Annual Report

2023-24

AADHAAR

The noun 'skill' comes from an old Norse word, *skil*, which means distinction and the future will belong to those who not only have the skills to deal with new technologies, rising automation, rapidly evolving pace of work and learning.

In the year gone by AADHAAR has focused on programs that increase the access of disadvantaged groups to acquisition of skills that are critical for survival and growth in the technology driven world that is enfolding before us.

Our journey of learning and enabling learning has been made possible with the support of many individuals and organisations and I take this opportunity to thank each and everyone.

The India Skills Report 2024 highlights improvements in employability, the transformative impact of AI, and challenges in skill development, emphasizing the need for comprehensive collaboration and proactive measures to bridge the skill gap and prepare the workforce for the evolving job market.

Let us continue our journey of addressing skill gaps and collaborating with multiple partners to reach populations that continue to be disadvantaged in their abilities to adapt to the needs of a rapidly changing world. Let us celebrate this journey, commit to it and enable the creation of a society that is empowered, informed, skilled and just.

AADHAAR is a not-for-profit organisation registered under the Societies Registration Act, 1860. It is also registered with 12A and 80G under the Income Tax Department, Government of India.

OUR VISION

An empowered, informed and Just Society

OUR MISSION

To strengthen grassroots action through capacity building, advocacy and collaboration between public and private institutions working for sustainability and inclusion of the marginalized.

OUR APPROACH

We believe that collaborations and cooperation are the key to resolving challenges.

Change is essential for growth as is adaptability and continuous learning.

Our Areas of Intervention

STE(A)M Education: Is an approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student enquiry, dialogue and critical thinking. Our Programs are operational in government schools of Delhi NCR and Mumbai.

Digital and Financial Literacy: is a Pan India program intended to educate 150,000 people. A digitally and financially literate population has become the necessity of our times and its promotion we believe is essential for reducing inequalities faced by the marginalized sections of our society.

Digital Academy: 3 academies offering courses in AWS Cloud Computing and JAVA Full Stack Development are operational in Mumbai, Bangalore and Chennai with an intention to provide skills and job placements to youth from disadvantaged sections of the society.

Skills and Entrepreneurial Development: this program is currently operational in Himachal Pradesh and Prayagraj in UP. In Himachal it promotes skills and enterprises in pine needle craft and in Devprayag it focusses on sewing and dying skills among women.

Spring shed based watershed development: for the people of Uttarakhand spring sheds are critical for the supply of water, both for drinking and irrigation. Climate change and infrastructure development have impacted the springs severely and through our program in Devprayag block of Tehri we are working with village communities to revive two such spring sheds – Amulya and Mehad.
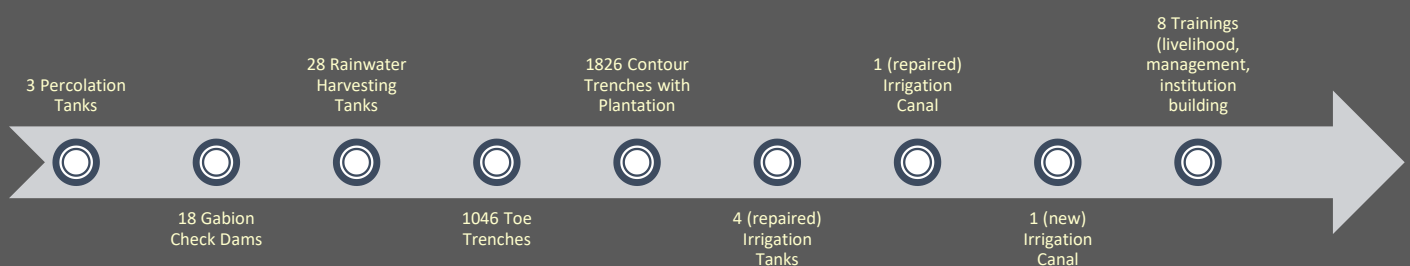
Spring shed based water shed Management Tehri Garhwal Uttarakhand

Devprayag tehsil of Tehri Garhwal district in Uttarakhand, India is said to be an ironical peninsular settlement on the confluence banks of River Alaknanda & Bhagirathi to form River Ganga and yet found to be a water scarce place. The rural settlements around are few of the many in India with no irrigation infrastructure and the main livelihood – agriculture, is totally dependent on rains. Climate Change has a major impact in this region as water scarcity being the root of many issues, has aggravated due to changes in the precipitation patterns and solstice trends.

The current phase of spring shed development, in collaboration with NABARD, is operational in Mahar and Mulya Spring shed covering 600 ha and involving communities of 21 villages including 9 Gram Panchayats. The program focusses on strengthening of community institutions, developing alternative livelihoods and extensive activities for developing the re-charge capacity of the water shed – contour trenching, toe trenching, percolation tanks, plantations, rainwater harvesting tanks, irrigation etc.

3 Percolation Tanks

28 Rainwater Harvesting Tanks

1826 Contour Trenches with Plantation

1 (repaired) Irrigation Canal

8 Trainings (livelihood, management, institution building

18 Gabion Check Dams

1046 Toe Trenches

4 (repaired) Irrigation Tanks

1 (new) Irrigation Canal

The work is fraught with many challenges – migration of almost all youth and men from the villages, hardened top layer of soil in the absence of agricultural activity, overburdened women, vested interests and caste and class politics. Never the less the need for water triumphs over it all and enabled extensive re-charge work and capacity building throughout the year.

In the year 2023-24 we saw the revival of Magri Dhara in Mahar Spring shed that had dried up almost 30 years ago. The revival took 15 years of consistent work with the communities and multiple stake holders such as the gram panchayat, forest department, horticulture/agriculture departments, water shed experts, individuals, NGOs and donor agencies that provided support in one form or another. Collaboration and cooperation are the corner stone of the humungous effort that brought back Magri dhara.

Enhancing Learning Opportunities Tehri Garhwal, Uttarakhand

Digital labs facilities were introduced in two government schools of Mahad – Primary School and Inter College. AADHAAR's commitment to introducing digital learning opportunities in rural areas of Uttarakhand has enabled the schools to actually teach computers which otherwise was being taught theoretically. 84 boys and 50 girls from class VI to X!! are today learning typing and Microsoft. Teachers are also using the facilities to create STEAM learning opportunities for the students.

STEAM Lab,Upper Primary School Chaprauli, Uttar Pradesh

There is worldwide recognition of the gender gap in STEAM careers. Throughout the world, women are under-represented in STEAM jobs.

A STEAM Lab, in collaboration with IFFCI, was established at the Upper Primary School in Chaprauli, Noida to specifically address the issue of gender gap in STEAM education.

The students and teachers of this school need continued support for the operation of the STEAM Lab and we hope to access resources to enable it.

How Future Ready Are We

262 students, 171 girls and 91 boys, are enrolled in classes VII to VIII at the Chaprauli Upper Primary School. An assessment carried out with 112 of the students revealed:

Computers are part of the curriculum but the school has no computer lab. AADHAAR had provided 4 computers to the school last year but these are not sufficient.

- Only 31 students knew how to turn a computer on and off and only 15 had used a computer.
- 93 students expressed a desire to tinker and work with technology but said that they do not have access to resources to do so.
- 90 students agreed with the statement that knowledge of computers would enhance their knowledge and skills and improve their work opportunities.
- Only 35 students had even heard about electronics and robotics.
- Only 47 students had tried to create an e-mail account for themselves but did not know how to send a mail.
- 42 students had social media account.
- Only 5 students expressed a desire in pursuing engineering and none of these was a girl.

Establishment of A Digital Classroom
Junior High School, Garhi Shahdra, Gautam Buddha Nagar, UP

Only 45 % of the schools in India have access to computers. Private schools have higher availability of computers.

Only 24.5% schools are equipped with internet facilities, underscoring the challenges in implementing digital learning solutions.

Only 30% of the schools have dedicated computer lab facilities and most of these are in private and urban schools.

Source: Unified District Information System for Education Plus (UDISE Plus) data for 2021-22

Encouragement and support from IFCCI enabled AADHAAR to reach out to one more school catering to the educational needs of the vulnerable sections of the society. Located at a distance of mere 26km from the district headquarter in Noida, Garhi Shahdra is a village and the Junior High School catering to 288 students needed support for establishing a digital classroom so that the students could learn to use technology. Previously AADHAAR had provided support with 5 laptop computers to encourage the inclusion of STEAM but these were not enough for the student load.

Digital classroom where students can learn from basics of computers to exploring coding languages, making virtual projects and use computer technology as an integrated medium of learning along with school curriculum.

Center of Excellence for Skilling Youth Noida, Uttar Pradesh

AADHAAR operationalizes and manages the integrated Center of Excellence in the state, created through a collaboration between Capgemini and NSEZ, to provide advanced training in AI & Robotics to 1000 young aspirants annually. The state-of-the-art center includes facilities such as classrooms, a computer lab, a counseling area, and a science, technology, engineering, and mathematics (STEM) lab equipped with Coding, Tinkering, and Robotics facilities for government schoolteachers and students, creating a conducive learning environment. This collaboration aims to help incentivize skill development and digital literacy in India by reaching out to unemployed and vulnerable youths and providing them with advanced training in new technologies such as Generative AI, robotics, Fintech, and more. Curated short-term and long-term courses in advanced technologies like Artificial Intelligence (AI) and Machine Learning will be made available to individuals aged 11 years and above with a focus on socially and economically marginalized communities, as well as women and youth with special needs.

The center adopts a 360-degree intervention approach, guiding individuals through their career journey. This is further complemented with Capgemini certification and live industry projects for enhanced exposure. The center aims to place the trained students with leading recruiters, enabling sustainable careers in aspirational jobs. It also serves as a platform for entrepreneurship support, encouraging students and youth to ideate and innovate.
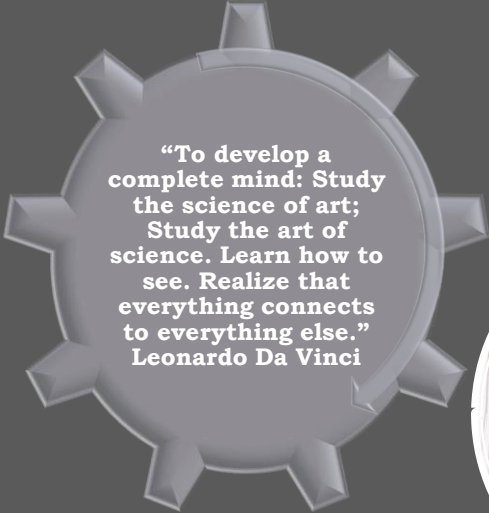

SAP, NASSCOM foundation, YES Foundation, SRF Foundation, Edu Bridge and The Innovation Story also contribute to the learning opportunities at the

center.

STEAM Labs
Govt Schools of Delhi & Noida

The loss of both his parents to COVID was a devastating blow for Varun Pandey, a class VII student in JHS Duriyai Government school of Noida. He lost his home and access to education in a private school in Lucknow. He thought that he would never realize his dreams but then he discovered STEAM – Tinkering, Coding and Robotics Lab established by AADHAAR and supported by Capgemini, in his government school. He is delighted to have learnt 3D designing, Scratch based animation, basics of computers and electronics and says, "I see STEAM Education as an opportunity to work towards my dream of becoming an Engineer". The lab is providing him with an opportunity taking him on journey of learning he never thought possible in a government school. He is now participating in competitions and tinkering with innovative ideas, confident that he will become an engineer.

STEAM education is an interdisciplinary

7 Government Schools Noida

4500 Students

94 Lab Sessions covering MS Excel, MS Word, PowerPoint, Tinker cad, Arduino, Arduino IDE, 3D Design, Scratch, Advance Scratch, Python, Drone kit and Electronics

approach to learning that combines science, technology, engineering, arts and mathematics. Students use creative processes and multiple methods of inquiry and investigation; helping them develop a range of hard and soft skills. umanity faces increasing change, challenges and complexity, we need people with the ability to ask the right questions and find new solutions. STEAM—with its focus on not only the "how" and "what" but also the "who" and "why"—is specifically designed to develop future innovators. It encourages students to approach real-world scientific problems with consideration for their impact on humanity.

| 12 Government Schools Delhi | 8002 Students | **179 Lab Sessions** covering MS Excel, MS Word, PowerPoint, Tinker cad, Arduino, Arduino IDE, 3D Design, Scratch, Advance Scratch, Python, Drone kit and Electronics |

Working Model of SMART Robot Waiter created by Dev Pratap and Sajan Saini, class VIII students, of JHS Garhi Shahdara School. The robot was created using jumper wires, switches, LED, batteries, Arduino board and IDE software. Both the students enjoyed working on the project and learning through multiple sessions in the STEAM Lab.
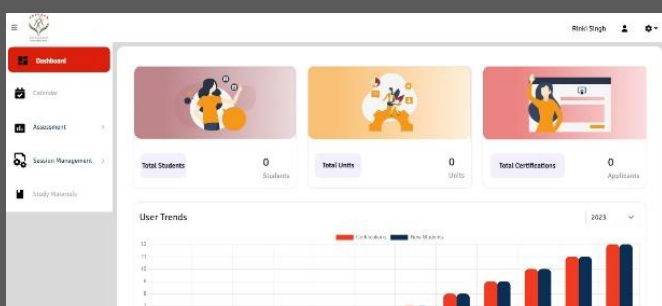

Training session for teachers on Tinker Cad

Training for AADHAAR team, by The Innovation Story, on VIX tools with multiple software used to design robots like Anaconda, Jupiter, Solid work and open CVV.

25 STEAM modules on LMS App by Fin labs.

Sessions on cyber security in Noida Schools in partnership with Digital Empowerment Foundation

Enhancing Skills
Promoting Entrepreneurship

AADHAAR continued the efforts to empower and train rural women in Kangra, Himachal Pradesh under its program on pine needle craft in collaboration with SIDBI.

This year workshops, on pine needle craft, were given, by master crafts women, to students and faculty of NIFT Kangra, NIFT Delhi, NIFT Daman.

Rural women artisans participated in multiple fairs across the country to showcase their wares, earn appreciation and enhance their incomes.

24 women artisans enhanced their skills in entrepreneurship and pine needle craft through the lab, earning a consolidated income of Rs 6,04,000.

Started at the beginning of this year, skills development program for girls and women, in collaboration with Sanskrit Sansthan has seen 60 women and girls register for tailoring and beautician courses.

30 participants completed the beautician course and 25 completed the tailoring course.
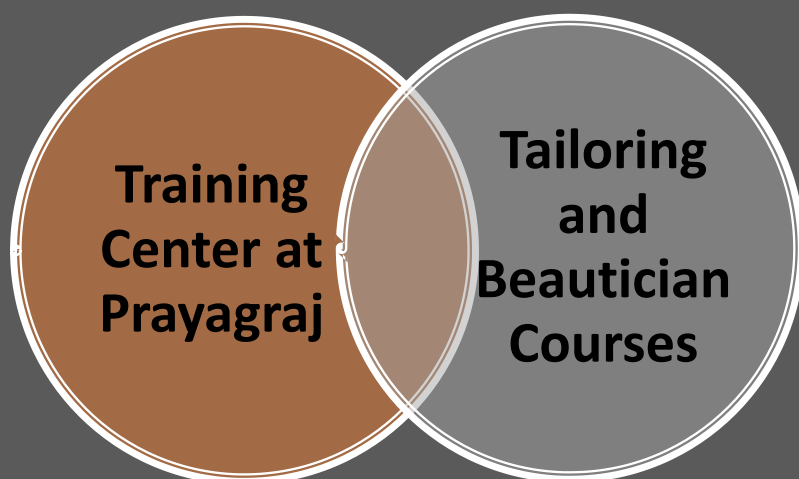
Training Center at Prayagraj

Tailoring and Beautician Courses

AADHAAR-An Association for Development, Harmony, and Action Research

A-12, Vasant Apartment, 181/9, Kishangarh (opposite B-4), Vasant Kunj, New Dehli-110070

BALANCE SHEET
As on 31st MARCH 2024

PARTICULARS	Financial Year 2023-24	Financial Year 2022-23
LIABILITIES		
Corpus Fund	64,000	64,000
Reserve Fund		
As per last Balance Sheet	6,572,033	4,481,084
Add: Transferred from Income and Expenditure Account	(1,042,982)	2,090,949
	5,529,051	6,572,033
Fixed Asset Fund	5,978,103	2,722,186
Current Liabilities		
Grant Unutilised Schedule - 1)	4,887,797	1,465,185
Current Liabilities		
Audit Fee Payable	47,000	47,000
EPF Payable	50,400	-
TDS Payable	2,783	-
	16,559,134	10,870,404
ASSETS		
Fixed Assets (Schedule - 2)		
As per last balance sheet	2,722,186	342,680
Addition	4,866,345	2,960,620
Less: Depreciation	1,610,428	581,114
Net Block	5,978,103	2,722,186
FDR-IOB	800,000	2,800,000
Current Assets, Loans and Advances		
Current Assets		
Bank Balances		
With Scheduled banks - In saving account	9,477,616	5,208,758
Cash in hand	-	-
Tax Deducted at source	75,177	48,040
Ashish	150,408	
Fakruddin Sheikh	50,000	
Usha International Receivable		51,120
Security Deposit	27,830	40,300
Total	16,559,134	10,870,404
	-	-

For Singh Satish & Associates
Chartered Accountants

For AADHAAR-An Association for
Development, Harmony, and Action Research

SATISH K SINGH
FCA; BCOM(H)
M.No: 526351

Kamleshwar Singh
Secretary

Anil Tyagi
Director (F&A)

Date : 30/09/2024
Place : NOIDA

AADHAAR-An Association for Development, Harmony, and Action Research
A-12, Vasant Apartment, 181/9, Kishangarh (opposite B-4), Vasant Kunj, New Dehli-110070

INCOME AND EXPENDITURE ACCOUNT
FOR THE YEAR ENDED 31st MARCH 2024

PARTICULARS	CURRENT YEAR 01-04-2023 to 31-03-2024	Last Year (01-04-2022 to 31-03-2023)
INCOME		
Project Funding		
Receipts during the year		
Digital Literacy Program	-	36,150,000
MIS Volunteering Platform	-	9,363,000
Digital Acedemy	21,288,914	51,574,737
Early Childhood Education Care	-	138,196
Digital and Financial Literacy Program	11,026,200	-
USHA Silai School Program	617,400	260,400
STEM-Global	2,740,100	6,777,100
STEM-Aricent	5,015,907	6,189,810
Maatr MVP Development	13,094,000	
	53,782,521	**110,453,243**
Other Receipts		
Other Project Grants	2,104,197	268,000
Interest on FDR	49,526	1,931
Interest on Saving Bank	362,551	1,139,029
Interest on TDS	-	108,165
Training fees	-	58,702
Donation	40,800	
Mis. Income from Projects	4,122,293	7,074,174
	6,679,367	**8,650,001**
Project Grants Balance Last years	1,465,185	39,491,997
TOTAL INCOME	**61,927,073**	**158,595,241**
EXPENSE		
Expenditure on Projects		
Digital Literacy Program	306,020	50,103,876
MIS Volunteering Platform	-	10,247,031
Digital Acedemy	17,036,749	65,490,352
Early Childhood Education Care	-	160,512
Digital and Financial Literacy Program	9,628,800	-
USHA Silai School Program	102,227	297,702
STEM-Global	2,430,437	7,250,929
STEM-Aricent	3,815,531	13,996,117
Maatr MVP Development	13,094,000	-
	46,413,764	**147,546,518**
Office Expenses	416,652	430,698
Bank Charges	2,683	3,643
Travel Expenses	182,103	225,848
Audit fees	149,000	4,000
EPF-Employer	87,150	108,275
Office Rent	411,670	437,100
Staff Salary	2,653,924	2,571,007
Consultancy	527,900	355,200
Comuter LAB	1,019,357	-
Scholarship Exp.	62,776	-
SpringShed Program	18,450	383,700
Vehicale Mamtinace	23,418	9,398
Meeting & Training Expenses	872,066	3,100
Management Cost	375,000	
	6,802,149	**4,531,969**
TOTAL EXPENSES	**53,215,913**	**152,078,487**
Balance	**8,711,160**	**6,516,754**
Less: Transferred to Grant unutilised (As per Schedule - 1)	4,887,797	1,465,185
	4,866,345	
Less: Transferred to Fixed asset Fund (As per Schedule - 2)		2,960,620
Surplus transferred to Reserve Fund	**(1,042,982)**	**2,090,949**

For Singh Satish & Associates
Chartered Accountants

SATISH K SINGH
FCA; BCOM(H)
M.No: 526351

For AADHAAR-An Association for
Development, Harmony, and Action Research

Kamleshwar Singh
Secretary

Anil Tyagi
Director (F&A)

Date : 30/09/2024
Place : NOIDA

AADHAAR-An Association for Development, Harmony, and Action Research

Grant Unutilised

Schedule - 1

Project Name		Grant Unutilised opening Balance	Grant Receipts	Total	Total Expenses	Fixed Asset Purchased	Closing Balance
Digital and Financial Literacy Program		-	11,026,200	11,026,200	9,628,800		1,397,400
Digital Acedemy		-	21,288,914	21,288,914	16,775,614	4,513,300	-
STEM-Global		-	2,740,100	2,740,100	2,430,438		309,662
STEM-Aricent		1,331,020	5,015,907	6,346,927	3,815,530	-	2,531,397
USHA Silai School Program		134,165	617,400	751,565	102,227		649,338
Total		1,465,185	40,688,521	42,153,706	32,752,609	4,513,300	4,887,797

Details of Fixed Assets

Schedule - 2

S.No	Particulars	Rate	WDV as on 01.04.2023	Additions		Sale / Transfer Deletion	Total	Depreciation	WDV as on 31.03.2024
				More than 180 Days	Less than 180 Days				
1	Furniture	10%	160,083		56,284	-	216,367	18,823	197,544
2	Office Equipment	15%	72,145		296,761	-	368,906	33,079	335,827
3	Computer Software, Desktops, Laptop and printers	40%	756,232	900,000	3,582,800	-	5,239,032	1,379,053	3,859,979
4	Projector	40%	-		30,500	-	30,500	6,100	24,400
5	TATA Nexon -EV	10%	1,733,726			-	1,733,726	173,373	1,560,353
	Total		2,722,186	900,000	3,966,345	-	7,588,531	1,610,428	5,978,103

For Singh Satish & Associates
Chartered Accountants

SATISH K SINGH
FCA; BCOM(H)
M.No: 526351

Date : 30/09/2024
Place : NOIDA

For AADHAAR-An Association for Development, Harmony, and Action Research

Kamleshwar Singh
Secretary

Anil Tyagi
Director (F&A)

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HIMACHAL PRADESH:

CONTACT PERSON: VIVEK SHARMA, VILL. PUHARA, PO BASNOOR, TEHSIL SHAHPUR, DIST. KANGRA. H.P. M:9882507170 EMAIL: NAVAACHAAR@GMAIL.COM MOB: 9459381537

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