

empowering
women
transforming
lives

DELOITTE WORLDCLASS INITIATIVE
PROGRAMME REPORT 2019 - 22

Deloitte.

कथा KATHA



Dear Friends,

To present three years of adventure, innovation, creativity and collaboration that were made possible by the whole-hearted support of the Deloitte WorldClass Initiative is not a mean task – for words, as precious as they are, often fall short in capturing the expanse of ideas, the vision, and the transformation that our beneficiaries experienced. How do you describe the smile of gratitude on a young woman's face when she knows that she can now financially fend for her family? How do you present the joy and enthusiasm of a teacher who now has a classroom full of engaged and happy students who look forward to a day's lessons?

Despite the limitations and the constraints that reports entail, we wish to celebrate the strides made, the lives that were positively affected, the women and girls who were part of this journey, and the stories which emerged through these three years. So we share with you a celebration of Katha's double-pronged, integrated programme, where we trained teachers, principals, community women and adolescent girls across Delhi and Haryana.

The past three years have been tumultuous, which brought unforeseen challenges, devastation and loss. But these years also demonstrated the courage and resilience of humanity. The challenges – posed by the Covid-19 pandemic and to our programme – were faced with calm acceptance, courage, camaraderie, cooperation, Geeta Dharmarajan – Founder & President's vision, and the unstinted support of Deloitte. We came together to make this programme a reality.

Amidst the pandemic and lockdowns, we kept sight of our main objective, and ensured that our programme would thrive – albeit with some implementation revisions in place. Our teachers implemented innovative methods – online and in-person; we were able to reach out to teachers from low-cost schools along with government schools; we were able to provide the necessary training, support, help and assistance to our community women as families and communities faced the brunt of the pandemic and the lockdowns. This was possible only with the generous support forwarded by Social Impact Consulting (Deloitte India) and the CSR Team, (Deloitte India) who helped us steer forward, and realise our vision of meaningful social transformation through quality education and training, which will prepare our teachers, community women and youth for future challenges and per chance shape their destinies.

With the unalloyed faith that Deloitte placed in us through the pandemic and lockdowns, we empowered our schools and communities as we proceeded with our revised programme plan. Across three years, Katha impacted the lives of 8,74,666 women, adolescent girls, children and family members. We were able to touch the lives of women and girls, who given their training will continue to be leaders and role-models in their schools and communities.

We thank Deloitte WorldClass, Social Impact Consulting, Deloitte India and CSR Team Deloitte India for their staunch support, trust and belief in us. We thank our Founder-President for her vision. We believe that with the firm support of Deloitte WorldClass Initiative, and other such visionary donor-partners, there will be many more peaks that we shall scale. For now, join us as we celebrate what we have achieved together: the lives we have touched, transformed and empowered, and the stories that we have created.

Parvinder

Parvinder Kaur

Executive Director's, Katha



the issue

As identified by Deloitte WorldClass

India – the second largest populated nation in the world – also has the dubious distinction of being home to the largest number of illiterate women in the world. Currently, India has over 3 million eligible yet out-of-school girls. A recent report holds that a significant number of 14–18 year olds completing secondary school lack basic foundational skills, are unable to read basic texts in their native language, and lack basic numeracy skills¹. The lack of education, lack of role models, and other societal norms also contribute to a low participation of women in the organized workforce – with only 25% of women working, millions are missing on the opportunity to participate in social, economic, and political decision-making^{2,3}. UNESCO outlines access to equitable education and vocational training as critical pathways for women empowerment⁴. A combined implementation approach across the critical life stages of girls will in turn translate into intergenerational impact through better quality of life, access to better education and health services and towards creating inclusive work force and economic empowerment.

¹http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/National-Survey-Estimation-School-Children-Draft-Report.pdf
²<http://img.asercentre.org/docs/Publications/ASER%20Reports/ASER%202017/aser2017fullreportfinal.pdf>
³<https://data.worldbank.org/indicator/>
⁴UNESCO Conference. 2015. Skill Development Essential for Women's and Girls' Empowerment

katha

Katha is committed to empowering women, children and youth to break out of the cycle of poverty by fostering their Social, Personal, Intellectual/Imaginative, Cultural and Environmental (SPICE) skills. Katha's objective is to transform lives and empower communities through its integrated and unique StoryPedagogy, and immersive training sessions, workshops, and vocational training for women, youth, adolescent girls and children.

deloitte

Deloitte is committed to supporting 10 million girls and women in India to access quality education and be better prepared to join the workforce. Our objective is to make a long-term meaningful impact on the lives of girls and women, and the communities they live in, through strategic partnerships.

WISDOM



KATHA Deloitte

KATHA Deloitte

Teachers'

WOMEN'S
empowerment
programme

lead

ogy™

programme summary

Katha implemented a double-pronged programme, focusing on training of teachers from government and low-cost private schools, and training of women and girls from underserved communities across Delhi and Haryana. The double-pronged programme was implemented to support and empower women and girls through immersive and innovative training sessions and quality content.

Training of Teachers

While developing the teachers' training programme, Katha's objective was to transmit the key elements of StoryPedagogy in a way that teachers could understand, adopt, and implement these on an everyday basis within their classroom spaces. This allowed us to scale meaningfully while maintaining the qualitative integrity of the programme.

Enable teachers to creatively engage children in learning through Katha's StoryPedagogy and ASBL

Empower teachers through StoryPedagogy to become creative performers within the classroom space to engage children in learning

Equip teachers with the skills to access and utilize online teaching-learning resources, including those available at our TADAA! portal – learn.katha.org

Create a mutual learning platform for teachers to share their experiences and learnings with their peers

Introduce teachers to Katha's StoryPedagogy through innovative and well-designed training sessions

Help teachers implement the components of StoryPedagogy and ASBL through demonstration workshops

Provide interactive content that includes reading kits, activity modules based on National Curriculum Framework including lesson plans, flashcards, storybooks, props and assessments for teachers to use

Bring experienced teachers and experts from different disciplines for training sessions to encourage healthy dialogues of best pedagogical practices

Training of Women and Adolescent Girls

For the training of Women and Adolescent girls, Katha took the power of stories to empower community women and girls, and implemented StoryPedagogy in a different format and within a different context.

Katha conducted a necessary needs-based assessment to understand the needs and requirements of the women, and the kind of training that different groups of women wanted. Using this information, Katha implemented the Safe Water, Sanitation, Health, Hygiene, Education and Empowerment for all (SHE)² programme, set up ma mandalas, provided information and knowledge about skills-based vocational training courses, and set up Community Owned and Operated Libraries (COOLs).

Katha trained women and adolescent girls in five areas:

Functional
Literacy

WaSH

Vocational
Skills

Leadership &
Networking

Accessing
Government
schemes &
services

8,74,666
TOTAL NUMBER OF
PEOPLE BENEFITTED
FROM THE PROGRAMME
ACROSS 3 YEARS



programme numbers


1059
SCHOOLS

3,48,050
BENEFICIARIES

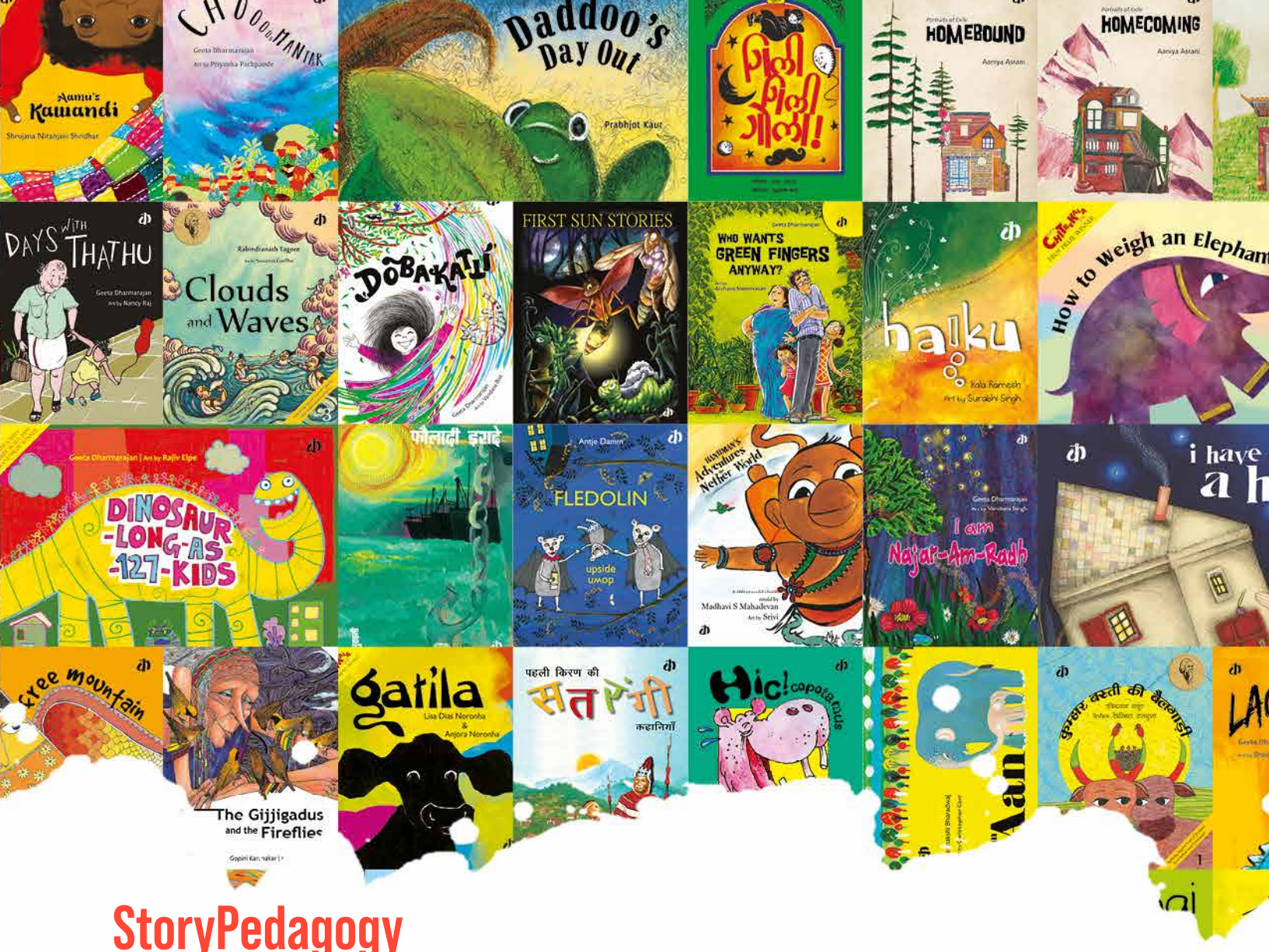
986
SLUMS

5,26,616
BENEFICIARIES





**unique
features of the
programme**



training of teachers

StoryPedagogy

At its core – StoryPedagogy uses the power of story and encourages students to think about big ideas, ask questions, and find answers. StoryPedagogy places the child at the centre of the learning process, and endeavours to develop a pedagogic praxis that focuses on reading for fun and meaning, thereby transforming the education experience for the child by making it interactive, participative, enjoyable and meaningful.

StoryPedagogy, created by Geeta Dharmarajan, Katha Founder-President, is rooted in the ancient Indian Rasa theory, and elaborates on the idea of teaching as an immersive performance whereby the audience (children) is drawn into and absorbed by the performance, and travels with the teacher as the teacher performs within classroom space.

The teacher is transformed into a creative artist, the empathiser of emotions, a transmitter of ideas, the performer of a story and the guide of the teaching-learning process while donning on different roles and identities as s/he enables deep understanding by connecting to his/her students.



Geeta Dharmarajan
Founder & President, Katha

THINK

ASK

DISCUSS

ACT

ACHIEVE!



Active Story Based Learning (ASBL)

This is the central method of implementing StoryPedagogy in the classroom. ASBL stands in stark opposition to the passive method of rote learning.

A robust learning framework tested over twenty-five years that uses the power of stories and storybooks to help children learn standard national curriculum. We use an experiential approach, TADAA! (see below), a variety of integrated lesson plans, teachers' guides, self-assessment tools for students, TLM modules, graded reader kits, and more to enhance basic reading in children to bring them to grade-level reading and learning.

TADAA!

TADAA! is the key process used in implementing ASBL within the classroom. Children are encouraged to Think independently, Ask pertinent questions and Discuss their thoughts, ideas and opinions. This leads a child to Act based on a wide and deep understanding. Then, a child goes on to Achieve a goal or a mission – however big or small – which is meaningful to oneself and others.



training of
women
& adolescent
girls

Safe Water, Sanitation, Health, Hygiene, Education & Empowerment for all (SHE)²

(SHE)² training emphasizes gender equality and equity in various contexts and for different age groups, ranging from preschoolers to senior citizens.

Through (SHE)² training, Katha is committed to strengthening women's financial and social independence and influence in their families and communities, enabling them to confidently make and take decisions while also helping women access government and legal services among others to ensure inclusion. Through (SHE)² workshops Katha also shares information on revolving funds, seed grants and low-interest loans.

Katha's (SHE)² training focuses on diverse topics, such as gender budgeting, nutrition, sexual health and climate change for knowledgeable community leadership. These training sessions are offered to both sexes, and to children and adults to foster companionship, camaraderie and community spirit which can benefit communities.

The (SHE)² model has brought stable livelihoods to people living in the slum communities where Katha has been working. Through this model, Katha works together with different groups to secure more equitable lives for children, women, men and elders. It encourages maximum participation and active citizenship towards the goal of recreating a dynamic democracy, marked by equality and equity.



Ma Mandalas

Women who participate in our (SHE)² training sessions are encouraged to form self-help groups, which help address specific issues impacting the quality of life and wellbeing of their children and communities. Capacity building of these ma mandalas were undertaken so that they can become an effective voice in higher levels of governance.



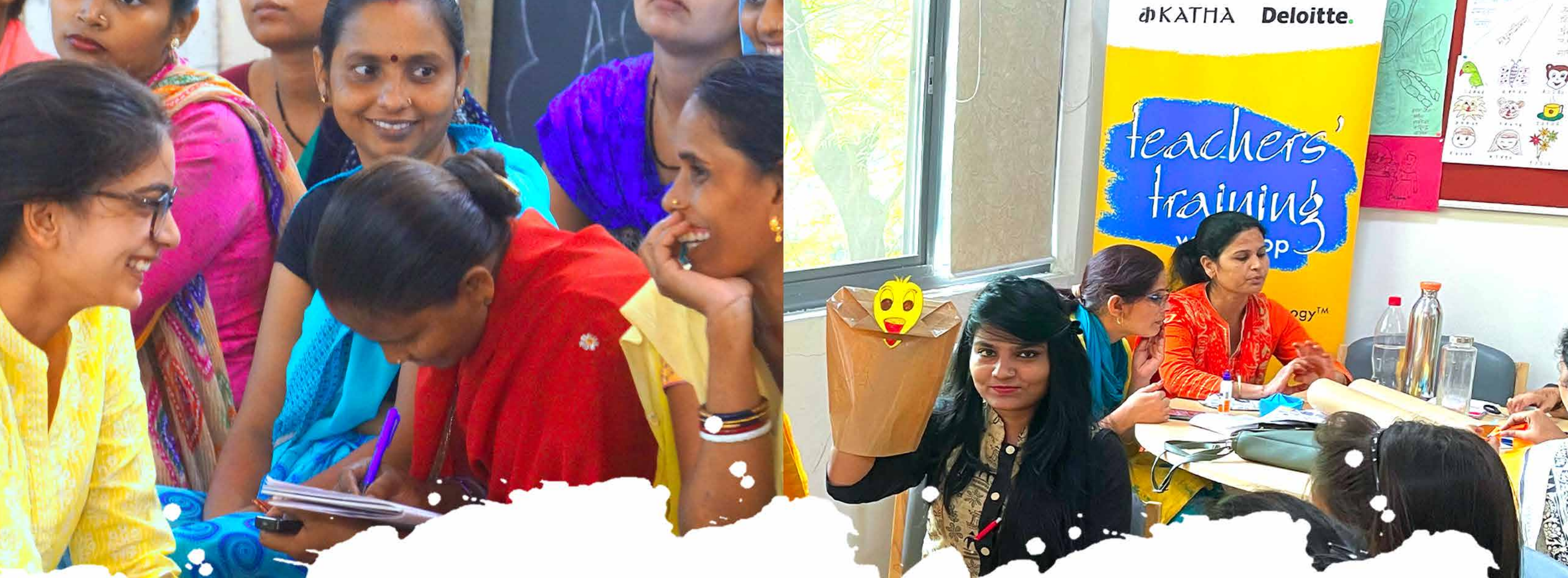


Community Owned and Operated Libraries (COOLs!)

During the training of women – communities expressed an interest for more frequent functional literacy classes and English lessons. To cater to these requests, Katha identified and initiated the establishment of Community Owned and Operated Libraries (COOLs) in select urban slum communities.

COOLs aim to serve as a one stop resource hub for Katha’s engaging and colourful books and teaching-learning materials. They are cost-effective as they are run in the homes of “reader-leaders” or rent-free community establishments.

The COOLs are vibrant yet comfortable spaces making them conducive for learning and discussion, hence establishing them as central locations to foster continuous awareness dissemination on the various thematic areas of (SHE)2.



programme
implementation



Training of Teachers Highlights



Content & Connections: NEP 2020, NCERT

Katha distributed Katha's bestselling titles and Katha's flagship content – Katha Marg – with worksheets, detailed lesson plans, and a variety of teaching-learning material to all participating schools, teachers and principals. Katha mentors connected all teaching learning content to the NEP 2020 with different examples from the NCERT curriculum and class text-books, and with clear instructions for in-class implementation.



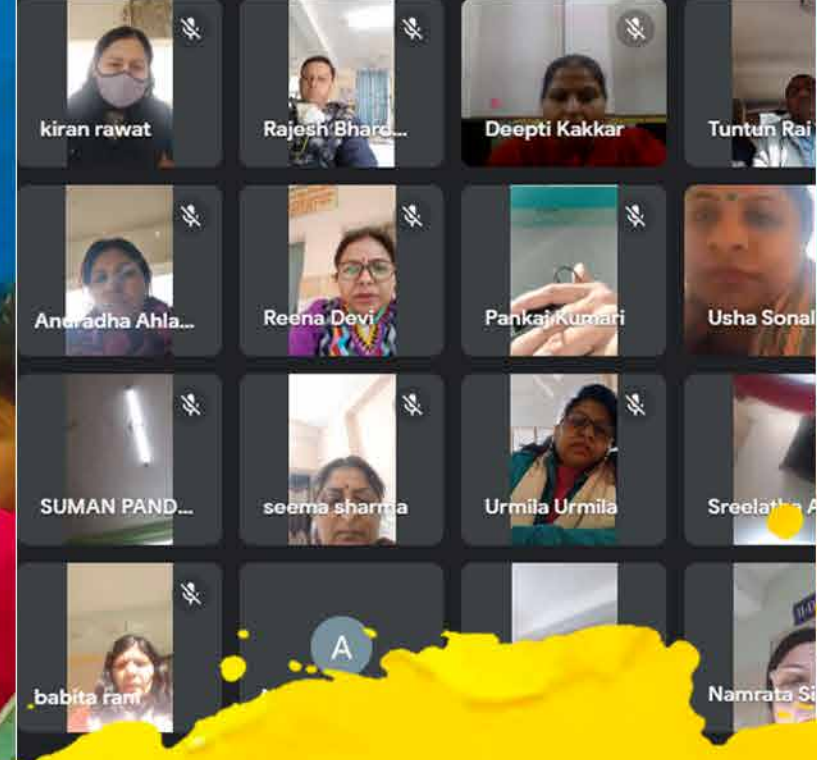
Child-centric classroom designing

An essential part of the child's learning experience is her/his classroom, hence, Katha lays a special focus on creating child-centric classrooms that are conducive to learning. Our mentors helped teachers create and develop relevant, engaging and informative content and designs for creating vibrant classrooms. Our mentors took the teachers through in-depth design sessions while forging links to StoryPedagogy.



Cluster training sessions

Our Cluster training workshops had three components: 1. LEAD – Leadership and Advocacy Training, 2. ACE – Alternate Classroom Education for an Empowered Future, and 3. ECTA – Empowering the Community through Teacher Action. Cluster training sessions with teachers and principals from different schools were conducted on a multitude of topics ranging from the magical to the mundane: learning the art of storytelling; exploring poetry and art and learning; making classroom teaching and learning interactive, relevant, fun and engaging; developing integrated lesson plans; providing needs-based help to children; ensuring conducive classroom seating arrangements; empowering communities, developing organization skills and implementing time management. Despite political unrest in Delhi and prior to the pandemic, and the lockdown of schools, three successful cluster workshop programmes were conducted.



Successful demo workshops conducted

The StoryPedagogy demo workshops with children and teachers enabled teachers to understand how they could affectively apply the training within their own classrooms.

Online training and hybrid training models implemented

Due to the Covid-19 pandemic and the subsequent lockdowns – Katha conducted online training sessions with teachers and principals from the primary schools. Teachers and principals warmly appreciated the online modules on introduction to storytelling, and on art, theatre, and integrated learning in classrooms. These sessions were interspersed with in-person training sessions and demo workshops (with all safety protocols in place) when schools were opened for brief slots.

Schools in Haryana welcome Katha's StoryPedagogy

When schools re-opened briefly in 2021 following the second wave of the Covid-19 pandemic and lockdown – teachers from the Haryana schools invited Katha mentors for in-school demonstration workshops with children between Grades 3 and 5.

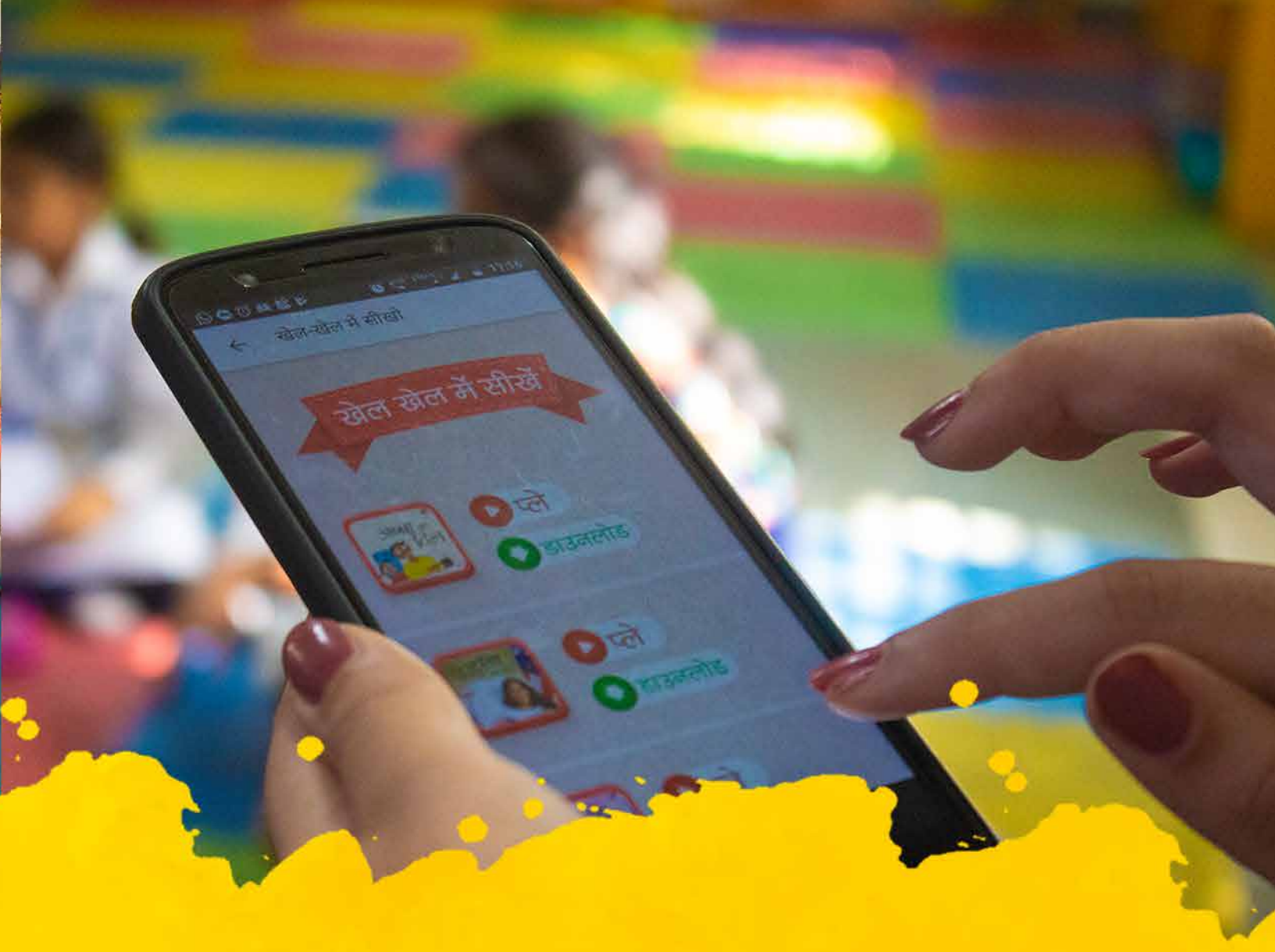
Children receive in-person support through challenging times

Katha mentors provided in-person support sessions to 4500 community children to help them stay motivated and engaged in education through the lockdown, and worked with the children to improve their reading and arithmetic skills.



Innovative approaches: Successful partnership with non-profits

Katha partnered with 16 non-profits, and trained them to carry forth the programme through innovative methods during Covid-19 and the successive lockdowns. Through partnering with non-profits – Katha was able to reach a total of 515 schools, 210 being low-cost private schools. Katha trained 505 teachers through the non-profit partnership with a focus on digital and hybrid learning and how to make these accessible and engaging for children. We received positive feedback from our participants. Through this blossoming partnership, Katha was able to reach 11,733 students, and keep these children involved in learning through the crisis of the pandemic and the lockdown during 2021 – 2022.



Katha Children's University

Katha's online repository of content – Katha Children's University – has 200 registered users with more joining every month.



Teachers

teachers & principals their feedback and testimonials

edago

Katha Plan is helpful in the planning and execution of lesson delivery in classroom situations.

There are given specific objectives of each lesson, so Katha Plan is useful to give direction to the teacher.

A lot of teaching activities are given to develop our lessons like mind maps activity is very useful in assimilating lessons and promoting creative thinking in students.

Katha Plan is a guide for the teacher to make their lesson plans covering all the aspect and teaching points of lesson. It gives better understanding of lesson for the teacher such as what to do and how to do in classroom.

As a whole it clarifies the concept in lessons to the teacher.

Bushra Shahid
S.D.M.C. Pry. School
Sub. No. Ambedkar Nagar
Delhi-62

Handwritten notes in Hindi, likely related to the Katha Plan or classroom enhancement session.

Bushra Shahid
SDMC, Ambedkar Nagar

MCD Primary Girls School,
Principal

आज दिनांक 25.02.2021 को "कथा" NGO के साथ online webinar हुआ जिसमें principal व साथी teachers द्वारा participate किया। इस webinar में Alternative Classroom Enhancement पर चर्चा हुई।

इस session में औसत एवं औसत से निम्न श्रेणी विद्यार्थियों को कहानी के माध्यम से कैसे आसानी से सिखाया जाए बताया गया। Classroom Learning को उत्साहवर्धक व रोचक ढंग से पढ़ाने के बारे में चर्चा हुई। विषयवस्तु को बच्चे के वातावरण व मानसिक स्वरूप के अनुसार पढ़ाने के बारे में नवीन तकनीक बताई गई।

प्रत्येक विषय को हम रुचिकर बना सकते हैं, session में बहुत अच्छे ढंग से बताया गया।

मैं अपने और अपने staff की ओर "कथा" NGO का धन्यवाद करती हूँ।

Sarai Rohilla
Principal
NMCD Pry. School
K.B.Z, New Ranjeet Nagar, N.D



Govt. Primary School Dhanwapur
Gurgaon 12133-
Date: 03/03/2021

Feedback on Katha NGA
कथा की offline training आज सत्रिक 11/3/2021 को
G.P.S Dhanwapur 12133 में हुआ। यह कथा का जन्म
प्रथम परिचय था। कथा के सदस्य पूजा मैडम व
वर्दना मैडम ने बच्चों को कथा के विषय में विस्तार से
बताया। सभी बच्चों ने इस प्रक्रिया को enjoy किया
क्योंकि कथा को बताया गया कि किस प्रकार कहानी को माध्यम
में हम हर विषय को रचिकर बना सकते हैं। बच्चों को
खुश में माध्यम से हम किस प्रकार उनको कहानियाँ लिख
बताया गया। पूजा मैडम व वर्दना मैडम वर्दना का
किया कि कथा के माध्यम से रचिकर बनाने का तरीका
बच्चों व शिक्षकों दोनों को बहुत रचिकर लगा। हम कथा
को उपरोक्त भविष्य में कामना करते हैं और भविष्य में भी
कथा से जुड़े रहना चाहते हैं।
Rimla
Head Teacher
G.P.S. Dhanwapur (Gurgaon)
School Code-12133

Feedback from our School GAPS school camp
हमारे विद्यालय में GAPS school camp का आयोजन किया गया। यह बहुत ही रोचक व
बच्चों को अच्छी जानकारी देने में सहायक
रिश्ता, जो बहुत ही महत्वपूर्ण है। हमें यह
कक्षा की सजावट Life Learning का
बहुत ही प्यार है। कथा को माध्यम से हमें
जोखने का अवसर मिला। इस सत्रिक में बच्चों को
खुश कर बच्चों को सज्जित किया जाने की प्रतीति
है। हमें बहुत ही खुशी है कि कथा को
संयोजन में सभी कक्षा वर्गों में आयोजन
करते हैं।

NORTH DELHI UTKRISHT VIDYALAYA
KAMLA LANE, DGT, KAROL BAGH, NEW DELHI-110005
Feedback for Katha
Date: 03/03/2021
Letter of appreciation
We, the faculty of Utkrishit Vidyalaya, are glad
to bring your kind attention towards the efforts
made by the Katha members for the development
of quality content of Katha story. The content
prepared for the personal development of the company
of story writing for quality teaching power. We are
looking forward to other such sessions in near
future.

12:54 PM
KATHA (Sagarpur Old 1)
Sandhya (Principal, +91 81308 2...
+91 96549 84146 -indu ranga3010
Very nice mam...online Teaching m
Apne bahot achchi baate btai.. 11:30 am
And ur voice..vry sweet.. 11:30 am
+91 88602 71477 -ashagupta477
nice wonderful 11:31 am
+91 99686 55483 -Neelam Yadav
Ma'am class was very informative..... 11:38 am
+91 98705 60607
Katha workshop was very
interesting.we could learn new things
in the story and totally enjoyed.loved
the workshop 🙌. 11:44 am
+91 96549 84146 -indu ranga3010
+91 96549 84146
Very nice mam...online Teaching m
Apne bahot achchi baate btai.. 11:49 am
Indu Ranga 2 sagar
Type a message

Feedback for the activity
The activity conducted in the school was
extremely successful. The children were
helped them to think and act without getting
discouraged and nervous. The children were
able to understand and appreciate the
importance of Katha. The children were
able to write their own Katha stories.
All in all, it was a very successful activity.
Feedback for workshop
Katha workshop was very interesting and
informative. The children learned a lot
about Katha. The children were able to
write their own Katha stories. The
workshop was very well planned and
conducted. The children enjoyed it very
much. The children were able to
write their own Katha stories. The
workshop was very well planned and
conducted. The children enjoyed it very
much. The children were able to
write their own Katha stories.

Thank you teachers!
Government Model Sanskrit Primary
School Sec-43 Gurgaon.
Feedback of KATHA session:
The session was very well planned,
organized and conducted by
activities planned for the listeners to
keep them active and interested in
the session.
The session was very well planned,
organized and conducted by
activities planned for the listeners to
keep them active and interested in
the session.
The session was very well planned,
organized and conducted by
activities planned for the listeners to
keep them active and interested in
the session.

Katha's Participatory Learning Workshop Feedback Form
Name: _____
Address: _____
Date: _____
Signature: _____
Date: _____



“

Katha Marg is helpful in the planning and execution of lesson delivery in classroom situations. It has specific objectives for each lesson, so Katha Marg is useful to give direction to the teacher. A lot of teaching activities are given to develop our lessons like mind-map activity is very useful in recapitulating lessons and increasing creative thinking in students. Katha Marg is a guide for the teachers to make their lessons plans covering all the aspects and teaching points of a lesson. It gives a direction to the teacher about what to do and how to do it in a classroom.

Principal
SDMC Nigam Pratibha Vidyalaya No-5 (G),
Dr. A. Nagar, Sec-VI New Delhi-110062

“

Katha's participatory workshop for session 2019-2020 is running in my school. Katha teachers take session on integrated learning through stories. The idea of the story is translated by think, ask, discuss, act and action method both in classroom and outdoors as well. These activities are very much helpful in social, personal, intellectual, cultural and environmental development of students.

Ashwani Kumar Singh
SDMC Primary Shool, B Block, Kalkaji

“

Training was very interesting [and] interactive...they engaged us through different activities. Group activities were also nice, learned some topics in interactive ways. After using the StoryPedagogy in class, I have seen students trying to write and express themselves. I want Katha to take more classes per week.

Vandana Singh
NPV, CPWD Girls, Vasant Vihar

“

The training involved creating student centred classrooms. The mentors interacted with everyone and asked questions frequently to stimulate curiosities and interest. They solved students' hesitations easily. There was a fruitful environment for students for their all round development. They also focused on moral values, an important aspect of Katha's trainings.

Dinesh Kumar
S.D.M.C. Primary School Pul Pehladpur (Boys)
New Delhi - 110044

“

I used Katha story method in my class for teaching Math, E.V.S. and languages. My learners really enjoy learning from stories and they participate in the class. They concentrate while engaging in the stories and relate them with their day to day life. This is best pedagogy especially for young learners. As a teacher I improved my teaching style a lot with the help of Katha's teacher training programme.

Asha
S.D.M.C. Primary School, Sanjay Colony



spotlight

Ms. Bushra Shahid, Teacher

Ms. Bushra has been teaching, for the past 17 years, at SDMC Primary School, No. 5, Sector 6, Dr. Ambedkar Nagar, South Zone, Delhi. Owing to a long line of teachers in her family, when she was very young, she knew that her interest lay in teaching and learning.

Before her paths crossed with Katha, she used traditional methods of rote-based learning and orthodox pedagogies. She catered to a class with minimal attendance and stuck to teaching from the school textbook.

She then got the opportunity to be a part of Katha's participatory workshops where she witnessed Katha's StoryPedagogy.

"I witnessed the session with child-like awe. I wished to be a student in class again", she said after attending Katha's first teachers' training workshop.

Soon after, with the help of our trainers and with the support of Katha Marg, Ms. Bushra learnt the technique of Active Story Based Learning (ASBL), a classroom practice used to implement StoryPedagogy. Ms. Bushra's inquisitive nature and hunger to learn inspired her to become a part of the school's science committee as well.

Bushra now develops her own lesson plans and makes learning a new and exciting surprise for her students. There has been an increase in attendance, and she says that her students are eager to come to school every morning. The joy of witnessing a class full of beaming students ready to Think, Ask, Discuss, Act and Achieve has been her greatest take-away from the programme.



training of
women &
girls
highlights



Safe Water

Workshops were conducted to spread awareness on waterborne and vector-borne diseases. The objective was to equip women with the knowledge and skills on what to do to prevent and control such diseases and be informed about their causes and prevention. The workshop also includes demonstration on making ORS and liquid soaps at home.



Sanitation

Months before the outbreak of Covid-19, Katha had initiated the (SHE)2 workshops on community sanitation. Key topics focused on keeping homes and toilets clean and maintaining good standards of neighbourhood sanitation. The importance of keeping dustbins and easy waste disposal methods were also explained.

Health

Sessions conducted on dietary habits, and health schemes and policies available for certain categories of individuals. The benefits of maintaining a healthy and happy lifestyle were shared through anecdotes. Simple and nutritious household recipes, and customized timetables for eating were discussed and shared with women so that it would be easier for them to implement those despite their busy routines.



Hygiene

Workshops stressing the importance of personal hygiene were conducted before Covid-19 was declared to be a global pandemic by WHO. The necessity of adopting hygienic habits, and their relation to overall health was explained through simple scientific concepts. The steps of handwashing, and the necessity of neat grooming were explained through poems, anecdotes and stories.





Empowerment

Through empowering conversations and stories of Inspiration, women were mobilized and encouraged to pursue their dreams and follow their own ambitions. Reader leaders were created and many women took up roles and activities that challenged the prevailing status quo within their communities, becoming beacons of positive social change and inspiring role models for the younger generation.



Education

The 'NaMASTe Ji' framework (developed by Katha) was used to cover 7 parameters of functional literacy. This framework focused on the ability to tell the time, dial a phone number, sign one's name, read and write one's own address, read and write dates, do simple arithmetic. The framework aligned to Katha's pedagogy and the National Skill Development Corporation's module 'Kaushal se Kamai'.

Knowledge and power

Workshops on legal rights were conducted by specialists in the field were to empower our community women to stand up for themselves. Katha believes it's best to learn early; thus, children were also brought in to join the lively and energetic dialogues



COOLs of, for and by our women and communities!

Women-led Community Owned and Operated Libraries (COOLs) were set up as one-stop resource hubs. Katha helped identify spaces, and trained women from the communities to be In-charges of their community COOLs.

Purpose

- Reading and learning spaces for children
- Skill-based learning centres for women
- Information dissemination hub for all community members
- Workshop centres to conduct sessions on legal rights by specialists
- Libraries for Katha's engaging and colourful books and teaching-learning material

Features

- Cost-effective – run in the homes of reader leaders or rent-free community establishments
- A vibrant environment – conducive for learning and discussion
- Central locations – to foster continuous awareness dissemination on the various thematic areas covered within the (SHE)2 programme.
- COOLs with colour – revamped with wall-art. inspired by illustrations from Katha's stories
- COOLs that welcome all – to foster a sense of ownership among community members



Covid-19 & our communities

The communities dealt with the COVID-19 crisis with caution, and given the guidance provided by the COOL in-charges in their respective areas. Our COOL in-charges and youth groups assisted the communities with proper mask protocol, and helped the infected members to practise home quarantine, and enabled communities to practice social distancing protocol.



COOLs In-Charges – training leaders of change

Our In-charges were trained to directly collaborate and coordinate with civic bodies to proactively pursue development requirements in their community. Our COOL In-charges established cordial ties with the municipal authorities and leaders and took steps to address and resolve a variety of community problems. Our in-charges with the support of their communities have also successfully set up recurring systems for cleaning of drains, garbage collection, park maintenance and more such sanitation efforts that come under Katha's (SHE)2 model.

Trained youth groups & vaccination drives

Our trained youth groups rose to the occasions, and helped Community members get vaccinated. Our youth groups also assisted our community beneficiaries to avail government services.



Eye Camps through Lion's Club

In collaboration with Lion's Club, eye camps were conducted after COVID-19 restrictions were lifted, and spectacles were provided to our beneficiaries at highly subsidized costs.





Nisha Katheria

Menstrual hygiene & menstrual supplies

To help young girls access menstrual supplies, we partnered with Menstrual Health Management organisations, and sourced sustainable sanitary napkins for distribution. Girls were also given sensitisation courses through WhatsApp to promote proper menstrual hygiene and usage and disposal of menstrual products.



Piyush Jain

Digital training for COOL In-Charges

We arranged for and provided digital training to our COOL in-charges. Some of them were also provided with laptops to help them progress to the next stage of learning.



Shilpa Bhaskar



Training with Haq Darshak

Our COOL In-charges' training with Haq Darshak further helped our In-charges become adept at the art of accessing, availing and managing government support services in their localities



anjali.singh

.....

- DMC4
- KPS6
- KSE8
- AMD2

Employment opportunities for COOL IN-charges

Our COOL In-charge from Wazirpur has been hired as a supervisor for a sustainable sanitary napkin manufacturing team. Heena, our In-charge from COOL, Badarpur, joined an internship with a leading not-for-profit working in the area of women's empowerment





stories of transformational change

While numbers, figures and statistics are undeniably important, and demonstrate the reach of a programme, stories celebrate the flesh and blood people, whose lives were touched by a programme. Katha believes in stories, and ones where we celebrate role-models. For we know that each life, which is impacted in a deep way allows for community transformation, which can be transmitted and felt in successive generations – long after we have left. So, please join us as we celebrate the community women whose lives were impacted.



NAZMA

34 years, Subhash Camp

Nazma is a married woman with two sons and one daughter. Nazma married into a conservative family with orthodox beliefs and practices. In her family and her neighbourhood, girls and women were not allowed to study beyond grade 5. She quotes instances of males in

the families throwing away girls' bags to discourage them from going to school. Women were not allowed to go outdoors without a male of the house accompanying them. She accepted this and she lacked the necessary social support she needed to make a change.

After she became a mother of three children, Nazma, took the plunge and got in touch with the DOYT's programme run by Katha. She took charge of teaching young adults and children in her vicinity. Given her eagerness to empower herself and others, and Katha's support, she successfully implement our community based education programme.

Today, Nazma is a ray of light for many young girls in her community. She advocates for girls' educations and has played a major role in many young women completing their education and securing jobs. She counsels family members to support the cause of education and encourages women to be self-sufficient. She currently teaches many revenue generating skills like stitching, embroidery and mehendi décor to girls in her area and also helps young girls to read for the joy of reading and learning.



RANJANA

29 years, Lal Kuan

Talking about her childhood dream of becoming a teacher one day, Ranjana says, "Main aaj teacher hu, bache mujhe mere naam se jaante hai" [I am a teacher today. Children know me by my name.]

Ranjana hails from a village in Bihar where teaching girls was considered to be a waste of money as their only role was seen as limited to getting married and doing household chores when older. Despite the restrictions and barriers along her path, Ranjana held on to her dreams. She aimed to become a teacher

one day, and teach all girls who wanted to study. Keeping her dream close to her heart she got her graduate degree at 19 following which she got married and migrated to Delhi.

In Delhi, however, Ranjana's identity was limited to being a wife and a mother. Yet as fate would have it – Ranjana came across Katha. With our support and assistance, she took the initiative of teaching the girls in her community. She realised her dream of becoming a teacher while her identities as a mother and a wife remain intact. Katha has helped her dreams take flight. Ranjana, in turn is giving wings to the dreams of young girls in her own community.



AARTI

22 years, Lal Kuan

Aarti lives with her six sisters, brother and father in an urban slum community in Lal Kuan Delhi. She lost her mother when she was 15 years old, following which she dropped out of school to look after her younger siblings and house. According to family tradition, women in her

family have not been allowed to work or pursue higher education. Today, however, she works in a fashion company in Gurgaon and earns a monthly salary of 9000 INR.

How did this transpire?

When Aarti was 19 years old, Katha's team got acquainted with her. Within some days, she started learning stitching and began a beautician's course. After completing her vocational courses, with guidance from Katha's community leader, she got her first job. Her father resisted these changes but with time as she grew financially stable he accepted his daughter's will to work.

Aarti is the second eldest child of the family. Her fierce courage to face the world and earn her own livelihood has opened the doors for her younger sisters as well.

Talking about the confidence, which a woman gets when she earns money, Aarti said, "Doodh, sabzi apne paise se laney ka bal koi mujhse zyada nahi samajh sakta." ["Nobody can better understand the import of being able to purchase milk and vegetables with one's own money."]



Vineeta and her family

Vineeta is a 30-year-old woman from Ambedkar Nagar, Dakshinpuri, Delhi. Vineeta has been living in Ambedkar Nagar for more than 15 years. After getting married, she migrated to Delhi from a small town of Uttar Pradesh. Her husband works as a taxi driver and she is a housewife. They have three young children. Vineeta's family was also severely affected during the lockdown. Her husband had no work. They were struggling to feed their family. Under these dire circumstances, Vineeta contacted Katha for help.

Right away, Katha supported Vineeta financially so that she could get the immediate provisions for her family. Next, Katha informed her that she could

collect her own ration supplies through Delhi's E-ration scheme, set up by the Chief Minister of Delhi. Katha guided her on how she could avail the benefits of the scheme. Since she was not particularly well-versed in reading, writing and filling out forms – Katha field workers helped filled out her e-ration form. Vineeta received the necessary rations via the scheme, and she and her family were able to navigate the dark times that the lockdown had plunged them in.

Following this, Vineeta became a member of Katha's WhatsApp group. Vineeta was not acquainted with technology and she had no idea about WhatsApp or its function. Wanting to know more and given the ray of hope that had come to her via Katha, she joined Katha's education programme. She learned how to record a voice note on

WhatsApp, how to download e-ration coupon, and many other basic and essential functions. Now she can independently operate her phone.

Vineeta feels confident, and is now an interactive and articulate member of Katha's WhatsApp group.

Vineeta's quote of heartfelt gratitude, " ... Aisi stithi Mein Saath dene ke liye thank u" sic. [{" ...during this time of crisis, thank you for being with me."}]

Sudama and her family

Sudama is a 30-year-old woman living in Nehru camp, Govindpuri, Delhi. About five years ago, she and her husband migrated to Delhi from Hardoi, a small district in Uttar Pradesh, in the hopes of a better livelihood. She is a housewife and her husband works as a vegetable vendor in Govindpuri. During the COVID-19 lockdown in Delhi, Sudama and her family were one of the many families that were adversely affected. Sudama's husband had no source of income, and Sudama was 7 months pregnant that time.

It was at this point of time that Sudama came across one of Katha's mentors, who lives in her community. Sudama asked for help. Sudama and her family were struggling to acquire basic essentials. During the Covid-19 lockdown, Katha staff had worked tirelessly to raise funds for families, who were struggling for basic needs. Upon being intimated of Sudama and her family's plight, Katha immediately provided financial support to them. This support helped Sudama and her husband to purchase basic provisions during the lockdown.

Sudama is thankful for the support and hope that came from Katha during her time of need. Since the end of the first lockdown, her husband resumed working with all the safety measures in place, and her family situation improved considerably. Sudama and her husband were thankful. She was able to get through the rest of her pregnancy without additional stress, and delivered a healthy baby.

Sudama's thanking quote sums it all up, "Didi apka aur apki sanshtha Katha ka bahut bahut sukhriya ... mushkil samay mein humari madad karne ke liye." [{"Didi, my gratitude to you and your organization, Katha for helping us during our time of hardship."}]

Mumtaaz and her family

Mumtaaz is a 26-year-old woman living in Nehru camp, Govindpuri, Delhi. Having no access to ration cards in Delhi and no source of daily income – during the lockdown – she and her family were struggling to get basic provisions. Mumtaaz reached out to

Katha staff in her community, and asked for help. Katha supported her and provided her with an immediate one-time ration, and also encouraged her to join the Katha WhatsApp group for community women.

Through the Katha WhatsApp group, she and other members were made aware of the Delhi Government's online ration scheme, and were guided in how to fill the e-ration form so that they could avail the services during their times of need.

However, even after receiving the e-ration coupon, Mumtaaz faced difficulties in getting the ration from the said-centre mentioned in her e-coupon. Mumtaaz shared this incident with Katha on the WhatsApp group. Other community women, on the group, also reported that they were facing similar problems. Katha staff responded to this articulated problem with immediacy, and guided Mumtaaz and our community women on how exactly they could address the problem by availing the services and collecting their ration from a different centre. Initially, somewhat skeptical that the matter could be resolved in what sounded like an unlikely manner, Mumtaaz returned with a positive and upbeat update as the problem was addressed, and let our field worker know that the problem was solved in exactly the way our field worker had predicted.

Mumtaaz is happy to be a part of Katha's WhatsApp group. She is also thankful to Katha for the immediate help she and her family received along with the training and support that allowed her to collect her own ration.

Regarding the problem and the solution forwarded, Mumtaaz wrote, "Yes, Sir, you seem to have given us a solution to all our questions but let me go and find out tomorrow whether ... there is any real possibility of my collecting ration supplies from another centre."

Following the problem being addressed, Mumtaaz wrote, "Yes, Sir, I went to collect my ration and I got it from another centre – just as you said I would."

Arti and her family

Arti is a 21-year-old women living in Nehru camp, Govindpuri, Delhi. Arti's father is a daily-wage earner and her sister was suffering from tuberculosis. During the lockdown, her family was struggling with financial crisis and they did not have enough money for her sister's medicinal and health needs.

During an online need assessment by Katha, we came to know about Arti's family situation and about her sister. Katha immediately rendered financial assistance to Arti and her family.

Arti was extremely thankful to Katha for supporting her family.

Arti's note of thanks, "Thanx in sab ke liye. Agar aapne kal ghar kharch paise nahi diye hote to Hume in dawaiyon ke liye bhi presan hona padta ghar kharch ke saath saath"

"Thanks for everything. If you hadn't given me the money yesterday – I would have suffered for the lack of household expenses and the inability to purchase the necessary medicines [for my sister]"



Katha **COOL** In-charges & community transformation

Katha's COOL centres not only kindle the joy of reading and storytelling in children but also contribute to the social, political, and economic improvement of impoverished communities. COOLs have helped women gain a sense of identity and confidence through means of economic empowerment.

We present a few stories from across 3 years. The stories of Meenu, Pooja Kumari and Anu Radha.

— from Katha field coordinator, Miltee Horo



MEENU Is the COOL in-charge at the COOL set up in Tigri, Delhi.

She received intensive skills-based training and social work training by Katha. She regularly visits her local communities in order to solve problems faced by locals. Meenu informed her community members about the Katha COOL center. Meenu not only provides books and skill-based learning and basic training programmes but also started an awareness-building, counselling, training and support programme. Community members started visiting Meenu at the COOL to seek help for problems which they have been facing for a very long time. They consult with Meenu what can be their individual solution.

A 59-year-old named Ghanashyam-ji upon hearing about the COOL came to consult Meenu. He needed to get a correction done on in his Adhar card so that he would be able to apply for a pension scheme upon turning 60. He did not know the process for an adhar card correction. Meenu got to know that Ghanashyam-ji had completed his elementary school education as a child, and has been working as a daily wage labourer for decades, and was the bread winner for his four other family members. Upon stating the specific reason for his visit, using her smartphone, Meenu booked an appointment for him at the Mohan Estate Sarita Vihar – Badarpur office via the government's official adhar website. Next, she accompanied him to the Mohan Estate office, and ensured that the correction was made within a day. Ghanashyam-ji expressed his gratitude that he could now apply for his pension. This was all thanks to Meenu and the in-depth skills-based she received through Katha.

In the initial days of the COOL, she would visit community members, listen to their problems and challenges, and jot down details. Meenu would then discuss the matter with the Katha team on how to counsel people and solve the specific and general problems.

She has been able to solve multiple problems faced by people, and she has evolved into a caring, compassionate and able leader with proactive solutions to sometimes demanding problems and mundane challenges faced by people in her community. She has garnered the support of her community, and her community appreciates her, She has taught women to use their ATM cards, which they had kept aside, and she has helped many others and continues to do so on an everyday basis. Katha's team, in turn, counselled and mentored her so that she could become an effective problem-solver, counsellor, leader and mentor in her community, and address the problems faced by her community members.





Anu Radha, Wazirpur

Anu Radha is a thirty-year-old woman, running a COOL in the slum clusters of Wazirpur. Before joining Katha, Anu Radha used to conduct her own tuition classes where she taught children between the ages of 4 to 14 years.

Anu Radha joined Katha as a COOL in-charge in February 2021, but she has a history with the organization. Katha has been providing self-published books in Anu Radha's community for the past five years. Since the demise of her father in the year 2009, Anu Radha has been living with her brother and sister-in-law, and operates the COOL out of her home, where she

teaches children of all ages using Katha's online content available on the TA-D-A-A! Portal and as prescribed in the books.

In addition to teaching children, she actively conducts sessions for women in her community on topics such as sanitation, cleanliness, and menstrual hygiene, and has assisted Katha in offering relief support to others in her community. Following the current training sessions conducted by Katha, Anu Radha has now become an expert on government schemes. She not only understands the benefits of various government programmes, but she also assists people in her community with the application process for Ration cards, Aadhar cards, and Voter ID cards. Since cyber cafes charged exorbitant fees for creating these documents, Anu Radha and Katha's combined efforts have helped people save large sums of money. She has also been instrumental in getting people in her community vaccinated for Covid-19, even accompanying them to vaccination centres, and she is both proud and happy to affirm that 80 percent of her community is now fully vaccinated. Within a short span of 9 months, Anu Radha has impacted hundreds of lives and is in regular touch with 40 children and 30 women, who have frequented her COOL centre.

Katha's intervention in slum communities has brought smiles to people's faces, given them hope, and created a wave of positive change. One such example of positive impact that is particularly close to Anu Radha's heart is that she has helped three children between the ages of 4 to 12, stay in school, and continue with their education. Despite having a mentally unstable mother and an alcoholic father, these children showed a hunger for learning which Anu Radha recognised. She started teaching the children,

made regular visits to a good school in their community, interacted with their principal, and collated all family documents to ensure that they admitted to a good government school in their locality. Through the course of her journey with Katha, Anu Radha has realised the power of sincere and continuous efforts, and she has decided to do everything she can to improve the lives of these children, and many others.

Anu Radha says that Katha has emotionally and financially empowered her and given her pehchaan – a sense of identity. Not only do people in her community know her, but even the MLA now treats her with respect, and actively works to get things done in her community. She claims that whenever she steps out of her house, people recognize her from afar and seek her advice on a variety of issues. This feeling of giving back to her community and walking with her head held high brings her immense joy. Anu Radha is eternally grateful to Katha for everything the organisation has done for her, and helped her achieve.





Pooja Kumari, Mangolpuri

My name is Pooja Kumari and I am associated with Katha in the capacity of a COOL in-charge of Mangolpuri COOL center. I distinctly remember the day Rajneesh Sir, a Katha community mobilizer came to my locality and asked if anyone who has completed their 12th would like to volunteer for a good cause. I knew that Rajneesh sir and Katha had been doing really good work in my community because I had seen them distributing books and conducting sensitization sessions for women. I was told that there is no monetary compensation involved and I will be provided with a certificate at the end of my stint with Katha. Sitting idle at home without any tangible

purpose, I decided to jump at the opportunity and volunteer for this noble cause. I have always had a sense of giving back and before joining Katha I was working with a local NGO. For two months, I worked voluntarily with Katha after which I started receiving a monthly stipend of 5k. Since my father runs a small tea stall and my brother's work is erratic and seasonal in nature, the monthly stipend goes a long way toward sustaining a family of eight and covering other basic expenditures. But little did I know at that time that the non-monetary rewards would much outweigh the monetary ones.

I have been working with Katha since July 2021 and it has done some incredible things in my neighborhood since. Right from providing free education and books to children of all ages, sensitizing people about government schemes, getting Aadhar Card, Ration Card made for the people of our community and even carrying out ration, and mask distribution drives, Katha has brought about tangible change in my community. I have truly started believing in the power of collective efforts to achieve a shared goal. While Katha is transforming lives at every turn, I am especially grateful to Katha for giving me this wonderful opportunity. It has taught me the art of persuasion and listening, empathy, people engagement, management, and so on, in addition to instilling a tremendous amount of confidence in me. It also taught me how to register for and apply for various government programmes, as well as how to enter data and keep records. Several other NGOs have also reached out to me with job prospects after seeing my work with Katha.

My typical day with Katha involves staying at the COOL center from 10 AM to 5 PM. I spend my day with children who have a strong affinity for reading and storytelling. I issue them books and also read them fascinating stories from Katha's internet portal. Aside from that, members in my neighborhood frequently approach me for assistance with different government programmes. I finally feel like I've found my calling. Currently I am working on a contractual basis with The George Institute for Global Health, which deals with the mental health of underprivileged children, and where I am earning 13,000 INR/per month. My affiliation with Katha has sparked and deepened the spirit of community service in me. The joy that Katha has given my community and the fact that I have been the link connecting the two, gives me a sense of incredible satisfaction. I hope to continue working with Katha for many years to come and create a significant impact.



programme challenges

When the programme began in 2019 – nobody could have foreseen or imagined the challenges that we would face and overcome.



CAA-NRC

Towards the end of Year 1, our project operations were affected due to the CAA-NRC unrest in Delhi. Most of our geographical locations of intervention were badly affected. We continued to promote stories of harmony and encouraged a society that is 'free, fair and fearless' but given the pervasive threat to personal safety and a collective sense of distrust amongst households, it was difficult to reach out to women and mobilise large crowds. Despite protests, violence and public transport disruptions, our team continued its work to reach out to the ones in need.



Covid-19 & Lockdown

By 2020-21, early March the world was faced with an unprecedented situation of the likes never before experienced. The worldwide Covid-19 pandemic brought the world to a halt. In March 2020, India became one of the first countries to go into a complete lockdown to combat the spread of the disease. This brought to the forefront the stark and glaring disparities of class privileges, and the extreme socio-economic disparities in the nation that very often go unnoticed. While the middle class and the rich faced certain problems while adjusting to the challenging situation – daily wage labourers and migrant population faced a sharp, sudden and overnight crisis.

However, the sudden and complete lockdown prevented the spread of the virus to the proportions that had been predicted by experts and the media. The nation managed to handle the first wave well, and experienced periods of calm that allowed for some movement and activity.

Covid-19, second wave

With the second wave erupting in early 2021, and with Delhi being one of the worst affected regions in the country, the nation went into lockdown mode again. In Delhi, primary schools remained closed for all educational operations from 6th March, 2020 onwards. The socioeconomic divide, which is often glossed over became glaringly obvious to many. While elite schools transitioned into online teaching and learning with relatively fewer hiccups for their teachers and students, low-cost private and government schools struggled to operate due to lack of access to e-learning solutions. While schools did reopen briefly in Haryana for higher grades in November, they were soon closed amid a spike in cases. Primary schools in Haryana finally reopened in September, 2021.

Across the year, government-school teachers were assigned a host of Covid-19 related tasks and duties, involving ration distribution, community surveys, vaccination drives, and duty at the airport, clinics, and quarantine centres which they did in tandem with their regular teaching duties, which was already taking a hit. In January, 2021 North Delhi Municipal Corporation (NDMC) workers went on strike due to a delay in salary disbursements from the government. Teachers and staff at schools were through this period directly affected by the pandemic, and faced health complications and personal loss due to a surge in cases especially during April, towards the end of the academic year.

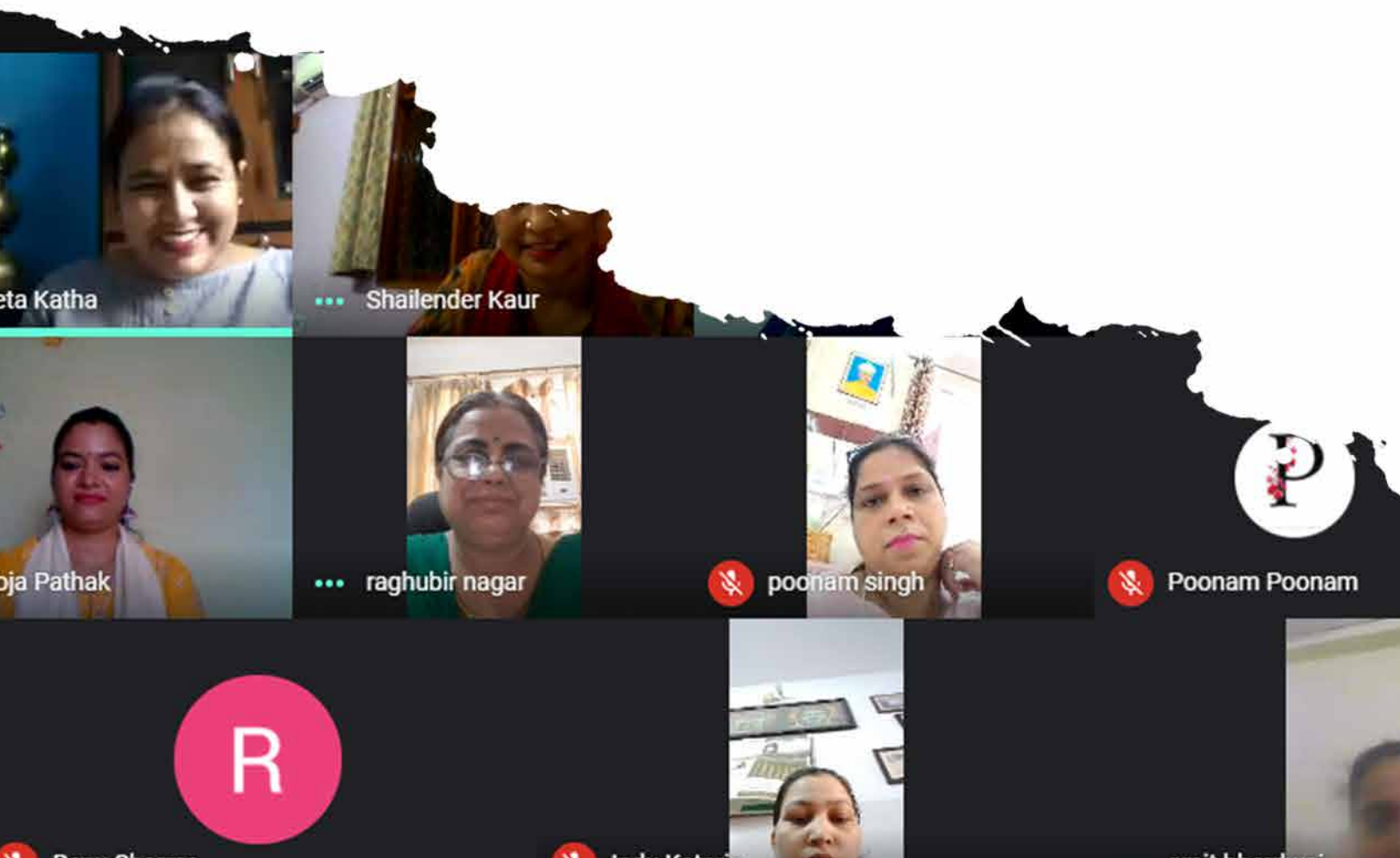


Covid-19 pandemic & programme implications

From a programmatic perspective, the pandemic and lockdown led to unforeseen challenges in Katha's Training of teachers programme. Implementation strategies were redesigned to align with a hybrid model with Deloitte as Katha's staunch and supportive ally. With programme changes in place, many hurdles still loomed large through this entire period. Permissions required from government authorities were frequently delayed.

Due to the limitations with lockdown restrictions, and the concern for the well-being of both beneficiaries and Katha staff, in-person training and workshop sessions could not be conducted as originally envisaged. With the exception of a few schools, teacher trainings were conducted virtually. However, online training schedules were often disrupted, and attendance was also adversely affected.

Community-based work continued with renewed vigour although it took a different shape, and the intervention had to be radically redesigned with Deloitte's unwavering support so as to best serve our women and girls from underserved communities during times of uncertainty, fear, need and loss.



Covid-19, lockdowns & Training of teachers

Despite the unique circumstances, Katha took on these stiff challenges, stood its ground, and in Year 2, expanded the teacher's training programme to a new geography – Haryana – and began working with teachers from the districts of Gurugram and Palwal. The training workshops with over 200 schools in Delhi also continued unabated, and the programme – despite the odds – not just survived but also flourished.

Given the ramifications of the second wave of the pandemic and the lockdown, we accepted that some parts of the programmes could not be carried forth but we were able to identify the components we could take forward, albeit in a different form than what we had envisioned, and act accordingly. During this period of social distress, government officials were reassigned in their administrative tasks and given varied responsibilities to help manage the crisis.

The permissions to operate in schools were delayed. The Katha team, thus, reached out to low-cost private schools and non-profits to help hone their education pedagogy, develop new methodologies and approaches so that we could keep children from poorer communities, and girls engaged in learning during these tumultuous times.

We first partnered with four non-profit organisations to reach out to their teachers, and enrolled them on our online learning portal, which was specifically designed for first-generation learners. Given the positive feedback we received – we were able to move ahead with this particular shift while waiting for government permissions. The Katha team was able to approach other non-profits and schools in liaison with these non-profits which were in need of pedagogical support and aid in reaching children during the cycle of virtual education.

+91 70421 47785 ~Miss Rawat

Soumya Dabriwal

1.

<https://www.youtube.com/watch?v=tNICm3ViO38&t=98s>

Very nice video and thank you for share this thing.

3:55 PM

Covid-19, lockdowns & Training of women

The pandemic tremendously increased the hardships and the vulnerability of the people from underserved communities. During the second wave and the following period, Katha continued to support communities by addressing the widespread fear, the 'infodemic', ration crisis and the gaps in technological accessibility that had plagued these communities since the onset of the pandemic.

Families had depleted their savings during the first wave, and were still suffering through job losses, and we helped them get the ration and relief support they needed.

Misinformation, lack of information and the limited access to technology caused a slowdown in the vaccination processes. However, Katha worked on the field and virtually to get the maximum number of community members registered and vaccinated at the around our COOLs and school.

Despite the loss, the distress, the difficulties and the problems – it was gratifying to see how our COOLs and In-charges had been able to build a strong sense of camaraderie and trust in their respective communities, and families continued approaching Katha COOLs and the in-charges for assistance and support to avail government schemes, to receive their benefits, to share their problems or to read and browse through books and to unwind.

Recording...





volunteering
& pro-bono
highlights



Workshop on financial literacy
for women at KLS



**Impact Day
organised at the
Katha Lab School
on December 6,
2019**

Deloitte volunteers enthusiastically engaged with students and teachers at the Katha Lab School, and with women and adolescent girls from the neighbouring communities in Govindpuri.

Students were engaged in a variety of creative and insightful activities including CV writing, storytelling, puzzle solving, and Excel training.

Teachers were helped to create new teaching learning material. The endeavour helped the volunteers get an insight into Katha's philosophies and pedagogies.

The women were engaged in relevant workshops on the topics of health policies available in the country, awareness on product quality and expiry date, and waste segregation.



A pro-bono team from Deloitte visited Katha to work on “Project scalability process and risk assessment”


Vishwas Verma, Associate Director | Risk Advisory | Deloitte Touche Tohmatsu LLP along with Kanika Aggarwal and Priyanka Sahai discussed projects, operations, systems and communications. The Deloitte team also visited projects sites, schools and communities.

Meetings were held with programme heads and directors of Katha Lab School, School Quality Enhancement Program (SQEP) and I Love Reading (ILR) programmes.

The objective was to understand the existing operating structure, strategic planning initiatives, future plans with timelines, available SOPs, policies, procedures, guidelines and details on various Katha programmes.



a time for
celebrations



To celebrate the many stories of social change that were created through Katha's initiative across urban slum communities in Delhi, we organized a gathering of 150+ women, whose lives we touched through the Deloitte WorldClass initiative, called 'Mera Jeevan Mere Haath Main' ["My life is in my hands"].

A short play, Ajeevika was performed, which spoke about providing women with equal employment opportunities rather than restricting them to roles defined by the society.

At the gathering, we touched upon the thematic area of gender sensitization through interactive activities, games and stories;

Most of all, we applauded the magnificent contributions of our women leaders – who have emerged through the course of the programme.



Government teachers celebrated!

The government teachers from South Delhi zones were celebrated for their participation in Katha's workshops. The participating teachers were happy to be a part of the experience, and stated that they were well-equipped to use the activities from Katha workshop sessions once the schools re-opened after a long Covid-19 lockdown hiatus. The school inspector and local counsellor graced the events to motivate the teachers, and award them with tokens of appreciation and the certificates.

Celebrations with & for our COOL leaders!

The Katha team organized events for each COOL vicinity for their support and trust in Katha. Katha also awarded the In-charges and some volunteers tokens of appreciation. The local councillors attended the events, and shared a few words to inspire the in-charges and volunteers to continue with their honorable work.

Youth groups awarded!

Our youth groups were awarded, at a ceremony held at the Katha office, for their contribution and brave efforts during the Covid-19 pandemic and lockdowns.



**A BIG
THANKS TO
DELOITTE!**



Deloitte.

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Started in 1988 with a magazine for children from the underserved communities, Katha's work spans the literacy to literature continuum. By seamlessly connecting grassroots work in education and urban resurgence, Katha brings children, youth and women out of poverty and into reading, quality education, and financial independence. Over the past three decades, through its many programmes, Katha has empowered communities by transforming lives.

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