



ANNUAL REPORT 2021-22

I-SAKSHAM EDUCATION AND LEARNING FOUNDATION

 I-Saksham
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THE CONTEXT

As per the 2011 census, Bihar is the third largest state with 8% of the country's population. It has 58% percentage of the population at less than 25 years of age, the highest in India. The state has a rich ancient cultural heritage of being the powerful center of learning (Nalanda, Vikramshila), the birthland of India's first empire (Maurya), and Buddhism. However, it is in dire straits today:

- a. It ranks **lowest in the composite score** on the Sustainable Development Goals index prepared by Niti Ayog.
- b. **51.91%** of its population is multi-dimensionally poor, the highest in the country
- c. It requires a huge amount of resources including philanthropy and CSR but receives less than **1%** of the CSR spending.

Bihar thus needs immediate action. With its improving political climate, it is a land full of opportunity. With less than a decade to achieve SDGs which the country can't achieve without moving the needle in Bihar, it is time to act now.

Young women, in particular, are in the most vulnerable state. A girl between the age of 18 and 24 in Bihar stands at the critical crossroads of her life. National Family Health Survey 5 (2019-20) shows that among all the girls between 18-24 years of age in Bihar:

88%

drop out of higher education

43%

are forced into early marriage

43%

experience domestic violence at some point in their lives

Nearly 10 million young women in Bihar are in a state where their potential to contribute to the socio-economic growth of their communities is never tapped. Due to a lack of right role models and very limited social networks, it becomes impossible for them to break the status quo.

MESSAGE FROM THE FOUNDER



Ravi Dhanuka
Founder & CEO, i-Saksham

Dear Patrons,

Greetings!

We welcome you to the glimpses of i-Saksham's journey to FY 21-22. This year was special, and full of learning on many counts:

- a. Rising from the crisis of COVID-19, our edu-leaders proved themselves to be of extreme importance to driving the last mile change in their communities.
- b. We got the first formal third-party impact assessment done which showed significant achievements of edu-leaders towards their self-growth, educational inclusion of children, and inspiring community to promote girl's aspirations.
- c. We strengthened our M&E backbone in partnership with JP Morgan, and documented Standard Operating Process with Genpact.
- d. Joining Ujwal Impact Advisors (UIA) gave us access to eminent mentors from several walks of life. Their deep inputs played a critical role in conceptual evolution of the i-Saksham model.
- e. Our mentors reflected on the impact findings and encouraged us to enhance 'customer centricity' to the lives of local young women, leverage partnerships as a strategy to generate meaningful engagement opportunities for them post-fellowship, and promote a peer-driven network based on mutual care and affinity to impact other young girls in the community.

Our priorities for the next year will focus on these inputs. Our scalable solution will unlock leadership potential of young women to pursue their life-aspirations and shift their typical trajectory away from dropping out of higher education, early marriage, and living the rest of life as if their fate is predetermined. We will constitute a partnership cell to build relationship with CSOs, govt. and corporates. A Knowledge Centre will document and digitize processes to enable wide-scale dissemination.

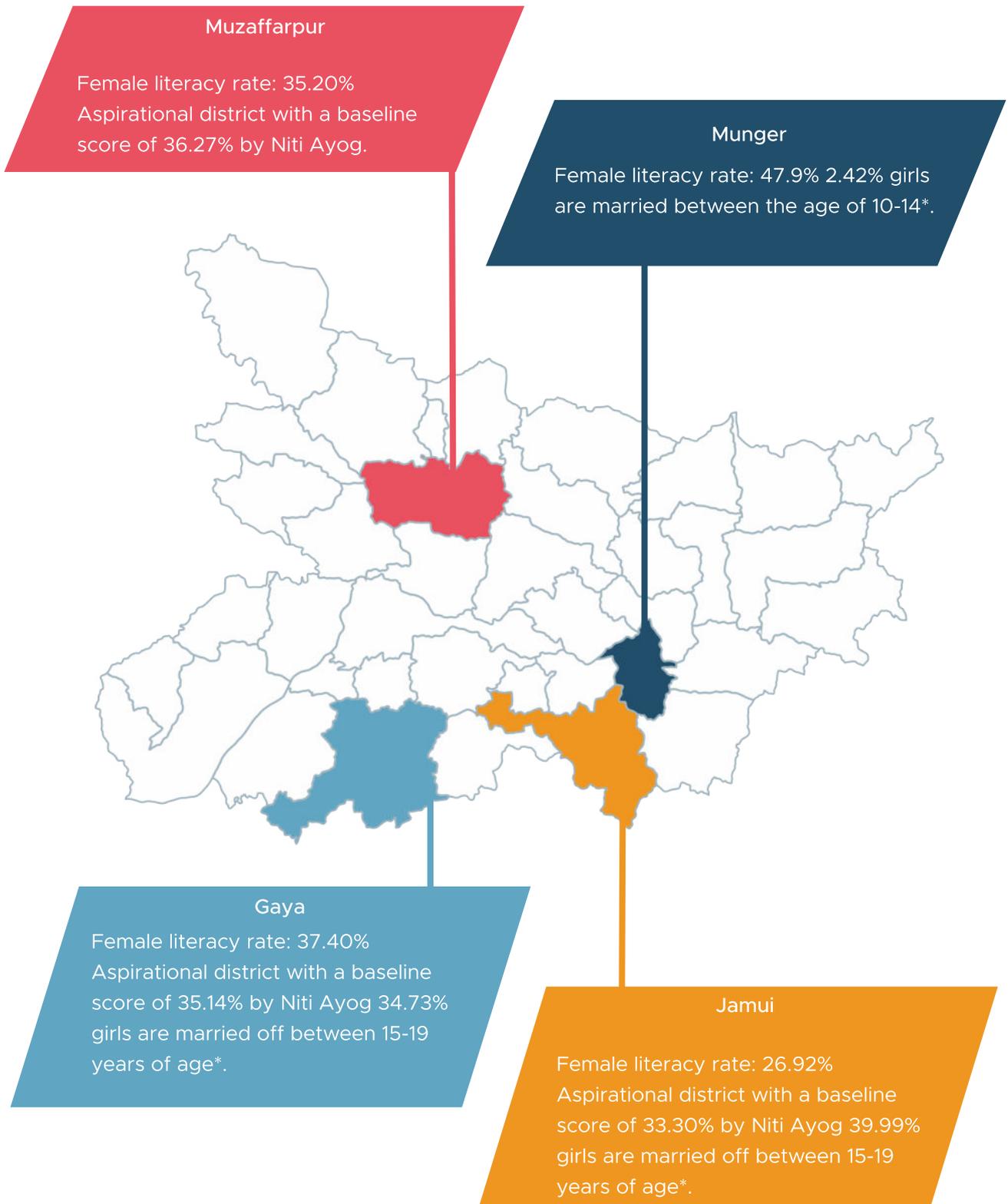
Hope you would enjoy reading our journey. We look forward to your continued love and support.



OUR BELIEF

i-Saksham believes that enhancing the leadership of local young women to solve grassroots issues will drive transformative change in women's personal life and will create a nurturing ecosystem for other girls and young women to realize their potential.

CURRENT OPERATIONAL GEOGRAPHIES



WHO IS OUR EDU-LEADER?



LET'S MEET SUNITA

Age: 24 years

Place: Jatikutia, Munger, Bihar

Sunita is a 24-year old young girl from Jatkutia village of Munger, Bihar. She aspires to see every child in her village in school, and inspire other girls in the village

PERSONALITY (On a scale of 1-5, where 1 is low and 5 is high)

1 2 3 4 5

INTROVERT

COMMITMENT TO SOCIAL CHANGE

INTEREST IN EDUCATION

A DAY IN HER LIFE:

She generally starts her day at 4:00 a.m. and works continuously all day. Housework, cooking, school work, and teaching are her major activities throughout the day. She never misses a day of school.

COMMUNITY AND FAMILY:

Sunita comes from a community where it is uncommon for children to go to school, but instead they begin working from a young age. Sunita's father is a laborer who works in the fields and her mother is a housewife. Even though they are uneducated, they ensured their children were educated and do not work in the fields like them.

"People are not very serious about studying in my society. They think it is useless to study – I want to change that thought and make them realize how important it is to study."

I-SAKSHAM SOLUTION: A 2-YEAR EDU-LEADER FELLOWSHIP PROGRAM

To enhance the potential and leadership capacity of these young women, it is important to provide them with the right assets, opportunities, enabling environment, and networking opportunities. **i-Saksham runs a two-year fellowship program in Bihar** to help disadvantaged local young women emerge as leaders of change. Since we leverage education as a medium, these women are called edu-leaders.

In the course of the fellowship, the edu-leaders are built across 3 leadership tracks:



1. PERSONAL LEADERSHIP:

They are provided with regular coaching and mentoring support to grow a positive sense of self that their identity matters and they can bring change. During the course of the fellowship, the sessions on identity, agency, leadership, emotional intelligence, etc., build their confidence and trigger their aspiration for better life prospects.



2. EDUCATION LEADERSHIP:

The edu-leaders are placed with an under-resourced government school in their village for 10 hours/week. They are provided with training and capacity-building support on classroom management and other innovative pedagogical approaches. Under the guidance of a school HM, the edu-leaders transform learning norms, create a classroom culture of care, respect, and trust and improve the foundational literacy and numeracy of children.



3. COMMUNITY LEADERSHIP:

The fellowship also promotes edu-leaders to build peer networks and improve ties within their communities. They engage with parents and other stakeholders to shift gender norms and on issues related to children's education, social problems, awareness around health and schemes, etc.



A UNIQUE EXPERIENCE

Our edu-leaders undertake at least 100 weekly training sessions and quarterly residential trainings. The training environment and their enhanced connectedness over time help them develop both individually and as a collective.

THEY BUILD

A FEELING OF COMMUNITY:

Edu-leader Alka shares- *“The training and access to peer-networks helped me believe that I am not alone and I can achieve something in life”.*



STRONG IDENTITIES:

The training sessions, mentoring and coaching support, and real life experience to bring change in the community help them evolve as strong individuals. They build their own identities among their peers, in their communities, and outside. Edu-leader Nandini shares- *Earlier I was only a daughter-in-law of my village. But today, the parents and children address me as “didi”.*



COHESIVENESS:

Edu-leaders learn and evolve together in the fellowship which helps them create an indifferent bond with each other. They share their joy and pain with each other and learn the importance of cooperation.



CONFIDENCE TO SHARE THOUGHTS:

Edu-leader Rupa recalls the fear she had in expressing her views with her family. She says that the fellowship instilled confidence in her to speak her heart out.



i-Saksham promotes excellence, respect, cooperation, trust, and accountability as a value. The edu-leaders gain each other's respect and are heard non-judgementally every time. This uniqueness helps them stay connected to the program and with each other.

KEY COMPONENTS OF SESSIONS EXPERIENCED BY EDU-LEADERS



PERSONAL LEADERSHIP

- Understanding of self
- Social-emotional intelligence
 - Gender and negotiation
- Coaching and communication skills
- Problem-solving, Root cause analysis



COMMUNITY LEADERSHIP

- Understanding of stakeholders and institutions
- Organizing PTMs, cluster meetings, etc.
- Understanding of development programs
- Role of collectives and social movements



EDUCATIONAL LEADERSHIP

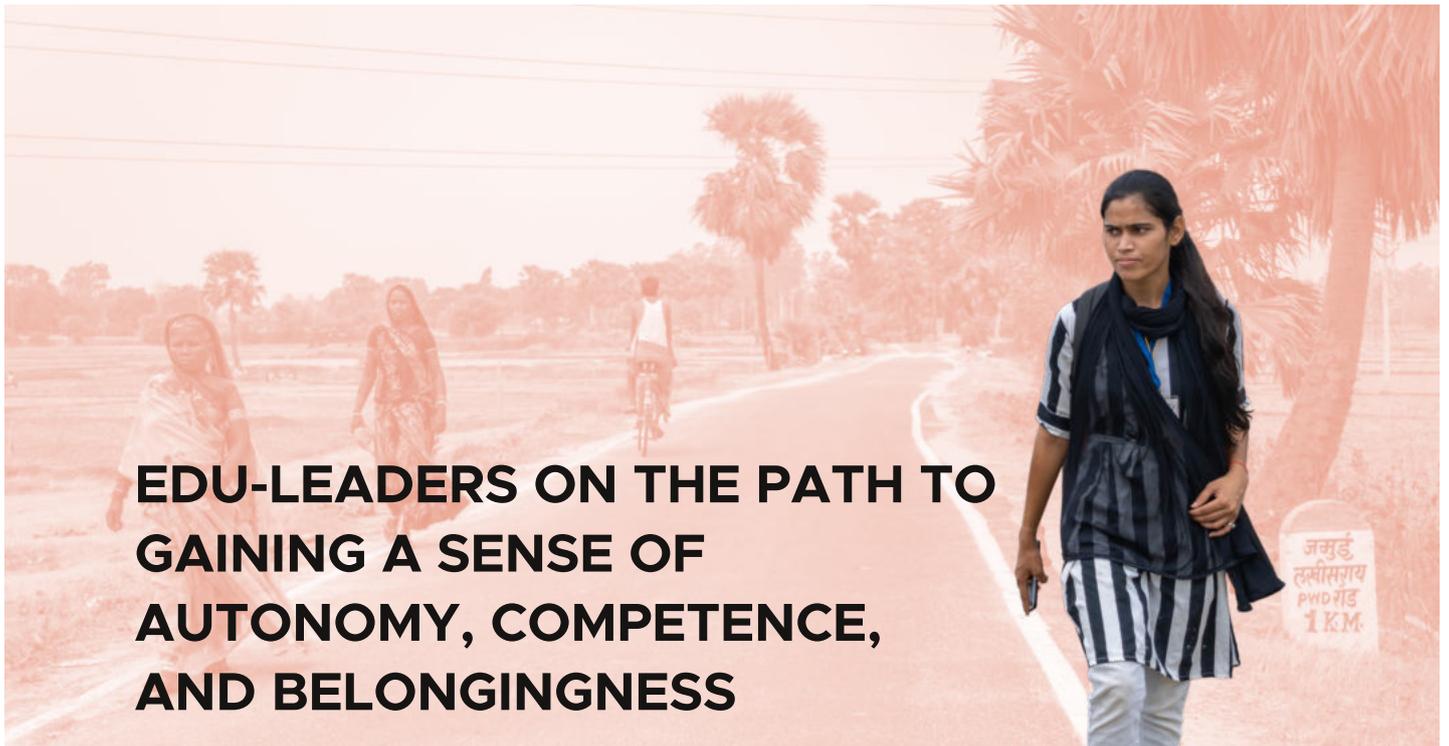
- Classroom management
- Understanding of child
 - Innovative pedagogical approaches
 - Conducting various assessments
 - Using library
- Addressing children with learning disability
 - Cultivating student leadership
- Philosophy and History of education
 - Theatre in education



TECHNOLOGY

- Zoom, Meet and Whatsapp
- Learning apps, Understanding dashboard,
- E-mail and M.S Office suite

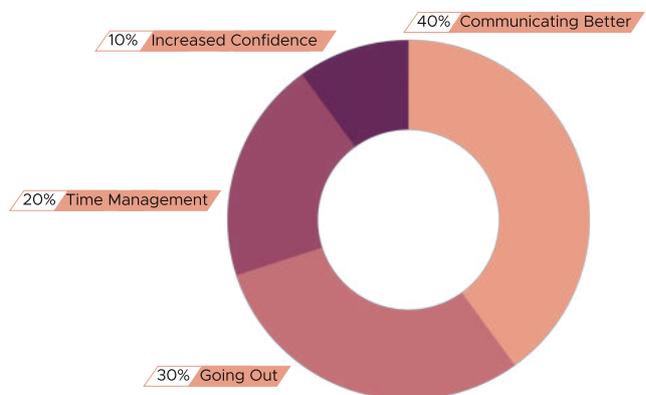




EDU-LEADERS ON THE PATH TO GAINING A SENSE OF AUTONOMY, COMPETENCE, AND BELONGINGNESS

A large part of our training is focused on enabling edu-leaders to gain autonomy and consequently become role models for other girls and women in their communities. They get a chance to meet their real selves by participating in discussions on emotional intelligence, agency and identity, giving and receiving feedback. They engage with mentors and peers to reflect on their strengths and share their personal journeys. The objective of the self-leadership component in the fellowship program is to help edu-leaders build their perception of belongingness and make them strive for better life prospects.

A study was conducted with edu-leaders to identify some of the most significant changes and learnings in their lives. The results showed that a majority of edu-leaders gained the confidence to voice their aspirations and a sense of achievement.



IMPORTANT CHANGES IDENTIFIED BY EDU LEADERS

THE YEAR AT GLANCE



We became a family of **200 edu-leaders**.

We launched **2 new batches of 75 edu-leaders** in Munger, Jamui and Gaya.

Third party impact assessment was conducted. The study showed significant results.

Initiative was launched to digitize Fellowship Program content and curate learning for replication.

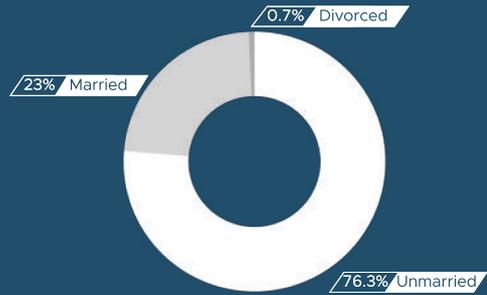
The 2nd degree impact of edu-leader's work in communities to shift social norms became visible.

Children showcased significant learning improvements despite COVID constraints and excelled in national level competitions.

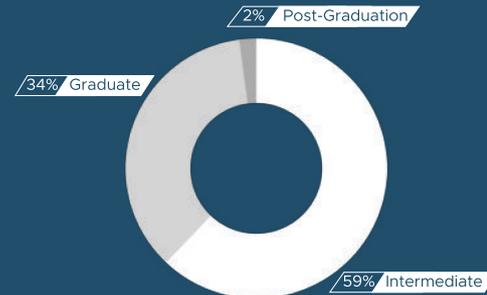
Web-enabled MIS has been put in place in partnership with JP Morgan.

New partners on-board: Signed 3 year MoU with JEEViKA, funding partnership with NCF.

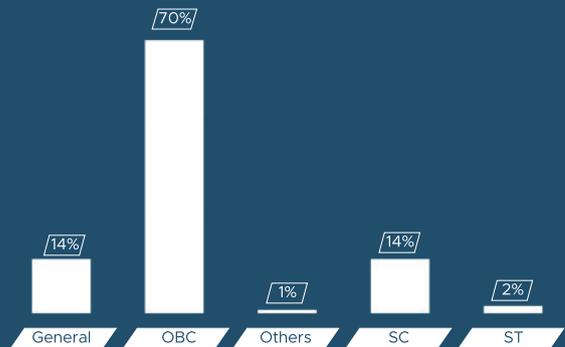
DEMOGRAPHICAL PROFILE OF EDU-LEADER



MARITAL STATUS



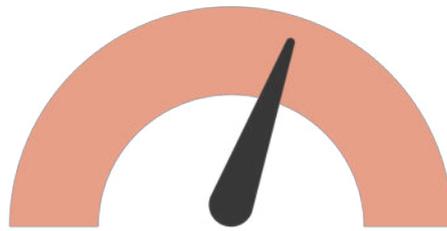
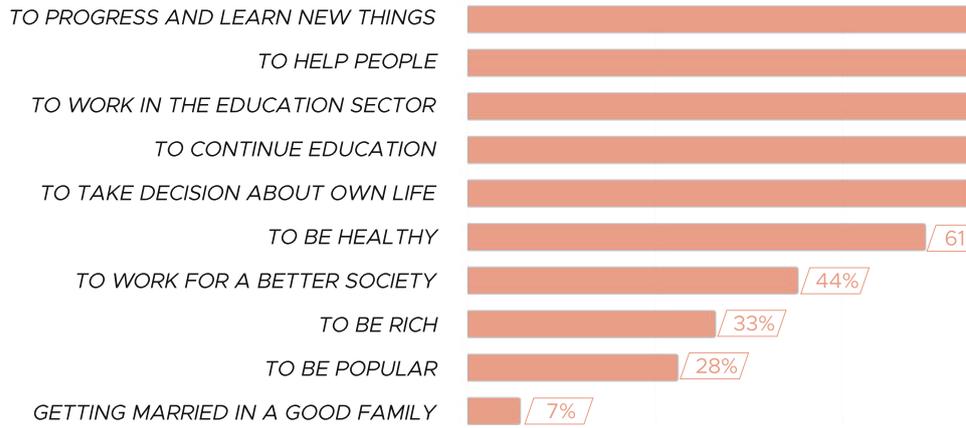
EDUCATIONAL QUALIFICATION



CASTE

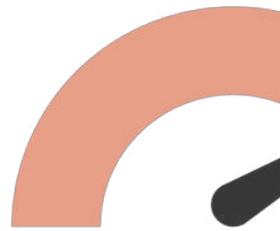
THEIR ASPIRATIONS

PERCEIVED PREFERENCE OF ASPIRATIONS OF EDU-LEADERS



60%

edu-leaders have reported an increase in their confidence that motivated them to perform better.



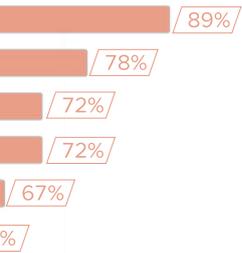
80%

of them have highlighted system in the form of bud promoted them to d

"I can't put in words how shy I was to even speak to my co-fellows. The confidence I built in the two years of my fellowship has not only increased my self-esteem but pushed me to prove my worth. Today, I proudly stand as the up-sarpanch of my village and inspire women in my community to voice their opinions"

- EDU-LEADER, KIRAN





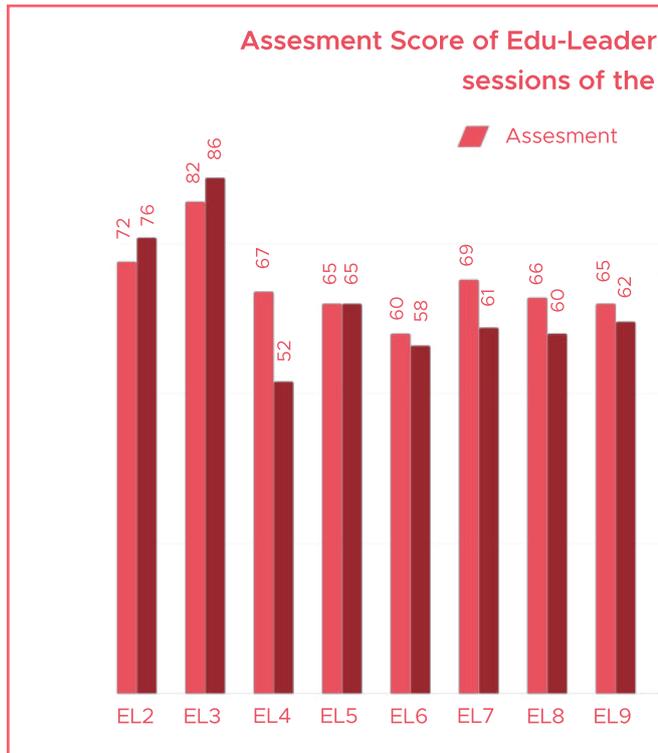
and that a support
 bodies have always
 to their best.



ASSESSMENT SCORES AND ATTENDANCE O (COHORT: 2019-21) IN 100 SESSIONS

The fellowship session for the edu-leaders sta
 identifying and articulating aspirations, goal
 enhancing decision-making and self-efficacy.
 who introduce edu-leaders to innovative peda
 applied in their schools to enrich students' e
 conducted over a period of two years with the

The box below provides a glimpse of the atte
 these 100 sessions.



THE COMMUNITY DIDN'T LET RUPAM LEAVE

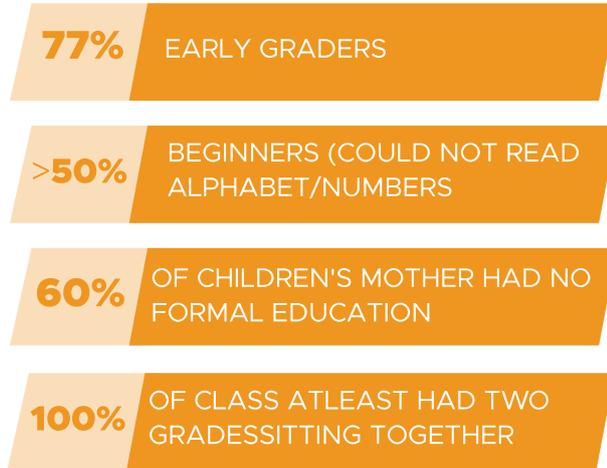
Rupam, an Edu-leader from batch 5 of the fellows
 her family in the middle of her fellowship. But Rupa
 fellowship and her students. Through her leadershi
 Rupam had already won the heart of parents. They
 changes Rupam had brought in the learning of the
 didn't want Rupam to leave the village in the midd
 community admired her dedication and leadership

They went to Rupam's father and convinced him to
 fellowship. Her father was moved by the communit
 continuing her fellowship by staying at her parenta

EDUCATIONAL IMPACT: EDU-LEADERS BUILDING A BETTER WORLD FOR CHILDREN

During the course of the fellowship, edu-leaders are placed in an under-resourced government school of their village to build foundational literacy and numeracy skills among children and unlock student leadership.

The edu-leaders are provided regular training and capacity-building support on classroom management, innovative pedagogical practices and inclusive classrooms. They invest in building a classroom culture of care and empathy. Following an activity-based approach, they have been able to increase children retention in classrooms and enhance their commitment to learning.



37
PRIMARY SCHOOLS



57
MIDDLE SCHOOLS



16
ANGANWADI

EDU-LEADERS GAIN RESPECT AND VALUE IN THEIR COMMUNITIES

Along with their evolving identities, edu-leaders experienced a huge shift in their own mindsets and the way they were looked upon.



"My father-in-law was not supportive of me going for residential trainings in Jamui. Later, he saw my work in community and started valuing it. Today, he not only promotes me to attend the training but also give my example to other girls and women in the community.

- EDU-LEADER, JAMUI



"Because of the fellowship, I got the opportunity to go out. I used to go to Munger. I wanted to go out and see the world and learn. I wanted freedom also, to learn and think freely"

- EDU-LEADER, MUNGER

SIGNIFICANT IMPACT: OUR EDU-LEADER CONTINUE TO INSPIRE AS ROLE MODELS

FROM ▶▶▶ **TO**



Score on Confidence/Self-efficacy.



Enrolled for Higher Education.



Reported deferment in marriage.



BUILDING A CULTURE OF CARE

- The Headmasters of the schools have mentioned that edu-leaders have become a prominent community resource in improving the learning environment of the schools. They are supporting edu-leaders organize meetings with parents, community events, maintain classroom discipline, etc.

- Edu-leaders distributed worksheets, library books and took phone call based sessions with children to ensure their continued learning during difficult times of COVID.



USING TLMS IN CLASSROOM



USING WORKSHEETS TO TEACH

- 40% of edu-leaders students who could not read anything in 2019 could form simple Hindi words in 2021 despite COVID constraints.

THEY EXCELLED IN NATION-WIDE CONTEST

The Open Links Foundation's tickLinks program launched a nationwide contest named "Vivekananda Young Explorer" in which 16 of our children participated.



- Nationwide 10,500+ children participated in this contest
- 8 of our 40 children received certificate of excellence in submitting their projects.
- Chottu a student of edu-leader Hema, was awarded a certificate of excellence as his project was among the top 1% projects in the country. He submitted a video of his role play as Doctor.



"I want to see my students shine and achieve their goals in the future"

– **EDU-LEADER**

Edu-leaders set a new classroom culture of respect and care. During classroom visits, the following changes were observed:

FROM

Being harsh on children and scolding them
Using chairs in the classroom for sitting
Limiting discussion among children
Teacher-led classroom
Giving similar instructions to all children



TO

Showing care and love
Sitting with children on floor
Encouraging critical thinking
Promoting peer support among children
Following differentiated learning approach

ENRICHING LEARNING EXPERIENCES OF EACH CHILD



STORYTELLING WITH CHILDREN

- The edu-leaders worked on building 21st century skills among children through methods like storytelling, projects, games, worksheets, etc. In a nationwide contest organized by tickLinks named "Vivekananda Young Explorer", 8 of our 40 participating children received a certificate of excellence.

- Influencing system leaders: The holistic approach adopted by edu-leaders to enhance the learning experience of children influenced the headmasters and other teachers in the schools. They are praising edu-leaders and replicating their engagement practices in other classrooms.



PROMOTING STUDENT LEADERSHIP

BUILDING A SAKSHAM SOCIETY: TOWARDS COMMUNITY LEADERSHIP

To build edu-leaders as change agents in the community, it is important for them to develop an in-depth understanding of their communities as well as build productive relationships.

Our edu-leaders went through sessions on gender, leadership, communications, and engaging parents during the fellowship program – this helped them develop the necessary skills to get more involved in their communities.

The community leadership track focused on two components this year.

LEADERSHIP WITHIN THE FAMILY:

Edu-leaders learned how various gender norms function in their families. They also learned how to negotiate with their families and were able to share their thoughts fearlessly.

LEADERSHIP OUTSIDE THE FAMILY:

They engaged with the community through various action-research projects, organized awareness drives during COVID-19 and were involved with parents regarding the education of their children. Through regular PTMs and telephonic conversations with parents, the edu-leaders built their capacities to support the learning journey of children.



My grandparents have rigid views on the caste system. Hence, they did not allow me to speak or mingle with persons from other castes or religions. I learned in the fellowship program that this is wrong, and I began to speak against such discrimination. I am yet to convince my grandparents. However, I do meet and speak with people irrespective of their caste or religion.



STUDENTS SHOWED SIGNIFICANT LEARNING GAINS

TRANSITION OF READING LEVELS: **HINDI**

ASER 2021 >>> ASER 2019 <<<	BEGINNER	ALPHABET	WORD	PARAGRAPH	STORY	SHARE IN 2019
BEGINNER	■	■	■	■	■	■
ALPHABET	■	■	■	■	■	■
WORD	■	■	■	■	■	■
PARAGRAPH	■	■	■	■	■	■
STORY	■	■	■	■	■	■
SHARE IN 2021	■	■	■	■	■	■

- 70% of students saw growth of at least one level or retained the highest level
- 65% of students who could read only word in 2019, can now read paragraph or story
- 39% of students who could read only alphabets in 2019, could not grow to the next reading level
- 27% of students stayed at the same reading level. 3% lost one or more reading levels.

TRANSITION OF READING LEVELS: **ENGLISH**

ASER 2021 >>> ASER 2019 <<<	BEGINNER	ALPHABET	WORD	PARAGRAPH	STORY	SHARE IN 2019
BEGINNER	■	■	■	■	■	■
ALPHABET	■	■	■	■	■	■
WORD	■	■	■	■	■	■
PARAGRAPH	■	■	■	■	■	■
STORY	■	■	■	■	■	■
SHARE IN 2021	■	■	■	■	■	■

- Around 60% children moved ahead by at least 1 level
- 30% of children who could not read word in 2019 can now read words
- 44% of students who could read only word in 2019 can now read paragraph in English
- 48% of students who could read alphabets in 2019, could not grow to the next reading level

TRANSITION OF READING LEVELS: **MATHS**

ASER 2021 >>> ASER 2019 <<<	BEGINNER	0-9	10-99	ADDITION	SUBTRACTION	DIVISION	SHARE IN 2019
BEGINNER	■	■	■	■	■	■	■
0-9	■	■	■	■	■	■	■
10-99	■	■	■	■	■	■	■
ADDITION	■	■	■	■	■	■	■
SUBTRACTION	■	■	■	■	■	■	■
DIVISION	■	■	■	■	■	■	■
SHARE IN 2021	■	■	■	■	■	■	■

- More than 1/4th of the children who could only count up to 100 in Sep'19, can now perform division operations; around 40% could do addition and 18% could do subtraction
- Around 70% children moved to at least one level above

Source: Students' ASER assessments, i-Saksham





CONFRONTING ALCOHOLIC FATHER

SHILPA

DAULATPUR VILLAGE, JAMUI DISTRICT

After completing her studies till class 12th, Shilpa wanted to study further, but her family's financial condition was not stable and she had to wait. She joined the i-Saksham fellowship while she took admission in B.A.

Shilpa is an edu-leader from Daulatpur village of Jamui district, Bihar. She has been associated with i-Saksham since 2019. She taught at the Naveen Prathmik Vidyalaya, Ravidastola. She still remembers her struggle in conducting Parent Teacher Meetings (PTMs) for the first time, as the community members were neither aware of it nor seemed interested in the idea. One of the teachers, Mr Kishori, and the headmaster of the school, Mr Akshay, did not want to organize a PTM. They believed that not a single parent would turn up, though the students had said that they would bring their parents to the PTM. It was around Diwali in 2019 when she was able to bridge the gap between the community and the school – proximity to important festivals like Diwali and Chhath Pooja was another point of concern for Shilpa. She went to students' houses and requested their parents to attend the PTM. Eventually many parents attended the PTM that day and since then it became a regular affair.

Shilpa came to know about the Nasha Mukht Campaign launched by the Bihar government in 2017. She realized there were a lot of addicts among her students' parents. Her student Sonakshi's father would drink a lot and many in the community were also indulging in substance abuse. **Shilpa faced the drug addiction problem in the school premises as well, which was being**

regularly used for substance abuse by some people from the community, leaving the classroom dirty every morning. Shilpa wanted to tackle this problem as well as accelerate the progress of the Nasha Mukht Campaign. **She decided to conduct a Republic Day program for the first time in the school.** She and Mr Kishori prepared the students to perform in a natak (skit) on Nasha Mukti. In the natak, **the children presented a day in the life of a family with an alcoholic father** – Sonakshi played the main character. These were some of her lines:

“जीना है तो पापा शराब मत पीना
इसने कईयों घर की खुशशयों को है छीना
जीना है तो पापा शराब मत पीना”

Later, Shilpa got to know from Sonakshi that her father cried a lot after watching the skit. Sonakshi's family's life changed after this event – as per Sonakshi's mother, their personal and social life improved. Her father confessed in public that he would abstain from substance abuse thereafter and he kept his promise. It has been 18 months since that event and Sonakshi's father hasn't touched alcohol! Edu-leader Shilpa is still in touch with Sonakshi and other students and members of the school. Shilpa's engagement with the community members in different ways, especially through theater and skit, helped increase awareness among the community members and sensitized them about the addiction problem, potentially leading to positive improvement in their behavior.

CHANGES IN COMMUNITY

Several stakeholders mentioned that they are seeing a positive change in the ecosystem of the villages. Children are going to school regularly, girls are continuing their education and edu-leaders are evolving as leaders of change. Despite the COVID-19 induced situation there are a few shifts that our community has noticed:

- Edu-leaders observed that earlier, their families would talk about their marriage; however, **the families have stopped discussing the marriage until the fellowship is over**. In some families, girls were allowed to pursue higher education. There was some positive shift in the attitude towards girls in some families. The desire to work among girls has also increased. "Village girls have started going out, and some are even trying to work," said an Edu-leader.
- There was **an increased awareness among community members on the importance and need for education**. "Earlier, the focus was on farming, and now it is on education," said an Edu-leader. The increase in school attendance, improved attire of children attending schools, personal hygiene, and keenness to pursue education as a vocation were observed.



"I want to see the change in all parents, not just one or two parents. People should not marry off children at a young age without education. Girls should be allowed to study and work."

- EDU-LEADER

SOME SNAPS FROM THEIR TWO YEAR JOURNEY



GAINING CONFIDENCE AND PRESENTING PROJECTS



PREPARING CLASSROOM WITH INTERESTING RESOURCES



PROMOTING STUDENT LEADERSHIP IN CLASSROOMS



IDEATING AND COLLABORATING ON IMPORTANT STEPS



GAINING INSIGHTS FROM INSTITUTIONAL LEADERS



EMPOWERING OTHER WOMEN AND GIRLS IN COMMUNITY

COMMUNITY'S TESTIMONIES ON GRADUATED EDU-LEADERS

"These edu-leaders should be placed in every primary school because they use amazing innovative methods. Children become happy with their presence and new faces too."

- SUDHIR KUMAR KESHRI (TEACHER, PRIMARY SCHOOL FARDA)

"My daughter can raise her voice now towards injustice in the society. When people taunt her about her work, she can take her stand."

- PARENT OF EDU-LEADER

"The changes in the classroom and seating arrangements have improved the learning environment, and children are actively engaged and learning."

- TEACHER



4th BATCH OF FELLOWSHIP

Our 4th batch of fellowship started in partnership with JEEV iKA graduated from the program.

These edu-leaders reported a significant shift in how they saw their potential growing over the course of their fellowship. They recall the following gains from the fellowship:

CAN INFLUENCE
PEER WOMEN

CAN CONVINC
PEOPLE ABOUT
EDUCATION IN
GOVT. SCHOOLS

CAN ADDRESS
A GROUP OF
20 PEOPLE

KNOW THEIR
IDENTITY AND
SELF WORTH

CAN RAISE THEIR
VOICE IN THE FAMILY
AGAINST ANY
INJUSTICE

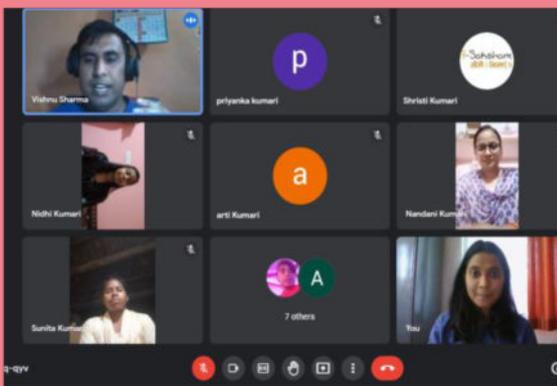
EDU-LEADERS INSPIRED BY SECTORAL EXPERTS

In the year 2021-22 our edu-leaders got many virtual opportunities to interact with women leaders from different fields. They also got to know about other community-based organizations working in different parts of the country and women role models from similar socio-economic milieu.



Snap from a session with Suneeta Dhar (Co-founder, South Asia Women's Foundation). The edu-leaders shared with the guest about the disparities they face due to gender in their society and gained insights on navigating through different gender norms.

On the occasion of International Women's Day, our edu-leaders virtually met the cabin crew of Indigo airlines. The women from cabin crew inspired our edu-leaders by sharing their leadership journeys. They also congratulated our edu-leaders for their commitment to social change.



The edu-leaders also built an understanding of the other organizations working in the development space. They interacted with other young women from different organizations and listened to their stories of transformation. In picture, a session with Navgurukul where a young student from Bihar shared about her journey of staying away from home and becoming financially independent.

PARTNERSHIP WITH JEEVIKA



WE EXTENDED OUR PARTNERSHIP WITH JEEVIKA TO BUILD 1000 EDU-LEADERS BY 2025

We signed a 3-year MoU with JEEVIKA, an initiative by the Government of Bihar for Poverty Alleviation, in the presence of Shri Rajiv Raushan (addnl. CEO, JEEVIKA), at Patna. **We aim to train 1000 young women as community edu-leaders** during this 3-year engagement to drive long-term educational change in aspirational districts of Bihar. I-Saksham is emerging as a pioneering organisation in identifying and training grassroots women leaders in marginalized areas. With the help of this engagement, we look forward to our former and present edu-leaders becoming a community cadre in the Cluster Level Federations of Women SHGs while receiving institutional support to exhibit their community leadership skills.



INVESTING IN HUMAN RESOURCES AND CAPABILITY DEVELOPMENT



BEHAVIOURAL EVENT
INTERVIEWING



RESTRUCTURING
SALARY



SPOTLIGHT
NOMINATION



MONTHLY TEAM
TOWNHALL

The priority for HR this year was thorough housekeeping to define different processes and initiatives in the wake of the growing team. The first process definition and restructuring that was undertaken was the recruitment process. We moved to a behavioural event interviewing (BEI) technique to ensure the hiring process is more robust and we are assessing candidates based on their past response to a situation and their experiences rather than how they would theoretically respond to a fictitious situation. We have completed one round of recruitment using this process successfully. We also trained the interviewing team through our external HR mentor to make sure they are ready for the change of process and conducting interviews effectively.

Secondly, we felt there was a need to restructure our salary, both to make it more transparent and meritocracy driven and also to compare ourselves with the peers in the sector. We undertook a study to benchmark salaries at different levels to make sure our salaries are comparable. We have also standardized the salary at each level and made it more transparent.

As an organization we want to promote a culture of appreciation and lauding positive or exemplary behavior. With that view we started the Spotlight nomination of the month, wherein we encourage team members to nominate other members to be in a Spotlight for that month for something good they have done. It is heartening to see team members come out and acknowledge the good work done by their peers, seniors or juniors.

During our appraisals we take feedback from the team on how we can improve ourselves and make it a better workplace for our team members. Based on the feedback shared last year we made a few changes and the top most of them was introducing the monthly team townhall. Townhall is a monthly fun team event where we play fun games, celebrate birthdays of the month, have cake and snack together, share gratitude and inspirational stories and also recognize Spotlight members for the month. The feedbacks from the sessions has been very encouraging and we feel it will foster the desired team bonhomie.

Our next focus will be on training and development, wherein we want to put our efforts into defining the assessment of training effectiveness and create easily accessible resources and ready reckoners to bridge any gaps that exist.

STEPPING STONES TOWARDS CREATING KNOWLEDGE RESOURCE

The year 2020-21 was also focused on piloting the initiative on building a Knowledge Resource Centre. Our communication and content team focused on digitizing the content that can be used as an important resource for education and building change leaders.



i-Saksham Fellowship



Edu-leaders bringing children to a new world



Edu-leader leading Parent Teachers Meeting



Edu-leader teaching in a multi-level classroom

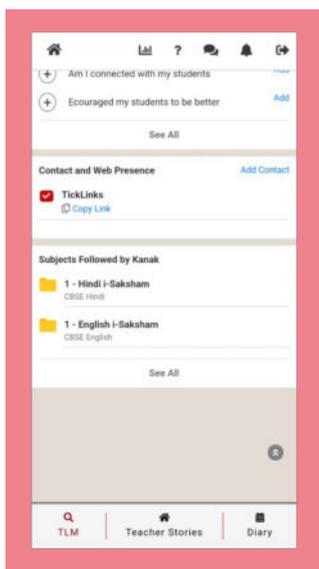


Edu-leader, Nandini didn't give up



Training video on storytelling

We onboarded on Open Links Foundation's **Ticklinks** platform to provide digitized content support to our edu-leaders. Our team designed session plans, uploaded them on the platform and trained edu-leaders. The edu-leaders are using these session plans to teach children in the classroom.



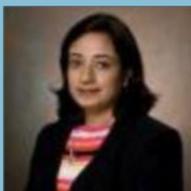
WE LAUNCHED THE IMPACT REPORT THROUGH AN ONLINE EVENT

On 26th of November, i-Saksham organized a virtual event to discuss the findings of the newly documented Impact Report and take mentors suggestions on the way ahead. We had Shri Vijay Mahajan ji for a keynote address on active citizenship especially of women to bring change.

The event was hosted by Ranita Uppal (Co-founder, I-Saksham Education and Learning Foundation) and co-hosted by Smriti (i-Saksham fellowship alumna and team member).

Important insights received from the mentor's panel were:

Building i-Saksham 2.0 (Scaling the model and preserving the strengths)



Geeta Goel
MSDF



Paresh Parasnis
Piramal Foundation



Pulak Prasad
Nalanda Capital



Shachi Kaul
RBL Bank Pvt. Ltd



Soumitra Pandey
The Bridgespan Group

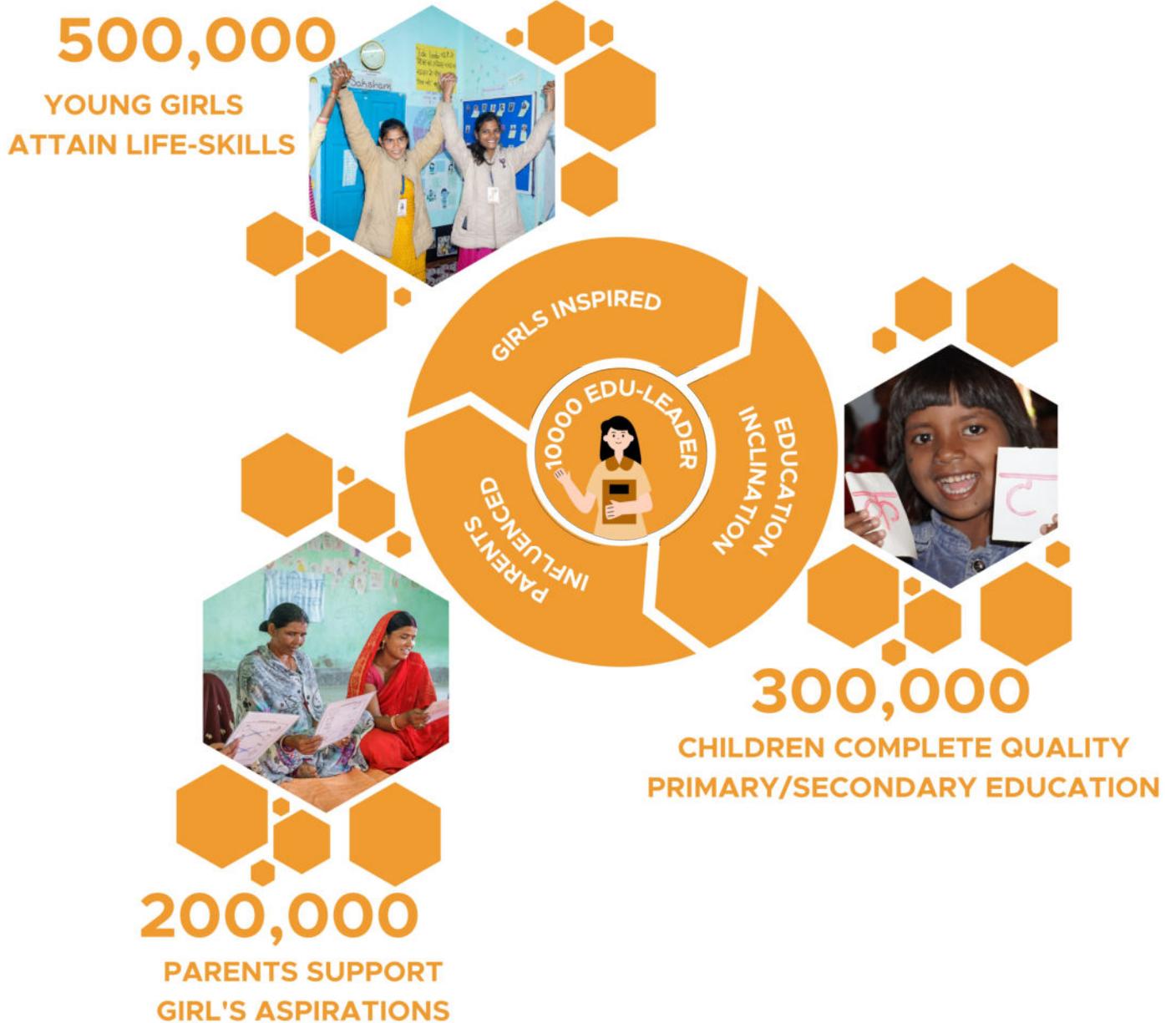
- Important to ensure that the journey of edu-leaders continues to create long-term impact in the communities.
- Define sustainable change in terms of shifts in gender norms.
- Magnify the power of the program. Plan on sharing successes, celebrating leadership.
- Reflect what makes the org. vibrant and curate processes for scale.
- Analyze standard deviation of Key Performance Indicators before aggressive scaling.





TARGET 2030:

Building a network of 10,000 edu-leaders to directly impact at least a-million children and women.



Collaborating to leverage edu-leaders for a wider impact (Influencing youth aspirations, bridging opportunity gaps and creating peer driven community)



Alok Singh
Nalanda Charitable
Foundation



Maharshi Vaishnav
Educate Girls



Priya Agrawal
Antarang Foundation



Byomkesh Mishra
Medha



Ujwal Thakkar

- Build an Alumni program
- Provide platform to leverage the peer connection
- Work with parents of the edu-leaders
- Edu-leaders should themselves choose the next edu-leaders from their community May consider focusing on financial security

Edu-leaders as grassroots leaders of tomorrow



Kavita Rajagopalan
Global Schools
Forum



Monica Banerjee
Interglobe
Foundation



Neelam Maheshwari
Ashoka



Sumit Chauhan
RBL Bank



Vijay Mahajan
Rajiv Gandhi
Foundation

- Entrepreneurship mindset to be cultivated and the fellowship should have focus on this area as well.
- Building an understanding of coaching vs mentorship is important for i-Saksham on the perspective of how this will support edu-leaders.
- Important to analyse all data related to edu-leaders in gender-segregated lense.
- i-Saksham is creating a generational impact.
- Fellowship should be designed to deepen thought processes and nurture edu-leaders.

AND A COMMITTED TEAM



Ranita Uppal, CHRO
ex-McKinsey
MA, JNU



Shravan Jha, CKO*
ex-SKS, ex-PMRDF
MBA, Symbiosis



Aanchal



Aditya



Alka



Aman



Ashutosh



Babita



Bablu



Banty



Bipin



Devshree



Divya



Golden



Dharmveer



Kaifi



Ekta



Kanak

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Founder,
The Core QuestIn



Sandeep Uppal
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Acuvon Consulting



Ravi Dhanuka
CEO, i-Saksham

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Geeta Goel
MSDF



Soumen Biswas
Ex-Pradan



Ujwal Thakar
Founder, UIA



Paresh Parasnis
Ex-Piramal Foundation
Founder, UIA

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INCUBATOR





Manish



Paramjeet



Priya



Prince



Sanjay Das



Rajmani



Sakshi



Shilpa



Shivdani



Smriti



Shrinkhala



Taniya



Sonam



Wakil Mistry



Tanuj



INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED	NOTE	31-MARCH 22 (IN INR)	31-MARCH 21 (IN INR)
INCOME			
Grants and Contributions	7	20,764,531	7,960,518
Other Income	8	759,619	557,678
Total Income (A)		21,524,151	8,518,196
EXPENDITURE			
Employee Benefit Expenses	9	5,209,209	3,225,449
Other Expenses	10	8,544,766	2,868,599
Depreciation	4	449,551	66,844
Total Expenses (B)		14,203,525	61,60,892
Excess of Income over Expenditure (A-B)		7,320,625	2,357,305
Extraordinary/Exceptional Items			
Total		7,320,625	2,357,305
APPROPRIATION			
Excess of Income Over Expenditure b/f		7,320,625	2,357,305
Transfer to:			
Corpus Fund		3,009,657	-----
Reserve and Surplus to the Balance Sheet		4,310,968	2,357,305
TOTAL		7,320,625	2,357,305

FINANCIALS

BALANCE SHEET AS AT		NOTES	31-MARCH-22 (IN INR)	31-MARCH-21 (IN INR)
1	Shareholders' Funds			
	(a) Share Capital	1	100,000	100,000
	(b) Reserves and Surplus	2	13,357,332	9,046,362
2	Corpus Funds		4,341,735	1,332,078
3	Current Liabilities			
	(a) Trade Payables			
	i) Total outstanding dues of micro enterprises and small enterprises; and			
	ii) Total outstanding dues of creditors other than micro enterprises and small enterprises			
	(b) Other Current Liabilities	3	49,1011	56,450
	(c) Short Term Provision			
II. ASSETS				
1	Non Current Assets			
	(a) Property Plant and Equipment	4	598,272	118,484
	(b) Property Plant and Equipment- Donated		1,500	
2	Current Assets			
	(a) Cash and Cash Equivalents ⁵		16,385,523	9,831,764
	(b) Other Current Assets	6	862,873	584,642
TOTAL			17,848,168	10,534,890

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED	NOTE	31-MARCH 22 (IN INR)	31-MARCH 21 (IN INR)
INCOME		----	----
Grants and Contributions		----	----
Other Income		----	----
Total Income (A)			
EXPENDITURE		----	----
Employee Benefit Expenses		----	----
Other Expenses		----	----
Depreciation		----	----
Total Expenses (B)			
Excess of Income over Expenditure (A-B)		----	----
Extraordinary/Exceptional Items		----	----
Total			
APPROPRIATION		----	----
Excess of Income Over Expenditure b/f		----	----
Transfer to:		----	----
Corpus Fund		----	----
Reserve and Surplus to the Balance Sheet		----	----
TOTAL			



FINANCIALS

FOREIGN CONTRIBUTION ACCOUNT

BALANCE SHEET AS AT		NOTES	31-MARCH-22 (IN INR)	31-MARCH-21 (IN INR)
1	Shareholders' Funds		---	---
	(a) Share Capital		---	---
	(b) Reserves and Surplus		---	---
2	Corpus Funds		---	---
3	Current Liabilities		---	---
	(a) Trade Payables		---	---
	i) Total outstanding dues of micro enterprises and small enterprises; and		---	---
	ii) Total outstanding dues of creditors other than micro enterprises and small enterprises		---	---
	(b) Other Current Liabilities		---	---
	(c) Short Term Provision		---	---
II. ASSETS			---	---
1	Non Current Assets		---	---
	(a) Property Plant and Equipment		---	---
	(b) Property Plant and Equipment- Donated		---	---
2	Current Assets		---	---
	(a) Cash and Cash Equivalents ⁵		---	---
	(b) Other Current Assets		---	---
TOTAL				

POSH

PREVENTION OF SEXUAL HARASSMENT OF WOMEN AT WORKPLACE :

Our Company has always believed in providing a safe and harassment free workplace for every individual working in the Company premises. Company always endeavors to create and provide an environment that is free from any discrimination and harassment.

The policy on prevention of sexual harassment at workplace aims at prevention of harassment of employees {whether permanent, temporary, ad-hoc, consultants, interns or contract workers irrespective of gender} and lays down the guidelines for identification, reporting and prevention of undesired behaviour. The Company has duly constituted internal complaints committee as per the said Act and organized regular training for the team.

During the year ended March 31, 2022, there was nil complaints recorded pertaining to sexual harassment.



REGISTERED OFFICE

I-Saksham Education And Learning Foundation,
E-19, Lajpat Nagar 3, New Delhi

FIELD OFFICES

Block- Sherghati, Gaya, Bihar
Block- Sadar, Jamui, Bihar
Block- Jamalpur, Munger, Bihar
Block- Musahari, Muzaffarpur, Bihar

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