ANNUAL REPORT 2019- 20

BRINGING EDUCATION,
EMPLOYABILITY, EMPOWERMENT TO 6,50,000
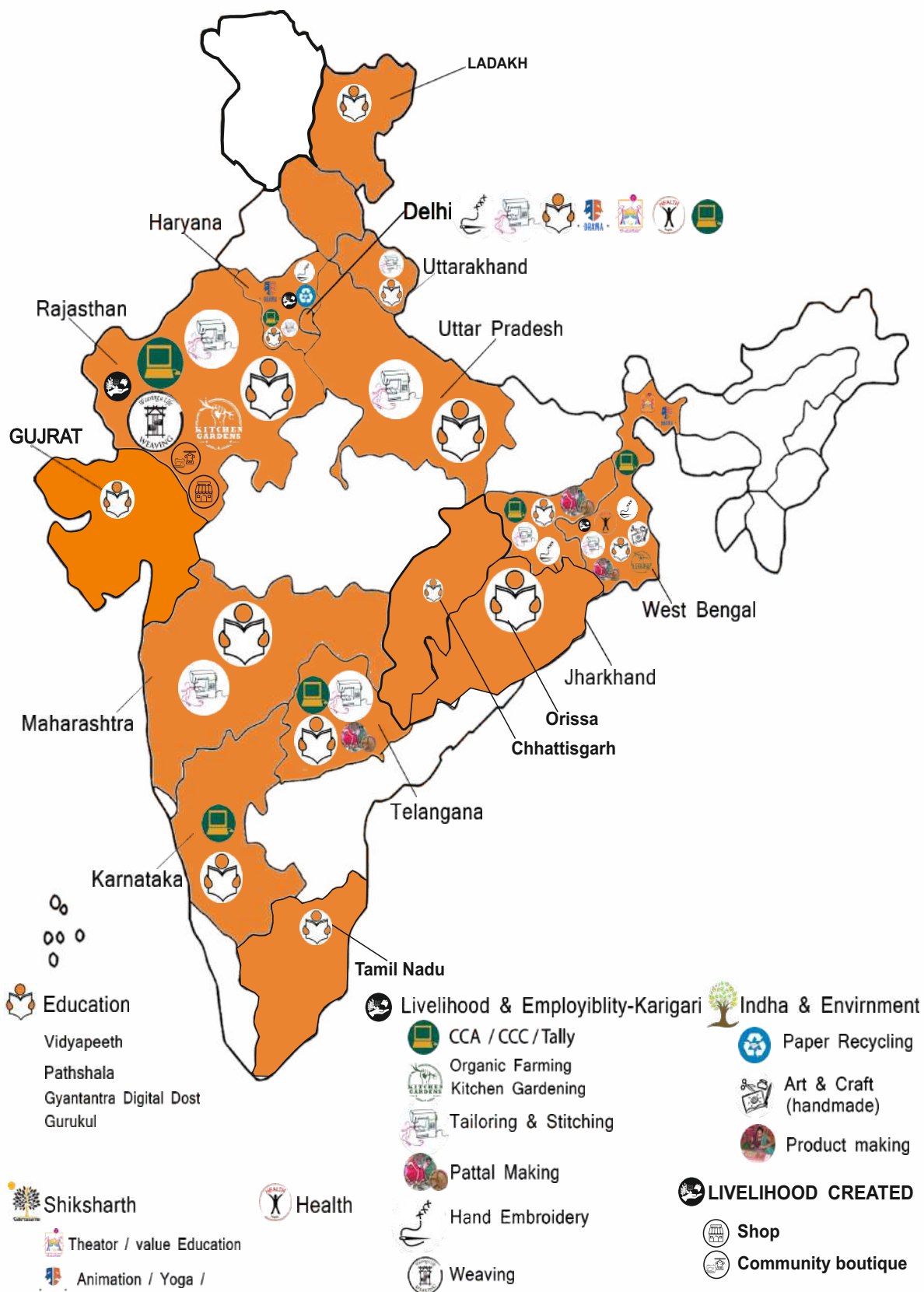
LITERACY
INDIA

LADAKH

Haryana

Delhi

Rajasthan

Uttarakhand

Uttar Pradesh

GUJRAT

West Bengal

Maharashtra

Jharkhand

Orissa

Chhattisgarh

Telangana

Karnataka

Tamil Nadu

Education
- Vidyapeeth
- Pathshala
- Gyantantra Digital Dost
- Gurukul

Shiksharth
- Theator / value Education
- Animation / Yoga /

Health

Livelihood & Employiblity-Karigari
- CCA / CCC / Tally
- Organic Farming Kitchen Gardening
- Tailoring & Stitching
- Pattal Making
- Hand Embroidery
- Weaving

Indha & Envirnment
- Paper Recycling
- Art & Craft (handmade)
- Product making

LIVELIHOOD CREATED
- Shop
- Community boutique

Contents

A year's overview

FROM MANAGING TRUSTEE'S DESK

All the Literacy India`s Projects have permeated into the communities in an unusual manner. Our Plan and /or strategies though in initial stage seemed like experiments however for measuring results we took a step back to take a stock of the impact and It gives us deep satisfaction seeing the response from the community leading to great results.

2019 had been superbly busy year for us on all the projects. Our Gurukul Project have seen quite a number of students graduating from their respective schools and Our Skill programs has scores of Success Stories. Its great to see the Girls blossoming well under Women in Technology Program in different IITs across India. We owe all our Success to all our Donor Partners for giving us this opportunity to serve our communities. We firmly believe that Education Nation have Improved Economies which eventually becomes a cycle of growth. Please do read the Preview of the Year and Thank you for being there and Making a Difference.

Capt.Indraani Singh

(Senior Airbus Fleet Captain,

Managing Trustee(Literacy India),

Our Strategy and Approach

One of the key challenges faced by any organisation as it expands its footprint is to manage growth. The enormity of the challenge increases when the organisation, like **Literacy India**, is people-centric and operates ground-up. In **Literacy India**, our people are our assets and we felt the pressing need to put in place a system that makes operations more effective, creates accountability and recognises individual contributions. We have put in place a review system that will help us identify future leaders. When we started 24 years ago, we worked hands-on with passion and dedication. That continues even today except that we have put in place SOPs and processes to make interventions more structured. To achieve organisational goals, we have created an HR team which undertakes quarterly reviews to assess performance and outcome. Partners like Dale Carnegie Training, experienced HR managers from a clutch of corporate entities are now involved in training senior to mid-level management to streamline and strengthen the organisational capability.

As an organisation, **Literacy India** is flat with the process of decision-making being decentralised and participatory. Every team member is encouraged to voice ideas. The regular operations are carried out by a strong team of project directors, programme managers, project officers, senior project co-ordinators, project co-ordinators and ground level staff like centre-in-charge, faculty and social mobiliser. They all work under the guidance of the Managing Trustees. Each division, department and programme undergoes a monthly review to assess the impact of the programme and future planning. A group of technically competent senior management personnel from diverse backgrounds and expertise forms our Advisory Board, who together with our Trustee Board sets up the guidelines to be followed by **Literacy India**. It also ensures good governance and compliance with best practices.
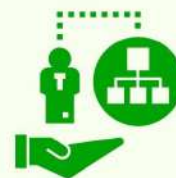
GOVERNANCE   HR SYSTEM   TRAINING & DEVELOPMENT

To give a more formal structure to this way of functioning, a new role – that of the HR director - has been established. A Department of Training and Development has been created to render in-house training and capacity building. Implementation of Key Performance Indicators (KPI), human resource mapping, human resource planning, recruitment, selection and capacity building assessment is now part of the HR process. This team, which is responsible for successful execution of projects, has added to cost and time for the organization. Our funding pitch to donors now includes this cost as it opens up prospects of attracting social investment.

There are audit systems built into the operations process to ensure accountability and to comply with standard statutory norms. Programme audit and internal process audits are conducted regularly throughout the year and MIS reports are generated monthly. The Beneficiaries Management System tracks progress and development of beneficiaries across all programmes. The impact of the programmes is analysed and assessed by the field executives and programme managers. This ensures that quality parameters are maintained at the highest level. An annual appraisal and review system also reward outstanding achievers.

Creating Value Through Robust Models

Literacy India strives to impart 'education with a purpose' and give access to quality education to underprivileged children in government schools, private schools, and out-of-school children. We believe that a strong educational foundation ensures employability and providing access to it can help reduce the gap between the rich and the poor. Innovative and alternative teaching methods are deployed, and technology is used to facilitate learning. Over the years we kept refining our approach and embracing innovative and modern tools.

Our efforts are focused towards securing the future of children, impacting their immediate families, and ultimately having a positive impact on the community at large. We realised that women, when educated and skilled, are better managers – both at home and at work. However, societal pressures and economic inadequacies affect their growth. Solutions for them need to be sustainable, scalable, and upgradable.

Early in our journey we noted that there are an overwhelming number of underprivileged children who need help. In 1996, when computers were still a thing of the future, we knew that the solutions required for the mammoth task on hand would be based on technology. All our programmes were initiated with the help of innovative technological interventions to ensure sustainability. By late 90s, the communities we catered to in Gurugram came from rural Uttar Pradesh, Bihar, Jharkhand, and Rajasthan in search of livelihood. With inflation on the rise, income from agricultural land was not enough to sustain them. Technology helped us connect with these communities. In 2003, **Literacy India** spread its wings to villages of Haryana and West Bengal, Rajasthan, and since then there has been no looking back. In our journey of 25 years, we have touched half a million lives -- a task that was achievable due to digital intervention.

Creating Values Through Roboust Model

COMMITMENT & TRUST

INNOVATIVE TEACHING METHOD

SUSTAINABLE, SCALABLE, AND UPGRADABLE WOMEN BASED PROJECTS

We are thankful and continue to look for support from our donors, team, children, and the community, which has worked tirelessly towards our mission. Our future involves integration of technology with pedagogy in elementary education, to ensure better educated, trained, confident and job-ready youngsters. The recent phases of lockdown in the country due to the Covid-19 pandemic have further highlighted the importance of technology.

Literacy India's track record of steering and directing multiple projects over the years can be traced to its culture of empowerment and its purpose-driven journey. The organisation is best described by this year's theme: Purpose-motivated, Robust & Adaptable. During the current crisis situation, we are staying close to communities and helping them develop and implement their own purpose-driven strategies, enhance their resilience and adaptability so they can survive future shocks and thrive in the new normal.

Commitment and trust

Our commitment to help our employees realise their potential reflects in the investments we have been making in organic talent development over the years. This has resulted in a variety of learning outcomes in all projects across regions. Our energy investment, empathy and commitment are what make our associates feel valued, which gets reciprocated with unmatched levels of energy dedicated to our organizational purpose. It has also led to **Literacy India** setting standards in talent retention.

Our Vision

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

Set up in 1996 as a non-profit organisation, **Literacy India** empowers underprivileged women, youth, and children by making them self-sufficient. With the 3Es (*Education, Empowerment, Employment*) forming the core of what we do, we reach out to the underprivileged across India and help them gain access to value education and support their endeavours to imbibe a variety of vocational skills.

15 States, 100+ Centres and Counting

Literacy India works across 100+ centres in more than 13 states: Delhi, NCR, Haryana, West Bengal, Jharkhand, Laddakh, Rajasthan, Himachal Pradesh, Uttar Pradesh, Uttarakhand, Chattisgarh , Karnataka, Orissa , Maharastra , Gujrat and Telangana, with an annual outreach of 52,000 plus beneficiaries.

It is our motto to provide basic education to women and children. **Literacy India** envisions to keep its students in step with the fast-evolving world around them. In line with this thought, **Literacy India** is transforming the education landscape through exposing students to more innovative and non-traditional methods of learning, including fun activities, workshops on group learning, drama, dance, role plays, to name a few.

We also organise interactive sessions with eminent personalities from different walks of life who share their stories and their journeys with the children and motivate and enthuse them to excel. The interest generated through these sessions helps identify latent talent which can then be channelised into higher studies or vocations.

Our Mission

Bringing about a qualitative change by reaching education to all

Literacy India is focused on bringing about a qualitative change by giving education its true meaning and making sure it reaches one and all. Progressively, we are transforming the education landscape through innovative teaching methods and by providing a wider canvas of exposure in a relevant socio-cultural environment. Through our projects, we constantly strive to create an encouraging and empowering environment where one is provided an opportunity to build one's personality and hone skills.

The Problems

- Unemployment
- Illiteracy
- Ignorance

The Change

- To create awareness on the importance of education for underprivileged children, women and youth.
- To improve their employability and earning capacities, in order to better their livelihood efforts.
- To positively impact the number of self-reliant people and small entrepreneurs, through a holistic combination of knowledge and skill development.

The Execution

Our programmes are envisaged to be innovative, sustainable, and replicable across India. Our execution plan seeks to:
- Support children in active schooling to ensure minimum levels of learning
- Empower women and children with vocational skills
- Identify children from underprivileged backgrounds and help build their knowledge and confidence
- Economically empower women from rural areas and urban slums
- Nurture, mentor and assist children to become assets for the community and future role models
- Improve self-esteem and boost confidence of underprivileged women

Breakthrough Initiative

We have pioneered a new model of education which focuses on the holistic development of a student. The emphasis has been on providing education not just through the typical classroom setting, but by exposing students to possibilities and scope of learning from the environment beyond. Our progressive attempts in this context have enabled us to build a platform that can nurture untapped talent and allow it to realise its full potential.

The Deliverance

We believe that education in isolation is insufficient as a developmental tool. It must be imparted in an environment that also instills dignity of labour. With this new model, **Literacy India** has made a breakthrough in impacting the education landscape.

Overview of 2019-20

Literacy India strives towards securing the future of children, impacting their immediate families, and having a positive impact on the community at large. The organisation is best described by this year's theme: Purpose-motivated, Robust & Adaptable. During the current pandemic-related crisis we have been staying close to communities and helping them develop and implement their own purpose-driven strategies, enhance their resilience and adaptability so they can thrive in the new normal. We are thankful and continue to look for support from our donors, team, children, and the community, which has worked tirelessly towards our mission of providing quality education.

Technology has played a pivotal role in **Literacy India**'s projects and has been integral to mobilising beneficiaries during the Covid-19 pandemic. Students and teachers were trained to use applications like Zoom, Google classroom and WhatsApp, through which classes, workshops and training courses were held. Students were also taught how to use information available online to get better understanding of subjects. Artisans were also trained in a similar way so they could borrow ideas or designs, which were produced and sold by many of them. Collaboration with virtual classes like Khan Academy and Duolingo has helped students improve in subjects like Mathematics and Science.

In efforts to bridge the gaps in the current elementary system the Gyantantra Digital Dost (GDD) programme has been implemented in government primary schools as well as some NGO partners in Delhi NCR, Rajasthan, Noida UP, Gujarat, Maharashtra, Ladakh, Odisha, Jharkhand, West Bengal and Nepal. Apart from academics GDD also imparts life-skills to help children stand up to child abuse and deal with health problems. With an aim to promote hygienic practices, sessions like 'Use of toilet', 'Washing hands' and 'Brush your teeth' were conducted in government schools as well as community centres.

The dedicated lab for Gurukul beneficiaries has also brought about a big difference in the students' performances. Under the Gurukul programme regular language coaching has helped students in the transition to private and government schools. **Literacy India** has also associated with the WIT (Women in Technology) movement that encourages young girls to take up engineering and counsels them to continue education despite resistance from society. In 2019, 12 young girls from humble backgrounds got admission in IIT-Delhi, IIT-Roorkee, IIT-Mumbai and IIT Chennai. The centre has also partnered with KIKI Technology Institute, Manesar, Pavitra Institute of Technology and Vivo Healthcare for various technical courses and job placements. Five students cracked the institute's entrance examination ensuring a secure future for themselves.

As part of project Vidyapeeth's methodology of 'learning by doing', innovative and activity-based methods were given prime importance, which has proven to be efficient. A wide range of skits and activities were arranged as part of project Shiksharth, in our efforts to identify and hone talent in children.

Project Karigari provides job-specific skills training and market-oriented livelihood assistance. Drawing from **Literacy India**'s three pillars – education, employment, and empowerment – the project's motto is 'earn while you learn'. Gyantantra Udbhav, software designed by **Literacy India** is used to impart education to Karigari beneficiaries. GDD also has modules which are customized especially for adults and adolescents.

Karigari has been implemented in tribal districts, which include some of the most under-developed regions of the country. It helps link the backward communities with modern livelihood options and trains them with employable skills.

The beneficiaries are selected and admitted in the training process, after which they are provided placement in garment factories, export houses, private companies, corporate houses, beauty parlours and so on, depending upon the skill they have sharpened. A few have even started their own businesses after availing the interest-free loan from **Literacy India**. Under this programme, around 4456 women and youth completed training in tailoring, beauty, CCA, organic farming, mobile repair work and accessory making this year. Most women who are trained under Karigari sell their handcrafted products through Indha.

Indha is the production arm of project Karigari's skills and livelihood programme. Indha products are sold online as well as in different exhibitions and fairs. As a not-for-profit entity, the revenue earned is used to sustain and scale up Karigari, apart from ensuring fair price for all the Indha artisans. Indha products have become quite popular among many donors and can also be found on the shelves of Inweave , Tatsat , New Delhi, others. Apart from this, these products are regularly exhibited at MNCs like American Express, SBI Cards , Dell , KPMG , CVENT India , Mastercard , Microsoft and many more corporates . LI also holds various fairs in flea markets at Select City Walk, Saket, Akshay Prathishtan Mela and American embassy. Indha products are also sold through various Indian portals like Amazon , Flipkart , Snapdeal , Shopclues and International Portals like Ebay.com .

Around 3250(Cumlative) women benefitted under project Indha in 2019 and 75% women started earning for the first time after joining Indha Social Enterprise.

Apart from these, **Literacy India** also undertook projects to train farmers in organic farming methods and under this, 775 farmers were directly and indirectly trained in organic farming, kitchen gardening, vegetable farming and organic manure preparation.

As we look ahead, we see technology playing an even bigger role in helping us scale up and reach many more people who need to be mainstreamed. With migrant populations facing a crisis like never-before - both economically and socially – at a time when healthcare challenges loom large, we believe that there is a need for **Literacy India** *to penetrate deeper into underserved regions. We seek the support of one and all to help us make this happen.*

Digital Agility: Tech for Community Development
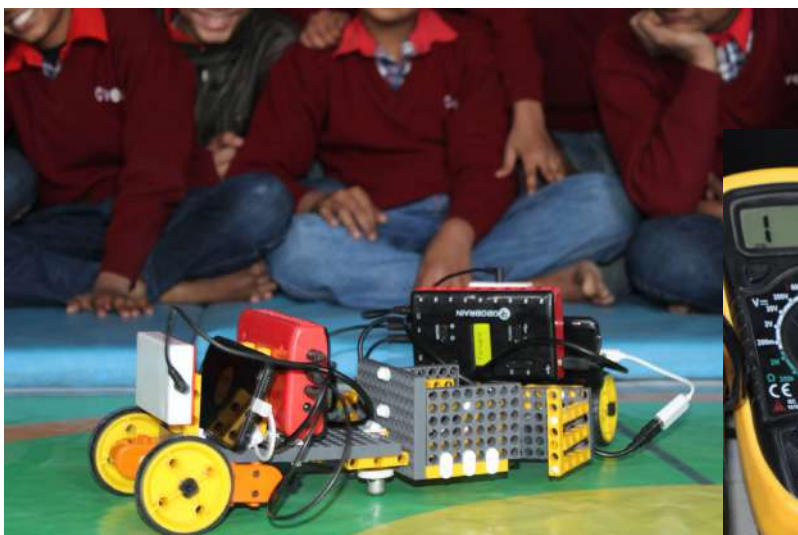
Literacy India has always believed that technology will be able to help take forward the mammoth task of making education accessible to underprivileged sections of society. The Covid-19 pandemic and the consequent phases of lockdown in the country that hit us towards the fag end of 2019-20 have further highlighted the importance of technology. Even prior to the pandemic technology has played a pivotal role in all our projects, including GDD, the virtual classrooms and remedial education. In fact, we have successfully used the internet and related applications in capacity building. In our journey of 25 years, we have touched half a million lives -- a task that was achievable due to digital intervention.

'Secure Borderless Workspaces', an innovative model that is independent of the student's location, has already been extended to West Bengal, Rajasthan, Pune, Uttarakhand, Gujarat, Tamil Nadu, Uttar Pradesh, Jharkhand and so on. The model involves the use of a standard service delivery environment, cloud-enabled governance processes, heavy use of digital collaboration tools, and an internal operations monitoring center. Students and teachers are now accustomed to working in this environment, where the centres across regions are connected through Skype and Microsoft team meetings. Going forward, a cloud-enabled governance process will also be developed to ensure that the internal system is made stronger.

One month's groundwork was required to get the beneficiaries accustomed to the virtual space. Teachers were trained to use the internet, Skype, Google classroom, Google Duo, Zoom App and Gyantantra Udbhav. Literacy workshops were held, and students were also shown how information available on the internet, like YouTube videos, can be used to learn about latest developments.

Hence, when the schools suddenly closed on account of the pandemic, we were well placed to quickly create a digital learning environment, which was made accessible to **LI**'s beneficiaries. Applications like Zoom, Google classroom and WhastApp were used. Parents and students who possess smartphones were made aware of its usages and were encouraged to be involved in virtual learning and virtual training classes. Of 1,200 students in Vidyapeeth project, around 500 to 600 children were successfully mobilized during the lockdown.

The process of making use of technology and online marketplaces for the Karigari artisans was work in progress. The pandemic just hastened the process. Even as we write, artisans centres are being equipped with smart phones and artisans are being trained on how to operate WhatsApp, Google classroom, Google Duo and Zoom. Classes were held on these online platforms, and the students were also being trained on using the information on the internet to enhance their skills. With consistent practice, many even went on to sell their finished products on social media platforms.

As the uncertainty of the days ahead loom large, we at **LI** are well prepared to continue out the outreach and penetrate the community deeper by banking on technology and creating digital agility with the system and all our programmes.

Winning with Champions in Education

I.   Vidyapeeth: Making education accessible and meaningful

*"I am thankful to Literacy India for educating three of my children free of cost. They would have otherwise been illiterate and suffered like me. Our family income does not even fulfil the basic needs like food and clothing, and children here are provided food free of cost as lunch, which is a blessing." – **Varisha***

Varisha's children are among the thousands who got access to education through **Literacy India**'s core programme, Vidyapeeth. The flagship project driven by three Es -- Education, Empowerment and Employment -- aims towards making quality education accessible to all. It encourages holistic development of children hailing from the lowest economic strata of society.
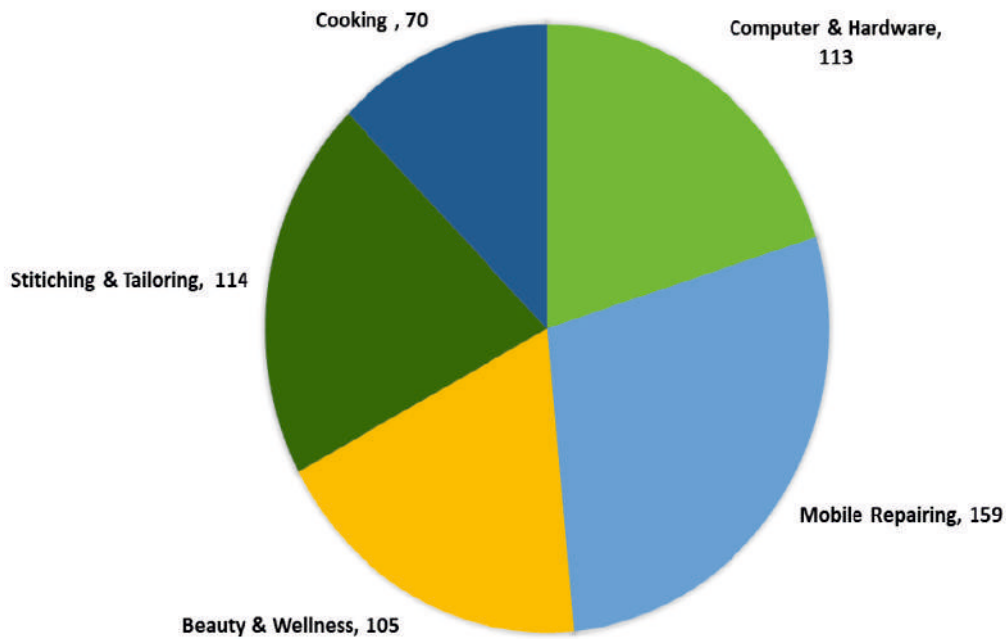
Vidyapeeth primarily focuses on making up for the lost years of an underprivileged child's life. Through a holistic learning approach, the student's interest is sustained with the use of multimedia content, excursions, and interactions with inspiring figures. The project employs 'learning by doing' principles to strengthen the academic base and lay the foundation for future employability. Additionally, the project addresses a child's nutritional and healthcare needs, engages the guardians, emphasises on self-expression through various forms of art, offers vocational skills training, and raises awareness about one's civic and social rights and responsibilities.

The programme provides free mid-day meals on working days to children in primary and secondary classes. The meal provided is a mix bag of essential nutrients required for the balanced growth and development of the children. This allows children to focus on their studies without hunger as a distraction. It also incentivizes parents to send their children to school.

With technology entering the classroom, students have the benefit of learning in smart classrooms, where videos and educational games are used to teach difficult lessons or concepts. Special sessions are held in language laboratories, to give students a better command over their reading, writing and speaking skills. Students under 14 years of age are taught fundamentals of coding-logic, structure, sequence and algorithmic thinking, to be able to create animations and apps.

STUDENTS REACHED DURING THE ACADEMIC YEAR 2019-20

- Cooking, 70
- Computer & Hardware, 113
- Stitiching & Tailoring, 114
- Mobile Repairing, 159
- Beauty & Wellness, 105

- **STEM & Robotics:** One of the major milestones of 2019-20 was the introduction of code skilling as part of our regular curriculum. Under this programme, students learn fundamentals of coding-logic, structure, sequence, and algorithmic thinking to generate creative outcomes like animation and apps. Around 140 students of classes VII and VIII enrolled for the programme. They were initially introduced to the scratch programme developed as a block-based programming tool. Teaching coding through animated game apps fundamentally changes their relationship with technology; they become creators rather than consumers. Learning commands, loops, sequences, and conditions strengthen their logical and technical skills. One of the outcomes of this will be a measurable improvement in mathematical and abstract thinking scores.

With a view to ensuring holistic development, value education classes are held every day and a monthly theme is also set for the same. Here students are told stories based on the theme. Among other lessons, they are taught about renowned personalities, the importance of hygiene and awareness regarding environment conservation.

Extracurricular activities like inter-house poetry competition and inter-house Hindi extempore give a platform to students to showcase their talents. Likewise, Earth Day and Anti-Tobacco Day are celebrated to sensitise students about the environment and create awareness about the risks associated with tobacco. Through the investiture ceremony that is held every year students are entrusted with leadership roles, to help them explore their own capabilities and in the process prepare themselves for their responsibilities towards their nation. Exposure visits are also organised to widen the learning platform. Similarly, students are encouraged to participate in competitive sports.

FACT FILE: CURRENT STRENGTH	
Beneficiaries	1063
Number of Teachers	41
Dropouts	109
Girl/Boy Ratio	1:1

The Vidyapeeth centre functions out of a school building at Bajghera village, New Palam Vihar, Gurugram. The centre houses 20 classrooms, 5 vocational labs, 1 science lab, 6 ICT/ computer labs, 1 language lab, and a completely digitally equipped smart class. Since 2000, a full-time schooling programme for the students from Pre-KG to the 12th standard has been running successfully.

Vidyapeeth follows the syllabus prescribed by the National Open School and offers certified National Institute of Electronics and Information Technology (NIELIT) Courses to give its students an edge over their peers. The centre does not refuse admission to beneficiaries round the year and assesses a child's performance every six months.

In its effort to eradicate gender inequality, the center engages the community to ensure that a girl child is not pushed into issues such as early marriages, abandonment, abuse, and health problems.

Pre- Vocational: Pre-vocational classes offered at **Literacy India** aim to equip students with a variety of skills. Sponsored by SBI, the course intends to help students acquire a skill that could become a future livelihood option. The guidelines of NIOS also makes a pre-vocational subject in the curriculum mandatory.

There are 5 pre-vocational courses offered under the programme:

• Beauty Training Course
• Tailoring & Stitching
• Cooking & Food Service
• Mobile Repairing
• Hardware & PC Maintenance

• Most of these courses create opportunities for self-employment and other career options in future. For example, training in repairing mobile phones or learning tailoring exposes them to wider career options Proficiency in beauty and wellness makes them industry ready. It also builds self-confidence and helps groom personality. Under the cooking course, students learnt to calculate nutrition value of foods and recipes for nutritious snacks, dessert and items cooked without a fire. Training in computer hardware inculcated their interest in technology and helped develop critical thinking and problem-solving skills.

With STEM teaching through Roblox, students are getting exposed to technology in a fun way. Concepts of physics and maths like reflection, friction, angle of reflection, movement, mechanisms are understood better through practically application.

Students enjoy building robots on their own. By using the Roboguru software, students are learning coding in a simple way. Some of the innovative ideas that the children have come up with include robots to clear waste, switch on and switch off lights, robot races, a greeting robot and home automation.
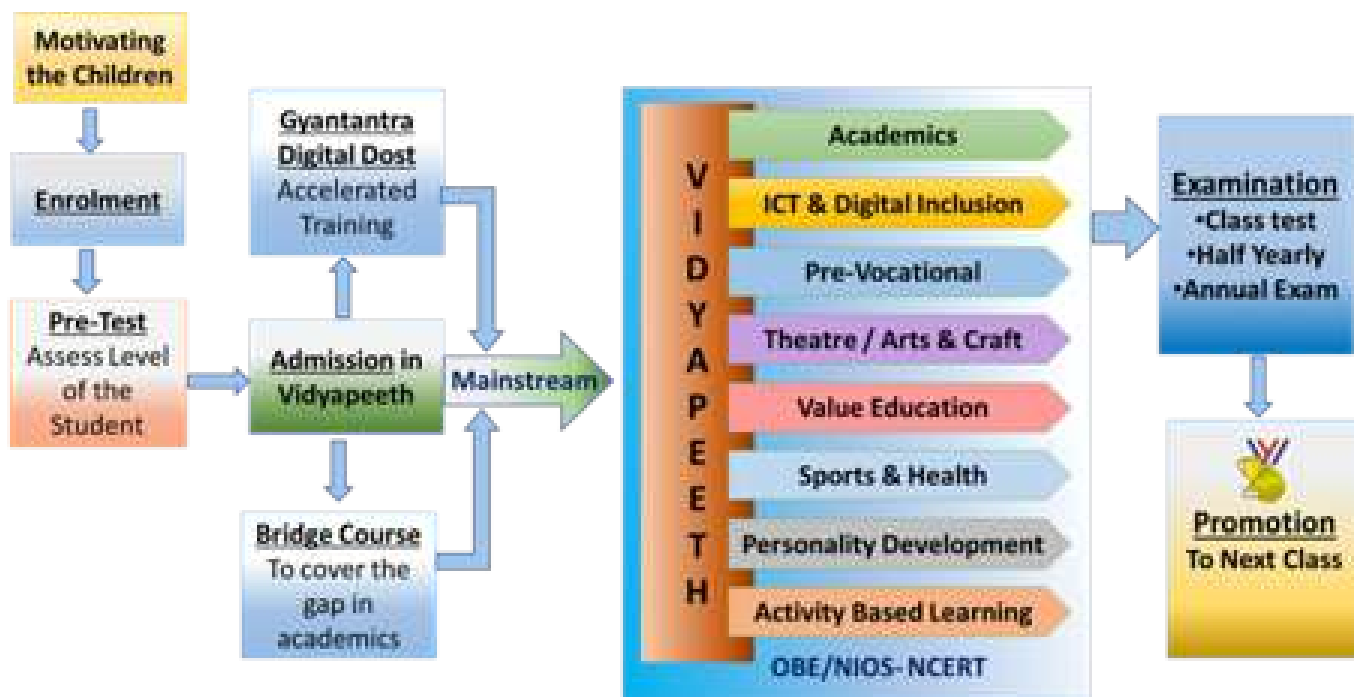
Highlights 2019-20:

- Students were given banana and eggs daily. Additionally, during summer, students were given buttermilk due to the rising temperatures.

- Vocational training courses in beauty, computer, cooking, mobile repairing and tailoring were taught.

- Code sessions were introduced to students where they were encouraged to build their own stories and games. This helped students understand programming and using Scratch, they learnt to develop different games.

- Teachers at **Literacy India** recognised the need to organise educational trips to villages before Lok Sabha elections. Class IX and X students organised a campaign at Jaat Chopal to create awareness about the importance of and right to vote.

- Workshops on self-defence training were held by volunteers and children were made aware of the good and the bad touch.

- Various field visits were organised for overall learning experience. Students were taken to the bank to get a better understanding of how to go about operating ATMs and other tasks.

- Activity-based learning was employed for better understanding of subjects. Academic weeks were organised for each subject like Math week, Social Science week, English week and the like. Various activities were conducted during the week, which saw active participation from students.

- A summer camp was organised where activity-based techniques were used to teach subjects like statistics. Activities like Waste to Wonders were organised to raise awareness on environment conservation..

- Value education classes were held every day, as per the monthly theme.

- On Gandhi Jayanti, students organised an awareness campaign in Village Bajghera on cleanliness, disposal of waste and use of plastic. They prepared placards and marched towards the village cleaning the streets on the way. Students also held discussions explaining the hazardous impact of plastic on the environment.
- An educational excursion was made to Netaji Subhas University of Technology, New Delhi, where around 20 NGOs were invited, numerous activities were conducted.
- Some students received bicycles from volunteers, to encourage them to go to school.
- Students' performance was continuously evaluated through various assessments. Revision classes were held 15 days before exams to clarify doubts. After each exam parent-teacher meets were organised to help improve the students' performance.
- 50 students of Class IX and X visited the National Gallery of Modern Art with volunteers from KPMG.
- Students were taken to Shankar's International Doll Museum, a museum set up by political cartoonist K Shankar Pillai.
- On National Milk Day students visited the Amul factory, where they learnt the process of milk production.
- Students were taken for an excursion to Butterfly park in Gurugram, where, as per butterfly enthusiasts, 27 species of butterfly are found.
- On KPMG Global Cyber Day, its IT Team organised a session on cyber security, cyber bullying, cyber threats, online gaming, and use of social media.

Way forward

As the learning environment increasingly goes digital, online learning will be encouraged going forward. Together with the use of innovative methods, students at Vidyapeeth will have an even wider learning canvas. Smart classes have been prepared for ICT training and education. Digital learning through GDD is already being encouraged to support underperforming students.

Vidyapeeth Champions

Niteesh: Aims to become a scientist

Born into a low-income family, Niteesh had to drop out of school in class IV. But his love for learning and passion for science helped him bounce back when his family migrated from Bihar in 2017. The same year, he was admitted to Literacy India's GDD programmme for class V where he quickly bridged the gap and joined Vidyapeeth in class VIII.

Niteesh is a gifted child, always displaying outstanding academic performance. He excels in extracurricular activities, too. His talent in public speaking was showcased in the inter-house poetry competition. He actively participates in class discussions, keeps himself abreast of syllabus requirements and reads to improve subject understanding.

He transitioned smoothly from Hindi, to English medium education.

He learned Vedic mathematics and has developed his own technique of calculating day and date. He takes a keen interest in Mathematics and Science and is curious about working of machines. He once made a working model of a tempo and a cooler, innovating all the way. Inspired by the works of Thomas Edison, Niteesh aims to become a scientist.

Mohit: A budding footballer

At the state-level under-14 football tournament held in Goa in Aug 2019, an 11-year-old boy caught everyone's attention. He is Mohit Pandey, a student of class VI A. Mohit represented the team from Haryana, which played and won several matches.

Mohit possesses a great passion for football. His interest in football started around age 8 when he would watch his brother and his friends playing. However, his parents opposed his wish to play the game in the belief that it would distract him from academics. Mohit remained persistent and his parents, finally, relented.

He devotes two hours in a day to football practice under the guidance of coach Mahender. For the past two years, Mohit has been training hard to improve his skills.

Mohit is an energetic child who is equally hard-working when it comes to studies. His academic graph has been consistently rising. He currently lives in Bajghera village, Gurugram, with his family. He hopes to represent India one day.

Shilpi: Inspired many girls

Priyanka lives in New Palam Vihar with her parents and two brothers. Her father is a tailor and mother a domestic worker, together earning Rs 8000 per month. Her family migrated from Bihar for better livelihood opportunities and children's education. She joined Literacy India in UKG and is now in Class X. She is shy by nature and doesn't interact much with her classmates. Quietly, she dreamt of becoming a doctor. But her dream was almost shattered when she was offered humanities in class X based on her previous academic record. She requested an academic coordinator for an opportunity to prove her caliber in science and was given subjects of her choice. This has been the turning point of her life.

Shiwan: A natural in theatre

He has dreams in his eyes and theatre on his mind. Meet Shiwan, whose acting prowess has made him a popular student in school. He has performed in various plays, both in English and Hindi, and has exhibited remarkable dancing abilities.

His keen interest in acting made him join theatre classes in Class II where his performances drew attention and appreciation from all around. His interest in theatre gave him a wider exposure to the environment which, in turn, inspired him to focus on his academics. His elder sister Sanya, who aims to be a judge, motivates him to study hard and excel in life. His hard work has helped him secure the 3rd position in class. He is interested in doing science experiments. He looks up to Captain Indraani Singh, founder of Literacy India, as his role model and dreams of flying planes like her.

Simran: Good analytical

On her brother's advice, 13-year-old Simran took admission in Vidyapeeth. She started out as a shy girl. Hesitant in class discussions and group activities, slowly but surely Simran began to open up. With the help of her friends and her teachers she was able to become more confident and assertive. This even reflected in her scores.

Her mentors remark that that has good analytical skills and is quite creative as well. During science week she prepared a sun dial and presented a play on BODMASS.

Her interests have led her to begin learning Computer Hardware. She believes that this will equip her with the skills she needs to start earning soon.

Simran's true passion lies in music. She loves to sing and hopes that one day she can be a well-known singer.

Shilpi: Inspired many girls

A top scorer, Shilpi studies in class VII and loves academics. Her discipline and dedication to learn has resulted in her top scores. Her teachers are often in awe of her capacities. When she isn't studying, she is reading about famous personalities, curious to know how they succeeded in life.

Interestingly, Shilpi is the first girl from her family to receive a formal education. Her parents took it upon themselves to educate her and make sure that she, too, has a successful career. Initially, her extended family did criticise their choices but soon, they changed their perspective. Looking at Shilpi, more girls from her family started going to school.

Neelu: A beautician in the making

A highly competent girl, Neelu Kumari has demonstrated persistence at work. Neelu enrolled in **Literacy India** in 2015 in class II and is now in class VI. She chose the beautician training course as her pre-vocational and has been trained in several skills. She has learnt a variety of hair styles, mehndi application on hands in which she is very creative, threading, to mention a few. She believes that joining the course has boosted her personality and made her popular in the immediate environment. She has an inquisitive nature and always looks for new things. She has good leadership skills and was awarded as the best class monitor. She is expertise good at painting and Judo and has won several prizes in both. She dreams of becoming a beautician in the future.

Muskaan: It's never too late

Fifteen-year-old Muskaan wanted to study but could not. She spent several years taking care of her younger siblings and helping out at home. However, at the age of 15 she decided that she wanted to study. She joined **Literacy India** with almost no formal training and slowly began to work her way up.

Muskaan worked hard in the programme but also began taking tuitions. Her friends in school also helped her by giving her books and assistance whenever she needed it. She improved and her skills developed quite quickly. In her free time Muskaan loves to sing. It is her dream to become a singer.

Haseena: Showing potentials

Haseena's education has been erratic. Her parents come from a very humble background. Her father works in an egg shop while her mother works as a maid. For them, education is not of utmost importance. This has rubbed off on Haseena as well.

Before joining **Literacy India**'s programme, her academics were not of the level it should have been. Not just this, she would often get overwhelmed when there were a lot of children. Seeing this, Haseena was given individual attention and assistance. Her parents were also spoken to about the importance of education and how it will help Haseena in the future. They were also asked to encourage her learning and help her with her studies at home as well. Since then her academics has been gradually improving. She is also able to communicate better with her peers. According to her teacher Haseena has great potential and her improvement is a sign of it.

Yogesh: Adept at repairing

Parents of 13 years old Yogesh understand the importance of education and motivate him to work hard. Yogesh is a conscientious and an inquisitive child studying in Class IX. His father works as a florist. He opted for mobile repairing as his pre-vocational course in April 2019 and started learning regularly. His determination and focus helped him learn a variety of skills. He can fix problems with a sim card, charging jack, fuse, IC and repairs the folder, which is the most sensitive part in learning mobile repairing. At present, he repairs mobile phones in neighbourhood and earns pocket money. He wishes to own a shop for mobile folder repairing someday.

II.   Pathshala: Bridging the gap to formal schooling

Initiated in 1996 with five out-of-school children in Gurugram, this is the oldest programme of **Literacy India**. These were children of construction workers who migrated from Bihar following the boom in the construction industry. Since then, the objective of Pathshala has been to impart basic education to children who have no access to it. The project has evolved to bridge educational gaps and initiate out-of-school children into the mainstream learning process. Its vocational and technology-centric courses aim to develop career-oriented skills amongst the youth.

Apart from preparing children for school enrolment and mainstreaming, the programme supports children with remedial classes. Since the beneficiaries come from different age groups, social and economic sections of society including street children, rag-picking children, children serving as domestic help, youth and adults, remedial classes ensure that they are at par with their peers. An extension of the National Literacy Mission Model, Pathshala ensures that every beneficiary learns to read and write within a span of three months to a year. Students who cannot make it to formal schools can graduate through National Open School under the centre's guidance.
To familiarise children with technology, software-based learning techniques are used in smart classrooms. Teachers also adopt activity-based learning approach to improve the students' performance.

Community engagement is crucial, primarily because most students have never been to school. Most parents are either home-keepers or started begging or rag-picking early in their lives. Most beneficiary families earn a monthly income of less than Rs 7,000. Hence Pathshala teachers work towards creating awareness among the children and their parents about how education can break the cycle of poverty.
The project also reaches out to street children and those who work as domestic help. Adult literacy classes have also been introduced under this. Meals prove to be a primary motivation for parents to send their children to school.

After initiating the students into the mainstream school, Pathshala encourages them to take up higher education and they are also guided for the same. Corporate visits to companies like Dell, Accenture and SHL further encourage students to dream big.

Apart from academic aid, exposure visits are facilitated, which includes organising visits to places of interest. Students are taught to be socially and emotionally competent with the help of extracurricular activities, health camps and counselling programmes. Story-telling sessions and other cultural activities also provide opportunities where students can express themselves.

Process Flow

Highlights of 2019- 20:

- Students participated in the Dance India Dance competition, which was broadcast on Zee TV.
- ICT software like Gynatantra Udbhav were used regularly to conduct classes. Videos from YouTube were also used to explain difficult concepts or subjects.
- Dental camp, eye camps and general health camps were organised for beneficiaries.
- Students were taken on excursions to the President's house and Jawahar Lal Nehru Planetarium.
- Exposure visits to corporate houses like Dell, Accenture, SHL, among others.
- Material like blankets, stationery items, and snacks were distributed to students.
- Students' families were provided with ration kits and masks during the lockdown.
- Books were supplied to the library to encourage reading habits among children

- More focus, participation observed in students as teachers teach 10 to 12 students at a time.
- National festivals and days celebrated to instil a sense of pride and responsibility.
- Life skills like anger management, peer pressure, and gender sensitisation is also taught to the students.

FACT FILE: PERFORMANCE ANALYSIS	
Item	**Units**
Number of Students Enrolled	2560
Dropouts Admitted to Regular School	150
Average score of students	60-75%
Students Securing Ranks in Class	150

Objective and Methodology

The main objective of Pathshala is to provide education to non-school going children, drop-outs and those who cannot avail education, especially girls. Remedial classes and other academic guidance are provided, and digital learning is encouraged so students are familiar with technology.

The programme also attempts to improve students' performance through activity-based learning, reduce the number of drop-outs and ensure that the students are involved in academic and other activities in the school. A broad array of activities is offered, such as youth development programme and career counselling programmes, and extra-curricular activities, such as theatre, skill training and recreational programmes. Vocational and educational programmes are also designed to provide skill training to participating students.

The programme is designed in a way to drive behaviour and social change by community engagement. Students are provided with guidance in their career choices and are also encouraged to take up higher education. Skill-based and job-oriented learning has enabled many to get jobs.

Beneficiaries are identified with the help of a community survey, after which they are enrolled in the community centre. The students are then put into groups based on their age and educational qualification. Regular classes, evaluation of students and activity-based learning is imparted. Students are thus introduced to mainstream schooling with the aid of remedial classes.

Way Forward

Quality education is provided, ensuring that the students are competent academically, socially and emotionally. This is directed to decrease the rate of dropouts, absenteeism among school-going and non-school going children. In the days ahead we hope to use digital learning tools to increase inclusivity.

Pathshala Champions

Anu: Remedial classes helped her

Anu is the child of a single parent. Her father passed away when Anu was quite young. As a result, her mother had to begin taking care of the household. Uneducated and unskilled, she worked as a house maid to feed her family. However, for Anu, the shock of losing her father was difficult to overcome. She became quiet and kept to herself. schooling with the aid of remedial classes.

Her mother enrolled her in Literacy India's Pathshala for remedial classes to overcome this. qualification. Regular classes, evaluation of students and activity-based learning is imparted. Students are thus introduced to mainstream .

Suhani: Back with a bang

Eight-year-old Suhani's strength is in her communication. She is easy to talk to and is very assertive. She began her journey with Literacy India's Pathshaala programme but within two years had to return to her village in Uttar Pradesh. She remained there for a long period of time which took a toll on her studies.

She was counselled by her mentors and teachers to return to the programme. When she returned, she returned with great determination. She worked hard to fill the gaps in her learning. English turned out to be her best subject. Her teachers appreciate her great oratory skills and she communicates in English with ease.

She hopes to one day be an IPS officer. Her parents, who work as garment factory workers, are very supportive of her. Suhani remarks that her parents are her greatest strength and they motivate her to excel.

Ashok: Consistently improving

Ashok and his parents migrated from Nepal in search of better education. His father works as a cook and his mother as a domestic help. Although his parents could not attend school themselves, they understood the value of education. Ashok had studied up till class III in Nepal when he joined the Paathshala programme. However, his initial test results were not very encouraging. Presently, he is studying in Class V in the Government Primary School, Carterpuri, Gurugram, and conscientiously working to achieve higher grades. He did have an initial issue with English and Mathematics mainly but, with time, he has been able to overcome those hurdles as well. With the guidance of his teachers and his own hard work, his scores consistently improved. He now also admits to having a keen interest in Environmental Sciences. In his free time Ashok loves to draw.

III. Gurukul: Making formal education accessible

Launched in 1999, Gurukul is the scholarship project of **Literacy India,** aimed at sponsoring students who otherwise do not have access to formal education and career opportunities.

The project was designed to provide a support system to the underprivileged sections of society. Lack of access to basic education, social evils such as child marriages, parents' inability to aid their children in learning, transportation challenges, and non-acceptance of the significance of education were the major driving issues that led to the birth of Gurukul.

Meritorious and motivated students are handpicked and provided with full-fledged financial support for higher secondary education at English medium private and government schools such as the Rotary Public School, St Soldier Schools and Mount School. Additionally, support has been extended to students who wish to pursue job-oriented professional courses in areas such as fashion designing, interior decoration, and a master's in business administration. The selection parameters include student's performance in final examinations, an independent test, and teacher's recommendation. As of now, 239 students including 128 tribal children across 7 centers in Delhi NCR, Rajasthan, West Bengal & IIT Campus of Delhi, Roorkee, Bombay & Madras have been benefitted so far.

The project primarily focusses on the tribal communities of India, as they fail to receive most of the benefits of overall development. For instance, the Purulia center works closely with scheduled tribal communities such as Singh Mura, Mundari, Birhor, Santhal, Khariya, and Lohora tribal community. **Literacy India** is endeavoring to

FACT FILE: Gurukul's Reach in 2019-20				
Location	Up to class V	Class VI - VIII	Class IX - XII	College/ Job Oriented Professional courses
Delhi-Gurgaon	8	23	25	35
Alwar, Rajasthan	3	12	2	0
Purilia, West Bengal	20	51	49	3
IIT DELHI				3
IIT RORKEE				3
IIT BOMBAY				4
IIT MADRAS				2

Constant engagement with the relatives of beneficiaries and collaboration with 14 schools and colleges in the Purulia region are some of the many stepping-stones to accomplish the mission.

A dedicated lab for the Gurukul beneficiaries has made a huge difference to their performances. Regular language coaching has assisted students in the transition to private and government schools. Collaboration with the online Khan Academy and Duolingo has resulted in drastic improvements in subjects like Mathematics and Science.

Literacy India has associated with the WIT (Women in Technology) movement that encourages young girls to take up engineering and counsels them to continue education despite resistance from society. In 2019, 12 young girls from humble backgrounds got admission in IIT-Delhi, IIT-Roorkee, IIT-Mumbai and IIT Chennai. The centre has also partnered with KIKI Technology Institute, Manesar, Pavitra Institute of Technology and Vivo Healthcare for various technical courses and job placements. Five students cracked the Institute's entrance examination ensuring a secure future for themselves.

- Students provided customised career counseling and guidance services in partnership with iDreamCareer. Students appeared for psychometry tests and with the help of psychometric tool students were assessed on 16 factors covering aptitude, personality and interest. The assessment was held to aid them towards choosing the appropriate career.

- Aptitude testing and individual career counselling was organised for a set of scholars.

- Mentorship sessions were organised for IIT-sponsored students under WIT programme. Mr. Prabahat Aggarwal Alumnae of IIT Delhi & MBA from IIM Ahmedabad was assigned as a mentor for the students in IIT Delhi and IIT Roorkee. Sessions were also held to provide exposure in fields of their interest and internships were organised.

Way Forward

Going forward, Gurukul aims to further advance its career guidance and counselling schemes for the students and their parents. The centre has partnered with iDC (iDreamCareer) for regular support to children, as well scholarship for higher education. Students will be assessed through psychometric tools and will be counselled accordingly. A pilot run has been conducted with some students. At Gurukul, constant effort is made to secure admission in prestigious institutions, enhance skills and improve employability of students. With a clear vision, Gurukul looks forward to enhanced opportunities for its beneficiaries.

Gurukul Champions
Niharika: LI sponsorship gave wings to her dreams

Niharika is pursuing an Aerospace Engineering (dual degree) programme at IIT Madras. She joined the course in 2016. Being from a lower-middle-class family from Bihar, it was difficult for her to make friends. Her grades were also not good enough for any scholarship.

However, in 2019 she secured a summer internship in Walmart Labs India as well as a summer research opportunity at Purdue University, which unfortunately got cancelled due to the outbreak of the COVID-19 pandemic. In 2020, she won the Pratibha award for excellence by Eaton, when she secured a bronze medal under the women's powerlifting competition at IIT Madras. She has now learned new skills and has improved considerably in her academics.

Says Niharika, who lost her father in 2010: "I am thankful to **Literacy India** and RBS for sponsoring my college education and hostel fees. I can now focus on my career. I have even got the freedom to try different things, experiment with my life and grow." She plans to sponsor the education of and guide needy children when she becomes financially independent

Methodology

The primary objective of Gurukul is to facilitate promising, but economically weaker students in the transition to mainstream academics and the pursuance of career-oriented courses. The centre goes an extra mile to re-affirm its objectives through conducting regular school visits for monitoring academic performance, constant counselling of beneficiaries and guardians, and a check on school attendance. At Gurukul, young students are empowered through a two-staged process of self-learning and imparting such learning to fellow students. Students are also encouraged to develop soft skills and engage in extra-curricular activities such as painting, dance, performing arts and sports for a holistic development. The project targets students who have the potential and desire to advance their education and career but cannot access mainstream formal education and professional courses due to lack of reach, affordability and opportunities.

Highlights of 2019-20

- Gurukul students visited the Science Museum for a practical understanding of application of science in everyday life. The students also discovered the History of Science, application of Science in ancient times, human Biology, Science of Mathematics and several scientific phenomena.
- Gurukul students have used the language lab facilities to get an understanding of the virtual space. Through online videos and blogs, they have learnt how to access information using technology.
- Group tasks and activities like skit, role plays, and quiz were organised. Students also took part in various extracurricular activities in school like drama and debate.
- Research classes in subjects like English, Mathematics, Science, and General Awareness were held.
- Students have access to the language lab where they can read and update themselves on current affairs.
- Facilitators use online platforms like Khan Academy, DuoLingo, Hello English and learning videos to impart a better understanding of subjects or concepts.
- 20 students appeared for the CBSE examination and scored between 60 and 90 per cent.
- 10 students appeared for Class 10 board examination from West Bengal Board of Secondary Education. Kalyani Mandal scored the highest with an A grade.
- Two female students, Uma and Neetu, graduated from Banasthali Vidyapith Jaipur and are preparing to pursue courses in Chartered accountancy and Company Secretaryship.
- Girls are pursuing professional course like mechatronics and diploma in medical lab technical, X-ray technician, which will ensure they are ready for work.
- Various workshops were conducted during the summer, Diwali and Winter breaks. Project-based activities were undertaken to support experiential learning.
- An interactive session with women professionals was held for Gurukul students, where they shared their inspirational stories.

Gurukul Champions

Biswanath Sen: An architect of his own future

Twenty-one-year-old Biswanath Sen has been associated with **Literacy India** since he was in class V. The organization had taken the responsibility for his education and provided him all the material required to be enrolled under the Gurukul programme. Assistance in education worked wonders and boosted his performance. In Class 10 he secured first position.

Born into a family of extreme poverty and illiteracy, his parents' dream of educating their son and making him self-sufficient is on the verge of coming true. Today, he is working under NREGA and is pursuing Bachelor's in Arts from IGNOU.
Alongside, he has decided to learn how to operate the computer and has enrolled himself in **Literacy India**'s center.

Ranjana: Believes in never giving up

Ranjana has been associated with **Literacy India** for more than seven years. Her journey with the Vidyapeeth programme started since she was in Class 6.
Being a high-achiever and someone who always looks for opportunities to grow, after she completed her high school, she enrolled herself under the Gurukul programme to pursue further studies. After demonstrating outstanding performance, she got into the Institute of Paramedical Science, where she enrolled in the X-ray technician course and successfully completed it from VIVO Health Care Skill Centre.
Ranjana's father worked as a security guard and supported a family of six on an income of Rs 10,000 per month.

Ranjana is a state-level judo player and has achieved several medals for the same. In future, she wishes to take up a private job to support her family.

Manjiri: Sets an example

Manjiri Kumari was admitted under the Gurukul project post -assessment of her academic progress. The project helped her develop self-confidence and increased her interest in studies. She scored 98% in the final examination and secured the first rank in the class.
She again scored 83% in the annual examination Rotary Public School and scored an overall Grade of 'A2' in all subjects during the assessment.
Her father, who works is in a private job, and mother, who is a homemaker, are very proud of her education. She has set an example to her siblings and others in her community.

IV. GDD: Digital learning gains momentum

To remove the pitfalls existing in the current elementary education system, a technology-based teaching pedagogy is adopted under this programme. Information and Communication Technology (ICT) is used to improve efficacy of teaching, ensure periodic training for teaching faculty, and is used in schools that lack adequate teaching faculty.

FACT FILE: Girls Score Higher Than Boys					
Gender →	Boys			Girls		
Class	**Pre-Test (in %)**	**Mid-Term (in %)**	**Post-Test (in %)**	**Pre-Test (in %)**	**Mid-Term (in %)**	**Post-Test (in %)**
I.	11.39	29.28	26.79	14.54	44.98	42.10
II.	10.94	45.84	49.75	11.88	47.05	49.60
III.	12.64	34.52	48.22	11.06	48.77	57.91
IV.	8.96	34.74	49.05	10.43	40.22	53.60
V.	13.97	52.67	56.91	13.54	51.44	58.42

Apart from academics, GDD teaches life-skills to help these children stand up to child abuse, and deal with health problems including HIV-positive symptoms. According to Literacy India's assessment, poor facilities in government schools are the principal bottlenecks. The budget allocated to several schools for maintenance at the district-level is almost zero. Even basics like safe drinking water and clean toilers are not available in the schools.

Under the Wash Programme, it was observed that most students needed to be sensitised about the importance of maintaining basic hygiene to keep away from diseases. When the project was successfully implemented it was seen that students were healthier and hence performed better in school. Students can take away from the sessions and can have a positive influence in the hygienic practices followed in the homes and the wider community. They also learn about practicing gender-neutral division of tasks such as cleaning toilets, fetching water and taking care of the sick.

Highlights of 2019-20

• Girls have been attending classes and achieving better results, as compared to boys. The average result achieved by girls is 3-4% higher than boys.

• A test was created using Quizky, where questions pop up from the question bank, which is as per the module covered by students. As a pilot project this has been implemented in 10 schools and 2,500 students appeared for the assessment.

• With an aim to promote hygienic practices, Literacy India conducted sessions in government schools as well as community centres to promote hygienic practices among students. Sessions on 'Use of toilet', 'Washing hands' and 'Brush your teeth' were conducted.

- Two toilet blocks and six toilets were built under Cost Card Support, sanitary vending machine
- Wash programme's sessions on clean water, sanitation and hygiene impacted 7,695 students
- A questionnaire on cleanliness was distributed to a group of students, where it was found that 58 % students used a toothbrush, 17 % use their finger, 18 % use neem and 7 % use tooth powder to clean their teeth.
- An activity was conducted with students of GDD at Vidyapeeth, where students were shown a Toilet Story module, to sensitise them on basic hygiene. Through this it was found that 2 out 56 students do not have access to toilets. 12 out of these 56 students said that the lessons learnt through the stories helped them bring about a change in their family and neighbourhood. 15 days after the session it was observed that 70 – 75% students had an in-depth understanding of the story.

Way Forward

In the days ahead, we see our GDD programme making even bigger strides in view of the increasing need for technology-based remote education. We are in the process of launching of TOKO app- A Nudge for Change for health & hygiene prepared by the children for covering Swacchta Awareness. It is in the process of completion. Once it completes the App will be launched so that everyone can see and used. We are well prepared to meet the post- Covid era and hope to consolidate out digital teaching pedagogy to increase reach and depth of penetration.

GDD Champions

Diya Das: Improved learning

Ten-year-old Diya Das's family migrated from Bankipur, West Bengal, to Delhi to earn a livelihood and live in Sarai Alwardi. She was also a timid girl before enrolment in GDD. In the pre-test, she scored only 12 out of 100 and it was found that her basic concepts in subjects were not clear. She faced a lot of difficulty solving simple mathematic questions. But through the GDD programme her learning levels and confidence got better. She even started communicating with her teachers and classmates in class and actively participates in extracurricular activities. She showed a major improvement in the post-test. Her reading and writing performance in all three subjects improved remarkably.

Sudipta Hazra: Learnt Hindi through GDD

Sudipta is a charming, intelligent student who always takes part in school activities like sports, drawing, reading competition and the likes. Since his mother tongue is Bengali and he studies in a Bengali medium school he found it difficult to learn Hindi. He has always had a knack with technology and machines and after being associated with GDD programme, he would eagerly sit in front of the computer and learn his lessons. When he enrolled himself with the programme in 2019 he did not know much about digital learning or Hindi language. In his pre-test he scored 44% but in Hindi he got 4 out of 30. After being taught via GDD he scored a 90 % in the first unit test exam. However, he scored less in the mid-term due to the long summer vacation, but in the post-test, he covered most of the topics.

GDD Champions

Ridhi Das: Shows drastic improvement in overall performance

Ridhi was born in a low-income family and suffered from trauma after her mother died when she was only four years old. She was also made to do a lot of household chores at an early age, due to which she was irregular in school. Ridhi spoke very little and did not even mingle with the others in her class. Her parents migrated from Bihar and her family of six has a monthly earning of only Rs 13,000.

When she was in Class 2, Gyantantra Udbhav project was introduced to her, and in her first test she scored 24 out of 100. Thereafter, her weak areas were worked on and after close observation she secured 73 % in her mid-term exam. Daily activities and practice not only improved her academic performance but also had an impact on her overall behaviour. She is now able to switch on a computer on her own and select her favourite topics. She has even made some friends in class and is able to clear her doubts with the teachers.

Barsha Mahato: A quick learner

Barsha would show little interest in academics and in October 2019 she was enrolled in GDD at Khedadih Center of Literacy India.

With the help of pictorial demonstration, she was trained in subjects that needed more attention. After five months of guidance by teachers of Literacy India, her performance drastically improved and her participation in the classroom also increased. She now has a better understanding of English grammar and can even solve difficult mathematical calculations. As per a teacher at GDD, Champa Goswami, she is a very quick learner and is very obedient, too.

Sanjay Gorain: Has a knack for drawing

Sanjay's academic performance has consistently been lower than average. It was observed that he had an average cognitive ability and his reading and writing capacity was lower than what expected at his age, his Mathematical skills were also very poor. After his name was enrolled in GDD programme, he scored 48% in the pre-assessment test.

In the beginning it was tough for him to concentrate and focus on any subject. However, during the GDD classes he developed an interest to learn concepts on the computer. After six months he got satisfactory marks in his final test. Now he can read Hindi and there is also a slight improvement in English and Mathematics. Apart from academics, Sanjay also likes to draw on his copy and paint on the computer.

According to his teachers, Sanjay Gorain is a good-mannered student and participates in all school activities and competitions.

V. Shiksharth: Using art to facilitate holistic development

Project Shiksharth is **Literacy India**'s initiative to identify and hone the talent of underprivileged children across several forms of art and creativity. At **Literacy India**, we believe in holistic development through focus on academics and extra-curricular skill development. The project endeavours to give exposure and boost the confidence of economically underprivileged children.

As part of the learning curriculum, theatre is used to facilitate students' thinking, learning and expressing capabilities. Theatre workshops offer the opportunity to children between the ages of 8 and 13 years to study different aspects of theatre and develop valuable skills. Drama and performing arts have proven to be an essential part of the learning curriculum as they help develops perception among children. It provides a safe learning environment, and it stimulates the through process, which can have far-reaching effects on the student.

Under the project, hands on learning in science with the use of experiments, project work and models are used to make concepts easy. It has been observed that many children who underperform in theory classes show more interest in practical classes. Keeping this view in mind, the teachers have assigned projects on functioning of ATM, a guitar, and a toffee vending machine.

Value education sessions are conducted every month based on a pre-decided theme. Values like patriotism, maintaining one's health and hygiene, being compassionate and being aware of the importance of environment conservation are imparted in students. Stories are narrated, class discussions and interactive sessions are held. Apart from these, anecdotes, news clippings, and teachings of great personalities are shared.

Chhaya, a Class 6 student was an average student and would appear to be dull in school and would not be able to focus in class. After she was assigned to read books and attended cleanliness sessions conducted during Value Education classes, she gradually understood the importance of being clean and hygienic. She also started showing interest in English and started reading books in her free time.

Highlights of 2019-20

- Supported by Oracle India and facilitated by CAF India, the students of Shiksharth staged a drama and dance programme. The plays addressed social issues and some pressing concerns being faced by the country.
- To enlighten students about the importance of voting, teachers organised an awareness campaign at the village. For this they designed visuals in the form of charts, posters, and slogans.
- Students of the theatre programme also visited Mullahera village, Carterpuri village, Dharam colony, Gupta colony and Shankar Vihar to stage skits on 'Say no to plastic', use of renewable energy, harms of open defecation and the likes.
- Corporate CEO'S visited and appreciated the children's performances.
- Teachers used innovative methodology to make concepts like statistics easy. Students were asked to survey surrounding areas and collect data of families and further explained how the data can be analysed and presented statistically.
- Awareness campaign on Cleanliness and Hygiene 'Cleanliness is next to Godliness' was organised. They were also asked to work on a hygiene project to spread awareness on the importance of keeping clean.
- Students designed and developed a rotating wheel game and game of flash cards. They also made 3D models of heritage buildings.
- To explain the concept of waste management, students developed innovative items out of waste material, which were presented later.

Way Forward

Project Vidyapeeth believes in the methodology of 'learning by doing' and hence uses innovative activity-based methods through Shiksharth. Value education is given prime importance and the themes are also taught using activity-based approach, which has proven to be efficient.

Shiksharth Champions

Sana: Cleanliness matters

During her Value Education Session, Sana, along with other classmates, proceeded to work on the problem of cleanliness in their community. They study in Class VIII. Together, the girls set out to first identify the problems in the area. They found that garbage was being thrown in open areas. Due to this, people living there were exposed to a lot of germs and a discomforting odour.

Sana and her classmates began a door to door campaign where they informed the residents of the harm that this will produce. She advised them to clean up the area. Soon, their goal was reached. The area was clean and continues to be so due to regular cleaning visits. She and her friends showed great dedication and consciousness when dealing with the issue of personal cleanliness and community sanitation.

As Sana says, "I now feel special and it has increased my confidence. My teachers encouraged me and my parents proud of me".

Ajay: The guitar guy

Ajay, a student of class VIII, was a slow achiever whose academic life changed after a class on sound. As part of the teaching process, the teacher asked the students to do a project on creating sound. This caught Ajay's imagination.

After some intense brainstorming, Ajay came up with the idea of making guitar in an innovative way. He then designed it using his artistic skills and presented it in class. His teacher and classmates applauded him for his work which did wonders for his self-confidence. Ever since, Ajay has started working hard on subject theory and has scored well in the mid-term examinations for the academic year 2019-20. Looking at his competence in such exercises, the teachers have told him to lead the class when such activities are introduced.

Shiksharth: Using art to facilitate holistic development

Project Shiksharth is **Literacy India**'s initiative to identify and hone the talent of underprivileged children across several forms of art and creativity. At **Literacy India**, we believe in holistic development through focus on academics and extra-curricular skill development. The project endeavors to give exposure and boost the confidence of economically underprivileged children.

As part of the learning curriculum, theater is used to facilitate students' thinking, learning and expressing capabilities. Theater workshops offer the opportunity to children between the ages of 8 and 13 years to study different aspects of theater and develop valuable skills. Drama and performing arts have proven to be an essential part of the learning curriculum as they help develops perception among children. It provides a safe learning environment, and it stimulates the through process, which can have far-reaching effects on the student. Under the project, hands on learning in science with the use of experiments, project work and models are used to make concepts easy. It has been observed that many children who underperform in theory classes show more interest in practical classes. Keeping this view in mind, the teachers have assigned projects on functioning of ATM, a guitar, and a toffee vending machine.

Value education sessions are conducted every month based on a pre-decided theme. Values like patriotism, maintaining one's health and hygiene, being compassionate and being aware of the importance of environment conservation are imparted in students. Stories are narrated, class discussions and interactive sessions are held. Apart from these, anecdotes, news clippings, and teachings of great personalities are shared.
Chhaya, a Class 6 student was an average student and would appear to be dull in school and would not be able to focus in class. After she was assigned to read books and attended cleanliness sessions conducted during Value Education classes, she gradually understood the importance of being clean and hygienic. She also started showing interest in English and started reading books in her free time.

Sandeep: Curious and inquisitive
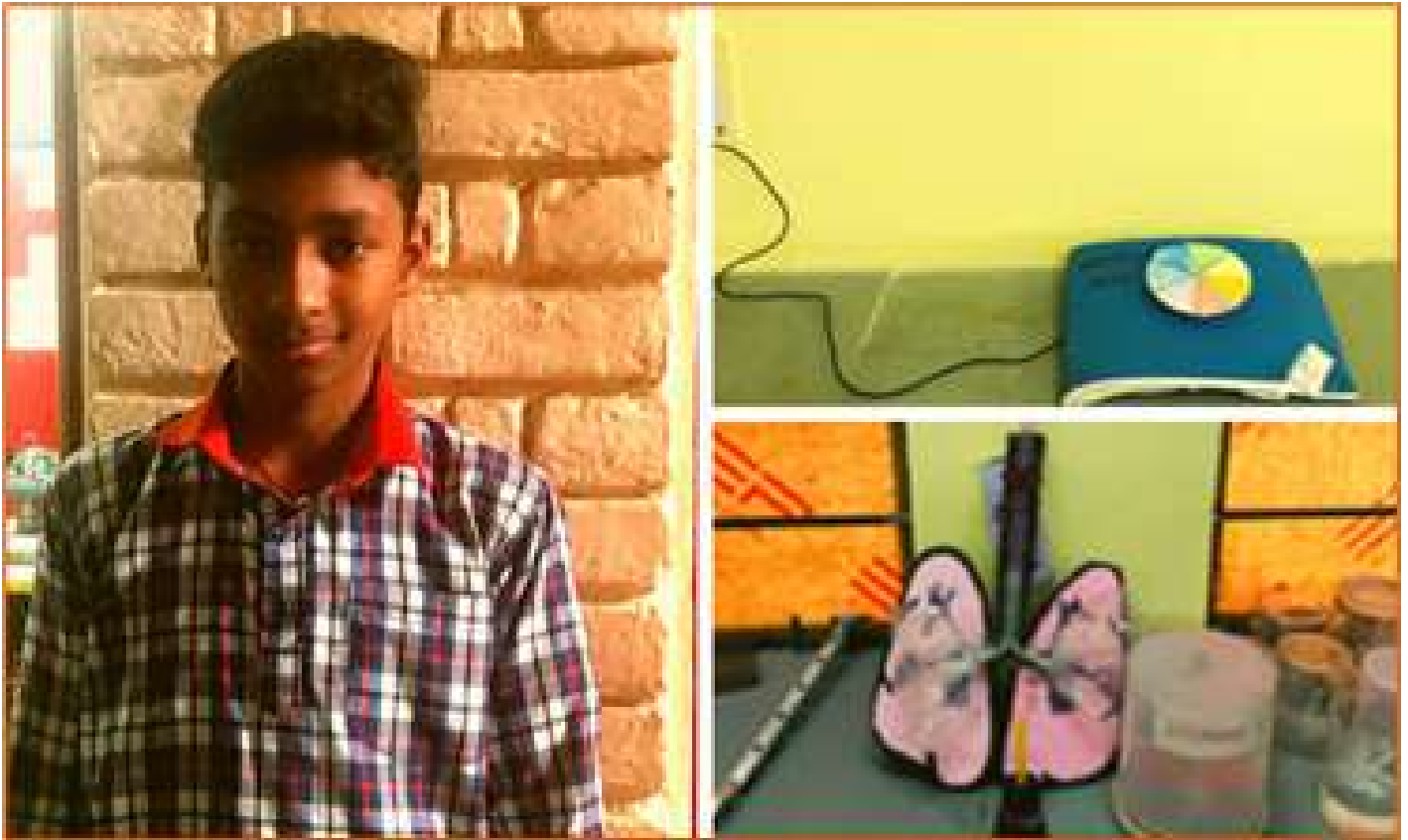
Sandeep Kumar Jaiswal is an inquisitive child. He is constantly questioning concepts, processes, and systems. He is the child who would be found in class solving math problems by himself. He is very self-motivated, and this has landed him in making some interesting projects. He has tried creating energy from biogas, developed a working model of Newton's disc and has even created an artificial model of the human lungs.

He makes sure to also assist his classmates and help them in Science and Mathematics. His teachers remark that he has great organisational capacities and is self-motivated. But above all, he loves to learn, and that will help him the most. He has been a student of Vidyapeeth since UKG and is now in Class VII B.

Winning with People in Livelihoods

VI. Karigari: Empowering women by providing employability skills

Project Karigari was established in 1997 with an aim to provide training and livelihood to marginalised women across India. The motto of the project is 'Earn while you Learn', which draws from **Literacy India**'s three pillars -- education, empowerment, and employment. While education is at the core of our efforts to mainstream marginalised women, training them for jobs is equally important.

Karigari believes that women and the youth are torch bearers of sustainable development. Their potential as agents of change in the lives of their children and their communities at large need to be harnessed.

By providing education and employability skills to women, Karigari aims to reduce social and economic inequality. Through this project women gain confidence and are not only able to manage their households better, but they also become a part of the decision-making process, which is traditionally male dominated.

Karigari projects have been implemented in tribal districts, which include some of the most under-developed regions of the country. The project links the backward communities with modern livelihood options and trains them with employable skills.

Earn while you Learn

Under the concept of 'Earn while you Learn,' the women and youngsters in the programme are taught a variety of skills. The beneficiaries are selected after a community survey. After the students are admitted in the training process, they are evaluated, and a certificate is provided. Every year, these women and youngsters are placed in garment factories, export houses, private companies, corporate houses, beauty parlours and so on, depending upon the skill they have honed. Few even start businesses after availing the interest-free loan from **Literacy India**, which is repayable. A number of tailoring pass-outs are promoted and provided placement in Indha. Indha is a self-sustaining platform, which sustains the skills development project of Karigari. Most women who are trained under Karigari sell their handcrafted products through Indha.

List of skills imparted

- Computer courses certified by the National Institute of Electronics and Information Technology
- Hardware and mobile repairing
- CNC training, electrical work, air condition and refrigeration repair work
- Stitching and embroidery
- Block printing, tie and die
- Beauty and spa therapy
- Eco -social-tourism, home stay hospitality
- Organic farming, vermi culture and kitchen gardenning
- Baking and cooking
- Nursing
- Candle making
- Food processing and food preservation
- Internships (for advanced training in stitching, embroidery making and other vocations.)

Highlights of 2019-20

- Orientation programme held on women empowerment
- Conducted training and orientation of e-tutors. They were trained to use the internet, Skype, Google classroom, Google Duo, Zoom App, Gyantantra Udbhav
- Volunteers interacted with women artisans and held financial literacy workshop
- Mobile repairing classes were held, and students were shown how YouTube videos can be used to learn about latest technological development in the field
- Exposure visits to KVK to learn about organic farming, garment factory and export houses
- Interest-free micro loan disbursement to selected beneficiaries to set up businesses
- Interest-free micro loan was provided to a variety of businesses like goat rearing, cow rearing, kitchen gardening, vermicompost preparation, sewing machine, vegetable stall, mask preparation, cosmetics business, dry food business and the likes
- Women artisans were trained to use WhatsApp and Google to be updated on new designs, and latest fashion trends
- Students were also enrolled in 'Talk to me in English' leaning programme

Highlights of 2019-20

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- Students were also enrolled in 'Talk to me in English' leaning programme.

Achievements

- More than 95% beneficiaries are continuing to work in the start-ups they set up
- Farmers registered good yield in their organic field, they were able to produce vermicompost and sold 1.5 quintals. They can now sell organic grains and vegetables in the local market at a good rate
- Around 550 farmers were directly and indirectly trained in organic farming, kitchen gardening, vegetable farming and organic manure preparation
- Goats and cows are provided milk and raw material Small businesses like stitching machines, vegetable shops, garment and kirana shops are helping beneficiaries. Approximately 90 entrepreneurs were generated as part of the sustainable employable programme
- Kitchen gardening provided fresh vegetables to farmers during the lockdown and provided monetary benefits
- Around 2,000 women and youth completed training in tailoring, beauty, CCA, organic farming, mobile repair work and accessory making.

Digital intervention during Pandemic

The nationwide lockdown imposed during the Covid-19 outbreak has had its impact on Karigari, as all the centres remained closed, leaving artisans with no work. All those who were placed under the employability programme were also affected by the lockdown, but a solution was soon sought in technology.

Even prior to the pandemic, technology has played a pivotal role in **Literacy India**'s projects. 'Earn while you Learn' uses Gyantantra Udbhav, a software designed by **Literacy India** to impart education to Karigari beneficiaries. GDD has modules which are customised especially for adults and adolescents. They cover essential topics such as financial literacy, political and social information, health issues and the likes. Additionally, internet and online applications are being used for design sharing, and skills training by the beneficiaries across centers.

We used technology as part of the curriculum during the Covid -19 pandemic, helping us reach out to all centres in a large manner. Initially each centre mobilised the beneficiaries with smart phones. They were then trained on how to operate WhatsApp, Google classroom, Google Duo and Zoom.

Artisans are also seeking information on designs online, where prototypes are picked though Whatsapp or YouTube videos. They then avail the raw materials from the centre and work from home to create their products, which are then sold.

Literacy India encourages new technological interventions – be it drip irrigation or rainwater harvesting structures – and provides necessary help. Regular team briefings among coordinators, updates and market trends are shared through online applications such as Skype, WhatsApp and other messaging applications.

Karigari Ambassadors

Sushila: Was determined to find a way out

Sushila's husband works as an auto rickshaw driver and his income was not enough to support a family of five members. Even though she wanted to help with the financial situation at home she did not have any skill to earn a living. However, Sushila was determined to find a way out. She approached **Literacy India**'s Karigari programme and was immediately enrolled in the centre. She started taking stitching and tailoring courses. She soon learnt how to stitch ladies' suits of different styles, blouses, petticoats, bags, pouches, and accessories. Being resourceful and versatile she made maximum use of the resources provided to her.

She started stitching clothes for people residing in the neighborhood. She also learnt some skills required to work in a beauty parlour. Currently she earns Rs 2,500 – 3,000 per month.

Hema: Shows resistance to orthodox beliefs and stands up for herself

Hema, a 19-year-old girl, was born and brought up in a conservative family in Cartepuri Village, Gurugram. Since an early age she faced many hurdles while pursuing her education.

In Class IX she had to drop out of school due to health reasons. Later when she expressed her interest to pursue her education and be financially independent, it was met with criticism. Her family believed that it would not be right for her to earn.

Despite the resistance from home she joined the stitching class under Karigari project. After the six months at the stitching and tailoring programme she joined Indha. When she received her first payment of Rs 300 it boosted her self-confidence and pushed her to pursue more.

Rimpi: A survivor

Rimpi Das was not able to complete her education as she was married off after Class VIII. The marriage ended soon as she was a victim of domestic violence. Rimpi decided to move out with her son and live with her parents.

After learning about **Literacy India** from a friend, she enrolled herself in the beauty and culture course. She learnt the required skills and got a job at 'Glam: Hair, Beauty and Spa Salon' where she will be earning Rs 3,500 per month.

"When my marriage broke, I lost hope in life. I am living my life again because of **Literacy India**," she said. In future she wants to open her own parlour.

Priyanka Yadav: Her zeal for learning helped her get a job

Twenty-two-year-old Priyanka Yadav understood the importance of honing computer skills and hence started her journey. Her father died from jaundice five years ago and she is currently living with her mother and brother.

Priyanka is studying in Shree Jain Vidyalaya and enrolled in **Literacy India** with the zeal of gaining a skill that would help her secure a job. She is a regular student and has an ability to learn fast. Priyanka completed her course successfully and secured 82%.

During this course she also started applying to various companies and organisations for a job. With the help of **Literacy India,** she cracked an interview with an NGO named Calcutta Kids Trust (Howrah). Now her monthly income is Rs 7,000.

Maitree Mahato: Stitching a future

Determined to contribute to her family's earnings, Maitree enrolled herself in the embroidery course under **Literacy India**'s Kheadih centre. Since she comes from a family that would not be able to support the expense of the course, she was given the opportunity to do the six-month course for free.

Soon after she completed the course she started working as an embroidery artisan at Indha. This way Maitree has started earning and is looking forward to supporting her family.

Manahar Kumar: A professional electrician in the making

Manahar Kumar is a student at Lowakui center in Purulia and has been gathering extensive knowledge about Electrical Engineering. He has a passion for electric work and wants to make it his profession.

Living at Chhatatar village near Baghmundi at Purulia, since childhood he and his brother faced financial difficulties. He learnt about **Literacy India** through a friend. When he got to know about the electrician course in Lowakui center, he joined it in September 2019.

He wanted to learn and develop his technical skills and after five months he started the work of wiring houses.

He is earning Rs 1,500 – 2,000 per month and now he is trying to gather working knowledge to make a better professional life.

Kanaklata Majhi: One of the best artisans at Indha

Kanaklata got married when she was only 17 years old. Due to financial constraints, her father stopped her from pursuing her education and got her married to a shopkeeper. After having two children to look after, she wanted to contribute to the family's earnings.

Learning about the courses in **Literacy India** she visited one of the centres at Raghunathpur and applied for the embroidery course. In the six months of training she developed her stitching skills and is one of the best artisans at Indha. She bought school bags for her children with her first earning. Kanaklata earns nearly Rs 1,500-2,000 every month and is happy to help her husband.

VII. Indha: Providing livelihood opportunities to local artisans

In 2005 **Literacy India** started providing employment opportunities to Karigari trainees. With a small group of 10 artisans, project Indha gave shape to the social enterprise model, through which the identified beneficiaries were trained. Project Karigari laid the foundation for project Indha.

Literacy India runs Indha with two broad purposes: a) It identifies the local level artisan, develops skills (b) It tries to create an enabling environment for livelihood opportunities for women to encourage women's participation in the programme.

It was observed that Karigari trainees – especially women – found it difficult to find employment even after being trained. In rural settings women's movements are restricted by the existing social and patriarchal set ups. Additionally, remote and inaccessible communities faced difficulty due to the limited transportation options. Most employment opportunities are located in the towns or cities, several kms away from where they reside.

Indha is now becoming a self-sustaining brand, which also sustains the skills development project of Karigari. Women, most of them trained under Karigari, sell their own handcrafted products. Indha products have become quite popular among many donors and can also be found on the shelves of Inweave , Tatsat , New Delhi, others. Apart from this, these products are regularly exhibited at MNCs like American Express, Dell , KPMG , CVENT , Mastercard , Microsoft and many more corporates . **LI** also holds various fairs in flea markets at Select City Walk, Saket, Akshay Prathishtan Mela and American embassy. Indha products are also sold through various Indian portals like Amazon , Flipkart , Snapdeal , Shopclues and International Portals like Ebay.com .

Key goals

- Provide employment opportunities to women artisans in rural India after their training

- Increase the number of women artisans from rural and semi urban communities and to generate fair profits to enable to run the programme on a self-sustainable model

- To provide good working conditions, a fair compensation and dignity to underprivileged women and youth Scaling up operations by increasing the revenue investments

- Create robust marketing and sales platform to support the sales and revenue of Indha products

- Create a channel for other partner's products where required; be connected to the market and regularly monitor feedback to be able to achieve market-oriented products

- Encourage companies to invest their CSR funds as well as other voluntary activities, which will contribute to the cause of women empowerment

Training of artisans and marketing of products

To enter the market, multiple rounds of market research were conducted to understand demand. Feedback from the market was collected, which was then incorporated into a special training under Karigari. Though there was adequate market space available for handmade traditional products, it was important to ensure that the products were of high quality with modern designs. To ensure that, both Karigari and Indha worked together to create market-friendly products through special training sessions, designer inputs and pilot runs.

In 2016 she rejoined Class IX and completed her schooling. However, she continued to enhance her stitching skills. She even enrolled herself in a beautician course and gained hands-on experience in 2019.

Noting her enthusiasm and keenness to work, **Literacy India** has given her the responsibility to supervise the center in the absence of the centre head. Presently she earns Rs 8,000 per month. She has also enrolled for JBT with an aim to take up a government job in the future.

Ria: Story of a student-turned-entrepreneur

Ria Metay Ghosh is a 21-year-old BSc student of Narasingha Datta College, Howrah. After her father's death, the iron grill manufacturing shop that he owned was leased out. Coming from a business family, Ria nurtured the dream of becoming an entrepreneur someday. With her love for painting, she developed an interest in makeup, dress material, jewellery and the likes. She would even teach some children at a local club, earning a pocket money of Rs 1,400 per month.

She enrolled herself in the junk jewellery making and designing course under Karigari in Literacy India project of Howrah Belgachiya as she felt that junk jewelry was a rising trend among youngsters.

She decided to set up a small business of accessories, where she could also continue her tuitions and discussed the idea with her teachers. She soon started an online business of costume jewellery and dresses and has even sold four to five of her sets via Facebook and has earned Rs 500 from it. During Durga Puja, Ria earned approximately Rs 4,000.

After completing this jewellery design course Ria wants to continue pursuing her garments and junk jewelry business.

Sweta Srivastav: Fights patriarchy, aims to be an entrepreneur

After Sweta Srivastava completed her Class 12 exam, her father and brother were insistent that she get married. Even though she did not want that for herself, coming from an orthodox family, no one paid heed to her wishes.

Sweta soon slipped into depression. Her mother was worried about her and enrolled her in **Literacy India**'s programme. In 2019 she joined to train as a beautician and picked up the skills quickly. Her mother hoped that **LI** would provide her a platform where she could meet other women and take up vocational training. She completed the course successfully and then joined a course on accessories making.

After two successive seasons at **Literacy India**'s centre there was a change in her behavior. She started interacting with others in the group and even enjoyed the classes. She has even made and sold jewelry sets of her own at Rs 300, which was her first income.

Currently an Indha Artisan, she earns Rs 1,500 a month and her dream to earn and live independently has been achieved. As she is gradually overcoming her depression, she has two wishes to fulfill: Open a bank account and buy a smart phone. She plans to market her products on social media and run her own business in the future.

Indha programmes follows ICE (Investing, Capacitating and Enablement) model. Through this model, Indha plans to create a pragmatic, risk free business for rural and semi urban artisans. Constant discussions were also held with women folk to get an understanding of their indigenous skills.

It was observed that the market has two types of buyers. One set of buyers tries to provide opportunities to artisans of handmade products, thereby promoting the 'Make in India' concept. The other type of buyer demands for high-end finished products without compromising on the quality. Indha is trying to target both these buyer groups. Rigorous market survey, consultation with design experts and advice from marketing professionals laid the foundation of each product and led to understanding of customer demands. The product journey includes:

- **One product – One woman:** Each product is created by an artisan whose story is identified and a connection is drawn to the product
- **Genuine handmade:** Direct artisan-to-customer link
- **Quality Assurance:** In house chain – from training, to design selection, to production
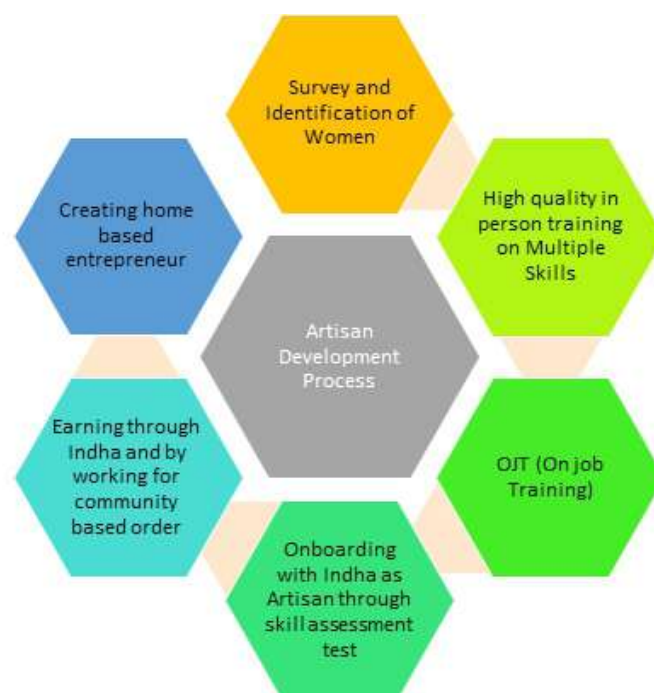
Impact
- Encouraging Volunteerism: Companies procuring Indha products have encouraged a culture of volunteerism among its employees. The employees feel motivated towards social contribution when they are gifted Indha products. Companies have an enhanced image as it contributes towards a social cause.
- Financial Sustainability: Indha is the production arm of project Karigari. Indha products are sold online as well as in different exhibitions and fairs. As a not-for-profit entity, the revenue earned is used to sustain and scale up project Karigari apart from ensuring fair price for the artisans.
- Early child marriages have reduced, and children now finish their secondary education.
- Currently, 17 centres have 650 women working in them. Four have even started their own self-help groups, which has started a savings scheme for the community.
- Approximately 250 artisans benefit each month under income generation programme.
- 2,678 women benefitted under the project in 2019.
- Rs 29,19,932 as income distributed to artisans across regions.
- Various products, new designs were created, and training was imparted to artisans to be at par with the market.
- 13 women resource center activity provided work across regions.
- 358 designs developed this year and 321 were trained for these designs.
- 75% women started earning for the first time after joining Indha.
- A trip was organised from Delhi to Shirdi where 65 women artisans from all centers participated. This trip was supported by Air India and Dell, India.

New Products Launched in Year 2019

Product Category	No. of Products Launched
Apparel	118
Artificial Jewellery	28
Bags	195
Home & Kitchen	14
Home Decorative	24
Home Furnishing	100
Office & Supplies	29
Utility Products	53
Woolen product	17
Woolen Products	17
Grand Total	**578**

Way forward

We are planning to take our business forward by adopting various marketing strategies. Some of them include improving our social media footprint, adopting referral marketing, and adopting direct selling strategy through exhibition-cum-sales.

III. Organic farming: Providing a better alternative to farmers

Most marginal farmers in rural areas have small land holdings and do not produce enough to earn a decent living. Many of these farmers sought alternative methods to enhance crop productivity. When they approached **Literacy India**, a study was conducted on the potential of organic farming knowing that the demand for organic products are on the rise.

Thereafter, **Literacy India** proposed to train these farmers in organic farming methods, by which they could grow crops that are high in demand. They were provided with training on organic manure, pesticides, and use of organic waste for sustainable farming. We found that the initial costs incurred by the farmers for organic farming were lesser than the amount they would earlier invest, and that the crop yields also increased.

After the training, many farmers showed interest in organic farming land are using these methods in their own farms. They are also spreading the word among their peers.

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Highlights of 2019-20:

- More than 50% farmers enrolled in Pradhan Mantri Fasal Bima Yojana.
- The farmers were made to link with the government agriculture schemes, through which they can avail KCC loans, subsidies and free organic seeds of soya bean and wheat.
- WhatsApp groups were formed among the farmers to sell organic grains.
- Farmers participated in Krishi Mela and exhibitions to demonstrate their work.

Support to communities during pandemic

Literacy India distributed ration and masks to all farmers, daily wage farm laborers, artisans and other marginalised communities in all project locations in Jhalawar area. Literacy India's initiatives were also appreciated by the local media.

Organic Farming Leaders

Hemraj saved money to practice organic farming

Hemraj, a farmer from Sadla village in Manohar Thana, Rajasthan, is one of the leading farmers under **Literacy India**'s Organic Farming programme. He would earlier grow crops using conventional methods, incurring huge costs. After being trained on how bio fertilizers and pesticides are made, he has been using cow dung, ash, and domestic waste to make natural fertilizers.

Hemraj is now cultivating his five bigha land organically and is saving approximately Rs 30,000 annually. He is planning to buy more land and practice organic farming in the next crop cycle, too.

He also participated in the vermicompost preparation certification programme and passed successfully with an A grade.

"We heard about the organic farming but were not very sure about the processes and the results. After trying it out we are now enjoying its benefits and feeling more secure," Hemraj said.

ORGANIC FARMING IMPACT ON COMMUNITY

Yield Increased

Soil Nutrition improved

Organic Farming System are profitable

Income Increased

No. of Farmers increased in other villages

No. of Women Farmers increased

Village Cluster for organic Farming increased
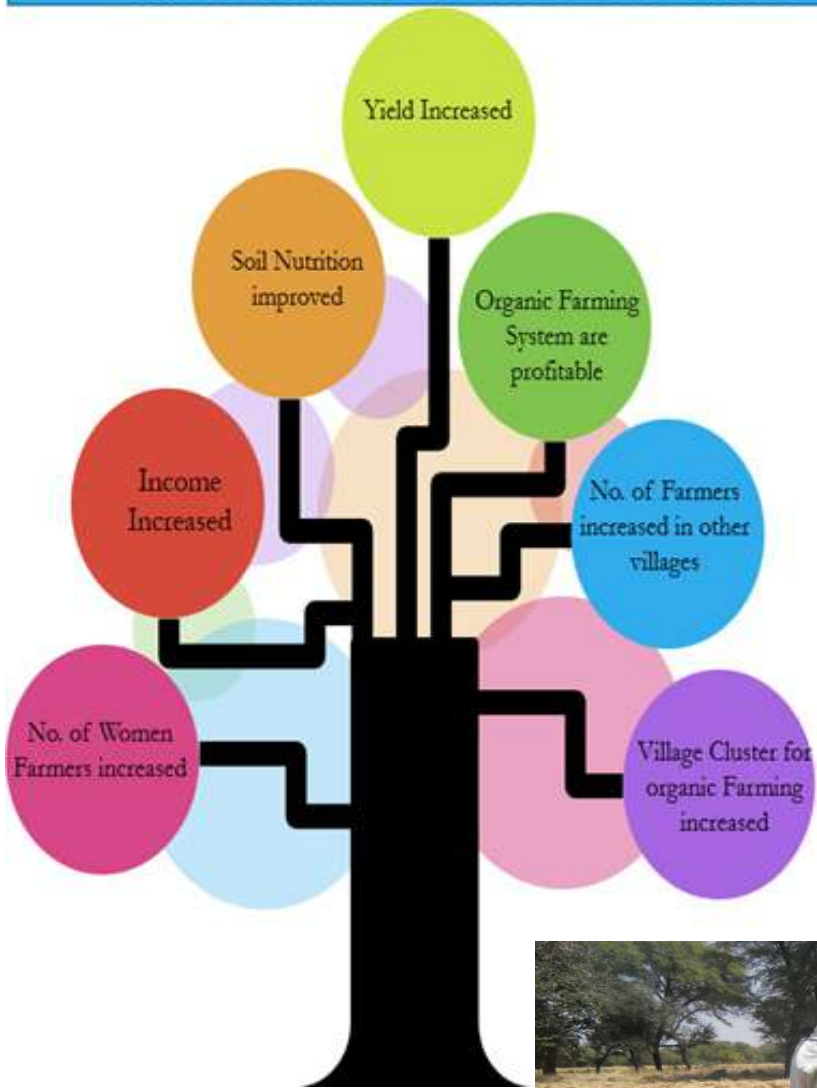
Organic Farming Leaders

Women show the way

Dwaraka Bai, a 35-year-old woman, is a member of **Literacy India**'s vegetable Bari group at Baneth, Rajasthan. She joined the organic farming group in 2017, where she received training in organic methods of cultivation. She used it to grow vegetables for her home kitchen. Later, she expanded the organic vegetable cultivation to her farmlands. Now she sells these vegetables in the local market and earns Rs 900 per season. She grows *loki* (bottle guard), *gilaki*, *bhindhi* (lady's finger), tomato and chili.

Kalawati Bai, 35, lives with her husband Laxmi Narayan and child in Jatawa, Rajasthan. She helps her husband with agricultural work and is a member of **Literacy India**'s vegetable Bari group. She joined the organic farming group in 2017, where she was provided training. Using the methods of cultivation that she has learnt she grows organic vegetables on their land. The vegetables are seasonal and are sold in the local market which fetches her about Rs 800 per season.

Highlights of 2019-20:

- Since Rajasthan faces severe water crisis, rainwater harvesting was set up in a government school in Gajwada. Here children made rainwater harvesting pits and were taught about how sustainable resources can be used to protect our environment.
- 25 women and 30 men were trained on vermicomposting. They were told about its benefits and how it is used as a fertilizer.
- 30 farmers participated in training on waste decomposition.
- 25 women were trained on preparing organic pesticides.
- Krishi Shakhi group leaders met and discussed the way forward. They shared their experiences on crop damage due to rain and ways to come over such problems.
- We were able to get more than 200 farmers to practice organic farming.
- More than 150 women were mobilized in kitchen gardening.
- 92 farmers are continuing organic farming under PGS (Public Guarantee System).
- Women and men were sent on educational tours and exposure visits to KVK Jhalawar and Hukum organic farms.
- **LI** disbursed micro loans to seven farmers for goat rearing and vegetable selling businesses.
- Interaction with domain experts like the state Kisan Sangh president, former KVK director, and government recruited area agriculture officer were arranged to motivate the farmers.
- Farmers were trained to use technology so they can use online platforms for product listing and use the internet to get latest updates on organic farming.
- Experiment on new crop cultivation, like organic papaya, was carried out.

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Lali Bai is a 46-year-old woman who lives with her husband Moti Lal in Chandipur, Rajasthan. She is a member of **Literacy India**'s vegetable Bari group at Chandipur. After receiving training in organic farming, she grows organic vegetables in her 2,700 square feet land.

She cultivates vegetables like *loki* (bottle goard), *gilaki*, *bhindhi* (lady's finger), tomato, chili and *kaddu* (pumpkin). She earns about Rs 1,500 per season.

Bajrang Lal took a soft loan to rear cows

Bajrang Lal, a small farmer from Sadla village has been practicing organic farming with **Literacy India** for seven years. He has realised how the method can increase production with lower costs and meet the demand for organic products.

Recently he started facing problems trying to get cow dung and cow urine to produce organic compost. When he approached **Literacy India** and expressed his desire to buy a cow, he was provided a soft loan of Rs 8,000 for the same. Now he rears cows and uses its urine and cow dung to prepare organic compost, organic pesticides and vermicompost for organic farming. He also milks the cows, which provides nutritious milk to his family, and earns an additional Rs 1,000 per month by selling the remaining milk lothers.

III.Environmental Sustainability: Rainwater Harvesting

One of the significant achievements of 2019-20 was the launch of the Environmental Sustainability Project for ground water recharge. With support from Mastercard volunteers, **Literacy India** started 3 rainwater harvesting systems in Gurgoan, Haryana, Vadodara, Gujrat and Jhalawar Rajasthan.

Bry Air (Asia) supported the installation of a 15 CUM rainwater harvesting pit at LI's School in Bajghera. It has a potential capacity to store 3,00,000 litres of water per annum. In Vadodara, a rainwater harvesting pit was made in TP-13 and handed over to the school before the onset of the monsoons to collect and save rainwater. This pit has 2,00,000 litres water recharge potential per annum. Mastercard supported the execution of this initiative.

Rajashthan has huge water crisis during summer months. Students of Government Primary School Gajwara Manoharthana in Jhalawar set up small rainwater pit to increase water level of the local well from which the school sources water. This summer, the school did not face a water crisis.

Environmental Sustainability: Rainwater Harvesting

One of the significant achievements of 2019-20 was the launch of the Environmental Sustainability Project for ground water recharge. With support from Mastercard volunteers, **Literacy India** started 3 rainwater harvesting systems in Gurgoan, Haryana, Vadodara, Gujrat and Jhalawar Rajasthan.

Bry Air (Asia) supported the installation of a 15 CUM rainwater harvesting pit at LI's School in Bajghera. It has a potential capacity to store 3,00,000 litres of water per annum. In Vadodara, a rainwater harvesting pit was made in TP-13 and handed over to the school before the onset of the monsoons to collect and save rainwater. This pit has 2,00,000 litres water recharge potential per annum. Mastercard supported the execution of this initiative.

Rajashthan has huge water crisis during summer months. Students of Government Primary School Gajwara Manoharthana in Jhalawar set up small rainwater pit to increase water level of the local well from which the school sources water. This summer, the school did not face a water crisis.

Project Arogyam: Access to health

Project Aarogyam was initiated to provide 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.

The project includes direct support to beneficiaries through which they can avail medical treatment, referral services, health camps, regular health check-ups, eye check-up and dental check-up.

Highlights of 2019 -20

- The health programme benefitted more 6,358 children, women, and community members. Out of the total beneficiaries, 80 per cent were women and children.
- Health camps were organised at Noida, Gurugram, Delhi and Kolkata to provide a deeper understanding about the importance of health and hygiene at a personal level and for the family at large.
- Three eye camps and two dental camps were organised at Noida, Gurugram, Delhi and Kolkata with the support of Global Analytics India, Bry-Air (Asia) Pvt. Ltd. , Desiccant Rotors International, Verifone India, Manav Jyot Organisation and PHD Rural Development Foundation.
- 10 students were provided cosmetic dentistry treatment by Pushpdant Dental Clinic.

Case Study

Gunjan, a 13-year-old who has been suffering from blood cancer did not have any fever or pain before getting diagnosed. After her parents noticed a small lump on her neck, she was taken to a government hospital from where she was referred to Safdarjung Hospital. After performing numerous tests, her disease was diagnosed. Due to extreme poverty her family was not able to bear the expense of Gunjan's treatment.

Gunjan is a beneficiary of **Literacy India** studying in the school at Bajghera, Gurugram. Even though **LI** has extended its helping hand, the treatment requires a hefty amount. Hence **Literacy India** is raising funds for Gunjan's treatment.

Key Well-wishers,Volunteers & Friends

Changing the world through Volunteerism:

Volunteers have a big role in Literacy India since 1996. One of the focused areas of Literacy India is to engage the people into the program. Volunteers educate and mentor children, youth and women from community across the country to give them better future which will benefit them as well as our country. The learning experience is mutual- our volunteers gain perspective and the experience themselves into tomorrow's leaders.

Several Corporate, individual volunteers & NGOs (working on Medical Field & Financial Literacy) as well Corporate Top management Leaders volunteered their time for mentoring students, improving academic level, technology session, Financial literacy workshop, green environment, Rain water harvesting pit construction & so on. Institute such as NMIMS (Narsee Monjee institute of Management Studies), Fortune Institute of Business Studies have tied up with us and placed their inters volunteers for duration 15 days to 45 days for working in the social development sphere. Students of Finance, Marketing & Management background contributed richly in events creating document for marketing, creating project impact stories, event management & fund raising. Students experiences a new world visiting to communities, interacting with students, community stakeholders and making creative content for Literacy India projects.

We greatly appreciate the time and expertise from Corporates like Dell India, KPMG india , KGS, Deloitte ,SBI card, Xoriant Solutions Pvt. Ltd., Bry Air Asia Pvt. Ltd. , American express , Mastercard , Desiccant Rotors International Pvt. Ltd. , Prometric Testing Pvt Ltd., Cognizant Kolkata Chapter , CVENT India , RBS , Master Card, Oxford University and Clifford Chance who spent time on activities such as Painting & Beautification of classrooms, creating Toilet Block for students, Tree Plantation, Eye Camp organizing , General health check-up camp , Training in Spoken English , Advance excel & interview skill training .

We are exceling our gratitude to the Social Ventures Partners- Kolkata Chapter for connecting Sukalayan Welfare Society & Manav Jyot Sanstha - NGOs for social Development in Kolkata area for organizing Financial Literacy Program & Regular Medical Check Up program for the Women, Children and youth of Kolkata Centre.

Changing the world through Volunteerism:

Our Corporate Partners

Aricent Technology Holdings Ltd	Nasscom Foundation
Ashiana Foundation	Nextzen Project Management System
Bry Air (Asia) Pvt. Ltd.	Oxford University Press
Charities Aid Foundations	Rajrattan Global Wire Ltd
Cepco Industries	Saffron Naturele Products Pvt. Ltd
Chimanram Khaitan Chhatra Trust	Seth Parmanand Khemka Charitable Trust
Clifford Chance Business Pvt Ltd	Shiksha Kranti Foundation
Cvent India Private Ltd	

LIVELIHOOD & EMPLOYIBILITY, HEALTH , THEARE IN EDUCATION SHIKSHARTH

CNS Comnet Solution Pvt. Ltd	Blackbaud Inc.
Converygys India Services Pvt. Ltd	Clifford Chance Business Pvt Ltd
Concern India Foundation	Dessicant Rotors International Pvt. Ltd
CRM Services Pvt. Ltd (Teleperformance)	Dell International services India Pvt. Ltd
Danamojo Online Pvt. Ltd	Enviu Impact Innovtn Services P. Ltd
Desiccant Rotors International Pvt. Ltd.	Global Giving
Dell International services India Pvt. Ltd	ICICI Bank Pvt Ltd.
EHSAS 81 Foundation	Leventa Foundation
Enviu Impact Innovation Services P. Ltd	Moody's Shared Services India Pvt. Ltd
Gau Seva Trust	Mastercard India Services Pvt. Ltd
Give Foundation	Oxford University Press
Global Analytics India Pvt. Ltd	SVP Philanthropy Foundations
KPMG India	SBI Card and Payment Services Pvt. Ltd
KPMG Global Services	Tupperware India Pvt. Ltd
KPMG Recourse Center Pvt. Ltd	Your Cause
Honda Motorcycle and Scooter India Pvt. Ltd	Rahgiri Foundation
Prometric Test Service Pvt Ltd	Xoriant Solutions Pvt. Ltd.
ICICI Bank Pvt. Ltd.	Mr. Marc Van Heyningen
Info Edge India Pvt Ltd	
Jyan Jyoti Foundation	
Leventa Foundation	
Midland Credit Mgmt India Pvt. Ltd	
Mastercard India Services Pvt. Ltd	

Our Corporate Partners

Shogun Organics Ltd	Mr. Bhupender Singh
Shriram Piston and Rings Ltd.	Mr. Surender Kumar
Sits for Women	Mr. Anuj Gupta
Ssmi Fine Arts	Mr. Chiranjeet Sen Gupta
SVP Philanthropy Foundations	Mr. Amit Gupta
Sbi Card and Payment Services Pvt. Ltd	Mr. Nakul Anand
Tupperware India Pvt. Ltd	Mr.Ajay Kumar Agarwal
Verifone India Sales Pvt Ltd	Mr. Kamal Kumar
United way of Delhi	Mr. Neerav Bose
Your Cause	Mr. Suneepa Das
Xoriant Solutions Pvt. Ltd.	Mr. Vijay Kumar Gaba
Genesis Enterprises	Mr. Abhay Kumar Sharma
Alok Distributors	Ms. Ruchi Srivastava
Enar Foundation	Mr. Sourabh Deorath
Green Obin Recycling Pvt. Ltd	Mr. Anuj Gupta
Professional Student Aid Foundation	Mr. Chiranjeet Sen Gupta
Sahyog Micro Finance Ltd	Mr. Amit Gupta
Prism Infotech	Mr. Nakul Anand
Anish Memorial Foundation	Mr.Ajay Kumar Agarwal
Capt. Indrani Singh	Mr. Kamal Kumar
Deepali Dalmia	Mr. Neerav Bose
Mr. Akhil Bansal	Mr. Suneepa Das
Mr. Manu Rikhye	Mr. Vijay Kumar Gaba
Mr. Joy Kumar Jain	Mr. Abhay Kumar Sharma
Mr. Dhananjay Rathi	Ms. Ruchi Srivastava
Ms. Prachi Agarwal	Mr. Sourabh Deorath
Mr. Akash Deep Goyal	
Mr. Rohit Goyal	
Mr. Nityhya Nand	
Mr. Neetu Sehgal Mahajan	
Mr. Ravinder Chaudhary	
Mr. Bhupender Singh	
Mr. Surender Kumar	

Our Team

Sohit Yadav, Sangha Mitra, Satya Prakash ,Sunil Kr. Sing , Sudhir Gahlot, Ghanshyam Prasad Singh , Gopal Saran Dubey, Kanwar Pal,Dharmendra Yadav, Savita Sharma, Birender yadav, Sarla Devi, , Teena Wesley, Manju Rani, Rajni Bhatia, Nisha Dohroo, Anuradha Nigam, Namita Das, Alka Mishra, SaritaWali, Shiv Kumar, Sheela Verma, Om Prakash, , Deepshankar Das, Dr. Santosh Malik , Dalsingar, Bipul Kumar Singh, Harendra Kumar, Ardhandu Biswash, Madhu Dang, Sujata, Ram Singh, Tara Kumari, Sarita , Virendra chaurasiya, SaritaWali, Rajeshwari Morya Singh, Amit Kumar, Hari Prakash, Naveen Kumar Singh, Mahinder, Surendra Singh , Shankar Mehta, Shitij, Vikash Goel, Pradeep Janghu, Idrish , Mohmad, Kavita, Kalpna Barnwal ,Raj Bala, Rekha, Arup Mahto, Sudha, Rajbala Verma, Sunil , Parvesh, Gyan Chand, Amrita singh, Poonam, Nirupama Ranjan, Sandeep Kumar Gaur, Sonu , Babita Jangid, Rajesh Kumar , Rajaram , Idirsh mohaamad, Trina , Manikrishna, Patitpaban Mukherjee , Anjali Chabbra, Rajiv Kumar Verma, Yogesh Kumar, Rahul Gusain , Narendra Kumar , Arpan Mukherjee , Ganesh Mahato , Champa Rani , Savita Singh, Mahendra Nai , Preeti Vinayk Soundade , Penukonda Niranjan , Dhnanjay Tiwari , Deeksha Sharma , Shobhbai Vinayk Bhalke ,

Financials

LITERACY INDIA

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

BALANCE SHEET AS AT 31st,MARCH, 2020		Amount (Rs)	Amount (Rs)
	SCHEDULE	F.Y. 2019-20	F.Y. 2018-19
SOURCES OF FUNDS			
I.FUND BALANCES:			
a. Fund Balance	[01]	5,29,00,701	4,26,03,028
b. Asset Fund	[02]	3,95,89,715	2,82,24,031
		9,24,90,416	7,08,27,059
II.LOAN FUNDS:			
a.Secured Loans		-	-
b.Unsecured Loans		-	-
		-	-
TOTAL Rs.	[I + II]	**9,24,90,416**	**7,08,27,059**
APPLICATION OF FUNDS			
I. FIXED ASSETS	[03]		
Opening Balance (W.D.V)		2,82,24,031	2,77,34,847
Add: Addition During the Year		1,54,68,307	42,20,249
Less: Depreciation		41,02,623	37,31,065
Net Block		3,95,89,715	2,82,24,031
II.INVESTMENTS		1,65,19,399	1,53,19,655
III.CURRENT ASSETS, LOANS & ADVANCES:			
a.Loans & Advances	[04]	15,24,102	11,08,393
b.Other Current assets	[05]	87,19,052	49,53,179
c.Cash & Bank Balance	[06]	3,03,54,328	2,20,55,139
	A	4,05,97,482	2,81,16,712
Less: CURRENT LIABILITIES & PROVISIONS:			
a.Other Current Liabilities	[07]	42,16,181	8,33,338
	B	42,16,181	8,33,338
NET CURRENT ASSETS	[A - B]	3,63,81,302	2,72,83,373
TOTAL Rs.	[I+II+III]	**9,24,90,416**	**7,08,27,059**
		-	-

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

LITERACY INDIA

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

(Trustee)

(Trustee)

Place :New Delhi
Date :12/11/2020

LITERACY INDIA

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

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31/03/2020		Amount (Rs)	Amount (Rs)
	SCHEDULE	F.Y. 2019-20	F.Y. 2018-19
I. INCOME			
Grants		6,61,20,347	4,46,83,513
Donations		2,08,52,851	3,70,69,473
Other Income	[08]	89,18,083	53,08,904
Interest Income	[09]	18,25,825	20,39,011
TOTAL Rs.		9,77,17,106	8,91,00,902
II. EXPENDITURE			
Program Expenditure	[10]		
Pathshala Program		92,14,601	1,00,32,068
Vidyapeeth Program		2,48,45,365	2,19,94,585
Gurukul Program		1,01,63,985	1,08,67,512
Karigari Program		1,34,42,981	1,80,21,481
Shiksharth Program		5,23,202	5,55,878
Health Post Program		3,38,210	4,33,754
Indha Program		85,74,786	87,36,303
Digital Education Program		1,99,84,568	2,07,98,761
Covid- 19 Support		3,31,736	-
Depreciation	[03]	41,02,623	37,31,065
Less: Depreciation transferred to Asset Fund	[03]	41,02,623	37,31,065
		-	-
TOTAL Rs.		8,74,19,433	9,14,40,342
III. EXCESS OF INCOME OVER EXPENDITURE	[I - II]	1,02,97,673	(23,39,440)
IV. EXCESS OF INCOME OVER EXPENDITURE **TRANSFERRED TO PROJECT FUND**		1,02,97,673	(23,39,440)

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

LITERACY INDIA

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

(Trustee)

(Trustee)

Place :New Delhi
Date :12/11/2020

LITERACY INDIA

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

RECEIPTS & PAYMENT ACCOUNT FOR THE YEAR ENDED 31/03/2020		Amount(Rs.)	Amount(Rs.)
	SCHEDULE	F.Y. 2019-20	F.Y. 2018-19
RECEIPTS			
Opening Balance		3,73,74,794	4,42,03,500
Grants		6,34,51,465	4,22,36,164
Donation		2,08,52,851	3,70,69,473
Other Receipts	[11]	77,83,491	25,89,520
Interest Income	[12]	18,25,825	20,39,011
TOTAL Rs.		**13,12,88,426**	**12,81,37,668**
PAYMENTS			
Program Expenditure			
Pathshala Program		92,14,601	1,00,32,068
Vidyapeeth Program		2,48,45,365	2,19,94,585
Gurukul Program		1,01,63,985	1,08,67,512
Karigari Program		1,34,42,981	1,80,21,481
Shiksharth Program		5,23,202	5,55,878
Health Post Program		3,38,210	4,33,754
Indha Program		85,74,786	87,36,303
Digital Education Program		1,99,84,568	2,07,98,761
Covid- 19 Support		3,31,736	
Changes in Advances/ Liability		(30,04,734)	(6,77,468)
Closing Balance		4,68,73,727	3,73,74,794
TOTAL Rs.		**13,12,88,426**	**12,81,37,668**

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

LITERACY INDIA

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

(Trustee)

(Trustee)

Place :New Delhi
Date :12/11/2020

Governance

We strongly believe that we act as trustees on behalf of our donors and our records must reflect the transparency that ought to go with being trustees.

REPORT ON GOVERNANCE

As a part of our commitment to strengthen governance and compliance efforts, we have been registered with Global Giving,Your Cause , Silicon Valley Community Foundation, Give Foundation ,Erika und Erwin Schreiter Foundation , Wadhwa Foundation & Levante Foundation. Addition to existing collaboration with Charities Aid Foundation, India & Give India,UnitedWay, & KPMG Foundation. We are thankful for their continued support and guidance. Our **Present Auditors – 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.

Project Study and Management

The project management & monitoring system in LI 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.
- Programme & Project Audit System ˆ is followed to assess and ensure impact of the donation, proper utilisation of money to achieve desired results.
- Internal & Process Audit System ˆ This is conducted throughout the year in order to ensure accountability in the internal operation of the organization
- Statutory Audit ˆ 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.

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.

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.

Day to day Management

Managing Trustee and Senior Executive supported by Projects Directors manages the LI,s 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.

Board

- AM D Keelor
- Capt. Indraani Singh
- Anil Kalia
- Rajpal Duggal
- Abhishek Dalmia
- Akhil Bansal
- Manas Fluoria
- Manu Rikheye
- Sanjeev Jain
- Joy Kumar Jain
- Puneet Narula
- Sonali Dutta
- Virendra Rana
- Prabhat Aggarwal

Governance

Project Study and Management

The project management & monitoring system in LI 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
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- Internal & Process Audit System ˆ This is conducted throughout the year in order to ensure accountability in the internal operation of the organization
- Statutory Audit ˆ 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.

Accounting System

• The accounts are maintained on daily basis through advanced and updated computerized systems. The same is also analysed and checked periodically by the auditor to ensure that the same is in compliance with standardised Management Policy.
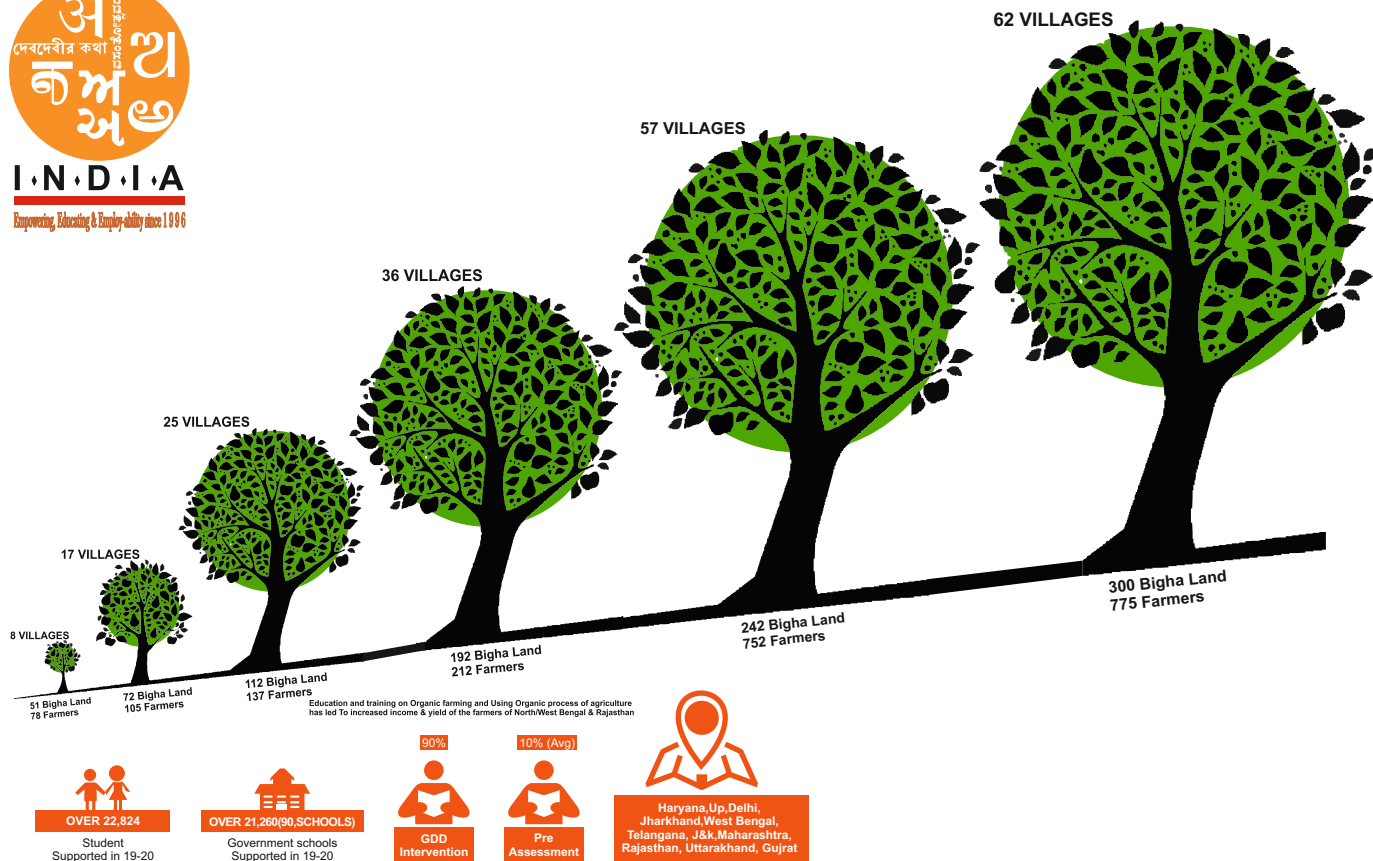
People Management

• 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.

Slab of Salaries & Honorarium	Male (No.)	Female (No.)	Total (No.)
Less than 5,000	19	29	48
5,000-10,000	34	76	110
10,000-25,000	27	61	88
25,000-50000	10	4	14
50,000-1,00,000	3	1	4

62 VILLAGES

57 VILLAGES

36 VILLAGES

25 VILLAGES

17 VILLAGES

8 VILLAGES

300 Bigha Land
775 Farmers

242 Bigha Land
752 Farmers

192 Bigha Land
212 Farmers

112 Bigha Land
137 Farmers

72 Bigha Land
105 Farmers

51 Bigha Land
78 Farmers

Education and training on Organic farming and Using Organic process of agriculture
has led To increased income & yield of the farmers of North/West Bengal & Rajasthan

90%

10% (Avg)

OVER 22,824
Student
Supported in 19-20

OVER 21,260(90,SCHOOLS)
Government schools
Supported in 19-20

**GDD
Intervention**

**Pre
Assessment**

**Haryana,Up,Delhi,
Jharkhand,West Bengal,
Telangana, J&k,Maharashtra,
Rajasthan, Uttarakhand, Gujrat**

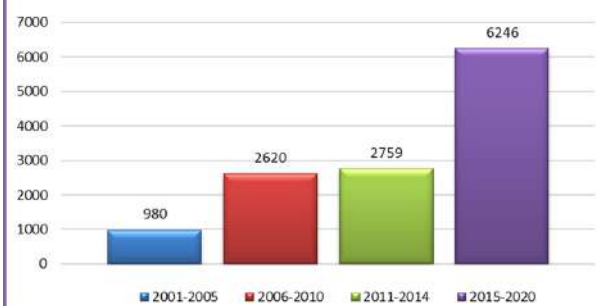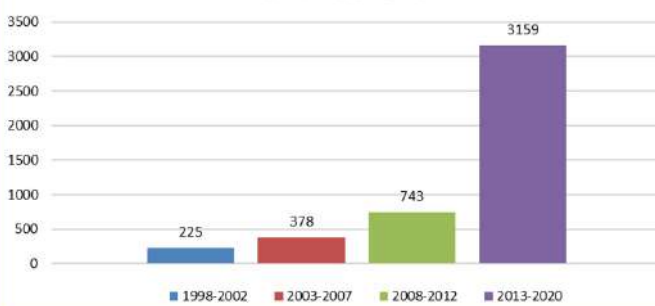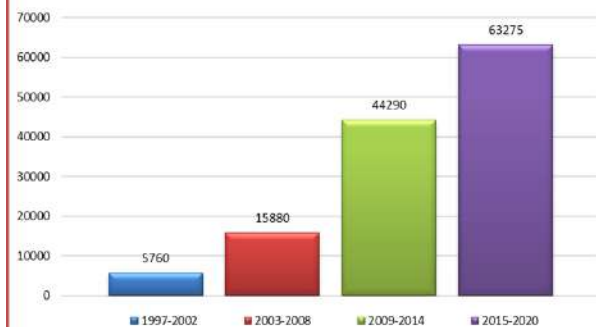| PROJECTS	PROJECTS GEOGRAPHIC LOCATION	MAJOR CITIES/DISTRICTS	IMPACTED BENIFICIARIES
VIDYAPEETH	HARYANA	DELHI NCR, GURGAON	1155
HEALTH PROJECT	HARYANA, WEST BENGAL	DELHI NCR,WEST BENGAL	8790
PATHSHALA PROJECT	HARYANA, DELHI, WEST BEGNAL	GURGAON, SOUTH DELHI, PURULIA,KOLKATA	2650
KARIGARI PROJECT	HARYANA, DELHI, WEST BEGNAL, RAJASTHAN, UTTAR PRADESH , MAHARASHTRA,TELANGANA AND JHARKHAND	GURGOAN, DELHINCR, KOLKATA, KALIMPONG, PURULIA, VARANASI, NALGONDA BOKARO, JHALAWAR & PUNE	13456
INDHA PROJECT	HARYANA, DELHI, WEST BEGNAL, RAJASTHAN, UTTAR PRADESH AND JHARKHAND	GURGOAN, DELHI, KOLKATA, PURULIA, JHALAWAR, VARANASI, & BOKARO	578
GURUKUL PROJECT	HARYANA, DELHI, WEST BEGNAL , RAJASHTHAN AND KARNATAKA	GURGAON, SOUTH DELHI, WEST BENGAL , KARNATAKA & ALWAR	243
SHIKSHARTH PROJECT	HARYANA, DELHI & WEST BEGNAL	GURGAON, SOUTH DELHI, PURULIA, KOLKATA	6550
GYANTANTRA DIGITAL DOST	HARYANA, DELHI, WEST BEGNAL, RAJASTHAN, UTTAR PRADESH, TELANGANA , JHARKHAND, CHATISHGARH,UTTRAKHAND LADDHAKH AND MAHARASHTRA	GURGOAN , DELHI NCR, NOIDA, KOLKATA, DARJEELING KALIMPONG, PURULIA, JHALAWAR ,ALWAR BHIWADI,NALGONDA, RAIPUR , UTTAKASHI & BOKARO, PUNE LADDHAKH	18610
ANNUAL IMPACTED BENIFICIARIES			52032

Achievements of 2019-20

PROJECT PATHSHALA
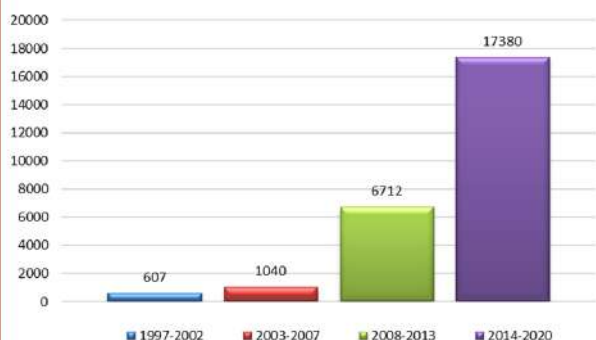
Period	Value
1997-2002	607
2003-2007	1040
2008-2013	6712
2014-2020	17380

PROJECT KARIGARI

Period	Value
2002-2007	13885
2008-2013	24044
2013-2020	88931

PROJECT VIDYAPEETH

Period	Value
2001-2005	980
2006-2010	2620
2011-2014	2759
2015-2020	6246

PROJECT GURUKUL

Period	Value
1998-2002	225
2003-2007	378
2008-2012	743
2013-2020	3159

PROJECT SHIKSHARTH

Period	Value
1997-2002	5760
2003-2008	15880
2009-2014	44290
2015-2020	63275
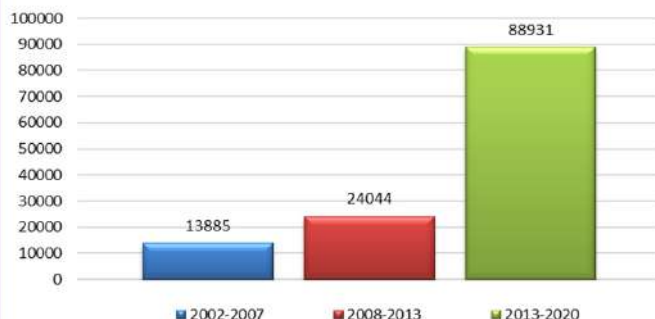
Gyantantra Udbhav (Digital Dost)

Period	Value
2010-2014	30437
2015-2020	114530
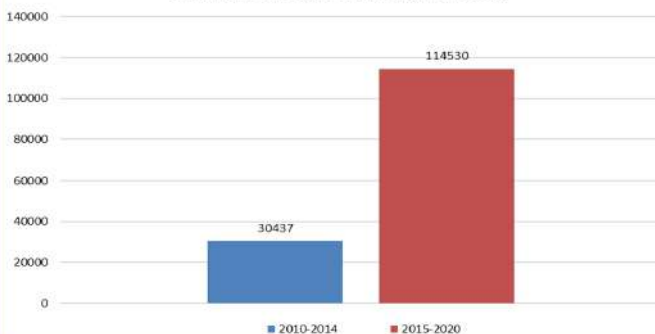
Health Post & Camps-Beneficiaries impacted

Period	Value
2007-2010	16534
2011-2014	44201
2015-2020	75852

PROJECT INDHA

Period	Value
2005-2010	545
2011-2014	1165
2015-2020	3565

SUSTAINABLE DEVELOPMENT GOALS
Allignment

1 NO POVERTY

4 QUALITY EDUCATION

5 GENDER EQUALITY

8 DECENT WORK AND ECONOMIC GROWTH

10 REDUCED INEQUALITIES

13 CLIMATE ACTION