Education changes lives, changes communities.

ANNUAL REPORT 2020
Creating Thriving School Communities for Adolescent Girls in India
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Our Goals
Executive Summary

Education is still a privilege for the majority of society. The chance of receiving quality education manifests itself in one’s gender, caste, and economic status. Equal opportunity is frequently quickly diminished through this system. The seeds of SwaTaleem were sown with the intent to help establish educational equality, and we narrow our work to improving education for adolescent Girls from rural communities in India. SwaTaleem aims to reach this goal by focusing on an education that understands the learners’ needs, as our students come from underrepresented and underserved communities. Our focus is to work with Kasturba Gandhi Balika Vidyalayas to create thriving school communities for adolescent Girls in India.

VISION
We envision India with an interconnected community of KGBV schools that provide high quality education and a better future for the underrepresented adolescent Girls of India.

MISSION
To increase decision making and foundational skills in adolescent Girls through a transformative design process, which allows teachers, learners, and community leaders to choose and address educational challenges in their KGBV community.

VALUES
- Excellence with Humility
- Collaborative Mutual Transformation
- Constitutional Values Based Education
Our Goals

The resources provided by the Indian government often do not address the quality and depth of education necessary for our Girls living in small rural towns. While laws are in place for establishments to conduct learning, often those schools are not given the attention or continued support they need. With the Girls’ best in mind, we are addressing the challenge of a lack of meaningful and relevant education.

Research suggests that to tackle this challenge, we need to:

1. Address the lack of education.
2. Keep Girls in school.
3. Focus on practical and formal education.

We need more than a school to teach and help the Girls acquire the skills they need to reach their limitless potentials! Especially in marginalized communities where Girls are often oppressed and unable to decide their fates, these skills become the first step for them to start taking control of their lives. By providing an education that focuses on formal education as well as emotional intelligence, we are able to help the Girls live a life that is more:

Healthy  Independent  Confident
For the Girls, a **QUALITY EDUCATION** means...

- Delay Marriage.
- Improve health outcomes.
- Later age of motherhood.
- Increase likelihood of entering workforce.

Girls with secondary schooling are approximately **70 PERCENT** less likely to be married as children compared to illiterate Girls.
KGBVs cater to highly marginalised and historically underrepresented Girls. Almost all of them are first generation learners from their families.
Our Model

THE SKILLS

Knowledge gathered is useful only when applied forward. We need to apply the skills with our aptitude knowledge in real life. In particular, we believe that socio-emotional and cognitive skills work together, and these multidimensional skills not only help the Girls, but also help their communities grow.

THE CLUSTERS

SwaTaleem also works to create knowledge centres of 4-5 schools called clusters, which come together on a regular basis to exchange best practices and solve problems in a collaborative manner.
KGBV Summary

HISTORY OF KGBV SCHOOLS

Kasturba Gandhi Balika Vidyalayas (KGBVs) were started in 2004 with the vision of providing equal access to education for Girls in underrepresented communities whose societies are predominantly in remote and poor areas. They provide 75% of their seats to Girls from Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), and other minority communities while the remaining 25% is priority for Girls from families below the poverty line (BLP). The scheme is being implemented by the Government of India in 27 states/Union Territories (UTs) with 3609 KGBVs in 460 districts as of June 30th, 2014.

1. Self Education
   SwaTaleem facilitates to help create solutions for ones own school community.

2. Working Together
   Teachers and Clusters collaborate to solve common challenges.

3. Decision Making
   Using developed socio-emotional skills to get higher education.
Our Work
Stream 1:
STEM + Gender + Socio-Emotional Skills

KGBV JALMANA, PANIPAT

Here we are exploring the intersection of Science and Gender. The intent is to conduct STEM based learning sessions that are relevant to the Girl’s lives. With this, we challenge the existing narrative that STEM based subjects are not meant for Girls. We continue with the same set of Schools and hope to grow. Our focus is to strengthen our internal capacity in the following aspects:

Core Areas: Socio-emotional Skills, Constitutional Values alongside Gender, and Reproductive Health.

Organizationally: We intend to build a solid volunteer model for Stream 1 in order to bring in a more intense approach.

Increasing Partnerships: We aim to build partnerships that support us in core areas and also help us in garnering resources as a reserve for at least a year ahead.

JOURNEY WITH KGBV JALMANA

Working at Intersection of SEL, STEM and Gender. The program was run by the group of 5 Volunteers from Young India Fellowship as part of their Experiential Learning Module, where they conducted bimonthly sessions with the Girls. This academic year we conducted 10 Sessions (2 with the last ELM team and 8 with the current ELM team). Although we targeted 12 -15 sessions for this ELM team, the COVID-19 Pandemic reduced our on-field operations with the school.
**Stream 2:**
**English as Second Language + Gender + Socio-Emotional Skills**

**KGBV MEWAT, HARYANA**

Based on the assessments done in the collaboration of NCERT and later done individually, these are a few of the issues identified in the KGBVs:

**LANGUAGE LEARNING**

We envision India with an interconnected community of KGBV schools that provide high quality education and better futures for the underrepresented adolescent Girls of India.

**SOCIO-EMOTIONAL SKILLS (SE)**

To increase decision making and foundational skills in adolescent Girls through a transformative design process, which allows teachers, learners, and community leaders to choose and address educational challenges in their KGBV community.

**OUR FOCUS IN MEWAT**

1. Improved Language Acquisition
2. Improved SE Skills
3. Increased Participation
4. Creation of Girls’ Collective
5. Independent Learning Communities
6. Strengthened Advocacy
Cluster Level
Learning Platform

These workshops happen monthly where the Girl Leaders, Teachers, School Leaders, and Government Officials across all 5 schools come together to share their learnings, problem-solve, and reflect.
These workshops happen bi-monthly, where Teachers and Girls come together to learn and co-create action plans to implement learnings from the cluster sessions into their own schools and classrooms.
This year, we have conducted 4 cluster sessions followed by one in-school session (started after Cluster Session 2) for the Girl Leaders and Teachers in Mewat. For a while, recruiting field coordinators to engage with the Girls was a challenge, but we resolved this in February this year! Apart from the regular Cluster Sessions and In-School Sessions, we also conducted the need based sessions for different KGBVs with the support of our partners. Some sessions are as follows:

- Three days Session on Dance and Movement Therapy in KGBV Nuh facilitated by Ms. Shruti Garg
- Mr. Bharat Shresth conducting a session on Learning Patterns through Origami in KGBV Tauru.
- A 5 day long ‘Life Skills through Art’ session conducted at KGBV Nuh by Swataleem’s Team member, Ms. Arzoo Shakir.
Initiatives in the School

Here are some glimpses of the school based initiatives across KGBVs, which are a result of Cluster & In-Schools Sessions in the KGBV hostel and schools.

- Story telling Sessions during Hostel hour.
- Word wall implemented in Hostel of KGBV Nuh by Warden, Ms. Deepti.
- Practicing craft during Hostel hours in KGBV Ferozpur Jhirka.
- Implementation of reading hour during hostel hours through bi-lingual english text books.
Our Learnings
What We Learned

01 Process versus Outcome: This program was designed to follow an iterative process which keeps evolving based on discussion, reflections, and feedback from the primary stakeholders (the Girls, Teachers, and Government). Such an approach argues that for complex social changes, the process is as important as the outcome, ensuring sustainability of impact.

02 Integration: A holistic education improved learning as the teachers and Girls realized the transformative power of co-creating a curriculum that is gender, cultural, and location sensitive while integrating socio-emotional contexts.

03 Cross-learning networks: By bringing together various stakeholders and forming networks intra KGBV schools, we break down systematic hierarchies and present opportunities for cross learning, advocacy, and sustainability. This not only benefits the school but also the government by giving attention to the resources available for under-represented communities.

04 Balancing Bottom Up with Top Down Approach: Creating a delicate balance between teacher, student, and organization input has been difficult for us from the beginning. While there is no correct answer, we are working to understand how to push for and implement new ideas from our stakeholders while continuing to incorporate our research in practice.

05 Relationship Building with Stakeholders: While our cycle was designed to have six monthly sessions, we were only able to complete four in the seven months. Because we needed time to build meaningful relationships with our stakeholders, the allotted time was not sufficient to foster the relationship and carry out the program.

06 Continue Maintaining and Iterative Approach: Initially we believed that after completing some cycles, we would have a fixed model. But in practice, we learned only the larger themes could be decided, and we have to keep a dynamic model in which each iteration yields new strategies, skills, and activities.
What We Learned

**Challenges with Remote Design-Based Approach:** Besides our stakeholders, we have an Indian Operations & Design team who works on field (including Ms. Arzoo Shakir) and a Design & Research team in the U.S. Due to different time zones, environment, distance, and individual backgrounds, we were presented an opportunity for the teams to reflect as a collective and how to approach remote work (including which sectors should continue it) in the future.

**Geo Location:** KGBV schools by design are located in extremely remote and under resourced areas. This makes it extremely difficult for the team to reach school venues using local transportation. This often delayed workshops and sessions, requiring immediate decisions on activities and increased costs.

**Lack of Role Models:** KGBVs have remained a silent system without any role models or expectations for the school or girls. Conversations have revealed that the mindset of the community is that there is no point in working hard because no one expects any change. This explains the lack of motivation and therefore the lack of effort, but it is essential to break this cycle and bring hopes for a better future.

**Dealing with Interpersonal Group Dynamics:** The reflection notes from the workshops highlight certain group dynamics that came up during the sessions. Members of the community hold each other to unfair stereotypical expectations, and in our learning environment, this can be very hindering. Moreover, this calls attention to the need to create a constructive place where we can discuss and resolve these conflicts for the longevity of work engagement.

**Cohesiveness in the Internal Team:** This year is another stepping stone in ST’s journey considering the fact that our team is growing past 5 members in the Indian entity and past 10 members for US Entity. It is important that we build a cohesive, value led, and self-directed team, and we will have to focus on team building to maximise our success.

**A Sustainable Fundraising Pipeline:** One key focus that emerged is to aim for a collective that aligns with our value system and would want to stay associated with the organization in the long run. We will accomplish this on two fronts: US and India.
Strategy Shift:
Focus for 2020-2021

THE OVERALL THEME OF THE STEP BACK REVOLVED AROUND

- Keeping Girls at the center of our work and making the work more laser sharp and value focussed
- Building a strong Internal Team with respect to content: SEL, Language Learning, Gender and Reproductive Health
- Building a True participatory approach in the work we do.

The above key pointers had led to shift in strategy for the upcoming year in the following ways:

- **Evolution of Theory of Change**: The fact that we need to keep our work focused on the KGBV Girls led us to the realization that we need to approach our work in 3 verticals
- **Academic**: Focusing on the core academic components including subject content, pedagogy and learning environment in the schools
- **Socio-Emotional**: Focusing on the components of resilience, assertiveness, and agency to facilitate responsible decision making in life
- **Opportunities**: Building spaces for Opportunities which are important for the Girls to ensure that they can live the life they aspire to as per their full potential. This includes Body and Sexual Rights, Child Protection rights, opportunities post class 10th, having a collective to seek support etc.
Building and Investing in Ourselves

**ENGAGEMENT**
Minimum 10% engagement with the KGBV Girls, irrespective of our JD in the team.

**STAKEHOLDERS**
Everyone in the team spends time with our primary stakeholder, the Girls, to ensure they understand the context of our work.

**LEARNING**
Learning time of 5 hours per week for every team member: Our work requires a lot of rigor and expertise from various domains, so it is important that we build a culture of self-learning within the team.

**FEEDBACK**
Practicing a participatory approach in our work: to engage Teachers more through their feedback on the Program, Design, and M&E section.

**EXPERTISE**
Building expertise on core areas of SEL, English as second Language for Adolescent Girls.
SwaTaleem Learning Workshops

PROFESSIONAL DEVELOPMENT WERE EASILY IMPLEMENTED

Over 90% of teachers were able to implement activities promoting storytelling and teaching skills through games.

ACTIVE LEARNING ACTIVITIES COMPLEMENTED TEXTBOOKS

WORSHOPS ACTIVITIES BLENDED FUN AND UTILITY

Teachers rated this new activities very highly when asked about the content of the trainings and their experience!

TRAINING ACTIVITIES PROMOTED ACTIVE PARTICIPATION

Teachers overwhelmingly felt heard and supported during SwaTaleem training activities.

Indicators of participatory approach

- Facilitator answered questions
- Felt heard
- Had space to share

Descriptions of the impact of professional development activities

- Learned new things
- Fun
- Had a good balance
- Pushed my boundaries
- Learned through dialogues
- Novel content

Average rating out of 5
Deepti Ma’am is currently a Warden in KGBV Nuh with a son who studies in a boarding school 25 kilometers from KGBV Nuh. She has been raising her son on her own, but when she came to our first introductory session, she participated in the session just like any other participant. According to the job description of a Warden, she needs to spend 24/7 in the hostel and gets off duty only when the Hosteler Girls go to their home. It took her some time to open up to us, but once the 3-day residential immersion was completed in the hostel of KGBV Nuh, an unwavering trust was built. Slowly she started to not only listen to the ideas and take them to schools, but also she began offering ideas that can be implemented in the schools. Then, when she visited other KGBVs to attend Cluster Sessions, she also started asking questions on bringing changes in her own school. Because of her unrelenting efforts, the long overdue construction in the hostel got initiated.

Based on her learnings from Cluster sessions, she started Hostel Hour English Learning Classes for the Girls, this involves activities such as Reading Hour, Story Telling, Word Walls, What did you see, Storytelling using objects around you, and more. She also keeps a well-maintained library in her hostel and allows the Girls to use it as part of their learning journey. Initially, she got encouragement from peers and our team members during cluster sessions and in-school visits. Her journey from a mere participant in the sessions to someone who is probing us to conduct different sessions for her hostel Girls and teachers has been awe inspiring and something that gives us courage everyday.

**Key Highlights: 2020**

- Creating a platform and utilizing Hostel hours for Language Enrichment for the Girls with the introduction of Reading Hour and other hostel-based activities facilitated by Wardens.
- Introduce reading hour & hostel-based activities & platform facilitated by Wardens.
- Facilitation of Cross Learning of School Based Initiatives in all 5 Schools.

**Meet Deepti Ma’am**

**OUR SOURCE OF INSPIRATION**

Deepti Ma’am is currently a Warden in KGBV Nuh with a son who studies in a boarding school 25 kilometers from KGBV Nuh. She has been raising her son on her own, but when she came to our first introductory session, she participated in the session just like any other participant. According to the job description of a Warden, she needs to spend 24/7 in the hostel and gets off duty only when the Hosteler Girls go to their home. It took her some time to open up to us, but once the 3-day residential immersion was completed in the hostel of KGBV Nuh, an unwavering trust was built. Slowly she started to not only listen to the ideas and take them to schools, but also she began offering ideas that can be implemented in the schools. Then, when she visited other KGBVs to attend Cluster Sessions, she also started asking questions on bringing changes in her own school. Because of her unrelenting efforts, the long overdue construction in the hostel got initiated.

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Ms. Deepti Ma’am (Second from Left), sharing her experience of implementing Daily Word Wall in the hostel with rest of the participants during School Tour in Cluster Session 4.
COVID-19

HOW THE GLOBAL PANDEMIC IS AFFECTING OUR GIRLS

GIRLS ARE DIRECTLY AT-RISK OF:
1. Dropping out of school.
2. Child marriage.

GIRLS ARE AT INCREASED RISK OF:
1. Gender-based violence.
2. Gender inequalities.

MOVING INTO ONLINE SPACES CALLS FOR:
1. Access to technology.
2. Time allocation to learn.

ANNUAL REPORT 2020
More than 13 MILLION GIRLS will be pushed into child marriage due to COVID-19 because they will be dropping out of school.
Our Initial Response

STRENGTHENING OUR FUNDRAISING EFFORTS
Connecting us with individuals or organizations working at the grassroots in Haryana

BUILDING EFFECTIVE AND CONTEXTUALLY APPROPRIATE TECHNOLOGY PLATFORMS

WORKING COLLABORATIVELY WITH OTHER COMMUNITY-BASED ORGANIZATIONS IN HARYANA TO LIAISON WITH THE GOVERNMENT

THINKING THROUGH WAYS IN WHICH WE CAN REACH OUT TO AND ENGAGE WITH THE GIRLS WHO DON’T HAVE ACCESS TO TECHNOLOGY OR THE INTERNET

SWATALEEM’S RESPONSE TO COVID-19

STRENGTHENING OUR ORGANIZATIONAL DEVELOPMENT EFFORTS

VOLUNTEERING WITH COMMUNITIES FOR COVID-19 RELIEF

DISCUSSING WITH THE GOVERNMENT OF HARYANA TO SUPPORT ALL 30 KGBV’S, TEACHERS AND THE LOCAL OFFICIALS, IN THE STATE

LEVERAGING TEACHERS

COLLABORATION AS THE WAY FORWARD

STRENGTHENING OUR FUNDRAISING EFFORTS

CONNECTING US WITH INDIVIDUALS OR ORGANIZATIONS WORKING AT THE GRASSROOTS IN HARYANA

BUILDING EFFECTIVE AND CONTEXTUALLY APPROPRIATE TECHNOLOGY PLATFORMS
Our Plan

**BROADCAST**
Reach out to the Girls via Radio, IVRS, and phones to provide support and let them know we are waiting and ready for them to return to school after the pandemic.

**ENGAGE**
While waiting for school to resume, we want to keep the Girls learning and engaged in school. Additionally, we need to engage with the families so they know that we still care!

**INCENTIVIZE**
Many families will be hesitant about the outcome of the pandemic, so we want to incentivize the families to let the Girls continue their education.

Our team reaches out to 900 Girls, Families, and Community Members

SWATALEEM’S TEAM AND VOLUNTEERS

Communicate via NPS System & Provide lessons with Radio Broadcasts.

Provide phone recharges & Allocation of study time.
The Team
Awards and Recognitions

01 THE/NUDGE Grant

02 Global Intersections Grant

03 Illinois International Achievement Award 2019

04 WIPRO Applying Thought In Schools Fellowship

05 Due and Ferber Research Award

06 Among top 10 Finalist in Global Reimagine Education Awards 2019
Awards and Recognitions

07 The ‘Cases from the Field’ Sarla Devi Maheshwari Award, was facilitated by Mantra4Change and was accepted on our behalf by by our mentor Ms. Daya Kori on August 17, 2019.

08 Coverage in online/print/other media

- SwaTaleem’s work covered by Fox News [Link]
- CSR Impact Talk Ananya [Link]
- Vaibhav’s published an article on the Situation of KGBVs on Aaj Tak [Link]

09 SwaTaleem was fortunate to speak about our work at the UN Tech2019, bringing together people in Socio Emotional Learning and schools together from across the world.
Workshops

01 Ms. Arzoo Shakir participated in the ART Sparks workshop conducted through Wipro Seeding Fellowship program and Nirantar, Center for Gender and Education, 3 day workshop on ‘Education for Adolescent Girls’.

![Ms. Arzoo Shakir attending ART Sparks workshop in Bengaluru on ‘Life Skills through Arts’](image)

02 Our ELM Team members from Ashoka University also attended a 4 day workshop on STEM and Gender facilitated by Mr. Bharat Shreshth and Ms. Kavya Bholara.

![Ms. Arshmeen Baveja participating in preparatory 4-day workshop conducted at Ashoka University by Mr. Bharat Shreshth](image)

03 A weekly collective Reading hour is put in place as a practice. On a rotation basis, each team member shares a reading and facilitates the hourly discussion as part of All Hands.

![A Snippet from the brainstorming done during the Annual Stepback – 2019-20](image)

04 Mr. Vaibhav Kumar attending the Nirantar’s workshop on ‘Gender and Education’ in Delhi.

![A still from Mewat as a part of 5-day Stepback conducted within the team in December - 2019](image)
Our Mentors

Ms. Daya Kori
Managing Director - Software R&D Center, Evive India

Prof. Mona Yadav
Department of Gender Studies, NCERT

Mr. Ravi Gulati
Founder, Manzil & Co-Founder, Safe in India

Mr. Mehmood Khan
Managing Trustee of Rasul Kanwar Khan Trust, Mewat

Darnell Leatherwood
Founder, Black Boys Shine!

Our Directors

Monika Mahto
Ratnakar
Hemang Srikishan
Saundra Murray Nettles, PhD

Our Advisors

Wynne Korr, PhD
Co-founder of I-Venture Accelerator, UIUC
Core Team

Aiza Ananya Tiwari
Arzoo Shakir Sahina
Suganya Sankaran Vaibhav Kumar

The Volunteers

INDIA
Anjali Anurag Dhyani Arshmeen Avantika Maurya
Jaskirat Kavya Bhola Manoj Mansi Jain
Nayonika Nikhil Tripathi Sailendra Samal Srishti Madaan

UNITED STATES
Aashna Mehta Abhinav Pappu Anica Bhargava Anita Grudzien Devangana Rana
Jen Wu Marco Toc Natasha Goel Rashi Dembi Shafagh Hadinezhad
Surabhi Kiran Wanyu Bi Yingrong Li
Annual Report Team

**MARCO TOC**
Graphic Designer

**ANICA BHARGAVA**
Content Creator & Revision

**ANANYA TIWARI**
Content Creator & Revision

**VAIBHAV KUMAR**
Content Creator & Revision
Financial Statement
# Balance Sheet

**SWATALEEM FOUNDATION**  
(CIN: U80300DL2018NPL342913)  
REGISTERED OFFICE: E-43/1, OKHLA PHASE-I,  
NEW DELHI-110020

**Balance Sheet as At 31st March, 2020**

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<thead>
<tr>
<th>Particulars</th>
<th>Note No</th>
<th>As at March 31, 2020</th>
<th>As at March 31, 2019</th>
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<td><strong>EQUITY AND LIABILITIES</strong></td>
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<td>SHAREHOLDER'S FUNDS</td>
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<tr>
<td>(a) Share Capital</td>
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<td>1,029,123.68</td>
<td>50,978.00</td>
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<tr>
<td>(b) Reserves and Surplus</td>
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<td><strong>CURRENT LIABILITIES</strong></td>
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<td>(a) Short-term borrowings</td>
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<td>(b) Trade payables</td>
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<tr>
<td>(c) Other current liabilities</td>
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</tr>
<tr>
<td>(d) Short-term provisions</td>
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<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>1,049,923.68</td>
<td>113,955.00</td>
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<td><strong>ASSETS</strong></td>
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<tr>
<td><strong>NON CURRENT ASSETS</strong></td>
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<tr>
<td>(a) Fixed assets</td>
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<td>(i) Tangible assets</td>
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<td>(ii) Intangible assets</td>
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<tr>
<td>(b) Non-current investments</td>
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<td></td>
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<tr>
<td>(c) Long term loans and advances</td>
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<td></td>
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</tr>
<tr>
<td><strong>CURRENT ASSETS</strong></td>
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<tr>
<td>(a) Current investments</td>
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<tr>
<td>(b) Trade receivables</td>
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<td>(c) cash &amp; cash equivalent</td>
<td>[7]</td>
<td>1,029,054.68</td>
<td>113,955.00</td>
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<tr>
<td>(d) Short-term loans and advances</td>
<td>[8]</td>
<td>4,995.00</td>
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<td>(e) Other current assets</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>[13]</td>
<td>1,049,923.68</td>
<td>113,955.00</td>
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</table>

The accompanying notes form an integral part of these financial statements.  
As per our report of even date Form 10B Attached

**FOR:** S Sahoo & Co.  
Chartered Accountants  
ICAI Firm Registration No: 322952E

**For & on Behalf Of:**  
Swataleem Foundation

[Signature]

CA Menka, ACA  
Partner  
M.M.NO.552513
Place: New Delhi  
Date: 21.12.2020

Mr. Ramakar  
Director  
(DIN:08301521)

Ms. Monika Mahto  
Director  
(DIN:08301522)
### b. Income & Expenditure Statement

**INCOME & EXPENDITURE STATEMENT FOR THE YEAR ENDED 31st MARCH, 2020**

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Note No</th>
<th>Year ended March 31, 2020</th>
<th>Year ended March 31, 2019</th>
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</thead>
<tbody>
<tr>
<td><strong>INCOME</strong></td>
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<tr>
<td>I. Revenue from Operations</td>
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<td>132,370.00</td>
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<tr>
<td>II. Other Income</td>
<td></td>
<td>1,395,248.00</td>
<td>132,370.00</td>
</tr>
<tr>
<td><strong>III. Total Revenue (I+II)</strong></td>
<td></td>
<td>1,395,248.00</td>
<td>132,370.00</td>
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<tr>
<td><strong>EXPENDITURE</strong></td>
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<tr>
<td>EDUCATION</td>
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<td>Employee benefit expense</td>
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<td>Finance Cost</td>
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<td>414,476.32</td>
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<tr>
<td>Depreciation and amortization expense</td>
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<tr>
<td>Other expenses</td>
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<tr>
<td><strong>Total Expenses (IV)</strong></td>
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<tr>
<td><strong>V. Profit before exceptional and extraordinary items and tax</strong></td>
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<td>50,978.00</td>
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<tr>
<td>VI. Exceptional Items</td>
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</tr>
<tr>
<td>VII. Profit before extraordinary items and tax (V - VI)</td>
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<td>50,978.00</td>
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<tr>
<td>VIII. Extraordinary Items</td>
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</tr>
<tr>
<td><strong>IX. Profit before tax (VII - VIII)</strong></td>
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<td>X. Tax expense:</td>
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<tr>
<td>(1) Current tax</td>
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<tr>
<td>(2) Deferred tax</td>
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<tr>
<td>XI. Profit/(Loss) from the period from continuing operations</td>
<td></td>
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<tr>
<td>XII. Profit/(Loss) from discontinuing operations</td>
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</tr>
<tr>
<td>XIII. Tax expense of discounting operations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>XIV. Profit/(Loss) from Discontinuing operations (XII - XIII)</td>
<td></td>
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<tr>
<td>XV. Profit/(Loss) for the period (XI + XIV)</td>
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<td>50,978.00</td>
</tr>
</tbody>
</table>

The accompanying notes form an integral part of these financial statements. As per our report of even date

**FOR S Sahoo & Co.**
Chartered Accountants
ICA Firm Registration No. 322952E

FOR & on Behalf of:
Swataleem Foundation

**CA Menka, ACA**
Partner
M.M.NO.5521513

Place: New Delhi
Date: 31.12.2020
Appendix
# Theory of Change: SwaTaleem

**Vision**

We envision an India with an interconnected community of KGBV schools that provides high quality education for a better future for underrepresented adolescent Girls and Teachers.

## Final outcome

**Anticipated Changes at the end of Year 5 of Program**

- Autonomous and motivated learners.
- Mastery in basic Literacy and Numeracy.
- Exhibit greater agency of choice and decision making in life.
- Have confidence and keenness to act on ambitions.
- Increased access to resources to pursue their dreams further.

## Intermediate outcomes

**Anticipated Changes at the end of Year 3 of Program**

- Girls actively participate in sessions and with a Positive Shift in Goal Setting Behavior.
- Show improvement in literacy and numeracy learning levels.
- Are Open to Learning, form collectives and have higher belief, confidence and awareness.
- Have women role models and are aware of reproductive health.
- Become increasingly aware of legal tools and support systems for their constitutional rights.

## Activities

**The work that we do in schools**

- In school problem solving sessions with Girls, Teachers, and Wardens.
- Task based peer groups for designated roles.
- Hostel Based, School based, and outside schools Exposure Sessions. Eg Reproductive Health and Rights, Role Models etc.

## Inputs

**Resources that are put in by SwaTaleem**

- Program Personnel.
- Practicing Socio-Emotional Skills and Learner Centric Approach through Problem Solving.
- Practicing Academic Skills and providing exposure to opportunities necessary to live life of Dignity and Respect.

## Enables / Strengths

**Existing factors that aid the transformation**

- Peer Group Support.
- Close interaction with the Warden.
- Willingness to learn.

## Problem

**What are we aiming to solve?**

- Lack of Agency and Access to Quality Education
- Lack of need based Professional Development and Support System

## Girls

- Problem-Solving Sessions followed by in-school support.
- Integrated lesson planning with Teachers.
- Exposure Sessions to become aware of best practices.

## Teachers

- Problem-Solving Sessions by in-hostel Support.
- Integrated School Planning with Wardens.
- Exposure Sessions to become aware of best practices.

## Wardens

- Problem-Solving Sessions followed by in-school support.
- Integrated School Planning with Wardens.
- Exposure Sessions to become aware of best practices.

## Principals

- Problem-Solving Sessions followed by in-school support.
- Integrated School Planning with Wardens.
- Exposure Sessions to become aware of best practices.

## Schools

- Problem-Solving Sessions followed by in-school support.
- Integrated School Planning with Wardens.
- Exposure Sessions to become aware of best practices.

## Problem Solving

- Program Personnel.
- Practicing Socio-Emotional Skills and Learner Centric Approach through Problem Solving.
- Practicing Academic Skills and Providing exposure to ensure safe and thriving space in Schools.

## Activities

- Problem Solving Sessions
- Integrated School Planning
- Exposure Sessions

## Inputs

- Program Personnel.
- Practicing Socio-Emotional Skills and Learner Centric Approach through Problem Solving.
- Practicing Academic Skills and Providing exposure to ensure safe and thriving space in Schools.

## Enables / Strengths

- Peer Group Support.
- Close interaction with the Warden.
- Willingness to learn.

## Problem

- Lack of Agency and Access to Quality Education
- Lack of need based Professional Development and Support System

## Girls

- Problem Solving Sessions
- Integrated School Planning
- Exposure Sessions

## Teachers

- Problem Solving Sessions
- Integrated School Planning
- Exposure Sessions

## Wardens

- Problem Solving Sessions
- Integrated School Planning
- Exposure Sessions

## Principals

- Problem Solving Sessions
- Integrated School Planning
- Exposure Sessions

## Schools

- Problem Solving Sessions
- Integrated School Planning
- Exposure Sessions