



Strengthening Rural Education

Impact Assessment Report | January 2025

A report on SRF Foundation's Rural Education Program with a focus on Foundational Literacy and Numeracy + Anganwadi Development initiatives in Gujarat, Haryana, Madhya Pradesh, Rajasthan in the year 2022- 23.



ABOUT SRF FOUNDATION

SRF Foundation formerly known as the Society for Education and Welfare Development, was set up in the year 1982 as the Corporate Social Responsibility (CSR) arm of SRF Limited, a multi-business chemicals conglomerate engaged in the manufacturing of industrial and specialty intermediates. Drawing inspiration from its founders, Late Sir Shri Ram and Late Dr. Bharat Ram, who believed in contributing to society through education, SRF Foundation is dedicated to the transformation of education in India. Currently, the SRF Foundation champions the cause of quality education and runs one of the largest community programs in and around SRF's manufacturing plant locations as well as in other parts of the country in partnership with like-minded organizations, imparting education and vocational training programs to underprivileged children and youth by improving both hard and soft infrastructure facilities in Government schools and Anganwadi centers, promoting computer-aided learning, and through the digital inclusion of communities.

Table of contents

Impact Assessment Certificate	2
<hr/>	
Impact Assessment Methodology	3
<hr/>	
Executive Summary	4
<hr/>	
Foundational Literacy and Numeracy Program (FLN)	5
Theory of Change	6
Impact Highlights	7
Program Reach	8
Program Depth	9
Voices of Impact	10
Program Inclusion	11
Program Sustainability	12
Voices of Impact	13
<hr/>	
Anganwadi Development Program (ADP)	14
Theory of Change	15
Impact Highlights	16
Program Reach	17
Program Depth	18
Voices of Impact	19
Program Inclusion & Program Sustainability	20
Voices of Impact	21
<hr/>	
Sustainable Development Goals	22
<hr/>	
List of Abbreviations	23
<hr/>	
Acknowledgements	24
<hr/>	

Impact Assessment Certification

We hereby certify that we have completed our independent impact assessment and the project is hereby awarded a "Gold Leaf" Certification.

NON-PROFIT

ASPIRE™



CERTIFIED
GOLD LEAF
IMPACT

CERTIFICATE OF IMPACT

— AWARDED TO —

SRF Foundation

Rural Education Program (FLN and ADP)

Aspire Impact has successfully concluded the Impact Assessment for SRF Foundation's Foundational Literacy & Numeracy and Anganwadi Development Program in Gujarat, Haryana, Madhya Pradesh and Rajasthan for F.Y. 2022-2023 and awards the project a "**Gold Leaf**".

The evaluation included 14 impact themes using our proprietary 4P framework which captures the impact of the Program across four dimensions (Reach, Depth, Inclusion, Sustainability).

Amit Bhatia
Founder & CEO, ASPIRE

Aspire's impact seal is a stylised rendition of a Khejri leaf. The Khejri (Prosopis cineraria) tree is the state tree of Rajasthan. It epitomises sustainability as it survives 0-50°C temperature to provide food, fodder, fuel, compost, medicine and afforestation.

Aspire's Impact Assessment Methodology

Aspire Impact has conducted an impact assessment of 2 major initiatives implemented by SRF Foundation under its Rural Education Program (REP) in the year 2022-23:

1 Foundational Literacy and Numeracy (FLN) program

SRF Foundation implemented various initiatives that aimed to help achieve universal Foundational Literacy and Numeracy among primary school students

in **86** government schools across Gujarat, Haryana, Madhya Pradesh and Rajasthan.

2 Anganwadi Development Program (ADP)

SRF Foundation worked to enhance the physical, academic and leadership aspects of **279** anganwadis across Gujarat, Haryana, Madhya Pradesh and Rajasthan.

The assessment captures the end-to-end project impact along four dimensions of Aspire's proprietary 4P framework:



REACH

Assessing scale of the intervention, and coverage of lives touched.



DEPTH

Assessing effectiveness of the interventions and the quality of impact delivered.



INCLUSION

Assessing equitable access providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized.



SUSTAINABILITY

Assessing ability to maintain quality of impact delivery and their environmental impact.

Data collection methodologies

Aspire Impact followed a comprehensive primary and secondary data collection approach. The stakeholders' feedback was captured through in-depth interviews and quantitative surveys. The methodology encompassed developing a set of research guidelines and survey questionnaires to draw evidence towards each impact area, which helped draw reasonable conclusions at the current stage of the program.

1 2 3 FLN

- The scope of the assessment included **264** teachers who were the primary beneficiaries of the FLN training and support, implemented by SRF Foundation. The intervention indirectly benefited **11,113** students from grade 1 to 3.
- Quantitative surveys: A sample of **137** teachers was selected based on 5% margin of error and 95% confidence level for the quantitative study.
- Qualitative surveys: **37** stakeholders including students, headmasters, parents, teachers and government officials from state education departments were interviewed through qualitative methods.

ADP

- The scope of the assessment included **279** anganwadi workers who were trained and **8575** children who were provided with educational resources in anganwadi centers.
- Qualitative surveys: **12** stakeholders including anganwadi workers, parents and officials from ICDS (Integrated Child Development Services) department were interviewed through qualitative methods.

Executive Summary

Rural Education Program (REP), SRF Foundation's flagship initiative, aims to provide quality education to children in rural areas in a sustainable manner, by building capacity of government schools. This entails boosting their physical, academic, digital as well as leadership infrastructure.

In 2022- 23, one of the main initiatives within SRF Foundation's Rural Education Program was the **Foundational Literacy & Numeracy (FLN) program**. FLN is a central government initiative that aims to ensure that every child in India develops foundational literacy and numeracy skills by grade 3. The key activities conducted by SRF Foundation under the FLN include - teacher training, setting up of reading corners, print rich classrooms, providing educational resources, access to libraries and academic competitions.

SRF Foundation's **Anganwadi Development Program (ADP)** under its Rural Education Program, enhances early childhood education for children aged 3-6 years. Focusing on holistic development through play-based learning, ADP transforms Anganwadi Centers into vibrant and colourful learning spaces. BaLA (Building as Learning Aid) paintings, child-friendly toys and furniture, Teaching Learning Materials etc. are provided to the anganwadis in order to promote physical, cognitive, socio-emotional, and cultural growth.

Below are the main findings from the primary and secondary research conducted by Aspire Impact to capture the end-to-end Impact of both programs for the period 2022-23 across 4 key areas:

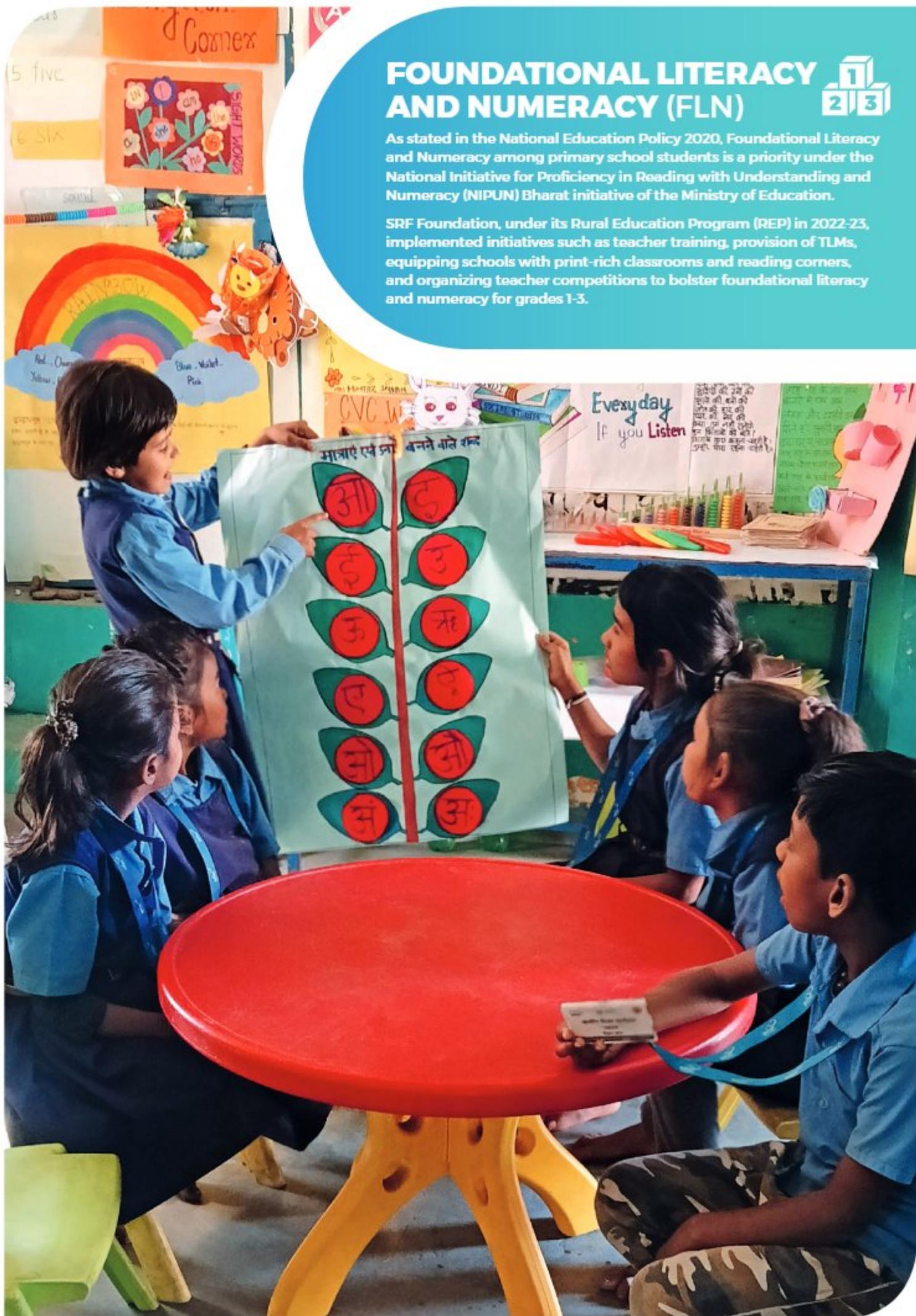
FLN Program	ADP Program
<p>REACH: Access to a high-quality learning environment created for preschoolers and primary school students enrolled in government schools, anganwadi centers</p> <ul style="list-style-type: none"> • 264 teachers trained and 11,113 students supported across 4 states - Gujarat, Haryana, Madhya Pradesh, Rajasthan • 82% teachers teach both foundational literacy and numeracy subjects • 70% teachers felt they received adequate FLN training and support through SRF Foundation 	<ul style="list-style-type: none"> • 279 anganwadis and anganwadi workers supported across 4 states • 8575 anganwadi students impacted • 65% Improvement in average attendance across 4 states in 2022-23 compared to 2021-22
<p>DEPTH: High satisfaction expressed by primary school teachers and anganwadi workers</p> <ul style="list-style-type: none"> • 99% teachers reported the curriculum and pedagogy support as excellent • 94% teachers reported teaching learning materials as effective • 95% teachers mentioned TLM workshop provided has improved their teaching skills • 88% teachers regarded digital bus initiative as effective 	<ul style="list-style-type: none"> • 132 anganwadis were upgraded through physical improvements such as painting and repair work, child-friendly furniture, darts etc • 60 training sessions conducted to build capacity of anganwadi workers in 10 key modules eg: child learning theory, language and math development, story telling, hands on activities, circle time, and importance of free play. • 8660 children's workbooks, stationery kits and teaching-learning materials distributed
<p>INCLUSION: Interventions designed to benefit disadvantaged students, teachers trained for Inclusive learning</p> <ul style="list-style-type: none"> • 49% students who benefitted through FLN were female • 97% teachers extensively incorporated strategies in their teaching methods • 66% teachers customized teaching to suit individual student learning abilities 	<ul style="list-style-type: none"> • 49% of the children enrolled in 2022-23 were girls • Early childhood care and education strengthened in rural, semi-urban regions: Bhopal, Dhar, Bhind, Bharuch, Netrang, Mewat and Bhiwadi • 100% beneficiaries belong to economically marginalised communities
<p>SUSTAINABILITY: Improved student outcomes & teacher satisfaction drive program sustainability</p> <ul style="list-style-type: none"> • 97% teachers reported improvement in students' FLN performance • 94% teachers observed a significant positive difference in their teaching skills • 62% teachers were greatly satisfied with the training, contributing to job satisfaction 	<ul style="list-style-type: none"> • Enhanced long-term capacity of 279 Anganwadi workers to provide quality pre-school education • Strengthened involvement of village panchayat and active partnership with government stakeholders (ICDS) has fostered local ownership and accountability

FOUNDATIONAL LITERACY AND NUMERACY (FLN)



As stated in the National Education Policy 2020, Foundational Literacy and Numeracy among primary school students is a priority under the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat initiative of the Ministry of Education.

SRF Foundation, under its Rural Education Program (REP) in 2022-23, implemented initiatives such as teacher training, provision of TLMs, equipping schools with print-rich classrooms and reading corners, and organizing teacher competitions to bolster foundational literacy and numeracy for grades 1-3.



Theory of Change

In India 37% of grade 3 children are unable to do basic mathematics operations and 25% struggle to read with comprehension

Many teachers teaching lower grades are not adequately trained in the most effective methods of teaching foundational literacy and numeracy

Schools lack a stimulating learning environment. Poorly maintained classrooms, lack of basic amenities like library books, clean toilets, make effective learning a challenge.

Inadequate Teaching Materials: Teachers have limited access to high-quality and culturally responsive teaching learning material in children's familiar mother language(s)

01 INPUT

Funding: Financial and logistical support from SRF Foundation in 86 schools across 4 states- Haryana, Gujarat, Madhya Pradesh and Rajasthan.

Human Resources: Teacher trainers, project officers, field officers, community mobilizers, resource managers and support staff.

Learning Materials: Reading posters, storybooks, speakers, mics, storage boxes, stationary items and other Teaching-Learning Materials (TLMs).

Monitoring and Evaluation: Regular visits by SRF Foundation to ensure smooth operation. Moreover, monitoring is also done through SRF Foundation dedicated Web & Mobile based M&E system.

Partnership with State Governments: Collaborated with education department of state government across four states to ensure alignment with FLN policies and successful program implementation.

02 ACTIVITIES

Teacher Training & Capacity Building: 15 training session conducted to train teachers on FLN teaching methodologies.

Classroom & Infrastructure Development: Established 197 reading corners and renovated over 80 classrooms renovated to print-rich environments.

NIPUN Mela: 86 schools conducted academic competitions across 4 states under NIPUN mela Program.

Digital Empowerment: Establishment of digital classrooms with smart TVs and digital bus programs.

Community & School Leadership Engagement: Formation of Swachh Vidyalaya Committees (SVCs), meetings with headmasters, and community members.

Establishment of Libraries: Set up libraries in 86 schools to enhance students' access to diverse learning resources.

03 OUTPUTS & OUTCOMES

11,113 students gained access to structured learning materials and enhanced teaching support for foundational literacy and numeracy across 86 schools in 4 states.

1,204 students active members in the Reading Clubs, promoting a culture of reading and enhancing their skills.

197 reading corners were set up in classrooms, encouraging a positive reading culture among students.

264 teachers were trained in FLN methodologies, enhancing their ability to teach FLN.

86 Swachh Vidyalaya Committees (SVCs) were activated, fostering leadership skills among students.

86 reading clubs were formed, led by students, promoting active library usage and collaborative learning among peers.

183 classrooms were made print-rich, leading to an enriched learning environment conducive to interactive and joyful learning.

1720 student members in SVC actively promote hygiene and leadership for healthier school environments.

04 IMPACT

93% of teachers have improved their teaching skills through FLN training and support.

94% teachers has increased confidence in teaching learning methods.

97% teachers are using new strategies learnt in teaching methods.

94% of teachers felt improvement in teaching methodologies with improved teaching-learning materials.

97% significant improvement in student engagement and academic performance, particularly in foundational literacy and numeracy.



IN FOCUS
FLN



Impact Highlights

SRF Foundation implements major interventions for students and teachers in government schools, transforming rural government schools into centers of educational excellence.



86

Government schools strengthened



264

Teachers supported under FLN program



11,113

Students reached



15

Training sessions conducted for teachers



197

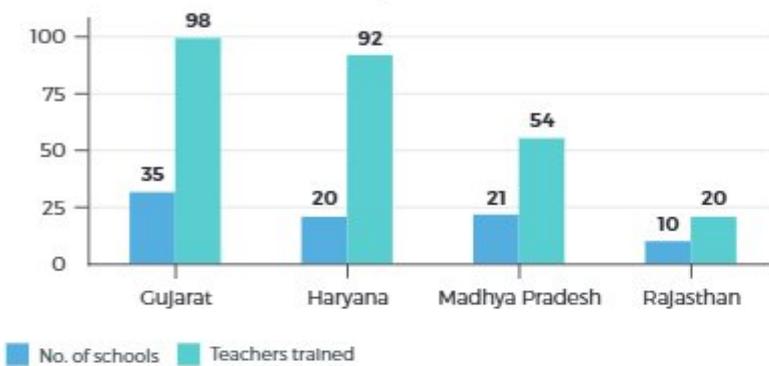
Reading corners created

1 Program Reach

The Reach section underscores the SRF Foundation's commitment to addressing a critical need: to bridge existing gaps and improve FLN learning outcomes for students. To assess

the program's reach, key factors were analyzed, including the number of students and teachers impacted, the creation of supportive learning environments within schools, and the adequacy of training and support provided to teachers.

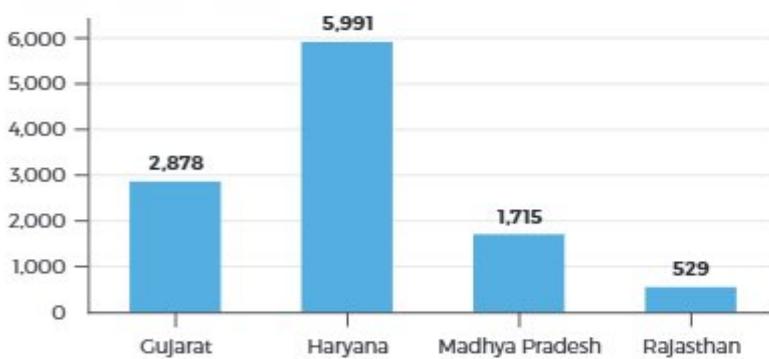
Teachers trained across schools, statewise



264 teachers equipped with new and effective teaching methodologies, strategies, and techniques

SRF Foundation's FLN intervention focussed on building capacity of teachers through training and providing essential resources. The program reached **264** teachers in **86** schools across Gujarat, Haryana, Madhya Pradesh, and Rajasthan. Gujarat led with the highest teacher engagement, training 98 teachers across 35 schools, while Haryana followed with 92 teachers in 20 schools. Madhya Pradesh and Rajasthan supported 54 and 20 teachers in 21 and 10 schools, respectively.

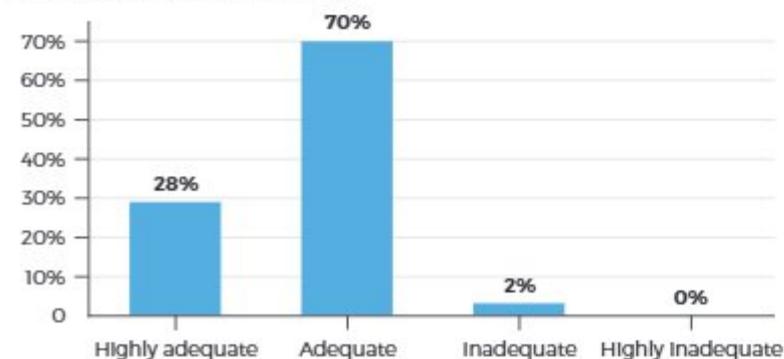
Students reached across 4 states



11,113 students gained access to a vibrant learning environment

SRF Foundation's FLN program offers students in resource constrained government schools conducive learning environments through reading corners, print rich classrooms, activity books, digital learning tools. The richness of the environment has led to **regular attendance** as well as **greater enthusiasm** among students for learning. This extensive outreach demonstrates SRF Foundation's dedication to cultivating foundational literacy and numeracy skills among diverse student populations across these regions.

Adequacy of teacher training



98% teachers' found the training adequate or highly adequate

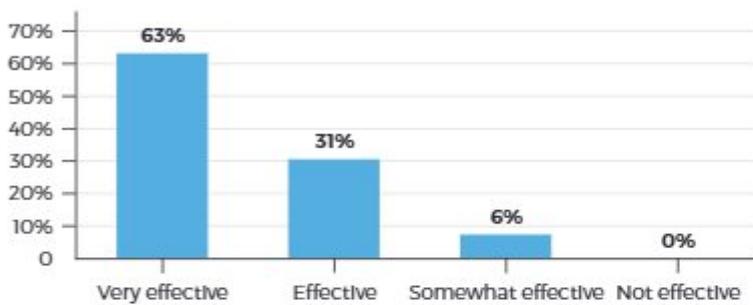
SRF Foundation's commitment to empowering teachers through training and support is reflected in the overwhelmingly positive feedback. Teachers reiterated in the depth interviews about how the training introduced innovative teaching methodologies that have empowered them to follow **student-centric, interactive classroom practices**. Only a minimal 2% found the support inadequate, showcasing the program's success in addressing the needs of teachers and enhancing their ability to engage students effectively.

2 Program Depth

The program focused on enhancing foundational literacy and numeracy (FLN) skills among students while empowering teachers with improved teaching practices and resources. It aimed to raise an engaging learning environment through

robust curriculum support, effective teaching-learning materials, and comprehensive training sessions. To evaluate its impact, a primary survey was conducted, examining areas such as teacher confidence, curriculum effectiveness, and resource utilization. This section explores the impact of the program on participants.

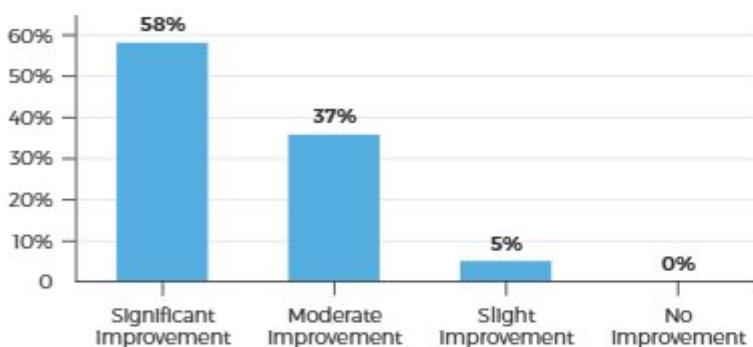
Effectiveness of Teaching Learning Materials



94% teachers found the TLMs effective or highly effective

SRF Foundation's commitment to provide high-quality teaching-learning materials is evident in the positive feedback. A significant **63%** rated the materials as very effective, and **31%** found them effective. Teachers acknowledged how the materials provided **Improved students' comprehension** of concepts by making learning more engaging and interactive. Only 6% reported the materials as somewhat effective.

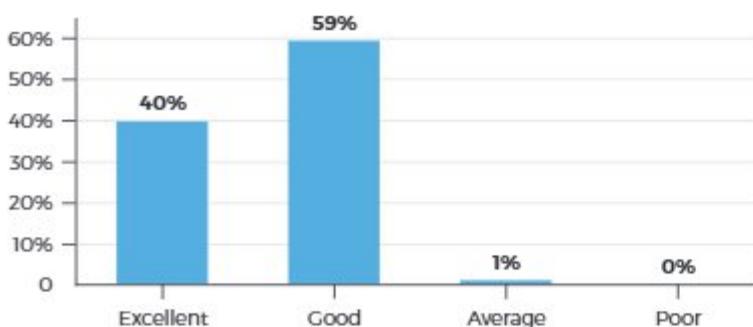
Impact of TLM workshops on teaching methods



58% teachers report significant impact of TLM workshops on their teaching methods

The TLM workshops conducted under the program have demonstrated a profound impact on teaching practices. A majority, **95%** of teachers, mentioned significant or moderate improvement in their teaching methods, with many crediting the workshops for helping them **engage students more effectively** and implement activities like setting up reading corners. This outcome underscores the effectiveness of the workshops in equipping teachers with innovative tools and methodologies, fostering an interactive and enriched learning environment for students.

Rating of curriculum and pedagogy support



Positive reception for SRF Foundation's curriculum and pedagogy support

The SRF Foundation curriculum and pedagogy support gained strong approval from teachers. An impressive **99%** deemed it as excellent and good, emphasizing the program's success in meeting teacher's needs in designing curriculum and pedagogy. Only 1% found it average, and none rated it poor, underlining the program's effectiveness in enhancing teaching and learning experiences for students.



Encouraging change in education



Nikitaben
Juna Tavra Primary school, Bharuch, Gujarat

At Juna Tavra school in Bharuch, Gujarat, SRF Foundation's FLN program transformed the learning experience. Before the intervention, the school relied on basic government-issued books and limiting teaching methods. The introduction of engaging materials and high-quality books, along with teacher training, revitalized classroom engagement. Nikitaben, the teacher, saw an increase in student excitement and focus. Parents also shared their happiness about their children's progress, stressing the lasting impact of SRF Foundation's involvement.



The training we received boosted our confidence to effectively use new teaching resources, with the SRF Foundation team guiding us on every step of the way.



Transforming schools to inspire futures



Yashoda Lodhi
Student, M.S. Chopda Kala School Bhopal, Madhya Pradesh



SRF Foundation has made a huge difference in our school, and I am really happy to see the changes. It has helped me in my studies and made me confident.



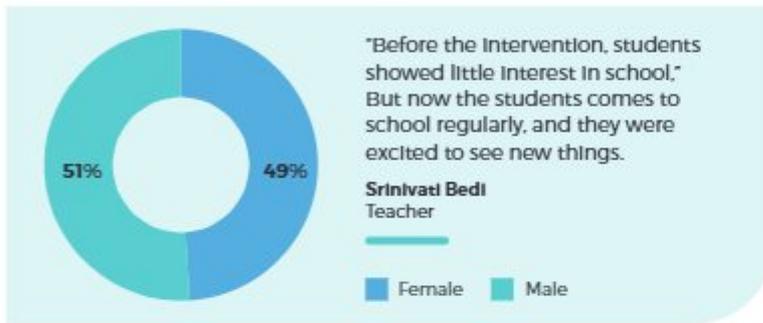
Yashoda, a 5th-grade student at M.S. Chopda Kala school in Bhopal district, Madhya Pradesh, has witnessed the transformative impact of SRF Foundation's support. Once a less-equipped school, it now boasts colorful posters, interactive learning tools, and a digital classroom. This has significantly improved Yashoda's learning experience, especially in English and Math. She actively participates in her studies, helping her friends and is aspiring to become an IPS officer. She hopes for more improvements like a girls' washroom and better facilities. She is grateful for SRF Foundation's interventions that have created a more vibrant and enjoyable school for Yashoda and her classmates.

3 Program Inclusion

Inclusion section of the impact report underscores the commitment for equitable access and adaptive teaching strategies, ensuring students of all abilities and backgrounds are supported. By emphasizing tailored teaching

approaches, and gender inclusivity, the program builds an environment where diverse groups receive equal opportunities for growth. This highlights the program's dedication to creating a holistic and inclusive educational framework.

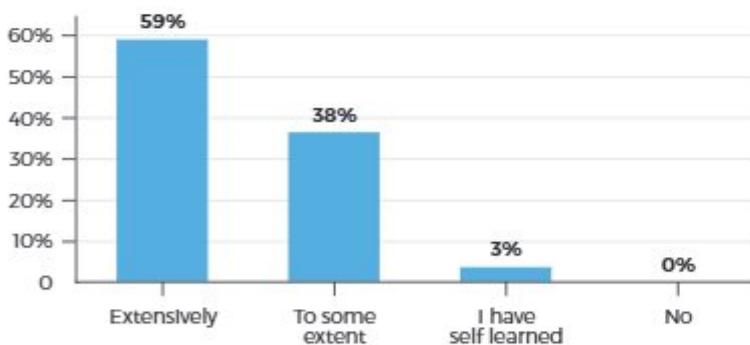
Student gender ratio



Equal access of FLN program to boys and girls

The FLN program has reached a balanced gender distribution, with **49%** of female students and **51%** of male students benefiting from the initiative. This gender parity reflects the program's inclusive approach, ensuring equal access to educational resources for both boys and girls. The balance promotes gender equality in education and fosters long-term societal change.

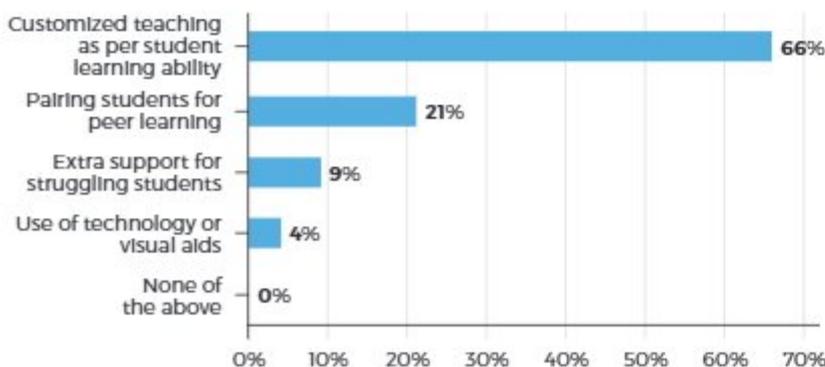
Impact of TLM workshops on teaching methods



59% teachers extensively integrate FLN strategies in day-to-day teaching

97% of teachers integrate newly learned strategies extensively or to some extent, enhancing student engagement and fostering a more inclusive learning environment. This active application has led to improved student learning outcomes across subjects. While 3% relied on self-learning, the program's comprehensive reach and effective training methods have empowered teachers to significantly enhance foundational literacy and numeracy skills among their students.

Reasons for enrollment growth



66% teachers customize teaching methods for individual student abilities

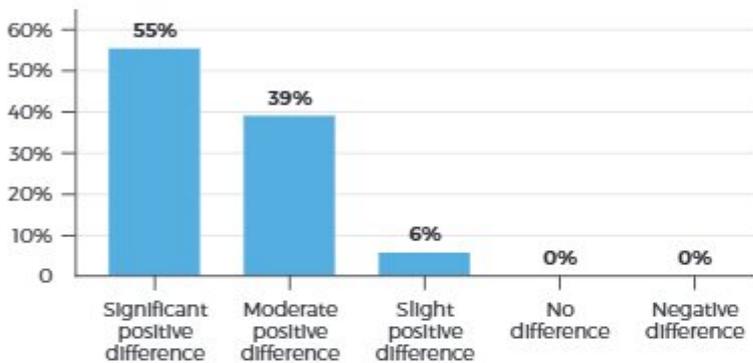
SRF Foundation focuses on inclusive classrooms, with a significant **66%** teachers customizing teaching methods for individual student abilities, 21% emphasizing peer learning, and 9% prioritizing extra support for struggling students, showcasing efforts to bridge learning gaps. Notably, no participants indicated a lack of adaptive strategies, underscoring the program's comprehensive and inclusive approach to foundational education.

4 Program Sustainability

The sustainability section of this report examines the program's ability to create lasting change. The focus on enhancing teaching skills, improving job satisfaction, and driving student progress highlights the commitment for a long-term impact.

These enduring improvements in teaching and learning not only benefit students but also contribute to the broader social and economic sustainability of the families and communities they are part of, ensuring an empowered and good future.

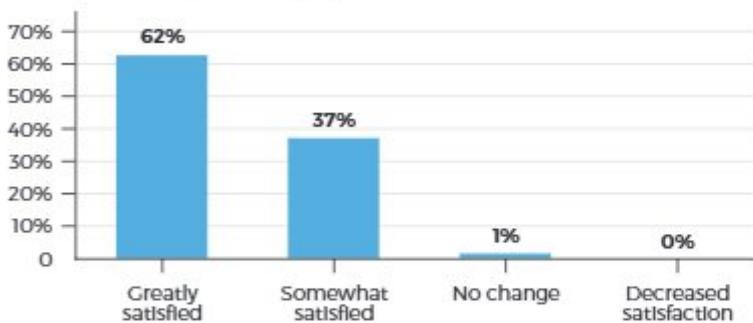
Improvement in teaching skills



58% teachers report significant improvement in teaching skills

The program has significantly enhanced teaching skills among teachers, with 94% reporting either a significant or a moderate positive difference in their teaching practices. Teachers also shared that their **confidence has increased**, resulting in students being more engaged and demonstrating improved concentration during lessons. Notably, no participants reported a lack of improvement or any negative impact, emphasizing the program's effectiveness in advancing professional growth and elevating teaching standards.

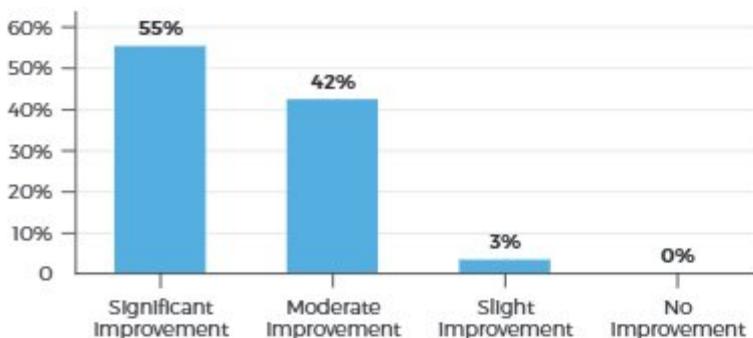
Job satisfaction post FLN program



62% teachers experienced high job satisfaction through FLN training

The SRF Foundation FLN training program had a profound impact on job satisfaction among teachers, with 99% reporting they are either greatly or somewhat satisfied as a result of the training, showcasing the program's role in positively influencing workplace morale. Only 1% reported no change in their satisfaction levels, and no participants experienced decreased satisfaction. These results point out the program's success in enhancing job fulfillment and building a sense of professional accomplishment among teachers.

Students learning outcomes post FLN program



55% teachers report significant improvement in learning outcomes

The FLN intervention has led to noticeable improvements in student outcomes, with 97% of teachers reporting improvement in their students' performance. Only 3% noted slight improvements, reflecting a smaller impact. Teachers observed that students have gained proficiency in reading and numeracy, with improved learning levels across subjects, highlighting the program's success in strengthening foundational literacy and numeracy.

VOICES
OF
IMPACT

Promoting education through innovation

**Sameena Yadav**

Headmaster, Rajkiya Uchch Prathmik Vidyalaya
Shahpur, Bhiwadi, Rajasthan

“

With SRF Foundation's support, our students are more engaged, and their learning outcomes have greatly improved. I'm proud to see students excel and achieve remarkable milestones.

”

Sameena Yadav, a dedicated teacher and headmaster at the SRF Foundation supported school in Shahpur village in Bhiwadi, Rajasthan, has witnessed remarkable growth in her teaching journey since 2009. Before SRF Foundation's involvement, the school faced significant challenges, from poor infrastructure to limited resources. However, with SRF Foundation's support, the school saw improvements such as upgraded facilities, digital tools, and the introduction of Activity-Based Learning (ABL). Students, like Gudia, now excel in literacy and numeracy, achieving remarkable milestones. Sameena's transformation reflects the power of SRF Foundation's intervention, which has not only changed her teaching approach but also shaped her students' brighter futures.

VOICES
OF
IMPACT

Building blocks of success with collaborative effort

**Deepika Jata**

SVC Committee head, M.S. Chopda Kala School
Bhopal, Madhya Pradesh

M.S. Chopda Kala school in Bhopal district, Madhya Pradesh once struggled with hygiene, but the formation of the Swachh Vidyalaya Committee (SVC) with SRF Foundation's support has changed the narrative. The SVC launched cleanliness drives, and health initiatives, cultivating a sense of ownership among students. This empowerment has transformed the school into a cleaner, more engaged, and positive learning environment. Students are now more confident and active, with motive to clean school everyday. Continued SRF Foundation support has elevated the SVC's impact, ensuring sustained growth and brighter futures for all.

“

The SVC has transformed our school into a clean and vibrant learning environment. It has empowered our students to take ownership of their space and become responsible citizens.

”



ANGANWADI DEVELOPMENT PROGRAM (ADP)

Anganwadi centers (AWCs) under India's Integrated Child Development Services (ICDS) program offer basic healthcare, early education, and child development services.

The NEP 2020 recommends child-friendly infrastructure, anganwadi worker training, integration with primary schools, and an activity-based curriculum.

SRF Foundation's Anganwadi Development Program strengthens existing centers through infrastructure, academic, and leadership interventions.



Theory of Change

Anganwadi centers lack basic amenities like furniture, sanitation, drinking water, or separate toilets

Shortage of educational materials, toys, books, and other resources needed for early childhood education

Excess government responsibilities has lead to decreased motivation among Anganwadi workers

Lack of awareness among community members leading to poor attendance in Anganwadi programs

01 INPUT

Funding: Financial and logistical support from SRF Foundation in 279 Anganwadi centres across 4 states- Haryana, Gujarat, Madhya Pradesh and Rajasthan.

Human Resources: Training facilitators, project officers, field staff, resource managers and support staff.

Learning Materials: Workbooks, reading posters, storybooks, ADP manuals, toys and other Teaching-Learning Materials (TLMs).

Assessment visits: Regular assessments a visits by SRF Foundation to monitor the progress and implementation of program activities.

Partnership with ICDS department: Collaborated with ICDS officials across four states to ensure alignment with policies and successful program implementation.

02 ACTIVITIES

Training for Anganwadi Workers (AWWs): 40 training sessions conducted in total to benefit 279 AWWs on 10 key modules.

Infrastructure Development: Renovation of 132 Anganwadi Welfare Centres (AWCs) (roof repairs, waterproofing, whitewashing, and physical upgrades) and distribution of 300 new pieces of furniture.

Local Government Engagement: Meetings with government officials, celebrations of key days (e.g., Poshan Maah Abhiyan), and collaboration with local stakeholders (sarpanches, DPOs, CDPOs).

Educational resources: 279 ADP manuals, 8660 workbook, 33 storybooks, flashcards etc were distributed to children across Anganwadi Centers (AWCs) under the Anganwadi Development Program (ADP).

Community Meetings: Interactions with community members to raise awareness about Anganwadi services and their importance.

03 OUTPUTS & OUTCOMES

The increase in attendance rate in AWC's from 2021-22 to 2022-23 across 4 states are:

- Rajasthan: 15% to 80%
- Gujarat: 60% to 80%
- Haryana: 60% to 70%
- Madhya Pradesh: 49% to 78%

Improved development among 8575 children with enhanced learning materials, improved infrastructure and engaging educational activities.

The addition of 300 new furniture pieces and infrastructural upgrades in 132 model AWCs created a stimulating and supportive environment for children's learning and development.

The training of 279 AWW's on 10 key modules enhanced their ability to effectively manage educational and administrative tasks.

Greater community involvement has resulted in increased engagement and support from local stakeholders, the enhancing the effectiveness of Anganwadi services.

04 IMPACT

Holistic child development in 8575 children across 279 Anganwadi Centers

65% Increase in average attendance across 4 states in 2022- 23

279 AWWs gained confidence, in teaching, administration, and child care.

Sustainability through local government support with joint visits of SRF Foundation team, Sarpanch and ICDS government officials.



Impact Highlights

SRF Foundation works to implement 3 major interventions in the anganwadis that it supports - physical infrastructure, academic support and leadership development.



279

Anganwadi centers covered



8575

Children supported



279

Anganwadi workers supported



65%

*Improvement in average attendance rate



8660

Workbooks, activity books, TLMs, toys, storybooks etc. provided



279

Anganwadi centers were physically upgraded

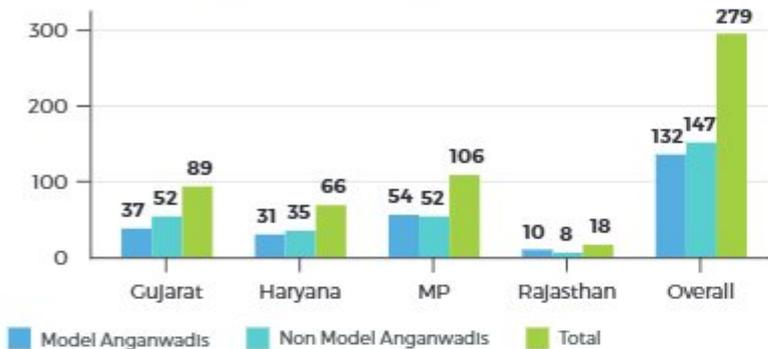
*Improvement in average attendance rate refers to the percentage change in average attendance across all locations in 2022-23 compared to the previous year, 2021-22.

1 Program Reach

Anganwadis adopted by SRF Foundation under its Anganwadi Development Program undergo physical and academic transformation. **Anganwadis that undergo both physical as well as academic**

transformation are called model-anganwadis. Non-model anganwadis are supported with academic interventions. Here is a look at SRF Foundation's reach across 4 states - Haryana, Gujarat, Madhya Pradesh and Rajasthan.

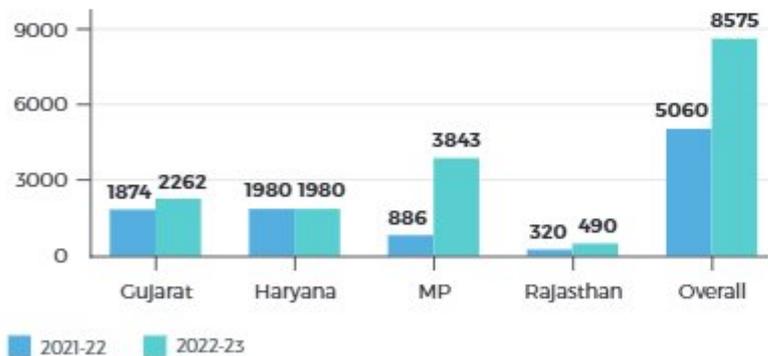
Model and non-model angwadis supported



279 anganwadis and anganwadi workers received benefits of ADP in 2022-23

A total of **279** anganwadis and anganwadi workers were supported under SRF Foundation's Anganwadi Development Program across **4** states in the year 2022-23. Out of 279, **132** were model anganwadis, **147** were non-model anganwadis. During field visits, it was seen how government Anganwadi Centers evolved into Model Anganwadis with improved infrastructure, creating an enhanced learning environment for children.

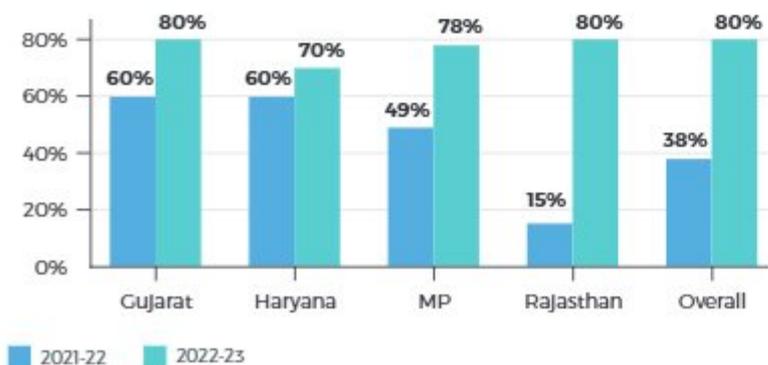
8575 children benefitted across 4 states



8575 children benefitted across 4 states

Compared to the previous year, there has been a **69%** increase in the number of students reached under the ADP program in 2022-23. This growth is primarily driven by increased coverage of anganwadis in Madhya Pradesh. Anganwadi Workers mentioned that parents are better motivated to send their children to the AWCs, encouraged by the noticeable improvements in infrastructure and the quality of care and education provided, resulting in increased participation and improved enrollment rates.

Student attendance compared to previous year



65% improvement in average attendance in anganwadis compared to previous year

Of the 4 states, anganwadis supported in MP and Rajasthan have seen maximum improvement in attendance rate where the number of children attending anganwadis regularly has by more than 3x. This indicates that by bringing about critical improvements, parents can be motivated to send their children to anganwadis, thereby setting a solid foundation for early childhood education. Attendance of children has also improved by **33%** in Gujarat and 16% in Mewat, Haryana.

2 Program Depth

Model Anganwadis have undergone a significant physical transformation. This includes essential repairs, the creation of vibrant and stimulating classrooms, and the incorporation of attractive Building as Learning Aid (BaLA) paintings. The learning environment has been further enhanced with the introduction of ergonomically designed furniture, such as captivating moon-shaped tables, chairs, and green boards.

Both model and non-model Anganwadis gained from academic transformation. This involved developing a comprehensive preschool curriculum, training Anganwadi Workers (AWWs), and providing essential resources like manuals, workbooks, and Teaching-Learning Materials (TLMs). Leveraging expertise in early childhood development, the curriculum and training sessions are designed to address the holistic needs of young children during their formative years.

132 model anganwadis transformed into inspirational learning spaces leading to improved enrollment, attendance and positive learning environment

Anganwadis previously lacked basic amenities such as proper sanitation facilities, clean drinking water, and adequate space, making

them uninviting for children. However, through SRF Foundation's intervention, walls are brightly coloured with paintings, child-friendly furniture has been introduced, and activity-based resources like colorful workbooks and toys, have been provided. The improved physical infrastructure, along with the addition of play equipment, has made the centers vibrant, and child-friendly, significantly enhancing children's participation and learning experiences.

279 AWWs provided with opportunities for professional growth and development, boosting their self-esteem and confidence

Anganwadi workers shared that the training gave them a new outlook on teaching children, equipping them with innovative strategies like circle time, storytelling, songs, and games, making learning enjoyable and engaging for children. Previously limited to old teaching methods, AWWs now feel confident in their ability to manage children and implement new strategies. They have gained valuable knowledge which has empowered them to implement a more interactive learning environment.

Academic interventions are leading to improvement in the quality of early childhood education, laying a strong foundation for children's future learning and development.

SRF Foundation's efforts have made a significant impact through the provision of a pre-school curriculum aligned with government requirements, as outlined in New Education Policy 2020. AWWs mentioned that the training modules have greatly helped them gain knowledge and understand new concepts effectively. With the introduction of activity-based workbooks, AWWs reported an increase in their ability to facilitate engaging learning sessions. These workbooks has ensuring that children receive a well-rounded education focusing on cognitive, social, emotional, and physical growth.



VOICES
OF
IMPACTEngaging preschoolers
to build skills

Alpaben
Paguthan anganwadi, Bharuch, Gujarat

Before 2022, Alpaben's Paguthan anganwadi in Bharuch district, Gujarat struggled with limited resources and delays in supplies. This led to active participation in activities like drawing and crafts, improving children's engagement and confidence. Parents reported that once-shy children now eagerly share their learning at home. Alpaben feels immense pride and gratitude for SRF Foundation's impactful intervention. Having worked at the Anganwadi for 20 years, she had seen and experienced many challenges due to limited resources and delays in government support. However, despite her long experience, the training provided by SRF Foundation introduced her to new approaches and ideas that were previously out of reach.

“

Earlier, children didn't know how to hold a pencil, but now, through fun activities with colors and crafts, their fine motor skills are developing.

”

VOICES
OF
IMPACTNurturing young minds
and building future

Sushma Patitak
Supervisor ICDS, Bhopal, Madhya Pradesh

“

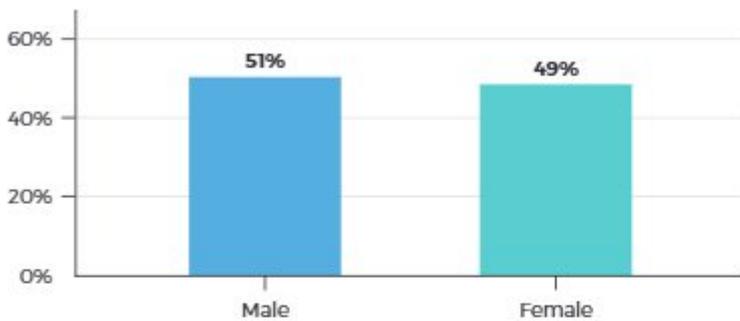
The children are actively engaged in activities and confidently applying their learning at home, demonstrating improved hygiene, social manners, and basic etiquettes.

”

Sushma Patitak, an ICDS supervisor since 2015, oversees 24 Anganwadi Centers in Nipaniya Jat and Raipur villages in Bhopal district, Madhya Pradesh, wherein SRF Foundation supports 2 Anganwadi Centers. The centers, have undergone a transformation, with colorful infrastructure, quality furniture, and toys creating a more engaging learning environment. This has led to increased child interest, participation, and enrollment. Sushma praises SRF Foundation hands-on approach and activity-based learning, which inspires Anganwadi workers and children to practice hygiene, manners, and etiquette at home. Sushma strongly advocates for the continuation of SRF Foundation's support to sustain these positive changes.

Program Inclusion & Program Sustainability

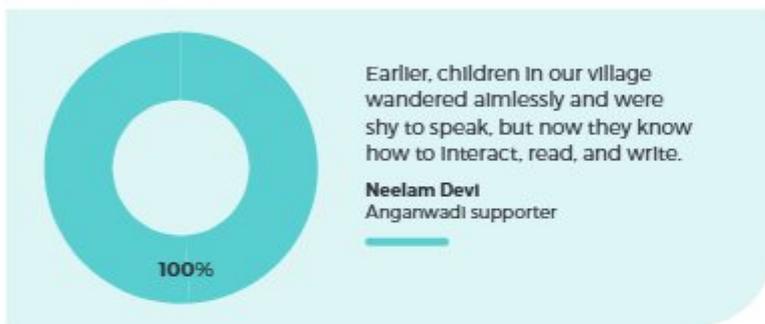
Student gender ratio



49% of children enrolled in 2022-23 were girls

A total of **4,240** female children were enrolled in Anganwadi centers in the year 2022-2023 out of **8,575**, under SRF Foundation's Anganwadi Development Program across 4 states. This indicates an inclusive approach, ensuring that both male and female children have equal access to the benefits of the program.

Economic Inclusion



100% beneficiaries were from economically marginalised, rural communities

The Anganwadi centers were located in rural regions. The program's reach, covering 100% of its beneficiaries, demonstrates a targeted and effective approach to supporting vulnerable populations, ensuring that children from these backgrounds have access to quality early childhood education.



Model for sustainable anganwadi development

By strengthening partnerships with village panchayats and actively engaging government stakeholders like ICDS, the SRF Foundation has not only improved Anganwadi centers but also established a model for sustainable community development in early childhood education. The collaborative approach has empowered local communities to take ownership of their children's education, ensuring long-term impact and inspiring replicable models for government agencies across the country.



Changing habits and building future



Bhima
Parent, Nipaniya Jat anganwadi center Bhopal,
Madhya Pradesh



Our Anganwadi program is very good and helps us prepare our children for a brighter future.



Bhima Agarwal, a devoted mother from Nipaniya Jat in Bhopal district, Madhya Pradesh, supports her farmer husband while raising three children, including little Srishti, who attends the local Anganwadi center. Bhima praises the Anganwadi teacher's dedication, saying, "She teaches the children well and ensures they are cared for."

The Anganwadi has transformed Srishti's daily routine, teaching her essential skills like handwashing, hygiene, and creative expression through drawing. Bhima appreciates the nutritious meals and the center's warm, welcoming environment. Bhima beams, appreciating the program's role in nurturing her children's future.



Enabling positive change through early education



Neelam Devi
Parent and Anganwadi helper, Bhiwadi,
Rajasthan



Earlier, children in the village didn't know how to speak clearly or interact confidently, but now, after attending Anganwadi, they've started to learn, play, and even teach their friends about the importance of coming here.





Sustainable Development Goals

4



QUALITY EDUCATION

The programs focuses on enhancing learning, improving teaching methodologies, and providing resources like physical upgradations, furnitures, digital tools and learning materials, ensuring inclusive and quality education for all children.

5



GENDER EQUALITY

The programs promotes gender equality by supporting female teachers and encouraging equal access to education for both boys and girls.

10



REDUCED INEQUALITIES

By improving access to better education and facilities in rural and underserved communities, the program helps reduce inequalities in education for children.

List of Abbreviations

Abbreviations	Definitions
FLN	Foundational Literacy and Numeracy
ADP	Anganwadi Development Program
REP	Rural Education Program
ICDS	Integrated Child Development Services
AWC	Anganwadi Centers
BaLa	Building as Learning Aid
AWW	Anganwadi worker
TLM	Teaching learning materials
NIPUN Mission	National Initiative for Proficiency in Reading with Understanding and Numeracy
Model Anganwadi	Anganwadis that undergo both physical as well as academic transformation are called model anganwadis
Non-Model Anganwadi	Anganwadis that are supported with academic interventions are called non-model anganwadis
SVC	Swachh Vidyalaya Committees
ABL	Activity-Based Learning



Acknowledgements

We express our sincere gratitude to Robin Raju, Nisha Juneja, Akram Siddiqui, and project officers of each state at the SRF Foundation for their relentless efforts in driving these impactful initiatives. Special thanks to our partners, donors, and stakeholders, whose support has been crucial in reaching and empowering thousands of individuals.

We are deeply appreciative of the participants and communities who have engaged with these programs, sharing their experiences and contributing to the success of our efforts.

Finally, we thank Jyoti Chadha, Lino Sara Jose, Sanjam Sehgal and Yashika Narang from Aspire Impact for their invaluable contribution to the research, analysis, and preparation of this report.





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**JANUARY
2025**



IMPACT REPORT SRF VIDYALAYA GURUGRAM



Table of Contents

Prologue 3

Note from Aspire Impact 4

Background 5
Theory of Change

Bridging the Gap 7
Impact Areas

Towards a better future 17

Acknowledgements 18



Prologue

As the director of SRF Foundation, I have personally seen the power of education. Founded with the vision of creating accessible and affordable educational opportunities, SRF Foundation has been instrumental in providing quality education to underserved communities.

SRF Vidyalaya, Gurugram one of our key projects, has been a source of hope for many students from underserved communities. An English medium co-educational school, SRF Vidyalaya, Gurugram imparts value-based, quality education to children belonging to underprivileged or low-income groups to reduce the burden of expensive school fees on the parents. Founded during the COVID-19 pandemic, the school has quickly grown into a thriving campus that fosters academic and personal development.

In this impact assessment report, we will discuss the progress of SRF Vidyalaya, Gurugram, including its accomplishments, challenges, and its positive influence on students' lives.

I believe this report will demonstrate the resilience and determination of our school community. It will also provide valuable information for future initiatives as we aim to reach more young people and make a greater impact.

Dr Y Suresh Reddy
Director
SRF Foundation

Note from Aspire Impact

Aspire Impact Mission Initiatives Pvt Ltd has been commissioned by the SRF Foundation to conduct an independent assessment of the SRF Vidyalaya Gurugram's non-financial impact performance.

Assessment Parameters

Our assessment was based on data provided by the SRF Foundation team and information gathered during our team's visit to the SRF Vidyalaya Gurugram campus. We interviewed the principal, three teachers, four students and conducted a comprehensive review of the school grounds. The assessment process was smooth and without major obstacles.

Management Responsibility

The management of the SRF Foundation is responsible for the integrity of the data shared with us during the assessment. While our responsibility is to the Management, this report represents our independent opinion and is intended to inform the outcome of our analysis to the stakeholders of the SRF Foundation.

For Aspire Impact Mission Initiatives

Jyoti Chadha

Senior Director - Comprehensive Impact Assessments



Background

SRF Vidyalaya, Gurugram, was established in 2020 by the SRF Foundation for underserved children at an affordable cost with the vision of drawing from the best practices of SRF Group's Shri Ram School. The school aims to bridge the educational divide by offering a holistic, value-based education to students from economically disadvantaged backgrounds, with a focus on intellectual, emotional, and social growth.

Situated in Sector 40, Gurugram, the school is an English-medium, co-educational institution following the CBSE curriculum. The school started with 35 students in Nursery to Standard III and has since expanded to accommodate 338 students from Nursery to Standard VI by the academic year 2024-25. The majority of students enrolled are from low-income households residing within a 5-kilometer radius of the school. By providing a **low-cost, high-quality** education model, SRF Vidyalaya seeks to offer world-class education without compromising on quality, while easing the financial burden on families.

The impact assessment for 2022-23 focuses on evaluating how the expanded infrastructure and educational resources have contributed to improving students' learning experiences and outcomes.



Theory of Change

<p>Limited Access to Quality Education: Children from low-income families struggle to access quality education in key subjects.</p>	<p>Lack of Holistic Development: Schools focus on academics, neglecting extracurricular activities and life skills.</p>	<p>Gaps in Foundational Learning: Irregular attendance and under-resourced schools lead to weak literacy and numeracy skills.</p>	<p>Low Parental Support: Many parents are unable to support their children's learning due to lack of education or resources.</p>
<p>Inputs</p>	<p>Activities</p>	<p>Outputs & Outcomes</p>	<p>Impact</p>
<p>Ground Floor: Classrooms, activity room, 2 classrooms with computers & projectors</p> <p>First Floor: 4 classrooms, library, smart classroom, computer lab (20 computers).</p> <p>Second Floor: 7 rooms. Ramp access to upper floors.</p> <p>Balanced curriculum covering academics, sports, arts, and life skills</p> <p>Regular workshops for 100+ parents to enhance parental engagement</p> <p>Ongoing teacher training and development programs for continuous improvement</p>	<p>Delivering a comprehensive curriculum for 300+ students from grades 1 to 6, covering academics and extracurricular activities</p> <p>Implementing foundational literacy and numeracy programs for students in grades 1-5</p> <p>Organizing quarterly parent-teacher interactions and monthly workshops to engage parents</p> <p>Encouraging student participation in 10+ extracurricular activities, including sports, music, and drama</p>	<p>Enrollment increased by nearly 10x since the inception</p> <p>The average attendance rate across all grades has increased by 2.5% points, from 75.5% in 2022-23 to 78% in 2023-24.</p> <p>Improved attendance and increased enrollment have led to a positive school environment</p> <p>10+ teachers, facilitators trained to provide enhanced learning experiences, psychosocial support for students</p>	<p>300+ students from marginalized communities are being given the opportunity to become responsible, well-rounded individuals with the skills and ambition to succeed in higher education and future careers.</p> <p>The school's success promotes community upliftment, with rising educational standards and aspirations in the surrounding area,</p>



**BRIDGING
THE GAP**



Championing Equal Opportunities for All



"At SRF Vidyalaya, we don't just teach children; we empower them to build brighter futures, one lesson at a time."

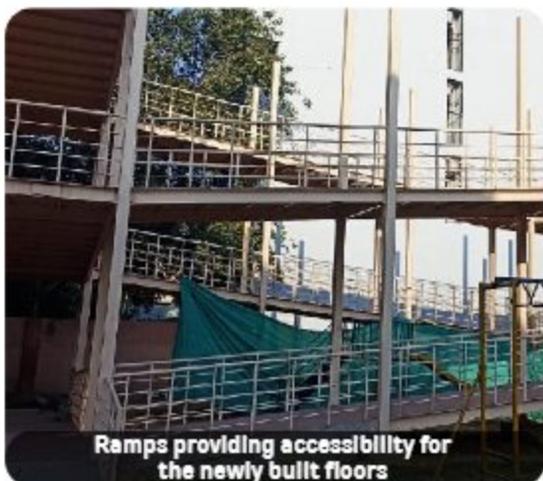
As the newly appointed Principal of SRF Vidyalaya, Gurugram, I've been deeply impressed by the school's commitment to providing quality education to underprivileged children. In just the past few months, I've witnessed the positive impact of our programs on our students.

Our school's infrastructure is a far cry from the under-resourced schools many of our students come from. Our classrooms are bright and airy, our computer labs are state-of-the-art, and our library is stocked with a wide variety of books. This environment has a positive influence on our students' learning experience.

We've also built in a strong sense of community at SRF Vidyalaya. Parents are actively involved in their children's education, and we've built partnerships with local businesses and organizations. These relationships have provided us with valuable resources and support.

Looking ahead, I'm excited about the future of our school. I'm eager to continue building upon the strong foundation that has been laid by my predecessors. We have plans to expand our facilities, enhance our curriculum, and provide even more opportunities for our students. My ultimate goal is for SRF Vidyalaya to be a beacon of hope, a place where underprivileged children can reach their full potential and build brighter futures."
-Monika Popli Principal

Revitalized School Campus



Upgraded Facilities



Elevating education with smart board and projectors



Inspiring exploration in a fully furnished library.



22 computers enabling collaborative learning.

The school's commitment to providing quality education is evident in these recent additions. The new facilities are designed to inspire and empower students.

IMPACT AREA - I

State-of-the-Art Infrastructure

SRF Vidyalaya, Gurugram's newly constructed first and second floor has greatly improved its learning environment. It now features spacious classrooms, a well-equipped science lab, an art room, and a computer lab with 22 computers. across these floors. These additions not only increase student capacity but also offer **specialized spaces for focused learning**. Each floor is equipped with convenient pantries, providing easy access to refreshments for both students and staff. The kitchen garden encourages sustainability and offers students practical, **hands-on learning experiences**. Additionally, proper desks and chairs have been provided in all classrooms, ensuring both comfort and an **optimal learning environment**.

This expansion benefits student-teacher ratios and enables focused learning activities, positioning SRF Vidyalaya as a modern, well-rounded facility for academic and creative excellence.



7

projectors
enhance
understanding

22

computers
for digital
learning

2

smartboards for
interactive
learning

14

new classrooms
spanning two
floors

“The environment at SRF Vidyalaya is disciplined, with well-maintained facilities like labs and classrooms. This positive atmosphere sets the stage for my academic growth.” – Aditya, Class 6, SRF Vidyalaya



Echoes of Impact

"My school encourages me to learn, play, and explore"

10 year old Hemant Thapa's favorite subject is Mathematics. He loves learning at SRF Vidyalaya and feels encouraged to ask questions to deepen his understanding of concepts, thanks to his teachers' innovative teaching methods.

Hemant enjoys the large playground and his most memorable moments from school are that of playing games like hide & seek, kabaddi with his friends. His love for sports extends to cricket and he dreams of becoming a cricketer one day. As part of his science lessons at school, he learned about plants through hands-on experience in the school's kitchen garden. Learning how plants grow and how to care for them has sparked a passion for gardening that he continues at home.

Hemant's journey at SRF Vidyalaya has been one of holistic development. The diverse opportunities he is exposed to are shaping his future.



"My dream is to become a doctor and make my parents proud"



Despite her modest background, Aditi Thapa, a 13-year-old sixth-grader has found a nurturing environment at SRF Vidyalaya, allowing her to discover her full potential.

Innovative teaching methods, such as games and team-based quizzes, have helped Aditi grasp subjects more effectively, making learning both enjoyable and impactful. Her confidence in her favorite subject, English, has grown tremendously. Beyond academics, SRF Vidyalaya's focus on holistic development has opened doors to a wide range of extracurricular opportunities. Playing kho-kho and badminton, exploring arts, crafts, and drama have not only enabled her to discover new interests, but also build her self-confidence.

Aditi's father, a driver, and her mother, a homemaker, encourage her goal of becoming a doctor. With SRF Vidyalaya's nurturing environment, encouraging principal, dedicated teachers, and quality resources, Aditi feels empowered to pursue her aspirations.

IMPACT AREA - II

Advancing Academic Achievement

SRF Vidyalaya, Gurugram is committed to academic excellence, offering a strong curriculum and serving over 145 students across various grade levels. The school has implemented smart classrooms to enhance learning, making education more **interactive and technology-driven**. Additionally, SRF Vidyalaya prioritizes teacher development through regular workshops and training, ensuring that educators have the skills to support student success.

To ensure no student is left behind, the school has introduced remedial classes, providing additional support to students who may need it. This initiative has directly benefited students with a **notable improvement in their academic performance**. By blending innovation with personalized support, SRF Vidyalaya continues to bridge the academic gap and offer a **comprehensive and inclusive** educational experience for all its students.



75%

average attendance
in 22-23

10x

increase in the
enrollment

100+

students improved
academically

10

teachers empowered
through training

“The school’s facilities like the library, science lab, and the use of smart boards have made learning exciting for me. I enjoy subjects like English, Maths, and Science because of the interactive and practical approach our teachers use.” – Simran Gautam, Class 6, SRF Vidyalaya

Echoes of Impact

Nurturing Young Minds

Neha Johari, a dedicated UKG teacher at SRF Vidyalaya, enjoys shaping young minds through play-based learning, arts & crafts, and personalized attention. Her positive approach fosters an environment of respect and confidence, where children feel safe to express themselves. By involving parents and inspiring colleagues, Neha creates a ripple effect that enhances the entire school community. Her commitment helps students develop essential life skills, setting them on a path to a bright future.



New Approach To Learning

Since joining SRF Vidyalaya in March 2023, Shelja, a science and mathematics teacher, has revolutionized learning for grades 4 to 6 through visual aids and hands-on experiences. Approximately 75% of students now grasp complex concepts faster, engaging deeply in lessons. Her efforts extend beyond academics, empowering students to apply knowledge practically. Shelja's approach, combined with parental support, empowers ambitious futures, inspiring students to pursue dreams like becoming doctors, engineers.

IMPACT AREA - III

Encouraging Well Rounded Learners

SRF Vidyalaya, Gurugram dedicated to providing a well-rounded education, goes beyond academics to offer a variety of **extracurricular activities like sports, music and art**. The school has recently expanded its offerings, including Independence Day celebrations and tree planting initiatives. These activities build **creativity, teamwork, and practical skills**.

The school acknowledges that academic success isn't the only measure of a student's potential. The school encourages the students to excel in areas outside of traditional academics, demonstrating its **commitment to nurturing diverse talents**.

The school is also actively working to improve the physical education facilities and is seeking a dedicated physical education teacher to enhance the sports program.



Extracurriculars support holistic development



Sports facilities aim to build fitness, discipline



Emphasis on life skills such as self-confidence, creativity, team-work

“I loved performing in the Gandhi play. It taught me about his life and made me confident to act in front of others.” – Aditi, Class 6, SRF Vidyalaya

IMPACT AREA - IV

Nurturing Inclusive Growth

SRF Vidyalaya **values strong relationship** with parents and the community. It builds open communication and collaboration, leading to positive word-of-mouth and increased student admissions. It is especially **committed to supporting first-generation students from underprivileged families**, providing them with the necessary resources and guidance.

By empowering first-generation students, SRF Vidyalaya not only improves their individual futures but also has a **positive impact on their families**. Students who gain skills and confidence can become role models, helping their parents and siblings to overcome challenges and achieve their own goals. The Vidyalaya's commitment to diversity ensures that all students feel valued and supported, creating a welcoming and **inclusive learning environment**.



42%

female students

3

parent-teacher interactions in the year

100%

students belong to lower-socio economic backgrounds

“The teachers encourage us to always tell the truth and help us solve our doubts. I feel supported by both; my teachers and my classmates, and that sense of community helps me grow.” — Simran, Class 6, SRF Vidyalaya



TOWARDS A BETTER FUTURE

As SRF Vidyalaya continues to evolve and create impact in Gurugram, it is essential to build upon the strong foundation already laid. To further enhance the quality of education and overall student experience, several key areas have been identified for future growth.



Enhancing digital access and integrating tech skills will prepare students for the future.



Offering a wider range of extracurricular activities and workshops, can help students discover their passions, develop new skills, and build confidence,



Regular teacher training enhances teaching effectiveness.



With growing student enrollment, continued expansion of facilities is vital. This could include additional labs, enhanced sports facilities, and dedicated spaces for extracurricular activities.

Increasing collaboration with local communities and stakeholders can enrich the learning experience. Programs such as mentorship by professionals and community-led projects can provide real-world exposure and learning for students.

"Our primary goal moving forward is to elevate the academic standards of our school. We're committed to making our curriculum more relevant and engaging by implementing higher-quality assignments and assessments."

- Monika Popli, Principal

Acknowledgements

We extend our heartfelt gratitude to the teachers, students, and faculty members of SRF Vidyalaya, Gurugram, for their participation in the impact assessment. Special thanks to Ms. Monika Popli, Principal of SRF Vidyalaya, for her collaboration and insights, which were invaluable in evaluating the school's impact and identifying areas for continued growth and improvement.

We also deeply appreciate the support of Aspire Impact Mission Initiatives Pvt Ltd – Jyoti Chadha, Sr. Director of Assurance, for her leadership throughout the process. Special thanks to Ravi Kumar, Sanjam Sehgal and K Rajarajeswari for their efforts in preparing this comprehensive report.



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**JANUARY
2025**



IMPACT ASSESSMENT REPORT SRF VIDYALAYA MANALI, TN



Table of Contents

Prologue	3
----------	---

Note from Aspire Impact	4
-------------------------	---

Background	5
Theory of Change	

Bridging the Gap	7
Principal Note	
Impact Areas	

Challenges & Recommendations	18
---------------------------------	----

Acknowledgements	20
------------------	----



Prologue

SRF Vidyalaya, Manali (Chennai, Tamil Nadu) a school established in 1991 through the vision of the late Bharat Ram and supported by SRF Limited's corporate social responsibility efforts, has helped build a vibrant learning environment. SRF Vidyalaya was originally managed by the SRF Charitable Trust (Madras), established by SRF Limited. However, for effective school management the decision was made to outsource the administration of the school. The Vivekananda Educational Trust (VET) was brought in to assume responsibility for the educational operations of SRF Vidyalaya.

VET's role was to leverage its expertise in educational management to ensure the continued growth and success of the institution. This report focuses on the transformative impact of the school's 1.69-acre sports ground which was bought and handed over to VET in 2022-23 as a proof of SRF's continued commitment to holistic student development.

The journey began with a vision to provide a dedicated space for physical activity beyond the limitations of the existing classrooms. However, the initial landscape presented a challenge - a shallow pond overgrown with vegetation. Through sheer determination and collaboration, the school administration, led by the Vivekananda Educational Trust (VET), embarked on a project to transform the area.

Despite the limitations, the school leveraged its existing resources and the dedication of its staff to maximize the ground's potential. The transformed space became a venue for intra-school and inter-school competitions, attracting participation from over 2500 students from various schools.

By highlighting the multifaceted benefits and impact this report aims to inspire continued investment in sports infrastructure and programs, ensuring that future generations of students at SRF Vidyalaya have the opportunity to thrive.

Dr Y Suresh Reddy
Director
SRF Foundation

Note from Aspire Impact

Aspire Impact Mission Initiatives Pvt Ltd has been commissioned by the SRF Foundation to conduct an independent assessment of the SRF Vidyalaya Manali's (Chennai, Tamil Nadu) impact performance.

Assessment Parameters

Our assessment was based on data provided by the SRF Foundation team and information gathered during our team's visit to the SRF Vidyalaya Manali campus. We interviewed the principal, two teachers, four students, Vivekananda Educational Trust (VET) secretary, one team member from the administrative department and conducted a comprehensive review of the school sports ground. The assessment process was smooth and without major obstacles.

Management Responsibility

The management of the SRF Foundation is responsible for the integrity of the data shared with us during the assessment. While our responsibility is to the Management, this report represents our independent opinion and is intended to inform the outcome of our analysis to the stakeholders of the SRF Foundation.

For Aspire Impact Mission Initiatives

Jyoti Chadha

Senior Director – Comprehensive Impact Assessments



Background

Founded by SRF Limited as a reflection to their commitment to corporate social responsibility, SRF Vidyalaya has been providing quality education to the local community for several years. Initially managed by SRF Charitable Trust (Madras), the school is now under the able guidance of the Vivekananda Educational Trust. With a current enrollment of approximately 500 students, the school strives to nurture young minds and empower them to reach their full potential.

SRF Vidyalaya, Manali is more than just an academic institution; it is a place where students are encouraged to explore their passions and develop their talents.

The school offers a comprehensive curriculum that balances academic rigor with extracurricular activities. A particular emphasis is placed on sports, recognizing the importance of physical fitness and a healthy lifestyle. By providing opportunities to participate in various sports, the school aims to instill discipline, teamwork, and a competitive spirit in its students.



The impact assessment for 2022–23 focuses on evaluating how the newly built sports ground and enhanced resources have contributed to improving students' learning experiences and outcomes.



**"The ground is more than just a piece of land; it's a platform for dreams, a springboard for aspirations" –
Mr. Ravindran, VET Secretary.**

Theory of Change

<p>A small sports ground restricts students' access to diverse physical education programs, hindering overall health and fitness.</p>	<p>Insufficient space prevents hosting inter-school competitions, limiting students' exposure to competitive sports and talent development.</p>	<p>Without adequate space, the school cannot offer specialized training for sports like athletics, basketball, or cricket, limiting student potential.</p>	<p>A smaller sports area curtails opportunities for outdoor activities, impacting students' holistic development and overall school experience.</p>
<p>Inputs</p>	<p>Activities</p>	<p>Outputs & Outcomes</p>	<p>Impact</p>
<p>A 1.69-acre sports ground, equipped for 11 games, under the guidance of a dedicated PE teacher.</p>	<p>Sports ground offers training in 11 games, fostering talent and competition.</p> <p>Weekly sports sessions: 2 slots for Grades 3-10, 5 slots for LKG-Grade 2 (40 mins each).</p> <p>Early morning and evening practice for competition participants.</p> <p>Hosts prestigious Vidya-Bharati group events.</p>	<p>The larger ground allows the school to host inter-school and district-level sports events, providing students with more opportunities to compete and showcase their talents.</p> <p>The extended ground enables hosting of annual sports festivals, inter-house competitions, and regional events, ensuring year-round engagement in sports activities.</p>	<p>The ground supports holistic development, shaping well-rounded individuals through:</p> <ul style="list-style-type: none"> • Offering a platform for inter-state exposure, broadening horizons. • Propelling athletes to peak performance, pushing their limits. • Opening doors to a brighter future, unlocking potential. • Igniting the sporting spirit, inspiring the next generation.



**BRIDGING
THE GAP**



A New Dawn for Education & Sports



C Murugarohini - Principal

"As the principal of SRF Vidyalaya Manali, I've had the privilege of witnessing our institution's evolution, particularly the transformation of our sports ground.

Initially, the site of our current sports ground was a neglected, waterlogged plot. With concerted efforts, we transformed this area into a functional space for our students to engage in various sports. This ground has become a cornerstone of our school, building a culture of physical activity and well-being. It's not just about physical fitness; regular exercise has been linked to improved cognitive function, enhancing academic performance.

Moreover, the ground provides a platform for teamwork, leadership development, and social interaction, boosting students' self-esteem and confidence. By serving as a venue for school events, the ground also strengthens the bond between our school and the local community.

Aligned with national initiatives like Khelo India and the Vidyabharati Group's vision (Vidya Bharati Sports is a platform that nurtures young talent and promotes a healthy lifestyle through various sports competitions) we are committed to providing our students with opportunities to excel in sports. Despite the challenges we are looking forward to many more milestones to elevate and improve our sports facilities for the students."



"What was once a neglected, waterlogged plot, is now a vibrant hub of physical activity and sportsmanship." - C Murugarohini, Principal, SRF Vidyalaya Manali

A Versatile Venue for Fitness, Fun, & Community



A Revitalized Space for Athletic Excellence



From intense training sessions to spectacular Annual Day celebrations, the new sports ground is the heart of the school's dynamic spirit.

IMPACT AREA - I

A Playground for Champions

The construction of the new sports ground has revolutionized physical education at SRF Vidyalaya. Previously limited to a few traditional sports, the school now offers a diverse range of activities, including basketball, volleyball, and silambam. This expansion has significantly boosted student participation, with a substantial increase in the number of students actively engaging in sports.

The ground has equalized access to sports, empowering students from all backgrounds, including those from low-income communities. This has led to remarkable achievements, such as **K. Kamallesh and M. Sathiya excelling in discus throw, with Kamallesh securing 1st place at the Vidya Bharathi Dakshina Kshethra level and Sathiya earning 3rd place. Additionally, Under-14 girls secured 1st place in handball at the Inter-School Sports Meet, and Under-14 boys claimed 2nd place in football.** These accomplishments have brought immense pride to the school and the community, demonstrating the transformative potential of the new infrastructure.

The enhanced sports facilities have not only improved the physical health of students but have also positively impacted their academic performance, overall well-being, and opportunities for future success.



444

students gained access to sports facilities

11

games/sport like football, basketball, silambam etc practised

10

students shined at the national level Silambam

3

inter-state competitions participated in

“As a parent, it's reassuring to know that the school takes care of everything, from transportation to accommodation, during inter-school competitions.”- Akhila, Parent



Echoes of Impact

From Village Fields to National Arenas: Sathya's Rise

M. Sathya, a young girl with a heart full of dreams, hails from a humble background. Her father, a loadman, and her mother, a tireless homemaker, work relentlessly to provide for their family. Despite the challenges, Sathya's spirit remains unbroken. She has not only excelled in Kabaddi but also shone in Silambam and Discus Throw, representing her school at both national and district levels. Her passion for Kabaddi fuels her, driving her to wake up before dawn to practice. Her dedication has paid off making her a source of pride for her school.

The school's sports ground, though modest, has played a pivotal role in shaping Sathya's athletic journey. "The ground is very helpful," she shares, "It provides us with a space to practice and improve our skills."



M Sathya, - Student Class 9, SRF Vidyalaya

It is here, amidst the morning mist, that she hones her techniques, dreaming of representing her country on the international stage. Sathya's ambitions extend beyond sports. She dreams of building a better future for her family, a future free from the hardships they face. "I want to build a house for them," she promises with her voice filled with hope and determination. Her academic pursuits are equally important, and she yearns for the opportunity to attend higher secondary school, expanding her horizons.

As she navigates the challenges of her life, her dream of a brighter future keeps her motivated. "No matter how tough the road gets, I won't stop dreaming," she says, her eyes sparkling with determination.



"This ground is more than just a field; it's a launchpad for our dreams." - Sathya Student SRF Vidyalaya, Manali

IMPACT AREA - II

Beyond the Field: Cultivating the Champion Within

The inauguration of the new sports ground has ignited a sporting revolution within the school. This state-of-the-art facility has transformed physical education, providing a platform for students from LKG to 10th grade to excel in various sports, including Silambam, football, and throwball. With dedicated coaching and a rigorous 5-hour weekly training regimen, students are honing their skills and building physical and mental endurance.

The formation of strong school sports teams has not only boosted their confidence but has also exposed them to the thrill of inter-school competitions. This increased exposure has sharpened their competitive edge and significantly improved their overall athletic performance. Beyond physical fitness, the ground builds teamwork, discipline, and a positive attitude, shaping well-rounded individuals. By identifying and nurturing young talent, the school is ensuring a bright future for these aspiring athletes, who may one day represent the school, district, or even the nation at various levels of competition.



60

Avg hours of training
in a year

2

Total no of
trainers

“I aspire to study very hard, pursue IAS, earn a sports certificate, and become a top Kabaddi player.” – N Rubin Shree, Student, SRF Vidyalaya Manali

”

Echoes of Impact

A diamond in the rough: Kamlesh's transformation

Kamlesh, a young boy with dreams as vast as the sky, grew up in a rented house. His father, a construction laborer, and his mother, a domestic worker, work hard to provide for their family. Yet, amidst their humble circumstances, a spark ignited within Kamlesh - a passion for the discus throw.

The school's sports ground became his sanctuary. "This ground is perfect for practice," he says, a spark of determination in his eyes. "It gives us the space to hone our skills." Here, he spent countless hours, every training session was a battle against adversity, a relentless pursuit of excellence. The ground, a witness to his dedication, shaped him into the athlete he was becoming.



K Kamlesh - Student, Class 9, SRF Vidyalaya

But Kamlesh's ambitions extend beyond sports. He yearns for financial independence, a desire to lift his family out of their struggles. "I want to become financially independent and build a house for them," he says. He envisions a future where his parents could live in comfort, free from the daily hardships they have faced so far in their lives.

Kamlesh's story is a testament to the indomitable human spirit. It's a journey of hope, inspiring others to overcome challenges and chase their dreams. Despite the obstacles that lay before him, his determination remained unstoppable. His story is a powerful reminder that with hard work and perseverance, anyone can achieve the extraordinary.



IMPACT AREA - III

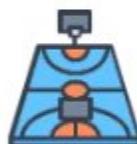
Sports for Everyone

Before the sports ground, many marginalized children faced limitations in physical activity. They may have lacked access to safe outdoor spaces, leading to sedentary lifestyles and poor health. Limited social interaction and a lack of opportunities to develop teamwork skills were common. These factors could contribute to low self-esteem and a sense of isolation, especially among marginalized children, who may already face discrimination and neglect.

A well-equipped sports ground has transformed the school environment. It provides a platform for children to engage in various sports, improving their physical fitness, mental well-being, and social skills. Sports can boost self-esteem and open doors to a brighter future. By empowering these young minds, the sports ground is not just a facility; it's a catalyst for positive change. Excelling in sports can open doors to scholarships, recognition, and the chance to represent their community at national and international levels. These experiences can broaden their horizons and boost their confidence.



Extracurricular activities promote well-rounded development.



Sports facilities are designed to foster fitness and discipline.



Prioritizing life skills like confidence, resourcefulness, and collaboration.

“The school provides a holistic education, nurturing not just academic skills, but also artistic and athletic abilities.” – Padmavati, Parent



Inspiring the Next Generation of Athletes



"I aim to produce national and international-level athletes from our school."

Suresh, a highly qualified sports educator with an M.P.Ed. (Master's in Physical Education), is more than just a teacher; he's a visionary who transformed a simple school ground into a vibrant hub of athletic excellence. With a decade of experience in the field, he has dedicated himself to nurturing young talent and fostering a love for sports.

Suresh ensures that the ground was not just a playing field but a platform for holistic development. He organizes various sports, from cricket to football, encouraging every student to participate. He believes in the power of sports to improve not just physical health but also mental focus and discipline.

Suresh faced numerous challenges in maintaining the ground. Monsoon rains often left the field waterlogged, and limited space restricted the range of sports that could be played. But he never lets these obstacles deter him. He worked tirelessly to ensure the ground was always in top condition, organizing regular maintenance and encouraging student involvement.

He envisions a place where students can train like professionals and emerge as national and international champions. Suresh's dedication and passion inspire students to push their limits and achieve their full potential. His story is a testament to the power of sports to change lives.

R Suresh, Physical Education Teacher

A look at the variety of sports programs



Overcoming Obstacles, Achieving Greatness: A Call to Action for the Sports Ground

Challenges

1. The presence of snakes in the vast ground poses a safety risk for students
2. After the rains, the ground becomes uneven due to grass growth, making it less suitable for sports
3. The ground lacks proper facilities like a badminton court and a basketball court



Recommendations

1. Implementing pest control measures can help mitigate the presence of snakes
2. Regular maintenance is required to keep the grass trimmed and the ground even for optimal use
3. Building a badminton court and a basketball court would enhance the ground's utility for various sports

Vidya-Bharati Sports Meet - September 2024

SRF Vidyalaya, Manali, a unit of the Vivekananda Educational Trust, hosted the Vidya Bharathi Sports Meet (Dakshina Kshetra level) on September 10-11, 2024. The event brought together 152 students and 25 staff from Uttar Tamil Nadu, Dakshina Tamil Nadu, and Bharathiya Vidyanikethan Prantham, including 3 participants from SRF Vidyalaya.

SRF Vidyalaya played a key role in organizing the event, with its students excelling in various sports, promoting teamwork and sportsmanship. The event was a resounding success, leaving lasting memories for all participants.



SRF Vidyalaya, Manali, actively participated in the Prantha Level Vidya Bharathi Sports Meet on September 5-6, 2024. The event saw 209 and 215 students, along with 24 staff members each day, from Chennai, Chengalpattu, and Vellore Vibagh.

Representing Chengalpattu, 15 students from SRF Vidyalaya competed among 81 and 83 participants across two days. The meet included a variety of athletic events such as walk, sprint, long jump, high jump, shot put, discus throw, javelin throw, hurdles, and relays.

Acknowledgements

We extend our heartfelt gratitude to the teachers, students, and faculty members of SRF Vidyalaya, Manali (Chennai, Tamil Nadu) for their participation in the impact assessment study. Special thanks to Ms. C Murugarohini, Principal of SRF Vidyalaya, Manali, for her collaboration and insights, which were invaluable in evaluating the school's impact and identifying areas for continued growth and improvement.

We also deeply appreciate the support of the team at Aspire Impact – Jyoti Chadha, Sr. Director of Assurance, for her leadership throughout the process. Special thanks to Ravi Kumar & K Rajarajeswari for their efforts in preparing this comprehensive report.



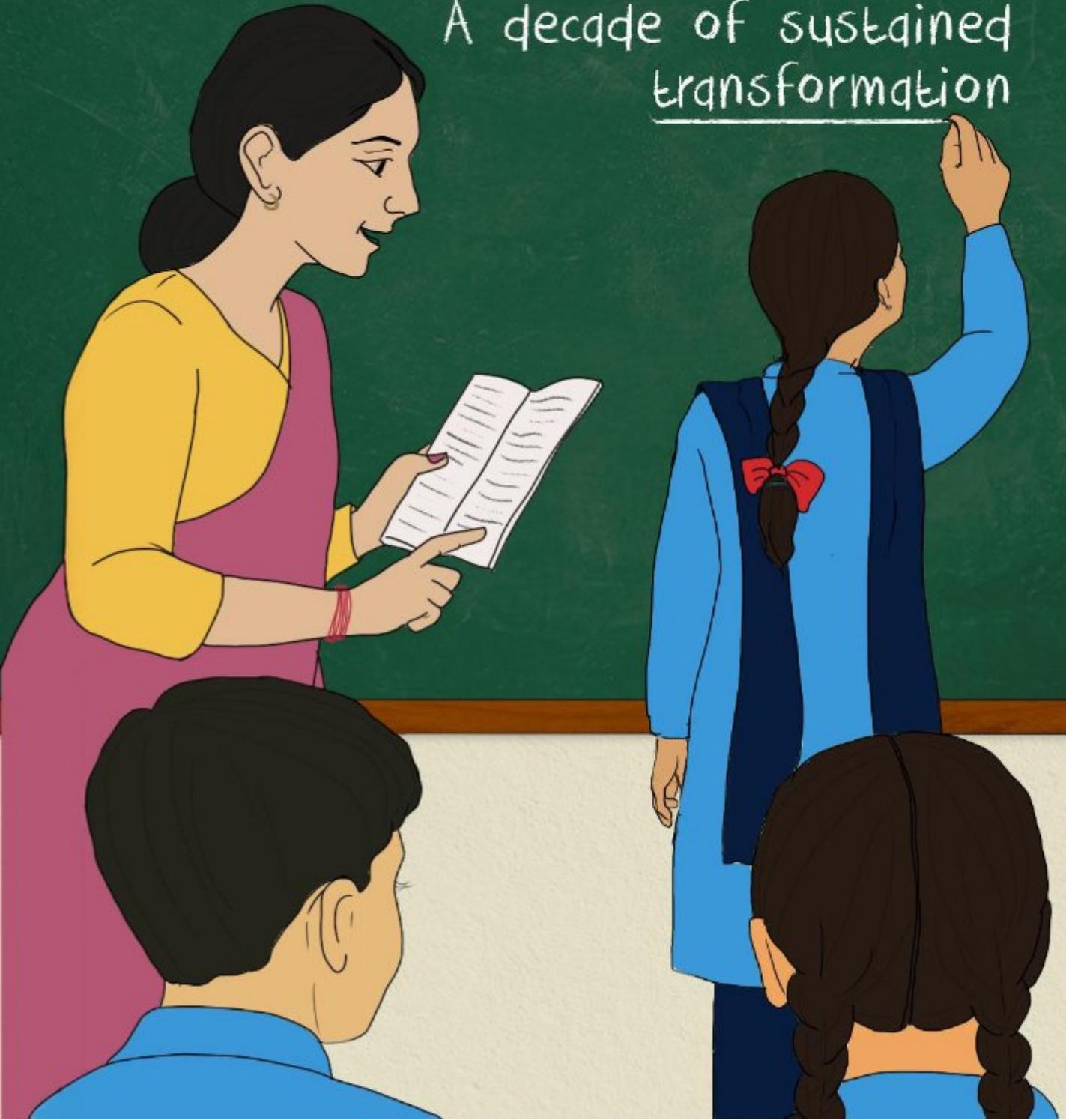
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पढ़ रहो है नूंह

A decade of sustained
transformation



About SRF Foundation

SRF Foundation formerly known as the Society for Education and Welfare Development, was set up in the year 1982 as the Corporate Social Responsibility (CSR) arm of SRF Limited, a multi-business chemicals conglomerate engaged in the manufacturing of industrial and specialty intermediates. Drawing inspiration from its founders, Late Sir Shri Ram and Late Dr. Bharat Ram, who believed in contributing to society through education, SRF Foundation is dedicated to the transformation of education in India. Currently, the SRF Foundation champions the cause of quality education and runs one of the largest community programs in and around SRF's manufacturing plant locations as well as in other parts of the country in partnership with like-minded organizations, imparting education and vocational training programs to underprivileged children and youth by improving both hard and soft infrastructure facilities in Government schools promoting computer-aided learning, and through the digital inclusion of communities.

Reach out

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पढ़ रहो है नूढ़

A decade of sustained transformation



Dr. Y. Suresh Reddy
Director, SRF Foundation

A decade ago, we embarked on a journey in Nuh block, one of the most challenging landscapes for education. Situated so close to Gurgaon, the millennium city, yet starkly distant from development, Nuh presented a unique set of challenges. We took on this mission with trust and perseverance, and what began as a small effort has since evolved into a movement of change. Step by step, with the commitment of our team and the support of stakeholders, education in Nuh Block has reached new horizons.

This book captures the essence of our work over the years. Today, as we look back, the progress is undeniable. Girls who were once confined to their homes, now lead classrooms; teachers now take pride in their work, and communities that once hesitated to send their children to schools now actively champion education. This book captures these stories of resilience, change, and belief.

Though the numbers alone don't reflect the real change on ground, they tell a remarkable story: enrolments have surged, nine of our intervention schools have been upgraded to senior secondary levels, and there is a growing trust in education. Beyond these figures, lies something more - a cultural shift. Families now encourage their children to complete school and dream beyond. Teachers have evolved from passive instructors to proactive mentors. The conversation around education has changed from "Why?" to "How do we take it further?"

While challenges remain, including the need for continued awareness and school upgradation, we remain confident and committed to our vision. With education at the heart of our work, we are resolute in our mission to transform Nuh.



Index

06 A Glance Through Transformation

08 Impact Stories

- 'अनपढ़ के जमानो ना है'
- Intervention Schools Outshine Block And District Averages
- Enrolment Surge And Pass Percentage Surpassing Block Averages
- Anganwadis Reimagined: From Bare Walls To Vibrant Learning Spaces
- From Child Brides To Graduates
- From Passive Beneficiaries To Active Owners
- Teachers At The Heart Of Change
- Outstation Tours Give Wings To Girls
- Films Inspire Change
- The Growing Pulse Of Scientific Temper

40 Role Models

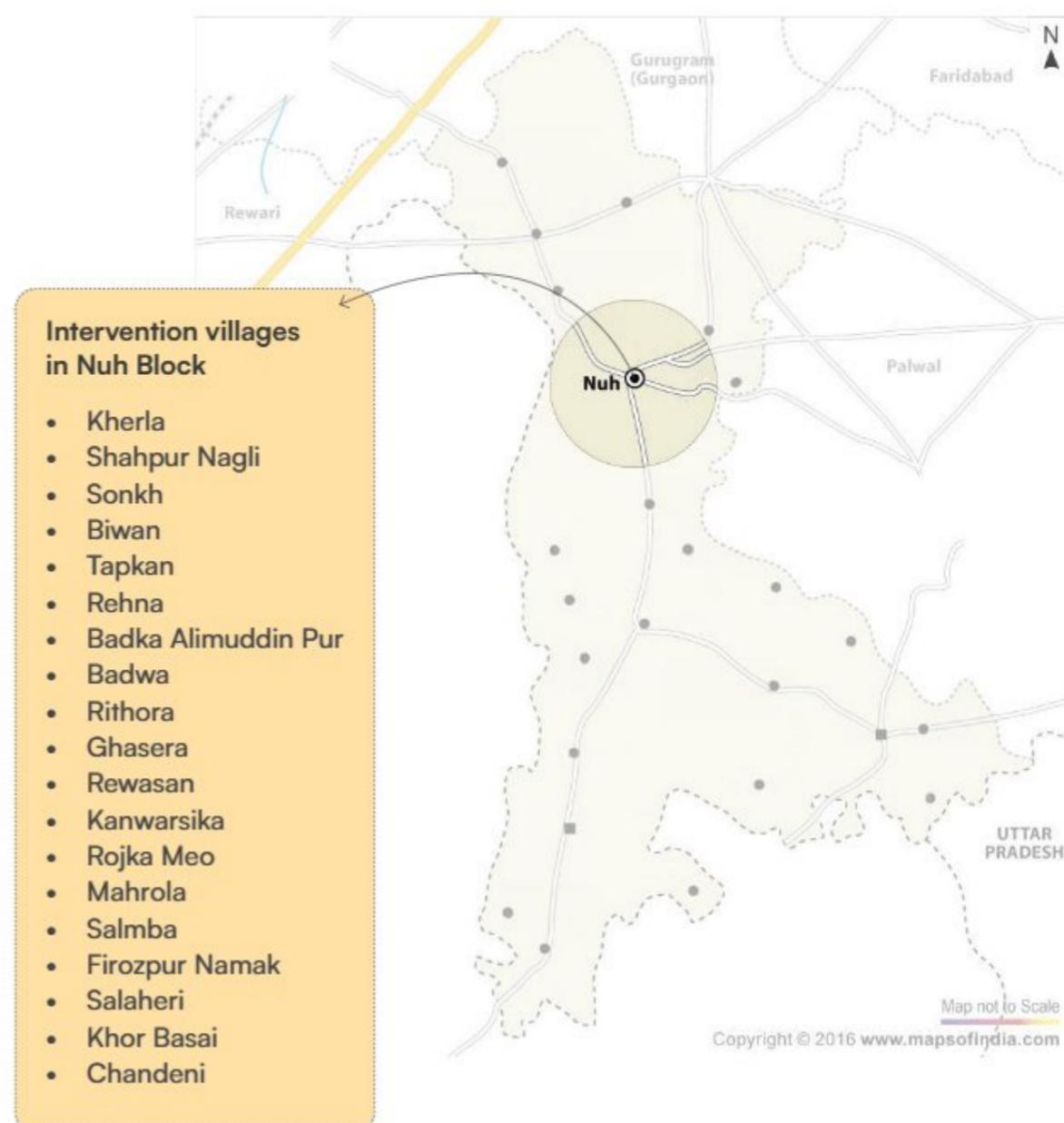
- From Wanderer To Innovator
- जहाँ पढाई वहीं सम्मान
- पढाई ने एक माँ की तक्रदीर बदल दी
- A Headmaster's Relentless Pursuit Of Education
- Reflections Of A Teacher
- From Missed Army Dreams To Powering Schools
- From A Game Unknown To A Game Of Fame

52 Perspectives From Students



A glance through Transformation

For over a decade, SRF has been driving transformative change in Nuh block of Nuh district in Haryana; through sustained educational interventions, impacting thousands of lives. While some progress is measurable in numbers, deeper shifts—such as behavioural change, growing trust in education, and increased accountability—are best understood through direct community interactions. This Positive shift was evident in the field visits by the team where conversations with different stakeholders reflected the tangible and intangible aspects of this transformation. This compilation with learners at the centre stage, encapsulates both the small and large changes that have contributed to this evolving education landscape in the last one decade. The data presented in the report is provided by the intervention schools.



SRF's efforts have led to a remarkable expansion in access to education across 42 schools and 66 Anganwadi centres in 19 villages of Nuh block.

The SRF-supported intervention schools today impact nearly 25,000 students. The surge in enrolments is visible at all levels. In Grade 5 alone, enrolment of girls in SRF intervention schools rose from 857 in 2014 to 1,328 in 2024—a 54.96% increase. For boys, the numbers rose from 903 to 1,340— a 48.39% increase, outpacing district percentage at — 6.45% and -10.48% for girls and boys respectively.

This trend continues through higher grades in SRF intervention schools and the impact is even more profound when it comes to girl enrolment. Grade 10 enrolment of girls grew from 49 to 365. Grade 12, once a near-impossible dream for girls, now sees 238 enrolled, up from a solitary student in 2014. In comparison, district-wide enrolment for Grade 12 girls also rose—from 825 to 2,174—reflecting progress, though at a slower pace. Additionally, over 100 girls have participated in outstation exposure visits, reflecting increased trust in the education system and aspirations beyond their immediate surroundings.

A particular focus on pre-primary education has transformed 66 Anganwadi centres into joyful learning spaces, improving student retention and paving strong foundation with three- fold increase in school admissions from these Anganwadi centres in just two years.

A growing pulse of science temper is evident as more students opt for science streams as seven intervention schools now offer science courses—up from just one in 2014. Improved infrastructure, including science labs, digital classrooms, and separate sanitation facilities for boys and girls, has enhanced the overall learning environment.

Community ownership has played a crucial role in sustaining these developments, with ₹6.2 crore mobilised from government agencies, local communities, and CSR over last five years. The narrative is shifting—from “why send kids to school” to “how can we improve our schools?”

Beyond academics, SRF's Basic Electrical Training Programme (BETP) has trained 945 youth in the last ten years, with 81% securing employment or self-employment, earning an average income of ₹20,000 per month. Sports have also emerged as a powerful medium for change, with students from rural backgrounds competing at district and state levels.

The success of the Nuh model has extended far beyond the region, serving as a blueprint for large-scale educational reforms by the Foundation. The institutional framework established here has been replicated across 24 locations in 12 states, ensuring sustainability and adaptability to diverse local contexts. This transformation is more than an increase in enrolment numbers—it represents a cultural shift towards education, empowering communities and redefining the future of learning in underserved areas.

Impact Stories



'अनपढ़ के जमानो ना है'

Shifting Social Norms transforming Nuh's Education

Remarkable Enrolment Growth, 10x Increase in Girls' Secondary Education, and Improved Learning Outcomes

Nuh's education landscape has shifted from stagnation to progress, driven by strategic interventions. Improved infrastructure, teacher training, and community participation have led to a paradigm shift in student engagement and learning outcomes.

For years, Nuh was an outlier in Haryana's development story—marked by low literacy rates, inadequate school infrastructure, and a stark gender gap in education. Despite its proximity to Gurgaon, one of India's fastest-growing urban hubs, Nuh's schools struggled with low enrolment, lack of engagement, dropouts and absenteeism.



However, SRF Foundation's sustained efforts have turned resistance into acceptance and apathy into ambition. Improved infrastructure, teacher training, and community participation have paved way for greater student engagement and better learning outcomes. Parents now champion their children's right to education, leading to increased school attendance, reduced early marriages, and a more hopeful future for the next generation.

► Enrolment Growth

In 2014, total school enrolment (grades 1 to 8) stood at 15,980. By 2024, this number had risen to 18,873. Secondary education, once an unattainable milestone for many, has seen significant progress. The number of girls enrolled in grades 9-12 has grown nearly tenfold, from 154 in 2014 to 1,497 in 2024.

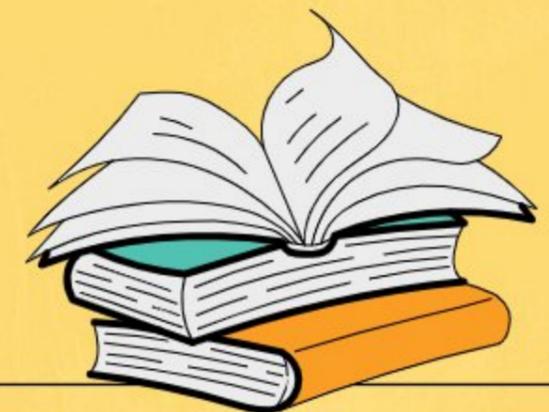
In line with its commitment to continued student development, SRF Foundation has expanded its reach to senior secondary education as well, increasing its overall impact from just 15,000 students in 2014 to nearly 25,000 today.

► Improved Attendance

Sustained initiatives have not only boosted enrolment but also significantly reduced absenteeism. Previously, factors such as limited school access, safety concerns, and societal norms contributed to high dropout rates. Furthermore, teachers proudly share that today over 80% of students attend schools regularly.

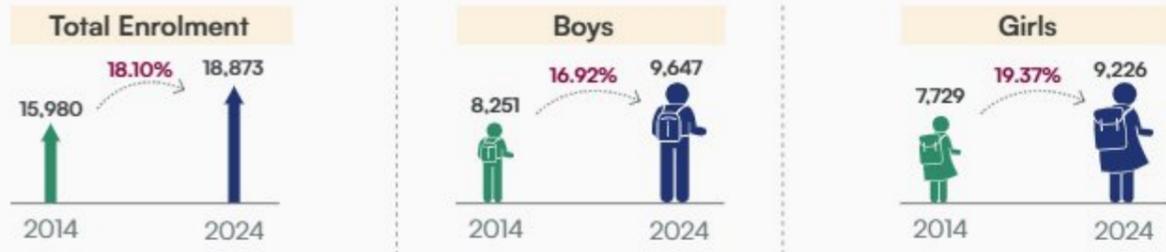
► Rising Pass Percentages

With enhanced teacher training programs, learning support, and digital tools, student performance has improved substantially. Average marks in key grades have shown a steady rise, reflecting stronger learning outcomes and better retention of concepts.



• 2014 • 2024

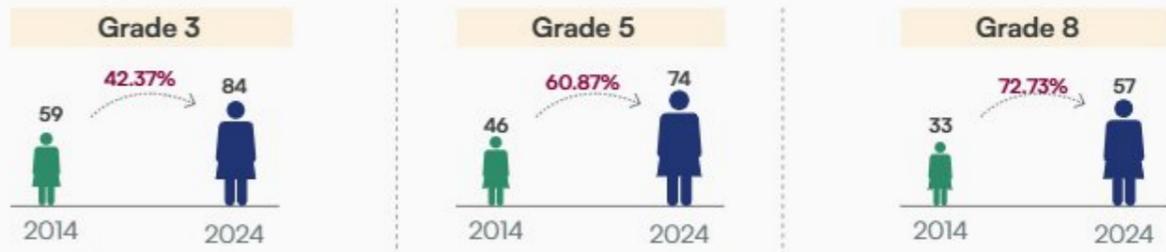
Enrolment (Grades 1-8)



Enrolment (Grades 9-12)*



Average Attendance *



Average Marks*



*reference from some of the intervention schools

Sabiya (name changed), a mother of two, sums up this transformation:

“अनपढ़ के जमानो ना हैं। अगर हमने नहीं पढ़ा, तो क्या? हमारे बच्चों को पढ़ने दो, यह उनका हक है।”
(The era of being uneducated is over. If we didn't study, so what? Let our children study—it's their right.)

► Breaking Barriers

Barrier	Before SRF Interventions	Impact After 10 Years
Preference for Religious Education	Majority of students attended madrasas instead of schools.	Now, most students attend both schools and madrasas.
Gender Bias	Girls were kept at home, engaged in chores, or married early.	Girls now attend school and even participate in educational tours.
Lack of Infrastructure	Schools lacked essential facilities like toilets.	Attendance of both boys and girls has significantly increased.
Low Parental Awareness	Parents didn't see the value of education.	Parents participate in SMC and track their children's progress.

► Key Interventions



Infrastructure Upgrades

- Sanitation & Toilets
- Libraries & Digital Classrooms
- BALA (Building as Learning Aid)



Community Engagement

- Parental Sensitisation
- Local Leadership Support

► A Grassroots Revolution

The transformation is now visible in everyday life. Mothers like Sabiya actively advocate for their daughters' education. Students eagerly attend school, and even once-skeptical fathers now recognize education as a path to a better future.

This mindset shift—driven by cultural, infrastructural, and educational reforms—has created a ripple effect across Nuh. While challenges remain, the foundation for lasting change has been firmly established. With continued efforts, Nuh's educational landscape is set to evolve even further, ensuring that every child has access to quality learning opportunities.

Intervention Schools Outshine Block and District Averages

In Nuh block of Haryana, where educational progress has lagged, SRF Foundation intervention schools outperformed block and district averages in enrolment, retention, grade progression, and academic success.

► Enrolment Growth in Middle Schools

The government middle schools under SRF Foundation intervention schools have seen an enrolment growth that outstrips broader trends. From 2014 to 2024, total enrolment in grade 5 jumped from 1,760 to 2,668—a 51.6% increase—compared to the block’s 17.7% growth (7,070 to 8,318) and the district’s 8.5% decline (30,498 to 27,918).

For girls, grade 5 enrolment rose from 857 to 1,328 (up 54.8%) in intervention schools, while the district saw a 6.5% drop (15,307 to 14,319). Boys’ enrolment in SRF schools also soared, from 903 to 1,340 (up 48.4%), against a district decline from 15,191 to 13,599 (down 10.5%).

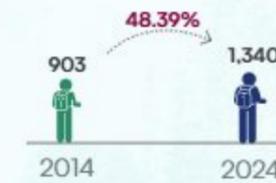


Comparative Enrolment Growth Analysis

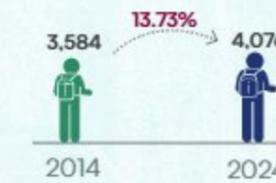
• 2014 • 2024

Grade 5 (no. of boys)

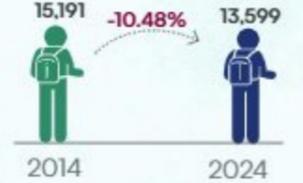
Intervention Schools



Block



District

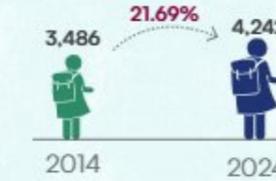


Grade 5 (no. of girls)

Intervention Schools



Block

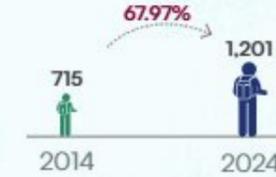


District

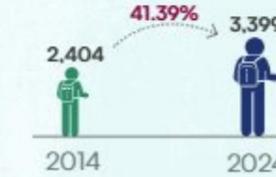


Grade 8 (no. of boys)

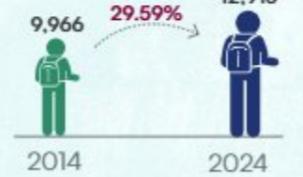
Intervention Schools



Block

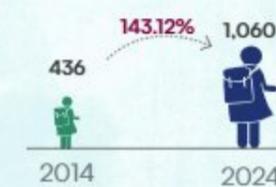


District

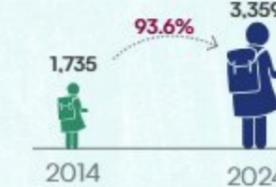


Grade 8 (no. of girls)

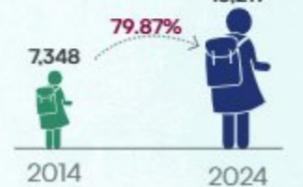
Intervention Schools



Block



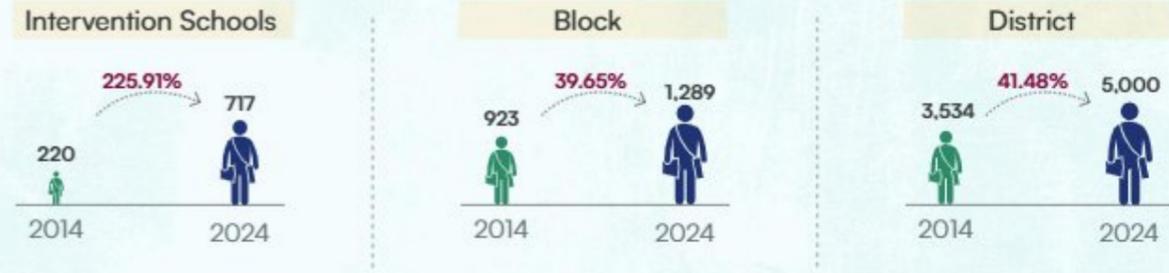
District



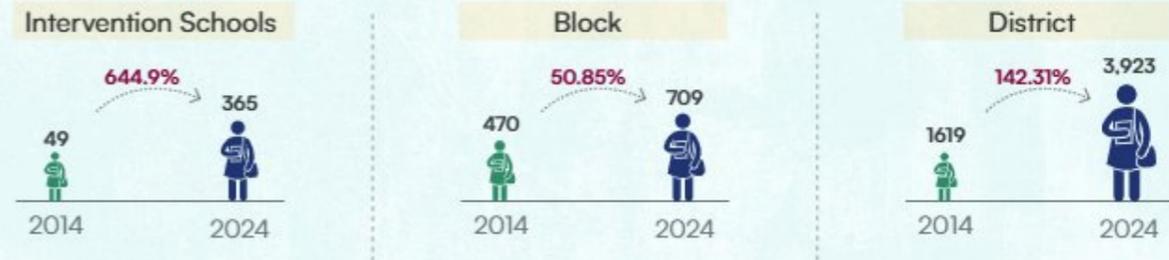
► Enrolment growth in higher secondary schools

Though SRF Foundation has recently started working in the space of senior secondary education, the positive impact on enrolment numbers is evident. From 2014 to 2024, total enrolment in grade 10 jumped from 269 to 1082—a 302% increase—compared to the district’s growth from 5153 to 8923 (73% growth).

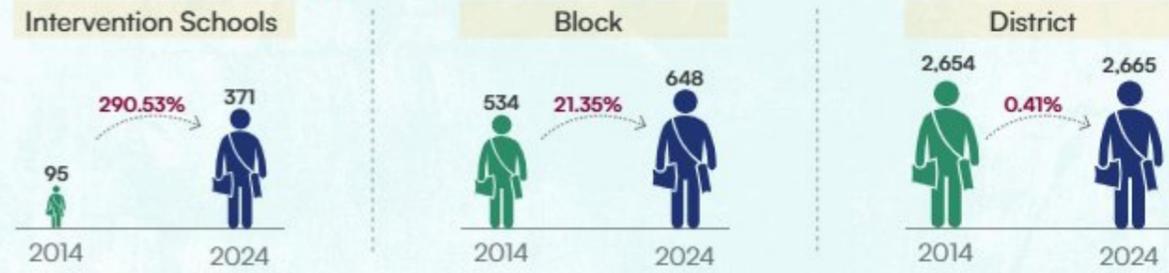
Grade 10 (no. of boys)



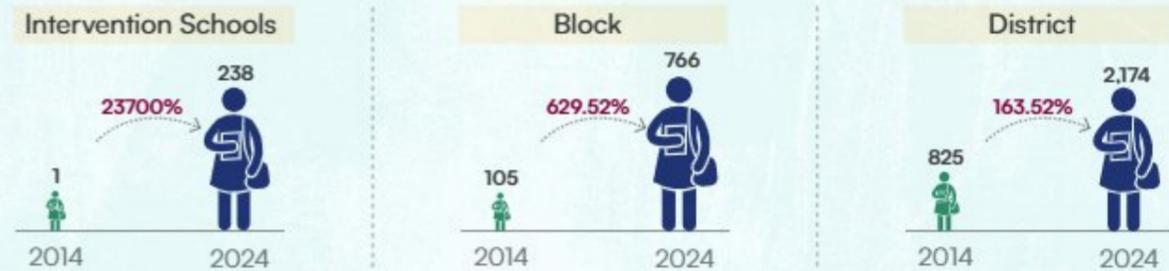
Grade 10 (no. of girls)



Grade 12 (no. of boys)



Grade 12 (no. of girls)

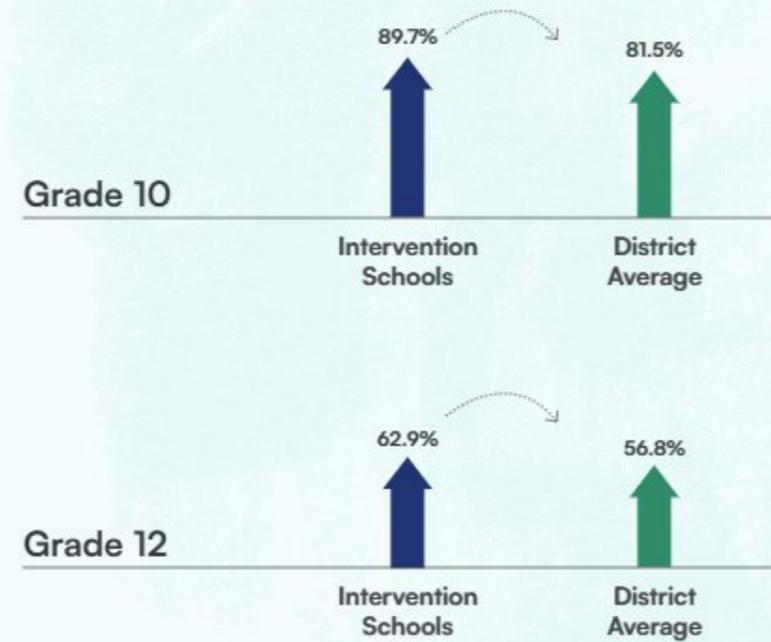


► Pass Percentage

SRF intervention schools excel in academic outcomes, with pass percentages that outshine district averages. In 2023-24 for grades 10 and 12, SRF students achieved an average pass percentage at 89.7% and 62.9% while for district, the number stood at 81.5% and 56.8% respectively.

These gains reflect the power of SRF’s focus on teacher training, digital classrooms, and learning support, delivering results that elevate students above regional norms.

► Pass Percentage



While block and district indicators in the education sector are showing a positive shift in most areas, the transformation in intervention schools is particularly remarkable. This outstanding progress is a direct result of consistent efforts and initiatives that place learners at the heart of every intervention, promoting holistic development.



Kanwarsika School

Enrolment Surge and Pass Percentage Surpassing Block Averages

Government Senior Secondary School, Kanwarsika in Haryana's Nuh block has remarkably grown over the past decade, overcoming high dropout rates and poor academic performance. Driven by the SRF Foundation's initiatives, the school now boasts a surge in enrolment, upgraded facilities, and consistent academic excellence, and being promoted as a PM SHRI school- a model of excellence for others to follow.

A decade ago, Kanwarsika School in Haryana's Nuh Block was just another government institution struggling with high dropout rates and poor academic performance. Today, it tells a different story. Classrooms are filled with enthusiastic students, enrolment has risen exponentially, and students are consistently outperforming block averages.

The transformation didn't happen overnight. It took years of focused effort, much of it driven by the SRF Foundation. The foundation adopted Kanwarsika and 41 other schools in Nuh block, bringing hope to one of India's most underdeveloped regions.

► A Closer Look at the Change

Over the past decade, the enrolment at Kanwarsika has increased. New students come not just from nearby villages but from farther afield, drawn by the school's reputation.

Between 2016-17 and 2023-24, the number of students in the grade 10 increased from 60 to 125. The enrolment of girls in the 12th grew from just one student in 2016-17 to 32 in 2023-24, a significant step toward gender inclusion in education.

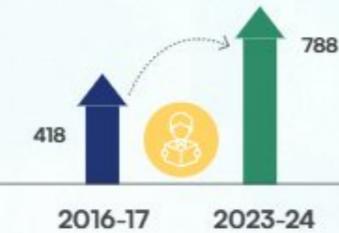
A significant highlight is the growing interest in mathematics and science among students. The average marks in Mathematics for Grade 10 students increased from 28 in 2016-17 to 93 in 2023-24, while Science scores improved from 35 to 99 in the same period. Moreover, the pass percentage in grade 10 surged from a mere 20% in 2016-17 to 80% in 2023-24.



Suman Gandhi
Principal,
Kanwarsika School

“Earlier, many parents did not see the value in sending their children to school. Now, they are eager to enroll them here because they have seen the difference”

Total
Enrolment
(Grade 1- 8)



► What Changed?

When the SRF Foundation stepped in, it started by addressing the basics. Sanitation facilities were upgraded, and access to clean drinking water was ensured, Solar panels were installed and digital learning tools provided.

But the changes weren't just physical. Teachers were trained in modern, student-centric teaching methods. Digital classrooms equipped with smart boards and other interactive tools made learning more engaging. Co-curricular activities also played a key role giving students opportunities to explore their talents and develop skills beyond academics.

These initiatives helped students understand and retain concepts better, boosting confidence and interest in studies.



Sustainability

The introduction of senior secondary classes has expanded opportunities for students, but further efforts are needed to enhance the curriculum, provide career counselling, and strengthen community engagement. The transformation of Kanwarsika and other intervention schools would not have been possible without the involvement of the local community. The SRF Foundation worked closely with the parents, conducting regular meetings to emphasize the importance of education. School Management Committees (SMCs), comprising local stakeholders, played a key role in ensuring sustainable progress.

From Middle to Senior Secondary: A New Dawn in Nuh

Nine out of nineteen government middle schools, supported by the SRF Foundation, have been upgraded to senior secondary schools, bringing new hope to thousands of students.

With refurbished classrooms, advanced science labs, and digital resources, these schools now offer a richer learning environment. As a result, enrolment has surged, and parents, once hesitant, now eagerly support their children's continued education.

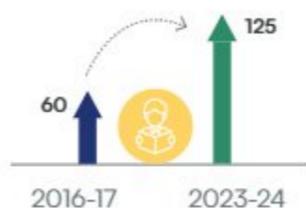
"My daughter can now complete Grade 12 without traveling far," shares a relieved mother. Teachers, too, celebrate the change, witnessing newfound confidence among students.

Over the past decade, the government has upgraded nearly 16 out of 90 middle schools to senior secondary level in Nuh block. Notably, nine out of these upgraded schools are intervention schools under the Foundation program.

Impact Metrics

● 2016-17 ● 2023-24

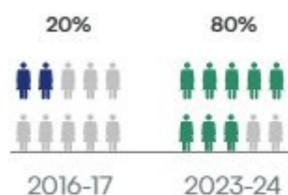
Total Students (Grade 10)



No. of Girl Students (Grade 10)



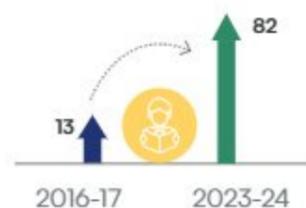
Pass Percentage (Grade 10)



Average Marks Maths (Grade 10)



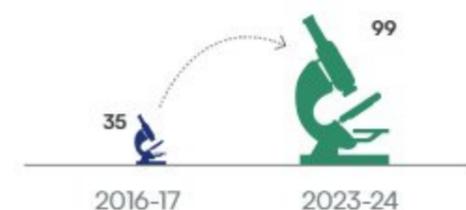
No. of Students (Grade 12)



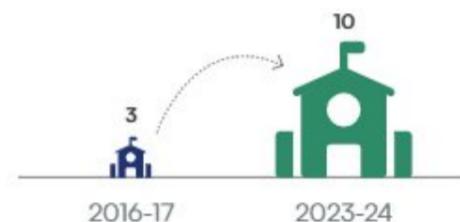
No. of Girl Students (Grade 12)



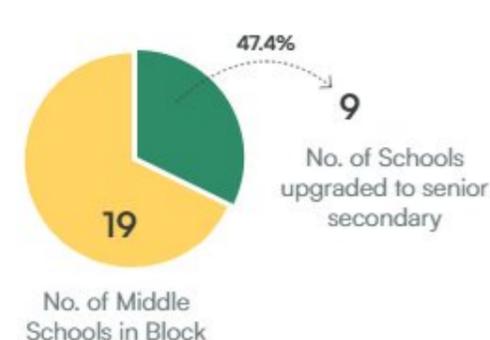
Average Marks Science (Grade 10)



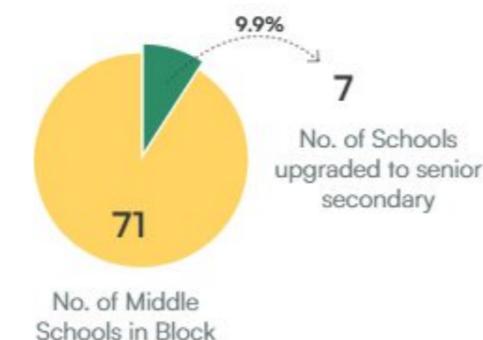
No. of teachers in middle school



Intervention



Non- Intervention



Anganwadis Reimagined

From Bare Walls to Vibrant Learning Spaces

Three- fold increase in school admissions from Anganwadi centres in two years

“मेरे चार बत्तख थे, वो तो पानी में तैर रहे थे...” As this catchy tune fills the air, children clap and sing along, making learning an exciting and playful experience. The foundation has adopted 66 Anganwadi centres where education is no longer confined to rote memorisation—interactive teaching methods like songs are transforming foundational literacy and numeracy. It is heartwarming to see children independently replicating activities like circle time, a key component of the Foundation’s training program for Anganwadi workers.



Before the intervention, these centres lacked even the most basic facilities. Education was limited to rote learning, with minimal student engagement and irregular attendance. Today, they have been transformed into lively, welcoming spaces filled with enthusiastic learners, thanks to SRF Foundation’s support, which began by improving the basics, including:

- Refurbished spaces under the BaLA (Building as a Learning Aid)
- Well-equipped classrooms stocked with books, stationery, toys.
- Engaging learning tools
- Play-based learning through musical instruments, swings, and activity corners

The impact of these interventions is evident. An Anganwadi worker shares:

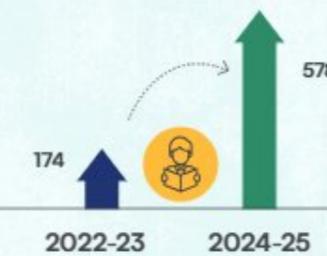
“Pehle sirf bol ke padhate the, bacchon ko samajh nahi aata tha. Lekin ab learning tools ki madad se bacche bade interest se sunte hain aur participate karte hain. Hume bhi padhana acha lagta hai!”

(“Earlier, we would just recite lessons, and the children barely understood. Now, with the help of engaging learning aids they listen with keen interest, participate actively, and even we enjoy teaching them!”)

Today over 90% of children attend Anganwadis regularly; remaining engaged throughout the sessions.

In just two years of its intervention, the work done by SRF Foundation is laying a strong foundation of formal education, resulting in a significant increment in school admissions from these anganwadi centres—from 174 students in the 2022-23 to 578 students in 2024-25.

Enrolment in Govt. Schools from Anganwadi centres



► Promoting Hygiene & Good Habits: The ‘Swachhta Kit’ Initiative

To instil essential hygiene habits from an early age, every centre has introduced an innovative ‘Swachhta Kit’, containing combs, soap, and other daily essentials. This initiative encourages children to develop cleanliness routines from the beginning.

► A Future of Joyful Learning

With innovative teaching methods, improved infrastructure, and a child-friendly approach, these Anganwadi centres are now vibrant spaces of joy, curiosity, and transformation, ensuring that the youngest learners get the strong educational foundation they deserve.

From Child Brides to Graduates

One girl in 2014 to 238 girls in grade 12, reflects evolving social norms towards girl education

As the midday sun bore down on the playground in a school in Nuh Block, a group of girls stood firm, their voices cutting through the air: 'बाल विवाह में नहीं जाएंगे न वहां की बिरयानी खाएंगे' A peculiar defiance, rejecting not just early marriage but even the feast that sweetened its bitterness.

When asked what they would do if their families forced them into early marriage, their eyes did not waver: "We will oppose it. Call the police if needed. Use the helpline. We want to study first." Such simple words, yet they rang with the weight of change, shaking loose the dust of centuries-old customs.

Encouragingly, many parents now agree that early child marriages must be stopped. This transformation is the result of multifaceted efforts by the SRF Foundation, addressing systemic barriers and societal norms including school upgradation, parental counselling and continued community engagement.



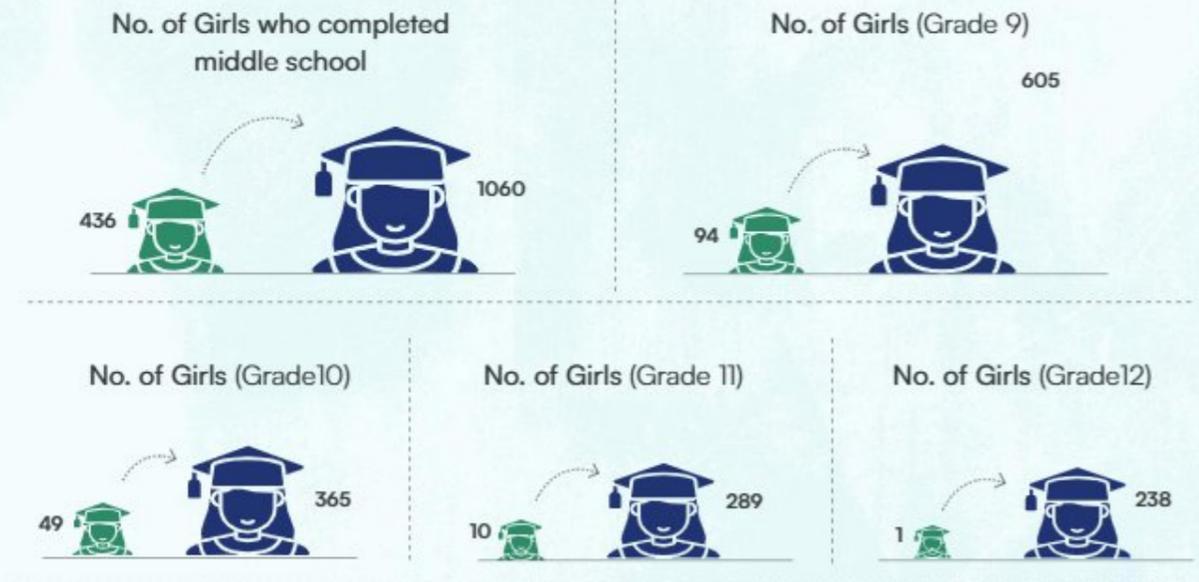
Farzana (name changed), a woman of early sixties, narrates the changes: 'Pehle to bas sochte the ki ladki ke ghar ki izzat bani rahe, shaadi karni thi. Ab hum poochte hain, ladki padhai kar rahi hai ya nahi? Padhi-likhi hogi to uska aur ghar dono ka bhala hoga.'

(Once, it was only a daughter's marriage that safeguarded a family's honour. But now, the question has shifted, gently but unmistakably: Is she studying? For in her education lies not just her future, but the family's as well).

Tabassum (name changed), pursuing masters in Urdu, sums it up: "Padhai sirf ladki ka nahi, poore khandan ka bhala karti hai." (Education benefits not just the girl but her entire family.)

Her words reflect the transformation unfolding in Nuh, Haryana. A decade ago, education for girls was hardly a topic of discussion. Today, it's the foundation of a brighter future.

• 2014 • 2024



► Ripple Effects Beyond Education

The impact goes beyond numbers. Parents, once reluctant to educate their daughters, now proudly discuss their ambitions. Girls who were once confined to domestic roles are stepping into careers as teachers, healthcare workers, community advocates and others.

► Looking Ahead

As Nuh celebrates its achievements, challenges remain. Expanding career counseling, vocational training, and higher education opportunities is crucial to sustain progress. The journey from child brides to college graduates is far from over, but Nuh's story is a reminder of what's possible when education becomes a priority.

From Passive Beneficiaries to Active Owners

Community Ownership for Sustainability

Nearly six core rupees have been facilitated in last five years by the community, Government and other organisations for educational development.

In any donor-supported program, the community is often perceived as passive beneficiaries receiving support through interventions. However, in Nuh, the narrative is shifting. Community ownership is an integral part of SRF's education program.

Schools that were once seen as mere buildings are now at the centre of community-driven change. Local communities are walking hand in hand and have taken ownership of their schools—ensuring better infrastructure, improved learning outcomes, and sustained engagement long after external interventions may end.

Whether it is parents joining School Management Committees (SMCs), or villagers raising funds for infrastructure, the result is a self-sustaining model where schools thrive not because they are funded, but because they are valued.

► From passive recipients to Decision-Makers

One of the key successes of the initiative has been the revitalisation of School Management Committees (SMCs). Comprising parents, teachers, local village leaders, and social workers, these committees monitor school performance, oversee budget allocations, and ensure accountability.

In 2024, approximately 95 SMC meetings were held, engaging over 1,729 members.

► Financial Contributions

Funding for school improvements now does not rely solely on external support. Instead, the SRF Foundation has encouraged local fundraising efforts. The data reflects the growing ownership of the community that has encouraged participation of other CSR organisations complimenting the ongoing efforts of Government towards betterment of education in the block.

► Contribution from Community

Fund mobilisation details				
Year	Other CSR MMTTC (in INR)	Panchayat & Community (in INR)	Govt (in INR)	Total (in INR)
2021-22	-	33,85,000	54,42,200	88,27,200
2022-23	-	3,90,000	1,15,73,400	1,19,63,400
2023-24	75,00,000	14,50,000	1,19,96,800	2,09,46,800
2024-25	73,00,000	23,64,000	1,06,03,600	2,02,67,600
Total	1,48,00,000	75,89,000	3,96,16,000	6,20,05,000



► Community Action



Regular school meetings

Impact - Increased parental engagement



Local fundraising efforts

Impact - Infrastructure improvements including boundary walls, rooms, digital learning facilities



Active School Management Committees

Impact - Improved accountability



Volunteer-based teaching initiatives

Impact - Additional learning support for students

► A Sustainable Approach

Unlike one-time interventions, the community-driven model of school transformation ensures sustainability. As the National Education Policy (NEP) 2020 underscores the importance of community participation in school development, these models offer replicable frameworks for large-scale impact and empower communities to take charge of their future.

A Model for Scaling SRF Initiatives Nationwide

As a sustainable and institutional framework, the programme in Nuh has become the model for program implementation across multiple locations. The successful execution of SRF programs in Nuh, despite its unique challenges, has positioned it as a blueprint for similar efforts in other regions. By addressing complex socio-economic barriers and testing adaptive strategies, SRF has played a pivotal role in effectively institutionalising the programs. These validated models have now been scaled across 24 locations in 12 states, ensuring the long-term impact and sustainability of SRF programs while adapting interventions to diverse local context.



Teachers at the Heart of Change

How Accountability and monitoring Transformed Nuh's Education



A decade ago, the SRF Foundation's first steps into their world felt like the prying lens of a "spy camera", a teacher recalls. A fragile balance between intrusion and invitation, between suspicion and trust. But now those very interventions shimmer with another meaning altogether defined by hope and accountability,

Back then, this was a distant dream for most teachers in Nuh. Most classrooms were nearly empty, especially after lunch breaks. Resources to make education engaging were scarce. Today, those same schools need double shifts to accommodate the influx of students. Vibrant classrooms and the chatter of eager learners are now the norm.

The foundation of this shift lies in the constant efforts by SRF Foundation towards embedding accountability and commitment into the education system. In Nuh, where education once faced challenges rooted in trust and tradition, teachers have become the pillars of an educational revolution.

► The Pillars of Transformation

Recognising the pivotal role of teachers, the SRF Foundation developed targeted interventions to ensure accountability and equip educators with the tools to succeed. These efforts focused on three key areas:



Accountability

Regular visits and monitoring by the SRF team established a culture of accountability. Teachers were motivated to adopt student-centric methodologies that encouraged learning and engagement.



Workshops and Resources

SRF's workshops introduced modern pedagogical techniques, digital literacy, and interactive classroom management strategies. Today, teachers use tools such as quizzes, storytelling, and activity-based learning to keep students engaged.



Infrastructure Upgrades

Classrooms were equipped with projectors, libraries, and educational kits, and facilities for teachers were improved.

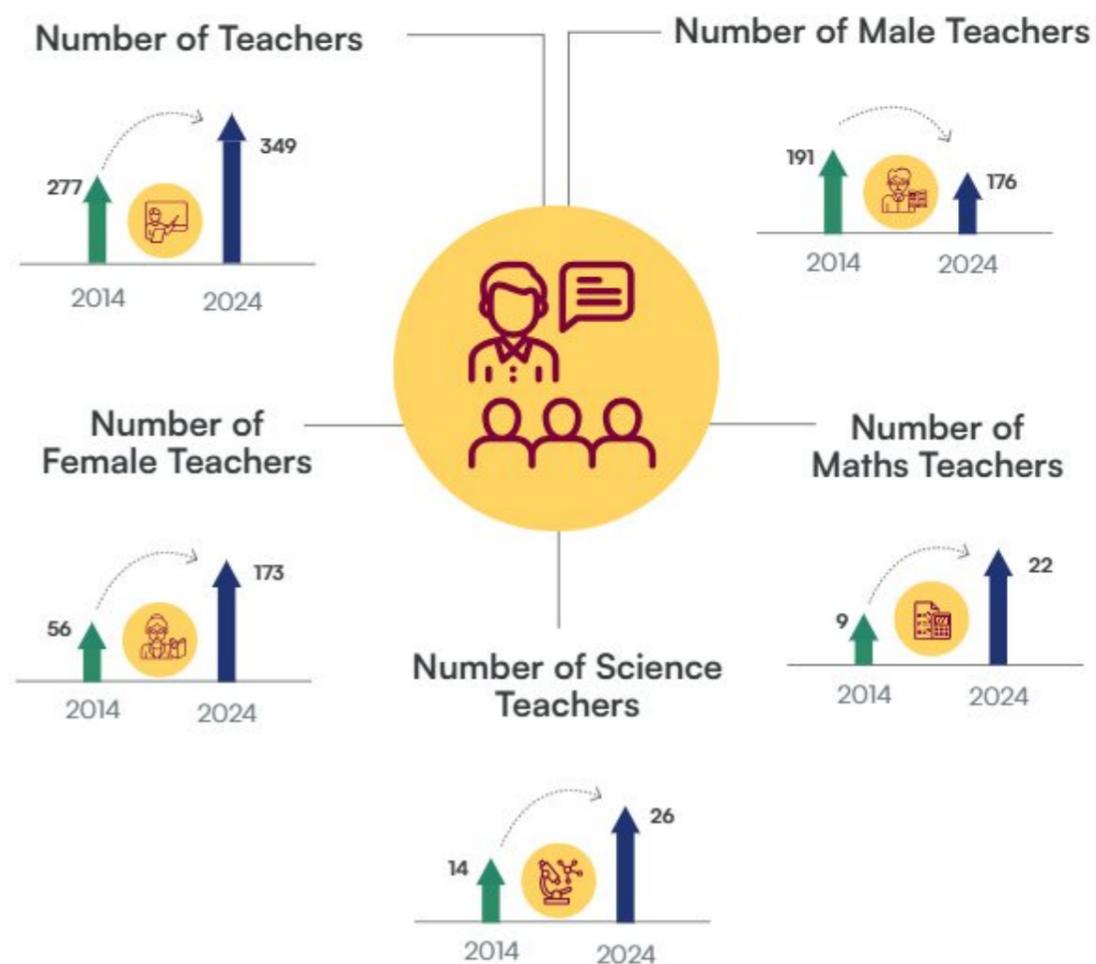
► Overcoming Challenges

Initial resistance from teachers stemmed from scepticism about new methods and discomfort with technology. The SRF Foundation addressed these challenges by creating a supportive environment, offering hands-on training, and ensuring that every teacher felt valued and equipped.

► From Classrooms to Communities

Empowered teachers in Nuh are not just educators—they are role models, community leaders, and catalysts for change. Their efforts have built trust, improved student outcomes, and strengthened the educational ecosystem.

• 2014 • 2024



SRF has introduced a dedicated teacher training module as part of digital initiative hub initiative. Since 2021, 1755 teachers have been trained as part of this initiative.

► Sustaining Momentum: The Road Ahead

The SRF Foundation plans to further strengthen education in the region and this requires support from Government and other agencies as well including



Govt needs to recruit more teachers especially female staff in the schools to encourage participation of girl students



Introducing advanced training in STEAM (Science, Technology, Engineering, Arts, and Math) subjects.



Hiring of more science and maths teachers



Advocating for district-level policy changes to institutionalize teacher development initiatives.



From Hesitation to Trust

Outstation tours give wings to girls

From initial reluctance of parents to send their daughters even to nearby schools, to now embracing educational tours beyond city boundaries, the journey exemplifies trust, education, and community engagement—powered by the consistent efforts of SRF Foundation in the education sector in Nuh block.

The true impact of the program shines through when students recollect their happiest memories as those linked with education. Kushluma, a Grade 9 student, whose happiest memory is the day her parents finally allowed her to join an outstation educational tour—a chance that, just years ago, would have been unthinkable for girls in her community. She ecstatically shares “हमें बाहर जाकर बहुत सारी चीज़ें सीखने को मिलीं”

Now, over five years, many girls have stepped beyond their hometowns, their journey marking a subtle but profound cultural shift. This transformation is no accident; it reflects a decade of patient trust-building between schools, communities, and the SRF Foundation. Together, they have nurtured change, challenged societal norms, and dismantled scepticism, paving the way for a brighter future for these young girls.

Yet, challenges persist. While many parents now support their daughters' education and participation in tours, some revert to traditional mindsets as their daughters grow older. One student shared, “Initially, our parents encouraged us, but now they hesitate, saying, ‘You are older now.’”

These hurdles underscore the need to continue ongoing efforts to reshape mindsets, ensuring that every girl is empowered to learn, explore, and dream beyond societal constraints.

From having no outstation exposure visits when SRF first began its work to now over 165 girls participating in outstation tours in 2024, reflects the growing trust and confidence the program has built in the block over the years.

To equip students with essential life skills, SRF Foundation organized exposure visits to various facilities, including banks and DIH centers, within Nuh. In 2024, 19 such visits were conducted, benefiting 724 students.

Additionally, between 2017- 2020, the Foundation arranged 12 student visits to Sri Ram Schools, providing 720 students with valuable cross-learning experience



Lights, Camera, Education

Films Inspire Change

On a star-studded night, watching children and their families giggle and smile while enjoying educational films like *Taare Zameen Par* and *I Am Kalam* is a heartwarming sight. These community screenings not only promote awareness about education but also subtly build trust and hope among communities, encouraging them to support the Foundation's initiatives in their villages.



These screenings are shifting perspectives on education. Parents watch, reflect, and reconsider. Could their children have a future beyond the familiar?

The impact is visible. What began as a modest initiative has become a highly anticipated event. Villagers now wait for the bus, eager for the next film, the next conversation it might spark. More than a community gathering, these screenings serve as a bridge—between awareness and action, between scepticism and belief.

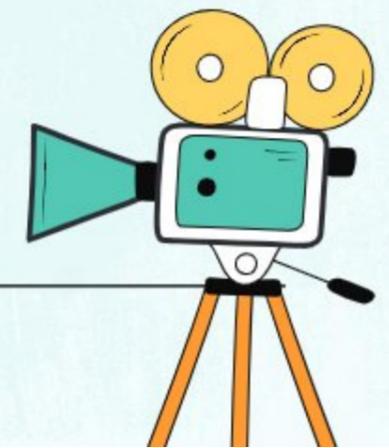
Unlike traditional mobilisation efforts, this approach does not rely on speeches or persuasion. Instead, it promotes participation through shared experiences, making change not just an idea, but something felt—something real.

In last two years, 1487 community persons including children have attended the film screenings across nine villages.

Mobile Classrooms bringing education to the doorsteps

These film screenings are part of the Foundation's Digital Bus initiative, which brings education directly to the doorstep of the community. The bus serves as a mobile classroom, offering digital learning sessions and lessons on various subjects.

Over the past two years,
1,601 classes
 have been conducted,
 benefiting nearly
35,000
 students.



The Growing Pulse of Scientific Temper in Nuh

Scores of students from intervention schools, eagerly demonstrate the working of various science models in the academic mela organized by SRF Foundation—reflecting a larger transformation—the growing scientific temper in Nuh.

Once characterised by limited academic engagement, SRF-supported schools now buzz with curiosity and ambition. A significant rise in students opting for the science stream marks a shift in academic aspirations, opening doors to STEM careers and higher education opportunities.





Ms. Kusum Mallik
District FLN Coordinator

“The transformation in SRF-supported schools is clearly visible. Their collaborative approach in complementing government efforts has been a key factor in driving this change, leading to a deep and meaningful impact on the ground.”

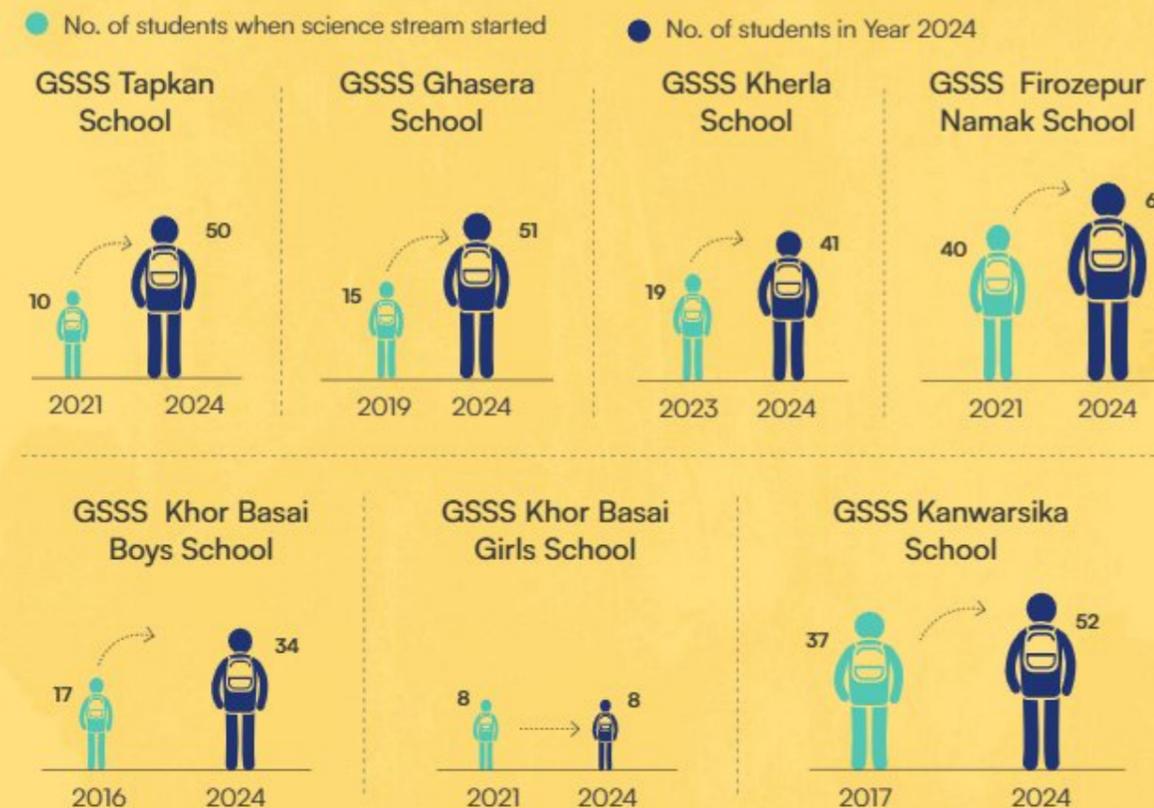
One of the remarkable shifts has been the surge in science enrolments, particularly among girls. Data shows a substantial increase in their participation, signalling empowerment and growing confidence in pursuing higher education.

The change is evident in events like the academic mela, where students now present their knowledge with clarity and poise. Regular competitions, academic mentoring, and ongoing support from SRF Foundation has strengthened students' confidence and presentation skills.

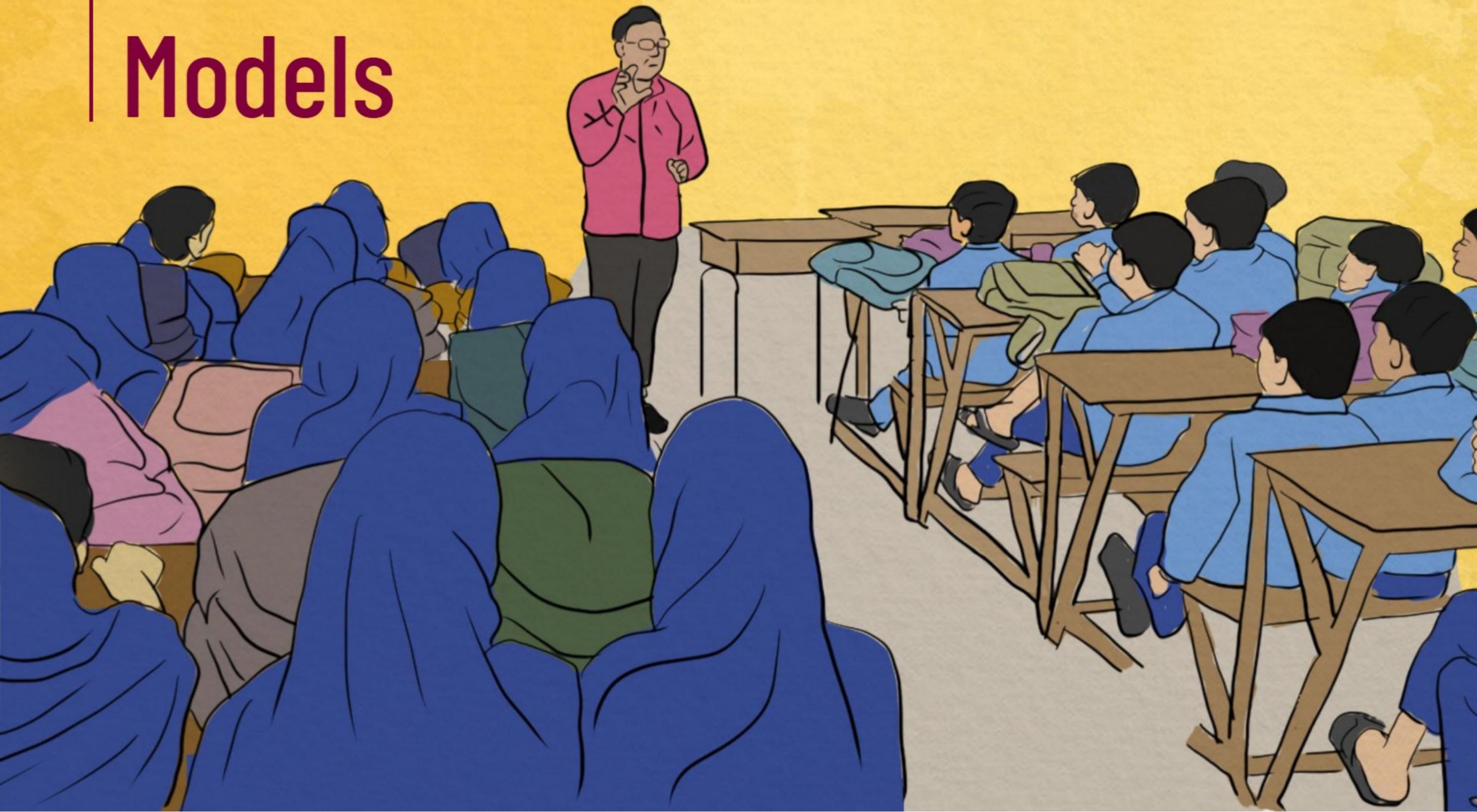
Number of schools with science stream (among intervention schools)



Number Of Students In Science Stream



Role Models



From Wanderer to Innovator

Arbaz's Journey of Curiosity and Creation

Proudly looking at the model of his automatic water motor switch-off system, Arbaz explains, "Most household systems only give an alarm when the water tank is full, but someone still has to manually switch off the motor. I wanted to eliminate this gap—my system not only detects when the tank is full but also switches off the motor automatically, without requiring anyone to be physically present." He presented this innovation at the state-level competition on January 18, 2025.

Sitting with curious eyes in the well-equipped Digital Innovation Hub (DIH) lab of SRF at Sr. Secondary School, Tapkan, where he is currently completing his grade 12, Arbaz radiates passion for learning and innovation. Though he was deeply interested in mathematics, a lack of proper guidance led him to choose PCB (Physics, Chemistry, Biology) as his stream. However, his desire to pursue engineering has now motivated him to take up mathematics as an additional subject, preparing separately for its examination.

Recognising his dedication, he is one of the few students who are permitted to stay in the DIH lab for as long as he wants. He is well-versed in operating advanced equipment like 3D printers, CNC machines, and Raspberry Pi and eagerly learns something new every day. His honesty and determination to achieve something meaningful in life are evident in his tone and communication.



"8th grade tak main ek fraudi bacha tha—school se bunk maar kar doston ke saath pahadon mein ghoornta rehta tha. Jab mere bade bhai, jo driver hain, ko ye baat pata chali, unhone mujhe ache se samjhaya. Us din ke baad se, maine sirf padhai par dhyan dena shuru kar diya. maine Tapkan School join kiya aur pichle do saal se DIH lab aa raha hoon. Har din yahan kuch naya seekhna mujhe bahut achha lagta hai."

- Arbaz

("Until 8th grade, I was a mischievous child, often skipping school to roam the hills with my friends. When my elder brother, who is a driver, found out, he gave me a serious scolding. From that day onwards, I became completely focused on my studies. After that, I joined Tapkan School, and for the past two years, I have been coming to the DIH lab. I truly enjoy learning something new here every day.")

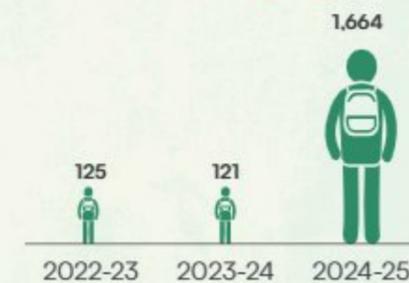
One major challenge he highlights is the language barrier in science education—until 10th grade, science subjects are taught in Hindi, but from 11th grade onward, they transition to English. He believes that introducing multiple languages from the beginning would help students adapt more smoothly and bridge this learning gap.

Arbaz recalls his early fascination with technology: "I would open up chargers and mobile phones at home just to understand how they function." While this interest was always within him, the DIH lab provided him with the right guidance, resources, and platform to channel his passion into real innovations. Now, he dreams of developing groundbreaking technologies that simplify everyday life for people around him.

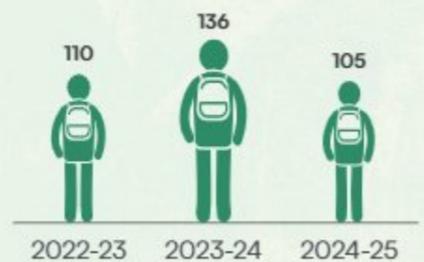
Arbaz's journey—from a carefree wanderer to a dedicated innovator—reflects the power of curiosity, resilience, and the right opportunities.

Like Arbaz, over 2,000 students have been trained under different programs of DIH in last three years.

Tinker Coding Program



Computer Training and Digital Academy



● No. of Students Trained

From a single Tinker Coding Lab in 2021- 22 in Tapkan, SRF Foundation added 7 such labs in Senior secondary intervention school in the last one year.

Additionally, over the past four years, 130 video lessons have been recorded as part of the Recording Room initiative and in 2024, 35 teachers have been trained in video recording techniques, enhancing their ability to create engaging digital content for students.

जहाँ पढ़ाई वहीं सम्मान

Maqbool's Journey - Where Education Leads, Opportunities Follow

Beneath the shade of the same school where Maqbool once studied, a boy with wide eyes and ink-stained fingers—he sits again, few years later, with a spark that time has not dimmed.

He recounts memories of hues of VIBGYOR unravelling through a prism in the science lab. His mother, still there in the same school as a midday meal worker, her hands worn with years of stirring pots, glances towards him.



'This,' Maqbool says, 'and many other learning tools were possible because of the SRF Foundation'. Today, Maqbool is a Junior Engineer (JE) in Nuh, Haryana, and his journey from modest beginnings to a government job is a personal triumph as well as a beacon of hope for his community.

He speaks of the changes he has seen over the past decade. "The buildings, the facilities," he begins. 'But most importantly, the mindset of the people has transformed. Earlier, people believed that only those with money could get jobs. But now, they understand: 'Where there's education, there's opportunity.'

And his success now inspires others. Among his peers, two are now working as KVS teachers, and another as a clerk.

Maqbool smiles, "Memory of science practical at SRF Foundation's lab is still fresh. They have made us understand that education is power."

Born into a family of eight siblings, with a blind father and a mother working as a midday meal worker, never deterred his spirit. In 2016, he completed his 10th grade.

He later enrolled in a polytechnic diploma program and briefly took up a private job before deciding to focus entirely on his studies. Maqbool later gained direct admission into the second year of B.Tech program after which he qualified for competitive exam and became Sub-Inspector (SI) in CRPF. However, his ambitions didn't stop there. His determination led him to clear the Junior Engineer (JE) exam, a milestone that firmly established his career.

With a shy smile, he says, " Maine Ma ko bola hai Ma ab aapko joh pasand hai mujhe batao, mai sab launga".

He is now committed to providing free education to 9th and 10th-grade students in his village. "Education is the most powerful tool to break the cycle of poverty and build a better future," he says.



पढ़ाई ने एक माँ की तकदीर बदल दी

In the quiet comfort of her thoughts, Rabia, 55, reflects on the winding path of her journey—the sacrifices, the struggles and the choices she made.

The modest and cramped house, eight children and a blind husband, Rabia, with the quiet defiance of a woman who knew no other way, bore the weight of it all. At times, the mere task of feeding her family became an expedition, the scarcity lingering between the meals—roti and chutney. ₹100 a month, the income that would crumble many, was her lot. Yet, within these constraints, she breathed life into a singular resolve: the education of her children.

More than the worry and scarcity, there was something else that had kept her going, she held on to one hope—education, that, if she could give her children, it would change everything.

'Padhai ne ek maa kee takdeer badal di', she says. Education has been the force that has altered the very course of not just her life, but the lives of her children, her family, and perhaps even the wider community. She thought of those early years, the impossibility of it all—how she had to weave together the teachings of madrasa with the more worldly education of the school system.

And now, as Rabia sat in the quiet of the afternoon, she allowed herself to reflect on the path that had unfolded before her. Her children were no longer the wide-eyed children who once looked to her for every meal. One had become a Junior Engineer, his future no longer shaped by the confines of their cramped home. Another works in healthcare and two of her children are in school marching towards a hopeful future.

'Mujhe bahut khushi hoti hai ki mere bachche aaj bhi usi tahzeeb se hain,' she says. Her children, even in the face of all their progress, had not lost the essence of what she had taught them. The discipline, the simplicity, the respect—these were the values she had instilled in them, and they had carried them forward.

Rabia's life, when viewed from a distance, might seem ordinary—just another mother, just another family. But in the quiet moments, as she reflects on the years gone by, she sees the extraordinary in it all. Her sacrifices that no one had ever seen, had borne fruit. Her well-educated children, reinforce the strength of a mother's love and a quiet determination for a future that is not defined by the past.



हमने मिन्नतें की हैं घर-घर जाके

A Headmaster's Relentless Pursuit of Education powered by SRF Foundation



'Humne minnate ki hain ghar ghar jaake,' Shamsheer Mohammad, headmaster of Badwa Primary School recalls wandering the school grounds. The walls, once chipped and peeling, now sport fresh paint and proudly display charts of alphabets, multiplication tables, and motivational slogans. Rows of uniformed children flutter through the courtyard, thanks to the discipline he instilled almost immediately upon joining in March 2019.

'I am proud to say 100 percent of the students in my school wear uniforms now,' he says, recalling how, not so long ago, attendance was irregular. Back then, too many children wandered aimlessly in the village during school hours, a reflection of familial scepticism about formal education. Now, the students march in daily—boys and girls alike—exuding a newfound sense of belonging.

When he first joined as a teacher in 1995 in Firozpurpur Namak, Nuh, he saw a landscape of neglect: empty classrooms, teachers' absenteeism, reluctance of parents, and so on. In 2019, he recognised the same echo in Badwa Primary School. 'I have witnessed firsthand about the change in people and students,' he remarks.

Transformation began when SRF Foundation stepped in, extending its support beyond what government resources alone could provide. 'SRF Foundation also supported us with sanitation, hygiene, library, digital classroom, toilets... now girls started turning up,' he recalls.

For Shamsheer, improving infrastructure was only half the battle—holding teachers accountable was just as critical. With SRF's help in strengthening the School Management Committee and monitoring systems, teachers

began sensing his presence. 'I don't sit during class hours. I keep visiting all the classrooms,' he explains.

Enrolments soared; almost double the number of students now. 'Humne minnate ki hain ghar ghar jaake,' he repeats, as though to remind himself how far they have come, and how each knocked door was worth the effort.

'I am happy with my school's performance,' Shamsheer says, gazing out over a classroom of absorbed faces. 'But I will be ecstatic when no child in this village is out of school.' In that moment, the dream stretches before him, where every boy and girl carry the promise of a brighter tomorrow.

Reflections from a Teacher

संघर्ष से बदलाव तक

रोल नंबर एक-
नयी आयो जी
क्या? कहाँ है?
भाई के आफिस में टी वी देख रो है।
रोल नंबर दो-यैस मैडम जी
रोल नंबर तीन-ना आसे जी
क्यों?
इंपर पे जाएगो जी
रोल नंबर चार - ना आ से जी
क्यों
मदरसे में जाएगो जी
रोल नंबर पाँच - यस मैडम
रोल नंबर छः-भाग गो जी छत्तन पे के
पकड़ा नहीं?
गिड़(पत्थर) बरसा दिये जी
रोल नंबर सात-दवाई लू गयो है जी
क्या हुआ उसे गिड़न मू सर फूट गो जी रोल नंबर
आठ- आयो है जी
कहाँ है?
स्कूल मू बाहर
क्यों? - कंचे खेल टो है जी
रोल नंबर नौ- यह रो जी बस्ता
वह कहाँ है?
खेतन पर गयो जी। फूफी संग बाप की रोटी लू।
रोल नंबर दस- यस मैडम

रोल नंबर ग्यारह - बस्ता धरो है जी तीन दिनन मू
वह कहाँ है?
सरिया चोटी लू गयो है बड़े पुल पे के
रोल नंबर बारह- हम रोज आए हैं जी हमारा नाम मत
काटियो जी
वेटी गुड
पर क्यों? प्लेट सुबह साथ ही ले आता? आप पाठ
सुनोगी जी। या मारे भागो..
रोल नंबर - दो महीना ना से जी
क्यों?
अब क्या करूँ??
नाम काट दो जी सबन को।
उससे क्या होगा? यह सवाल नूँह की शिक्षा प्रणाली के
सामने दानव जैसा खड़ा था।



प्रारंभिक संघर्ष

2 मार्च 2009 को जब मुझे नूँह क्षेत्र के एक विद्यालय में गेस्ट टीचर के रूप में नियुक्त किया गया, तो वहाँ की स्थिति चिंताजनक थी। गाँव पिछड़ा था, महिलाएँ अशिक्षित थीं, और पुरुषों की शिक्षा सीमित थी। विद्यालय की हालत दयनीय थी—न चारदीवारी थी, न पर्याप्त संसाधन। बच्चों की उपस्थिति अनियमित थी, और अधिकतर सिर्फ मिड-डे मील के लिए स्कूल आते थे।

अभिभावकों की शिक्षा में रुचि नहीं थी। वे बच्चों को पढ़ाने के बजाय मजदूरी करवाने या घरेलू कामों में लगाना ज्यादा जरूरी समझते थे। यह देखकर मैंने खुद से सवाल किया—क्या इन बच्चों का भविष्य सुधारा जा सकता है?



सकारात्मक पहल

स्थिति को देखकर हम सबने प्रयास शुरू किए। इसी बीच SRF फाउंडेशन ने शिक्षा को लेकर समुदाय की उदासीनता दूर करने के लिए कई पहल कीं। विद्यालय के बुनियादी ढांचे को सुधारा गया, अभिभावकों को जागरूक किया गया और बच्चों को प्रेरित करने के लिए विशेष कार्यक्रम चलाए गए।

मुझे एहसास हुआ कि जब तक माता-पिता शिक्षा का महत्व नहीं समझेंगे, तब तक बदलाव संभव नहीं है। SRF फाउंडेशन के 'Parental Sensitisation' कार्यक्रम के तहत हमने घर-घर जाकर अभिभावकों से बातचीत की और उनकी शंकाएँ दूर कीं। धीरे-धीरे, वे शिक्षा के महत्व को समझने लगे।

(The story is contributed by Ms. Preeti Raghav Chauhan, teacher at Government Senior Secondary School, Rewasan, Nuh)



सामुदायिक सहयोग और बदलाव

SRF फाउंडेशन ने Rural Education Programme लागू किया, जिसके तहत बच्चों को गुणवत्तापूर्ण शिक्षा देने का लक्ष्य रखा गया।

विद्यालय में पेड़-पौधे लगाए गए, इमारत की मरम्मत हुई, और गैर-सरकारी संगठनों का सहयोग मिलने लगा। अभिभावक भी जागरूक होने लगे, जिससे बच्चों की उपस्थिति बढ़ी। SRF फाउंडेशन ने शिक्षकों को विशेष प्रशिक्षण दिया, जिससे पढ़ाई अधिक प्रभावी हो गई।



शिक्षा का सशक्तिकरण

बच्चों को नियमित विद्यालय लाने के लिए सामुदायिक बैठकें की गईं और माता-पिता को शिक्षित किया गया। विद्यालयों में शौचालय बनाए गए, डिजिटल कक्षाएँ और पुस्तकालय खोले गए।

लड़कियों की शिक्षा को बढ़ावा देने के लिए छात्रवृत्ति और व्यावसायिक प्रशिक्षण कार्यक्रम शुरू किए गए। लड़कों के लिए नैतिकता और अनुशासन आधारित पहल चलाई गई ताकि एक सुरक्षित और समावेशी वातावरण तैयार किया जा सके।



आगे की राह

हालाँकि शिक्षा में सुधार हुआ है, लेकिन चुनौतियाँ अभी भी बनी हुई हैं। कई गाँवों में माध्यमिक विद्यालयों की कमी के कारण बच्चे पढ़ाई छोड़ देते हैं। सामाजिक और पारिवारिक दबाव अभी भी लड़कियों को उच्च शिक्षा से दूर रखता है। यद्यपि यात्रा अभी समाप्त नहीं हुई है। शिक्षा की रोशनी फैल चुकी है, लेकिन इसे स्थायी और समावेशी बनाने के लिए निरंतर प्रयास जरूरी हैं।

From Missed Army Dreams to Powering Schools

Just a few years ago, Ramsingh could never have imagined, installing solar panel projects in nearly 20 schools in Ladakh, along with many other similar initiatives in different locations. Like many young men in his village, his dream was to join the army.

However, fate had other plans. A chance encounter with mobilisation drive of SRF Foundation in his village introduced him to the Basic Electrical Training Program (BETP). Taking a leap of faith, he enrolled in the program in 2019. As he progressed, he developed a deep interest in the subject and the livelihood opportunities the field offered.

After completing the course and working on a few independent assignments, Ramsingh took a bold step in 2020—he opened his own shop. Today, he successfully undertakes projects across various locations.

He has plans to scale his business further, actively exploring opportunities through the government schemes, and other funding avenues.

He takes pride in the transformation that this course and his entrepreneurial journey have brought into his life. His work has taken him beyond his village to cities like Bengaluru, Ladakh, and Himachal Pradesh. He also recalls another unforgettable milestone: "Pehli baar hawai jahaz mein baitha, vishwas hi nahi ho raha tha ki main asmaan mein hoon" (I sat in an airplane for the first time; I couldn't believe I was in the sky).

When asked to share his suggestions, Ramsingh emphasised the need to look for talent beyond colleges and training institutes in major cities. He stated, "Shehro ke bade colleges ke saath-saath, chhoti jagah ke talent ko bhi dhoondhna aur badhava dena chahiye. SRF ke program se iss mein kaafi madad mil rahi hai." (Along with colleges in big cities, talent from smaller places should also be identified and nurtured. The SRF Foundation program is playing a crucial role in this.)

Ramsingh passionately advocates for skill-based training and exposure visits, believing that such opportunities can transform lives—just as they transformed his.

With 81% placement of the program, Ramsingh's journey symbolises story of many such candidates who have been trained in BETP program of SRF Foundation.

From 2014- 2023, nearly 945 candidates have been trained, out of which 768 have been placed and 102 have been self employed with the average income standing at 20k in 2024.



From a Game Unknown to a Game of Fame

A Racket, A Dream, and an Unstoppable Spirit

From not even knowing the name of the sport to effortlessly discussing terms like drop shots, double hits, and smashes, Sahil's journey—powered by SRF Foundation—is nothing short of inspiring.

A Grade 12 student from Tapkan village in Nuh, Sahil had never heard of badminton—neither had anyone in his family or village. The first time he saw the game in 4th grade, he was mesmerized. He didn't know its name but called it Chidi Chhakka, the local term. The excitement of the game stayed with him, igniting a passion he didn't yet fully understand.

That passion found direction when he joined the SRF Foundation's Sunrise-supported program, where, for the first time, he held a real badminton racket. "It was magical," he recalls. The right training met his determination, and there was no looking back. By grade 6, he ranked first in the under-11 category. In grade 7, he became district champion and later competed at the state level in Faridabad, battling fiercely until the third round. SRF Foundation provided rackets, kits, and coaching—everything he needed to pursue his dream.

For Sahil, the biggest transformation wasn't just winning tournaments; it was hearing his mother proudly tell people, "Mera beta game khelta hai." From a village where no one even knew the sport to making his family and school proud, his journey felt surreal.

With no proper court in his village, he and his friends played on rough, uneven grounds. "Kacchi mitti mein khelna seekha hai, toh jab court pe aaye toh aur zyada grip milti thi," he smiles, recalling the excitement of every match. "Ghar kabhi khaali haath nahi jaana tha."

His dedication to the sport was unwavering. "Maine paanch ghar ki shaadiyan chhodi hain tournaments ke liye, kyunki game ki excitement ek alag khushi deti hai...." he says, proving how badminton became more than just a game—it became his priority.

Now in grade 12, Sahil has competed in four district and five state-level tournaments and is a leader in his school's NSS group. With the SRF Foundation sports program no longer running, he feels the absence of structured training but refuses to give up. "Badminton ke bina rehna namumkin hai," he says, determined to find his way back to the game.

Sahil's story is not just about badminton—it's about dreams, resilience, and the magic that happens when passion meets opportunity.



Perspectives from Students

At SRF Foundation, learners are at the core of every program. Measuring the impact of any initiative would be incomplete without considering their perspectives and insights. To achieve this, a creative writing workshop was conducted with students from various intervention schools in Nuh. Through activities like free writing, storytelling, and group discussions, the workshop encouraged students to share their perspectives about the education system and program of SRF Foundation.



Before, Today and Going ahead



School Levels

Then: Mostly schools till 8th grade
Now: 9 out of 19 middle schools upgraded to senior secondary levels



Ground Facilities

Then: Limited playgrounds
Now: Better facilities in some schools



Infrastructure & Resources

Then: Lack of classrooms and infrastructure
Now: Additional print rich classrooms and digital resources



Electricity Disruption

Then: Persistent power cuts
Now: Most schools have solar panels installed



Teachers

Then: Lack of teaching staff
Now: Number of teachers has increased substantially



Water & Cleanliness

Then: Lack of drinking water and hygiene
Now: Swachhta committees and clean drinking water in schools



Toilets

Then: No separate toilets
Now: Separate toilets in all schools



Green Cover

Then: Almost no trees and greenery around schools
Now: Schools now surrounded by trees and gardens



Reading Corners

Then: No designated reading spaces
Now: Reading corners in all schools



Digital Learning

Then: No computer and digital labs
Now: Digital Labs in all schools



Teaching Aids

Then: Inadequate resources
Now: BaLA promoted in all schools

Going Ahead

- Upgrade more schools to senior secondary levels to increase access and reduce drop out
- Playgrounds in all schools
- Construct more classrooms
- Ensure uninterrupted power supply
- Recruit and deploy teachers especially in science stream
- Maintain and improve cleanliness facilities
- Continue promoting green initiatives
- Enhance teaching aids
- Promote writing and reading competitions among students



SWOT Analysis of the Program through the eyes of students

Strengths

- Timely availability of resources
- Teaching aids and BaLA (Building as Learning Aid)
- Accountability through regular monitoring
- Promotion of digital learning in schools
- Enhancing green cover in and around schools
- Strong village-level connect

Weaknesses *

- Absence of playgrounds in some schools
- Lack of support staff to maintain cleanliness in washrooms
- Limited availability of higher secondary schools in villages
- Lack of awareness among some parents
- Limited transport facilities
- Lack of conduct and discipline among some students

Opportunities

- Organizing quizzes and competitions
- Establishing reading clubs, committees, and career guidance programs
- Highlighting success stories, local role models
- Continuing to organise anganwadi and academic melas
- Evening classes for running colleges in some Sr. Secondary schools

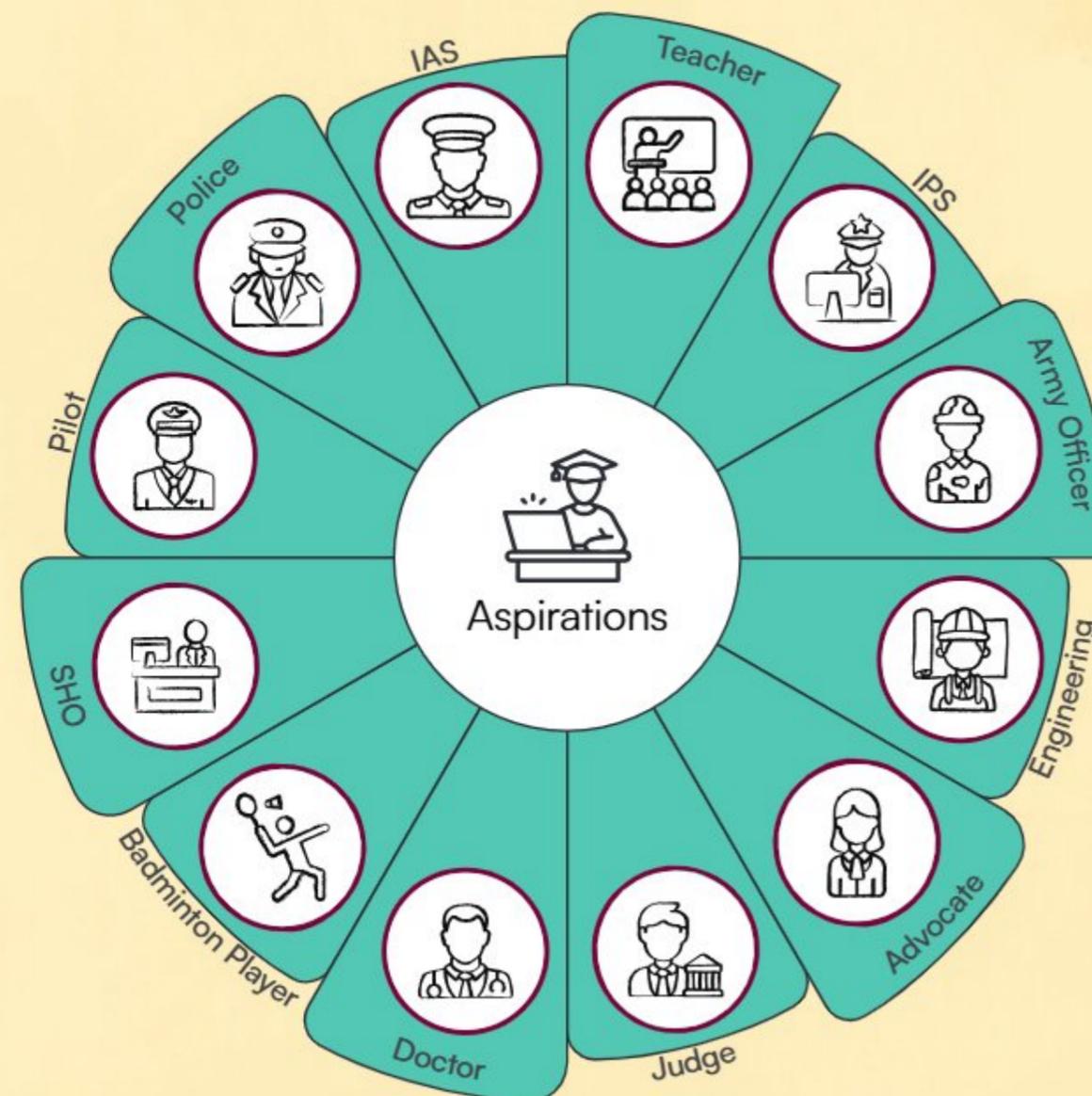
Threats

- Disruptions caused by strikes (hartals)
- Unreliable electricity supply impacting school activities

**Although not directly linked to SRF interventions, some of these factors limit the effectiveness of efforts on the ground.*

Aspirations

The students were asked about their aspirations, and the responses resonate deeply with the positive changes happening at all levels- inspiring students to dream big and create a brighter future for themselves and their communities.



Happiest Moments of Students

What better testament to the impact of the program than hearing students recount their happiest moments, all centred around education? Some of the memorable moments shared by students especially girls include



When their parents permitted them to go on Scout and Guide tours to Karnataka, Shimla, and Madhya Pradesh.

Teaching their mothers how to sign.



Presenting projects in competitions.



Imagine you are running a school how would you run it

- Setting up separate schools or classes for boys and girls.
- Creating awareness through door-to-door visits
- Building more playgrounds in schools.
- Providing transportation facilities or bicycles to girls
- Encouraging students to go on tours and participate in experience-sharing activities.
- Offering free books to 9th and 10th-grade students.
- Taking a pledge never to attend or support child marriages
- Providing free education for orphans.
- Organising more self-defence classes for students.
- Rewarding students with certificates or gifts for participating in committees



Role of Different Stakeholders

Students

- Work hard on studies.
- Reach school on time.
- Study regularly at home.
- Maintain discipline.
- Avoid social media platforms and spend less time on phones.
- Teach basic signing and reading skills to illiterate family members, especially mothers.

Teachers

- Use more engaging methods of teaching.
- Motivate more students to participate in debates, tours and other competitions.
- Organize quiz competitions.

Parents

- Send children to school on time.
- Ensure proper hygiene and cleanliness.
- Attend parent-teacher meetings.
- Create awareness among parents who don't send their children to school.

Government

- Provide free books to students in 9th and 10th grades.
- Construct additional rooms in schools where needed.
- Ensure uninterrupted electricity connections in schools.
- Update the curriculum.
- Introduce science subjects in 11th and 12th grades where currently unavailable.
- Timely recruitment of teachers and deploy more female staff, especially in schools where there are currently unavailable.



Letters

The students were also asked to write letters to their mothers, expressing the messages they wish to convey. These letters signify a shift in mindset, highlighting a renewed sense of hope and aspirations.

प्रिय माँ
मेरा नाम शबाना और माँ अपने मां-बाप का शुक्र अदा करती हूँ कि उन्होंने मुझे स्कूल पढ़ने भेजा है।
माँ आप तो पढ़ नहीं पायी लेकिन आपने मुझे पढ़ाया और मैं चाहती हूँ कि मैं आगे और भी पढ़ूँ।

-Shabana

प्रिय माँ,
हम जानते हैं कि आप स्कूल नहीं गईं, लेकिन आपने मुझे स्कूल में दाखिला दिलाया। मैं जानती हूँ कि आपने बहुत सारी मुसीबतें देखी हैं, लेकिन अब धीरे-धीरे सारी परेशानियाँ खत्म हो रही हैं। मैं आपका सपना पूरा करूँगी। मैं आगे पढ़-लिखकर आपका नाम रोशन करूँगी।

आपकी बेटी - Khushluma

मेरी माँ जी,
मैं जानती हूँ कि आपके जमाने में बहुत कम लोग पढ़े-लिखे होते थे, लेकिन अब जमाना बदल गया है। बच्चे स्कूल जाते हैं और अब गाँव के और भी बच्चों को पढ़ना चाहिए, ताकि वे अपने मां-बाप का नाम रोशन कर सकें। लड़कियों को ज़रूर पढ़ाना चाहिए।

-Afsa Khatoon

प्रिय माँ,
जब मैं डॉक्टर बन जाऊँगी, तो आपके लिए बहुत कुछ करूँगी और आपकी सारी इच्छाएँ पूरी करूँगी। मैं आपके लिए बहुत सारे कपड़े और चप्पल भी लाऊँगी।

आपकी प्यारी बेटी

प्रिय माँ,
जब मैं बड़ी होकर टीचर बन जाऊँगी, तो मैं आपके सपनों को पूरा करूँगी और जो भी मुसीबतें आपने देखी हैं, उन्हें भुलाने की कोशिश करूँगी।

आपकी प्यारी बेटी

प्रिय माँ,
मैंने माँ से पूछा कि आपको क्या अच्छा लगता है? माँ ने कहा कि मैं डॉक्टर बनना चाहती थी, लेकिन पढ़ने का कोई तरीका नहीं था। अब मुझे यह वादा करो कि तुम डॉक्टर बनोगी।
मैं आपकी यह इच्छा ज़रूर पूरी करूँगी।

आपकी प्यारी बेटी

Compilation & Design

