing	Tara Kumari	Trina
Sudhir Gahlot	Sarita	Manikrishna
Ghanshyam Prasad Singh	Virendra chaurasiya	Patitpaban Mukherjee
Gopal Saran Dubey	Sarita Wali	Rajiv Kumar Verma
Kanwar Pal	Amit Kumar	Yogesh Kumar
Dharmendra Yadav	Hari Prakash	Rahual Gosain
Savita Sharma	Naveen Kumar Singh	Narendra Kumar
Birender Yadav	Mahinder	Arpan Mukherjeet
Sarla Devi	Shankar Mehta	champa Rani
Teena Wesley	Vikas Goel	Savita Singh
Manju Rani	Pradeep Janghu	Mahendra Nai
Rajni Bhatia	Idrish Mohmad	Preeti Vinayk
Nisha Dohroo	Kavita	Soundade
Namita Das	Kalpna Barnwal	Dhananjay Tiwari
Alka Mishra	Raj Bala	Arvind Kumar
Sarita Wali	Arup Mahto	Sanjeev Kumar Prasad
Shiv Kumar	Sudha	Yogesh Kumar
Om Prakash	Rajbala Verma	Harish Chand
Deepshankar Das	Sunil	Vaibhavi Patel
Dalsingar	Parvesh	Maroti Yadav Kevat
Bipul Kumar Singh	Gyan Chand	Geetaben Shaileshbhai Kataria
Harendra Kumar	Amrita Singh	
	Poonam	

LITERACY INDIA BOARD

GOVERNING BODY

AM Keelor
Capt. Indraani Singh
Anil Kalia
Joy Jain
Rajpal Singh Duggal

BOARD OF ADVISORS

Abhishek Dalmia
Manu Rikhye
Akhil Bansal (Passed away middle of 2021)
Shalabh Nigam
Sonali Dutta
Sanjeev Jain
SK Singh
Ajit Nema

BALANCE-SHEET

2021-22

LITERACY INDIA

Regd. Add:- C-1/11, 1st Floor, Vasant Vihar, New Delhi- 110057

BALANCE SHEET AS AT 31st, MARCH, 2022			
		Amount (INR)	Amount (INR)
	SCHEDULE	F.Y. 2021-22	F.Y. 2020-21
SOURCES OF FUNDS			
I. FUND BALANCES:			
a. Fund Balance	[01]	5,25,78,222	6,21,83,719
b. Asset Fund	[02]	5,50,30,969	4,24,00,036
		10,76,09,191	10,45,83,755
II. LOAN FUNDS:			
a. Secured Loans		-	-
b. Unsecured Loans		-	-
		-	-
TOTAL Rs.	[I + II]	10,76,09,191	10,45,83,755
APPLICATION OF FUNDS			
I. FIXED ASSETS			
	[03]		
Opening Balance (W.D.V)		4,24,00,036	3,95,89,715
Add: Addition During the Year		2,08,33,222	77,82,264
Less: Assets Disposed during the Year		-	1,38,674
Less: Depreciation		82,02,289	48,33,269
Net Block		5,50,30,969	4,24,00,036
II. INVESTMENTS (Fixed Deposits with Banks)		1,61,20,078	2,08,80,778
III. CURRENT ASSETS, LOANS & ADVANCES:			
a. Loans & Advances	[04]	21,87,616	6,71,506
b. Other Current Assets	[05]	1,01,80,920	89,93,164
c. Cash & Bank Balance	[06]	2,44,01,875	3,24,69,483
	A	3,67,70,411	4,21,34,154
Less: CURRENT LIABILITIES & PROVISIONS:			
a. Other Current Liabilities	[07]	3,12,268	8,31,213
	B	3,12,268	8,31,213
NET CURRENT ASSETS	[A - B]	3,64,58,143	4,13,02,941
TOTAL Rs.	[I+II+III]	10,76,09,191	10,45,83,755

Significant Accounting Policies and Notes to Accounts

[13]

The schedules referred to above form an integral part of the Balance Sheet

For S. SAHOO & CO
Chartered Accountants
FRN: 322952E

CA Subhajit Sahoo, FCA, LLB
(Partner)
MM No - 057426

Place: New Delhi
Date : 05.09.2022



LITERACY INDIA

(Trustee)



(Trustee)

BALANCE-SHEET

2021-22

LITERACY INDIA

Regd. Add:- C-1/11, 1st Floor, Vasant Vihar, New Delhi- 110057

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31/03/2022			
		Amount (INR)	Amount (INR)
	SCHEDULE	F.Y. 2021-22	F.Y. 2020-21
I. INCOME			
Grants		7,52,86,195	4,61,27,806
Donations		1,16,89,391	3,34,23,302
Other Income	[08]	52,85,698	50,70,165
Interest Income	[09]	18,01,854	18,53,287
TOTAL Rs.		9,40,63,139	8,64,74,560
II. EXPENDITURE			
Program Expenditure	[10]		
Pathshala Program		1,00,65,545	75,90,932
Vidyapeeth Program		2,57,53,814	2,28,36,159
Gurukul Program		29,79,013	24,30,428
Karigari Program		3,02,64,109	1,22,71,261
Shiksharth Program		-	6,27,759
Indha Program		1,33,84,496	90,36,251
Digital Education Program		1,30,64,007	95,49,097
Covid- 19 Support		26,68,468	1,28,49,655
Depreciation	[03]	82,02,289	48,33,269
Less: Depreciation transferred to Asset Fund	[03]	82,02,289	48,33,269
TOTAL Rs.		9,81,79,451	7,71,91,542
III. EXCESS OF INCOME OVER EXPENDITURE	[I - II]	(41,16,312)	92,83,018
IV. EXCESS OF INCOME OVER EXPENDITURE TRANSFERRED TO PROJECT FUND		(41,16,312)	92,83,018

Significant Accounting Policies and Notes to Accounts

[13]

The schedules referred to above form an integral part of the income & expenditure account

For S. SAHOO & CO
Chartered Accountants
FRN: 322952E

CA Subhajit Sahoo, FCA, LLB
(Partner)
MM No - 057426

Place : New Delhi
Date : 05.09.2022



LITERACY INDIA

Shobhan
(Trustee)



[Signature]
(Trustee)

BALANCE-SHEET

2021-22

LITERACY INDIA

Regd. Add:- C-1/11, 1st Floor, Vasant Vihar, New Delhi- 110057

RECEIPTS & PAYMENT ACCOUNT FOR THE YEAR ENDED 31/03/2022			
		Amount (INR)	Amount (INR)
	SCHEDULE	F.Y. 2021-22	F.Y. 2020-21
RECEIPTS			
Opening Balance		5,33,50,261	4,68,73,727
Grants		7,52,86,195	4,61,27,806
Donation		1,16,89,391	3,34,23,302
Other Receipts	(11)	39,69,714	47,14,148
Interest Income	(12)	18,01,854	18,53,287
TOTAL Rs.		14,60,97,416	13,29,92,270
PAYMENTS			
Program Expenditure			
Pathshala Program		1,00,65,545	75,90,932
Vidyapeeth Program		2,57,53,814	2,28,36,159
Gurukul Program		29,79,013	24,30,428
Karigari Program		3,02,64,109	1,22,71,261
Shiksharth Program		-	6,27,759
Indha Program		1,33,84,496	90,36,251
Digital Education Program		1,30,64,007	95,49,097
Covid- 19 Support		26,68,468	1,28,49,655
Expenditure from Corpus Fund		54,89,185	-
Changes in Advances/ Liability		19,06,827	24,50,467
Closing Balance		4,05,21,953	5,33,50,261
TOTAL Rs.		14,60,97,416	13,29,92,270

Significant Accounting Policies and Notes to Accounts

[13]

The schedules referred to above form an integral part of the receipts & payment account

For S. SAHOO & CO
Chartered Accountants
FRN: 322952E

CA Subhajt Sahoo, FCA, LLB
(Partner)
MM No- 057426

Place: New Delhi
Date: 05.09.2022



LITERACY INDIA

Indira
(Trustee)



Mr
(Trustee)



ORGANIC FARMING FOOTPRINTS



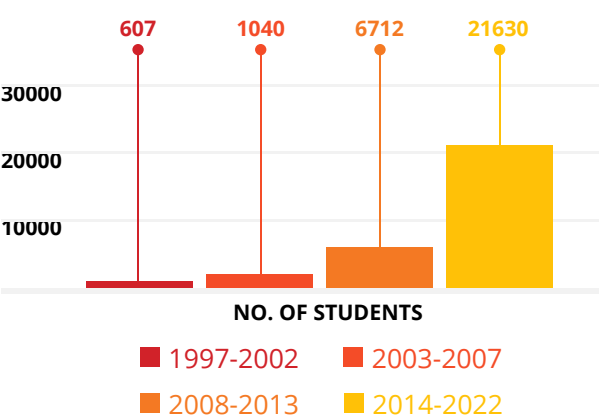
NO. OF VILLAGES	LAND AREA & FARMERS
8 Villages	51 Bigha land , 78 Farmers
17 Villages	72 Bigha land , 105 Farmers
25 Villages	112 Bigha land , 137 Farmers
36 Villages	192 Bigha land , 212 Farmers
57 Villages	242 Bigha land , 752 Farmers
62 Villages	300 Bigha land , 775 Farmers
70 Villages	400 Bigha land , 1000 Farmers
72 Villages	424 Bigha land , 1200 Farmers



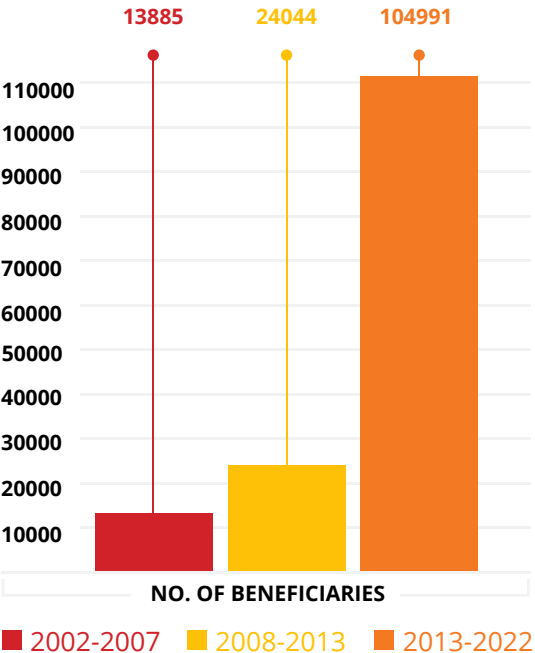
ACHIEVEMENTS IN 2021-22

Project Progress

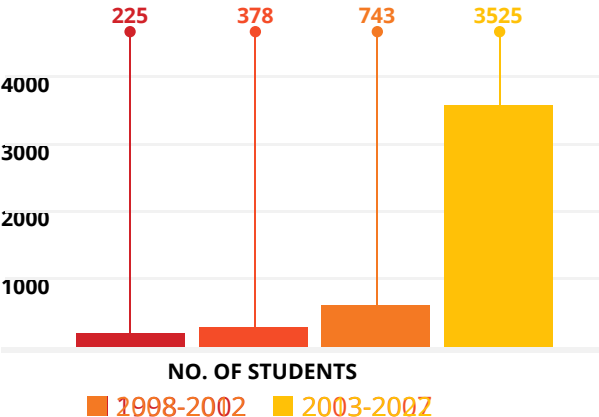
PROJECT PATHSHALA



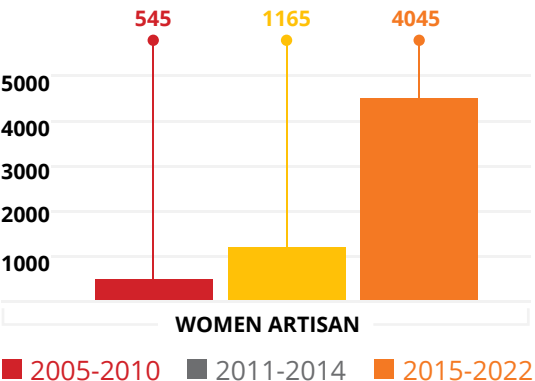
KARIGARI



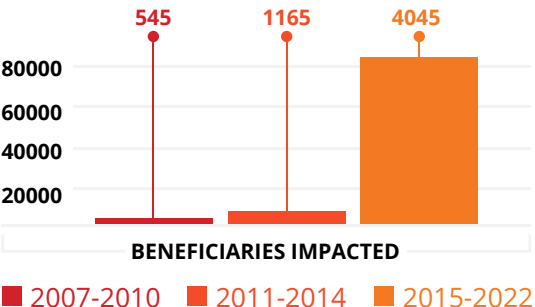
PROJECT GURUKUL



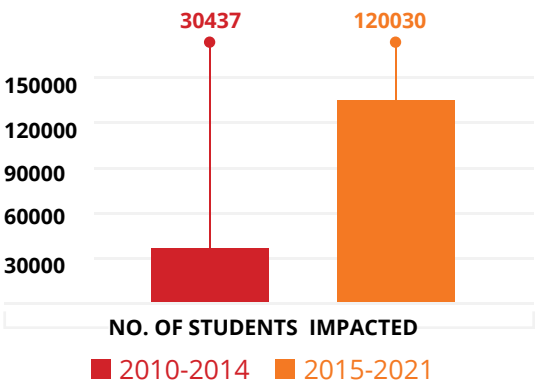
PROJECT INDHA



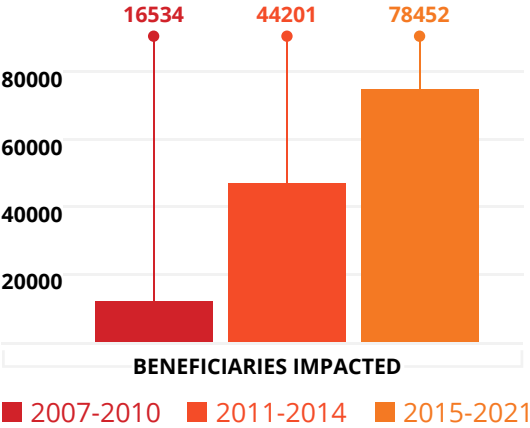
PROJECT SHIKSHARTH



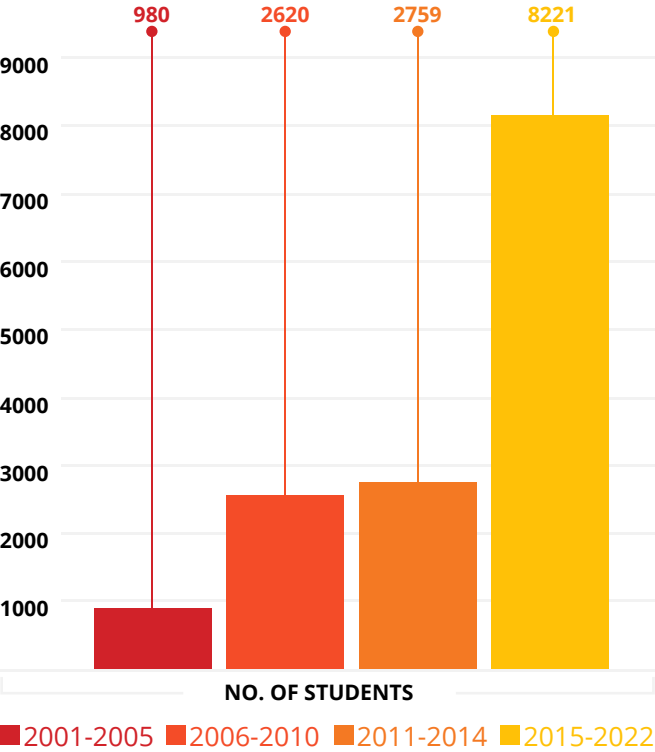
PROJECT GYANTANTRA



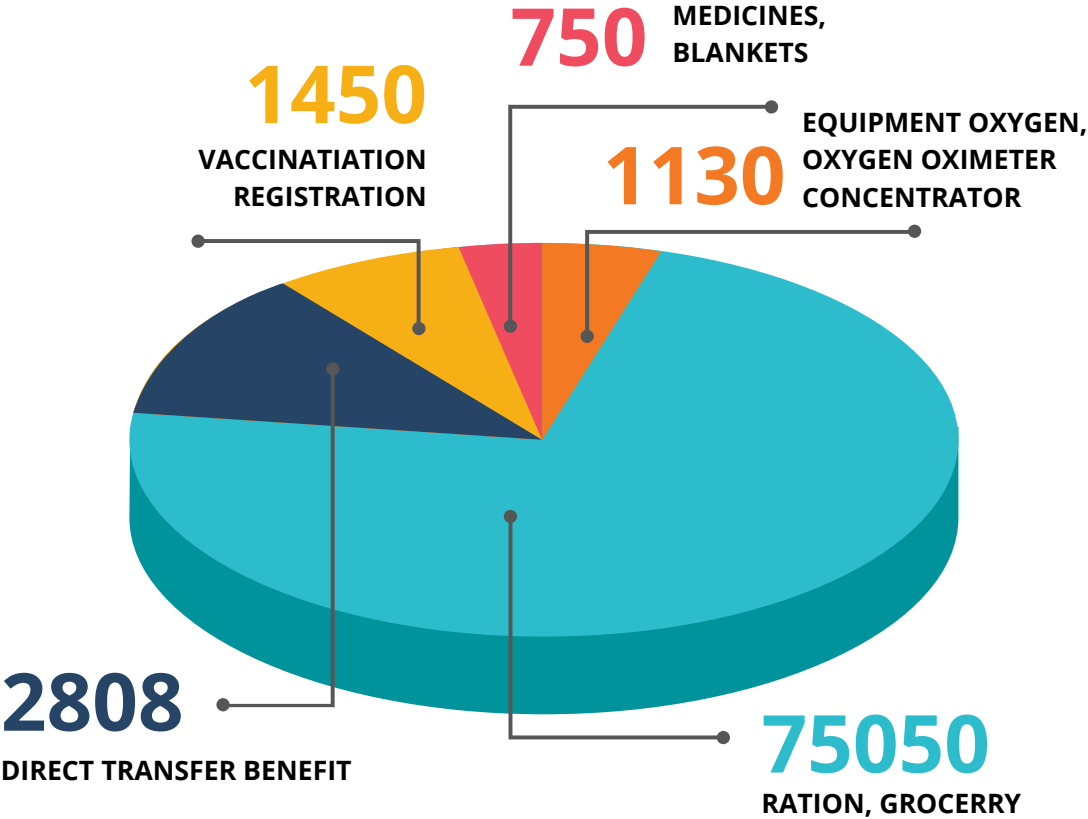
HEALTH POST & CAMPS- BENEFICIARIES IMPACTED



PROJECT VIDYAPEETH



COVID RELIEF IMPACT 2020-22



**FOOT PRINTS OF 25 YEARS ON PRINT , SOCIAL
MEDIA AND ELECTRONIC NEWS.**



मनोहर शाना

एनर्जियो लिटरेसी
इंडिया द्वारा सादर
ग्राम में मजदूर किसानों
को कार्यशाला
अभ्योजित कर
प्लास्टिक केडम कांटे



गा एवं किसानों को सरल खाद लिक्विड सॉल्यूशन की ट्रेनिंग प्रदान की। इसमें डी-कॉपोजर द्वारा सरल खाद तैयार करने की ट्रेनिंग प्रमुख रही। इससे उनके खेतों में भूमि उर्वरता को बढ़ावा मिलेगा एवं भूमि सुधार में यह कारगर है एवं जैवों का स्वास्थ्य एवं निरोगी बनाकर फसल उत्पादन को बढ़ाता है। यह पूर्णता जैविक सॉल्यूशन है। इसको बनाने के लिए संस्था के डायरेक्टर सहित खादय या प्रोजेक्ट मैनेजर धर्मेश कुमार खादय द्वारा विशेष निर्देश देकर ड्रम वितरण के लिए के लिए राशि उपलब्ध कराई है। कार्यशाला में 25 गांव से किसानों ने भाग लिया। कार्डिनैटर इदरीस मोहम्मद एवं संस्था जैविक अनुदेशक कन्हैया लाल लोधा, संस्था के फोल्ड वर्कर नंदलाल व तुलसीराम ग्रामीण किसानों के साथ उपस्थित रहे।



Empowerment through Education

Providing a new lease of life to the underprivileged community via means of education and livelihood, Literacy India is taking a step towards holistic development

A young Aditya, hailing originally from Basti in Uttar Pradesh, loves history and chess. His family of four moved to Gurugram a while ago, in the hope of a better future. His father, a low wage factory worker, supports the family financially. Recently, Aditya was featured in the papers for his above average IQ and along with two other classmates from Literacy India, has been selected by Indian Mensa to receive academic mentoring and to meet his full potential.

This is just one of the many stories of real change that Literacy India has brought about in the lives of underprivileged children. Understanding the significance of education early on, Literacy India was set up in 1996 as a non-profit organisation. With a motto to mainstream the marginalised, their focus is on the 4Es—education, employment, empowerment and environment.

In order to reach their goal, they work across over 100 centres in 15 states including Delhi, NCR, Haryana, West Bengal, Jharkhand, Jammu & Kashmir, Rajasthan, Himachal Pradesh, Uttar Pradesh, Uttaranchal, Karnataka, and Telangana, and with an annual outreach of 65,000 beneficiaries.

Another inspiring story under the hat is that of Fulmoni, who lost her father at the age of four, and left behind her mother to shoulder the responsibility of their seven children. Due to lack of education none of them could attain a well-paying job and had a tough time making ends meet. It was in 2015 that Fulmoni

joined Literacy India's non-profit vocational training program in tailoring and since then there has been no looking back. Within a short span she learnt the craft and how to stitch various patterns. Her journey with Literacy India has not only helped her accomplish a new skill set, but also motivated her to bring her family out of their financial troubles. The resilient Fulmoni now aspires to become a successful artisan, work her way up through the financial troubles and uplift her family.

Realising and understanding, gradually, that real education is not just about posh schools, Literacy India's focus lies on holistic development, by combining classroom education and value education. The core ethos of their Vidyapeeth School is value education, which is then followed by sports, theatre in education; to become confident, and then vocational studies to teach students cooking, hardware, computer as well as electrical maintenance.

Literacy India's flagship initiative is an

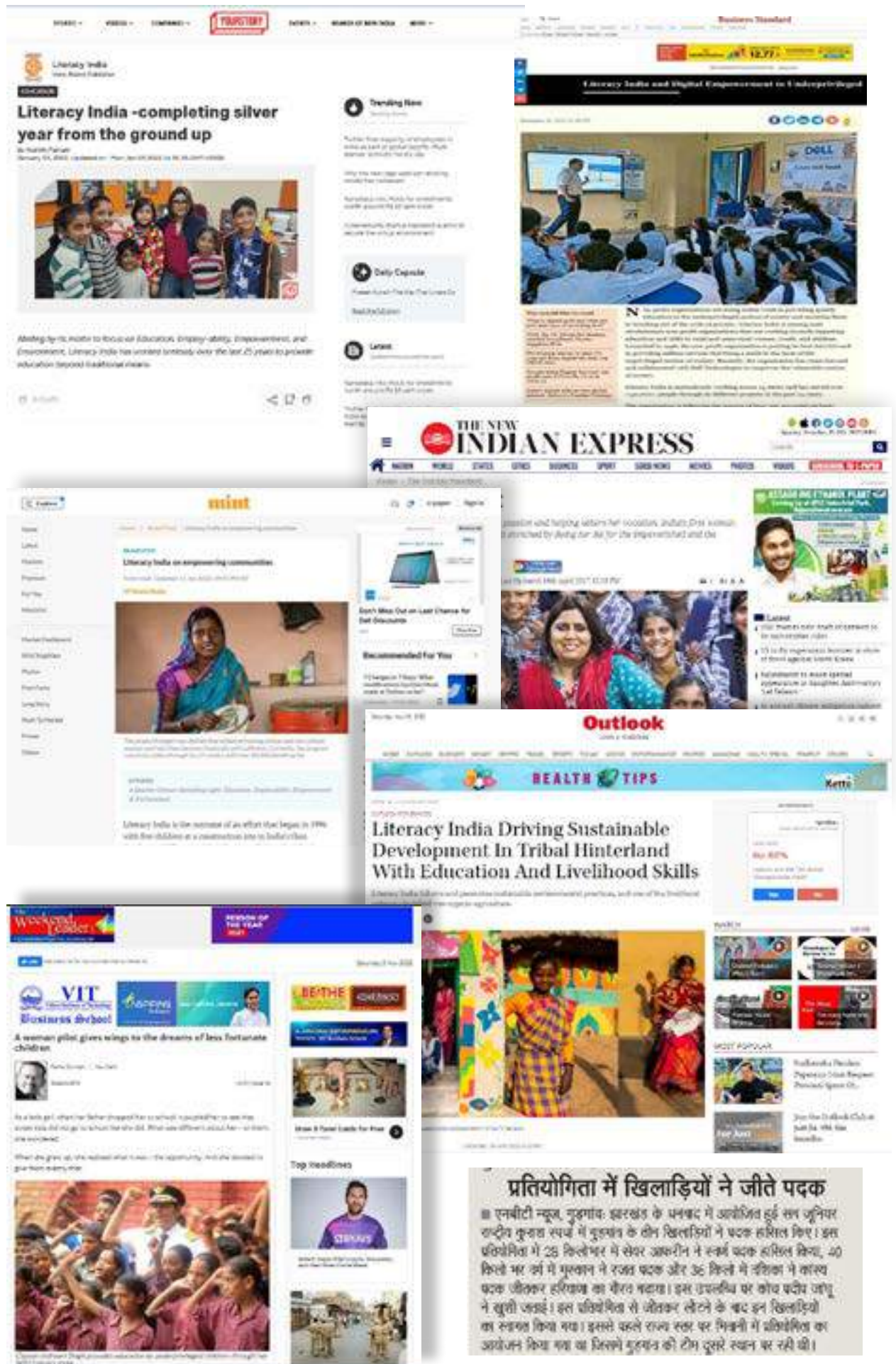


enterprise called Indha that works on providing livelihood opportunities to rural women. Under this initiative, craft work of highly skilled artisans, who had been trained under the Indha project, can be seen at <https://indha.in/>.

Another program which is priming the adolescents and youth to be independent and bread earners is called Karigari. Through this initiative, skills like digital marketing, web development, and coding are taught. Under the same program, women are taught how to make rural crafts and there's great focus on promoting local culture and art forms like Chau dance, Patchitra art, and hand painting among others. Even vocational skills like mobile phone repairing, embroidery and electrical training are taught under this program. With social tourism on the rise, homestay in north Bengal serves as the perfect setting to experience cultural festivals like Indra Dhanush, and Literacy India has also helped in mobilising Mobile Ambulances in Jhalawar, Rajasthan and helps many small enterprises with soft loans for their endeavours.

With various other projects and innovations such as Gurukul, Pathshala, and Gyantantra Digital Dost under their sleeve, their aim is to empower the underprivileged, by providing them access to value education and skills training and ultimately enabling them to earn a decent living.

Visit: www.literacyindia.org



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Capt. Indraani Singh

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In recognition of outstanding professional achievement and
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On the occasion of

62nd National Summit

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