




2024-2025

ANNUAL REPORT

Education for All, Every Child Should Learn



+91-9406162638 

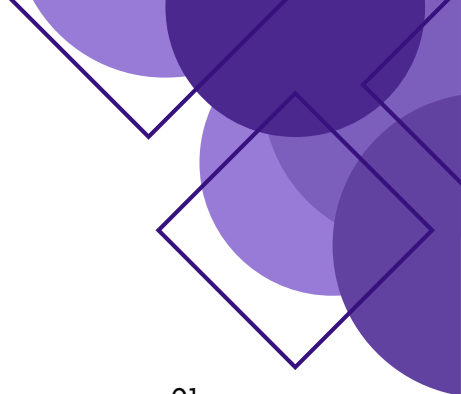
www.gramothhan.in 

contact@gramothhan.in 

Dhobabahali, Sonapur, Odisha- 767017 



Table of Contents



● Table of Contents.....	01
● Introducing Gramothhan.....	02
● Founder & COO Deck.....	03
● Our Team Members.....	04
● Vision & Mission.....	05
● Journey Since 2017.....	06
● Our Programs.....	07
● Community Learning Centre.....	08-09
● School Transformation Program.....	10-11
● Library Program.....	12
● School to School Program.....	13
● Youth Development Program.....	14-15
● Social Emotional Learning.....	16
● Mensuration Hygiene.....	17
● Scratch Program.....	17
● Community-for-Work.....	18
● Summer Camps.....	19
● Educational Content Development.....	20
● Stories of Change.....	21-22
● Testimonials.....	23-24
● Our Mentors.....	25
● Financial.....	26
● Our Supporters.....	27
● Future Outlook.....	28





Introducing Gramothhan

Gramothhan is a non-profit organisation based in Odisha, dedicated to promoting quality education as a catalyst for building an empowered and equitable society. Our primary focus is on transforming the educational landscape in marginalised communities, particularly in Subarnapur (Sonepur) district—one of the most underdeveloped regions of Odisha. Located in the western part of the state, Subarnapur faces severe challenges due to poverty, social exclusion, and migration. With a population of approximately 6.10 lakh and a literacy rate of just 74.42%, the district struggles with issues such as seasonal migration, caste, child marriage, child labour, and trafficking. These barriers often disrupt children's education, contributing to high dropout rates and poor learning outcomes, especially among those from Scheduled Castes and Scheduled Tribes. According to the 2011 Census, about 40% of the state's population belongs to Scheduled Tribes and Scheduled Castes, including 13 particularly vulnerable tribal groups (PVTGs). The state is home to 13 vulnerable tribal groups.

The educational infrastructure in Subarnapur is another significant hurdle. Many government schools in the district, particularly in remote areas, face critical shortages in both infrastructure and teachers, while multi-grade teaching often limits the quality of learning. Despite these hardships, Gramothhan is committed to addressing the root causes of educational disadvantage and ensuring quality primary education for all children in Subarnapur.

Gramothhan works directly with schools and local communities to implement transformative change. Our initiatives focus on school transformation, community engagement, and creating inclusive learning environments where every child can thrive. We actively involve local communities in building sustainable solutions that address the unique challenges faced by children in this region. By fostering local ownership and empowering children and communities, Gramothhan is working towards breaking the cycle of poverty and marginalisation in Subarnapur, ensuring that education becomes a powerful tool for lasting social change.



Founder & COO Deck

Dear friends,

As we sit down to reflect on the years gone by, our hearts are full of gratitude, pride, and renewed determination. The journey of Gramothhan in 2024-25 has been one of deep listening, learning, and growing, together with the communities we serve.

In the quiet corners of Sonapur's rural villages, something powerful is taking root. Children are walking confidently to Learning Centres and government schools, asking questions, reading stories, and dreaming bigger. Adolescent girls are breaking the silence around menstruation and claiming their dignity. Local youth — once unsure of their path — are now leading learning spaces, guiding younger children, and transforming their own lives along the way.

This is not just our story — it is your story too.

To our donors and supporters, thank you for placing your trust in our work. Your belief enables us to reach the most unreached and build change that lasts.

To our well-wishers and mentors, your encouragement gave us the courage to try new things and keep pushing through challenges.

To our students and youth, you are the heart of Gramothhan. Your energy, curiosity, and resilience keep us inspired every single day.

And to the parents, community elders, and local leaders, thank you for opening your doors, your hearts, and your minds to a different way of learning and growing.

We have many miles to go — to ensure every child can learn with joy, every girl can live with dignity, and every youth can lead with purpose. But we are not walking alone. With each of you beside us, we move forward with strength and hope.

Let us continue building a future where learning is a right, not a privilege — and where every child, no matter where they are born, has the chance to thrive.

With deep gratitude,

Pratap & Swarnarupa

CEO & COO, Gramothhan

Our Team Members



Pratap Kumar Pradhan

Founder & CEO



Swarnarupa Mishra

Chief-Operating Officer



Rasmita Padhan

Program Associate



Kshirendra Rana

Program Associate



Anita Kheti

Art Teacher



Rabina Sethi

Education Leader



Minakshi Meher

Education Leader



Lopamudra Bal

SEL Lead



Subal Meher

Fundraising Associate &
Communication Lead

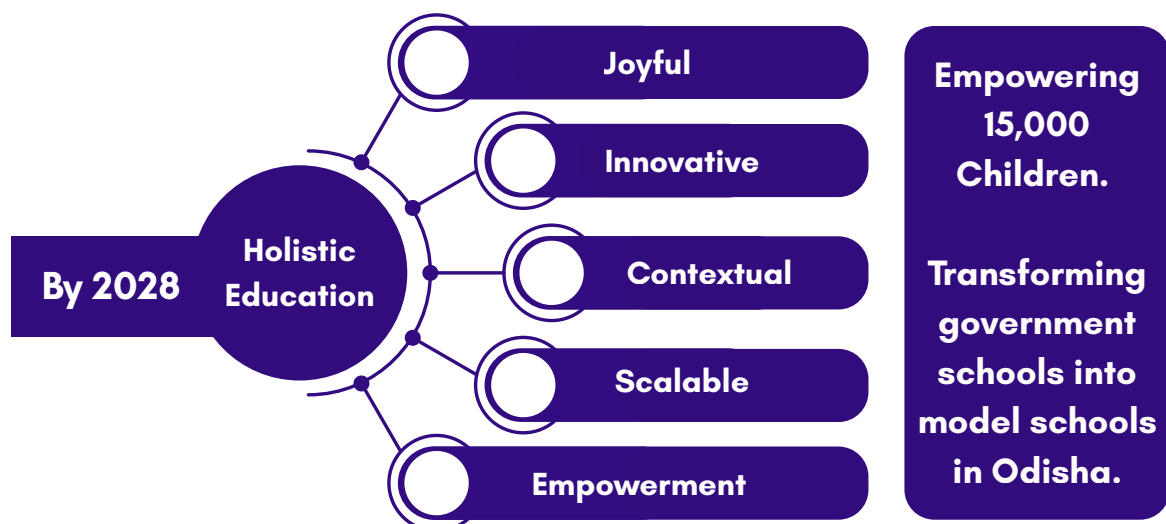
Vision & Mission

VISION

ENSURE QUALITY EDUCATION FOR ALL CHILDREN TO BUILD AN EMPOWERED SOCIETY

MISSION

By 2028 Gramothhan will reach 15,000 children with holistic education through Innovation, contextual and scalable solutions while transforming government schools into model schools in Odisha.



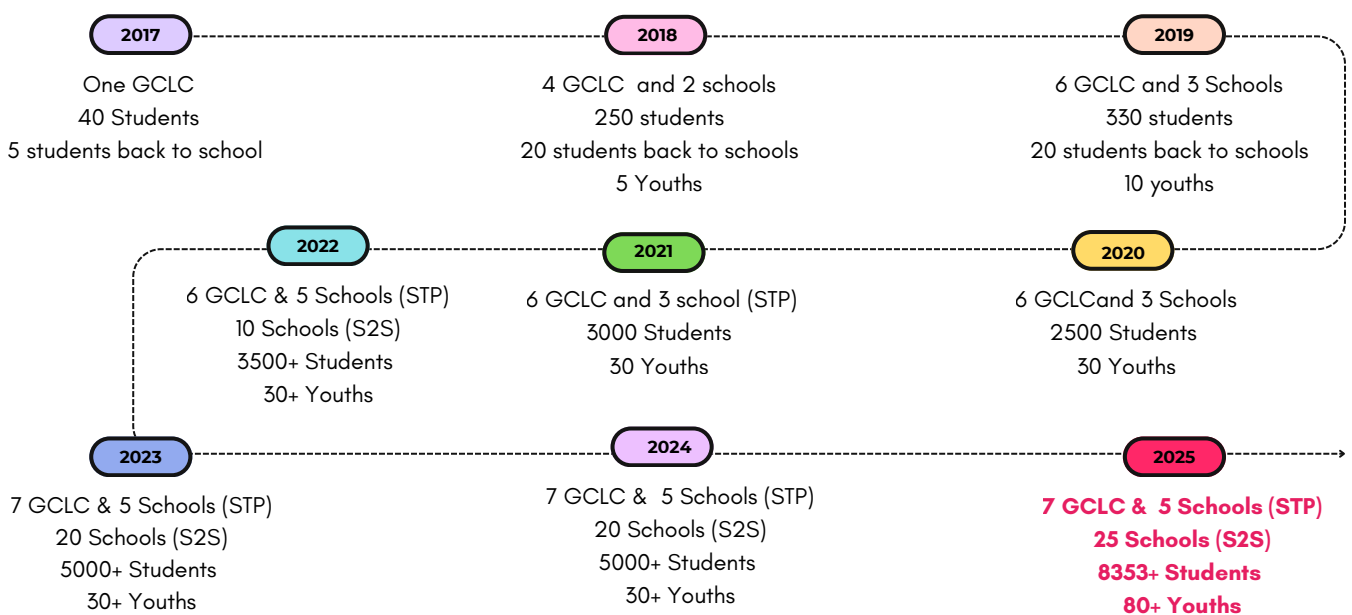
Journey Since 2017

Subarnapur (Sonepur) district in western Odisha faces deep-rooted educational challenges stemming from poverty, social exclusion, and migration.

In response, Gramothhan works directly with schools and communities to improve primary education through school transformation, community engagement, and inclusive learning environments. By tackling root causes and fostering local ownership, we aim to break the cycle of educational disadvantage in Subarnapur. Alongside this Gramothhan eng-



-ages and empowers local youth, equipping them with leadership skills and meaningful opportunities to contribute to the educational and social development of their communities. The timeline below captures our progress and impact since 2017 in Subarnapur district, Odisha.



Our Programs

Gramothan implements four core programs: Community Learning Centres (CLC), School Transformation Program (STP), Community Library Program (CLP), and Youth Development Program (YDP) to drive change. Community Learning Centres offer foundational learning support to early-grade children through localised, culturally rooted methods. The School Transformation Program improves teaching practices and strengthens community involvement to make government schools inclusive and engaging. The Library Program nurtures reading habits through multilingual libraries and creative literacy activities. The Youth Development Program focuses on youth development and youth for development. It builds leadership, awareness, and civic responsibility among rural youth through action research and participatory approach. Gramothan also runs the School-to-School Program to promote peer learning, introduces children to coding through the Scratch Program, and integrates Social Emotional Learning (SEL) across initiatives to support emotional well-being.



1. Community Learning Centre

The Gramothhan Community Learning Centre (CLC) initiative offers accessible, high-quality education to children in remote areas of Odisha. Recognising the systemic educational challenges—such as lack of resources, gap in teacher-student ratio, and limited parental awareness—Gramothhan established CLCs as learning hubs within communities. These centres provide a nurturing environment that supports children’s holistic development and strengthens their foundational skills and confidence.



Since 2017, CLCs have operated across villages, conducting two-hour morning sessions before school for children aged 5 to 12. This year, the program is running in **Salepali, Pratappur, Kumarkheli, Kutmenda, Babupali, Gindalamal, and Shripura**. The CLC focuses on literacy, numeracy, life skills, and creative methods tailored to the local context. Classes are led by locally trained facilitators who understand the children's cultural backgrounds and serve as community role models.

Alongside academic support, the program emphasises community involvement. Parental meetings, home visits, and community events build awareness, promote parental participation, and foster shared responsibility for learning. This collaborative model has improved school readiness, attendance, and engagement among young learners while nurturing a culture of education in the community.

Rational

- Limited access to quality education
- Low parental and community awareness and involvement
- Weak foundational literacy and numeracy (60% Children in Std III who cannot read Std II level text: ASER, 2024)

Our Approach

- Community-based learning model
- Interactive & contextualized teaching methods
- Education leadership development
- Student-centered learning

Program Impact (2017 - Present)

30-35

students per center receiving structured learning support.

1415

local students were benefited from the Community Learning Centre.

7

Community Learning Centers were established in intervention areas.

14

rural youth joined as Education leaders

90%

student performance improved in the intervention communities

95%

community involvement in CLC intervention.



Highlights of the Year

Opened
7 CLCs

Trained
7 rural youths
as community
facilitator

267 students
directly
benefitted

Empowering
7 villages

2. School Transformation Program

The Gramothan School Transformation Program (STP) aims to establish model government schools in Odisha. These schools are designed to serve as exemplars of best educational practices, showcasing improved learning outcomes, effective teaching methodologies, and strong community engagement. The program focuses on ensuring student regularity, enhancing quality learning, providing ongoing teacher support, and promoting active parental involvement.



This year, the STP program is being implemented in **Government Primary School, Naikpada** and **Government Upper Primary School, Janmura, Kumarkheli, Sureswari, and Babupali**. Since its launch, the STP has been operational in government schools across the Sonapur district, working with students from Grades 1 to 5 for 12 to 14 hours each week. The sessions are led by school staff and trained local School Leaders who focus on enhancing teaching strategies, fostering student participation, and boosting academic performance. Additionally, the program strengthens the capacity of School Management Committees (SMCs), encourages greater parental participation, and improves local governance, fostering a collaborative approach to education. This integrated approach ensures that school improvements are sustainable and lead to better long-term learning outcomes for children in the region.

Rational

- Student irregularity & dropouts
- Low learning outcomes
- Limited parental & community engagement
- Gap in the student and teacher ratio - 23:1 (UDISE, 2022)

Our Approach

- Community awareness & mobilization
- Capacity building for teachers
- Co-Learning, Co-planning and Co-teaching approach (3C)
- Comprehensive student support
- Regular assessment & monitoring

Program Impact (2022 - Present)

5500+ students demonstrated improved learning outcomes

80 out of school children reintegrated into the education system

53 rural youth engaged as education mentors.

10 collaborated with government schools.

90% student performance improved in targeted schools

95% of parents are actively involved in school governance.



Highlights of the Year

Collaborated with 5 govt. schools

Trained 5 rural youths as school leaders

170 students were directly benefitted

Co-teaching with 20 govt. teachers

2.1 Library Program

In collaboration with the District Administration and Subarnapur Municipality, Gramothhan has been actively nurturing a reading culture through dynamic library programs conducted in **parks, learning centres, schools, and community spaces across Subarnapur**. These programs are designed to enhance children's language skills, creativity, imagination, and emotional awareness, helping them develop a love for reading and learning.

The activities included in these programs are diverse and engaging, featuring reading circles, storytelling, book talk, role plays, creative writing, drawing, greeting card and library card making, and even mindfulness-based practices. Trained facilitators lead these sessions, fostering an interactive and participatory environment where children can express themselves, engage in open discussions, and develop critical thinking skills.



Portable reading corners are set up in local parks and community spaces to make books more accessible, offering a relaxed, safe environment where children can explore reading at their own pace. By bringing books into familiar, everyday settings, the program encourages children to integrate reading into their daily lives. This initiative not only makes reading more accessible and enjoyable but also transforms it into a shared community experience, inspiring curiosity, building self-confidence, and deepening children's connection to books and the world of learning.

2.2 School to School Program

The School to School (S2S) Program fosters a strong relationship among key rural education stakeholders—communities, teachers, and students—creating an ecosystem of mutual accountability and collaboration for school improvement. At Gramothhan, we believe that nurturing children's creativity, ownership, and teamwork leads to stronger educational outcomes and a more engaged learning environment.

In 2024-25, the S2S Program reached over **1,500+ students across 45 schools in the Sonapur and Boudh districts**. Children participated in a variety of engaging activities such as garden cleaning, tree planting, drawing, storytelling, writing, rangoli (jhotis) making, library decoration, and singing. These activities helped build skills like teamwork, critical thinking, creativity, and self-confidence.



To further motivate students to continue their studies, each student received Learning Materials Kits containing notebooks, pens, hygiene items, and other essentials. These kits not only supported learning but also inspired consistent attendance and enthusiasm among children. As a result, parents, teachers, and the wider community became deeply involved in improving the school environment, reinforcing the collective spirit of the program.

3. Youth Development Program

The Gramothhan Youth Development Program (YDP) is designed to empower youth in Odisha by fostering leadership, education, and community engagement. This initiative seeks to create a pool of trained local youth who can contribute meaningfully to the education system and act as catalysts for positive social change within their communities. By providing training in leadership, critical thinking, constitutional knowledge, and social awareness, the program ensures that youth are equipped to drive transformative change.



The Youth Development Program is implemented in colleges across Sonapur, where young individuals are trained as community leaders and change-makers. Established in 2017, the program engages students for 2-3 hours per week, ensuring consistent learning, skill development, and growth. YDP targets two age groups—15-17 years (40 youths) and 17-25 years (40 youths)—and follows a structured, progressive model for youth empowerment. This year, the program is being implemented in **Maa Umadevi Anchalika Higher Secondary School, Kadodar, Sonapur district and Jayakrishna Higher Secondary School, Damamunda, Boudh district.**

Led by a dedicated Program Coordinator, YDP emphasizes active participation from youth, School Management Committees (SMCs), parents, and local governance bodies. This collaborative model ensures that youth are well-trained and integrated into the social fabric, fostering a collective effort to drive meaningful, sustainable change within communities. Through this approach, YDP is empowering youth to become leaders actively addressing the challenges facing their communities.

Rational

- Lack of leadership and social awareness among rural youth
- Limited understanding of constitutional rights and responsibilities
- Absence of rational thinking and scientific temper
- Over 60% Youths are migrating as unskilled labour (Gramothhan Survey 2022)

Our Approach

- Awareness & capacity building
- Skill development training
- Community Engagement
- Civic participation and advocacy

Program Impact (2022 - Present)

2

collaboration with local colleges for Youth Development Program

500+

youth directly benefited from the training programs.

2,000+

youth engaged through various YDP activities.

10

collaborated with government schools.

95%

of parents actively involved in supporting the program.

95%

of students improved their leadership and problem-solving skills.



Highlights of the Year

Collaborated with 2 local colleges

Trained 2 rural youths as facilitators

80 rural youths were directly benefitted

Collaborated with 8 local organisations

Social-Emotional Learning

Gramothan believes that Social and Emotional Learning (SEL) is the process through which individuals, particularly children and adolescents, acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, build positive relationships, make responsible decisions, and thrive in school and life. In the context of underserved communities, SEL serves as a vital foundation for academic success, personal well-being, and social equity.

Gramothan believes that Social and Emotional Learning (SEL) is the process through which individuals, particularly children and adolescents, acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, build positive relationships, make responsible decisions, and thrive in school and life. In the context of underserved communities, SEL serves as a vital foundation for academic success, personal well-being, and social equity.



This year, our focused intervention on Social Emotional Learning (SEL) and Gender Equality & Social Inclusion (GESI) addressed the often-overlooked emotional and mental health needs of children in underserved communities. Through curriculum integration, teacher training, experiential activities, and strong community engagement, we created safe and inclusive learning environments. The program led to noticeable improvements in students' confidence, emotional resilience, classroom behavior, and peer relationships—with increased school attendance and participation, especially among girls and marginalized groups. SEL enables children and adolescents to acquire and apply the knowledge, attitudes, and skills needed to manage emotions, build positive relationships, make responsible decisions, and thrive—serving as a foundation for academic success, well-being, and social inclusion.

Mensuration Hygiene

Recognising the critical impact of menstruation-related challenges on girls' education and well-being, this year, Gramothhan implemented a focused Menstruation Hygiene Awareness Program at **Subarnapur and Boudh districts, Odisha**. Over **500+ adolescent girls and women** participated. Through awareness sessions and an interactive approach, the program aimed to equip them with accurate knowledge and practical skills to manage menstruation with dignity. We engaged students, teachers, parents, and local youth to create a more informed, supportive environment. By addressing stigma, improving awareness, and promoting inclusive practices, the initiative helped reduce absenteeism, foster confidence, and encourage dialogue on menstrual health.



Scratch Program

Gramothhan has initiated the Scratch program at **Government Upper Primary School, Pratappur**. We believe that Scratch enables children to design their own stories, games, and animations while learning the basics of coding through creativity and play.



Following the Four P's of Creative Learning—Projects, Peers, Passion, and Play—students engaged in hands-on and unplugged activities like “Code a Friend,” nature hunts, and storytelling as a robot. These activities nurtured problem-solving, collaboration, and imaginative thinking, helping children see coding not just as a technical skill, but as a tool for self-expression and innovation.

Community-for-Work

At Gramothhan, we believe that sustainable change begins with community ownership. One of our key initiatives this year was the Community-for-Work (CFW) program, designed to engage local communities in identifying and addressing their immediate development needs through collective action.

This year, we organised CFW in the villages of the **Subarnapur and Boudh districts**. Community members came together to carry out meaningful tasks such as tree planting, road cleaning, pond restoration, and water sanitation improvement. These efforts not only improved village infrastructure but also strengthened social bonds and fostered a shared sense of responsibility. To recognise their contribution and uphold their dignity, we provided CFW Kits containing clothing, bed sets, blankets, and essential household items. These kits were a gesture of appreciation and practical support for the members.



Villagers proudly celebrated their accomplishments, often sharing stories of working side by side across caste, gender, and age. Their renewed unity and commitment to continuing these efforts reflected the deep impact of community-led development. The CFW initiative reaffirmed that when people are trusted, included, and supported, they become powerful agents of change for their communities and future generations.

Summer Camps

In June 2024, Gramothan organized a week-long Summer Camp in different villages of the **Sonepur and Boudh districts** of Odisha. This year, **250+ students** participated in engaging activities focused on joyful, experiential learning. The camp was structured around daily themes such as mathematics, language, environmental science, and creativity, promoting a mix of cognitive, artistic, and cultural growth.

The camp began with a collaborative cleanup of the learning centres, instilling a sense of responsibility and teamwork. Over the week, children took part in balancing games, math puzzles, storytelling, drawing, clay modelling, and animal collages. Environmental awareness was emphasised through Rangamatic design and interactive games. The final day celebrated culture with group songs, dances, and creative costume-making using the traditional gamchha.



The active involvement of Gramothan team members, community volunteers, SMC members, and parents made the camp a collective success. Children from diverse backgrounds learned and played together in an inclusive, respectful space. The camp strengthened foundational skills while nurturing creativity, collaboration, and social-emotional learning—laying the groundwork for holistic child development.



Educational Content Development

At Gramothan, we continue to design contextual content tailored for primary-grade learners. This year, we expanded and refined our resources to make learning more inclusive, experiential, and locally rooted.

Personalised Learning Kits: We now have 50+ self-learning kits that improve subject understanding, enhance decision-making, and encourage parent-child engagement at home.

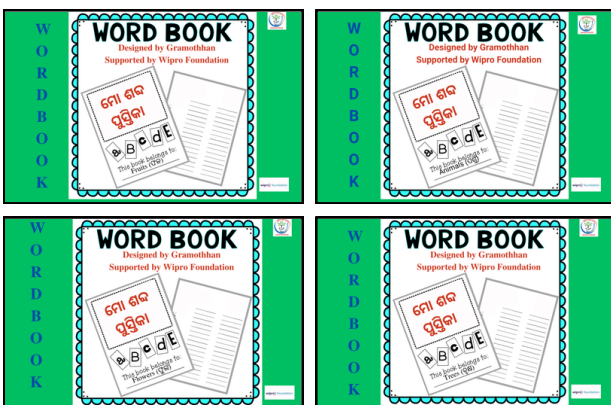
Practice Books: Developed subject-wise practice books in Math, Odia, English, and EVS to support foundational learning through structured, contextual exercises.

Storybooks & Gaon Ra Kathani: Expanded our multilingual storybook collection and curated local folk tales under *Gaon Ra Kathani* to boost imagination and cultural connection.

Multi-lingual Word Books: Created word books in English, Odia, and Sambalpuri to help children explore and enjoy vocabulary in familiar languages.

FLN & BaLA: In partnership with Shiksharth, developed FLN-aligned worksheets using the BaLA approach to create engaging, child-friendly learning spaces.

Teaching-Learning Materials (TLMs): Designed contextual TLMs for Classes 1 to 5 to strengthen foundational literacy and numeracy through interactive, activity-based content.



Word Books



Story Books



Stories of Change

A Long Walk to Learning: Learning Beyond Distances

Gupteshwar Surya, a dedicated and determined 14-year-old student from Grade 9, has been attending the Community Learning Centre (CLC) in Salepali for four years. Living two kilometres away, he walks to the centre every morning before cycling three kilometres to school. “Every morning, I walk two kilometres to reach the centre and then walk back home. After that, I cycle three kilometres to attend school,” he shares. Gupteshwar enjoys coming to the centre to read, learn, and take part in activities. He particularly likes Mathematics, English, and storytelling sessions. “The stories they narrate are very interesting,” he says. He also enjoys dancing and drawing, which make learning fun. His journey at CLC has brought significant improvements. “Earlier, I was not good at reading and writing. My handwriting was not good, and I read slowly. After joining the CLC, I can read and write well, and my handwriting has improved,” he reflects. Gupteshwar finds the environment at CLC more inclusive. “Our teachers at CLC treat everyone equally. But at school, teachers focus only on students already doing well,” he explains. Supported by his family, Gupteshwar continues to grow with confidence. “I like my teacher. He teaches well and guides us,” he says. Dreaming big, he shares, “I want to learn more and become a policeman.”

Learnign Through Play: A Student’s Reflection on Change

Pragnyasini Sahu, a curious and lively 11-year-old student from Class 6 at Government Upper Primary School, Kumarkeli, has experienced a transformative shift in her learning journey through Gramothhan’s School Transformation Program (STP). “I feel good coming to school. I like the way the teacher teaches us - with play!” she says, reflecting her excitement for the new child-centric approach. Among her favourite changes is the use of Teaching Learning Materials (TLMs). She proudly shares, “I learnt Chhaki Kata Gunana (Criss Cross Method), TLMs, etc. We prepared the names of the 12 months, 6 seasons, 7 days, and other things using TLM in our school.” Her love for reading has grown, too. “There are so many books on song and story. I like reading storybooks in the library,” she beams. She appreciates how “the teacher from Gramothhan teaches us with play and makes us understand properly...without punishment,” making learning fear-free and fun. A highlight for her was winning first prize in the Odia debate competition. She wishes for more time with the Gramothhan teacher, saying, “The teacher from Gramothhan should have taught us a little longer.”



Continued...

Youth For Nation: Constitution, Community & Courage

Jubaraj Bagha, a 17-year-old from Jalapali village and student at Jayakrishna Higher Secondary School, Damamunda, found his voice and purpose through Gramothhan's Youth Development Program (YDP). Drawn in by sessions on the Constitution and social awareness, he shared, "YDP helped me discover my skills and understand society better." The idea of collective action inspired him deeply—"If we work together, even difficult tasks become easier." He gained confidence after joining the YDP, "I used to hesitate a lot. Now, I speak freely." One real-life moment stood out when a politician came to his village seeking signatures—Jubaraj stepped up to warn elders to read before signing anything. "They appreciated my awareness," he said. He and his peers also gathered local issues and submitted them to the Sarpanch, realising that "unity is powerful when it comes to solving problems." Inspired by the concept of leadership, he now dreams of a career in the civil services. Reflecting on justice, he said, "At the Panchayat office, people are treated differently based on status. That's injustice. The Constitution helps us fight that and protect dignity." YDP has helped Jubaraj become an aware, active, and responsible citizen.

Timi, Pepe, and Me: A Young Reader's Imagination Unfolds

Riya Sandha, a 10-year-old student of Class 4 at Sureswari Government Primary School, has been actively participating in Gramothhan's Library Program at the Smart Park, Subarnapur. She enjoys the sessions, especially drawing, reading stories, singing, and dancing. "I like drawing pictures the most," she says. Before joining the program, Riya did not read regularly, but now she shares, "Yes, I have started reading." Her favourite story is "Timi and Pepe," which she has also narrated to her friends and elder sisters. After reading it, she even drew pictures of the characters. The program has helped her become more expressive and confident, and she finds joy and comfort in the engaging library environment. Though she hasn't participated in drama yet, she hopes to learn more songs and dances through the sessions. "I want to listen to more new stories and want to learn dance and song," she says. Riya aspires to work in a bank office when she grows up and believes the library is helping her build the skills and confidence needed to pursue that dream. Her journey reflects the impact of the Library Program in nurturing reading habits, creativity, and aspirations among rural children.



Testimonials

Buddhadev Sa: CRCC, Govt Girls' High School Gadvitar Cluster

The school transformation programme organised by Gramothhan has been a game-changer for the school in my Cluster. The innovative approaches to teaching and learning have not only improved academic performance but also fostered a more engaging and inclusive environment. The program's emphasis on creativity, critical thinking, and community involvement has empowered our students to become active learners. We're grateful for the positive impact it's had on our school and the students.

Mr. Sushanta Dehuri: School Teacher, Maa Umadevi Anchalika Higher Secondary School, Kadodar

Since July 2024, various youth development programs have been continuously conducted at Maa Umadevi Anchalika Higher Secondary School, Kadodara by Gramothhan, a leading voluntary organisation in Subarnapur district. For the past nine months, the youth development program, Samjho Toh (The Community Youth Collective, Delhi), has been organised with their support. This initiative has played a significant role in nurturing and bringing out the inherent talents and potential of the students. Through this program, the students have actively participated and enhanced their skills across various areas such as Leadership, Life Skills, Information, Collaboration, Practice, and Constitutional Awareness. A group of 20 students recorded a patriotic song at Kantamal Studio, which was later sent to the Delhi Darbar and presented at the national level. This achievement has enabled the students to build a distinct identity in the field of the arts. They also conducted rallies in various villages to raise awareness on critical social issues like child marriage, substance abuse prevention, HIV/AIDS awareness, and child labour. Additionally, the students performed a street play at Gania village in Kadodara Panchayat, Ulunda Block of Subarnapur district, spreading awareness against child marriage and its harmful consequences. These programs have not only contributed to the personal growth of the students but have also brought recognition and pride to the school. As an English Teacher at Maa Umadevi Anchalika Higher Secondary School, Kadodara, I, Mr. Sushants Dehuri, have been actively involved in these programs since their inception. In my personal opinion, the initiatives taken by Gramothhan in the field of youth skill development and social transformation are truly commendable and praiseworthy. I sincerely hope such impactful programs continue to empower the youth and contribute to their knowledge and growth. Thank you.



Continued...

Mr. Narendra Naik: School Teacher, Government Upper Primary School, Kumarkeli

I am Narendra Naik, and I have been teaching for over two years at Government Upper Primary School, Kumarkeli. I teach English to classes 6 to 8 along with Odia, History, and Geography. The School Transformation Program (STP) by Gramothhan has completely reshaped my teaching experience, making learning joyful and more engaging for students through the use of Teaching-Learning Materials (TLMs). It has not only improved student participation and academic performance but also fostered a more inclusive classroom environment free from gender discrimination. I've seen remarkable growth in students like Adyashi Padhan, whose confidence and leadership stood out so much that she was invited as a guest at our Annual Function. Collaborating with the Gramothhan teacher, Mr. Kshirendra Rana, has been incredibly valuable. His teaching methods and support in lesson planning have positively impacted student outcomes. I have also observed a noticeable improvement in parental involvement and community behaviour. I believe this program is truly impactful, and if expanded to more classes, it could benefit a greater number of students by ensuring quality education through innovative and inclusive practices.

Mr. Kirtimi Naik: Grandfather of a CLC learner, Salepali

As a grandfather, I've seen a remarkable change in my grandson since he started attending the Community Learning Centre (CLC) two years ago. He's now in Grade 2 and can read, write, and even do basic calculations, all things he struggled with before. Earlier, children in our village would only go to school for the midday meal. But ever since CLC came into our lives, learning has become something they look forward to. Children now attend the centre regularly, and there's a visible excitement about education. I truly appreciate how CLC is nurturing this interest in our young ones. However, there's still a major challenge here in Salepali—there's no school in our village. Around 35 children have to walk 1.5 km through fields and even cross rivers to reach the nearest school. It's not safe, especially after a recent incident where a young child was nearly abducted near our village. Thankfully, someone noticed in time, but it shows how vulnerable our children are. While the CLC has brought learning closer to home, I strongly feel that having a school within the village is essential. It would not only ease the burden on our children but also ensure their safety. I hope more efforts will be made to strengthen education in remote areas like ours.

Our Mentors



Ms. Daya Kori has over 25 years of experience in the Corporate Technology world. She has held various leadership positions across large corporations like Motorola and Accenture, as well as technology start-ups like Customer Asset and Zyme. She is currently the Managing Director of Evive Health LLC's, India software R&D centre. She has a master degree in Mathematics from Delhi University and a Management certificate from Oxford.

Mr. Ashish Shrivastava is the co-founder of Shiksharth - a not-for-profit education initiative which works on designing and implementing contextual education solutions for tribal and rural areas. Ashish has been working with conflict-affected tribal children in the Bastar region for over 15+ years and is currently based out of Sukma, Chhattisgarh. He has been volunteering for DaanUtsav, India's largest festival of giving and is a believer in giving as a way of life.



Ms. Shaonli Chakraborty has over 23 years of experience in the development sector working in feminist and transformative practices, business and human rights, public and community health systems, climate and biodiversity. Currently, she leads "Upfront", an entity of the Catalyst Group, which strives to make wellbeing a reality for frontline workforces.

Mr. Sudarshan Chhotaray is a Bhubaneswar-based Development Analyst and Critic on Sociology, Economy and Current trends. He has a long stint in Journalism, has worked in all spheres of Media for the last 20 years. He is also the Vice President of the Mumbai-based People's Media Platform. Since 2006, he has been working on Climate Change and Migration issues. He has made 15 Documentary Films on social Issues. He is currently the director of FOCUS ODISHA FOUNDATION, an organisation on Action Research, Advocacy and Development Planning.



Financial

GRAMOTHHAN
AT: NUAPADA, GHODAGHATPADA, PO: SONEPUR, DIST: SUBARNAPUR
RECEIPT & PAYMENT ACCOUNT FOR THE YEAR ENDING 31ST MARCH 2025

RECEIPT	AMOUNT	PAYMENT	AMOUNT
To <u>Opening Balance</u>		By Program Cost	
Cash in Hand	1,369.00	Quest Alliance	49,380.00
<u>Cash at Bank</u>		Annual Day	21,451.00
PNB A/c. No-498500010005344	57.37	Youth Development Programme	1,09,029.00
.. Miscellengous Receipts	12,610.71	.. <u>Organizational Cost</u>	
.. WIPRO Foundation	12,00,000.00	Audit Fees	22,870.00
.. Mantra Social Service	6,00,000.00	Bank Charges	1,012.63
.. Quest Alliance Education	3,02,280.00	Books & Periodicals	3,104.00
.. Century Industrial Products P.Ltd	2,50,000.00	Celebration & Observation	3,367.00
.. Donation	1,98,685.00	Computer Maintenance	2,611.00
.. Bank Interest	6,979.00	Electricity Expenses	10,835.00
		Internship Expenses	1,815.00
		Office Expenses	13,063.00
		Office Rent	90,000.00
		Postage & Communication	142.00
		Repair & Maintenance	5,610.00
		Staff Salary	6,21,082.00
		Telephone Charges	18,112.00
		Travel & Conveyance	7,405.00
		Vehicle Maintenance	626.00
.. Advance recovered - P.K. Pradha	94,118.00	.. Assets (Annexure-A)	3,70,900.00
		.. <u>Payment against Last year Payable</u>	
		<u>Expenses Payable</u>	
		Swarnarupa Mishra	30,000.00
		Pratap Kumar Pradhan	14,163.00
		Manoj Kumar Padhi	9,000.00
		.. <u>Exp. On WIPRO Foundation</u>	
		Staff Salary	9,41,500.00
		Capacity Building	1,17,872.00
		Printing Stationary/	1,40,628.00
		Documentation & Marketing	
		.. <u>Closing Balance</u>	
		Cash in Hand	426.00
		<u>Cash at Bank</u>	
		PNB A/c. No-4985000100053481	232.45
	26,66,099.08		26,66,099.08



Place: Bolangir
Date: 16/07/2025

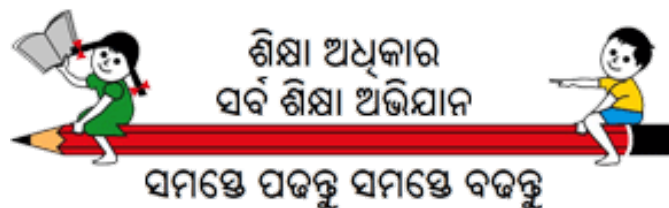
AUDITOR'S REPORT
(As per our report of even date)

SECRETARY-cum-CEO
GRAMOTHHAN

For M/s. O.M. Kejriwal & Co.
Chartered Accountants

S.K. Padhi, FCA
Partner

Our Partners and Supporters





Future Outlook (2025-26)

As Gramothhan continues to grow, our focus for the year 2025-2026 is to deepen our impact and expand our reach across different programs. Guided by our grassroots learning and community needs, we plan to scale effective models, strengthen existing programs, and foster innovation in education. Our key goals for the upcoming year include:

- **School Transformation Program:** Implement co-planning and co-teaching models in **10 government schools** to strengthen classroom practices and learning outcomes and transform them into model schools to play an exemplary role for other government schools.
- **Community Learning Centres (CLCs):** Establish **7 new CLCs** in villages with limited access to quality education to ensure consistent learning support and engagement of rural and tribal children in Odisha.
- **Expanding Libraries:** Set up **5 libraries** across community spaces and schools to foster a culture of reading and curiosity among children. Also Spread the library movement across Subanarur and Boudh district of Odisha.
- **Children Empowerment:** Empower **3,000+ children** through schools, CLCs, libraries, and community-based interventions like S2S, awareness on Mensuration, awareness campaign, etc.
- **Youth Engagement:** Train **100+ rural youth** on constitutional values, civic rights, and community leadership.
- **Content Development:** Develop personalised self-learning kits, multi-lingual wordbooks, storybooks and contextualised educational content focusing on **FLN, BaLA and TLMs**.
- **Teacher Training Sessions:** Conduct **10+ training sessions** for educators on effective use of TLMs, foundational Math, and child-centred pedagogies.
- **Capacity Building:** Organise **5+ capacity building workshops** in collaboration with partner organisations to promote knowledge exchange and shared learning.
- **Child Right:** Awareness program at village level across Subarnapur and Boudh Districts of Odisha.

Empowering Rural and Tribal Children in Odisha

Contact Us:



[Gramothhan](#)



[GRAMOTHHAN](#)



[gramothhan](#)



[GRAMOTHHANINDIA](#)



[Gramothhan](#)

Address: Gramothhan, Behind Vigilance Office, Dhobabahali,
Sonepur, Odisha- 767017, India