



Ahvaan Trust

Annual Report

2024-25



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Chairperson's Note

Probir Sen | Trustee and Chairperson, Ahvaan Trust



India's education ecosystem is undergoing profound change. As national policies and state programmes place greater emphasis on the early years, organisations like Ahvaan are re-strategising to align their efforts with emerging priorities while staying true to their original mission. It is a moment that demands both renewal and continuity, renewal in approach, and continuity in values.

The idea of Ahvaan, meaning to invoke or call to action, emerged in 2008 from Sarvjeet and Indrajeet Seth's desire to use their resources and life's work for a purpose larger than themselves. What began as an idea with a small group of committed individuals for developing a cultural or intellectual space soon evolved into a larger commitment to strengthen the moral and educational foundations of India's young citizens. In a world where academic achievement often outpaces ethical formation, the founding group recognised that schools could and must become places where children learn not only to think but also to discern, empathise, and act with integrity.

The group's reflections were rooted in a larger social reality; the gradual disappearance of the joint family system, the shrinking space for intergenerational exchange, and the declining exposure of the young to the liberal arts. It was their belief that, in the absence of these formative influences, the responsibility for the imperceptible transfer of values now rested with schools. The teacher, therefore, was envisioned not merely as an instructor of subjects but as a guide for life, someone whose influence endures long after a child leaves the classroom. This idea drew from both the liberal arts tradition of the West and India's timeless Guru-Shishya Parampara, together embodying the conviction that education must shape both intellect and character.

Ahvaan was registered as a Trust in 2010 with the mission of nurturing this spirit in schools by supporting teachers to see themselves as mentors and moral anchors for their students. From its earliest days, the Trust benefited from the guidance of eminent educationists such as Abha Adams, Professor Venita Kaul, and Professor Vijaya Varma, whose insights helped shape its approach and direction.

Beginning with Delhi's government schools, Ahvaan sought to improve classroom quality in the early years while ensuring that learning remained joyful, inclusive, and value driven. Over time, the organisation's work expanded to Tripura, and Chhattisgarh bringing together curriculum design, teacher mentoring, and institutional collaboration to strengthen early learning within public systems.

As Ahvaan enters its next phase, we remain committed to the mission of strengthening public education by equipping teachers, engaging parents, and inspiring children to learn with joy and purpose. The journey that began within a small group has grown into a movement built on

the conviction that the foundations we lay in the early years will shape the nation we become.

I extend my sincere appreciation to all our partners, supporters, government counterparts, and team members for their commitment to Ahvaan's mission. May we continue to work together to strengthen the foundations of learning for every child.

Vice Chairperson's Note

Abha Adams | Trustee and Vice Chairperson, Ahvaan Trust

Fifteen years ago, Ahvaan began with a simple yet powerful belief that every child deserves access to joyful, high-quality early learning that lays the foundation for a lifetime of curiosity, confidence, and success.

In those early years of Ahvaan, when early childhood education barely found mention in government schools, we stepped in to help create what did not exist. We designed curricula for the early years, developed new ways of teaching and learning, and built strong mentoring systems for teachers. Over time, many of those educators grew into mentors themselves, carrying forward the spirit of Ahvaan into hundreds of classrooms.

Long before the National Education Policy (2020) and NIPUN Bharat placed early learning at the centre of national policy, we had already begun this journey, from Delhi's classrooms to the remote schools of Tripura, where we helped establish the ECCE Cell and nurtured a cadre of Academic Leaders for the Early Years.

When the pandemic struck, our team adapted swiftly, moving training and mentoring online to ensure that teachers and children continued to learn despite the distance. It was not easy, but it reaffirmed what we have always known: change requires resilience, creativity, and hope.

Today, as we deepen our work in the diverse and remote communities of Chhattisgarh, our purpose feels stronger than ever. We are helping teachers in Balvatikas, engaging parents, designing inclusive and gender-sensitive curricula, and working with communities to shift deep-rooted mindsets around gender and inclusion.

Systemic change does not happen overnight. It calls for patience, courage, and humility to celebrate every small step forward, every teacher who feels empowered, every child who learns with joy, and every parent who begins to see education differently.

Our children remain the reason we exist. They remind us every day that change is possible, and that an equitable, inclusive future begins with the foundations we build for them today.



CEO's Note

Rohan Joshi | CEO, Ahvaan Trust



India is at an inflection point in early childhood development and education. Over the last decade, early childhood has moved steadily higher on the policy agenda, with central ministries and state departments placing the early years more deliberately into their education, care, nutrition, and health priorities. Grantmakers and CSR entities are also recognizing the importance of investments in Early Childhood Care and Education (ECCE). This momentum builds on decades of work by policymakers, caregivers, child rights advocates, academicians, and civil society organizations who have consistently moved the needle for India's youngest citizens.

This moment brings immense opportunity. With greater policy focus, stronger state alignment, and growing philanthropic interest, India can redefine how it supports children in their earliest years. New partnerships and programs can help translate decades of knowledge into progress for children, teachers, and families. The challenge lies in ensuring that this energy leads to coherent, sustained action rather than scattered efforts.

I joined Ahvaan in 2024–25, a year of both consolidation and renewal. Over the years, Ahvaan has built a reputation as a dependable, values-driven partner to state education systems, one that combines academic rigor with programmatic depth and a grounded understanding of classrooms, children, and educators. To step into this journey at such a time has been both a privilege and a responsibility: to build on the trust Ahvaan has earned, to strengthen its mission, and to help shape its next phase with clarity and conviction.

This year, our teams in Delhi and Chhattisgarh showed what it means to work with conviction, commitment, and care. In Delhi, we continued our partnership with the State Council of Educational Research and Training (SCERT) to strengthen curriculum, teacher development, and academic leadership. In Chhattisgarh, our collaboration with SCERT and Samagra Shiksha deepened the reach and quality of early education across 33 districts, bringing structured support to thousands of Balwadi teachers and children. These outcomes were made possible by the tireless work of our educators and program teams who travelled, trained, observed, and supported with perseverance—turning ideas into practice and policy into learning.

As we look ahead to 2025–26, our focus will be on deepening last-mile reach, building system capacities, and grounding our work in evidence of what truly improves children's experiences. We will continue to reflect on what remains unaddressed and to innovate where new approaches are needed, always keeping the child at the centre and growth anchored in purpose and values.

I extend my heartfelt thanks to our government partners, educators, parents, and donors for their continued faith in Ahvaan's mission. I am equally grateful to our Board and mentors for their guidance, and to our teams across Delhi and Chhattisgarh for carrying this work forward with such steadiness and care.

Together, we reaffirm that investing in the early years is not just about educational foundations, it is about shaping the future of our society.

About Ahvaan

Established in 2010, Ahvaan is a pioneer in early childhood education, and foundational learning in India. The organization comprises Ahvaan Trust (AT), a public charitable trust and the Ahvaan Education Foundation (AEF), a section 8 company, with a unified vision of creating a strong academic and values-based foundation for millions of learners in India.

Ahvaan's work spans curriculum development, professional development for educators, parent engagement and building state capacities- driving access to high quality early education for children from underserved communities. Over the years, Ahvaan has collaborated with state governments and partner organizations in Chhattisgarh, Delhi, Ladakh and Tripura, impacting over 300,000 students aged 3 to 8 years. We have mentored over 14,000 teachers representing 15,700 government pre-primary schools, Balvatikas and Anganwadi centres across these states.

Ahvaan has been a trusted partner to state agencies for policy formation and implementation in the areas of Early Childhood Care and Education (ECCE) and Foundational Literacy and Numeracy (FLN). Our approach to ECCE and FLN aligns with key policies such as National Education Policy (NEP) 2020, the National Early Childhood Care and Education Policy 2013, and initiatives such as NIPUN Bharat, focusing on skill-based, developmentally appropriate, and contextually relevant learning.

Led by a committed board of trustees, experienced leadership and a dynamic team of educators, Ahvaan is driven by the mission of empowering teachers, parents, and children towards developing effective knowledge, skills and values that create a foundation for lifelong success for millions of young learners.



Early Childhood Care and Education (ECCE) plays a pivotal role in shaping a child's mental, physical, and socio-emotional development, forming the foundation for all future learning. Universal access to quality early childhood education must be achieved as soon as possible, ensuring that all students entering Grade 1 are school-ready.

— National Education Policy 2020

Impact 2024-25

STATES

02 Chhattisgarh and Delhi

DISTRICTS

04 Direct intervention
(Balod, Durg, Gariyaband & Kanker)

33 Through Curriculum and TLM

SCHOOLS

Balvatikas, Primary Schools & Anganwadis

687 Direct intervention
(Balod, Durg, Gariyaband & Kanker)

10,000 Balvatikas

15,000 Anganwadis

Adaptation
of Ahvaan's
ECCE
Curriculum

EDUCATORS

Teachers and Anganwadi workers

1,200

RESOURCE PERSONS

780 **120** Delhi and
660 Chhattisgarh

CHILDREN

3,250 Direct intervention
(Balod, Durg, Gariyaband & Kanker)

54,000 Through Curriculum and TLM

PARENTS

2,500



Since the launch of Chhattisgarh's Balwadi program in 2022, Ahvaan Trust has been an invaluable partner. From co-developing the Balwadi curriculum with Samagra Shiksha and SCERT, to training teachers and creating 62 Model Balwadis, their work has set new benchmarks for quality early learning. Their hands-on mentoring and collaborative approach have significantly strengthened teacher confidence and classroom practices..

— Mr. Bhupesh Faye,
Assistant Director,
SPO Samagra Shiksha,
Chhattisgarh

Ahvaan in Action 2024-25

In 2024-25, Ahvaan partnered with state education systems in Delhi and Chhattisgarh to strengthen early childhood and foundational learning. Our work focused on curriculum development, continuous professional development of early educators, and parent engagement.

In Chhattisgarh, our ongoing partnership with the State Council of Educational Research and Training (SCERT) and Samagra Shiksha entered its third year, continuing to strengthen over 10,000 Mor Balwadi centres across 33 districts. Ahvaan has been a key partner to SCERT since the state launched its flagship early education program 'Mor Balwadis' in 2022, attaching a preparatory class to government primary schools for children aged 5 to 6, co-located with Anganwadi centres.

The **Early Childhood Care and Education (ECCE)** curriculum, co-developed by UNICEF, SCERT, and Ahvaan, reached over 54,000 students in these Balwadis. The Department of Women and Child Development, Chhattisgarh, also adopted this curriculum in over 15,000 Anganwadi centres more recently, providing workers with essential educational content and activities.

We worked more closely with over 700 teachers from 687 Balwadis in four districts—Durg, Balod, Gariaband, and Kanker—through a structured teacher mentoring model. This model combined classroom observations,



demonstrations, feedback sessions, and forum trainings. We also engaged parents on topics including home-based learning, the importance of Balwadis, and girls' education through summer camps, home visits, and facilitated Parent-Teacher Meetings (PTMs). A pilot survey of 120 parents in rural and tribal areas further helped us understand their needs and aspirations for early childhood education.

Through joint field visits, regular review meetings, and data sharing, we maintained a strong, collaborative partnership with district and state level officials of the education department. Our hands-on approach to state capacity building and close alignment with state priorities for early education were highly appreciated, earning excellent feedback from both district and state-level officials.



In Delhi, Ahvaan continued its decade-long partnership with the State Council of Educational Research and Training (SCERT) to support the state's efforts in early childhood and foundational learning. We primarily focussed on curriculum development, and capacity building of master trainers representing both the Municipal Corporation of Delhi (MCD) and the Department of Education (DoE). The training focused on the ECCE curriculum, the effective use of ECE and FLN materials, and pedagogical strategies.

Across both states, Ahvaan's work advanced the goals of the National Education Policy (2020) and other national initiatives by strengthening institutional capacity and the last-mile delivery of quality early education. The year's initiatives were commended by teachers, government partners, and donors for their clarity, practical relevance, and lasting value to the public education system.



Curriculum Development

- In Delhi, Ahvaan supported the State Council of Educational Research and Training (SCERT) in revising the Preschool 2 and 3 curriculum (age groups 4 to 5 years and 5 to 6 years respectively), integrating feedback from teachers and master trainers.
- Ahvaan's curriculum team, along with academic experts from other civil society organizations and SCERT, Delhi, contributed to the development of the State Curriculum Framework (SCF) for Foundational Stages. Ahvaan co-authored the chapter on numeracy in the SCF.
- To measure the effectiveness of pre-school instructional materials, Ahvaan and SCERT Delhi conducted baseline and endline assessments of over 1,400 students in the age group 5 to 6 years. The assessments covered all domains of development aligned to the National Curriculum Framework (NCF) for early years.



- Ahvaan also led the development of assessment tools and learning modules for NIPUN Sankalp in Delhi. These tools target foundational gaps in literacy and numeracy for Grades 1-3, with Ahvaan developing the literacy modules for Grades 2 and 3. These resources will benefit over 2,000 schools and form a critical part of Delhi's state strategy for achieving NIPUN Bharat goals.
- In Chhattisgarh, Ahvaan co-developed curriculum-aligned lesson plans, teaching aids, and assessment tools with SCERT and Samagra Shiksha. These were implemented across 10,000 Balwadi centres in 33 districts, enabling consistent learning experiences for over 54,000 children.

Continuous Professional Development

- In Chhattisgarh, Ahvaan's facilitators led modules on early childhood education and foundational learning in state-level trainings organized by the State Council of Educational Research and Training (SCERT) and Samagra Shiksha. These sessions reached over 500 State and District Resource Group members and newly recruited Balwadi teachers.
- We organized district level training sessions and participated in training workshops organized by the district educational officers for block and cluster level academic resource persons. Through these trainings we reached over 400 district level resource persons with thematic areas such as coaching and mentoring, foundational literacy, numeracy, and girls' education.
- The state and district level training sessions were supported by a structured teacher mentoring model comprising pre-conference, classroom observation, and post-conference sessions conducted during the classroom visits across four districts in Chhattisgarh. The on-site support to teachers also included academic planning in coordination with the school head and Anganwadi workers from co-located Anganwadi centres.
- In Delhi, Ahvaan trained master trainers from the Municipal Corporation of Delhi (MCD) and the Department of Education (DoE) through in-person workshops led in partnership with SCERT. These sessions covered the revised ECCE curriculum, foundational literacy and numeracy, and classroom inclusion.
- Across both states, participants reported improved lesson organization, confidence in implementing the new curriculum, and greater understanding of inclusive classroom practices.



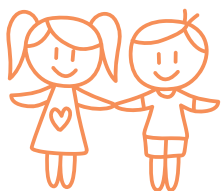
Parent Engagement



- Conducted summer learning camps across 19 locations in Chhattisgarh, engaging 1,113 children and 385 parents through activities in early language, literacy, numeracy, play, and art.
- Organized structured parent-teacher meetings and carried out home visits to families to ensure regular attendance of students in Balwadi centres. These efforts led to higher Balwadi enrolment, improved parental understanding of foundational learning, and greater trust between teachers and families.
- A pilot survey conducted in November 2024 with 120 parents offered deeper insights into parental needs, aspirations, and barriers to participation, informing future community engagement strategies.
- The year concluded with visibly higher participation from both mothers and fathers in classroom activities, orientations, and home-learning initiatives.



Outcomes and Learnings



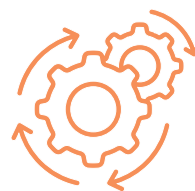
Outcomes for Children

- Improved school readiness amongst children at the age of 6, measured through observation-based baseline and endline assessments conducted in Chhattisgarh. The assessments measured foundation literacy and numeracy through oral language activities, songs, print-rich environments, and hands-on exploration.
- Greater classroom participation, particularly among girls and quieter children, supported by inclusive teaching practices & gender-sensitive materials.
- Enhanced school-readiness behaviours such as following instructions, expressing needs, taking initiative, and engaging in group learning, as documented through teacher reflection logs and classroom observations.



Outcomes for Teachers

- Stronger ability to plan and sequence daily, weekly, and thematic lessons aligned with curriculum objectives.
- Wider use of inclusive and gender-responsive strategies, reinforced through demonstration classes, classroom observations, and structured feedback cycles.
- Higher confidence in managing classrooms independently and facilitating child-led learning.
- Growing openness to peer learning and feedback, with several teachers informally mentoring colleagues within their clusters.



Outcomes for the System

- The co-developed ECCE curriculum in Chhattisgarh was formally adopted and scaled across all government Balwadis, ensuring statewide pedagogical coherence.
- Training modules, observation tools, and gender-integrated resources were co-owned by government partners and integrated into SCERT's institutional repository.
- State and district officials demonstrated greater academic engagement through regular participation in review meetings, classroom visits, and content refinement processes.
- Cluster Academic Coordinators (CACs) in Chhattisgarh and Master Trainers in Delhi strengthened their ability to mentor teachers, review classroom processes, and use data for instructional planning.





Learnings

- **Teachers require frequent and contextually relevant support**

Regular school visits and observation-based mentoring help improve classroom practice, but sustaining progress requires more frequent touchpoints with teachers. Reaching large and dispersed geographies demands strategies that go beyond traditional field visits. A balanced approach combining in-person mentoring with locally driven peer learning and lightweight follow-up mechanisms will help maintain continuity and momentum.

- **Resource persons need clear roles and steady academic engagement.**

Block and Cluster resource persons in Chhattisgarh and Master Trainers in Delhi have been central to classroom support and ongoing support to teachers, however their roles require strengthening and support. Greater clarity on Key Result Areas (KRAs), consistent review structures, and systematic professional development can enhance the effectiveness of the state cadre resource persons.

- **Parental participation must be systematic, and school-linked**

Parents consistently express a desire to support their children's learning; however they often lack the confidence and resources to do so effectively. Structured, school-linked communication





including regular meetings, home activities, and timely feedback on student progress can help drive meaningful parental engagement in children's learning at home and school.

- **Evolving state and national priorities in early education create opportunities to enhance last-mile reach**

As policies and investments in early learning and foundational literacy continue to expand, the challenge lies in ensuring that design, implementation, and monitoring remain connected. Alignment between curriculum, training, classroom practice,

and review mechanisms is essential to sustain quality at scale. Joint planning, regular review forums, and shared accountability between government departments and partners can bridge this gap, ensuring that policy intent translates into consistent outcomes for children in every classroom.

- **Shifting mindsets around gender and inclusion takes sustained, coordinated effort.**

Teachers and parents are showing gradual shifts in how they view girls' participation and inclusion in early learning spaces. This change needs long-term reinforcement through continued mentoring, parent engagement, and monitoring of indicators such as attendance, quality of participation, and transition to primary grades.

Organizational Effectiveness Project

In 2024–25, Ahvaan initiated a **comprehensive strategic planning exercise** supported by Echidna Giving through the Organizational Effectiveness (OE) grant. This was a timely opportunity to pause, reflect, and chart the organisation's next phase of growth with renewed clarity and purpose.

The exercise focused on three key areas of organizational effectiveness: **strategy development, monitoring and evaluation (M&E), and external communication**. Between January and March 2024, Ahvaan undertook an intensive phase of research and consultation to inform the strategic plan. A commissioned study of the foundational learning ecosystem across six states provided insights into policy priorities, delivery models, and opportunities for engagement for organizations like Ahvaan. Parallel consultations were held with government partners, donors, practitioners, and educators to gather diverse perspectives on the early learning landscape and Ahvaan's role within it.



The emerging strategy outlines Ahvaan's programmatic and geographic priorities, its core areas of work, and the institutional investments required to deepen impact. It also reaffirms Ahvaan's commitment to gender inclusion, parent engagement, and system-level partnerships as central to strengthening foundational learning. A revised fundraising and stakeholder engagement approach is being developed to communicate the organisation's mission and value more effectively to external and internal audiences.

The M&E component included an internal review of existing practices and the design of a unified Monitoring, Evaluation, and Learning (MEL) framework with gender-disaggregated indicators. A digital dashboard, based on the Avni platform, is being customised to support real-time data use across program sites. The strategy consolidation and validation workshop will be conducted in mid-2025.

This process has already helped create stronger alignment across our teams, trustees, and donors with a clearer sense of institutional priorities, and a renewed commitment to evidence-led, values-driven growth.

Team Ahvaan



Amit Sahu	Assistant District Project Coordinator
Archana Mahendru	Program Manager, Continuous Professional Development
Ashwani Kumar	Assistant District Project Coordinator
Astha Bahuguna	Head, Fundraising
Babita Mehar	Lead, Continuous Professional Development
Bharti Diwan	Admin Assistant
Bhupendra Singh Tomar	Manager, Finance & Accounts
Bhuvendra Baghel	Sr. Project Associate
Deepika Bisht	Program Associate, Curriculum Development
Dolly Sharma	Program Coordinator, Continuous Professional Development
Eklavya Kumar	Assistant District Project Coordinator
Harpreet Ubhi	Program Coordinator, Curriculum Development
Lalita Singh	Program Manager, Continuous Professional Development
Lalit Sahu	District Project Coordinator
Latika Nimekar	Program Manager, Curriculum Development
Laxman Malviya	District Project Coordinator
Manish Arora	Head, Programs
Nikita Yadav	Program Executive, Partnerships
Pradeep Sharma	District Project Coordinator
Prem Narayan Verma	District Project Coordinator
Rohan Joshi	Chief Executive Officer
Sakshee Sharma	Head, Curriculum
Sebi Sharma	State Lead
Sameer Kaser	District Project Coordinator
Tukaram Tekhare	District Project Coordinator
Tushar Sahu	District Project Coordinator
Vanshika Dua	Program Manager, Curriculum Development
Vijay Kumar Yadav	District Project Coordinator

Audited Financial Summary

Ahvaan Trust (Consolidated) Balance Sheet as at March 31, 2025

PARTICULARS	Schedule	March 31, 2025 (₹)	March 31, 2024 (₹)
SOURCE OF FUNDS			
Corpus Funds	1	1,09,45,000	1,09,45,000
Reserves and Surplus	2	2,31,51,806	2,04,62,377
		3,40,96,806	3,14,07,377
APPLICATION OF FUNDS			
Fixed Assets	3	5,27,038	9,16,674
Current Assets			
-Loans & Advances	4	6,62,524	5,04,733
-Cash & cash equivalents	5	3,32,25,675	3,03,42,956
		3,38,88,199	3,08,47,689
Current Liabilities & Provisions			
-Current Liabilities	6	3,18,430	3,56,985
Net Current Assets		3,35,69,769	3,04,90,704
Total		3,40,96,806	3,14,07,377

The accompanying notes from 1 to 12 form an integral part of the Financial statement

As per Report of our even date

For R A A S & Associates
Chartered Accountants
Firm Registration No.030281N

(Partner)
Membership No.092249
Place : New Delhi
Date :



For and on our behalf of Ahvaan Trust

(Managing Trustee)

(Trustee)



Ahvaan Trust (Consolidated)**Statement of Income & Expenditure for the year ending March 31, 2025**

PARTICULARS	Schedule	March 31, 2025 (₹)	March 31, 2024 (₹)
INCOMES			
Grants Received	7	90,42,622	81,33,239
Donations Received	8	2,27,16,672	1,40,24,601
Other Income	9	17,88,232	23,84,936
Total Incomes[A]		3,35,47,526	2,45,42,776
EXPENDITURES			
Depreciation	3	4,61,380	5,33,129
Manpower Expenses	10	2,64,51,924	2,69,37,374
Other Expenses	11	39,33,598	38,16,775
Financial Expenses	12	11,195	3,808
Total Expenses[B]		3,08,58,097	3,12,91,086
Net Surplus/(Deficit) to be carried to Balance Sheet[A-B]		26,89,429	-67,48,310

The accompanying notes from 1 to 12 form an integral part of the Financial statement

As per Report of our even date

For R A A S & Associates
Chartered Accountants
Firm Registration No.030281N

(Partner)
Membership No.092249
Place : New Delhi
Date :



For and on our behalf of Ahvaan Trust

Sangeet Kataria
(Managing Trustee)

Adha Adams
(Trustee)



Ahvaan Trust (Consolidated)**Statement of Receipt and Payment for the year ending March 31, 2025**

PARTICULARS	March 31, 2025 (₹)	March 31, 2024 (₹)
Opening Balance		
Cash in Hand	13,034	9,143
Bank A/C with ICICI #663001700133	72,25,618	87,02,588
Bank A/c with ICICI #663005121309	2,63,072	5,78,470
Bank A/C with ICICI #663001700123	26,94,994	78,14,631
Bank A/C with SBI #39916564867	1,46,238	1,08,674
Fixed Deposit	2,00,00,000	2,23,00,000
	3,03,42,956	3,95,13,506
RECEIPTS		
Donations Received	2,27,16,672	1,40,24,601
Bank Interest	17,88,224	23,84,936
Grants Received	90,42,622	81,33,239
Other Receipts	8	-
Current Liabilities	27,305	-
Received from Staff	-	1,04,367
Expenses Payable	-	-
Total Receipts [A]	3,35,74,831	2,46,47,143
PAYMENTS		
Employee Benefit Expenses	2,58,83,194	1,86,53,343
Other Operating Expenses	45,08,322	1,21,04,259
Financial Expenses	5,201	354
Addition to Fixed Assets	71,744	1,20,190
Paid towards LIC of India	-	26,26,418
Paid towards loans & advances	1,64,612	2,74,665
Paid towards Duties & Taxes	59,040	26,464
Paid towards Security Rent	-	12,000
Paid towards Current Liabilities	-	-
Total Payments [B]	3,06,92,113	3,38,17,693
Closing Balance		
Cash in Hand	18,441	13,034
Bank A/C with ICICI #663001700133	1,03,30,344	72,25,618
Bank A/c with ICICI #663005121309	1,66,835	2,63,072
Bank A/C with ICICI #663001700123	26,18,989	26,94,994
Bank A/C with SBI #39916564867	91,066	1,46,238
Fixed Deposit	2,00,00,000	2,00,00,000
	3,32,25,675	3,03,42,956

As per Report of our even date

For R A S & Associates
Chartered Accountants
Firm Registration No.030281N

(Partner)
 Membership No.092249
 Place : New Delhi
 Date :



For and on our behalf of Ahvaan Trust

(Signature)
 (Managing Trustee)

(Signature)
 (Trustee)



Acknowledgements

Transforming early childhood education is not the work of one organization; it is the result of shared conviction, and proactive collaboration of Samaj-Sarkar and Bazar that every child deserves a strong educational and developmental foundation. We extend our deepest gratitude to the many partners who have shared Ahvaan's conviction for values driven, and quality early education and foundational learning for children from underserved communities in India.

We thank our government partners in Delhi and Chhattisgarh for their continued trust and collaboration over the years. The State Council of Educational Research and Training (SCERT), Samagra Shiksha, the Directorate of Education, and district administration as well as education department officers have been steadfast allies of Ahvaan and several other nonprofit organizations in translating education policy into classroom practice. Their openness, guidance, and commitment to improving foundational learning have helped us to co-create models of ECCE delivery, classroom practice and continuous professional development of educators that are contextual, scalable, and deeply rooted in the public system.

We are grateful to our donors and philanthropic partners for their belief in the transformative power of early education. Their support has allowed us to strengthen state systems, develop high-quality educational content, and reach children and teachers across some of the most remote and underserved communities. The continued support from our donors has strengthened our belief that investing early is the most powerful way to build equitable futures.

Our heartfelt appreciation also goes to the educators, mentor teachers, and resource persons who form the backbone of this work. Their patience, creativity, and daily commitment have turned thousands of classrooms across the country into spaces of joy, inclusion, and learning.

We extend our gratitude to our teams across Delhi and Chhattisgarh, including administrative team, external consultants, experts and institutional partners, for their commitment and professionalism. Your belief in Ahvaan's mission, values, and care in execution of programs has ensured that every training, classroom visit, and learning resource reaches young learners from underserved communities.

Finally, we thank the children whose laughter, questions, and curiosity inspire everything we do. Children remind us each day why our work matters and what remains to be done.

Join our mission to ensure last mile coverage of quality and equitable Early Childhood Education in India. Ahvaan is committed to helping millions of students from underserved communities break generational cycles of poverty and develop strong foundations for lifelong success. To bring our ambitious plans to life, we seek the support of partners and grantmakers who share our vision for transformative ECE and FLN for all. Your support will enable us to scale our interventions, develop innovative programs, and pave the way for a brighter future for millions of children. Together, we can shape the early years that truly matter.

Ahvaan Trust is registered under the Indian Trust Act 1882; all donations made in India are eligible for 50% tax exemption. Ahvaan Trust also holds valid FCRA and CSR registrations.

FOR MORE DETAILS, PLEASE CONTACT



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