



CATALYSING SNOWFLAKES
annual report

2023-2024



Adhyayan
Foundation



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Catalysing snowflakes

OPENING NOTE BY CEO

“Are Adhyayan’s programmes set up for easy scale and replication, or is each programme a snowflake?” asked a donor panel I was pitching to. What they were asking me was if our programmes could be standardised in a way that they could be rolled out in any place without much change or would each programme need to be uniquely tailored given the varied contexts of the geographies we work in, thus making it very expensive to scale. With replicability and scale being important buzzwords, snowflakes are not in vogue.

I was taken aback. For me this was not a mutually exclusive binary of being easily replicable vs being contextually relevant and unique. I responded, “We develop a replicable process to scale snowflakes.”

Have you ever looked at snowflakes up close? I realise that’s a silly question for a team where most have grown up in places with scorching heat and where no poor snowflake would ever survive. But if you haven’t, Google it. They are gorgeous! All snowflakes are made of hydrogen and oxygen, and all snowflakes have six sides/points with intricate patterns. There are broadly 40 categories of snowflakes. However, of the trillions of snowflakes falling every year, no two snowflakes are alike!

I like to think of us as **catalysts of snowflakes at scale**. We offer each state a standardised process (like the broad pattern of a snowflake) - a process that enables them to define what good schools/libraries look like, that enables them to evaluate their own needs and then develop a contextual and collaborative pathway towards improvement. So, while the process might look the same in all our geographies, the emerging needs and solutions are unique and contextually relevant. Each is a snowflake in its own right.

Our presence in 5 states and one Union Territory in the past year underwent a process that created different pathways and patterns of systems work. In this annual report we take you on a tour of the snowflakes we saw forming.

ANUSHRI ALVA

Chief Executive Officer

Adhyayan Quality Education Foundation

Why we exist

The Adhyayan Foundation is committed to ensuring every child in India receives high-quality education, regardless of their socio-economic background, location, or circumstances. We firmly believe that every child deserves the opportunity to unlock their full potential.

While the ideal goal for public education is one in which students learn in an enabling environment that encourages inquiry, critical thinking, and the holistic development of the child, the reality in many government schools, particularly in the last mile, is starkly different. This gap exists for various reasons but it starts from a fundamental lack of a shared understanding of a good school. The government education system consists of multiple layers of leaders who are responsible for delivering and monitoring school quality. However, rarely do all these stakeholders share one common perspective of what a good school looks like. Further, while the policy expects a certain standard that emphasises active and engaged learning, the metrics and mechanisms to monitor that standard are not aligned. What is common is measuring metrics such as enrollment, attendance, and pass percentages, which tend to make the system very exam and rote-learning focused.

We bridge this gap between the vision and that **last-mile reality** by enabling leaders in government schools to lead and govern their schools well.



Our approach



DEVELOPING A SHARED VISION AND ACTION WITHIN THE PUBLIC EDUCATION SYSTEM

To help all stakeholders within the public education system to develop a shared and actionable understanding of the policy's vision we work with school and system leaders within the system to:

- Evaluate themselves using a national benchmark for school quality, the Shaala Siddhi framework, thus understanding the expectations the policy has of a good school
- Exercising agency to choose their priorities and develop their plan of action against this expectation
- Peer review their plans of action in groups of schools called a "complex" as well as the level of the district and state
- Tie together various initiatives aimed at improving quality to this one framework and one idea of a good school, so that they do not feel like disparate programmes

All of this enables stakeholders to have a sense of agency over their improved journey with the focus being on ensuring students are well-prepared to meet future challenges leading to systemic change rather than have siloed centres of excellence.

This process catalyses many a snowflake by giving schools a common framework within which they can chalk out their unique pathway.



ACTIVATING THE ECOSYSTEM

Our effort has been to enable school and complex heads to activate stakeholders beyond their schools to support initiatives. This has looked like volunteers from local industries participating in a career-focused programme for high school students or village librarians reading to children.



ENABLING THE CREATION OF A BODY OF PRACTITIONER KNOWLEDGE

We seek to consolidate practitioner knowledge in the form of videos, photos, and learning communities to enable education leaders to learn from each other's practice both within a state and across states.



Goa



PROGRAMMES IN GOA

- 11 Comprehensive Educational Reform Through SSIP
- 16 Read-Aloud
- 21 Career Awareness and Exposure
- 27 Manthan: Gooru Navigator

In Goa, the capacity building programme focuses on enabling those delivering school education to develop and act on a shared vision. 146 hubs in Goa continue to evaluate their schools' performance, create plans of action, and peer review their progress against the Shaala Siddhi Framework. The read-aloud programme emerged to enable primary school teachers to improve literacy and encourage the reading of books other than textbooks. The Career Awareness and Exposure Programme involves volunteers from local industry to build awareness of local careers in Goa for high school students.

Comprehensive Educational Reform through the Systemic School Improvement Programme

The Systemic School Improvement Programme in 793 schools has impacted more than 34,000 students. While schools continue to evaluate their performance and work on various aspects of the Shaala Siddhi framework: The standards that schools work on are chosen by school heads and their teams, allowing them to address their specific needs within the larger policy mandate. This choice is crucial in enabling improvement that is owned by the school.

Reach & Impact



793 schools



34,000 students



Avanshali Foundation

MastekFoundation
Informed Giving, Responsible Receiving

Key Achievements



IMPROVEMENTS ACROSS SCHOOLS

3520 improvements in the infrastructure and learning experience in the classroom

- Increased confidence in tracking scholastic and co-scholastic progress
- Greater involvement in creating Teaching Learning Materials (TLMs) with teacher support
- Improved classroom engagement with vibrant displays of student work
- Adoption of new teaching methods and aids
- Increased use of TLMs in classrooms, providing learning opportunities beyond textbooks
- 439 shifts in the utilization of teaching-learning materials
- Establishment of a network of hub schools for effective resource-sharing

370 Improvements in Teacher Professional Growth

- Implementation of daily planning and reflection on teaching practices
- Improved teamwork among teachers
- Teachers' Reflection on their own Teaching-learning Practices

242 improvements in Leadership capacity in the school

- School Incharges developing Vision and Mission and working upon the School Development Plan
- School Leaders assign duties and responsibilities to the teachers, community members and SMC members and initiating time to time followup and review meetings



COMMUNITY INVOLVEMENT

521 improvements in mobilizing the community to support the school

- Active participation in day-to-day school activities
- Increased awareness of school priority areas
- Enhanced resource mobilization (e.g., Panchayat members providing a bus to GPS Dabolim to boost enrollment)

SYSTEMIC SHIFTS

Structural Changes

- Connection of most government primary schools with feeder schools
- Implementation of peer learning strategies and exposure visits

Capacity Building and Assessment

The state of Goa, under the Shaala Siddhi programme led by Samagra Shiksha, conducted an External Evaluation after nearly five years of full school reviews for 793 government schools. This initiative demonstrated the increased capacity of leaders in Goa's education system:

- 58 mentor assessors trained under the Systemic School Improvement Programme (SSIP).were used by the state for external evaluation.
- 9 Zonal Planning Team meetings were conducted across three zones
- 2 State Resource Group meeting headed by Education Secretary conducted

This achievement highlights the success of the SSIP in building the capacity of school and system leaders over the last 6 years. The programme has equipped these leaders to use evidence effectively in assessing schools against the Shaala Siddhi framework.

Recognition & Incentives



46 CHAMPIONS RECOGNIZED BY THE STATE FOR EXCEPTIONAL WORK

Mrs Sulakshana Sawant, wife of the Chief Minister, inaugurating the felicitation ceremony in the presence of state officials including Education Secretary and Director of Education.

Story of Change



A GARDEN GROWS MINDS IN GOA

Behind GPS Sangolda in Bardez, a small patch of land has become the beating heart of the school. Where once there was just unused space, now rows of vegetables flourish.

It all started with a casual comment at a parent-teacher meeting. "The kids don't know where their food comes from," one mother said. That spark of an idea took root, and soon the whole community was pitching in to create the school's very own vegetable garden.

Now, garden time is a highlight of the school day. Students rush out, eager to check on their plants' progress. Little Amit from Class 2 beams with pride as he points out the tomatoes he planted last month, "I'm going to make bhaji for my family," he declares.

But it's not just about growing food. The garden has become an outdoor classroom where learning comes alive. Math lessons involve measuring plot sizes and calculating yields. Science classes study plant life cycles and the ecosystem in real-time. Even language arts benefit, with students keeping garden journals and writing stories inspired by their harvests.

The impact reaches beyond the school gates. Parents report their children are now more willing to eat vegetables at home. Local farmers visit regularly, sharing wisdom and bridging the gap between generations. "It's heartening to see these kids understand where food really comes from," says Mr. Naik, a farmer from the nearby village.

"Students who struggled in traditional classroom settings are blossoming out here," Mrs. D'Souza, the Class 4 teacher, explains. "They're developing problem-solving skills, working together, and gaining confidence."

This small plot of land is nurturing young minds, strengthening community bonds, and planting seeds for a healthier, more connected future in Goa.



Read-Aloud

The Read-Aloud Programme aligns with the **Shaala Siddhi Framework** by enhancing classroom practices (Domain 2), supporting holistic student growth (Domain 3), and fostering school-community collaboration (Domain 7).

Programme Overview

The Read-Aloud Programme involves teachers and trained facilitators reading stories aloud to children, engaging them in interactive sessions that go beyond mere listening. This approach is designed to improve various aspects of children's linguistic and cognitive development.

Importance of the programme

Fostering a Reading Culture

By making reading enjoyable and accessible, the programme helps create a sustainable reading habit among children.

Critical Thinking

Engaging discussions around stories promotes analytical and critical thinking abilities.

Community Involvement

By extending to community spaces, the programme creates a supportive environment for literacy beyond school boundaries.

Foundational Literacy Skills

The programme is crucial in developing listening, speaking, reading, and comprehension skills, which are fundamental to a child's educational journey.

Language Development

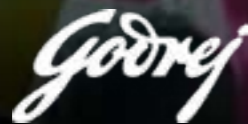
Regular exposure to stories enhances vocabulary, language structures, and communication skills.

Emotional and Social Development

Stories often deal with various emotions and social situations, helping children understand and navigate their own experiences.

Alignment with National Goals

The programme supports the objectives of the NIPUN Bharat Mission and NEP 2020, focusing on foundational literacy and numeracy.





Total Schools

544 schools across
10 talukas



Total Students

14,018



BARDEZ

57 schools
12,500 students

PERNEM

64 schools
1,580 students

OTHER 8 TALUKAS

423 schools
(specific numbers not provided)



A TEACHER'S DEDICATION, A STUDENT'S JOURNEY

At GPS BDL Parse, Mrs. Shweta Parsekar has found a special way to connect with her students. Every day, she brings stories to life in English, sparking excitement in the classroom. It's become more than just a lesson—it's something the children look forward to, a time when stories transport them to different worlds. During recess, instead of running off to play, many of them pick up books and dive into reading.

What started as a small routine has now turned into a habit the students cherish. They love bringing their favourite books home, sharing stories about birds and animals, or tales of Chattrapati Shivaji, with their families. It's heartwarming to see them ask their parents to read along, turning reading into a shared experience. The stories even inspire their creativity, with students making drawings or crafting little fish and animals based on what they've read.

A standout moment for these children was their trip to the Panaji library. For many, it was their first time seeing such a huge collection of books. The awe on their faces as they wandered through the rows, picking out books to explore, was unforgettable. It was a day that opened up endless possibilities for them—a glimpse into just how vast the world of reading can be.

Mrs. Parsekar's gentle guidance has sparked something special in her students. They are curious, eager, and ready to learn, not just in class but everywhere. Through her efforts, these kids are finding joy in reading, learning, and imagining, and it's clear to see how much it's shaping their growth every day.



Key Achievements



IMPROVEMENTS ACROSS SCHOOLS

110 teachers were able to conduct 3772 read-alouds and effectively plan sessions in 120 government primary schools in Bardez and Pernem talukas

- Refresher workshops for teachers in both talukas
- Training linked Read-Aloud to outcomes of NIPUN Bharat Mission, FLN, NEP 2020, and Shaala Siddhi

118 reading corners activated in all 120 schools across Bardez and Pernem

- 98% active in Bardez
- 100% active in Pernem
- 57% active in 8 other talukas

3508 students showed improvements in comprehension and literacy skills in both talukas

- 62% could make text to self and text to world connections
- 57% showed an increase in vocabulary
- 62% could answer questions based on the story

Activation of Community Spaces

- 31 read-aloud sessions conducted in 20 community spaces in both the talukas
- 430 children attended these sessions

COMMUNITY INVOLVEMENT

Volunteer Involvement

26 volunteers conducted sessions in schools

Capacity-building

38 mentor facilitators identified to train teachers in other talukas and to create resources for other teachers.

Resource Creation and Adoption

Resource creation: Process videos, lesson plans, read-aloud manuals, and read-aloud websites produced

- Resource Adoption:
 - 98% of schools within Bardez adopted created assets and resource
 - 51% of primary schools in the state beyond Bardez adopted resources

SYSTEMIC SHIFTS

Programme Expansion and Recognition

- Chief Minister's support for the 'Library at Every Home' programme
- MoU signed with AQEF to implement Read-Aloud in 10 talukas of Goa
- Recognition of the programme by Samagra Shiksha Abhiyan (SSA) as part of the NIPUN Bharat Mission

Career Awareness & Exposure Programme

The Career Awareness and Exposure Programme aligns with the **Shaala Siddhi Framework** by supporting holistic student growth (Domain 3) and fostering meaningful school-community collaboration (Domain 7).

The Career Awareness and Exposure Programme in partnership with Antarang Foundation, with support from the Confederation of Indian Industry (CII), and India Women Network (IWN) is an initiative to guide high school students in Goa towards making informed career choices by exposing them to various career opportunities and essential skills.

Programme overview

This programme supports students in grades 9 and 10 (age group 14-16 years), providing them with both theoretical knowledge and practical exposure to different career paths. This includes classroom sessions, expert talks, industry visits, and project-based learning to give students a comprehensive understanding of career planning.

Importance of the programme

Informed Decision Making

By making reading enjoyable and accessible, the programme helps create a sustainable reading habit among children.

Local Relevance

By focusing on local career opportunities, the programme helps students understand and potentially contribute to their local economy.

Bridging Education and Industry

Creates a link between academic learning and real-world applications.

Parental Engagement

Involves parents in the career planning process, ensuring better support for students.

Early Career Guidance

Helps students start thinking about career choices at a crucial age, allowing for better academic and skill alignment.

Skill Development

Focuses on essential skills needed in the modern workforce, preparing students for future employability.

Reducing Career Uncertainty

Helps minimize the stress and confusion often associated with career choices.

Empowering Teachers

Equips teachers with knowledge and skills to guide students in career planning.



Reach & Impact



Schools

78 Government High Schools



Total Students

3,500+ Grades 9 and 10



Age Group

14-16 years



Story of Change



A DAY OF DISCOVERY

For 32 students from Government High School, Ambedem, a visit to NV Eco Farms was more than just a field trip—it was a glimpse into potential careers. As they explored the beautiful plantation, now an ecotourism farm, they learned about organic farming, adventure activities, and the blend of modern and traditional practices.

Mr. Patkar, from the farm, introduced them to careers in tourism and agriculture—tour guides, adventure trainers, chefs, farm managers, and more. For many students, it was the first time they realized these fields could offer exciting career options.

One student, beaming with excitement, shared, “I never thought a place like this could be a career path. Thank you, teacher, for showing us the possibilities.”

The day left them inspired, broadening their view of what the future could hold.



Top:
Expert Speaker
Video Clipping
Session

Below (L):
Exposure visit to
a manufacturing
facility of
Putzmeister India
PVT Limited

Below (R):
Exposure visit
to Faber Castell
Factory in Corlim,
Goa



Key Achievements



The standards that schools work on are chosen by school heads and their teams, allowing them to address their specific needs within the larger policy mandate. This choice is crucial in enabling improvement that is owned by the school.

IMPROVEMENTS ACROSS SCHOOLS

3845 students from all 78 government secondary schools were exposed to new local career opportunities

- 40% of students created career plans based on interests, aptitude, and reality
- 50% of students planned career pathways, shortlisting three potential careers
- Project-based learning (PBL) was introduced to 180 students to enhance 21st-century skills such as collaboration, communication and research
- 45% of Grade 10 students continued with their chosen stream

All 78 schools nominated 127 Point of Contact (PoC) teachers, demonstrating a broad commitment to the initiative

- 51.7% of teachers independently conducted sessions after capacity building
- Peer Learning Community (PLC) sessions organized for collaborative learning
- 95% of teachers reported effective programme design in achieving student impact
- 80%+ teachers reported a shift in students' perception of career planning
- 85%+ teachers reported increased student approaches for guidance
- 95%+ teachers rated the overall programme experience as good, with 23%+ rating it excellent
- Creation of a progress tracker for students to monitor achievements



COMMUNITY INVOLVEMENT

75 expert speakers from the community participated in the programme and 74 exposure visits conducted to various industries.

- Parent sessions initiated in some schools
- Video sessions of many of the expert speakers recorded to create a repository for schools to use.
- Regular meetings and support from the steering committee to ensure enough industry and expert speakers' support to reach each school for the programme
- Partnership with Confederation of Indian Industries, and Indian Women's Network helped us reach out to new industries and experts to join the programme as volunteers.

SYSTEMIC SHIFTS

8 meetings at the Zonal and 1 meeting at State level helped ensure the programme's activities

51.7% of teachers independently conducted sessions after capacity building

Presentation made to Honourable Chief Minister of Goa to share information about this programme's progress.

Manthan: Gooru Navigator

Manthan: Gooru Navigator aligns with the **Shaala Siddhi Framework** by enhancing classroom practices (Domain 2), supporting holistic student growth (Domain 3), and fostering meaningful school-community collaboration (Domain 7).

Programme overview

Manthan Programme, strengthening the State's Competency-Based Education Mission (CBE), is an initiative by Samagra Shiksha Abhiyaan, Goa, implemented by Adhyayan Quality Education Foundation in collaboration with Gyan Prakash Foundation. The programme focuses on the objectives of NIPUN Bharat Mission mainly Foundational Literacy & Numeracy for Government Primary School students of grades 1-4.

The approach in 2022-23 was focused on implementing the Manthan Gooru Navigator App to identify students' learning gaps and charting their improvement journey across nearly 700 government primary schools.

While Manthan continued to be an important part of the programme, it has been broad-based to aim at transforming classrooms using Competency-Based Education (CBE). This was enabled by activating Teachers' Collectives for sharing good practices and training across the state.

Importance of the Programme

With the implementation of the NEP 2020 across the country and with the Government in Goa taking it up earnestly, strengthening the foundational and preparatory stages of primary education became important. By working on a learning outcomes-based approach, the programme aims to ensure that the goal of foundational literacy and numeracy is achieved by 2026.



Key Achievements

IMPROVEMENTS ACROSS SCHOOLS

220 Teachers' Collectives were organised in 107 clusters across the 12 Talukas

47 Block Resource Group meetings conducted across 12 Talukas

SYSTEMIC SHIFTS

With the focus shifting from completion of the curriculum to a meaningful learning experience for the child, a learning outcomes-based approach began to take root

Training was imparted by State Project Coordinator Samagra Shiksha, Ms Pushpal Sakhardande to BRPs and CRPs regarding learning-outcomes based learning and School Development Plan.

COMMUNITY INVOLVEMENT

CRP and BRP training sessions were conducted to empower them to spread the programme to all the talukas of Goa



Tripura

A Journey Toward Systemic School Improvement



SBI FOUNDATION
Service Beyond Banking

SBI card



1,440 schools



100,000+ students

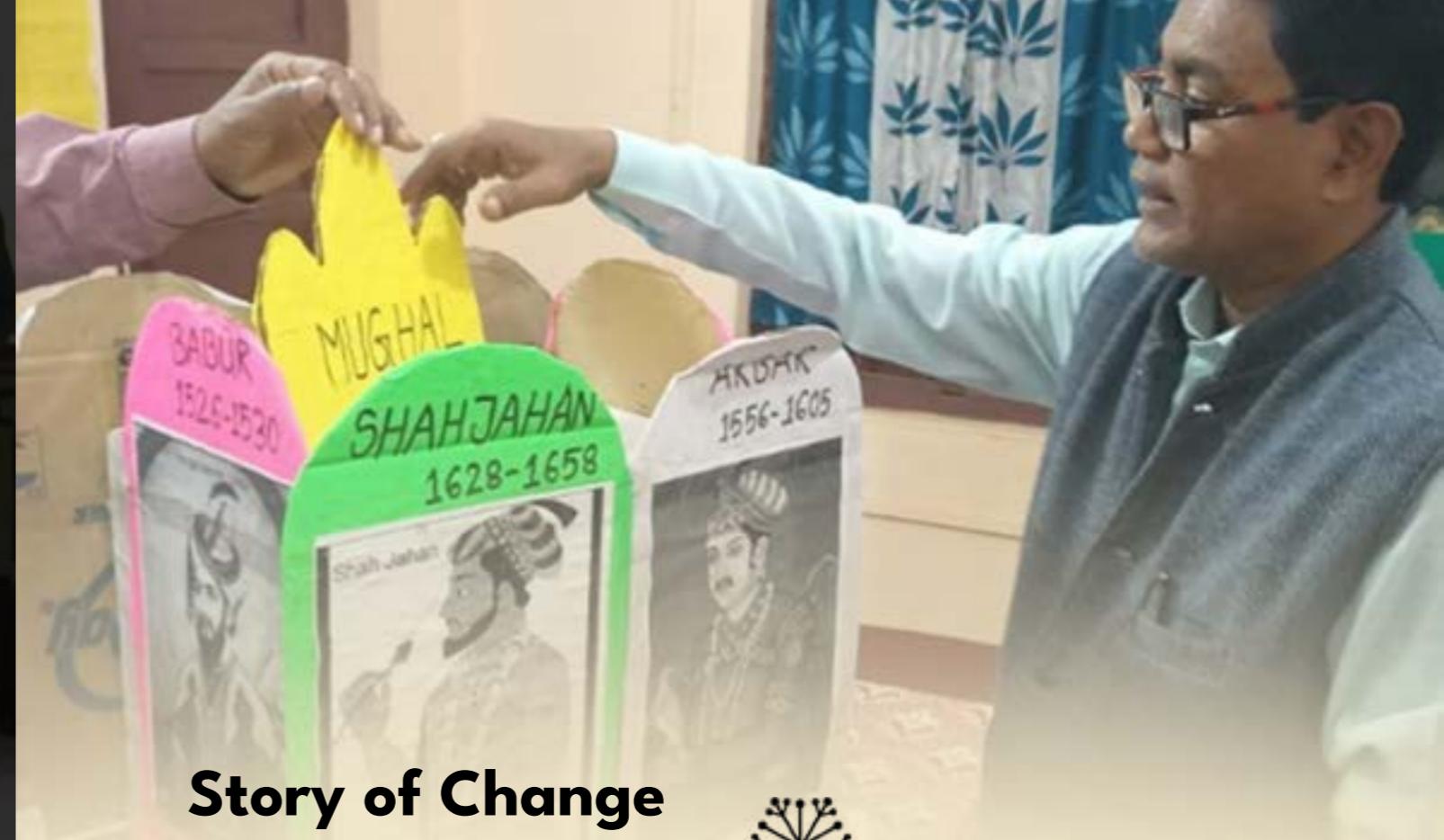


Introduction

Tripura has taken commendable strides in educational reform, as highlighted in the Programme for Effective Governance Through School Complexes. In alignment with the National Education Policy (NEP) 2020, the programme has reached over 1,440 schools, impacting the lives of more than 100,000 students. Utilizing the Shaala Siddhi framework, the state has addressed critical issues such as student attendance, teaching quality, and community involvement, ensuring that educational practices are strengthened across the board.

One of the significant outcomes of these efforts has been an improvement in student engagement and classroom vibrancy, driven by initiatives like enhanced student attendance and the strategic use of teaching-learning materials (TLMs). These measures have fostered more dynamic, reflective teaching environments, promoting better learning outcomes.

Additionally, the involvement of local communities, particularly through school management committees, has played a crucial role in boosting school attendance and resource mobilisation. These partnerships between schools and communities are creating sustainable models of support that further the goal of providing every child in Tripura with access to a quality education.



Story of Change



BRINGING LEARNING TO LIFE IN TRIPURA

At Harina H.S. School in Tripura, students aren't just sitting in classrooms and listening to lessons. They're rolling up their sleeves and creating something with their own hands—a model of the human internal system. Under the patient guidance of their teachers, the students are learning about anatomy and physiology in a way that goes far beyond textbooks.

Sitting together, they carefully shaped and assembled parts of the body. Some students focused on the heart, others on the lungs, and through this hands-on approach, they didn't just learn but also understood the functioning of the human body better. It was an experience that made learning real and exciting for them.

But that's not all. During a discussion about elections, the teachers and students took the conversation one step further. They created a mock voting experience, giving students a taste of what it means to be a voter. They learned the difference between voter IDs and Aadhaar cards, and even built models of EVM machines.

Seeing their curiosity grow as they connected real-world concepts with their lessons has been one of the most rewarding experiences for the teachers. The students are no longer just absorbing information—they're part of it where it is sparking their love for learning that will last a lifetime.

Key Achievements



IMPROVEMENTS ACROSS SCHOOLS

536 improvements in the infrastructure and learning experience in the classroom (Domains 1, 2, 3 and 6)

- Improved student attendance and active classroom participation through targeted strategies.
- More effective planning and classroom management, fostering structured learning environments.
- Enhanced use of teaching-learning materials (TLMs), driving student engagement.
- Strengthened inclusive practices, ensuring support for all students, including those with special needs.
- Better focus on hygiene and safety, creating a secure and healthy learning environment.
- Improved systems for tracking student progress, enabling personalized learning strategies.
- Upgraded libraries, classrooms, and sports facilities, enriching the overall learning experience.

79 Improvements in Teacher Professional Growth (Domain 4)

- Established monitoring systems to boost teacher attendance and accountability, ensuring consistent student learning.
- Implemented evaluation mechanisms to assess instructional practices and provide targeted support for professional growth.
- Developed tailored professional development programmes to equip educators with innovative teaching strategies.
- Defined roles and responsibilities to enhance collaboration among teachers and optimize overall school performance.

6 Improvements in Leadership capacity in the school (Domain 5)

COMMUNITY INVOLVEMENT



12 improvements in mobilizing the community to support the school (Domain 7)

- Empowered stakeholders to take active roles in school improvement, aligning educational quality with community needs.
- Fostered school-community partnerships to enhance resource sharing and boost student engagement.
- Increased active participation of School Management Committees (SMCs) and School Complex Management Committees (SCMCs) for better governance and decision-making.
- Improved organization and management of SMCs and SCMCs to facilitate effective communication and collaboration, driving sustainable school improvement.

Capacity Building and Assessment

- **400+** mentor assessors have been identified and trained to lead the programme activities. Mentor Assessors helped with support visits, complex meetings, and shift evaluations.
- This year mentor assessors conducted **344** support visits, **64** complex meetings, and **208** school shift evaluations.

SYSTEMIC SHIFTS

12 improvements in mobilizing the community to support the school (Domain 7)

- The State Council of Educational Research and Training (SCERT) developed the **TSQAAP**, a comprehensive school assessment system for self-progression and institutional improvement, by conducting a consultative review to gather stakeholder feedback from all eight state districts.
- Due to the success of the programme in two pilot districts, the state has mandated the formation of school complexes, as outlined in the NEP, **across all eight districts of Tripura.**
- The state introduced **Quality Assurance Rubrics** to outline expectations and track progress for complex leaders.

Recognition and Incentives

51 champions have been identified and will be recognized in the districts of Dhalai and South Tripura to lead key initiatives of the Programme for Effective Governance Through School Complexes



Arunachal Pradesh



Introduction

In Arunachal Pradesh, the Programme for Holistic Development of School Ecosystem has enabled steps towards improving school quality, particularly in hard-to-reach districts. With the programme reaching 99 schools and benefiting over 8,000 students, SSIP focuses on enabling decentralised leadership using the Shaala Siddhi framework. In East Kameng 18 complexes learnt how to evaluate their impact, create plans of action and visit each other to monitor and support. However, in the other districts the focus was on specific aspects of quality within the Shaala Siddhi framework given certain pressing needs identified by the district administration. In Lower Dibang Valley, the aim was to improve the tenth standard pass percentage that stood at 22% at the start of the year, while in Deomali, the focus was on improving primary school pedagogy across six schools.

In Arunachal we had the opportunity to explore the model of whole school improvement along with deep dives into specific aspects of quality to learn what is truly needed in the context of remote, diverse and deeply complex geographies.

Reach & Impact



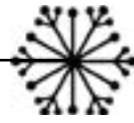
99 schools



8,000 students benefited from SSIP



Key Achievements



IMPROVEMENTS ACROSS SCHOOLS

99 schools showed improvement on standards against the national benchmark for quality

47 school complexes formed to enable this improvement.

10th grade board results improved from 22% to 65% in Lower Dibang Valley

Introduction of the Read Aloud Programme to improve foundational literacy for 4,500+ students in primary grades

61 schools in East Kameng district saw shifts in students' performance, particularly in reading and comprehension skills

Parental and community participation increased significantly in 30% of the schools, boosting student attendance and engagement

540+ leaders trained

SYSTEMIC SHIFTS

33 school leaders and 24 system leaders certified in conducting school reviews

Teacher capacity building in Deomali, Tirap in 6 schools to improve foundational literacy and numeracy skills

COMMUNITY INVOLVEMENT



Story of Change



CONNECTING THROUGH LETTERS: MR. BIKRAM DIGAL'S CREATIVE TEACHING

In the heart of Arunachal Pradesh, teachers like Mr. Bikram Digal are finding creative ways to make learning come alive for their students. Through simple yet powerful activities, they inspire young minds to connect, explore, and grow.

Meet Mr. Bikram Digal, an English teacher at GPS Mopaya, who believes that learning should be both meaningful and fun. One day, when introducing his grade III students to the art of letter writing, he took it a step further. Instead of just explaining how letters work, he encouraged the students to write heartfelt messages to their loved ones. But the magic didn't stop there. Under Mr. Digal's guidance, the children crafted their own envelopes and, with the help of all students from grades I to V, built a bamboo mailbox together.

What started as a language lesson turned into a hands-on experience that brought the whole school together. The students weren't just learning how to write—they were learning how to connect, to communicate, and to be proud of their work. Mr. Digal's careful planning and genuine care for each child's involvement created an atmosphere of excitement and curiosity in the classroom. His ability to make learning personal and engaging left a lasting impact, turning a simple task into a memory the students will carry with them for years to come.

Nagaland

Building Resilient Learning Communities



Reach & Impact



1044 schools



1,36,003 students

Introduction

Working as a partner in the Nagaland Government's World Bank-funded NECTAR initiative has provided a window into the challenges and opportunities in governing the State's education delivery.

In collaboration with our consortium partners YouthNet, Samarthya and Adhyayan Quality Education Services, a multi pronged approach that addressed all the stakeholders across all levels of the system was agreed with the State.

The School Review and Improvement Programme (SRIP), began in 1,044 of 1950 schools. These schools are clustered into 246 peer groups based on proximity, with an enrolment of 136,003 students. The training was delivered through a State Resource Group who are certified by SCERT based on modules developed by Adhyayan. 639 of 1022 peer group leaders are provided with an understanding of how to assess their schools on the domains and standards of the mandated school quality framework and triangulate evidence collected.

Teacher Professional Learning Communities (PLCs) that facilitate peer learning and collaborative teaching strategies have been seeded in all 16 districts. Over 1,366 teachers have been trained to use innovative pedagogical methods and stories of their implementation

have been pouring in every day, indicating improved student engagement.

The boost to the School leadership development programme (SLDP) has enabled 109 principals, vice principals, headmasters and assistant headmasters to be trained within a 12-month period leading to a greater sense of purpose and clarity on the role. This is more than double the number annually being trained. NECTAR support to the training of leaders is expected to catalyse leadership of schools, a necessary factor the success of the transformation programme.

The resources available to the schools in each district have been identified and enumerated. The roles of district-level officers are being studied for local-level decision-making, and the flow of information from the district to the Directorate, SCERT, Samagra, and NBSE is being formalised.

Community ownership of schools is a law in Nagaland. This has been beneficial in many ways and needs to be strengthened through the inclusion of the provisions of the Right to Education Act. A guidance document for SMC/SMDCs has been developed to align with the RTE and NEP. A performance incentive grant scheme launched by Nagaland State through NECTAR is providing the impetus for the involvement of SMC/SMDCs.



Key Achievements



IMPROVEMENTS ACROSS SCHOOLS

Schools

- **Schools Reached:** 1,044 schools across Nagaland.
- **Baseline data available for 1044:** on all 7 domains of shaala siddhi, in a report with analysis of the data.

Teachers

1,366 teachers were trained in the **Professional Learning Community (PLC)** model, fostering peer learning and collaborative teaching strategies.

School Leaders

109 school leaders have undergone training in the **School Leadership Development Programme (SLDP)** by a strengthened **School Leadership Academy** in SCERT.

Guidelines for SMC/SMDC formation are in the process of being formalised after studying the issues around communitisation of education.

COMMUNITY INVOLVEMENT

3 meetings of the state-level steering committee have taken place. These meetings are to discuss the route to institutionalisation of transformation being undertaken and will ensure the sustainability of NECTAR's initiatives.

The SLDP has been mandated as a pre-service programme for all aspiring school leaders.

SYSTEMIC SHIFTS

A **state resource group comprising 17 DIET principals and other system leaders** is certified and will cascade this training to the school leaders and block officials in their district.

14 videos for induction were prepared to enhance the capacity of the newly appointed headmasters for their significant roles.

The first draft of the **community guidelines** has been submitted for approval.



Story of Change



BRIDGING TRADITION AND EDUCATION: MS. LUSI'S CLASSROOM

In the quiet hills of Nagaland, Ms. Lusi is transforming her classroom into a space where learning goes beyond textbooks. She invites community elders, artisans, and parents to share their wisdom, ensuring students are as connected to their cultural heritage as they are to their academic studies.

With support from the NECTAR Project, Ms. Lusi has embraced a teaching approach that honours the traditions of her community while building essential skills for the future. She says, "Education is about more than academic success. It's about knowing where we come from and taking pride in it."

Her classroom is now a vibrant hub of cultural exchange. Students learn from local experts, parents actively contribute, and the community comes together to shape a holistic educational experience. This has strengthened the bonds between school and community, giving students a richer sense of identity and belonging.

Body of Practitioner Knowledge (BoPK)

Crowdsourcing the wisdom of practitioners for Educator Professional Development



Introduction

The adage “use the group to change the group” suggests that the wisdom to change practice exists within the very groups that need to change their practice. Education challenges the notion that an external expert can lead the change. It requires instead, identifying the practitioners who, faced with the same difficulties and challenges as others, can develop innovative ways of changing their practice. Highlighting the route these practitioners take helps others exercise agency, which is needed in a world where change is the only constant.

During the course of many years of working with a framework for quality across many States, the leaders and teachers in schools who demonstrated an understanding of higher levels of performance on a standard were visible. These educators were able to catalyse change in their clusters once sharing became a norm through cluster meetings and visits to each other’s schools.

Developing a body of practitioner knowledge

The documentation of higher performance practices has been done largely through videos shared on YouTube by Adhyayan or for example, the SCERT’s website in Goa. This ‘best practice’ approach to documentation did not offer the opportunity for teachers and leaders to share their own practice.

The search for the technology underpinning a learning management system in which each learner could also offer their insights and practices to others has led us to the creation of an open education resource — [Abhyaas](#).



Abhyaas

In October - November 2023, we set up **Abhyaas**, AQEF's Learning Management System on Moodle to implement the BoPK. The term Abhyaas means **practice** and reflects the commitment to continual knowledge refinement, offering a freely accessible repository of practical insights. This initiative allows educators not only to enhance their own knowledge but also to share their learnings with others. Throughout its evolution, Abhyaas underwent significant self-development, guided by feedback from both DAG members and focus groups. Ultimately, it took shape as a Moodle-based Learning Management System (LMS) that hosts interactive courses and resource materials tailored for educators.

The platform is designed to offer bite-sized courses that exemplify practitioner knowledge through various formats, including videos, images, text, and audio. This approach ensures that learning is engaging and effective, catering to the diverse needs of educators while fostering a collaborative learning environment.

Design Action Group

A design action group (DAG) comprising experts from various fields was formed in year one and grew and expanded in this year. It has been instrumental in addressing challenges and providing strategic guidance on content creation, partnerships, and project expansion. Early recommendations, such as conducting in-depth needs analyses to align course development with user requirements, have significantly influenced programme strategies. Moreover, a central suggestion to prioritise course development over case studies has guided the focus of year two activities.

Professional Learning Communities

Professional Learning Communities (PLCs) established at the conclusion of year one continued to demonstrate sustained progress this year as well. In November 2023, a new layer of PLCs was introduced, specifically targeting block-level leaders from the aforementioned states. This initiative facilitated a deeper understanding of roles, responsibilities, and working conditions at the grassroots level, fostering collaborative exchanges among block-level education professionals.

By January 2024, six additional PLCs (one each month) were conducted for school leaders from the states of Goa, Arunachal Pradesh, and Tripura. These sessions provided a platform for leaders to engage in discussions regarding school improvement strategies, best practices, and shared challenges.

Impact

So far, success has taken shape in the form of developing partnerships with civil society organisations across India with 215 schools and onboarding 12 courses on Abhyaas based on practices from the ground.





Karnataka Strengthening Literacy Through Libraries and Read-Aloud Programmes



Introduction

Karnataka was one of the early adopters of the Library Act and has been showing other states how rural libraries can provide equitable access to books and other resources to children. The public library is an institution that has strong linkages to schools as not all school children have libraries in their school premises. By building the capacity of the librarians to make the libraries child-friendly, the programme wishes to demonstrate the linkage between these two institutions.

The Panchayat Raj Commissionerate's focus on creating **child-friendly libraries** and expanding the **Read-Aloud Programme** has enabled greater access to engaging learning environments. This year, the **Read-Aloud Programme** was expanded to four additional districts: Chikkamagaluru, Belagavi, Kolar, and Tumakuru.

The capacity support, including enhancing library environments, increasing community engagement, and expanding reading programmes across multiple districts, have led to measurable improvements in literacy engagement across the state.

The highlight of this project has been the creation of a wide array of public goods assets that have been published on two websites: read-aloud.in and librariansofindia.in — these comprise free downloadable resources and stories celebrating librarians from Karnataka and beyond.



Reach & Impact



1,300+
libraries



120,000 readers
21% 6-9 yrs
79% 10-16 yrs

Key Achievements

STUDENTS

The **library environment has been significantly improved**, with more attractive book displays and comfortable spaces that encourage school children to visit the library often.

Librarians adopted more creative ways of engaging children, conducting **read-aloud sessions in community spaces** like schools and anganwadis, making reading accessible to a larger audience.

Regular sessions and **literacy-based activities** were conducted across the state, with enthusiastic participation from children, teachers, and the community.

Community Involvement

Librarians played a pivotal role in organizing community engagement activities, making libraries an integral part of local education ecosystems.

COMMUNITY ENGAGEMENT

Many librarians started to **read-aloud regularly in anganwadis** close to the library to introduce preschool children to the joy of reading.

SYSTEMIC SHIFTS

Policy Influence

The **Rural Development and Panchayat Raj Department (RDPR)** recognized the value of the programme and suggested its expansion across the state. The upcoming plan includes training librarians and district coordinators in a course on “Creating Child-Friendly Libraries” in collaboration with Children’s Movement for Civic Awareness (CMCA) and Nature Conservation Foundation (NCF).

Library Supervisors

The read-aloud programme’s success prompted efforts to **upskill library supervisors and recognize them as government employees**. This has boosted motivation among the G P librarians.

Story of Change

ANITHA’S JOURNEY: SPARKING A LOVE FOR READING IN BANOORU

In the village of Banooru, Chikkamagaluru, the Grama Panchayat Library has become a hub of activity, thanks to Anitha, the library supervisor. Originally from another village, Anitha took on the role nine years ago and has since worked tirelessly to make the library a cornerstone of the community.

With the support of Ms. Rashmi, the Panchayat Development Officer, Anitha organized book donation drives and partnered with local schools, encouraging children to explore the library. A pivotal moment came when she was trained in the read-aloud programme, which led her to conduct storytelling sessions at both the library and the nearby school. This initiative sparked excitement among children and inspired the creation of a reading corner in the school.

Anitha’s work goes beyond books — she ensures the library meets the needs of all, offering internet access, community meetings, and resources for both young and old. With the backing of the Panchayat, her dream of a thriving community library is steadily coming to life.



Delhi Read-Aloud

In the national capital, the government has invested heavily in improving the infrastructure of schools and building the capacity of teachers. One of Adhyayan's earliest partnerships was in collaboration with the Delhi Commission for Protection of Child Rights (DCPCR). This year, we returned to Delhi to work with the Department of Education and the Municipal Commission of Delhi in Keshav Puram Zone to hold learning circles for teachers to use the read-aloud to enhance language fluency. This is a pilot programme that has started in September 2024.



Reach & Impact



54 Sarvodaya Schools
101 MCD Schools



12,000 students
(Nursery-Grade 4) 4-10 yrs



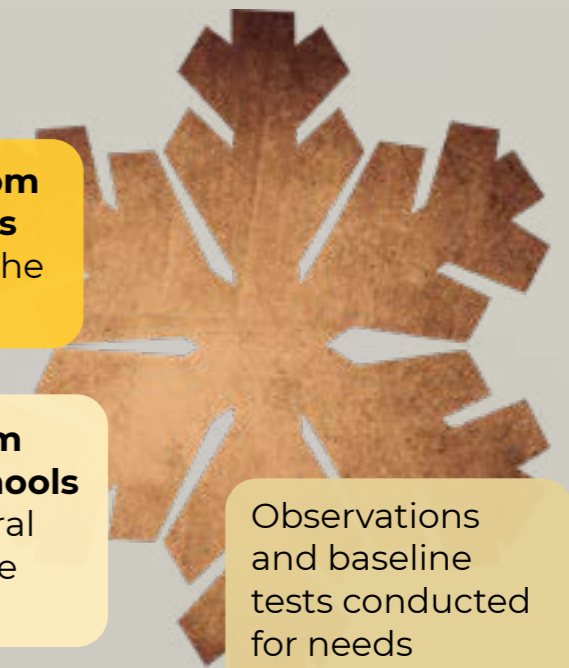
Key Achievements



101 teachers from 101 MCD schools participated in the learning circles

456 teachers from 54 Sarvodaya schools in north and central Delhi attended the learning circles

Observations and baseline tests conducted for needs assessment



INSPIRING YOUNG STORYTELLERS IN DELHI

Preeti, a dedicated teacher in the Delhi Read Aloud Programme, witnessed a profound change in one of her young students after participating in Adhyayan's Read Aloud training modules. Following the third module, Preeti prepared a young student for an inter-class storytelling competition, incorporating expressive voice modulation and interactive techniques she'd learned.

The results were striking: the student won the inter-class round, advanced through inter-school, and qualified for the zonal competition. The storytelling captivated classmates, who watched in awe as stories came to life in a whole new way. This small but powerful experience revealed the Read Aloud Programme's impact on classrooms — bringing stories to life and fostering a genuine love for reading.





Library Impact Framework Creation

A project for H.T. Parekh Foundation under Doorbeen

“ A library outranks any other one thing a community can do to benefit its people. It is a never failing spring in the desert.”

- ANDREW CARNEGIE



Introduction

At the end of 2023, H. T. Parekh Foundation invited Adhyayan to pitch to create an impact framework to assess the library programmes they were supporting under Doorbeen. Given our work with libraries in Karnataka and our extensive experience with creation of institutional review tools, we excitedly took on this project. We had already created a draft diagnostic to assess the libraries in Karnataka. This was an opportunity to further refine it.

The task was not an easy one as each of the library programmes was unique. With the help of Heeru Bhojwani of Liferarians Association, the Adhyayan team took on this challenge. A spate of consultation meetings were conducted with the teams from each of the programmes to understand their context and needs. Once the tool was ready, it was vetted by Thejaswi Shivanand of Wipro Foundation and then shared with the teams of the library programmes for review.

A group of 19 assessors was selected and trained in using the diagnostic tool to assess 88 libraries located across six states of India. The reviews took place between February and March 2024 and a report was presented to H T Parekh at the end of March.

Key Learnings

The importance of active libraries in schools and communities in developing young readers cannot be underestimated.

The library plays a key role not just in shaping a child's literary pursuits but also helps build thinking citizens and future leaders.

The librarian, if provided with the appropriate professional development opportunities, can be an essential part of the child's learning journey.

Organization Growth

Overall Learnings and Insights from each state

How do we know what we want to learn

During a design action group meeting on the Body of Practitioner Knowledge with Mr. Arun Maira, we realised how important it was to be focused on the needs of teachers, school leaders and system leaders or officers. We realised we are past the stage of establishing our credibility with the people tasked with the 'system' and delivery of education. It was now time to begin supporting our partners by finding out what they needed to learn. One of the easiest ways of beginning the conversation was based on schools' choice of standards for improvement. This led to the initiation of the peer learning circles between heads of school clusters in Goa, Tripura and Arunachal. Over the course of these conversations, we saw a movement from "this is what we have done" to "this is our current challenge". The inspiration they drew from each other was our reason to believe that a common language had been established because of the shared framework.



Exit Strategies - grief and joy

In Goa, we began to think in terms of a handover phase for the next three years. While school leaders acknowledged the usefulness of the methods of evidence collection in assessing their schools and the need for cluster leaders to independently work on the improvement of the schools they led, they were taken aback by the closure of Shaala Siddhi by the Ministry of Education. There were concerns around the speed at which the SQAAF would be developed by the State, which hampered the wholehearted adoption of the 'No School on Level 1' campaign that the State had endorsed. Nevertheless, by the end of March, it was clear that the 146 hubs were working towards their improvement targets and 4665 shifts were achieved by the end of the academic year, of which 3917 are from level 1 to 2.

The State level inputs into FLN were being done in collaboration with Gyan Prakash Foundation. We initiated a conversation with them to ask them to take over the programme as part of the handover and developed what we see as the final MoU with Goa State, with a view to enabling the transition from Shaala Siddhi to the SQAAF.

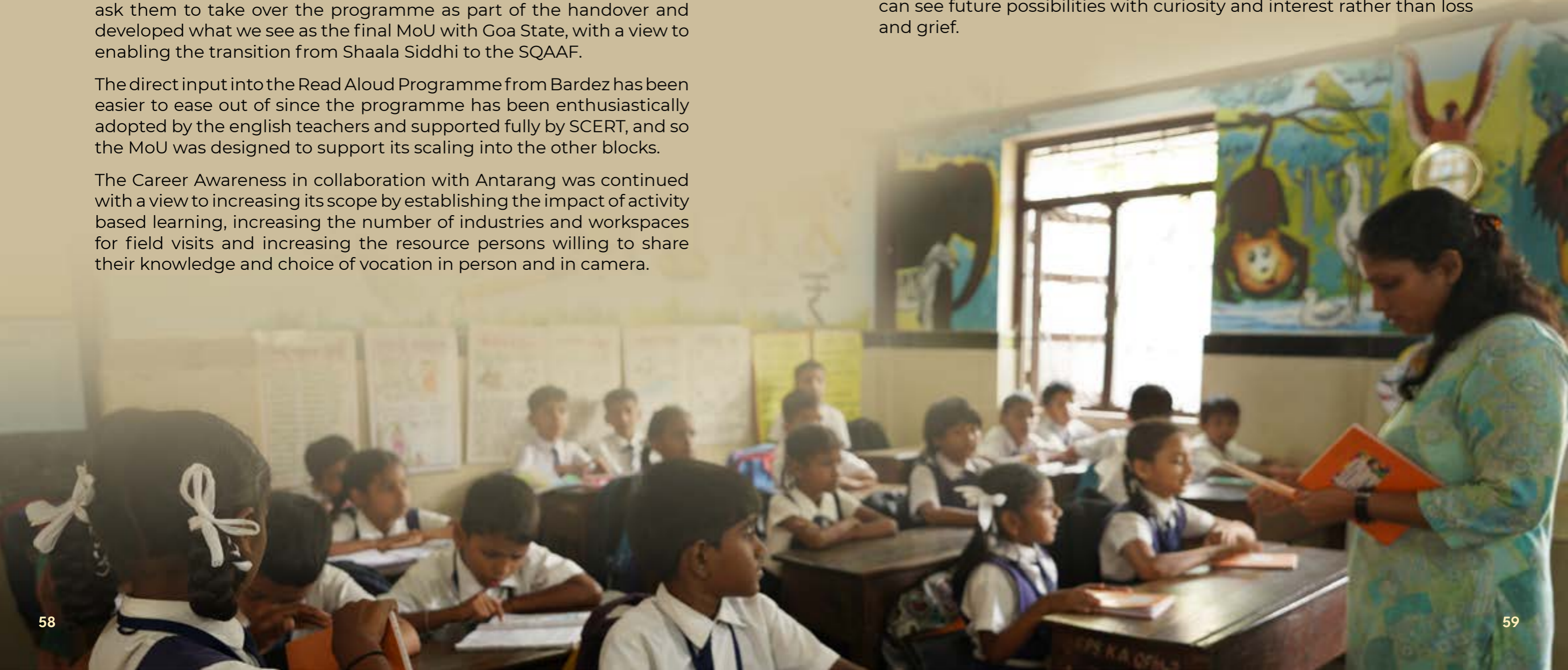
The direct input into the Read Aloud Programme from Bardez has been easier to ease out of since the programme has been enthusiastically adopted by the English teachers and supported fully by SCERT, and so the MoU was designed to support its scaling into the other blocks.

The Career Awareness in collaboration with Antarang was continued with a view to increasing its scope by establishing the impact of activity based learning, increasing the number of industries and workspaces for field visits and increasing the resource persons willing to share their knowledge and choice of vocation in person and in camera.

The impact of these decisions was mixed feelings - a tremendous sense of accomplishment that the work had been able to build capacity and a fear that becoming redundant to the programme would mean uncertainty and insecurity for our team. These conversations have continued and remain important.

Some of the team has been absorbed into Gyan Prakash Foundation's programme. Others have taken on a role in the development of the body of knowledge for internal use in training and development of new members of the Foundation in other geographies. One delighted member has been able to pilot a sports programme that is in line with our reading of how a complex can meet the diverse needs of all students and not be focused entirely on subject syllabi.

There is a sense of imminent closure, much to celebrate in the improvements that are showing up in the schools that supports students love for learning and much to do to ensure that the team can see future possibilities with curiosity and interest rather than loss and grief.



Scaling challenges - how much can we stretch

In Tripura the impact of the programme was most visible in the schools that had mentor assessors. It was clear that district and block officials needed to know more and promote the improvements in the complexes. The States decision to modify Shaala Siddhi as the Tripura SQAAF was a boost to the number of complex meetings and support visits. The interim impact assessment had pointed to the need for programme managers to reach the less invested complexes. The lean team in Tripura was working with 1440 schools and needed to be bolstered. The addition of programme assistants paid by funding sourced from outside of the existing funding, provided the impetus to more schools in identifying their targets. The documentation of level two practice began and the need for Bengali material on Abhyaas was identified. We consistently received feedback from district and state officials on the usefulness of our weekly reports that identified the achievements and challenges of the complexes and identified next steps. The use of school improvement data became even more significant as the Vidya Samiksha Kendra started its set up and the State is deliberating on what their dashboard needs to look like.

Being inclusive - school improvement with learning outcomes

Arunachal's East Kameng district focused on continuous improvement in a way that has been humbling. The district's leadership has included the furthest schools as they make their way through treacherous roads. We learned that where there is a will, all ways can be traversed by administrators with a sense of mission and purpose. The other districts surprised us with the change in classroom teaching in the primary schools of Deomali, Tirap and in the secondary schools in Lower Dibang Valley, a willingness to support grade 10 students to make it through to higher education and vocational education opportunities. Small successes have gone a long way in bolstering the confidence of teachers and school leaders. More districts have expressed an interest in supporting their students and schools. For Adhyayan this has meant being flexible so that the immediate priorities are addressed through mentoring teachers along with the long term and slower burn improvement that develops teacher agency and willingness to innovate. Arunachal Pradesh provides us with continuous learning - about challenges, about the diversity of cultures, about geographical remoteness, about the beauty of local action. Our teachers are the women from Arunachal who have taken on the gauntlet and work with the District Administration to animate the schools.



Revisiting the role and building capacity at induction

The tremendous joy of the library supervisors in describing their newfound purpose, led to the decision that public libraries across Karnataka need to know how to interest children in reading and stories. The crucial inputs into library supervisor training is being mapped based on the districts in which there has been high intensity capacity support as well as those with light touch work. The development of open education resources also led to work with libraries across the country with HT Parekh foundation and the development of a framework that can enable any library to identify its current functioning and its next steps.

Collaboration stretch - challenges of partnerships and scope

The NECTAR project scope has required multiple partners working together on the same purpose. Our learning has been that it takes continuous meetings and consultations on a one on one basis before a collaborative decision can be co-created. Embedded habits and

established ways of working are the most difficult to change even though they are universally acknowledged as ineffective in the 21st century. Technology adoption has been swift by some teachers and leaders. The biggest wins have been in leadership development and the creation of peer groups (between 2 and 8 schools) based on geographical proximity. Each of the 16 districts is unique and the changing demographics of the villages require a reduction in the number of schools. Urbanisation is visibly changing the landscape of education and the Lighthouse schools are planned with residential facilities. The remote villages increasingly are the hub for primary education.

As we close the year, the question of how we want to achieve our goal of a 100,000 schools that are good for every one of their students becomes more urgent. School after school we hear the achievements as they improve on their performance, leading to an enhanced school experience for the children in their classrooms. We cannot reach our target by doing it alone. In the coming year we will reach out to like minded organisations who can build the body of knowledge with us and collaborate with us to exponentially increase our reach and impact.



Gratitude and Acknowledgements

To undertake work that has a shared and common vision of what a good school looks like, but allows for contextual pathways in each state, has meant that we have had our own set of catalysers allowing us to make way for snowflakes. Listed out alphabetically. A big thank you to:

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To our institutional partners, your belief in our vision and generous contributions have provided the foundation for meaningful change in education across diverse geographies. To our individual donors, your trust and personal commitment inspire us to continue our work with purpose and resolve.

Each contribution, no matter its size, is a testament to your shared dedication to fostering inclusive and impactful education. Together, we are building pathways for learners and educators to thrive. Thank you for being an integral part of this journey.

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Bhumika A
Bimal Jani
Binay Mena

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Ketan Kubal
Khursheed Vajifdar
Kindy Newmai
Kiran Krishnappa Bevinakatti
Kiran Kumar
Kiran M Prabhu
Kiran S
Kiran Shah
Kishor Sonavane
Komal Deshpande
Komal Mehta
Koncho Tsering
Krishna
Krishna Prasad C
Krishna Punjabi
Krishnan v
Kruti Dalal
Kumkum Susheel Somani
Kunal
Kunal P. Mhatre
Kunal Raval
Kushh Kothari

Kvn Gupta
L Vijay Kumar
Laazih Umpo
Lahu Linggi
Lakhwinder Singh Viridi
Lalit Bhirud
Laxmi Civil Engineering
Services Pvt Ltd
Likith Monsingh
M Shankar
Madhu
Mahen Zantye
Mahesh Enjeti, Sai Marketing
Counsel
Mahesh Venkateswaran
Mahrukh Bharucha
Mahua
Malika
Maling
Malini Ramnath
Malpadevi Maharana
Mamta Dhuri
Mamta Goyal
Manisha Bhatia
Manisha Gaunkar
Manisha Kale
Manju Gupta
Manjunath K
Manohar
Manoj Agarwal
Manoj Gupta
Manoj Kabra
Manoj Morye
Manoj Singh Rawal
Maumeeta Deb
Mayank Kumar
Mayur Maru
Mayvon Jesus Botelho
Meenal Shah
Meenu Sood
Meeta Bijani
Megha
Megha Shinde
Megha Uparkar
Meghna
Megoseno Mepfhuo
Michelle
Michi Lama
Mihir Kothari
Mitra Khosravi
MIV Investments
Mohammad Jabir Shaikh

Moneisha Gandhi
Monica Pachori
Mrs Suguna .R.Adappa
Mrunal Kokate
Mudit Mehrish
Mukta Chakrabarti
Mukund Ranganathan
Murtuza
Mutchu Mithi
Nabam Saha
Namita
Nandakumar
Narendra Chhabria
Naresh Luthria
Navjeet Matharu
Neeta Chheda
Neha
Neha Dahibhate
Neha Srivastava
Nehal Borkar
Nikhil Gosar
Nilesh Prajapati
Ninad Mangale
Ninoshka Dias
Niraj Bamb
Nirmal Khetia
Nisha Dave
Nishita
Nita Khatri
Nita Luthria
Nitin Kadam
Nivedita Bansal
Nyaz Ansari
Oishani Mojimder
OmShree Agro Tech Pvt Ltd
Padmini Sankaran
Palak Turakhia
Pallavi Singh
Pankaj Fitkariwala
Paresh Dani
Parin Shah
Parshuram
Parshuram Jadhav
Parshuram Rathod
Parth Jain
Parveen
Pasoobhai Jivraj Charitable
Trust
Paul Machado
Pavana Rao Belman
Payal Sarkar
Pema
Persis Irani
Philip

Piyush Divekar
Pooja Gautam
Poonam Choksi
Poulouse
Pradeep
Pradnya Dnyaneshwar Tari
Praemi Row
Prafulla Raghunath Kalelkar
Prajeev Vijayan K
Pranati
Prashant Momaya
Prashant Shanbaug
Prashanth PKM
Prashanti
Pratik Bagrecha
Pratik Gupta
Pratik Parul Rajesh Shah
Pratiksha Shailesh Singh
Pratiq Shah
Preeti Sudrik
Prem Taba
Prerit
Prerna Roy
Pritesh Chheda
Pritpal Singh Karsi
Priya Dasgupta
Purav Gandhi
Purvesh Shah
Pushpak Divkar
PV Balsubramanian
Queen Nimasow
Roddur Mitra
Rabhmeher Kohli
Rachna Khanna
Radha Gokhale
Rahul Kumar
Rahul Patil
Rahul Thapar
Raj Gala
Rajan Mehra
Rajat Singh Hanspal
Rajbir Sandhu
Rajesh Babu B
Rajesh Kumar
Rajesh Laxman Naik
Rajesh Mukundan
Rajiv Gogoi
Rajiv Kapur
Rajiv Pandit
Rajni George
Raju Mimi
Rajvi Shah
Raka Mimi
Raksha

Rama Gaonkar
Rama Mishra
Raman Tehlan
Ramanjeet Kaur
Ramesh Ramadurai
Ramya Dinesh
Ramya Keerthana Vuppuluri
Rani Bhavani
Raphel Majo
Rashmi Kala
Rashmi Suddal
Ratika Naik
Ratnam Avindakshan
Ravi Gautam
Raphel Majo
Regina Jecinta
Regon Naji
Reha Mitra
Renu Mahipal
Reshma
Ria Singhanian
Rishi Suri
Rita Das
Rock Nayak
Rohit Dey
Rohit Garg
Roja Dangeti
Rojarani Macharla
Roohi Ellias
Roopesh Modathiyalath
Rose Iyv Fernandes
Ruby Jain
Ruchir Garg
Rujita Mehta
Rupali
Rupesh Jadhav
Rushmi Umpo
S Ali
Saadhu
Sabitha Sabu
Sadhana Shanbhag
Sahil Naik
Sai Chaitanya
Saikriti
Sajeda Momin
Sakshi Santosh Vengurlekar
Samaira
Sameer maheshwari
Sameera Vasa
Samya Baidya
Sanchita Biswas
Sandeep Goyal
Sandeep Sharma
Sandhya
Sandhya Gaonkar

Sandip Sinha
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Sanjana
Sanjay Mathur
Sanjeev Malhotra
Sanjib Kundu
Sanju Gosar
Sanket
Sanskrita Gogoi
Santosh Jadhav
Sarabjit Singh Walia
Sarang Kulkarni
Saravanan Krishnamurthy
Saril Surendran
Saroj Maniar
Sasindran Nair
Satish Kumar Boddu
Satya Srijan
Satyajit Das
Saurav Banerjee
Savitri Vadyekar
Shabbir Udaipurwala
Shahbir Singh Hanspal
Shalini Shah
Shantanu Mayekar
Shanu
Sheetal
Shefali Vadyekar
Shehnaz Pardiwalla
Sheiba Gomes
Sheona Joseph
Shilpa Saiya
Shirish Dhavle
Shivaji K.Avhad
Shivam Rawat
Shivansh Tari
Shounak Dutta
Shreeram Charitable Trust
Shrestha Das
Shrikant Hegde
Shriya Kohli
Shrutarshi Das
Shruti Tandan Pardasani
Shrutika Parab
Shubham Mandrekar
Shubham Prajapati
Shubhangi Gaonkar
Shubhashish Das
Shurhotuonuo
Shweta Ajwani
Shweta Chowdhury
Siddha Atindra Prabhu
Bhatikar
Siddharth Sekhar

Siddhi Gaonkar
Sireesha
Sivakumar R
Sneha Agarwal
Sonal Shubham
Sonam Mahale
Soniya Mawani
Soumik
Soumya Singh
Sreevatsan Sunil
Stephanie Wilson
Subhash Maurya
Subramaniam Ramnath Iyer
Sudarshan
Sudhir Kumar T V
Sudhir Rane
Sudiksha Shree
Sujoy Banerjee
Suka
Sumangali Gada
Sundara Vadan
Sunil Kumar
Sunita Jha
Sunita Lalchandani
Superlative Fin and Invp Ltd
Supritha Shetty
Suraj Nair
Suraj Palyekar
Surekha Vadyekar
Suresh Nair
Suresh Satram Singh Lulla
Surya Prakash
Sushma P Seksaria
Swaraj Jadhao
Swati Gangopadhyay
Swati Misra
Swati V
Sweety Ganatra
Sweta Dixit
T.S. Mahesh
Tadar Kama
Tanaji Sonake
Tanaksh Samani
Tanaz Batliwalla
Taneisha Gaurav Shah
Tarique
Tarun Gupta
Tarun Shetty
The Estate of Late Soli
Dinshaw Shroff
Vikram Ramchandani, Think
Pattern Private Limited
Tiasha Banerjee
Tonya Nyodu

Topu Nyodu Riba
Torik Basar
Trisha Bhawnani
Tsering Dolkar
Tulasi
Tulsi Bhakta Vatsal
Tushar Kanti Ahuja
Tushar Pai Raikar
Tzudir
Uma Sundari Boddu
Umesh
Urmi Mukhopadhyay
Utpal Narayan
V Mathura
Vadrevu Anuradha
Vaibhav Chiplunkar
Vaibhav Narvekar
Vandita Gaonkar
Varsha Pai Dhungat
Varsharani Mane
Varun Vilas Tipnis
Vasantha Joseph Yangfa
Vasanti Padte
Venkateshwaran
Ramamurthy
Venugopal Rao Akkapeddi
Vidhisha
Vidya
Vijaya Hegde
Vijaya Kadmisetty
Vikas Gadekar
Vikrant Shanbhag
Vinayak Kini
Vinodini Sudhindran
Vipul Chheda
Vipul Kumar
Virendrakumar Agarwal
Vishakha Kapur
Vishal M
Vishesh Gada
Vishvanath Hegde
Vishwanath S G
Viswanathan E
Vivek Nair
Vivek Sasikumar
Viveki
Waheguruji
Xanvig Vas
Y M Shongna Konyak
Yasir
Yogaa K
Yogesh Gupta
Yogesh Pagare

Team Acknowledgment

Our Team

Aniket Gurav
Animesh Chatterjee
Annette D'souza
Anurag Shukla
Anushri Alva
Archana Lall
Aritra Sengupta
Atanu Das
Atulya Pathak
Ayushi Roy
Beatrice Chopra
Bhakti Gawas
Bhavna Lakhan
Bhavna Shah
Bijan Singha
Biplab Deb
Charmi Chheda
Chirag Bhatia

Diksha Parab
Divya Bhandari
Divya Monsingh Bisht
Geeta Channappa Lamani
Haenik Kamdar
Hema Chopdekar
Hengam Riba
Jayati Gupta
Jessica D'Costa
Kavita Anand
Latiksha Gawas
Mahbub Alam Mazumdar
Maling Jangmu
Manjita Shetgaonkar
Manju Gupta
Nita Luthria Row
Nitin Padte
Prabhu Rathod
Prosanjit Bir
Rahul Gaonkar

Rishika Hazarika
Roddur Mitra
Rukmo Umpo
Ruturaj Naik
Sabitha Sabu
Sailendra Sharma
Sakshi Vengurlekar
Sandhya Sonu Gaonkar
Sharmila Kamble
Shradha Dalal
Stephie Madhurai
Subhajit Das
Suchita Nayak
Sudarshan Kasbe
Surekha Vadyekar
Swarna Singh
Tiasha Banerjee
Utkarsha Tari
Varsha Kumar
Vishal Singh

At Adhyayan Foundation, our work in supporting schools and improving education systems across India is made possible by the dedication and expertise of our exceptional team.

To every member of the Adhyayan team—past and present—thank you for your dedication, hard work, and belief in what we're trying to achieve. Whether it's supporting teachers, complex leaders in building creative methods schools can actually use, supporting in conducting reviews that provide real insights, working closely with educators and communities, working on the ground as part of our field team, or providing essential support as part of the field support team, every effort you've made has brought us closer to our goals.

Your professionalism, dedication, and shared vision drive the progress we've made, leaving a meaningful and lasting impact on schools and communities across states.

Thank you for your invaluable contributions to Adhyayan Foundation's mission to enhance the quality of education for all.

Financials

ADHYAYAN QUALITY EDUCATION FOUNDATION

CIN:U74999MH2015NPL266864

BALANCE SHEET AS AT 31ST MARCH, 2024

	Note No.	Year ended 31-Mar-24 (Rupees ' 000)	Year ended 31-Mar-23 (Rupees ' 000)
EQUITY AND LIABILITIES			
Shareholders' Funds			
Share Capital	3	100.00	100.00
Reserves and Surplus	4	6,003.40	3,482.70
		6,103.40	3,582.70
Non-Current Liabilities			
Long Term Borrowings	5	-	295.40
		-	295.40
Current Liabilities			
Trade Payables			
- Total outstanding dues of Micro Enterprises and Small Enterprises	6	30.00	57.00
- Total outstanding dues of creditors other than Micro Enterprises and Small		21.07	-
Other Current Liabilities	7	2,202.44	2,147.97
		2,253.50	2,204.97
Total		8,356.90	6,083.07
ASSETS			
Non-current Assets			
Property, Plant and Equipment & Intangible Asset			
Property, Plant and Equipment	8	937.35	878.87
Intangible Asset	9	1.03	14.48
Other Non-current Assets	10	60.00	-
		998.38	893.35
Current Assets			
Cash & Cash Equivalents	11	7,075.71	5,058.06
Short Term Loans & Advances	12	246.88	126.31
Other Current Assets	13	35.93	5.36
		7,358.52	5,189.73
Total		8,356.90	6,083.07
Notes on Accounts	1 to 22		

As per our Report attached
For and on behalf of
GANDHI & ASSOCIATES LLP
Chartered Accountants
FRN: 102965W/W100192

For and on behalf of the Board
ADHYAYAN QUALITY EDUCATION FOUNDATION
CIN:U74999MH2015NPL266864

TEJAS PRASHANT KULKARNI
Digitally signed by TEJAS PRASHANT KULKARNI
Date: 2024.09.04 13:05:13 +05'30'

Tejas Kulkarni
Partner
Membership No.603545
Mumbai, Dated: 04-09-2024

KAVITA ANAND
Digitally signed by KAVITA ANAND
Date: 2024.09.04 13:00:52 +05'30'

Kavita Anand
Director
DIN: 03628002

NITA LUTHRIA ROW
Digitally signed by NITA LUTHRIA ROW
Date: 2024.09.04 13:00:52 +05'30'

Nita Luthria Row
Director
DIN: 01666396



ADHYAYAN QUALITY EDUCATION FOUNDATION

CIN:U74999MH2015NPL266864

STATEMENT OF PROFIT AND LOSS FOR THE YEAR ENDED 31ST MARCH, 2024

	Note No.	Year ended 31-Mar-24 (Rupees '000)	Year ended 31-Mar-23 (Rupees '000)
I REVENUE FROM OPERATIONS	14	43,309.28	30,497.23
II OTHER INCOME	15	278.59	112.40
III TOTAL REVENUE (I + II)		43,587.86	30,609.63
IV EXPENSES			
Depreciation and Amortisation Expense	16	72.53	92.67
Other Expenses	17	41,064.29	28,099.32
TOTAL EXPENSES		41,136.82	28,191.99
V PROFIT / (LOSS) BEFORE TAX (III - IV)		2,451.04	2,417.64
VI Tax Expense			
- Current Tax		-	-
- Deferred Tax		-	-
VII PROFIT / (LOSS) FOR THE YEAR (V - VI)		2,451.04	2,417.64
Earning per Equity Share (Face Value per Share Rs. 10) - Basic & Diluted		245.10	241.76
Notes on Accounts	1 to 22		

As per our Report attached
For and on behalf of
GANDHI & ASSOCIATES LLP
Chartered Accountants
FRN: 102965W/W100192

For and on behalf of the Board
ADHYAYAN QUALITY EDUCATION FOUNDATION
CIN:U74999MH2015NPL266864

TEJAS
PRASHANT
KULKARNI
Date: 2024.09.04
13:05:31 +05'30'

Tejas Kulkarni
Partner
Membership No.603545

Mumbai, Dated: 04-09-2024

KAVITA
ANAND
Date: 2024.09.04
13:01:21 +05'30'

Kavita Anand
Director
DIN: 03628002

NITA
LUTHRIA
ROW
Date: 2024.09.04
13:01:21 +05'30'

Nita Luthria Row
Director
DIN: 01666396

Adhyayan Quality Education Foundation - FCRA

FCRA Registration No. 082781212 dated 20th October 2023

Balance Sheet as on 31st March, 2024

31-Mar-23 (Rs)	Property & Liabilities	Sch No.	31-Mar-24 (Rs)	31-Mar-23 (Rs)	Property & Assets	Sch No.	31-Mar-24 (Rs)
	Shareholders' Funds				Property, Plant & Equipment (net WDV)		
-	Balance as per Last Balance Sheet		-	-			
-	Add: Received During the Year		-	-	Advances		
					* Advance Taxes		
	Reserves & Surplus				* Interest Receivable		
	Income & Expenditure Account				* Others (Deposits Given)		
-	Balance as per Last Balance Sheet		-	-			
-	Add: Surplus for the Year		-	-	Cash & Bank Balance		
					In FCRA Savings Bank Account		
					* SBI Account No. 0000041155931517		
					* HDFC Bank Account No. 50200037241647		
-	Total		-	-	Total		-

As per our report of even date

For Gandhi & Associates LLP
Chartered Accountants
(Firm Registration No. 102965W/W100192)

Tejas Kulkarni
Tejas Kulkarni
Partner
Membership No.603545



Mumbai
Date: 07-12-2024

For and on behalf of the Board

Kavita Anand *Nita Luthria*
Kavita Anand Nita Luthria Row
Director Director
DIN: 03628002 DIN: 01666396

Adhyayan Quality Education Foundation - FCRA

FCRA Registration No. 081281712 dated 30th October 2021

Income & Expenditure Account for the Year Ended on 31st March, 2024

FY 2022-2023 (Rs)	Expenditure	Sch No.	FY 2022-2023		Income	Sch No.	FY 2023-2024	
			(Rs)	(Rs)			(Rs)	(Rs)
	Establishment Expenses							
-	* Rent				Interest			
-	* Travel Expenses				* On Bank Deposits			
-	* Other Expenses				* On Savings Bank Account			
	Expenditure on Objects of the Company				Donations in cash or kind			
-	* Charitable - Educational				* FCRA Donations			
-	* Other Charitable Objects				* FCRA Donations in kind			
	Depreciation							
-	* Depreciation							
	By Surplus carried over to Balance Sheet							
	Total				Total			

As per our report of even date

For Gandhi & Associates LLP
Chartered Accountants
(Firm Registration No. 102965W/W100192)

Tejas Kulkarni
Tejas Kulkarni
Partner
Membership No. 603545

Mumbai
Date: 07-12-2024



For and on behalf of the Board

Kavita Anand *Nita Luthra Row*
Kavita Anand Nita Luthra Row
Director Director
DIN: 03628002 DIN: 01666396

Adhyayan Quality Education Foundation - FCRA

FCRA Registration No. 081281712 dated 30th October 2021

Receipts & Payments Account as on 31st March, 2024

FY 2022-2023 (Rs)	Receipts	FY 2022-2023		FY 2022-2023	Payments	FY 2022-2023		FY 2023-2024
		(Rs)	(Rs)			(Rs)	(Rs)	
	Opening Balance							
-	* Cash in Hand				Administration Expenses			
-	* Cash at Bank				* Rent			
-	* Term Deposits with Bank				* Travel Expenses			
	FCRA Donations Received				* Other Expenses			
-	* Donations Received				Expenses on Objects of the Company			
	Interest Income				* Salary & Stipend			
-	* On FCRA Savings Account				* Workshop Expenses			
-	* On FCRA FDR Account (net of receivable)				Purchase of Fixed Assets			
					* Assets Purchased			
					Others			
					* TDS Deducted			
					* Deposits Given			
					Closing Balance			
					* Cash in Hand			
					* Cash at Bank			
					* Term Deposits with Bank			
	Total				Total			

As per our report of even date

For Gandhi & Associates LLP
Chartered Accountants
(Firm Registration No. 102965W/W100192)

Tejas Kulkarni
Tejas Kulkarni
Partner
Membership No. 603545

Mumbai
Date: 07-12-2024



For and on behalf of the Board

Kavita Anand *Nita Luthra Row*
Kavita Anand Nita Luthra Row
Director Director
DIN: 03628002 DIN: 01666396

Adhyayan Quality Education Foundation

Statement of Financial Position

Salaries & Wages		
Salaries & Benefits		
Grants - Fellowships		
Printing Expenses		
Training Workshop Expenses		
Consultancy Charges		
Attendance Charges		
Rent & Maintenance Charges		
Rent - As per TB		
Maintenance Charges		
Travel Expenses		
Travel Expenses - Fare		
Travel Expenses - Accommodation & Food		
Other Administrative Expenses		
Bank Charges		
Electricity Expenses		
ICRA Renewal Charges		
ICRA Deposits Received		
Donations - General		
Bank Interest		
Savings Bank Interest		
Bank FDR Interest		
Bank FDR Interest		
Fixed Assets Purchased		
Mobile Phones		
Bank Balances		
SI Bank Account No. 000004115961517		
HDFC Bank Account No. 5630007543647		
Bank FDRs		
As per TB		
Deposit		
Remuneration Sec		
TDS Deducted		
TDS Deducted		
Bank FDR Interest Receivable		
As per TB		
Reconciliation of Unutilized Foreign Contributions		
As per FC-4		
As per TB		
* Bank Balances		
* Deposit Given		

Karla Anand

P. Luthra