



RP- Sanjiv Goenka  
Group  
Growing Legacies



# UNNAT BHARAT ABHIYAN

## ANNUAL REPORT

2024-25



International Management Institute Delhi

## Table of Contents

Table of Contents .....	<b>Error! Bookmark not defined.</b>
Introduction of International Management Institute, Delhi .....	3
Sustainability and Social Impact Program (SSI) .....	5
Pillars of SSI Program.....	6
Unnat Bharat Abhiyan in International Management Institute.....	7
Initiative 1: Awareness Session- .....	7
1.a) Managing personnel and household finances .....	7
1.b) Career Path Counselling.....	8
1.c) Digital Literacy.....	9
Initiative 2: HHI Survey collection in UBA villages .....	10
Report 1: Awareness Sessions .....	12
Report 2: HHI Survey Analysis .....	14
Summary of HHI Survey Analysis.....	16
Conclusion .....	18
Annexures .....	19
1. On 26th October 2024, IMI Delhi faculty and students, led by Dr. Swapnil Sharma, conducted an EMC Program at SBV Fatehpur Beri. Below is the letter of cooperation. ....	19
2. The Welcome Kit of Unnat Bharat Abhiyan via email from the Unnat Bharat Abhiyan Secretariat.....	20
3. Letter from Dr. Ankita Chakraborty regarding the identification of villages under the UBA program.....	22



## **Introduction of International Management Institute, Delhi**

International Management Institute (IMI) is India's first corporate sponsored Business School founded in 1981 with the original campus in New Delhi. The corporate sponsors included RPG Enterprises (lead sponsor), ITC, Nestle, Tata Chemicals, British Oxygen, SAIL, and Williamson Magor. It was set up in collaboration with the then IMI Geneva, now IMD Lausanne. Subsequently two other campuses were set up in Kolkata (2010) and Bhubaneswar (2011). In the last several years, IMI New Delhi has been consistently ranked in the top 10-15 Business Schools in the country and among the top 5 private Business Schools.



It is accredited by UK based Association of MBAs (AMBA), one of the top three international accreditation bodies for Business Schools globally.

IMI New Delhi has global linkages with leading schools in Europe, North America, and Asia. The Institute currently offers PGDM, PGDM (HRM), PGDM (Banking & Financial Services), PGDM (Executive) and FPM/E-FPM (doctoral programs for full time students and working executives). In addition, it has built a vibrant Executive Education vertical offering training to management professionals from the corporate world. The Institute provides management training to foreign nationals from developing countries under the Indian Technical & Economic Cooperation (ITEC) program of the Ministry of External Affairs, Government of India.



**Vision:** To be a premier management school with a global outlook for achieving excellence in knowledge creation and dissemination

**Mission:** To develop responsible, globally aware, socially sensitive, value-driven, articulate leaders with critical thinking skills, having an entrepreneurial and innovative mindset.



**SSI** | SUSTAINABILITY  
& SOCIAL IMPACT

Nurturing Socially Responsible Leaders

### **Sustainability and Social Impact Program (SSI)**

The Sustainability and Social Impact program (SSI) ignites a spirit of engaged citizenship by encouraging participation in sustainability and social impact initiatives. This immersive program goes beyond the classroom, empowering participants to become effective changemakers through real-world problem solving. Through focused activities addressing critical issues like social inequities, and limited access to education, participants gain invaluable firsthand experience of the challenges faced by underserved communities. Students grapple with these challenges by developing innovative, resource-efficient solutions in collaboration with NGOs and community members. This collaborative approach fosters the creation of a more sustainable and equitable future.

The SSI program's **Mission** is to empower IMI, New Delhi students to become agents of positive social change by:

- **Fostering a culture of sustainability and social responsibility within the IMI community.**
- **Providing students with opportunities to participate in extension activities that address economic, social, and environmental challenges.**
- **Equipping students with the skills and knowledge necessary to design and implement effective social impact initiatives.**

## Pillars of SSI Program

The SSI Program is anchored on three key pillars—**Primary Education**, **Rural Development**, and **Empowering the Underprivileged**. These pillars aim to promote learning, bridge urban–rural gaps, and support marginalized communities for inclusive development.

### Primary Education

- **Promoting Education:** Ensuring that all children, regardless of their socioeconomic status, are given the opportunity to learn, fostering literacy, math, computer literacy, general awareness and critical thinking skills in young learners

### Rural Development

- **Bridging the urban-rural divide:** Promoting Sustainable development in rural areas while leveraging the benefits of urbanization

### Empowering the Underprivileged

- **Addressing social inequalities:** Providing volunteering service to support marginalized groups, including women, children, and individuals with disabilities.
- **Enhancing Livelihoods:** Supporting programs that help underprivileged individuals improve their economic circumstances.

## **Unnat Bharat Abhiyan in International Management Institute**

The Unnat Bharat Abhiyan (UBA) was conceptualized by a group of faculty members at the Indian Institute of Technology (IIT) Delhi, who specialized in rural development and appropriate technologies. This vision emerged through a series of extensive consultations involving technical institutions, retags (Rural Technology Action Group) coordinators, voluntary organizations, and government bodies committed to rural development. A significant milestone in this journey was the national workshop held at IIT Delhi in September 2014, sponsored by the Council for Advancement of People's Action and Rural Technology (CAPART) under the Ministry of Rural Development, Government of India. These collective efforts led to the formal launch of UBA on November 11, 2014, by the Ministry of Education (formerly MHRD), with the President of India presiding over the inauguration. UBA aims to align higher educational institutions with the nation's rural development needs, inspired by Mahatma Gandhi's vision of sustainable, self-reliant village communities. Aligning with the Unnat Bharat Abhiyan (UBA)[GU1] initiative, students participated in awareness programs and social initiatives within villages adopted by IMI - Asola, Aya Nagar, Jonapur, Ladha Sarai, Shahpur.

All students in the PGDM, PGDM (HRM), PGDM (B&FS) & PGDM-18 months undergo a Sustainability and Social Impact program (SSI) during their first year. It is a compulsorily immersive program which goes beyond the classroom and aims to foster a culture of sustainability and responsibility. It engages students in initiatives addressing real-world socio-economic and environmental issues and equips them with skills to drive meaningful social impact. The program is built on three pillars, namely, primary education, rural development and empowering the underprivileged. Based on these pillars, students in groups of five work as a team with our partner organizations, i.e., MCD (Municipal Corporation of India) primary schools, established non-governmental organizations (NGOs) and villages adopted by IMI. To ensure meaningful engagement and align with diverse interest groups, the program offers a range of social intervention opportunities across each pillar. Every student is mandated to dedicate 12 hours of social work under the SSI program through focused activities at designated locations catering to the intervention assigned.

The UBA cell at IMI Delhi is under the umbrella of the Sustainability and Social Impact (SSI) Program. We have undertaken three initiatives under this program, details are mentioned below:

### **Initiative 1: Awareness Session-**

The UBA Awareness Session was conducted to sensitize participants about rural development and community engagement. The session highlighted the vision of Unnat Bharat Abhiyan and encouraged active participation in creating sustainable solutions for rural challenges

#### *1.a) Managing personnel and household finances*

This module made the school students aware of personal and household finances. The aim was to impart skills for judicious use of financial information to create a financially safe future for self and family.

- As part of this Program, we conducted a mentorship session, engaging with students of Class 10 and 12. The primary objective of this initiative was to provide career guidance, helping students explore diverse academic and professional pathways based on their interests and aspirations.
- Additionally, we facilitated a session on financial literacy, introducing students to fundamental financial products and markets. This aimed to enhance their financial awareness, equipping them with essential knowledge for making informed financial decisions in the future.

#### Key Issues:

- Low Financial Literacy Among Students
  - Students had little to no awareness of basic financial products such as bank accounts, savings schemes, insurance, and investments.
  - The understanding of budgeting, responsible borrowing, and long-term financial planning was minimal, highlighting the need for financial education at an early stage.
- Financial Literacy is Not Just for Adults—Students Need It Too
  - It was surprising to see that even students of Class 12 had no basic knowledge of financial products like savings, investments, or budgeting. This experience reinforced that financial education should start early, and it made us more aware of the need for financial literacy programs in schools.

#### *1.b) Career Path Counselling*

This module focuses on guiding students through their academic endeavors for a successful career in the future. It aimed to bring awareness about different career choices available to the class and how to make the best out of these choices.

#### Key Issues:

- Career Awareness Gap: 70% of Grade 11 students are unaware of non-traditional career options.
- Societal Pressure: 40% of students are pressured to pursue government jobs or teaching.
- Many students, especially those in Class 10 and 12, had limited exposure to diverse career opportunities beyond traditional fields like medicine, engineering, and government jobs.
- There was a noticeable lack of structured career counseling programs in the school, leaving students uncertain about their future pathways.

#### Outcome/Impact Assessment

Eighty-five percent of students expressed interest in exploring new careers post-session.

### *1.c) Digital Literacy*

This module aims to make school students aware of the importance of digital literacy in today's fast-changing world. The objective was to equip them with essential skills to navigate the digital landscape safely, responsibly, and productively.

- As part of this program, we conducted interactive sessions with students of Classes 9 to 12, focusing on practical aspects of using technology for learning and personal growth. The sessions emphasized safe internet practices, responsible use of social media, and the role of digital tools in academic success.
- Additionally, we introduced students to the basics of online research, digital communication, and cybersecurity awareness. This helped enhance their ability to identify reliable information sources, protect their personal data, and use digital platforms effectively.

### Key Issues Identified

- **Limited Digital Awareness Among Students:**
  - Many students were unaware of safe internet practices, making them vulnerable to online threats like cyberbullying, fraud, and misinformation.
  - Students lacked exposure to educational use of digital tools, often restricting their online activity to entertainment.

## **Initiative 2: HHI Survey collection in UBA villages**

Students conducted Household and Individual (HHI) surveys in adopted villages to gain firsthand insights into rural living conditions, socio-economic status, and developmental needs. This field experience enhanced their understanding of grassroots realities and the importance of data-driven community engagement. The purpose of this survey was to gauge the socio-economic standpoint of the villages while exploring the different problem areas we need to target in the development programs of future.”

Below is the list of IMI participants who contributed to the UBA initiatives:

1	Ishaan Bamal
2	Rishikesh Kalia
3	Sameer Shrivastava
4	Suman Majumder
5	Sahil Rakesh Chowdhary
6	Venkatesh Pokala
7	Vishwas Arora
8	Vansh Aggarwal
9	Sachin Sv
10	Aashish Jhavar
11	Manas Rohatgi
12	Priyansh Nimesh Mehta
13	Pulkit Bansal
14	Aditya Singh
15	Samarth Gupta
16	Shivansh Shukla
17	Shrey Gautam
18	Saket Pandey
19	Sneh Ranjan
20	Vaibhav Jain
21	Vikalp Chaurasia
22	Utkarsh Agarwal
23	Shantanu Sherawat
24	Vishwa Jaydeep Pokharkar

25	Amlan Das
26	Pulkit Bhafr
27	Kushagra Sinha
28	Tarun Sinha
29	Swapnil Kumar
30	Shubham Agarwal



New Delhi, Delhi, India  
Dera More, Asola, New Delhi, Delhi 110  
Lat 28.449675° Long 77.184402°  
26/10/24 09:35 AM GMT +05:30

## **Report 1: Awareness Sessions**

SSI Intervention: UBA

Date of Intervention: 26.10.2024

Name of the Village: Asola

Address of the NGO/school/village: Asola Fatehpur-Beri, New Delhi

Nodal Coordinator: Prof Swapnil Sharma

### **Outcome**

The intervention at MCD Boys' School at Asola- Fatehpur provided the scope of interacting with students belonging to classes 8, 9,10, 11 & 12 and guided them in deciding what to pursue in the future. We interacted with them to understand their dreams and passion and suggested career paths they can choose.

#### *Financial Literacy Among Students*

- Students had little to no awareness of basic financial products such as bank accounts, savings schemes, insurance, and investments.
- The understanding of budgeting, responsible borrowing, and long-term financial planning was minimal, highlighting the need for financial education at an early stage.

#### *Digital Literacy Among Students*

- Students had limited knowledge of using digital tools and online platforms for learning and communication.
- Awareness about safe internet practices, digital identity, and responsible use of technology was found to be minimal, indicating the need for structured digital education at an early stage.

- Students from IMI Delhi engaged with MCD school children through interactive classroom sessions and activities. The initiative focused on fostering learning, guidance, and awareness, while encouraging active participation and meaningful interaction between the students.



- IMI students connected with MCD school children, creating a platform for learning and exchange. The initiative encouraged critical thinking and broadened perspectives groups.



## **Report 2: HHI Survey Analysis**

As per initiative 2, the students went out and collected data as per the HHI survey form given in the UBA initiative. The table below presents a distribution of the responses collected and the respondent's profile:

Sl. No.	Items Description	Distributions
1	<b>Household Information</b>	
	No of Families	130
	Category	Gen (61.07%)/ OBC (19.08%)/ SC (16.79%)/ ST (3.5%)
	Poverty Status	APL (56. %)/BPL ( )
	Drainage Linked to House	Covered (4%) opened (1%)
	Waste Collection System	Common Point (32%)/ Doorstep (56%)/ No collection system (10%)
2	<b>Family Members Information</b>	
	Gender	Female (12%)/Male (75%)
	Level of Education	01 Not literate- 6% 02(Literate)- 8% 03(Completed class5)- 9% 04 (class 8th)- 15% 05 (class 10th)- 32% 06 (class 12th)-13% 08 (Graduate)- 4% 09 Graduate/Professional-1%
	AWC/School/College	AWC (0)/School (28%)/College (0)
	Computer Literate	Yes (19%)/NO(46%)
	Social Security Pension	NA (128%)/Yes (1%)
	Health Problems	NA (128%)/Yes (3%)
	MNREGA Job Card	NO
	Occupation	NA
	Bank Account	Yes (3%),
	Adhar Card	Yes (76%)/ No (48%)
3	<b>Migration Status in Family</b>	
	Members of household migrate for work	Yes (29%)/NO(102%)
	No household where people migrated for work	26%
	Total no of family members migrated for work	45%
	Family migrated for how many days	5 years (average)
	How many years of migration take place	For the past 15 years
4	<b>Information of Govt. Schemes</b>	
	Beneficiary Individuals in Numbers	
	PM Jan Dhan Yojna	33%

	Sukanya Samridhi Yojana	1
	Mudra Yojana	1
	PM Jivan Jyoti Bima Yojana	1
	PM Suraksha Bima Yojana	1
	Atal pension Yojana	1
	Kaushal Vikas Yojana	1
	Janani Suraksha Yojana	1
	Beneficiary Household (Yes/No)	
	Fasal Bima Yojna	Yes (5%) / No (154%)
	Kisan Credit Card	Yes (3%) / No (126%)
	Krishi Sinchai Yojna	Yes (4%) / No (125%)
	Swachh Bharat Mission Toilet	Yes (8%) / No (124%)
	Soil Health Card	Yes (2%) / No (127%)
	PM Ujjwala Yojana	Yes (5%) / No (124%)
	PM Awas Yojana	Yes (5%) / No (124%)
<b>5</b>	<b>Sources of Water</b>	
	Piped water at home	Yes (120)/No (11)
	Community Water tap	Yes (43%)/No (55%)/NA (53)
	Hand pump (Public/Private)	Public (23%)/Private (9%)
	Open well (Public/ Private)	Public (12%)/Private (3%)/NA (67)
	Mode of Storage (Community/ Individual)	Community (6%)/Individual (43%)/NA (82)

An extensive household survey was carried out to gain a comprehensive understanding of the overall living conditions and infrastructure in the area. The survey assessed various aspects of daily life, including sources of water, access to government schemes, and landholding information. It also evaluated the availability of essential facilities such as healthcare services, markets, and educational resources. The primary aim of this initiative was to identify key areas for improvement and to provide direction for future community development efforts. Additionally, interactive sessions were held with village residents to engage with them directly and gather valuable insights from their lived experiences.

## Summary of HHI Survey Analysis



The Household and Human Index (HHI) Survey covered 130 families and provided a comprehensive overview of household living conditions and socio-economic indicators. The demographic distribution showed 61.07% of families belonged to the General category, followed by OBC (19.08%), SC (16.79%), and ST (3.5%). Around 56% of households were categorized as Above Poverty Line (APL).

Figure 1. Category Distribution



In terms of infrastructure, only 4% covered drainage and 1% had open drainage systems, while 56% benefited from doorstep waste collection, 32% used a common collection point, and 10% had no collection system at all.

Figure 2. Waste Collection

**Regarding family member details, Males constituted 75% and Females 12%.**

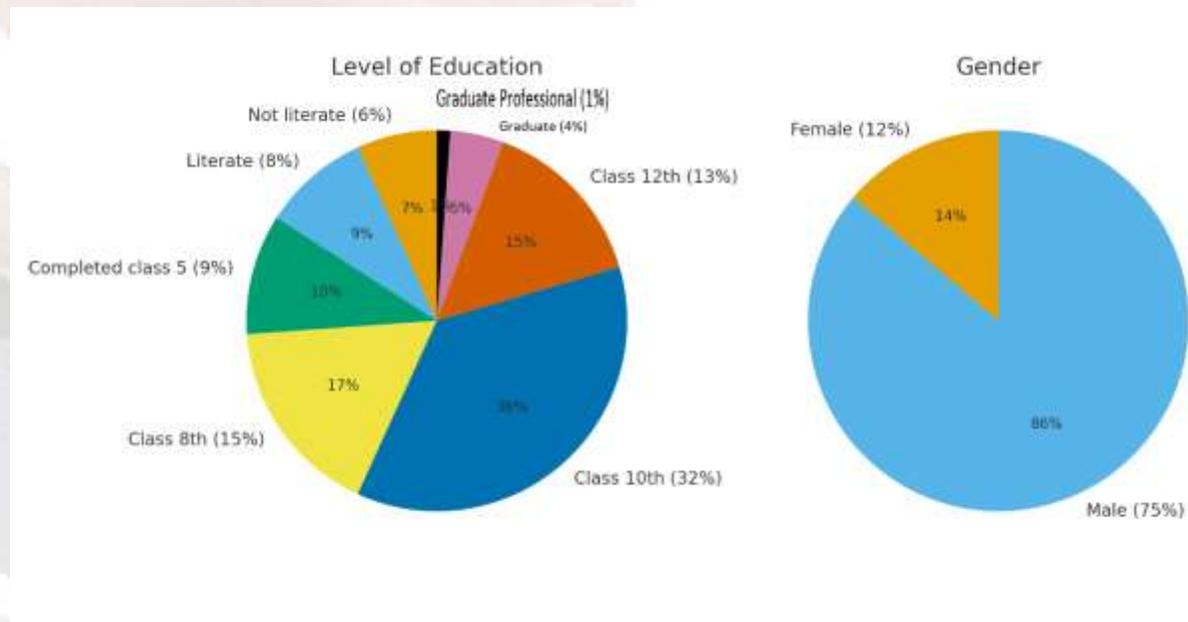
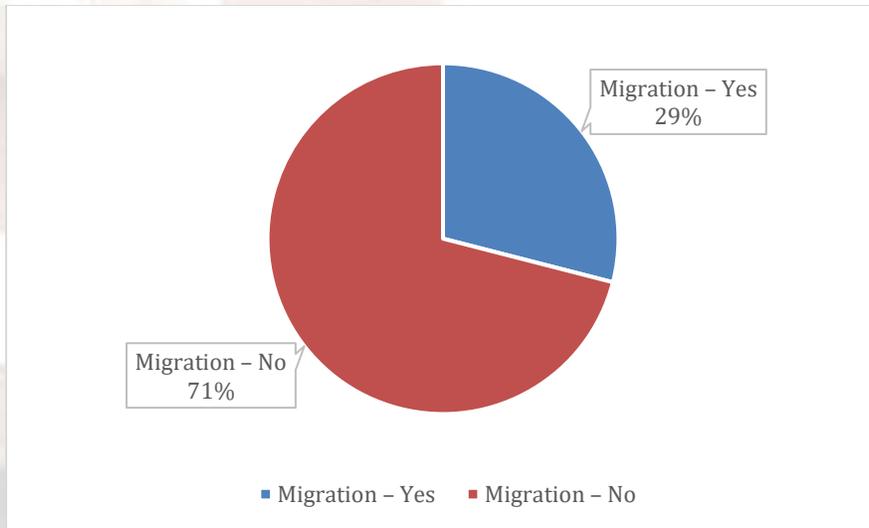


Figure 3- Gender and Educational distribution

- **Left:** Gender distribution (Female 12%, Male 75%).
- **Right:** Level of education distribution across different categories.

**Educational levels** varied, with 32% having completed Class 10, 15% Class 8, and only 1% attaining professional or graduate degrees. Notably, only 28% of children attended school, and none were enrolled in Anganwadi Centers or colleges. Computer literacy was found in 19% of the population, while 46% lacked it. Only 3% had bank accounts, and Aadhaar card ownership stood at 76%, though discrepancies were noted in the data. Social security pensions and health issues were unreported, with 128 entries marked as not applicable. No households held MNREGA job cards, and occupational data was unavailable.

**Migration data** indicated that 29% of families had members who migrated for work, with 26% of households reporting such cases. On average, family members had been migrating for the past 15 years, with current work migrations lasting around 5 years. **In terms of government schemes**, 33% were enrolled in PM Jan Dhan Yojana, while other schemes like Sukanya Samridhi Yojana, Mudra Yojana, and PM Bima Yojanas had just 1% participation each. Access to benefits under schemes such as Fasal Bima Yojana, Kisan Credit Card, PM Awas Yojana, and Ujjwala Yojana were notably low.

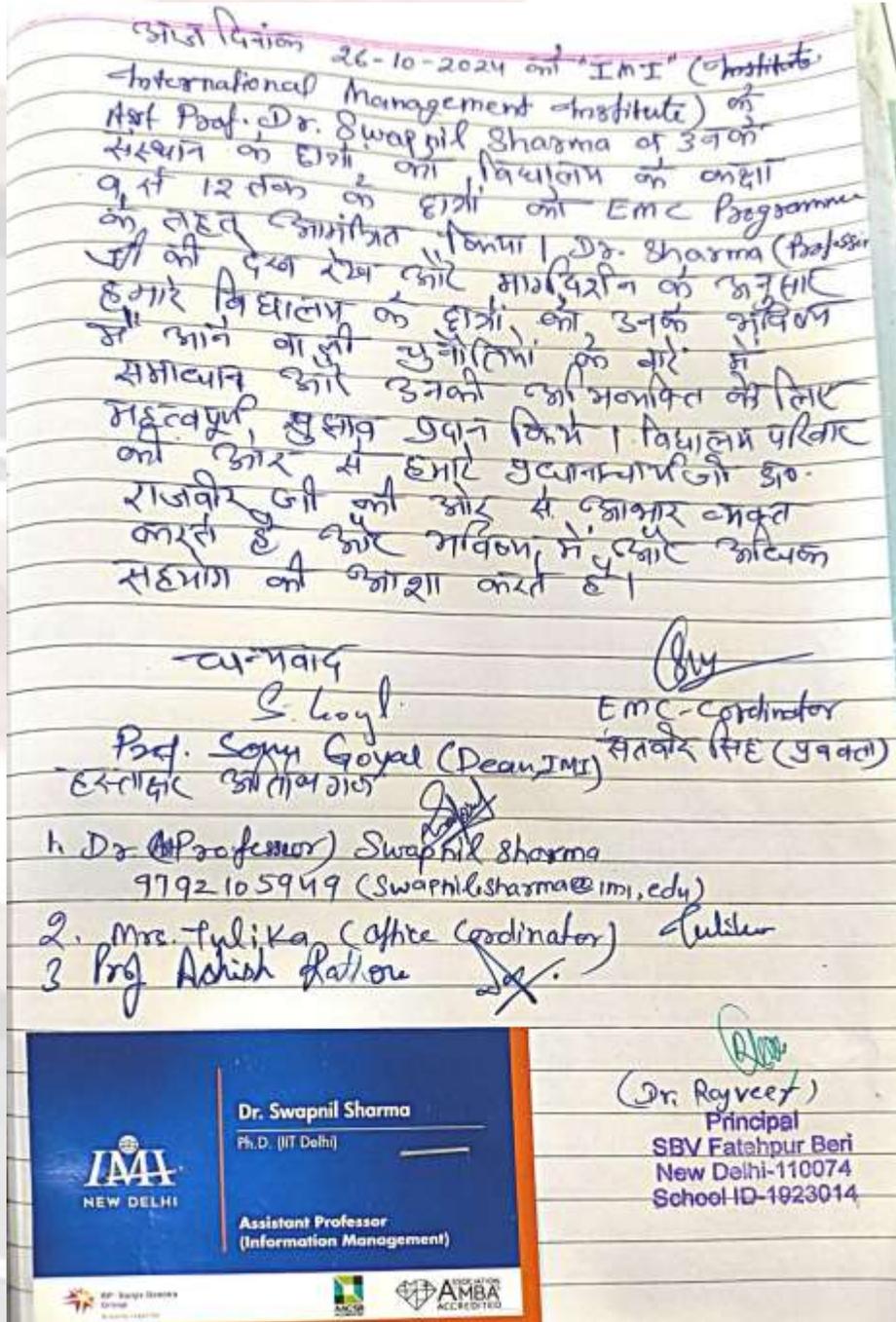


### **Conclusion**

The UBA initiatives at IMI Delhi during 2024–25 have not only strengthened the institute’s commitment to social responsibility but also fostered meaningful engagement between students and rural communities. Through awareness sessions, financial literacy programs, career counseling, digital education, and comprehensive household surveys, our participants have contributed towards empowering communities and addressing critical development challenges. The active involvement of students under the Sustainability and Social Impact Program has created a strong foundation for future collaborations, ensuring that the vision of Unnat Bharat Abhiyan continues to inspire sustainable growth and inclusive development. Moving ahead, IMI Delhi remains dedicated to nurturing responsible leaders who are committed to making a lasting social impact.

## Annexures

1. On 26th October 2024, IMI Delhi faculty and students, led by Dr. Swapnil Sharma, conducted an EMC Program at SBV Fatehpur Beri. Below is the letter of cooperation.



## 2. The Welcome Kit of Unnat Bharat Abhiyan via email from the Unnat Bharat Abhiyan Secretariat.

----- Forwarded message -----

From: **Unnat Bharat Abhiyan** <unnatbharatabhiyaniitd@gmail.com>

Date: Fri, Sep 10, 2021 at 1:15 PM

Subject: Unnat Bharat Abhiyan Welcome Kit September, 2021

To: Unnat Bharat Abhiyan <unnatbharatabhiyaniitd@gmail.com>

Dear Sir/ Madam,

*Greetings from Unnat Bharat Abhiyan!*

**Congratulations** to the Participating Institution selected under Unnat Bharat Abhiyan, a flagship program of the Ministry of Education (MoE) Government of India through a challenge mode application. We are glad that you have selected the cluster of villages under Unnat Bharat Abhiyan (UBA) in consultation with the District Collectors.

The next step is to complete the survey of all the villages adopted by you under the program. Please find attached a copy of a template for Baseline Household survey form as well as the Village survey form to be filled in during the field survey. An attempt should be made to cover all Households in the village. One Village survey forms are to be filled for each village. Kindly get it completed in all village survey as soon as possible. Then the data should be uploaded online on the reporting portal of the UBA website from your side. The Reporting Portal' login credentials are the same as your registration credential, soon the portal will be activated for uploading the data. After login your login credential and uploaded the baseline survey data on UBA Website for further analysis. After final submission of baseline survey data an analysis report of the data, fed by you will be generated on the UBA Website at your Institute page under Reporting Portal on the home page. You may use the same for the preparation of the plan of action/ Village development plan/ Technologies intervention for each village.

You are requested to complete PRA exercise of adopted villages for identification of major problems and preparation of a plan of action/ technical interventions. You are advised to kindly contact the village development officer and representatives of villages and organize Gram Sabha meeting as soon as possible and identify three major issues to be taken up for village development. You can set short term, medium-term and long-term goals for village development. You should start addressing two or three challenging issues immediately without waiting for household surveys to be completed. These issues should be

identified through Gram Sabhas and should ensure public participation in planning and implementation. A template for seeking information regarding plan of action for the key problem identified in villages has been developed. A template for seeking information regarding plan of action for the key problem identified in villages will be available soon on the reporting portal to upload your plan of action. Please find attached copy of PRA report for Nuarnghabad village (IIT Delhi adopted village) along with PPT of "Development and Demonstration of Participatory GIS for use by Rural Stakeholders in Watershed Development. We have already uploaded some of village development plan on the UBA website, please visit the UBA website for more information.

**A tentative timeline for its implementation could be as follows.**

<b>Item of work</b>	<b>Time from the date of launch</b>
Selection of the Cluster	One month
Awareness generation	Two months
Social mobilization	Three months
Baseline Survey	Three months
Situation analysis	Five months
Village development plan	Seven months
Approvals and sanctions	Eight months
Implementation in the field	Nine months
Progress Review	One Year

You are also requested to keep IIT Delhi, the National Coordinating Institute updated about your activities so that the same can be uploaded on the website of UBA.

With Regards,

### 3. Letter from Dr. Ankita Chakraborty regarding the identification of villages under the UBA program.



## International Management Institute

NEW DELHI

*Shaping global leaders for tomorrow*

Group Captain Vivek Dubey (Retd)  
Registrar & Secretary - IMI Society & BoG

18<sup>th</sup> January, 2021

Dr. Ankita Chakraborty  
District Magistrate (South)  
M.B. Road, Saket  
New Delhi - 110068

**Subject: Identification of villages under the UBA program**

Dear Madam,

Ministry of Human Resources Development (MHRD), Government of India has launched a national program called Unnat Bharat Abhiyan (UBA), with a vision to involve professional and higher educational institutions of the country to achieve sustainable development and better quality of life. Indian Institute of Technology, Hauz Khas, New Delhi has been designated as the National Coordinating Institute by the Ministry.

IMI Delhi is one of the oldest Private Business Schools of the country which was established in 1981 as the first corporate business school. In the last about 39 years of its existence the Institute has emerged as one of the most premier Business schools of the country with number of affiliations with noted international B-schools. The Institute is approved and regulated by AICTE (All India Council for Technical Institutes). Its programmes are accredited by National Board of Accreditation, Govt. of India and also have prestigious accreditations by international bodies such as AMBA and SAQS.

**International Management Institute, Delhi** has decided to participate in Unnat Bharat Abhiyan (UBA) as a Participating Institute (PI). Under the UBA program every participating Institute is required to adopt a cluster of five villages in consultation with the District Collector. **This is to bring to your kind notice that we have proposed the following villages in the district (South Delhi)**

1. Juanapur, District - South West Delhi
2. Aya Nagar, Mehrauli, District - South Delhi
3. Shahurpur, Hauz Khas, District - South Delhi
4. Asola, Saket, District - South Delhi
5. Ladhia Sarni - Saket, District - South Delhi

Prof. Sonu Goyal (Dean Corporate Relations & Placements) and Prof. Swati Dhir (Assistant Professor) have been duly authorized to carry on the activities of UBA in our organization as Project Coordinators. The contact details of the Project Coordinators are as under:

- Prof. Sonu Goyal - Phone No (O): 011-471194137 (M): +919818143907 e-mail: sonugoal@imi.edu
- Dr. Swati Dhir - Phone No. (O) 011497194197; (M): +91-7091489071 e-mail: swati.dhir@imi.edu

You are requested to issue necessary instructions to the concerned officers dealing with the above-mentioned villages and provide necessary assistance to the Project Coordinators & the team of IMI to undertake various initiatives in furtherance of this scheme of Govt. of India. Your cooperation in this regard is highly solicited.

Your Sincerely,

Group Captain Vivek Dubey (Retd)  
Registrar & Secretary  
IMI Society & Society  
IMI, Delhi



B-10, Okhla Institutional Area, Tarn Chaurah, New Delhi-110016, India  
Tel: +91-11-471194137/33/34, 47194100, 47194200 Fax: +91-11-46012729  
Email: registrar@imi.edu Website: www.imi.edu