



ANNUAL REPORT 2023-24

www.unnati-isec.org

Message from the Director

This year, Unnati completes nine years of its journey. The work that began with a single project has now grown into four projects in the ninth year. While working on one initiative, new needs became visible, and from these needs, new projects were born. Although each of these projects runs independently, you will notice that their objectives are closely interconnected.

More than half of the members of the Unnati team come from tribal communities. None of them had any prior experience of formal employment. They come from families engaged in traditional farming and wage labour. Their educational backgrounds are also not directly related to the themes of our work. Even so, these very team members are carrying out the field-level work of the organisation with great competence. This is because the organisation makes systematic and sincere efforts toward their professional development, which helps shape their perspectives and approach to work.

For the first time, the residents of the four villages we work in—and the children in the schools—are getting access to books. Through these books, they are developing perspectives essential for their own lives.

Over the past eight years, we immersed ourselves in developing a multilingual approach to education. This year, we had the opportunity to train teachers in this approach—an achievement that brought us great joy.

We are deeply grateful to all the organisations and individuals who have placed their trust in us and supported us financially. Their contribution has enabled us to continue this work uninterrupted.

As we present this year's report to you, it fills us with a sense of satisfaction. The work accomplished has been summarised here due to space constraints. You will get a glimpse of our efforts. We warmly invite you to visit and see the work on the ground.

Best regards,

Hemangi Joshi
Chief Functionary, Unnati ISEC

ABOUT US

Unnati Institute for Social and Educational Change (Unnati ISEC) is a Maharashtra-based not-for-profit organization, that became functional in 2013, focusing on SDG 4 (Quality Education), the National Education Policy (NEP)2020, and 21st-century skills.

Primarily women-headed and value-driven, Unnati is run by a dedicated team of 24 professionals, including full-time staff and consultants. As a pioneer of the Multi-Lingual Education (MLE) approach in Maharashtra's public schools, Unnati promotes inclusive learning by integrating diverse languages and lived experiences.



Values

We strive to build a just and equitable society through collaboration and cooperation. We nurture safe and inclusive spaces that encourage teamwork, participation, performance, integrity, love, and respect.



Focus

Our work focuses on education, youth development, and gender-equitable approaches, while also supporting the development and empowerment of marginalized, vulnerable, and under-served communities. Through these initiatives, we indirectly address broader issues such as hunger, poverty, and livelihood by building strong foundations for long-term change.

Strategies

- To work towards ensuring that all children have the fundamental right to quality education, based on the belief that every child, regardless of social, cultural, and economic background, has the capacity to receive an education.
- To create a conducive environment for the realization of children's rights to live, be protected, develop, and participate.
- To create an environment for the development of entrepreneurial spirit and skills among children, youth, and women.

Vision

There is a respectful and dignified life for everyone as envisioned in the constitution of India.

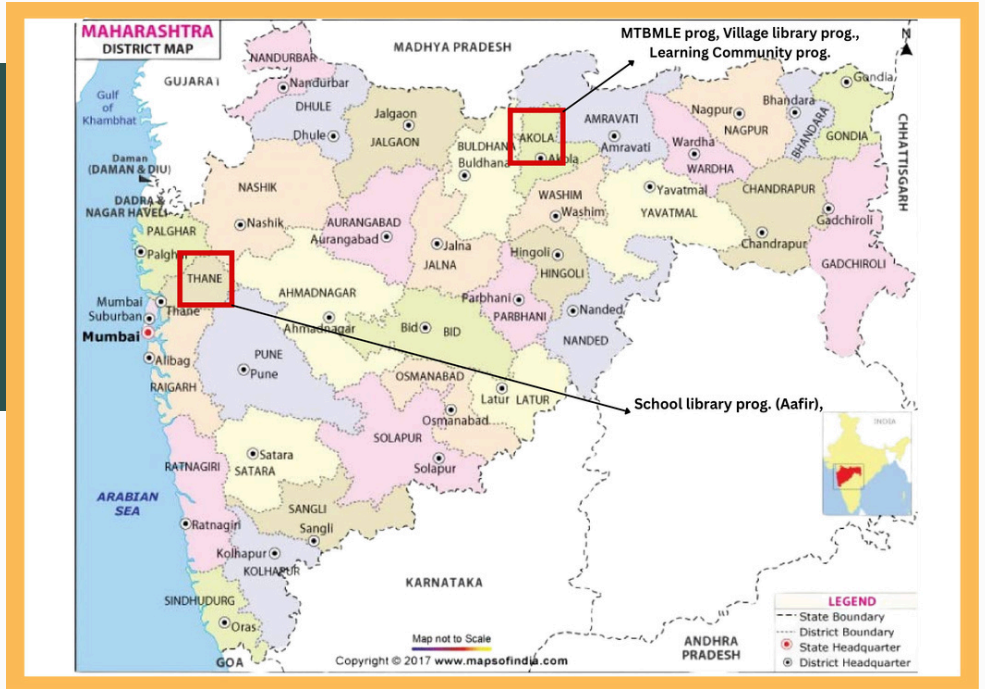
Mission

To improve access to formal school education in order to realise the fundamental right of all children to quality education.

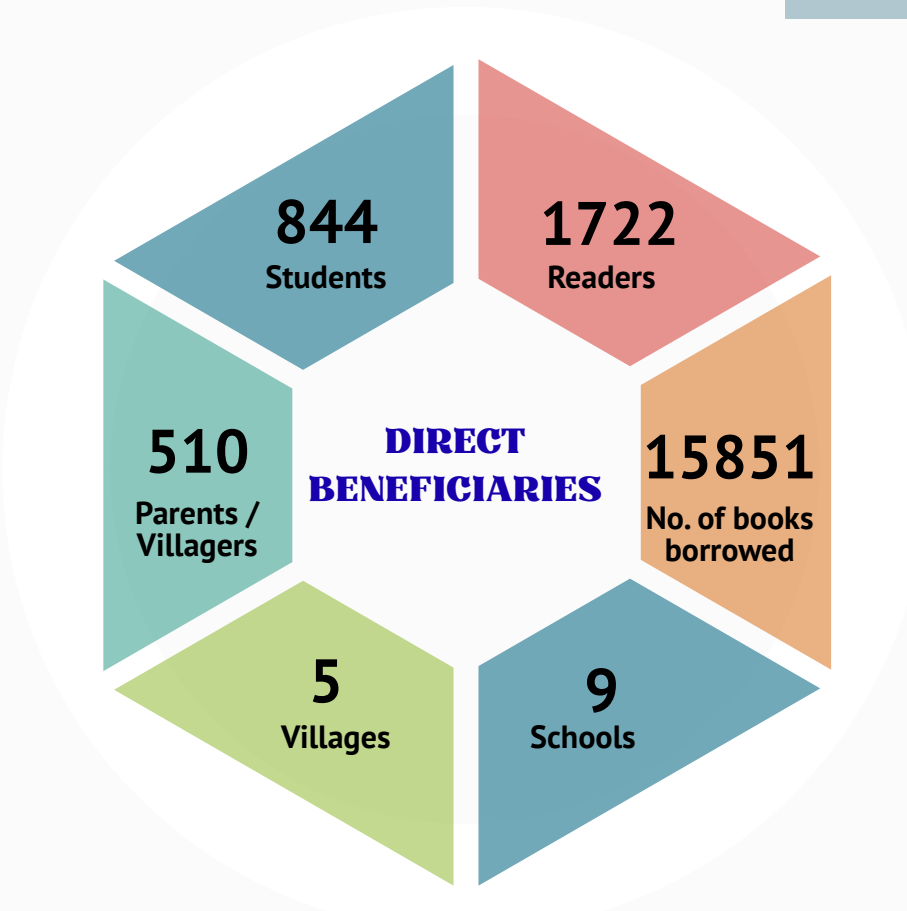


Outreach

We are operational in two areas of Maharashtra that are predominantly tribal – Akot block (Akola district in Vidarbha) and Shahapur (Thane district near Mumbai).



Maharashtra Map showing project areas.



INDIRECT BENEFICIARIES

Direct beneficiaries are those who are enrolled with literacy classes, library sessions, workshops, trainings etc.

Indirect beneficiaries are those who attend community events organized by UNNATI such as corner meetings, rallies, photo exhibits, street play performances etc.

Our Programmes

SHIKU ANANDE (MOTHER TONGUE-BASED MULTILINGUAL LITERACY PROGRAMME)

Target Community: **Korku Tribal Community**

Age Group: **6–10 years**

Stakeholders: **Students, teachers, parents, and villagers across 4 district council schools.**

AAFIR (SCHOOL LIBRARY PROGRAMME)

Target Community: **Korku, Katkari and Thakar Tribal Communities**

Age Group: **9–14 years**

Stakeholders: **Students and teachers from district council schools & tribal ashram schools.**

VILLAGE LIBRARY

Target Community: **Korku Tribal Community**

Age Group: **1–80 years**

Stakeholders: **Local community, Gram Panchayat**

ADOLESCENT GIRLS' LEADERSHIP DEVELOPMENT PROGRAMME

Target Community: **Korku tribal girls / youth**

Age Group: **10–19 years**

Stakeholders: **Girls and parents**



SHIKU ANANDE (Mother Tongue-Based Multilingual Literacy Programme)

The following activities have been planned to implement the programme effectively.

Classroom Engagement with Children:

Classes were conducted in four villages (Januna, Koha, Dangarkhed, Khirkund Bu.) with a total of five classes. In our classes children get the opportunities to express themselves through dialogue and various art forms. Notably, children in Dangarkhed showed progress in writing and reading, while children in Januna demonstrated improvement in reading and writing skills. The medium of instruction in all classes was the children's mother tongue (Korku), alongside Marathi and Hindi. This year, two new classes were started (one each in Koha and Khirkund Bu.).



Parent's Meetings:

To increase children's school attendance, build relationships with parents, and encourage parental involvement in homework, three parent meetings were held in each village throughout the year.

Village Meetings:

To inform villagers about our work and to communicate our objectives to them, one village meeting was held in each village.

Teachers' Study Groups:

With the aim of working closely with teachers, a total of six teacher study groups were conducted with teachers teaching students from grades 1 to 5 at the centers where we run the classes.

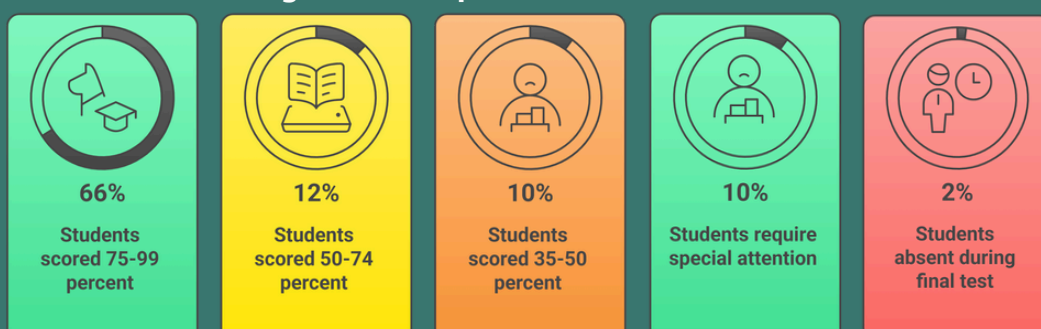
Planning and Presentation Meetings with teachers:

Starting in September, weekly planning and presentation meetings with teachers were initiated. In these meetings, Unnati's weekly class plans were shared with teachers. These sessions facilitated discussions and exchanges of ideas between teachers and Unnati's workers. This process is ongoing in all villages.

Literacy Pre-Test and Achievements, Akot

As the new academic year begins, effective planning for teaching and learning is crucial. To evaluate the literacy levels of students after a 2-3 month vacation, a 'Literacy Pre-Test' was administered in schools for students in grades 2 and 3. Based on the results of this test, students were grouped for further instruction. They were classified into four categories according to their performance. Instructional activities were tailored to these groups throughout the year.

At the end of the academic year in March, tests were conducted under the Literacy and Education initiative. The students showed significant improvement.



SUNIDHI'S TRANSFORMATIVE JOURNEY

Sunidhi is currently in the third grade, and her journey this past year has been quite transformative. Last year, she struggled with her attendance, often missing classes and falling behind in her studies. It was understandable—she spent her time at home playing with her brother and helping with chores, which naturally made school feel less appealing to her.

However, this year has been a turning point. The increase in home visits by teachers has made a significant difference. Whenever a child misses a day, teachers promptly visit their homes to check in, which has provided essential support. Although Sunidhi still has been absent occasionally, her overall attendance has dramatically improved.

Since the children were divided into groups, more attention has been given to those who are lagging behind. Sunidhi was in the group of students who were significantly behind. Even when taught letters, she couldn't retain them. However, since starting focused work with her group—practicing letters, teaching new letters, using activities and flashcards—she has begun to understand letters. Her regular attendance has also helped her grasp what is being taught.

This progress is wonderful to see, as she's truly in a learning mode now. She completes her homework regularly, follows the teacher's guidance, and participates actively in class. It's heartwarming to watch her embrace her education with newfound enthusiasm.

Linguistic Survey Report



Unnati is dedicated to serving tribal communities, where the languages spoken often diverge significantly from Marathi. Embracing a multilingual education approach, we recognize that conducting a linguistic survey is essential to our mission.

Recently, we engaged with 125 children aged 7 to 11 across schools in Khirkund Khu., Khirkund Bu., Dangarkhed, and Januna in Akot. Our goal was to gain insight into the communities of these children and the languages they speak.

Despite below findings, education is predominantly delivered in Marathi, and teachers typically only use this language, as per our experience. A transformative opportunity exists: if teachers receive training in the Korku language or learn to communicate in it, we could significantly enhance the teaching and learning experience for these students.

The results are illuminating: -

- 94% of the children come from Scheduled Tribes.
- 83% of the children speak the Korku language at home.
- 26% of the children cannot communicate in Marathi at all.
- 66% of the children can speak Marathi to some extent.

Additionally, we conducted a similar survey in the Shahapur division, involving students in grades 5 and 6 from four ashram schools located in Shenve, Babre, Taki Pathar, and Kothare. The findings here further underline the need for linguistic awareness: - Our survey included 192 girls and 119 boys.

- 72% of these children belong to the M. Thakur tribe.
- 22% are from the Katkari tribe.
- 99% of the children understand Marathi—due to the diverse communities in the villages—the primary languages spoken at home include M. Koli, M. Thakur, Katkari, and Warli, depending on their specific tribe.

Based on this linguistic reality, the direction of the organization's initiatives and policies will be determined.

AAFIR (School Library Programme)

The following activities have been planned to implement the programme effectively.

Library-Based Sessions:

This year, a total of 20 library-based sessions were conducted, with 5 sessions each held in 4 Ashram schools. Through the library, we aimed to foster aspirations about the world and boost the children's confidence. This helped the children develop a new and positive perspective toward mental health. Whenever the girls read about a new city in a story, they immediately ask questions about that place, such as the means of reaching there, the distance from Shahapur, and the language spoken there. While reading books about illnesses, they ask questions like why the mouth tastes bitter during sickness and why they lose their appetite. We are still exploring various methods to facilitate such development through different mediums.

In a total of 5 Ashram schools, 30 library sessions were conducted, during which a total of 6,885 books were exchanged.

To assess emotional capacity, we have adopted the approach of conducting pre-tests and post-tests.

Literacy Programme:

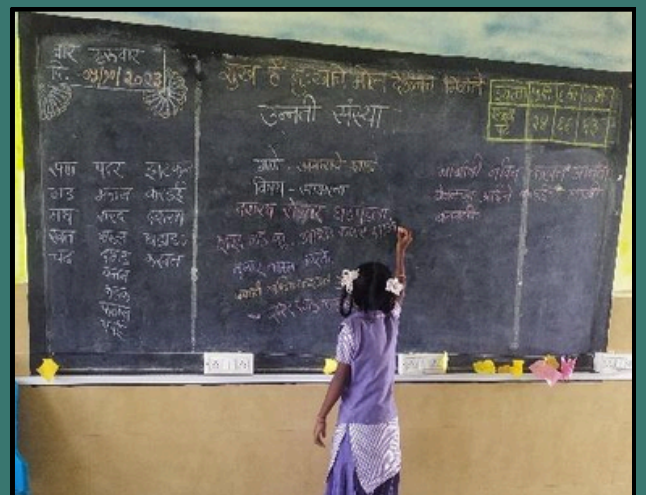
We have been able to do remarkable work in providing opportunities in formal and informal education.

Last year, we worked with students of grades 8 and 9 who were lagging in their studies. As per this year's plan, along with them, we have also started working with students of grades 5 and 6. For this, we conducted a literacy test.



Literacy Pre-Test and Achievements, Shahapur

In July, a baseline test assessed reading skills of students in Shenve, Kothare, Babre, and Takipathar schools. Students were grouped into Mulakshar, Chaudakhadi, Jodakshar, and Reading Group. A separate literacy class for about 30 underperforming students per school was started. With Pune's Door Step School, Unnati ran online literacy classes for 96 underperforming students from three ashram schools, selected with teachers' consent. Post-Diwali, within 80-90 days, 84% of students progressed, with 17 students achieved full reading proficiency. About 13% missed the year-end test due to migration.



YOUTH GROUP'S INITIATIVE

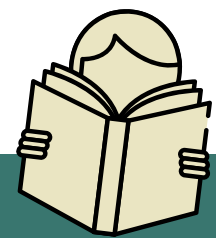
This year, we started interventions with youth groups in two Ashram schools, Shenve and Babre. Sessions covered topics such as expressing thoughts, communication, note-taking, gender equality, and self-expression. Unnati aimed to develop leadership qualities among young boys and girls and enable them to establish village libraries for women and girls in their communities. Selected students from the 7th and 8th grades of Shenve and Babre Ashram schools participated in this initiative.



During the Diwali vacation, these students were tasked to run village libraries in their respective villages. Before this, they received training in the necessary skills. In total, 21 girls and 8 boys took part in the programme, reaching 10 villages during the vacation. This experience nurtured their leadership qualities. Before starting the village libraries, the students conducted surveys in their villages during the Ganpati vacation.

This exercise helped them develop skills in asking questions and negotiating to find answers, while also enhancing their communication skills. In particular, while interacting with older men in the village, the girls gained confidence in presenting their points convincingly and encouraging people to borrow books. They created peer groups consisting of girls and boys in the villages, presented books to them, and motivated them to read.

These students successfully ran village libraries and conducted surveys in villages such as Khairpada, Tambadmal, Borichi Wadi, Nampada, and Jambhulwadi. As a result of this process, their self-confidence has significantly increased.



Shahapur Youth Group Initiative:

The youth group embraced the role of change-makers. Selected adolescent boys and girls from ashram schools received invaluable hands-on training to develop their skills. During the Ganpati festival holidays in September, these bright youths returned to their villages, equipped to conduct surveys that lay the foundation for our village libraries.

Passionate members of the youth group were trained to gather data from 10 to 15 families, fostering their skills while contributing to the noble mission of the village library initiative.



VILLAGE LIBRARY

The following activities have been planned to implement the programme effectively.

Since September 2023, the Village Library Programme has received financial support from "Build a School in India," which has helped the project gain momentum.

Stories on Loudspeaker:

For the first time, since August 2023, the Stories on Loudspeaker initiative has been launched in two villages: Koha and Khirkund (Khu.). In this programme, stories in Marathi and Korku languages are broadcast via loudspeakers at the central space in the village. Villagers can listen to these stories while sitting at home and going about their daily tasks.

This initiative provides an opportunity for illiterate individuals, the visually impaired, women engaged in household chores, men and children to hear traditional stories.



As the unique nature of this initiative, on those particular days, it was commonly seen as community members sitting at their doorsteps, listening stories intently. As part of this initiative, we have created recordings of 15 folk tales in both audio and video formats, including traditional tales from the tribal Korku community. Additionally, we have recorded 8 folk songs from this community. Due to some technical issues affecting audio clarity, we plan to enhance the audio quality and integrate these stories and folk songs into this programme. We hope to complete this work within a year.

BOOKS AT YOUR DOORSTEP

Recently, there has been a noticeable increase in the engagement of children from various villages with the local library, as many are expressing interest in borrowing and reading books regularly.

In the village of Koha, the participation of six children aged 3 to 6 in borrowing books has increased. Children particularly enjoy taking books with more pictures.

For illiterate people, a "Bhonga" (audio) library has been started so that they too can enjoy the library in an auditory form. Now, along with the Bhonga library, these people have also begun requesting books and have others at home read the books to them while they listen.



Empowering Women and Girls: Village Library's Initiative



The Koraku tribe, traditionally patriarchal, often limits women's aspirations. In response, we have expanded our Village Library initiative to Januna and Khirkund Bu., focusing on empowering girls. Since July 2023, we have established groups for women and girls aged 15 to 25, aimed at developing leadership skills. These groups are actively involved in facilitating book exchanges and engaging in storytelling and writing about tribal culture and nature, food and more.

Each meeting sees new participants, fostering a supportive environment where women feel encouraged to express themselves. Activities like drawing and handicrafts have especially resonated with them. Building on these learnings, we now aim to determine the future direction of our work with these groups.

Village Survey: Library Initiative in Akot Taluka by our Youth Group

After deciding to establish village libraries in Januna, Koha, and Khirkund Khu. in Akot Taluka, a survey was conducted in these three villages. The survey focused on the following aspects:

We gathered vital data on women, men, boys, and girls categorized by age group. This information will enlighten us on the appropriate reading levels and the quantity of books needed for the library. Also, this data empowers us to organize book distribution tailored to the unique segments of each village.

We assessed literacy levels in our pursuit of selecting books that resonate with the reading abilities of our community members.

Through the power of direct engagement, we shared information about Unnati and the transformative village library initiative, igniting enthusiasm among households about the programme.

At Khirkund Bu., two women who are regular readers at the village library and also members of a self-help group participated in a fair organized by the MAVIM, Amravati, for self-help groups in the district. During the event, SHGs were invited to the stage to share their views. The two women from Khirkund Bu., along with other group members, went on stage and expressed their thoughts. For this, they were honored with a memento by MAVIM. While exchanging books, the women mentioned to a village Sakha that reading books enabled them to speak confidently at the event.

As a result of regularly reading books on various subjects, a total of 26 parents from three villages—Januna, Khirkund Khu., and Khirkund Bu.—have begun to actively engage in their children's education. These parents now ask their children each day about what they learned in school and what challenges they may be facing in their studies.

The reading level among people in all villages has significantly improved. Previously, they primarily purchased storybooks; however, they are now seeking and reading informative books on topics such as health, law, and financial education, which are beneficial for their daily lives.

Women in Khirkund Bu. and Januna are utilizing information from health-related books and applying it in their everyday lives.

In Khirkund Bu. and Januna, three women have learned from art books to create decorative household items. This has greatly contributed to home decoration and has also inspired other women in the villages.

The Anganwadi worker from Khirkund Bu. takes story and song books from the village library and uses them with the children in her Anganwadi. As a result, the children have a lot of fun.

Programme 4

Adolescent Girls' Leadership Development Programme



The programme commenced in March 2024 with the primary objective of developing leadership qualities among girls. As the organization focuses primarily on tribal areas, the tribal village of Januna in Akot Taluka was chosen for the implementation of this programme.

A survey was conducted with adolescent girls in this village, and a group of 15 girls was formed for participation. Leadership development activities will be carried out with this group, supported by two appointed mentors. The programme is set to run for 18 months, from March 2024 to September 2025.



Key Highlights

Vibrant Showcase of Unnati's Impactful Work

On April 30, 2023, Unnati held its annual celebration at the Raheja Garden complex in Thane. The event featured a photo exhibition showcasing its transformative initiatives and drew around 100 enthusiastic participants.

Kalotsav: A Celebration of Children's Creativity

When it comes to creative activities, children's eyes light up with excitement, ready to dive into creative projects for hours! Sadly, the spark of art often flickers in the routine of schools or the quiet corners of their villages, where opportunities to explore creativity are scarce.

To reignite this passion, Unnati organized Kalotsav, an art festival held from December 26 to 29 across four schools—Januna, Dangarkhed, Khirkund Bu., and Koha. During this vibrant week, young artists shaped clay, crafted paper designs, and painted canvases, making each moment memorable.



Wardha Conference Report and Video Production

In January 2023, a state-level conference on "Multilingual Education – Communication, Dialogue and Reflection" was organized at Gandhi Ashram, Wardha. The process of writing reports for the sessions and producing videos has begun. These videos will be uploaded to Unnati's YouTube channel.

Book Fair Organized in Tribal Villages

On the occasion of International Mother Language Day, a "Book Fair" was held in four villages—Koha, Januna, Khirkund Khu., and Khirkund Bu., where village libraries are functional.



Each village featured stalls showcasing six types of books, including Korku language books, Art-related books, Storybooks, books focused on women and girls, Joyful Numbers, and Picture books. Various activities were conducted, including drawing, puzzle-solving, and question-and-answer sessions. Residents from the villages actively participated by visiting the stalls and engaging in these activities.

Key Highlights

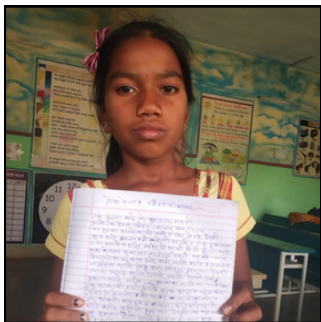
Honouring a Shaala Sakhee

At Babre School, many positive changes have been observed among the children in Unnati's literacy classes. For instance, children who previously struggled to read basic letters are now able to read, and students can be seen reading books with enthusiasm. During school assemblies, children have started narrating stories and expressing themselves confidently. To acknowledge these efforts, the school honored Unnati's worker, 'Bharati Jadhav,' a shaala sakhee, during the annual cultural conference.



Our Stories in Our Language

Overall, there is a significant scarcity of literature depicting tribal life in Marathi literary works. There is a notable lack of stories reflecting their lived experiences in both adult and children's literature. As part of our library programme, we have consistently noticed this issue. In an effort to address it, we have initiated a project to collect stories written by members of the tribal communities we work with. During this period, we have undertaken two key activities as part of this initiative:



1) In Akola district, women and girls aged 15 to 25 from Januna and Khirkund Bu villages were engaged with Unnati. They were encouraged to write stories. The process of creating stories based on their lives was facilitated through village workers. They wrote stories about their life experiences, the challenges they face, and their festivals and celebrations. Women and girls from these two villages have written 18 stories.



2) On February 21, International Mother Language Day, students from grades 5 to 7 at five schools in Shahapur, Thane district—Babre, Shenve, Kothare, Taki Pathar, and Sakurli participated. They translated 18 stories into local languages, including M. Thakar, Katkari, and Warli. A total of 19 girls and 6 boys took part in this translation effort, which emphasized the significance of the programme.

Literacy Day

Unnati works on the theme of mother tongue-based literacy and education. Therefore, every year, Literacy Day is celebrated by the organization in various ways. This year, from September 9 to 12, the event was celebrated in four villages: Koha, Januna, Khirkund Khu., and Khirkund Bu. During this, readers from the village and parents of children participated in public storytelling sessions.

Team Capacity Building

UNNATI has been active in education and social service for the past nine years. Upgrading employees' skills and enhancing their knowledge is vital to work in the sector. To this end, we regularly organize different training sessions for our employees tailored to their needs and relevant topics. We also support employees who express interest in attending specific training. Like past year, this year too, we have conducted both internal and external training sessions.

This financial year, UNNATI team attended different training sessions, webinars, workshops on 40 different topics. Among these workshops/ training sessions, some of them were conducted by UNNATI for the entire team, while some of the trainings were attended by specific employees as per the needs of the project. Some of the trainings were:

Future Building Workshop:

We conducted a training session aimed at enhancing employees' personal development and promoting effective execution of our work. The topics discussed highlighted how individual personal goals can align with the organization's objectives to foster progress. Mr. Ibrahim Afghan, a scholar, consultant, and senior journalist on the subject, provided guidance during this session.

Cloud-based storage management Workshop:

At UNNATI online Drive storage is used extensively for documentation and to streamline the work. The workshop was taken with newly appointed teammates, to train them to use the drive.

Case story writing and photo storage/ photo compilation workshop:

In documentation, having compelling case stories and a collection of appropriate photographs is crucial. The workshop emphasized the importance of crafting the case story in an engaging manner and addressing key points throughout the narrative. As for photography, the workshop provided instruction on effective techniques for capturing images and SOP (Standard Operating Procedure) is formulated.

MEL frame formation, training and practice sessions:

Effective planning is vital while executing any task, and it is important to review and learn from the planned activities. To facilitate this, we decided to implement the MEL (Monitoring, Evaluation and Learning) tool developed by one of our funders, Empower. We customized it with few modifications and subsequently trained our team in its application. Eventually over the year, we evaluated our programmes using the MEL framework. Our team has now become proficient in its use.



Gender:

In social sector, it is often essential for employees to adopt a gender-sensitive approach and work accordingly. In our society, gender roles are so deeply rooted that it should be constantly discussed about and areas of change identified. This workshop has had a deep impact on our male employees.

Team Capacity Building

Art workshop:

Children are often eager to engage in art activities. Recognizing that art can guide children towards literacy and reading, workshops for our employees have been arranged over the past three to four years, to learn the art medium before teaching it to the children. This year too, a workshop was arranged where facilitators learned how to incorporate books into the art sessions and plan these sessions effectively.



Training in production of literature for Adiwasi children:

The majority of available literature tends to focus on urban and semi-urban children. Rarely have we seen, stories focusing on the lives and emotions of children from rural areas and especially tribal areas. To address this, we conducted a series of workshops to train our facilitators in story-writing. This initiative has benefited the children and others from tribal areas, yielding a collection of stories that we plan to publish over the course of a year.

Organizational Development

DARCI Framework:

From March to September 2023, UNNATI team participated in 'Sanstha'- a capacity building course for organisations focused on youth development conducted by the Delhi based organisation 'Pravah'. The mentor introduced DARCI (Decision maker, Accountable person, Responsible person, Consult with and Inform to) a Framework for greater awareness of accountability and responsibility. UNNATI has implemented this framework but although the monitoring part was not that effective, we are actively working on it.

Data Management work:

In our work, we have to gather extensive data monthly for future reference. Currently, this data is entered manually by the staff into computers to generate required reports. However, this method is quite time-consuming. An automated system to generate certain reports would be beneficial. This leads to time savings, allowing the team to focus more on project implementation. Therefore, we engaged Vaikhari Digital for data management.

Collaboration with Education System

Shahapur - Planning Meeting with Headmasters:

A meeting was held with the headmasters of the relevant schools to discuss how Unnati's initiatives will be implemented in ashram schools this year and where the schools' involvement is necessary. The organization plans to work with 5th and 6th-grade classes this year. The teachers committed to providing one hour per week and a classroom for this purpose. They also emphasized the importance of Unnati's work in their schools.

Planning Presentation Meeting with Teachers:

To familiarize teachers with the method of teaching children in their mother tongue through the Shiku Anande programme, a process has been initiated to share weekly class planning with teachers of 1st to 5th grades from three participating schools every Monday. Discussions will include weekly planning, classroom activities, special aspects of the curriculum, showcasing educational materials, addressing challenges faced, insights gained about the children, and gathering teachers' opinions on these matters.

Participation in the Cluster level meeting of teachers:

The Education Department held a joint conference for teachers from 8 to 10 schools in the region. We participated in both conferences this year and have received permission to represent Unnati's work.

Teachers' Study Group:

Unnati organized a study group to encourage teachers in the use of the 'Mother Tongue-Based Literacy Teaching Method.' Dr. Shruti Panse covered 'Neuroscience and Children's Education,' while Vipula Abhyankar focused on 'Mathematics,' and Suresh Karande and Hemangi Joshi discussed 'Teachers as Effective Planners.'



Teachers' Training in Thane District:

In response to requests from schools, Unnati collaborated with DoorStep School, Pune, to train 6 teachers from 4 tribal schools where we work. The programme included how to conduct competency tests, group students by ability, use teaching aids, and deliver engaging education through activities. The workshop was successful due to its practical and activity-based approach, and many teachers reported adopting these methods in their schools.

Board of Directors



Hemangi Joshi



Mohan Surve



Shalaka Deshmukh



Shabbir Baba

Collaborators & Well-wishers

Mayur Ankolekar (Actuarist, Mumbai)

Prajakta Khare (Associate Professor, Meiji Gakuin University, Yokohama, Japan)

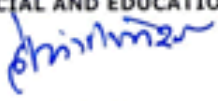



Shaikh Zameer Sheikh mashid (Member of Villge council of Adgaon, Akola)

Shrikrishna kakade (Professor at Shankarlal Khandelwal Akola of St. Gadgebaba Amravati University)

Our Implementing Team

Hemangi Joshi	Tikaram Belsare
Santosh Lonkar	Kisana Hekde
Gauri Gokhale	Shanta Khote
Subhash Kedar	Maya Rasal
Ratanlal Jambekar	Shital Dhigar
Dadarao Kedar	Divya Khade
Ravindra Kawade	Mangelal Gavate
Mrunal Patole	Gauri Kasade
Rupali Pethkar	Bhumika Shirke
Gayatri Lonkar	Bharti Jadhav
Dnyaneshwari Zape	Madhuri Bhangе
Pramila Jamunkar	Bharti Padwal

Financial Highlights

UNNATI INSTITUTE FOR SOCIAL AND EDUCATIONAL CHANGE (A Company Licensed under Section 8 of the Companies Act, 2013) CIN: U74999MH2014NPL25752e Balance Sheet as at March 31, 2024			
Particulars	Note No	Amount in Rupees	
		As at 31-Mar-24	As at 31-Mar-23
I. EQUITY AND LIABILITIES			
(1) Shareholder's Funds			
(a) Share Capital			-
(b) Reserves and Surplus	2	27,40,272	21,68,105
(c) Money received against share warrants			-
(2) Share application money pending allotment			
			-
(3) Non-Current Liabilities			
(a) Long-term borrowings			-
(b) Deferred tax liabilities (Net)			-
(c) Other Long term liabilities			-
(d) Long term provisions			-
(4) Current Liabilities			
(a) Short-term borrowings	3		8,57,950
(b) Trade payables			
(c) Other current liabilities	4	13,09,621	35,81,654
(d) Short-term provisions			
Total		40,49,894	66,07,709
II.Assets			
(1) Non-current assets			
(a) Fixed assets			
(i) Tangible assets	5	1,02,604	1,63,889
(ii) Intangible assets			-
(iii) Capital work-in-progress			-
(iv) Intangible assets under development			-
(b) Non-current investments			-
(c) Deferred tax assets (net)			-
(d) Long term loans and advances			-
(e) Other non-current assets			-
(2) Current assets			
(a) Current investments	6	30,91,992	33,19,460
(b) Inventories			
(c) Trade receivables			
(d) Cash and cash equivalents	7	7,66,435	30,89,045
(e) Short-term loans and advances			
(f) Other current assets	8	88,863	35,315
Total		40,49,894	66,07,709
Significant accounting policies	1		
FOR, UNNATI INSTITUTE FOR SOCIAL AND EDUCATIONAL CHANGE  Hemangi Joshi Director DIN No. 06607483 Place: Mumbai		 Mohan Dattaji Surve Director DIN No. 07897064 Place: Mumbai	
Date: 14-09-2024 Place: Kalyan UDIN - 24179816BKADHI8685		For Borgaonkar & Co. Chartered Accountants (Registration No. 145919W)   Rohan R. Borgaonkar Partner (Membership No. 179816)	

Financial Highlights

UNNATI INSTITUTE FOR SOCIAL AND EDUCATIONAL CHANGE (A Company Licensed under Section 8 of the Companies Act, 2013) CIN: U74999MH2014NPL257528 Statement of Income and Expenditure for the year ended March 31, 2024			
Particulars	Note No	Amount In Rupees	
		2023-24	2022-23
I. INCOME			
a. Revenue from operations	9	68,04,180	73,33,196
b. Other Income	10	2,24,197	2,93,955
Total Revenue (a + b)		70,28,377	76,27,151
II. EXPENDITURE:			
Expenses on the Objects	11	40,84,823	48,32,094
Cost of Material		-	-
Employee benefit expense	12	22,36,585	12,62,206
Administration expenses	13	8,292	1,03,588
Depreciation and amortization expense		61,284	74,462
Finance Cost	14	5,539	2,884
Other expenses	15	69,710	56,000
Total Expenditure		64,66,233	63,31,234
Excess of Income over Expenditure/(Expenditure over Income)	(I-II)	5,72,144	12,95,917

<p>FOR UNNATI INSTITUTE FOR SOCIAL AND EDUCATIONAL CHANGE</p>  <p>Hemangi Joshi Director DIN No. 06607483 Place: Mumbai</p>	 <p>Forgorgaonkar & Co. Chartered Accountants (Registration No. 145919W)</p> <p>Rohan R. Borgaonkar Partner (Membership No. 179816)</p>
<p>Date: 14-09-2024 Place: Kalyan UDIN - 24179816BKADHIS685</p>	

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