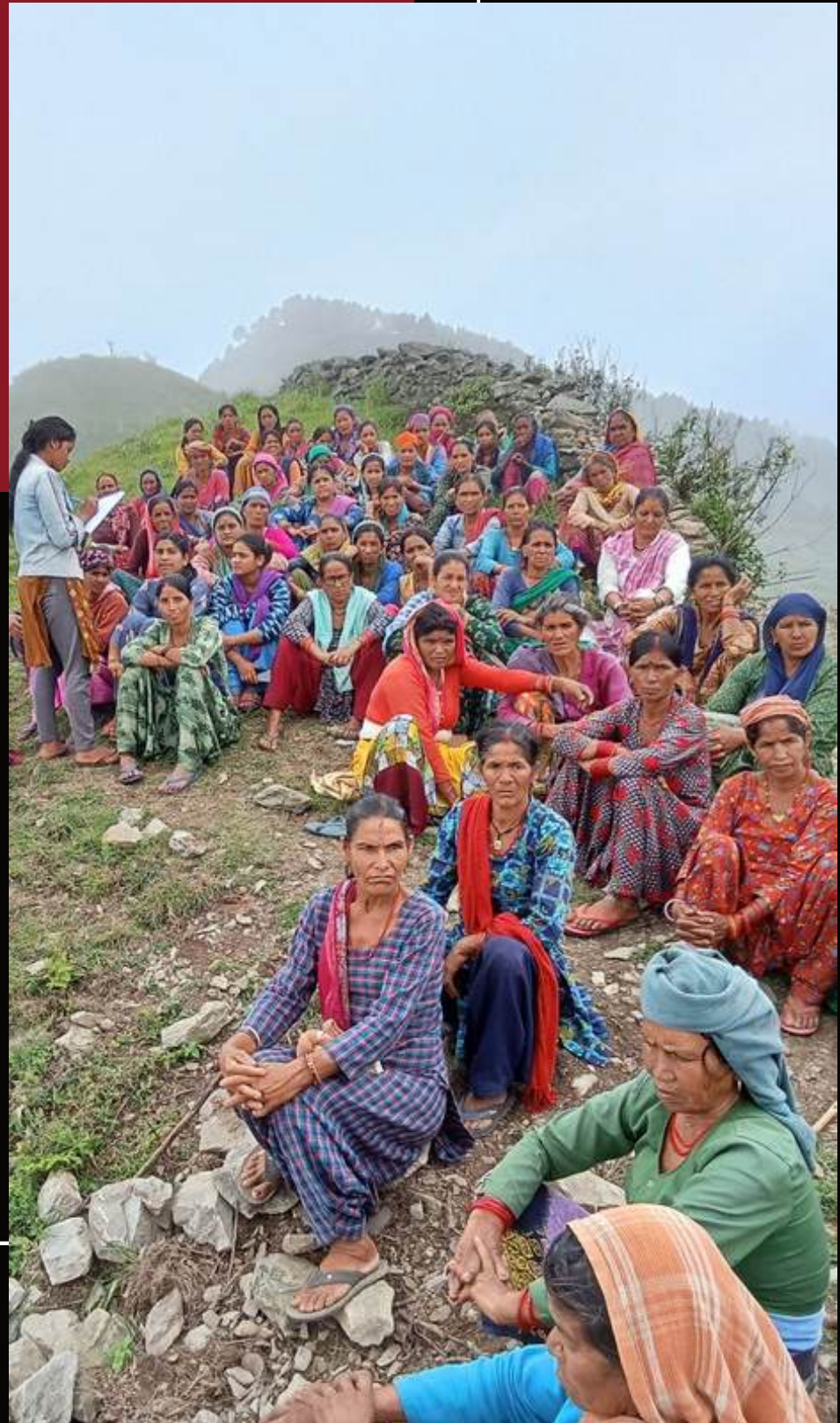


AN ANNUAL REPORT

2024-25



SCAN ME





Message from our Leadership

"Change doesn't trickle down—it rises from the ground up."

-Mr. Kamleshwar Singh, CEO
AADHAAR Association

TABLE *of Content*

A collection of school supplies including pencils, pens, paper clips, and a pencil sharpener on a chalkboard background. The supplies are arranged in a way that suggests a desk or a workspace. The background is a dark chalkboard with some faint chalk drawings of a rocket and a leaf.

01 Our Vision, Mission & Strategy

02 Cumulative Impact

03 Message from the Leadership

04 Our Presence

05 Programs at a Glance

06 Financials

07 Our Donors & Partners

OUR *Vision*

An
Empowered,
Informed
and Just
Society

OUR *Mission*

We support and strengthen
grassroot action and engagement
with civil society; to advocate and
promote policies and institutions
for sustainable development and
inclusion of the marginalized.

OUR *Strategy*

We believe that collaborations and cooperation are the
key to resolving challenges.
Change is essential for growth as is adaptability and
continuous learning.





CUMULATIVE Impact



200000+ INDIVIDUALS

empowered with Digital Literacy & Vocational Skills



25000+ TREES

planted in reforestation & sustainability efforts



17000+ BENEFICIARIES

reached through STE(A)M Education



3000+ HOUSEHOLDS

trained in disaster preparedness & response



1500+ LOCAL LEADERS

trained in governance, policy advocacy and community development



180+ VOCATIONAL TRAINING

trained in governance, policy advocacy and community development



40+ COMMUNITY-BASED

organizations strengthened through capacity building initiatives



30+ SCHOOLS TRANSFORMED

through educational & skill building programme



MESSAGE

from our leadership

Celebrating All Futures in 2024-25

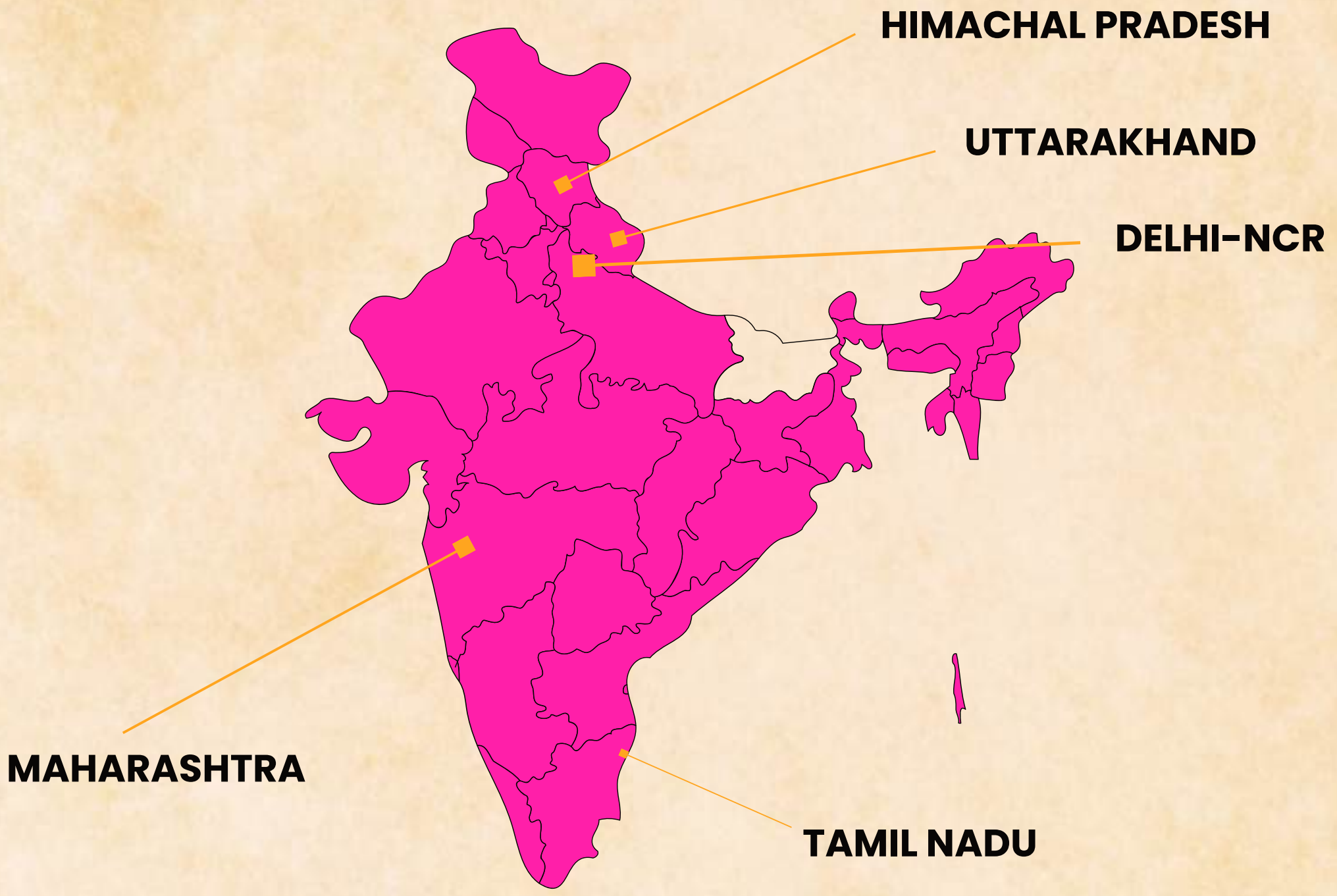
World Futures Day is an annual global event held on **December 2** to spark conversations about the future and it got me reflecting on what we are doing at AADHAAR. I believe, through our initiatives, we are not only celebrating all futures – futures that are inclusive, creative, inspiring and sustainable, but also creating spaces for future generations emergence into awareness. Being aware and conscience of ourselves and the world around us is when the future will become that which we aim for in AADHAAR's vision statement.

The first phase of AADHAAR's flagship program – STEAM Tinkering Coding and Robotics came to an end in September 2024. Its implementation in 19 government schools of Delhi and Noida taught us that in order to transform policy into action collaboration is the key; without the coming together of multiple stakeholders – Capgemini, Education departments of Delhi and Noida, School Management and parents Bodies, teachers, experts, AADHAAR team and of course the students – it would not have been possible to demonstrate that what NEP 2020 intended can be done. Phase 2 of this program will pave the way for the possibility of scaling this model and contributing to the future of our students in the country.

In 2024-25 we also celebrated AADHAAR's anniversary to affirm our commitment, increased our reach to young populations to take them on a journey of learning that will enable them to re-imagine their futures and strengthened grassroots initiatives for spring shed development and sustainable livelihoods. It is my hope and wish to continue nurturing collective processes that reaffirm universality of human activities in creating a common future that works for humanity and our planet.

-Mr. Kamleshwar Singh
CEO-AADHAAR Association

WHERE *We work*



PROGRAMS

At a Glance



DIGITAL SKILL BUILDING & VOCATIONAL TRAINING

Digital Literacy (DL) Program
Digital Skilling Program
Vocational Skill Building Program



EDUCATION

STE(A)M Coding, Robotics & Tinkering Program



ENVIRONMENT & DISASTER MANAGEMENT

Springshed based Watershed Development Program
Sustainable Livelihood & Capacity Building Program



GOVERNANCE & INSTITUTION BUILDING

**Strengthening and capacity building of local institutions ,
governance and collectives.**

STE(A)M Education



STE(A)M Education is AADHAAR's innovative, hands-on learning initiative that addresses the gap in access to quality STEAM education for students in under-resourced government schools.

Through technology support, interactive sessions, exposure visits, and project-based learning, the program benefits students, equipping them with critical thinking, creativity, and future-ready skills.

PROGRAM OVERVIEW

The STEAM Education initiative aims to strengthen learning environments in government schools by promoting hands-on Science, Technology, Engineering, Arts and Mathematics. Many schools continue to face challenges such as limited digital resources, inadequate lab facilities and traditional textbook-centric teaching. To bridge this gap, the programme introduces practical learning, robotics, coding and tinkering activities that help students build curiosity, creativity and problem-solving skills.

Through support from partners like Capgemini in Delhi-NCR and IFCCCI in Mumbai, the initiative equips schools with STEAM labs, digital tools and trained facilitators, while also building the capacity of teachers and school staff. By integrating STEAM with regular curriculum and encouraging project-based learning, the programme aims to prepare students—especially those from vulnerable backgrounds—with the foundational skills needed for a technology-driven future.

WHY THE PROGRAM MATTERS?

A significant number of government schools face limitations in infrastructure, digital resources, and opportunities for hands-on learning, which restrict students' engagement with Science, Technology, Engineering, Arts, and Mathematics (STEAM).

This program addresses these gaps by providing practical learning experiences, modern tools, and teacher capacity building, fostering curiosity, creativity, and critical thinking. By equipping students—particularly from underserved communities—with essential 21st-century skills, the initiative prepares them to thrive in a technology-driven and innovation-focused future.





17000+

Students engaged in STE(A)M learning through interactive classroom sessions, activities, and real-world problem-solving.

4 QUALITY EDUCATION



25+

Govt. schools transformed across Delhi NCR, Mumbai through set-up of STE(A)M labs and implementation of STE(A)M curriculum.

5 GENDER EQUALITY



150+

Govt. school teachers oriented & supported in delivering STE(A)M concepts using digital tools & project-based methodologies.



100+

Student-led projects developed, encouraging creativity, critical thinking, and innovation among learners.

10 REDUCED INEQUALITIES



25+

STE(A)M labs and digital resource centers supported with tools, equipment, and training for sustained learning access.



KEY Highlights

27 government schools (11 in Noida, 9 in Delhi, 7 in Mumbai) covering 15000+ students of grades VI to IX.

45+ Workshops with students covering a range of topics – cyber security, personality development, communication etc.

Capacity building of AADHAAR implementation team – technicality of STEAM, TAP for curriculum development and pedagogy and use of 'VIX' tools.

Training of Trainers (TOT) for teachers; sessions on STEAM Careers for Students, Inter School competitions; Exposure Visits, summer camps and Showcase events.

Collaboration between stakeholders – School Management/Parent Bodies, Departments of Education in Delhi and Noida, teachers of 19 government schools, Capgemini, AADHAAR, DEF Foundation, Eaglet Fly Solutions, Divinity Heals, The Innovation Story, Fin labs and uncountable others.

छात्रा व शिक्षिकाओं का किया सम्मान

अंतरराष्ट्रीय महिला दिवस पर कार्यक्रम



उच्च प्राथमिक विद्यालय छात्राओं में आयोजित कार्यक्रम में मौजूद छात्र व शिक्षिकाएं

जयपुर, नोएडा : अंतरराष्ट्रीय महिला दिवस शुक्रवार को उच्च प्राथमिक विद्यालय छात्राओं में आयोजित कार्यक्रम में भाग लेने वाली छात्राओं को सम्मानित किया गया। मुख्य अतिथि नोएडा विधायक पंकज सिंह व मानव संसाधन अल्पकालीन गुरुकान्त सिंह ने कार्यक्रम का शुभारंभ किया। कार्यक्रम में जिला प्रशासन अधिकारी बनेल कुंवर कुंवर, जिला शिक्षा अधिकारी आशीष कुमार सिंह, जिला शिक्षा व नवविद्यालय अधिकारी लक्ष्मी कुंवर समेत अन्य अधिकारी मौजूद रहे।

महिला दिवस पर अंगदान के लिए किया प्रेरित

जयपुर, नोएडा : सेक्टर-166 स्थित भाजपा जिला कार्यालय पर महिला दिवस पर अंतरराष्ट्रीय महिला दिवस पर कार्यक्रम आयोजित किया। मुख्य अतिथि नोएडा विधायक पंकज सिंह व मानव संसाधन अल्पकालीन गुरुकान्त सिंह ने कार्यक्रम का शुभारंभ किया। कार्यक्रम में जिला प्रशासन अधिकारी बनेल कुंवर कुंवर, जिला शिक्षा अधिकारी आशीष कुमार सिंह, जिला शिक्षा व नवविद्यालय अधिकारी लक्ष्मी कुंवर समेत अन्य अधिकारी मौजूद रहे।



सेक्टर 116 निवासी भाजपा कार्यकर्ताओं में आयोजित कार्यक्रम में महिलाओं को सम्मानित करने का कार्यक्रम का शुभारंभ

06.12.24

हिन्दुस्तान

सरकारी स्कूलों के बच्चे कोडिंग-सेंसर बनाना सीख रहे

अठ्ठण जौरी
नोएडा। शहर के परिषदीय स्कूलों में बच्चों को आधुनिक तकनीकों से दक्ष बनाने के लिए प्रशासन की तरफ से लगातार काम किए जा रहे हैं। इसी क्रम में जनपद के परिषदीय स्कूलों में निजी संस्थाओं की मदद से डिजिटल लैब स्थापित की जा रही है। इसके जरिए बच्चों को डिजिटल लिटरेसी, कंप्यूटेशनल थिंकिंग, कोडिंग, सेंसर डिजाइन और एआई की शिक्षा दी जा रही है। जनपद में अभी 13 स्कूलों में इस प्रकार की लैब स्थापित हो रही हैं। कुछ अन्य स्कूलों में भी इस प्रकार की लैब को बनाने के लिए काम किया जा रहा है।

जिला धर्मशाला शिक्षा अधिकारी राहुल पंवार ने बताया कि जनपद में परिषदीय स्कूलों में पढ़ाई करने वाले बच्चों को नई प्रकार की तकनीकों का प्रशिक्षण दिलाने के लिए निजी संस्थाओं और कंपनियों से सीएसआर के जरिए डिजिटल लैब को तैयार किया जा रहा है। जनपद में 13 स्कूलों में यह डिजिटल लैब पिछले एक साल से अधिक समय से संचालित हो रही हैं। इन स्कूलों के बच्चों को नई तकनीकों की शिक्षा देने के लिए निजी संस्थाओं और कंपनियों की तरफ से तकनीकी रूप से कुशल शिक्षक भी भेजे जा रहे हैं।



पर्यटन राजपुर में स्कूल में प्रशिक्षण ले रहे छात्र।

कोडिंग से बना रहे गेम; निजी संस्था की मदद से कंपोजिट स्कूल पर्यटन राजपुर में बनी डिजिटल लैब में इस समय स्कूल के कक्षा छह से आठ तक की पढ़ाई कर रहे 300 बच्चे प्रशिक्षण ले रहे हैं। स्कूल की

शिक्षिका अर्चना चौधरी ने बताया कि स्कूल के बच्चे कंप्यूटर पर कोडिंग के जरिए कार्टून गेम, ऑनलाइन 3डी डिजाइन के साथ ही माइक्रोसॉफ्ट थर्ड और पेंटिंग सॉफ्टवेयर अस्था बना रहे हैं। वहीं, जूनियर प्राइमरी स्कूल गरी

शाहदरा में बनाई गई डिजिटल लैब में बच्चे सेंसर की मदद से रोबोट बनाना सीख रहे हैं। स्कूल के बच्चे सेंसर लगाकर कुड़ा एकत्रित करने वाले रोबोट और सेंसर का प्रयोग करके अन्य डिवाइस को बना रहे हैं।

इन स्कूलों में चल रही लैब
वीरसरा ने बताया कि अभी निजी संस्था के सहयोग से जनपद के कंपोजिट स्कूल आगपुर, कंपोजिट स्कूल सदरपुर, कंपोजिट स्कूल बरौला, कंपोजिट स्कूल मिर्जापुर, कंपोजिट स्कूल जलरा - 1 प्राइमरी स्कूल हंसिखपुर समेत 13 स्कूलों में ये डिजिटल लैब चल रही है।

बच्चों को एआई, रोबोटिक्स के साथ ही अन्य तकनीकों का प्रशिक्षण दिया जा रहा है। जल्द ही अन्य स्कूलों में भी ऐसी लैब बनाई जाएगी। - राहुल पंवार, जिला धर्मशाला शिक्षा अधिकारी

KEY Learnings



- Taking Policy into Action requires collaboration of multiple stakeholder, open minds and willingness to learn.
- Building capacities of teachers is the key to integrating STEAM into the school curriculum.
- STEAM learning is not possible through the creation of laboratories and gadgets alone.
- STEAM integration into school curriculum is the future of education – life long learning. This requires investment in building capacities of all involved stakeholders.
- Government initiative through financial allocations and systemic corrections in the existing infrastructure for education is essential.
- Corporatization of STEAM can create options in products but it cannot integrate STEAM in education.

PARTNERSHIPS 2024-25

- Martha Farrell Foundation
- TAP
- EAGLET FLY
- TIS
- STEMROBO
- AVISHKAAR



The STE(A)M initiative for equality in Mumbai Schools

The STE(A)M initiative in 3 government schools of Mumbai and 3 government schools of Ambernath was made possible with the support of IFCCI-CCI France-Inde. STEAM Labs were established in all 6 schools with the aim of introducing the students and teachers to STEAM pedagogy and its relevance to teaching and learning leading to the enhancement of 21st century skills – curiosity, creativity, collaboration and innovation.

26 teachers were trained and 213 STEAM sessions were facilitated in collaboration with Stemrobo.

Key Learnings

- Maharashtra has prioritized the integration of technology in teaching practice as a key area for improving learning outcomes for students across the state and yet government schools in Mumbai lack the basic infrastructure for integrating technology into learning.
- Integrating technology and STEAM into school curriculum requires long-term support from multiple stakeholders and is not possible simply with the establishment of a lab.
- Teachers require support and training for integrating technology into their teaching styles and also for integrated learning modules that enable the teaching of concepts emerging from varying streams/subjects.
- Education departments of the respective governments need to be more proactive in enabling financial and implementing entities to collaborate for integration of technology with school environments emphasizing a shift from product/tool dominance to process/curriculum oriented integration.
- Students are eager to learn, no matter their socio-economic background, and quicker the integration of technology with learning the better the possibilities for innovation in the country.

THE CHANGE THEY EXPERIENCED

“

The opportunities provided through the STE(A)M program have helped me build self-confidence and leadership skills. That's why I want to continue being a part of this STEAM learning journey—so I can learn even more.

—Vandana, a student
Savitribai Phule Balika Inter College

”



DIGITAL & FINANCIAL *Literacy*



With the aim of bridging the digital divide and fostering financial inclusion, AADHAAR's Digital & Financial Literacy initiative—supported by Capgemini and implemented in collaboration with five grassroots partners—is reaching underserved communities across India.

PROGRAM OVERVIEW

The Digital and Financial Literacy Program aims to bridge the digital divide and empower rural communities to thrive in an increasingly digital world. Designed for individuals aged 16 to 70 years, the program provides 20 hours of hands-on training focused on developing essential digital and financial skills. Participants learn to confidently use smartphones and computers, access online services, make secure digital transactions, and utilize digital tools for communication, learning, and livelihood enhancement.

By ensuring that at least one member per household becomes digitally literate, the initiative creates a ripple effect of awareness, inclusion, and empowerment across entire communities.



WHY THE PROGRAM MATTERS?

In today's world, digital literacy is no longer optional — it is a fundamental life skill. Many rural and marginalized communities remain excluded from the benefits of technology, online education, and digital financial systems. This program directly addresses that gap by enabling people to access government schemes, digital payments, online learning, and vital information with confidence.

By empowering individuals — especially women and youth — with digital and financial knowledge, the initiative promotes inclusion, transparency, and self-reliance, ensuring that no one is left behind in the digital revolution.





57,547+

In this year, Individuals trained and certified in digital & financial literacy



50,000+

Registrations achieved



2,00,000+

Target beneficiaries over 3 years



FOCUS GROUPS

Village Health Workers, SHG Members, Senior School Students



KEY HIGHLIGHTS

2,00,000+ benefitted

10 Partner organizations.
189 Districts.

Beneficiary Profile: SHG members, Migrant workers, Youth aspiring to connect with digital world and Government school students.



9700+ beneficiaries trained and certified in 45 Aspirational Districts



11 Tribal Districts being covered and more than 4700 beneficiaries already reached and certified.

Project also supported specific groups: Jail inmates in Uttar Pradesh, Elderly individuals, Tribal communities.

THE CHANGE THEY EXPERIENCED

“

I enhanced my digital skills through the program and says “I got a chance to upskill and am today working at Time Zone customer care.

I am excited about my future.

-Komal, a beneficiary
D&F Literacy Program



”



“

I had learnt to type while at school and enhanced her digital skills – Microsoft Office, Billing and data entry through the program and is today working as a data entry specialist at Neel Data Pro IT Solutions Pvt. Ltd.

-Shivi, a beneficiary
D&F Literacy Program

”

SPRING SHED BASED

Water-shed Management

Spring Shed Development is AADHAAR's eco-restoration initiative focused on water security and rural resilience. In partnership with NABARD, it spans 600 hectares across 21 villages, reviving over 20 springs through recharge activities like trenching, plantation, and rainwater harvesting—while empowering local communities and promoting sustainable livelihoods.

PROGRAM OVERVIEW

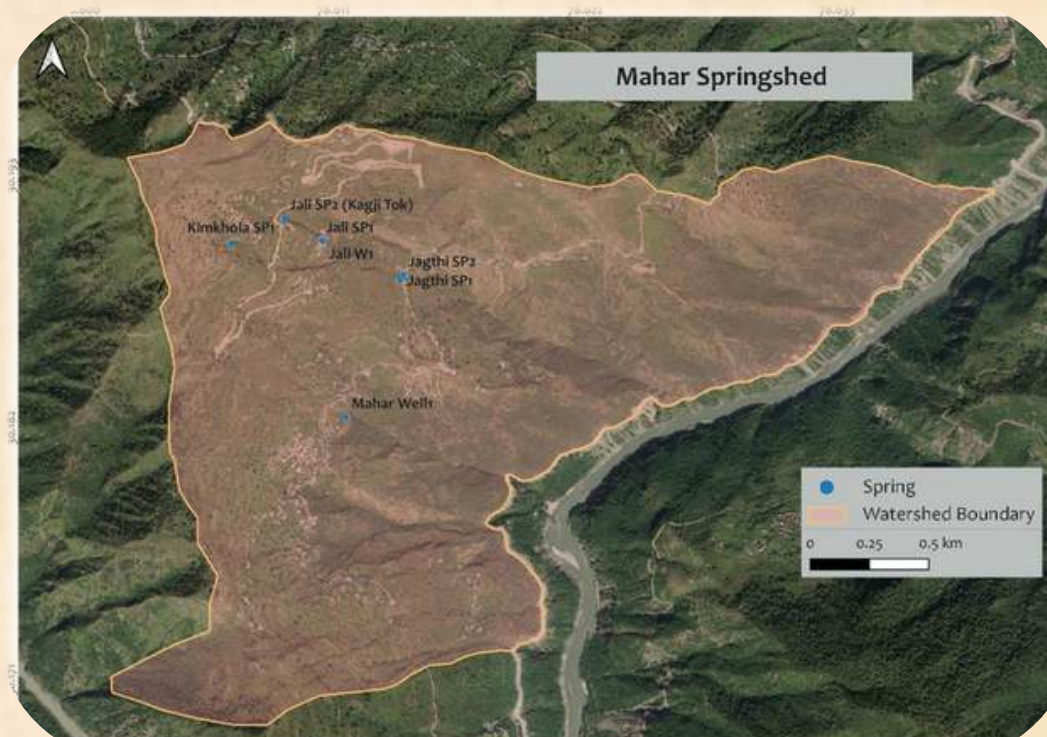
Spring shed development, in collaboration with NABARD, is operational in Mahar and Mulya Spring shed covering 600 ha and involving communities of 21 villages across 9 Gram Panchayats. The program focusses on strengthening of community institutions, developing alternative livelihoods and extensive activities for developing the recharge capacity of the water shed – contour trenching, toe trenching, percolation tanks, plantations, rainwater harvesting tanks, irrigation etc. More than 20 springs are being rejuvenated through this program.



WHY THE PROGRAM MATTERS?

In the fragile mountain ecosystems of Mahar and Mulya, springs are the lifelines of rural communities – sustaining farms, livestock, and households. Over time, erratic rainfall, deforestation, and unsustainable land use have reduced groundwater recharge, threatening water security for thousands.

The program rejuvenates natural springs and restores ecological balance across 600 hectares. Engaging 21 villages and 9 Gram Panchayats, it goes beyond water conservation – strengthening community institutions, promoting sustainable livelihoods, and empowering people to manage their natural resources. By reviving over 20 springs, the program is renewing both water sources and community resilience for the future.





1066

Cubic Meters of Percolation Tanks

1 NO
POVERTY



1550

Tress planted

2 ZERO
HUNGER



1608

**cm Toes Trenches and Staggered Contour
Trenches**

6 CLEAN WATER
AND SANITATION



685

meters of Irrigation Canal

8 DECENT WORK AND
ECONOMIC GROWTH



348

Check dams

11 SUSTAINABLE CITIES
AND COMMUNITIES



52

Households supported through agriculture support

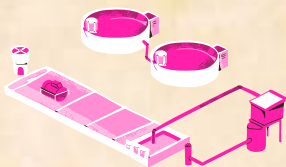
13 CLIMATE
ACTION



31

Rainwater harvesting tanks

15 LIFE
ON LAND



21

Irrigation tanks



7

Households provided Goat Units to enhance livelihoods

KEY HIGHLIGHTS

Rain Water Harvesting Tanks

Gabion check Dams

Horticulture plantation at community level

Construction of Toe trenches

Construction of irrigation canal

Staggered Contour Trenches

Repair of irrigation canal & irrigation tanks

Construction of percolation Tanks

Farmers training on agriculture production and crop intensification

Promotion of Goatry units

Training on institution building and management

Support for Market Linkages

Training on income generation activities

Training of VWC members

Promotion of horticulture

Exposure Visit

Promotion of improved Agriculture practices



Sustainable livelihoods & Capacity Building under the Spring – Shed Development

The Spring Shed Development Program not only focuses on water and watershed restoration but also emphasizes sustainable livelihoods for local communities. By building the capacity of Village Watershed Committee (VWC) members and farmers, the program strengthens institutional structures and equips communities with practical skills.

Key interventions include:

- Training VWC members in governance and management
- Promoting improved agriculture practices, crop intensification, and horticulture
- Supporting income-generating activities and market linkages
- Promoting goat rearing units for alternative income
- Conducting exposure visits for learning best practices

Through these initiatives, the program enhances community ownership, resilience, and economic well-being, ensuring that the benefits of watershed rejuvenation translate into tangible improvements in daily life.

THE CHANGE EXPERIENCED



Irrigation Canal construction in Mulyagaon



Percolation Tanks in Langur



Rain Water Harvesting cum Storage Tank in Bidakot



Repair of Irrigation Canal - Gadakot



Staggered Contour Trenches - Langoor, Pansada



Repair of Irrigation Tank - Mulyagaon

SUCCESS STORY

“

The Magri dhara spring in Mahar once provided adequate water till early 1990's, however by 2011 this primary source of water for Mahar gram panchayat reduced to a trickle. In consultation with villagers, AADHAAR identified this spring source for revival through a step-by-step process using indigenous and local knowledge.

2012-15: SDTT support

2015-21: Community Mobilization, Plantation, Liaison with local Governance, CDO, Work through MGNREGA

Construction of Contour Trenches, Percolation Tanks, Mud Ponds

Since 2021: NABARD Support towards conservation activities and community mobilization

May 2024: MagriDhara, in Mahar, once again sprung to life in peak summer.

”



CAPGEMINI NSEZ CENTER OF EXCELLENCE IN SKILLING



PROGRAM OVERVIEW

This centre employs a comprehensive 360-degree intervention strategy for training and development featuring a digital academy, a cutting edge STEAM lab and a digital literacy hub. For inauguration of the centre 13 students were rigorously trained to develop Tinker GOI Rocket project.

Our staff is engaged in continuous training provided by The Innovation Story (TIS) for the last 1.5 months. TIS devised a comprehensive syllabus on CAD (solid works), python programming, electronics, competitive (mechanical), competitive (electronic & programming), international (mechanical), international (electronic & programming) and VEX training. The trainers from TIS are providing inputs on these subjects to seven staff members of AADHAAR. The total training is for 179hrs.





FINANCIALS



STATEMENT OF FINANCIAL POSITION
as on March 31, 2025

Receipts during the Year	
Digital and financial Literacy	₹74,264,292.00
STE(A)M Education	₹20,708,358.00
Centre of Excellence in Skilling	₹3,414,152.00
Springshed based Watershed Development Project	₹675,998.00
Digital Skilling and Vocational Training	₹61,560.00
Misc Income including donations and Interest	₹2,112,806.00
Carried forward from the previous years	₹4,887,797.00
Total Receipts	₹106,124,963.00
Expenditures during the Year	
Digital and financial Literacy	₹71,378,398.00
STE(A)M Education	₹20,002,645.00
Centre of Excellence in Skilling	₹2,697,602.00
Springshed based Watershed Development Project	₹391,385.00
Digital Skilling and Vocational Training	₹837,353.00
Other expenditures including office management, travel, taxes	₹3,456,346.00
Fixed Assets	₹432,037.00
Grants carried forward	₹8,030,516.00
Difference transferred to Reserve Fund	-₹1,101,319.00
Total Expenditures	₹106,124,963.00



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