

HEERA FOUNDATION

2023 - 2024

ADDITION BY
SUBTRACTION



Hi,

Over the past few years we placed a huge emphasis on streamlining centres and processes as we scaled the initiative. Despite our best efforts to let each space carve its own identity, we found ourselves attempting to replicate our first centre rather than create new ones. This year, however, we have taken a different approach. This year has been one of subtraction; one of letting go!

We have allowed facilitators and children to find their own paths and shape their centres in ways they see fit. We have embraced decentralisation and allowed processes to unfold naturally while remaining active participants. By moving away from our narrow focus we found ourselves experimenting more and enjoying the journey more. We've explored new avenues for interaction, learning and reflection all within the broader context of our organisation's commitment to learner freedom.

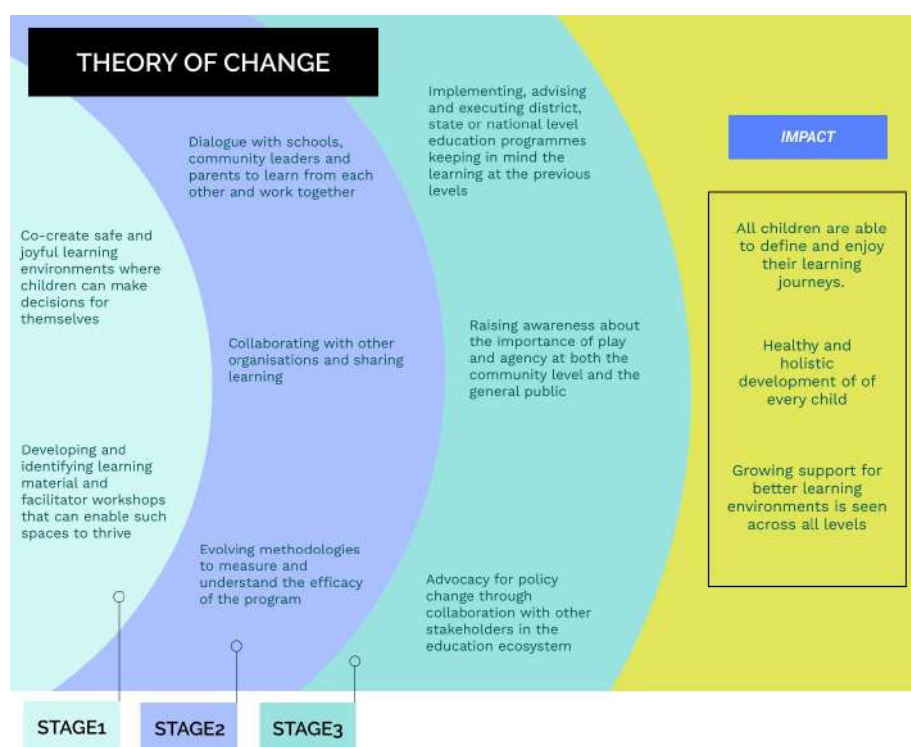
Sometimes less is more and this year has been evidence of that. Our centres have thrived with less control and more freedom and each community has shaped their centre in their own way. This year we realised that perfection is achieved not when there is nothing more to add but when there is nothing left to take away.

Once again, we are thankful to our donors, volunteers and partners for their unwavering support in what we do. As we complete five years of our learning centres, we know fully well that none of this would have been possible without the trust, patience, guidance, well wishes and support of those around us. We hope that you too can have a transformative year not just through addition but also by subtraction!

Best,
HEERA Foundation Team

LEARNING CENTRES

The after school learning centre project has been running for a few years now in Bangalore. A total of six centres have been running each with an average presence of around twenty to twenty five children. With the ground work firmly in place we are in a great position to strengthen the programs in these areas.



We have spent most of the last few years in Stage 1 of our Theory of Change particularly on the setting up and creation of safe and brave spaces. Though we had planned for material preparation, it has not progressed to the level we aspired to since it has taken time to put the systems in place.

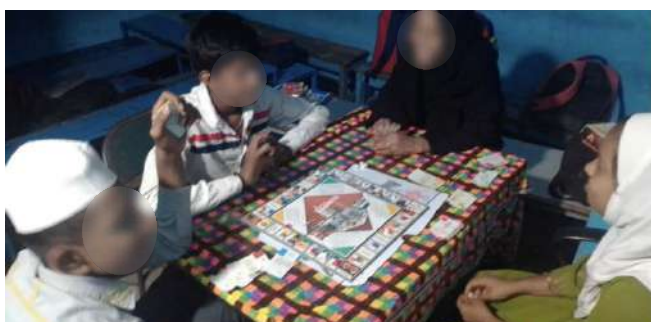
Many children have been going to school, however they are not learning much and are struggling to cope with the pressure. We have helped many children with their foundations helping them achieve basic literacy and numeracy. We have also built spaces that were more enjoyable for children to participate and tried to give them as much agency as possible. Despite a lack of any attendance mechanisms, we found a fairly high degree of participation in all the centres.

In this report we discuss some qualitative outcomes before diving into each centre specifically. We have tried to provide a brief overview about the context of each locality and what we have observed this year. We have also included a few case studies that emphasise the possibilities of our intervention. Facilitator growth is equally important as the growth of the children and we have outlined the impact of the facilitator workshop. We have also included some areas to improve as well as future opportunities for the after school learning program.

QUALITATIVE OUTCOMES

Joyful Learning

This is an outcome that we have observed in almost all centres. There has been a conscious shift in all our facilitators who have embraced that play is important to learning and engage the children with song, dance and games. Most facilitators have observed that this has been key to increasing participation at their spaces as well.



However, there is still a lot of work to be done and we have only scratched the surface. In some places there is play followed by learning rather than learning with play while in other centres the view of joyful learning is limited to arts, craft and songs. While we have developed some learning material, it only addresses very basic learning and has been hard to scale.

It is important to get the buy-in of the community for us to truly embrace joyful learning methods. Unfortunately in a few places we still have not convinced the community of the need to provide agency and allow the children to play. We need to prioritise community engagements and communicate more in these areas.

Agency

While this is the ethos of the initiative this has been extremely hard to implement. Barring a few centres there is very little agency for the children everywhere. The school system is too ingrained in both the learners and the facilitators and it has not been easy to unlearn these ideas.



A few centres however have a lot of ownership and responsibility taken by the children. Here we can see the power of this idea and the children are able to manage and take lead in the centre on days where the facilitator is unwell or unable to make it. The self-directed learning while slightly chaotic has also been much appreciated by the parents and they have seen an increase in the confidence of the children.

Openness

We have made a safe environment conducive for learning by enabling inclusion in our centres across Bangalore. Our centres have no attendance mechanisms and no specific rules or restrictions on when and who can attend. We've made concerted efforts to ensure that our centres are inclusive spaces where all children feel welcome and valued, regardless of their backgrounds.

While our focus has primarily been on creating inclusive environments within our centres, we recognize that we haven't prioritised community outreach as much as we could. It's important to acknowledge that there are still children within communities who may benefit from our support, and we have an opportunity to extend a helping hand to them as well.

Learner Confidence

Probably the area where our children have grown the most is in confidence. Even the learners who have been part of the spaces for short durations have grown in leaps and bounds. The democratic nature of the space and the safety that they have here has really enabled the children to express themselves. We notice this whenever a volunteer visits our centres, the children are quick to introduce themselves, interact with the visitors and ask questions to them.

In many centres the children have gained confidence from feeling ownership. Whether it be to take leadership for a day during play time, or whether it is to ensure the safety of the material, the responsibilities that the learners take has given them the belief that they too are owners of the space.



Basic Skills

As expected there is huge variation made in the progress of learners. Learners are not homogenous and are at different points in their journey and the outcomes reflect the same. However, most children have made progress in some way or the other.



In terms of mathematics most children have at least taken one step forward. A small percentage of learners are now comfortable doing multiplication and division operations as well. In terms of reading, most children are at least able to identify alphabets in one language.

Basic Skills

For the most part the material preparation has been limited to some basic worksheets and a few games. Through some experimentation and borrowing from others, we have figured out what kind of activities work for children and we have understood the limitations that each activity comes with. We have developed a list of activities as well but have not been able to organise it and make it consistent. We are hoping that going forward we can create a better repository and categorise the games and activities as well.



We have developed a framework of constraints to evaluate the materials we have prepared. Some of the constraints for learning material are as follows - requires space to use, requires facilitator (not self driven), works only for a specific age group, single usage, requires specific printout or material, requires prior knowledge. We're working on creating material that has fewer constraints so children can guide their own learning. An excellent activity we've found with only the constraint of material is jenga blocks. Jenga requires very little space, can be self driven, can be played across age groups, can be played as many times as children want and requires no prior knowledge.



AVALAHALLI CENTRE

Avalahalli is a centre that has been running for the last five years and is at a mature stage with a lot of agency and ownership from the learners. The space is driven largely by children and forty to fifty children have been a part of activities this year. The Avalahalli area is a mixed community with Hindu and Muslim first generational learners mostly going to the nearby government schools.

The increase in confidence among learners is clearly visible in Avalahalli. Having a sense of ownership in the space has enabled children to grow in confidence and we have observed every child speak up in larger circles and also confidently address large audiences in the program they had put together. At Avalahalli many children have also picked up spoken English and have made strides in reading Kannada. Constant reflection and sharing of gratitude and emotions have helped children grow and thrive.



KADIRENAHALLI CENTRE

This has been the most challenging area for us since we have a limited space in the room in this area and we are unable to even store our material well. Though the facilitator and children in the area have been incredibly committed, we have been unable to create a culture of agency and democratic learning here. The children are very comfortable writing any work that is assigned but aren't able to make decisions for themselves.

However, there has been a lot of progress for some children particularly in terms of their academics. Parents and teachers alike have observed that the children's academic performance has improved and the children have made huge strides in their language capabilities.



BANDEPALYA CENTRE

Our new space in Bandepalya has been transformative. We have seen a consistent participation from twenty five to thirty children and they have truly taken ownership of the space. The older children take the lead in the activities and also aid the facilitator in engaging the smaller learners in activities.

The feedback from both the parents and children has been exceptional and we've observed the children that are very happy at the centre. The facilitator has built an excellent rapport with the children here and there is a deep mutual trust between them. Children's performances in school have been improving and the parents have noted a lot of behavioural change in the children particularly with respect to their language and anger.



JHANDA GULLY

We made the decision to set up a centre at Jhanda Gully, a neighbouring area to Avalahalli with a predominantly Muslim Urdu-speaking community. Jhanda Gully has proven to be a suitable location, with positive support from the community. Huda, a local and dedicated facilitator with a keen interest in education, has been instrumental in the centre's success. On average, 25 children actively participate, and parental involvement has been encouraging. We are considering documenting the achievements and community engagement in Jhanda Gully as potential examples for future endeavours.



T R NAGAR CENTRE

This is one of the centres that gives us hope that such an initiative might work with limited space. Though it has been operating out of a terrace the leadership shown by some of the older children has enabled the space to thrive. The facilitator at T R Nagar also has taken a lot of ownership and has received immense support from their family. We have seen various members from the facilitator's family spend time with the children and the children have benefitted from their presence.

At T R Nagar the children have taken a keen interest in many indoor activities - particularly Rubick's cubes, quizzes, drawing, music and dance. The children have figured out ways to self organise in groups and are able to make full use of the limited space available



ARASU COLONY CENTRE

The Arasu Colony centre was running for six months of the year. While we had a consistent participation of around twenty children in the area and children were thriving we constantly had trouble with space. There were conflicts between two groups in the area and we would constantly lose access to a room. We were not able to rally the community and parents unfortunately and we ended up shutting the centre down. Despite this we maintain a good rapport with the children and aim to support them in anyway possible.

KOGILU LAYOUT CENTRE

The centre in Kogilu layout has become a bustling hub of fun learning for children. Every day, from 4:30 to 6:30 PM, the centre welcomes a lively group of 20 to 22 children, aged between 5 and 13 years. Afreen, the centre facilitator, engages the children in a variety of activities that foster social interaction, creativity, and physical exercise.

A day in the centre begins with a meditation session, where the children meditate for at least three minutes, creating a calm and focused start to their time together. Following this, the children sit in a circle to welcome and greet each other, which helps in building a sense of community. They take turns introducing themselves, sharing their names, and discussing their day. The activities further extend to educational discussions where they talk about the different colours in their surroundings and identify the colours of various vegetables and fruits. This is followed by a session of mutual appreciation, where the children clap for each other, reinforcing positive behaviour and camaraderie.

To keep the energy levels high and ensure physical activity, the children participate in several games. These include the passing ball game, the 1234 clapping game, running and statue game, concentration games, and exercises. They also enjoy classic games like hide and seek, which never fail to bring joy and excitement. The varied clapping activities in the centre are fun but also help in improving their coordination and rhythm. Among all the activities, dancing and watching rhymes are the children's favourites. This combination of music, movement, and storytelling keeps them engaged and entertained. However, the facilitator also struggles with modulating the energy of the children as they get into frequent fights. But Afreen believes that continuous engagement will bring about a change. In order to further the community engagement and strengthen their trust in the process of learning centric initiatives, Afreen maintains a close relationship with the parents too. She makes it a point to gather and also drop the children back after the centre timings, offering her opportunities to interact with the community and understand their concerns.



STORIES - AYESHA AND RUKIYA

“Today, I want to share a story about Ayesha and Rukia, my two precious companions,” says Janaki Prasad, who is our volunteer in Avalahalli centre. “At first, distinguishing between them by name was a bit challenging, even though they're not twins and don't particularly resemble each other. It was my own struggle. In the beginning, they were somewhat reserved, often finding themselves at the centre of things without a clear idea of what to do.

They would occasionally pretend to do their homework or enjoy some time on the swing and slide when the opportunity arose, but they weren't very talkative. They responded only when I asked them questions. However, they had no trouble continuously writing numbers up to a hundred. It was when I requested numbers like 47 or 53 that they faced difficulties, especially when dealing with numbers after 39 or 49.

My initial attempts to teach them tens and units were unsuccessful; they simply couldn't focus. I decided to take a different approach for a while, engaging them in games like ‘bomb in the city’ and skipping rope, fearing that pushing too hard on numbers might harm the rapport we'd built.

Then, one day, we decided to play a game of Snakes and Ladders, and that's when I stumbled upon a solution. Ayesha expressed interest in the game, and little did I know that this would lead to a breakthrough. As the game unfolded, Ayesha noticed that the numbers moved in a zigzag pattern. In hindsight, maybe I shouldn't have pointed that out. The moment of revelation came when we encountered a ladder. Ayesha was initially confused about which direction to move, and I stuck to our agreement that she would move the game pieces for both of us. She concentrated on the units, and from that point on, it became a breeze for her.

Soon after, Rukiya joined in, and both of them not only became experts at Snakes and Ladders but also overcame their initial confusion with numbers”.

STORIES - KIRAN

Kiran was a coy teenager when he had joined our Kadirenahalli centre. Kiran came from a disturbed household and it was difficult for him to open up to us in the beginning. Our centre coordinator Latha had offered her relentless support to Kiran so that he could have a conviction of the centre being a safe space for him.

“I like coming here. It's away from all the noises and disturbances. And there are my friends here. So it's jolly here and I feel that I could be myself here”.

STORIES - FAISAL

Faizal comes from a family of three and is also a first generation learner. Inspired by Faizal, his younger sister has also joined a Kannada medium school, driven by her eagerness to learn.

Initially facing challenges in reading and letter identification, Faizal's learning journey took a positive turn with step-by-step guidance at the centre. From copying letters to now handling addition, subtraction, division, and multiplication, his progress has been remarkable.

What makes Faizal stand out is his newfound initiative and leadership. He actively guides other children, corrects behaviour, and shares his knowledge. Beyond academics, he has played a role in creating a positive and nurturing environment within the centre.

Faizal's story highlights the transformative impact of providing the right guidance and support in a positive learning environment. His journey showcases the joy of learning when encouragement and attention are rightfully given to the learners.

STORIES - MUNEEF

When Muneef first joined our centre, he primarily came to enjoy the swing and consistently avoided participating in our circle time. Despite attempts to encourage his involvement, he remained distant and even monopolised the swing, occasionally bullying other children. He rarely interacted with facilitators or peers, leading us to believe he might eventually drop out once his interest in the swing waned.

However, Muneef displayed keen observation skills, often watching his peers engage in board games, skipping, and snakes and ladders. One day, due to rain, he had no choice but to join our circle. During our session of expressing gratitude and apologies, he initially declined to participate. Yet, the following day, to our surprise, he willingly joined the circle and gradually began apologising for his actions, acknowledging that he had harmed someone in the centre.

Remarkably, Muneef's transformation continued as he started participating in volleyball games and spending more time in the centre. He began adhering to the norms, although he still resisted engaging in reading and maths activities. Instead, he chose to assist others with their games and actively participated in group activities, even taking initiative in cleaning the centre.

Recently, when some children in our centre displayed inappropriate behaviour and used unkind words towards fellow students, Muneef stepped up. He warned them about the importance of adhering to our centre's norms and sought the assistance of other children to ensure that one boy apologised for his actions. While Muneef's academic performance may not have seen remarkable improvement, witnessing his remarkable personal growth and transformation has been truly heartening.

STORIES - KAVYA

Children are shamed in schools and tuition centres if they don't understand what is being taught. They find it difficult to seek help as it makes them seem weaker and strips away the sense of belonging from their peers. This is where Kavya's story becomes compelling. Kavya is a member of our T R Nagar centre and has been a little hesitant over asking for help when it comes to academics. But recently she has shown immense courage when she sought help from centre facilitator Prashant for a Mathematics exhibition at her school. Kavya wanted to present a Mathematics exhibition. On spending time with the facilitator she was able to create 3D shapes for display showing great dedication and following through on her curiosity.

"Now she talks at home and helps me buy groceries from the shop. Before she 'vekka paduva' (would feel shy in Tamil). Now she talks confidently to her brother and is very vocal about what she wants" exclaims her mother. She credits the facilitator's efforts saying "Our community learning centre facilitator Prashant and his entire family has been active in the activities and sessions organised. It is their tireless effort that kept the centre running even at times of adverse rains and other obstacles. T R Nagar centre almost feels like a home for the children who come there often, as we also have an open terrace which often turns out to be the children's favourite hang out place while adults listen to their thrilling school stories and tales of their shenanigans. It is the confidence that's built through our centres"

STORIES - IHSAN

Ihsan is a well-mannered young boy with an endearing touch of mischievousness. Like many other children, he initially struggled with reading, often resorting to copying letters directly from the book.

After a considerable amount of encouragement and guidance, he slowly began to embrace dictation and reading. Today, his excitement was palpable as he arrived at the centre, sharing with sheer delight that his teacher had asked him to read a revision lesson, and he succeeded! His teacher was pleasantly surprised and showered him with well-deserved praise. It was a moment of pure joy, not only for Ihsan but also for the team.

FACILITATOR WORKSHOP - BANGALORE

On the 10th and 11th of June 2023, a training session was held in Bangalore for the centre facilitators and coordinators. We also invited facilitators from DBRC, Solidarity Foundation and Bija to participate in the workshop. A total of 30 facilitators/coordinators participated in the 2-day training. The training sessions included interactive activities, team building games and discussions.

The facilitators of the session underscored the impact of prevailing inequality on children's development and aspirations. Participants engaged in a discourse to discern observable effects on children, such as daily stress, escalating school dropout rates, and flat learning profiles. The discourse highlighted the pivotal role of after-school learning centres in mitigating the repercussions of such inequalities, safeguarding children's future, well-being, and overall quality of life.

An integral part of the discussion involved the recognition of the interconnected nature of social issues, emphasising the need to avoid compartmentalising them. Amidst the socio-economic challenges, participants identified the heightened difficulty children face in completing homework and acquiring basic learning skills. Notably, the sessions shed light on the tendency to overlook this issue, attributing children's struggles to being labelled as 'bad learners.' The inadequate preparation stemming from rote learning was identified as a hindrance to the development of critical thinking abilities, thus impeding children's ability to articulate doubts or concerns.



The facilitators delved into specific categories of children benefiting from the learning centres and underscored the correlation between poverty, illiteracy, and child labour, leading to the exclusion of children from educational opportunities. They emphasised the challenges encountered by children in meeting daily homework requirements, portraying education as a potential stressor contributing to school dropout rates.

During the session, participants shared personal insights, highlighting the lack of parental readiness or literacy to address their children's queries in critical subjects. This comprehensive discussion underscored the multifaceted challenges faced by children in marginalised communities, emphasising the urgent need for targeted interventions to break the cycle of inequality. Participants also discussed the active role of a facilitator in guiding the children to a journey of personal and educational fulfilment. Discussions continued on the importance of supporting each child with their homework, observing their reading and writing skills, and interacting with them to understand the issues in their community. A general consensus was made on the role of regular meetings in understanding the depth of the educational dividends. It was also stressed that organising parents meetings and children's parliaments, among other activities could foster a holistic learning atmosphere where children and parents can feel adequately heard.



Our team member Venkatesh took the lead for most of the energizer activities throughout 2 days of workshop and explained how children were made part of developing their own learning materials. They redefined the act of ‘learning and doing’ in the learning centres. A video on the activities of Vismaya Kalike was also presented at the session. It gave us a peek into the preparation of learning materials and how the space in itself looks bright and creative. The participants also discussed how children themselves take ownership of spaces which did not restrict them and allowed them to stick their art works, paintings, poems and quotes onto the walls.

FACILITATOR WORKSHOP - VIJAYAWADA

On the 10th and 11th of February 2024, a workshop was conducted in Chiguru Children's Village and Home in Vijayawada. The workshop which focused on holistic education and development of children included facilitators and resources persons from our organisation as well as DBRC.

In the first day of the workshop session each of the facilitators introduced themselves with a sound and a movement, channelling their inner child and setting the mood of the workshop with their silliness. We also set some general rules to ensure the space feels safe and the facilitators have the agency to opt out of any session at any point in time. The aim of the workshop was not only to share new ideas but also to create a space to share and reflect for the facilitators.

A fishbowl format was used where facilitators picked questions from a bowl and shared their thoughts, discussing challenges and solutions, particularly emphasising the importance of rapport and play with children. Inspired by Arnstein's Participation Ladder, scenarios from learning centres were ranked from "manipulation" to true "learner control."



After a break with movement games, facilitators reflected on their strengths using a questionnaire and shared their top strengths and experiences. This led to a discussion on observing strengths in children, emphasising positive feedback publicly and negative feedback privately. Facilitators shared experiences of building relationships with children, noting that these often came from a place of power rather than equality. The day ended with a cultural song-sharing session by the Krishna river.

Day two began with games and songs. Discussions focused on societal power structures in education and the need for equity over equality. Facilitators highlighted the importance of learning beyond homework and school enrolment. Observation practices were examined, revealing biases and surface-level observations. A video on selective attention underscored how personal biases affect observations.

Group discussions on creating friendly learning environments and protecting children's rights helped recap key workshop themes. The workshop ended with facilitators sharing feedback, which was mostly positive, though some areas for improvement were noted, such as better communication about strengths and more activities for children.

FIELD TRIP TO CHITRADURGA

Chitradurga, with its ancient remnants from the Chalukyas and Kadambas civilisations, served as the perfect backdrop for a day filled with historical exploration and a lot of fun for our children. The trip, which took place on January 7th, was attended by children from all five of our learning centres, namely Kadirenahalli, Avalahalli, Jhanda Gully, TR Nagar, and Bandepalya (Kogilu Layout had not been opened at this point). The day commenced with the early morning departure of our young learners, eagerly waiting at their respective centres. Accompanied by dedicated facilitators, each group boarded different buses, up for a fun filled and curious journey. The team had arranged for breakfast on the way through caterers thus preparing children for the four-hour bus ride, which, thanks to the lively ambiance of songs and dance, felt more like a celebration than a commute.

Upon reaching Chitradurga, the children explored the historically significant Chitradurga Fort, accompanied by knowledgeable guides. The engaging narratives and remnants of the fort captivated the young minds. Split into teams, the children marvelled at the residence of the valiant freedom fighter Onake Obbava and fearlessly navigated the seven-door maze of the fort.



A highlight of the trip included the exploration of underground caves called Chandravalli Caves, believed to be the dwelling places of satvika and also an abode to the soldiers.

This hands-on experience not only expanded the children's imagination but also provided valuable insights into the living conditions and adaptability of the humans. The children along with our facilitators and team members trekked the hill and took periodic breaks to rest ourselves and discuss a few of our own insights on the life of ancients. A wall climbing act was also performed by an artist at the Fort which is a memorable experience for the children.

Lunch at Muruga Vana Park offered a welcome break, with children enjoying various games and exploring life-sized installations of animals, dinosaurs, and notable personalities in the park. The park not only served as a recreational haven but also pricked the curiosity in the learner peer groups. As we bid farewell to Chitradurga, the energy and enthusiasm of the children persisted. The return journey was marked by continued revelry, as songs and dance echoed through the buses. Such excursions not only make learning enjoyable but also contribute significantly to expanding their knowledge base and enhancing their imaginative faculties.



AREAS FOR IMPROVEMENT

Considering all our centres, their contexts are different and the challenges and needs are varied. We've identified several overarching themes and areas for improvement, and we look forward to making necessary corrections and strengthening the program in the coming year. We welcome any feedback and ideas for further enhancement.

1. Documentation - Documentation for a learner driven learning space has been challenging. Traditional assignments and tests don't work for spaces like ours and it has not been easy to build the skills of qualitative observation and reflection in all our team members. We have iterated on a few monthly report formats for our facilitators but the enthusiasm and observations that are made in conversation have not translated to the reports.
2. Facilitator Growth - Our facilitators have been committed and passionate about the work they do. They have built strong relationships with the children and communities they are a part of and have been instrumental to the success of the centres. But it's crucial to acknowledge that their limited time due to additional jobs hinders their personal growth and skill development. In the upcoming year, creating opportunities for gatherings, peer circles, and fostering healthy reflection and discussions is essential. Moreover, providing reading material in Kannada and Telugu will enable facilitators to establish a solid theoretical foundation for their work.
3. Firefighting - This year has seen considerable time spent on firefighting and stabilising our centres, addressing challenges ranging from community issues to securing space and facilitators. While these logistical hurdles are inevitable and part of the process, it's imperative to shift focus towards our overarching philosophy and vision. Moving forward, improving in this aspect will be a key area of emphasis for our team.
4. Collaboration - While we have a few partners and have sought support from them particularly in facilitator workshops, we could certainly learn more from other organisations who are doing similar work.

SCHOLARSHIP PROGRAM

For the last three to four years we have been supporting many deserving children with their education expenses. Many of the children we have been supporting are reaching the final year of their degree and we have tried to continue the support and allow them to finish their degrees with minimal debt. With a more streamlined process we were able to support forty two children this year once again with the support from AID India.

For a few children who needed even more support beyond the Rs. 25,000 scholarship we crowd sourced funds and helped support eight children. We are thankful to our donors for their continuous support over the past few years.

Some of the children we have supported have graduated and have gone on to get stable jobs and now support their families. Included below are some success stories with names and identities changed.

Afreen Fatima

Afreen's father passed away as she was in her third year of BCom. With no earning member in the house the scholarship was necessary to support her financially to complete her degree. Afreen successfully completed her degree in June 2023. She was successfully placed in her campus and started working in a multinational company starting from July 2023. Afreen's story of success has inspired many other girls in her area to continue their education.

Ganesh

Ganesh's mother is a single parent and the income of the family largely came from Ganesh's sister. The pandemic severely affected their ability to pay Ganesh's fees. Through the scholarship Ganesh was able to complete his Bachelor's in Computer Applications and scored 80% in his final exams. After graduation Ganesh found it challenging to find a job suitable to his qualifications but having been supported he did not have any debt and was able to persist. His hard work and patience paid off and he now works as a software developer at a data analytics company.

Lakshmi

Lakshmi moved from Tamil Nadu to Bangalore in search of a better education. Lakshmi's education was supported by her mother's domestic work but during the pandemic that source of income was not consistent. Lakshmi completed her BCom with an impressive 86% with our support all the while giving back to her community and conducting classes for children in her area as they coped with the pandemic. Today Lakshmi works at a leading bank in Tamil Nadu and is the primary breadwinner for the family. This newfound stability brought immense joy to her family, who expressed gratitude for her accomplishments and thanked the support provided.

Meghavani

Meghaavani's situation was particularly dire after her father passed during the first wave of the pandemic. With her mother having passed away in 2018, Meghavani's only support was her grandmother. Through our scholarship she was able to complete 2nd year and 3rd year BCom. Today Meghavani is working in Customer Relationship Management in a real estate company. She is earning a stable salary and is able to support her grandmother and her cousin's education in polytechnic.

Harshitha

Harshitha's mother works as a domestic worker and her father is a daily labourer. During the pandemic both of them were unable to find work and they simply could not afford Harshitha's education fees. Through the scholarship Harshitha was able to finish her 12th standard. Once the situation with the pandemic had settled her family was able to get back on their feet. Today Harthitha is able to pursue her ambition and is studying to be a dentist. She has scored well in her first year of BDS and has secured a first class percentage.

DATA OF THE CHILDREN SUPPORTED

Total Scholarships Provided	42
College Students	18
PUC (11th or 12th)	20
School Children	4
Boys	19
Girls	23
Average Annual Income	60,000
Total Amount Supported	12,17,285

We are thankful to Holla Mitran & Co. for auditing our accounts and providing financial reports. You may find a copy of the same attached as an annexure to this document.

M/S.HEERA FOUNDATION

NO 381, 11TH MAIN, 4TH CROSS, SECTOR 5, HSR LAYOUT, BANGALORE-560102

**STATEMENT OF TOTAL INCOME ADJUSTED FOR INCOME TAX
FOR THE ASSESSMENT YEAR 2024-25**

STATUS: TRUST

PAN: ABXPY8540K

PREVIOUS YEAR ENDED: 31-03-2024

GROSS RECEIPTS OF THE TRUST AS PER INCOME & EXPENDITURE A/C	9,80,297
LESS: INTEREST ON FIXED DEPOSIT ON ACCRUAL BASIS	62,796
TOTAL INCOME OF THE TRUST	9,17,501
LESS: ACCUMULATION TO THE EXTENT OF 15% OF GROSS RECEIPT	-
	9,17,501
LESS: ACCUMULATION U/S 11(2) IN FORM 10 - INVESTMENT IN FIXED DEPOSITS	-
	9,17,501
LESS: 1. APPLICATION OF INCOME	
A) REVENUE EXPENDITURE:	8,21,417
LESS: EXPENDITURE NOT PAID OUT OF THE ABOVE	4,100
	8,17,317
ADD: EXPENDITURE OF EARLIER YEAR PAID DURING THE YEAR	2,30,594
REVENUE EXPENDITURE	
APPLICATION OF INCOME ON RECEIPT BASIS	10,47,911
LESS: APPLICATION OUT OF EARLIER YEAR ACCUMULATION OF 15%	1,30,410
	9,17,501
B) CAPITAL EXPENDITURE:	
PURCHASE OF FIXED ASSETS	-
	9,17,501
TAXABLE INCOME AFTER APPLICATION	-
TAX ON ABOVE	NIL

FOR M/S HEERA FOUNDATION

TRUSTEE

TRUSTEE

M/S.HEERA FOUNDATION NO 381, 11TH MAIN, 4TH CROSS, SECTOR 5, HSR LAYOUT, BANGALORE-560102 BALANCE SHEET AS AT 31.03.2024							
						Amount (RS)	
LIABILITIES	March 31st 2024		March 31st 2023		ASSETS	March 31st 2024	March 31st 2023
Capital Account					Fixed Assets:		
Opening Balance:	8,78,210		4,37,899		Furniture	8,000	8,000
Add: Excess of Income Over Expenditure	1,58,880	10,37,090	4,40,311	8,78,210	Deposits:		
					Investment in Fixed Deposit	9,56,500	9,00,000
Current Liabilities					Current Assets:		
Audit Fee Payable		1,500		4,500	Cash Balance	-	2,616
Professional Tax Payable		2,600	-		Bank Balance	70,394	1,98,188
Reimbursement Payable to Staff		-		56,318	Tds Receivable	6,296	-
Other Reimbursement of Exps Payable		-		1,69,776			
Total		10,41,190		11,08,804	Total	10,41,190	11,08,804
FOR M/S HEERA FOUNDATION				SUBJECT TO OUR REPORT OF EVEN DATE For HOLLA MITRAN & CO LLP Chartered Accountants FRN 015659S/S000022 Amareesha P Holla Partner M.No: 230242			
Trustee	Trustee						
PLACE: BANGALORE							
DATE:							

M/S.HEERA FOUNDATION					
NO 381, 11TH MAIN, 4TH CROSS, SECTOR 5, HSR LAYOUT, BANGALORE-560102					
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31.03.2024					
				Amount (RS)	
Expenditure	2023-24	2022-23	Income	2023-24	2022-23
To Salary to Staff	4,85,000	4,56,200	By Donation Received	9,17,501	12,95,512
To Bank Charges	649	649	By Interest Income	62,796	-
To School Fees to Children	2,63,000	1,70,286			
To Printing and Stationery	8,156	35,366			
To Computer Maintenance	2,900	-			
To Rental Charges	12,000	-			
To Honararium Charges paid	13,500	1,59,000			
To Office Expenditure	2,541	-			
To Audit Fees	2,310	1,500			
To Rates and Taxes	-	5,200			
To Travelling Expenses	31,361	27,000			
To Excess of Income Over Expenditure	1,58,880	4,40,311			
TOTAL	9,80,297	12,95,512	TOTAL	9,80,297	12,95,512
FOR M/S HEERA FOUNDATION					
			SUBJECT TO OUR REPORT OF EVEN DATE		
			For HOLLA MITRAN & CO LLP		
			Chartered Accountants		
			FRN 015659S/S000022		
Trustee	Trustee		Amareesha P Holla		
			Partner		
			M.No: 230242		
PLACE: BANGALORE					
DATE:					

M/S.HEERA FOUNDATION NO 381, 11TH MAIN, 4TH CROSS, SECTOR 5, HSR LAYOUT, BANGALORE-560102 RECEIPTS AND PAYMENTS FOR THE YEAR ENDED 31.03.2024					
			Amount (RS)		
RECEIPTS	2023-24	2022-23	PAYMENTS	2023-24	2022-23
Opening Balance					
To Bank Balance	1,98,188	4,35,835			
To Cash Balance	2,616	30,616			
REVENUE RECEIPTS:			REVENUE PAYMENTS:		
To Donation Received	9,17,501	12,95,512	BY Salary to Staff	4,82,400	4,53,000
			BY Bank Charges	649	649
			BY School Fees to Children	2,63,000	1,44,010
			BY Printing and Stationery	8,156	
			BY Computer Maintenance	2,900	
			BY Rental Charges	12,000	
			BY Honararium Charges paid	13,500	28,000
			BY Office Expenditure	2,541	
			BY Audit Fees	5,310	
			BY Travelling Expenses	31,361	27,000
			BY Reimbursement to RSP Infinite	2,500	
			By Reimbursement of Exps to Venkatesh Naik	56,318	-
			By Reimbursement to Vignesh prasad	1,67,276	
			CAPITAL PAYMENTS/INVESTMENT:		
			By Investment in FD	-	9,00,000
			Closing Balance		
			By Cash Balance	-	2,616
			By Bank Account	70,394	1,98,188
Total	11,18,305	17,61,963	Total	11,18,305	17,53,463
FOR M/S HEERA FOUNDATION SUBJECT TO OUR REPORT OF EVEN DATE For HOLLA MITRAN & CO LLP Chartered Accountants FRN 015659S/S000022 Amareesha P Holla Partner M.No: 230242 Trustee Trustee PLACE: BANGALORE DATE:					

Total Revenue Expenditure	
Particulars	Amount
Salary to Staff	4,85,000
Bank Charges	649
School Fees to Children	2,63,000
Printing and Stationery	8,156
Honararium Charges paid	13,500
To Computer Maintenance	2,900
To Rental Charges	12,000
To Miscellaneous Expenditure	2,541
Audit Fees	2,310
Rates and Taxes	-
Travelling Expenses	31,361
Total (A)	8,21,417
Less: Amount not paid out of the above	
Audit Fee Payable	1,500
Less: Last year Fee included	-
Professional Tax Payable	2,600
Reimbursement Payable to Staff	
Less: Last year Fee included	-
Other Reimbursement of Exps Payable	
Total (B)	4,100
EXPENDITURE OF LAST YEAR PAID DURING THE YEAR	
Professional Tax Payable	-
Audit Fee Payable	4,500
Other Reimbursement of Exps Payable	2,26,094
Honararium Payable	-
Total ('C)	2,30,594