



# Room to Read India Annual Report 2023

















# From our Country Director



Dear Reader,

To positively influence the educational landscape over 20 years, we are making room for enhanced material creation, teacher professional development and policy level interventions. Reflecting on the accomplishments and milestones of 2023, I am filled with excitement and pride for what we have achieved at Room to Read India.

Making Room is a reflection on our journey from humble beginnings to having completed two decades of our presence in India. On this journey we have focused on deepening our influence across states and have embarked on a journey to solidify our position as a learning organization. Room to Read is making room to continuously improve and adapt a culture of learning, innovation, and knowledge sharing within and outside the organization. By regularly assessing our strategies, programs and outcomes, we are expanding the scale of our interventions and simultaneously ensuring sustainable influence on the lives of the communities and individuals we serve.

2023 marks the highest number of custom projects for Room to Read India. Partnering with different donors, we have been able to deliver strategic interventions across different districts at scale. Our custom projects have reached to 2.3 lakh students and trained more than 25000 teachers. This year we also innovated programmatically, notable among these innovations are piloting Satrangi, a comic-based Life Skills education and the first-of-its-kind launch of Children's Literature Course for pre-service teachers in Doon University, in partnership with the USAID. The Children's Literature Awards hosted in India, marked the institution of a novel awards initiative. We look forward to this initiative gaining momentum in the coming years and encouraging a thriving children's literature ecosystem.

Room to Read India, has once again been recognized as a "Great Place to Work." The certification reaffirms our commitment to building a workplace that values diversity, inclusivity, teamwork and a shared sense of purpose. We have a brand-new look this year. As Room to Read has undergone a change in logo and visual identity, we strengthen our commitment to Making Room for growth and expansion.

I want to express my sincere gratitude to all our donors, state educational agencies, government partners and cherished supporters who have kept us going through the years. It is with your support that we keep going forward with drive and vision.

Poornima Garg  
County Director  
Room to Read India



# Table of contents

MAKING ROOM FOR RESULTS .....	7
MAKING ROOM FOR INNOVATION .....	8
MAKING ROOM FOR INSIGHTS .....	10
MAKING ROOM FOR CHANGEMAKERS .....	12
MAKING ROOM FOR LEARNING .....	20
MAKING ROOM FOR COLLABORATION IN CHILDREN'S BOOK PUBLISHING.....	24
MAKING ROOM FOR COLLABORATION .....	30
MAKING ROOM FOR VOICES FROM THE GROUND .....	38
MAKING ROOM FOR DIALOGUE AND DEMONSTRATION .....	42
MAKING ROOM FOR RECOGNITION .....	44
MAKING ROOM FOR GUIDANCE .....	46
MAKING ROOM FOR SUPPORT .....	48
MAKING ROOM FOR FINANCIALS .....	50





# Making room for results

**Children Supported**



**1,374,565**  
(Jan to Dec 2023)

**Girls Supported with life skills**



**19,626**  
(Jan to Dec 2023)

**Government Schools**



**8,194**  
(Jan to Dec 2023, Literacy Program (LP) schools - 2023 new)



**162,033**  
Total number of schools  
(Jan to Dec 2023, LP schools)



**233,560**  
Books distributed



**177**  
story titles co-developed in collaboration with 9 state governments.



**9**  
Hindi story titles translated in vernacular language like Garsia and Wagdi.



**89**  
Book Licenses shared with Government to make room for greater access to quality books





# Making room for Innovation

## SATRANGI COMICS IN UTTARAKHAND

The first-of-its-kind comic-based Life skills education model - *Satrangi Comics Series*, was tested out in schools of Uttarakhand. The series delivers LifeSkills education through a non conventional format and to test the effectiveness of the model, a pilot survey was conducted this year with a diverse group including teachers, master trainers, State Council of Educational Research and Training (SCERT) officials, and students from Grades 7 - 8, across six schools in Dehradun and Haridwar. The survey helped gain valuable insights into the feasibility and potential gaps of the comic-based education model.

### WHAT IS THE SATRANGI?

Satrangi is a series of 33 comics providing gender-responsive Life Skills education for adolescents, covering themes like Self-awareness, Social Awareness, Critical Thinking, Decision Making and Communication. This initiative promotes immersive self-learning experiences by featuring diverse set of adolescent characters, going through various life experiences, making it engaging and relatable.

Visual representations of adolescent-centric, gender-responsive spaces enhance its popularity.





HundrED 2024



In 2023, Home as a Learning Space (HLS) was recognized as one of 100 inspiring innovations globally, transforming education in the post-COVID-19 era. Home as a Learning Space is an innovative program designed by Room to Read India, with support from UNICEF. HLS aims to ensure learning continuity at home by engaging parents and community members in children's learning through both printed and digital resources.

HundrED is a knowledge-sharing platform that annually selects and highlights the 100 most scalable and effective education innovations. To learn more, visit [Education Innovations](#).



## LAUNCH OF CHILDREN'S LITERATURE COURSE

In September 2023, the Children's Literature Course was launched in collaboration with Doon University. Supported by USAID, this specialized course is designed for undergraduate pre-service teachers at the university who aspire to pursue a career in children's literature. The first of its kind course provides teachers with a comprehensive understanding of the foundational literacy landscape, while also delving deep into various aspects of crafting children's literature.

## LAUNCH OF ROOM TO READ CHILDREN'S LITERATURE AWARDS

The first Room to Read Children's Literature Awards (CLA) ceremony was hosted on December 8, 2023, with support of the United States Agency for International Development (USAID) for recognizing literary excellence in the field of Children's Literature.

The Award is a flagship global initiative of Room to Read. This year, the awards recognized the creative brilliance of authors, illustrators, and book publishers across 16 categories in Hindi language. The awards event featured engaging conversations with prominent figures from the publishing sector like Ms. Radhika Menon, Founder and Publishing Director of Tulika Books and Mr. Gurcharan Das, a celebrated author and management guru, among others.

The Awards aim to recognize more Indian languages in the subsequent years, making room for diversity in children's literature.





# Making room for Insights

In 2023, we concluded three studies in Maharashtra, Karnataka and Rajasthan:

## STUDY ON CLUSTER LIBRARIES IN NASHIK (MAHARASHTRA)

The Nashik Cluster Library program was initiated to promote access to books as a shared resource across 15 blocks in Maharashtra. The initiative promoted reading habits through monthly book rotations, and integrated library periods.

- Over the project duration, a remarkable 14 lakh books were circulated through the cluster libraries, facilitated by an effective Check-In Check-Out (CICO) recorded over 28 lakhs children borrowing books from the library. The project was completed in three phases across all 15 blocks, promoting reading habits among 2.25 lakh primary grade children (1 to 5) across 3,259 government primary schools of the district from October 2019 to March 2023. Despite challenges like space constraints and book availability, the study found strong program fidelity and highlighted children's preference for reading for fun, especially storybooks.
- To ensure sustainability, stakeholders emphasized the need for dedicated library rooms, filling vacant teacher positions, and community involvement through Panchayati Raj Institutions (PRIs) and School Management Committees (SMC).

Room to Read's library management training sessions were instrumental in equipping stakeholders (Cluster Heads, LRPs and teachers) with the necessary knowledge to conduct reading activities and manage the CICO system as efficiently as possible.



## BELLARY BASELINE LITERACY STUDY (KARNATAKA)

In 2023, in collaboration with the JSW Foundation and the Department of School Education and Literacy, Government of Karnataka, the Bellary Baseline Literacy study was launched to improve access to library resources, strengthening teachers and officials capacities, and fostering parental engagement. This project aims to establish cluster libraries and reading corners across schools to promote reading habits among primary-grade children. The baseline study revealed:

- In only 16% of schools, library period is conducted.
- Only 2% of children can locate their favorite books in the library or reading corner.
- Facility survey showed that libraries are present in 50% of schools, but many are considered 'inactive.'

Key outcomes of this study include increased voluntary reading time among children, enhanced support from teachers and officials and greater parental involvement in children's reading.

## JODHPUR LITERACY PROJECT BASELINE STUDY (RAJASTHAN)

Since 2022, Room to Read India collaborated with the Indra Foundation to boost early-grade reading in Jodhpur. Our comprehensive literacy approach focuses on eight key components of literacy - oral language development, phonological awareness, phonics, fluency, vocabulary, comprehension, writing and independent reading time.

In May 2023, a baseline assessment revealed skill gaps, stressing the need for targeted interventions to enhance Grade 3 reading capabilities. Key findings highlighted deficiencies in letter and non-word fluency, oral reading fluency, comprehension, and writing skills.



# Making room for Changemakers



Room to Read's Girls' Education Program supports adolescent girls in Grades 6 through 12 who face educational and economic inequities, helping them complete secondary school and acquire the skills necessary to navigate key life decisions. Aligned with the objectives of the National Education Policy, the program promotes life skills such as critical thinking and inquiry-based learning among adolescent girls, prioritizing creativity and innovation over

rote learning. By advancing UN Sustainable Development Goal 4—promoting inclusive and equitable quality education—and Goal 5—gender equality, the Girls' Education Program is positively influencing lifelong learning opportunities for all.

The program is implemented across **Andhra Pradesh, Chhattisgarh, Delhi, Madhya Pradesh, Maharashtra, Rajasthan, Telangana, and Uttarakhand.**



**19,626** Girls supported



**98%** Grade advancement among program participants





## LEADING THE WAY FOR BETTER FACILITIES IN SCHOOL

Shreya, Rita, and Alia (names changed) were students of a Government Higher Secondary School in Madhya Pradesh in Grade 6 and participants of the Room to Read's Girls' Education Program since September 2022. During a Life Skills session on menstrual hygiene, the girls identified the lack of sanitary pad disposal systems as a major challenge within their school. Being a sensitive issue, it was never brought up openly.

Encouraged by their social mobilizer and their focal teacher, the girls decided to address the issue by forming a group and approaching their Head Mistress, advocating for change. With guidance from their social mobilizer, the girls wrote a compelling application seeking improved waste disposal system. Due to this proactive effort shown by the girls, the school installed garbage boxes and made arrangement for the municipal corporation's garbage cart to begin making regular visits to the school premises.

The Leadership skills, assertive communication, and problem-solving skills displayed by Shreya, Rita, and Alia were praised by their teachers. The focal teacher recalls the issue to have been raised earlier as well, but it was the initiative taken by the girls that helped solve the problem. Their inspiring journey showcases the transformative effect of Room to Read's Life Skills sessions and mentoring support.



## SELF-AWARENESS (I AM VALUABLE)

1. Self-confidence
2. Expressing & managing emotions
3. Empathy

## SELF-EFFICACY (I AM EMPOWERED)

4. Self-control
5. Critical thinking
6. Decision-making
7. Perseverance

## SOCIAL AWARENESS (WE CAN DO IT)

8. Communication
9. Creative problem-solving
10. Relationship building

50,000  
adolescent  
girls have  
access to  
Life Skills  
Education

102  
principals  
and teachers  
trained

32  
Sant Atma  
and 21 PM  
Shri Schools  
assisted

50,000 adolescent girls in Telangana now have access to invaluable life skills. A major step forward in life skills advocacy was achieved when Samagra Shiksha Telangana adopted Room to Read India's Life Skills Curriculum. This curriculum will now be taught across all 475 Kasturba Gandhi Balika Vidyalayas (KGBVs)—residential institutions dedicated to girl students from economically disadvantaged backgrounds.

Additionally, SCERT **Telangana** has contextualized the Life Skills curriculum in both English and Telugu for Grades 6 to 10 across the state. The revised curriculum has been made gender-neutral to support adolescents of all genders and will be implemented in all government schools throughout Telangana.

In Chhattisgarh, we collaborated with Samagra Shiksha to train teachers in comprehensive life skills education, focusing on effective life skills pedagogy and gender-responsive teaching practices. The training was provided in 21 selected PM SHRI schools—a centrally sponsored scheme aimed at showcasing the implementation of the National Education Policy 2020—and 32 Sant Atmanand Government English Medium Schools (SAGES). This capacity building of educators will help in enhancing the facilitation of life skills education in the classrooms.

In **Andhra Pradesh**, in collaboration with Samagra Shiksha, teachers' training was conducted for 51 teachers and 51 principals, aimed at strengthening the implementation of the Life Skills curriculum across Kasturba Gandhi Balika Vidyalayas. Girl Child Development Officers, District Education Officers, and Additional Project Coordinators assisted in facilitating the training. This training is expected to help the Life Skills curriculum being implemented in 700 schools.





## LIFE SKILLS PROJECT IN RAJASTHAN

In Baran, Rajasthan—an aspirational district under NITI Aayog—the pilot project Naya Savera was launched by the District Collector, Shri Narendra Gupta (IAS). This project was designed to support girls from the Sahariya community (an ethnic tribal group in the state of Rajasthan classified under Particularly Vulnerable Tribal Groups). The intervention was designed to elevate the health of women and girls in the community, development of Life Skills among adolescent girls, and sustained livelihood support. Room to Read partnered in this project as a life skills education expert working closely with the district administration for designing strategy implementation, and assessment of the intervention. Exposure to Life Skills education was a first-time intervention among the girls from the community. The teachers noted Life Skills education has improved student-teacher relations, girls' attendance and academic performance. The teachers also found that girls from the community are more proactive in asking questions and more vocal about their ideas and rights. Appreciating the positive outcome of the project, the District Collector has shown interest to implement another project cycle.

Pilot Project covering  
**3,986**  
girls of Sahariya  
Community

**168**  
schools of Kishanganj  
and Shahabad blocks

**304**  
teachers trained on Life  
Skills facilitation



“I used to get very impatient with a student from the Sahariya community as she did not respond to anything I taught in class. But during the session the student explained her daily routine of getting up early in the morning for various household duties like cooking, taking care of younger siblings and then coming to school. After hearing this, my attitude towards her and other students has changed and I try to be more understanding now”

**Government School Teacher, Shahabad, Baran**



“It is important we teach life skills to the most disadvantaged group. So, it's good we are reaching out to Sahariya girls. But along with this, it is equally important to discuss life skills with non-Sahariya girls from other parts of the State as well as with boys.”

**Government School Teacher, Kishanganj, Baran**



“Previously, I got nervous when the teachers asked something. I didn't laugh or speak much in class, but now I laugh with everyone and have more friends.”

**Girl Participant, Grade 8, Kishanganj, Baran**



# LIFE SKILLS COLLABORATIVE, UTTARAKHAND

**1,057**  
teachers surveys  
conducted

System  
Assessment tool  
participation  
from over  
**700**  
respondents

'VOICES SURVEY'  
conducted  
across  
**60** villages

To strengthen Life Skills education across the State, a large scale assessment of the Social & Emotional Wellbeing Tool for adolescents was carried out in collaboration with the SCERT, Uttarakhand. Room to Read India partnered to assist at multiple stages of data collection. Online data was collected for the Teacher Tool, encompassing 1,057 teachers from various districts. The system assessment tool involved active participation from over 700 respondents that included government officials, school authorities, and students.

In Uttarakhand, Room to Read is a part of a Life Skills Collaborative, a consortium of 18 organizations, working closely with the government of Uttarakhand on innovations like research-based assessment tools and framework for effective implementation of the life skills program across the State.

'VOICES survey', was a one-of-a-kind survey conducted this year to assess community level understanding of life skills terminologies. The survey was unique in its design as it helps in assessing the percolation of life skill terminologies at the community level. This survey was conducted with parents, teachers, teachers, and students across 60 villages, covering all blocks of the Dehradun district. The VOICES survey will contribute to strengthening the Life Skills Glossary and the Life Skills assessment and monitoring framework—two key components emphasized within the Life Skills Collaborative project.

[Read More](#)







# 35

## Life Skills \_ Room to Read

### IN THE SPOTLIGHT: MAKING ROOM FOR LIFE SKILLS

Yuva Mahotsav 2023, hosted by the Uttarakhand Skill Development and Employment Department served as a significant platform where Life Skills Education gained increased visibility under the Life Skills Collaborative banner. Hon'ble Chief Minister of Uttarakhand, Shri. Pushkar Singh Dhami, Skill Development Minister Mr. Saurabh Bahuguna, and other key dignitaries visited the Room to Read exhibition kiosk and engaged with the team to understand the Life Skills

initiatives in the state. More than 4,000 people attended the Yuva Mahotsav. Through the India Life Skills Conference (ILSC) held in New Delhi on November 30 and December 1, 2023, Room to Read made room for knowledge sharing on best practices in Life Skills education. The event served as a valuable platform for displaying resources developed by Room to Read, exchanging information and fostering a better understanding of the collaborative's initiatives within the broader community.





# She Creates Change

She Creates Change is the first nonprofit-led animation and live action film project to promote gender equality through the stories of young women around the world. The multi-media initiative presented by Room to Read boldly aims to reach all 432 million adolescent girls in the world with content that supports them in creating change in their lives and communities.

Presented in a six-episode animated short and mini-documentary film series, She Creates Change amplifies the narratives of six courageous young women from historically low-income communities in Bangladesh, India, Nepal, Sri Lanka, Tanzania, and Vietnam. Each episode showcases how each girl confronts challenges unique to her life — such as harassment, food scarcity or early marriage — and uses life skills to advocate for herself and her future.

In celebration of International Day of the Girl (October 11, 2023), we released the official trailer for She Creates Change. The global release of the six-episode video series is slated for March 2024.

Read More









# Making Room for Learning

Room to Read believes many world problems can be addressed through one solution: Education. With a focus on constant innovation to different approaches to literacy, Room to Read treats “learning to read” as a complete experience. Our Literacy Program is currently across Andhra Pradesh, Chhattisgarh, Delhi, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Rajasthan, Telangana, Uttarakhand and Uttar Pradesh.



**16,748,048**  
Children benefited



**233,560**  
Books distributed



**29,858**

Teachers trained in effective literacy instruction





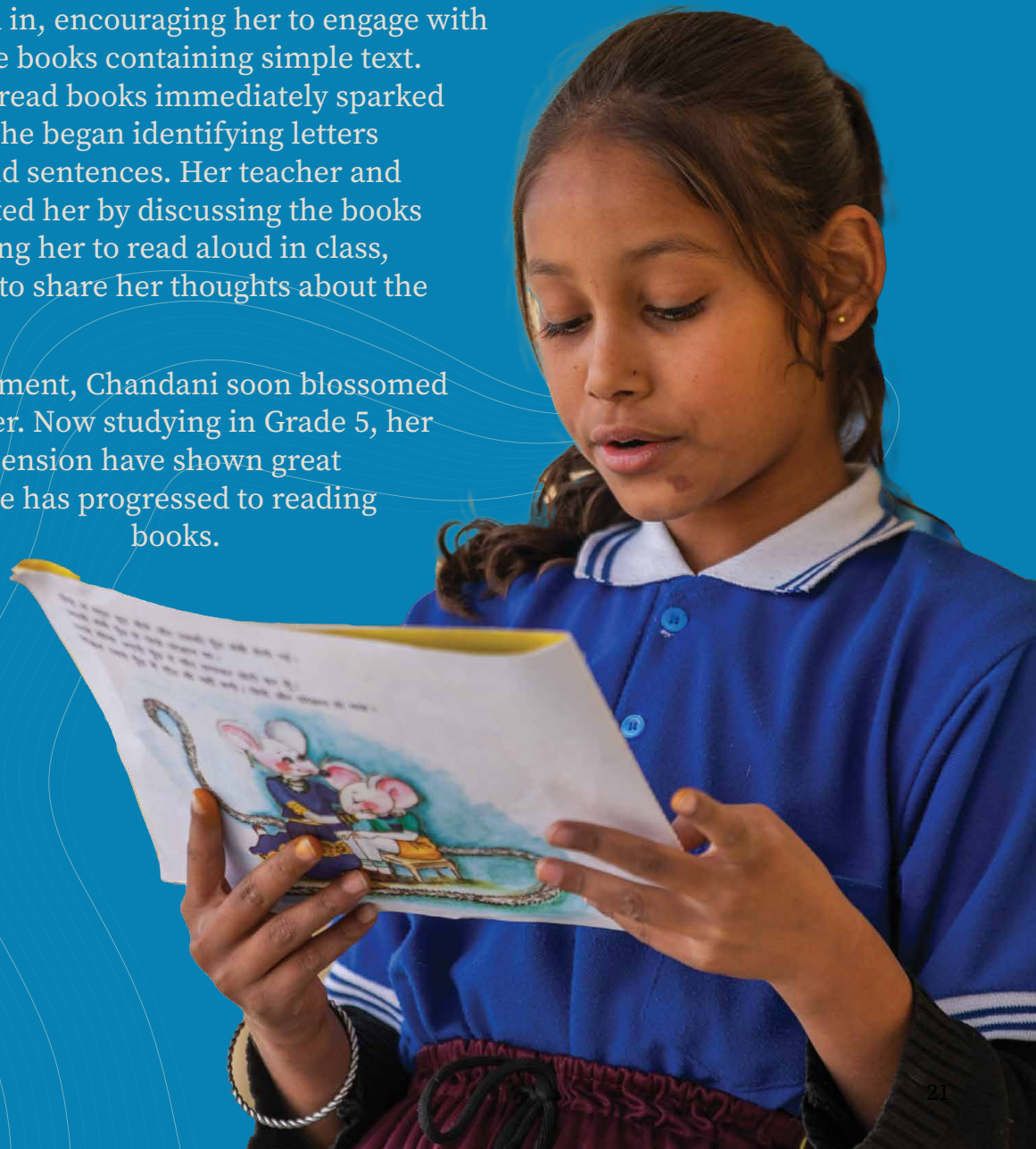
## MAKING ROOM TO OVERCOME READING CHALLENGES

Language learning is a complex process, and it becomes even more challenging for children when the language spoken at home is different from the language used at school. Chandani (name changed) had just migrated to Maharashtra from Bihar in 2018. On moving, her family enrolled her in a government school, where she faced this challenge.

Her parents enrolled her in Grade 1, but she immediately felt confused as the medium of instruction was a language she had no prior exposure to. During the pandemic, online learning further intensified Chandani's language barrier. When schools reopened, Chandani was in Grade 4, but her reading and comprehension skills were severely affected, leading to a lack of interest and confidence in learning.

Recognizing her challenge, her teachers and Room to Read library coach stepped in, encouraging her to engage with beginner-level picture books containing simple text. The colorful, easy-to-read books immediately sparked Chandani's interest. She began identifying letters and reading words and sentences. Her teacher and library coach supported her by discussing the books she was reading, asking her to read aloud in class, and encouraging her to share her thoughts about the stories.

With their encouragement, Chandani soon blossomed into a confident reader. Now studying in Grade 5, her reading and comprehension have shown great improvement, and she has progressed to reading more advanced books.



The NIPUN Bharat Mission, launched by the Ministry of Education to fulfill the goals of the National Education Policy 2020, aims to achieve universal foundational literacy and numeracy in primary schools by 2025. State and Union Territory governments are dedicated to implementing this mission in primary education and Room to Read is actively supporting this mission. We are part of the Project management unit in many of the states where we ensure Foundational Literacy reform statewide. Additionally, leveraging our implementation expertise, we ensure the mission's reach extends to every school. Our approach integrates effective literacy instruction, professional training of teachers on reading and library management engaging child-friendly libraries, and quality local language children's books to achieve strong learning outcomes at scale. Some highlights of our accomplishments over the year:

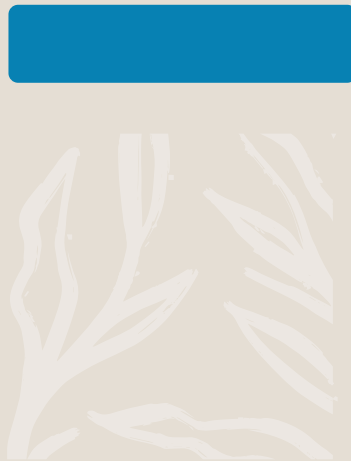
This year, we actively collaborated with multiple state governments, including Chhattisgarh, Rajasthan, Jharkhand, Madhya Pradesh and Uttarakhand, in drafting their respective State Curriculum Frameworks (SCFs). Building on our past contributions to national policies like NIPUN Bharat and the National Curriculum Framework for Foundational Stages (NCF-FS), this year the focus was on policy-level contributions to the State Curricular Framework. We participated in government workshops with different sub-committees and subject experts to recommend research and best practices in areas such as language teaching pedagogy, multilingual education, teacher education, and gender. Through participatory decision-making and consensus-building, we aligned policy directives with innovative pedagogical strategies and robust assessment frameworks, drawing on our community implementation experience to enrich the drafts.





# COLLABORATION TO CO-DEVELOP THE NATIONAL BOOK PROMOTION GUIDELINES

This year we co-developed the National Book Promotion guidelines in collaboration with the National Council of Educational Research and Training (NCERT) for promoting reading habits, in line with the National Education Policy 2020. This comprehensive guideline will encompass school libraries, community libraries, and public libraries, making room for nurturing a culture of reading across all age groups.



# Making room for collaboration in Children's Book Publishing



National Education Policy 2020 emphasizes the need to create vibrant reading culture in school and communities by promoting quality children's literature



New titles published in 2023

**4 titles in  
5 languages**

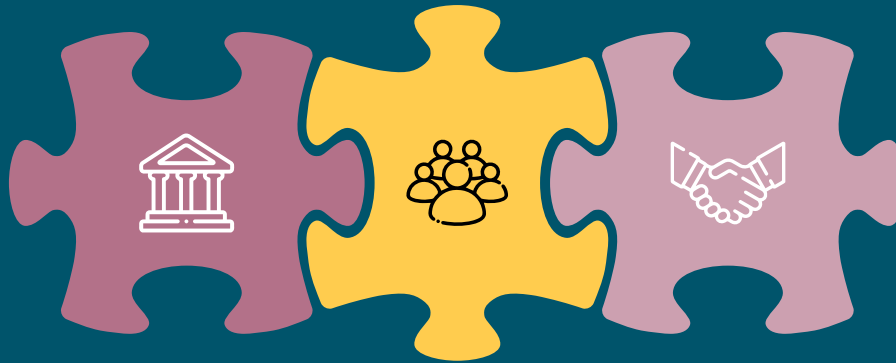
Sea, Listen to Me  
Rummu is Scared!  
A Home for the Hargila  
As Brave as a Tiger





This year the focus was on the availability of children’s literature in schools through strategic partnerships, policy-level advocacy, working closely with SCERTs and District Institute of Education and Training (DIETs), and building a cadre of State Resource Groups that can improve the development of quality children’s literature across states.

Our multi-pronged approach for making available quality children’s literature



Engaging with  
Government  
Systems

Working with  
Local Authors,  
Illustrations

Collaborating  
with Academic  
Institutions





To scale up the availability of quality children's literature, a significant partnership opportunity was leveraged this year. A total of 89 book licenses were shared with four state governments, enabling them to print and distribute these books according to their curriculum needs.

- **Telangana:** 80 book titles were shared with the state government, who will distribute them across 5,000 schools to enhance reading corners.
- **Maharashtra:** 7 books and 8 reading card licenses were shared, benefiting Marathi-medium government schools.
- **Madhya Pradesh:** 10 reading cards were licensed to the state government.
- **National Council of Education Research and Training (NCERT):** The picture book *Sabse Bada Chhaata* was licensed for inclusion in Grade 1 and 2 national textbooks.

## QUALITY PICTURE BOOKS MAKE THEIR WAY INTO PRIMARY SCHOOLS OF MAHARASHTRA, CHAMPIONING THE FLN MISSION.

During the 2022-23 academic year, the Maharashtra state government invited publishers and NGOs to contribute books for distribution across Zilla Parishad primary schools. From over 75 samples submitted by leading NGOs and publishers, the SCERT committee finalized a list of 52 books. This selection included 29 story cards and 9 storybooks from Room to Read India's publications.

In the 2023-24 academic year (September-October 2023), under the leadership of Hon'ble Secretary of School Education and Sports Department, Kaustubh Diwegaonkar (I.A.S.), a set of 10 books was distributed across all primary schools in Maharashtra. This set featured seven titles and eight story cards published by Room to Read India. These materials have reached 66,000 government primary schools across the state.





## LANDSCAPE SURVEY ON DEMAND AND SUPPLY ECOSYSTEM OF CHILDREN'S LITERATURE IN HINDI IN INDIA.

Making room for increased availability and access of Hindi children's literature in India, we conducted a Landscape Survey to assess the existing demand and supply chain of Children's literature in Hindi. The survey was conducted across the states of Madhya Pradesh, Delhi NCR, and Uttarakhand. The survey showed some key challenges:

- Lack of contextualized and culturally relevant children's literature.
- Text-heavy books with poor illustrations and design.
- Small fonts, causing readability issues for children.
- Insensitivity to diverse character identities, including gender bias and the reinforcement of societal stereotypes related to caste, class, religion, and ability.
- Overly moralistic narration.
- Limited variety for early readers—children who are just beginning to read.
- Use of language that is not child-friendly or suited to children's cognitive and reading abilities.

This assessment forms the basis for our work moving forward. The report determines a strategic plan and prioritizes appropriate collaborations/initiatives to influence the ecosystems.

“

There is quite limited orientation of parents towards exposing their children to literature at an early age. Parents prefer their children to focus on school textbooks and other 'knowledge' or 'curriculum'-oriented books  
*-Quote from a book publisher highlighting the challenges in the current system.*

”



In an effort to make room for more contextualized children's literature within each state, we partnered with state educational agencies to develop and train a special group of State Resource Groups (SRGs)." SRGs are formed with a local cadre of identified government school teachers, with an aptitude for writing or illustrating. SRG members were trained in various components of story writing, character composition and story boarding. Once their stories are selected, refined, illustrated and translated into local language, the stories will find their way into schools.



Co-developed resources in 2023

**41 book titles**  
**46 story cards**



Author Illustrator trained in 2023

**44 Authors**  
**45 Illustrators**



## TESTIMONIAL FROM A TEACHER ON ATTENDING A WRITER'S WORKSHOP IN LUCKNOW

"In the first workshop, Room to Read taught us how to create story cards. We used to write stories earlier as well, but after attending the workshop, we gained a lot of clarity on the intricacies of building story cards, how to generate curiosity among children and how to make the cards more entertaining.

In the second round of workshop, we delved into developing story cards by translating stories into local languages. I found the workshop to be very interesting.

In the third workshop in Lucknow, we focused on learning how to write a storybook. We compared various storybooks to understand different writing styles, with a specific emphasis on creating books with fewer words and more pictures suitable for students aged 3 to 6 years. The workshop also covered aspects of book illustrations such as lines, composition, illustration, and drawing in great detail and in an easy-to-learn manner.

Our senior officers released our storybook, marking a significant achievement. Now, many of our stories have been published in various places, published across various platforms. Thanks to Room to Read for their support throughout the process."

Neeraj Mathuria, Head Mistress, Primary School, Uttar Pradesh.







Visuals play a vital role in children’s literature, keeping them engaged in reading and enhancing comprehension skills



In December, a seminar titled “The role of visuals in children’s literature” was hosted in Chhattisgarh, a collaboration between the School Education Department of Chhattisgarh, Khairagarh University, United States Agency for International Development(USAID) and Room to Read. This collaborative effort brought together policymakers, USAID representatives, students, educators, and artists who engaged in pertinent discussions around challenges and opportunities related to local languages, visual literacy, and professional courses in Chhattisgarh.

The seminar showed a shared commitment to enhancing literacy and education through the integration of visuals in children’s literature and set the stage for similar initiatives in Chhattisgarh.



Two of our story titles, have been nominated for two children's literature awards.

“Dil Patang” (2021) shortlisted for the Children’s Book of the Year (Ages 0-8)' Award, by Publishing Next Industry Awards.

“Khushi Khele Luka Chhupi” (2022) was longlisted for the children's literature award by the Valley of Words Books Awards 2023.

# Making Room for Collaboration

Room to Read believes many world problems can be addressed through one solution: Education. With a focus on constant innovation to different approaches to literacy, Room to Read treats “learning to read” as a complete experience. Our Literacy Program is currently across Andhra Pradesh, Chhattisgarh, Delhi, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Rajasthan, Telangana, Uttarakhand and Uttar Pradesh.



**25,478**

Teachers and librarians trained



**1,502**

Government officials trained



**348,554**

Books distributed



**4,411**

Schools supported



**2,814**

Library instruction program supported



**793**

New libraries established

Two projects focusing on improved learning outcomes this year were Project Prevail and the Literacy Scale-up Project.

## PROJECT PREVAIL

Project Prevail was launched in April with the support of our partner Prevail Fund. The project scales Room to Read’s comprehensive literacy model across Giridih and Hazaribag districts of Jharkhand. The project assists the Jharkhand State Education Departments to enhance the capacity of government stakeholders and teachers along with educational resources development over the next three years to achieve NIPUN goals.

Taking a system strengthened approach, capacity building of government Academic Cadre was completed. This special group was identified and trained in effective pedagogical approaches. The group served as Master Trainers (MT) conducting further training across the districts. These MTs have supported 4,668 teachers across the two districts.

To strengthen effective supervision, Block Resource Person and Cluster Resource Persons were trained on coaching and monitoring process through ‘Survey CTO’ to support teachers in regular classroom transaction.

The project also supported 278 cluster libraries across Hazaribagh and Giridih, benefiting students of Grades 1 to 5 in 4,509 schools.



**116**  
**Master  
trainers  
trained**

53 Giridih  
63 Hazaribagh

**4,668**  
**Teachers  
trained by  
master trainers**

2,976 Giridih  
1,692 Hazaribagh

**270**  
Cluster Resource Person  
and Block Resource  
Person trained in  
effective supervision

## LITERACY SCALE-UP PROJECT

This scale up project spanning across 22 blocks of Jodhpur, supported by Indira Foundation, is geared towards strengthening the implementation of NIPUN guidelines across the district. In collaboration with the Department of Education, Rajasthan, the literacy instructional model is developing reading skills and habits in children by focusing on pedagogy and creation of functional libraries. Highlights in 2023 from this project included:

**2,760**

Teachers and librarians trained for the first-time reading activities and library management

**574**

Government officials (PEEO, CBEO) trained

**108,336**

Books distributed to schools across Jodhpur to improve access to children's literature (2023-24 AY)

**36,142**

Children (Grade 1 and 2) supported with instruction program across the 22 districts



## SCALING-UP EARLY READING INTERVENTION (SERI)

Supported by the United States Agency for International Development (USAID), the Scaling-Up Early Reading Intervention (SERI) project is making room for improved foundational learning outcomes. Operational across six states of Chhattisgarh, Madhya Pradesh, Rajasthan, Telangana, Uttarakhand and Uttar Pradesh, SERI works on developing innovative approaches to scaling up foundational literacy through system-strengthening and leveraging government mechanisms.

**Three key focus areas under SERI area:**

### 1) MAKING ROOM FOR QUALITY READING MATERIAL AND TEACHING LEARNING MATERIAL (TLM)

To make children's learning materials (story cards and books) inclusive and relevant, priority was given to incorporating local context and contextualizing them in regional languages.

- Across Chhattisgarh, Rajasthan and Telangana, story books were translated into 20 Indian regional languages.
- In Madhya Pradesh, an illustration workshop engaged 10 consultants to create illustrations for children's literature crafted by teacher-authors.
- In Rajasthan, **12 teacher-illustrators created over 50 short materials, including songs, riddles and poetry.**
- To support teachers in transforming libraries into vibrant and engaging spaces for children, a Library Management course was launched in Uttar Pradesh and Chhattisgarh. The course is now available in 2 languages: Hindi and Tamil.

#### CASE SNAPSHOT:

##### **'Storybooks' and 'reading cards' have reached 79,846 primary schools in Madhya Pradesh**

In Madhya Pradesh, under the SERI project, a concerted effort was made to establish a group of State Resource persons, consisting of five experts in children's literature. Their role was to provide guidance for developing children's literature in the state. A workshop on story development and refinement was conducted for 15 teachers, authors, and consultants covering various aspects of creating high-quality children's literature.

After the workshop, these teachers and authors, mentored by five literature experts, created 50 stories. Additionally, 15 illustrators were trained, who then illustrated the stories. After refinement and finalization of these stories, they were printed.

In 2023, 15 storybooks and 35 reading cards created through these collaborative efforts were distributed with the state government's support. These materials successfully reached 84,000 primary schools, directly benefitting more than 31,40,726 students in Madhya Pradesh.



## CASE SNAPSHOT:

### ‘Tarang’, and ‘teaching guide’ have reached 11,480 schools of Uttarakhand

Discussion with SCERT and Samagra Shiksha for developing a teacher-manual, aligned with the NIPUN activity book for early grade children, began in 2021. The objective was to expand Room to Read’s instructional model through these materials.

In 2022, 3 Tarang Workbooks (one each for Grade 1, 2 and 3) called “NIPUN Activity Book” and a teacher’s manual, were developed. The teacher’s manual incorporates best practices learned by Room to Read from implementing literacy projects in 100 schools across Uttarakhand.

In 2023, Tarang has reached 204,958 students in Grades 1, 2 and 3. The teacher manuals have reached 23,000 teachers in 11,480 schools across 13 districts of Uttarakhand.



## 2) Making Room for proficient teachers and educators

# 17,135

teachers trained under SERI project

To improve availability and development of high-quality children’s literature and teaching learning material (TLMs) within states, the project selected and worked with an identified group of teacher-authors and illustrators. Through workshops, capacity building was done for 80 resource persons across 6 states. In Chhattisgarh, Madhya Pradesh, and Uttar Pradesh, workshops were conducted with pre-service teachers on importance of quality children’s literature, structured pedagogy and use of story books in classroom teaching.

Creating gender-sensitive and inclusive learning resources for children is critical to developing quality reading resources. With this in mind, gender lensing training was provided to teacher-authors and illustrators to ensure inclusive educational materials.

## 27 children’s book titles written and illustrated by government school teachers unveiled in Rajasthan

On September 22, 2023, a vibrant children’s book launch unveiled 27 storybooks in Hindi, Wagdi, and Garasiya—languages native to Rajasthan. Authored and illustrated by government school teachers under



the SERI project, these books exemplify how local talent can create multilingual, age-appropriate, and culturally rich literature. This remarkable initiative was a collaborative effort by the Rajasthan State Council of Educational Research and Training (RSCERT), USAID, and Room to Read India, demonstrating the power of partnerships in promoting quality education.

## PROJECT SERI RECOGNIZED AT INDIA DIALOGUE CONFERENCE (STANFORD UNIVERSITY)

The SERI project was recognized at the India Dialogue Conference (Stanford University) by the Institute for Competitiveness (IFC) with the release of the Foundational Literacy and Numeracy report in February 2023. The report highlights the role of language as a critical foundational skill and its importance in acquiring early literacy and improving learning outcomes using appropriate instruction assessments. The report also captures analysis of various state-led Foundational learning initiatives and an index on foundational learning. The SERI project was recognized for its commitment to achieving foundational learning goals outlined in the NIPUN Bharat. The IFC's FLN report is available on EAC-PM's website.

Read More





## MISSION ANKUR

One of our successful partnerships is in Madhya Pradesh, initiated by the Government of Madhya Pradesh is to advance goals of the NIPUN Bharat Mission – strengthening Foundational Literacy and Numeracy (FLN) outcomes from Grades 1-3. Launched in 2020, under Mission Ankur, Room to Read in partnership with the Rajya Shiksha Kendra – State Education Department (RSK) and other NGOs like Central Square Foundation, The Education Alliance, and Vikramshila to improve basic reading and math skills in Madhya Pradesh. This partnership combines knowledge and resources to make the program more effective. Currently the project is being implemented via a three-pronged approach. At the State level, Room to Read serves as the Literacy Expert to the State Project Management Unit, sharing inputs on Foundational Literacy.

At the State level, initiatives are taken to develop material for students and teachers. Room to Read is also working on training of the NIPUN professionals – fellows hired by the state to act as district implementation catalysts.

At the District level, Room to Read is working as an implementation partner in the districts of Sehore and Shajapur, ensuring the quality of each activity cascades from state to district.



**2,085**  
Instruction  
program designed



**2,129**  
Teachers and  
Librarians trained



**229**  
Government officials  
trained

## DISTRICT SCALE-UP LITERACY PROGRAM, KARNATAKA

Launched in 2022, this project promotes reading habits among primary school children in the districts of Bellary and Vijayanagar, Karnataka, through a system strengthening approach. Supported by the JSW Foundation and in partnership with the Government of Karnataka, the project sustains libraries at school and cluster level.

**120**

Cluster Libraries  
renovated across  
nine blocks



**165,000**

Children's books were  
meticulously bundled  
and categorized



**236,059**

Children  
benefited

**1,473**

Teachers underwent  
comprehensive training in  
advanced library management  
practices



**22**

Master Trainers  
trained



**142**

Cluster resource  
person trained

## NASHIK CLUSTER LIBRARY PROJECT

In collaboration with Motivation for Excellence (MFE), Cluster Library project was initiated in 2019 in the Nashik district of Maharashtra. This project aimed to boost children's passion for reading and cultivating lasting reading habits by establishing child-friendly library and reading spaces with diverse collections of age-appropriate books for primary grade students. The project phased out in 2023.



**3,503**

Schools reached



**244**

Cluster libraries setup



**3,259**

Library corners established

**4,486**

Teachers trained



**6,039**

Average book rotation









# Make room for Voices from the Ground

## HAR KADAM BETI KE SANG 2023

### “ME AND MY DIGITAL WORLD”

**2 lakh+**  
participants



The 2023 Girls' Education Program campaign, #HarKadamBetiKeSang was centered around ensuring the safety and empowerment of adolescent girls in the digital world. The fourth edition of the campaign themed “Me and my digital world”, supported adolescent girls in the digital world by focusing on aspects such as access of the digital space, cyber safety and promoting healthy, gender-responsive online experiences. Participants, including children, teachers and community members, rallied to promote the campaign.

The campaign rolled out across the eight states of Andhra Pradesh, Chhattisgarh, Delhi, Madhya Pradesh, Maharashtra, Telangana, Rajasthan and Uttarakhand focused on - Awareness on Digital Presence, Cyber Safety, Digital Rights and Digital Information and Agency in information society.

**98,297**  
Digital Reach

**114,551**  
In Person Reach

\*Mentioned below is the break-up of in-person reach

**4,693**  
Teachers

**89,924**  
Adolescent Girls

**19,529**  
Community  
Members

**405**  
Government  
Officials







# INDIA GETS READING CAMPAIGN 2023

## TEACHERS AS CHANGEMAKERS

**7 lakh+**  
participants



To highlight the pivotal role teachers play in shaping the minds of children and crafting unique learning experiences, the fifth edition of #IndiaGetsReading campaign was dedicated to honouring teachers and their contributions, by recognizing them as changemakers in the lives of young learners. The campaign, spanning 11 intervention states

(Andhra Pradesh, Chhattisgarh, Delhi, Jharkhand, Madhya Pradesh, Maharashtra, Karnataka, Telangana, Rajasthan, Uttarakhand, and Uttar Pradesh), garnered support from diverse stakeholders, including community members, government officials, donors, like-minded organizations, and individuals.

**193,532**  
Total Impressions

**23,098**  
Total Engagement

**528,973**  
Offline Reach

**40,597**  
Teachers

**459,322**  
Children

**26,519**  
Community  
Members

**2,535**  
Government  
Officials

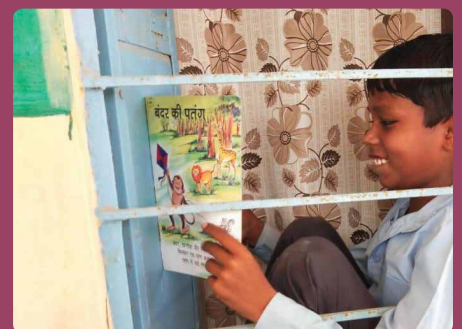
## 659,700: We Set a New 'Read-a-thon' Record

On September 1, 2023, Room to Read India organized a Read-a-thon across 10 states, as part of the #IndiaGetsReading campaign. The event brought together students, teachers, community members, and government officials, who came together to read children's literature across various locations at the same time span for 30 minutes. This extraordinary achievement was officially recognized by the India Book of Records and the Asia Book of Records.



Read Newsletter







# Making Room for Dialogue and Demonstration



## NATIONAL SUMMIT: FOUNDATIONAL LITERACY AT SCALE: LEARNINGS FROM SERI

A two-day National Summit on “Foundational Literacy at Scale: Learnings from SERI” supported by the United States Agency for International Development (USAID) and the Research Triangle Institute (RTI) was hosted in Delhi.

The summit was a great platform to share experiences and challenges of SERI project implementation across six states. Government representatives highlighted best practices from NIPUN mission exposure visits. Key moments included the launch of IFC’s Foundational Literacy and Numeracy Report and an online course, “Tumhari Meri Baatein,” on multi-lingual education. Eminent speakers like Mr. Bharat Lal from the National Centre of Good Governance, Ms. Vrinda Sarup from the Ministry of Human Resource Development (MHRD), Dr. Amit Kapoor from Institute for Competitiveness (IFC), addressed the event. Dr. Sonali Nag delivered a keynote, sharing insights from RTI International’s ‘Learning at Scale’ study and lessons from introducing children’s literature in SERI classrooms. Dr. Matthew Jukes, Fellow – International Education, RTI International, shared findings from the ‘Learning at Scale’ Study in seven countries including India.





## G20 EXHIBITION, PUNE

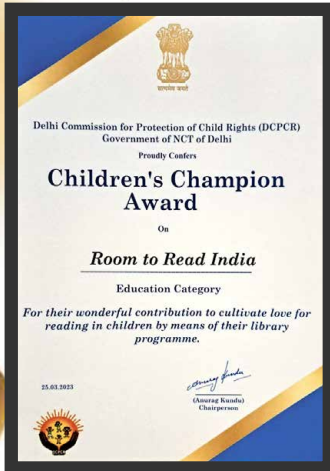
This year, Room to Read was part of the 4th Education Working Group meeting in Pune themed 'Ensuring Foundation Literacy and Numeracy (FLN), especially in the context of blended learning. We exhibited digital and non-digital learning materials related to literacy instruction, teacher development, and children's literature. The exhibition stall attracted various visitors, including Sanjay Kumar (Secretary, MoE), Dharmendra Pradhan (Union Minister, MoE), Deepak Vasant Kesari (Cabinet Minister - Maharashtra, MoE), and prominent State Project Directors among others. As part of the State FLN mission, Room to Read India also represented the state governments of Bihar, Chhattisgarh, Jharkhand, Karnataka, Rajasthan, and Uttarakhand.



## NATIONAL SUMMIT 'TEACHERS AS CHANGEMAKERS'

Inspired by outstanding capacities of teachers to constantly evolve with creative solutions, our national summit was themed 'Teachers as Changemakers'. The Summit brought together policy perspectives and teachers' experiences on the theme. Through relevant discussions on the day, systemic perspectives and practitioner's approach were brought together. Prominent invitees for the event included Ms. Patricia A. Lacina, Deputy Chief of Mission, Embassy of the United States of America, Mr. Anil Swarup, (Retd. IAS) Former Secretary, Department of School Education and Literacy, Government of India, and Prof. Padma M. Sarangapani, Professor of Education and Chairperson of the Centre of Excellence in Teacher Education, TISS, Mumbai, among others. The event was jointly hosted by Room to Read and the United States Agency for International Development.

# Making room for Recognition



Room to Read was recognized as a Great Place to Work (for the 11th consecutive year) in the mid-size category by the Great Place to Work Institute, India.



Room to Read title, Gubbare (2022), was recognized by the Federation of Indian Publishers as Second Prize Winner for Excellence in Book Production in the children book category (General interest for 1-10 years in Hindi).



Room to Read was recognized at the Children's Champion Award in Education category by the Delhi Commission for Protection of Child Rights.



A Read-a-thon record was set with the Asia Book of Records and the India Book of Records for 659,700 participants reading together across locations during the same time.









# Making room for Guidance

## TRUSTEES



Geetha Murali  
CEO  
Room to Read



Narasimhan Raghavan  
Board Member  
Room to Read

Room to Read India Pvt. Ltd. represented by



Apala Majumdar  
Director



Pooja Vinayak Sharma  
Director

## INDIA ADVISORY GROUP



Gaurav Dalmia  
Chairman of Dalmia  
Group Holdings  
Board Chair



Mickey Doshi  
Managing Director and  
Country CEO of Credit Suisse India



Khozem Merchant  
Partner – India Head at  
Brunswick Group



Salil Gupte  
President,  
Boeing India



Sumati Raheja  
General Manager of  
K Raheja Corp



Ravi Raheja  
Group President of  
K Raheja Corp



Vishal Mahadevia  
(Vice Chair)  
Managing Director,  
Member of the Executive  
Management Group at  
Warburg Pincus



Tanvi Jindal Shete  
Founder of the Museum of Solutions  
and Director of JSW Foundation



## COUNTRY LEADERSHIP TEAM



Poornima Garg  
Country Director



Saktibrata Sen  
Sr. Director, Programs



Rishi Rajvanshi  
Director, Innovations  
and Donor engagement



Bhagyalakshmi Balaji  
Director, Program Operations



Jitender Bansal  
Sr. Director,  
Accounting and Finance



Dr. Kaushlendra Kumar  
Director, Research,  
Monitoring and Evaluation

## STATE LEADERSHIP



Abhijeet Singh Bist  
State Coordinator, Delhi



Aparupa Negi  
State Coordinator, Karnataka



Chary Narsimha  
State Manager, Telangana  
and Andhra Pradesh



Pushplata Rawat  
State Manager, Uttarakhand



Yeshvardhan Uniyal  
State Manager,  
Madhya Pradesh



Prabhat Jaiswal  
State Manager, Uttar Pradesh



Raja Sekhar  
State Manager, Maharashtra



Suraj Pandey  
State Coordinator, Jharkhand

# Making room for Support

This year, the Room to Read India team hosted a total of 71 donor engagement activities, which included activities related to both the Literacy Program and the Girls' Education Program.

BAE Systems India  
(Services) Pvt. Ltd.

Bloomberg

BNP Paribas

Restaurant Brands Asia  
Limited

CAF America

CARE US

Kodak India Private Limited

Morgan Stanley India\*

RG Manudhane Foundation  
for Excellence

The Boeing Company

UNICEF

United States Agency for  
International Development  
(USAID)

Central Square Foundation

Wells Fargo International  
Solutions Private Limited\*

Warburg Pincus India  
Private Limited

Indira Foundation

Bajaj Finance Limited\*

JSW Foundation

Powerica Limited

OpenText

LTIMindtree Foundation

Atlassian India LLP

Room To Read Global  
Services Private Limited

International Asset  
Reconstruction Company  
Pvt. Ltd.

The Neel and Raa  
Foundation

Hamlet Constructions  
(India) Pvt Ltd\*

Archsone Properties (India)  
Private Ltd\*

Magnus Properties Private  
Ltd\*

Tata BlueScope Steel Private  
Limited

OakNorth

Foundever

Epsilon Foundation

UBS



## DONOR SPEAKS



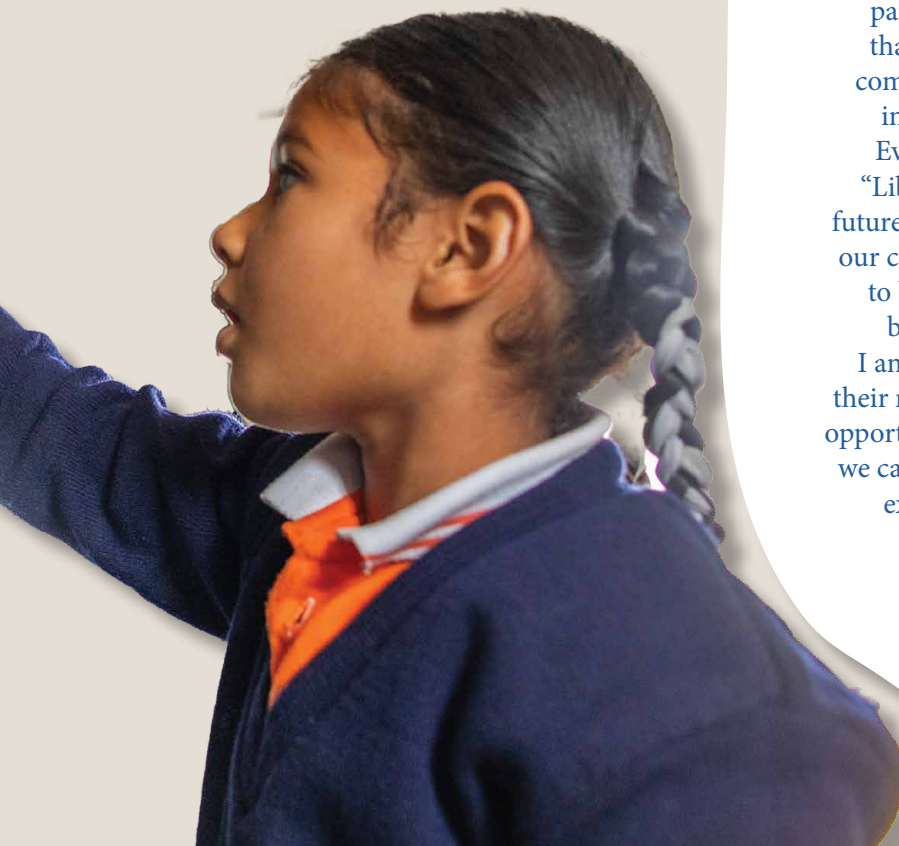
“Room to Read is transforming the lives of children by making rooms filled with scientifically designed books for them to realize their right to education and gender equality. Strong foundational learning prepares a child for the world of opportunity, offering a chance to break the cycle of poverty and a step forward to create more equitable communities. JSW Foundation shares the belief in Room to Read’s mission and is proud to stand together to ensure that every child has the opportunity to learn and grow”.

- Savita Mundhe  
CSR - Head Education, JSW Foundation



“Access to books and resources is a fundamental right for every child, yet far too many lack this necessity. By creating vibrant and engaging libraries within government schools, Room to Read is not only providing children with access to books but also fostering a love for reading and learning that will last a lifetime. I have witnessed firsthand the positive influence of Room to Read’s work in communities. Through their holistic approach, they not only provide books but also train teachers, engage parents, and advocate for policy changes that support literacy and education. This comprehensive approach ensures that their impact is sustainable and far-reaching. Every rupee donated to Room to Read’s “Library” initiative is an investment in the future of countless children. It is a testament to our collective belief in the power of education to break the cycle of poverty and create a brighter, more equitable world for all. I am proud to stand with Room to Read in their mission to ensure that every child has the opportunity to learn, grow, and thrive. Together, we can make a room for every child to dream, explore, and reach their full potential”

Varun Tuli  
Managing Director, Oak North



# Making room for Financials

## Room to Read India Trust

### Income and Expenditure Account for the year ended 31 March 2023

(All amounts in ₹, unless otherwise stated)

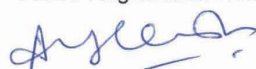
	Schedule	Year ended 31 March 2023	Year ended 31 March 2022
<b>Income</b>			
Grants and donation	9	77,10,12,836	55,20,83,123
Other Income	9-A	22,99,024	41,30,434
		<b>77,33,11,860</b>	<b>55,62,13,557</b>
<b>Expenditure</b>			
Program expenses	10	57,53,24,184	45,26,07,499
Personnel expenses	11	14,24,75,669	10,58,41,140
Depreciation	5	42,90,488	54,93,831
General and administrative expenses	12	4,64,77,653	2,77,94,366
		<b>76,85,67,994</b>	<b>59,17,36,836</b>
<b>Surplus/(Deficit) for the year after depreciation</b>		47,43,866	(3,55,23,279)
Add:- Depreciation for the year transferred to capital assets fund		42,90,488	54,93,831
<b>Surplus/(Deficit) for the year before depreciation</b>		<b>90,34,354</b>	<b>(3,00,29,448)</b>
Add:- Amount transferred from Project Fund		1,51,586	1,24,32,929
<b>Surplus/(Deficit) for the year transferred to General Fund</b>		<b>91,85,940</b>	<b>(1,75,96,519)</b>

Significant accounting policies and notes to the financial statements 13-14

The schedules referred to above form an integral part of the financial statements.

This is the Income and Expenditure Account referred to in our report of even date.

For **Bansal & Co LLP**  
Chartered Accountants  
Firm's Registration No.: 01113N/N500079



**Amit Kumar Singh**

Partner


Membership No.: 532180



Place : New Delhi

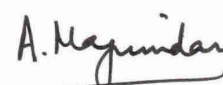
Date : 30/10/23

For and on behalf of  
**Room to Read India Trust**



**Poojnima Garg**

Country Director



**Apala Majumdar**

Trustee

Place : New Delhi

Date : 30/10/23

Place : New Delhi

Date : 30/10/23





**Room to Read India Trust****Receipts and Payments Account for the year ended 31 March 2023***(All amounts in ₹, unless otherwise stated)*

	Year ended 31 March 2023	Year ended 31 March 2022
<b>Opening balance</b>		
Cash in hand	25,667	30,454
Cash at bank	9,79,55,321	19,07,46,767
Fixed deposits	5,03,423	-
	<b>9,84,84,411</b>	<b>19,07,77,221</b>
<b>Receipts</b>		
Donations & Grants	80,92,15,623	47,96,10,387
Bank interest	22,21,021	29,81,178
Sale of Fixed Assets	-	7,81,135
Miscellaneous receipts	78,003	4,28,190
	<b>81,15,14,647</b>	<b>48,38,00,890</b>
<b>Payments</b>		
Program expenses	57,01,13,245	44,70,41,641
General and administrative expenses	18,88,91,822	13,25,95,688
Fixed Assets purchased during the year	52,72,440	66,65,745
Other (net current liabilities)/ net current assets	1,14,52,996	(1,02,09,374)
	<b>77,57,30,503</b>	<b>57,60,93,700</b>
<b>Closing balance</b>		
Cash in hand	6,903	25,667
Cash at bank	13,37,31,747	9,79,55,321
Fixed deposits	5,29,905	5,03,423
	<b>13,42,68,555</b>	<b>9,84,84,411</b>

This is the Receipts &amp; Payments Account referred to in our report of even date.

For **Bansal & Co LLP**

Chartered Accountants

Firm's Registration No.: **01113N/N500079**

**Amit Kumar Singh**

Partner

Membership No.: 532180



Place : New Delhi

Date : 30/10/23

For and on behalf of

**Room to Read India Trust**

**Poornima Garg**

Country Director


**Apala Majumdar**

Trustee

Place : New Delhi

Date : 30/10/23

Place : New Delhi

Date : 30/10/23



**Room to Read India Trust**  
**Balance Sheet as at 31 March 2023**

(All amounts in ₹, unless otherwise stated)

	Schedule	As at 31 March 2023	As at 31 March 2022
<b>Sources of funds</b>			
<b>Funds</b>			
Restricted fund	1	11,44,16,460	6,32,33,710
Unrestricted fund	2	3,59,97,236	2,68,11,296
		<b>15,04,13,696</b>	<b>9,00,45,006</b>
<b>Liabilities and provisions</b>			
Current liabilities	3	3,14,17,568	3,62,17,957
Provisions	4	2,72,03,837	2,37,97,700
		<b>5,86,21,405</b>	<b>6,00,15,657</b>
		<b>20,90,35,101</b>	<b>15,00,60,663</b>
<b>Applications of funds</b>			
Fixed Assets	5	1,07,47,347	98,26,896
		<b>1,07,47,347</b>	<b>98,26,896</b>
<b>Current assets, loans and advances</b>			
Cash and bank balances	6	13,42,68,555	9,84,84,411
Loans and advances	7	1,66,52,150	1,61,29,282
Other current assets	8	4,73,67,049	2,56,20,074
		<b>19,82,87,754</b>	<b>14,02,33,767</b>
		<b>20,90,35,101</b>	<b>15,00,60,663</b>

**Significant accounting policies and notes to the financial statements** 13-14

The schedules referred to above form an integral part of the financial statements.

This is the Balance sheet referred to in our report of even date.

For **Bansal & Co LLP**  
Chartered Accountants  
Firm's Registration No.: **01113N/N500079**

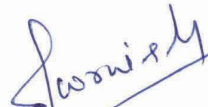
  
**Amit Kumar Singh**

Partner  
Membership No.: 532180

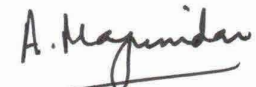


Place : New Delhi  
Date : 30/10/23

For and on behalf of  
**Room to Read India Trust**

  
**Poornima Garg**

Country Director

  
**Apata Majumdar**

Trustee

Place : New Delhi  
Date : 30/10/23







Room to Read India is a global nonprofit currently operating in 10 states Chhattisgarh, Delhi, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Rajasthan, Telangana, Uttarakhand, and Uttar Pradesh. Through education, Room to Read is transforming the lives of millions of children to create a world free from illiteracy and gender inequality. We are working with the government, local communities and partner organizations to build a world where all children have room to read, learn and grow and can use their skills to accelerate positive change We support children in communities experiencing deep educational, gender and economic inequities.



[www.roomtoreadindia.org](http://www.roomtoreadindia.org)