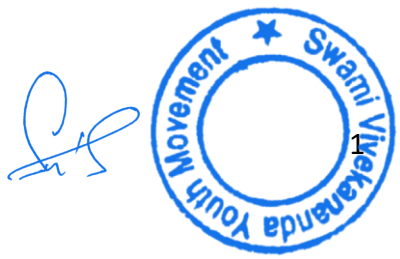
Form 1B Annual Self-Disclosures Report

*for the period **April 01, 2025** to **March 31, 2026***

Submitted By

SWAMI VIVEKANANDA YOUTH MOVEMENT

*BSE SSE Registration No:**BSESSE0032NP2324***
*NSE SSE Registration No: **NSESSENP0030***



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Swami Vivekanand Youth Movement

1) Disclosures on General aspects

1a) Details of top programmes

List of Top 5 activities/ interventions/ programs/ project (budget wise) in the financial year

S1: ***Upto Rs1 Cr***	***S2: More than Rs1 Cr***
Must Reply	*Must Reply* ✓

Add more rows, 1 row for each **of Top 5 activities/ interventions/ programs/ projects**



Details of Top Programs

Financial data of Last 5 years' has been mentioned

Vivekananda Memorial Hospital (VMH)
(Year: 1998) | (ongoing)

A 100-bedded rural hospital providing equitable Primary & secondary health care services. Combining Allopathy and Ayurveda with a 24/7 emergency and critical care facility. Annually, an average of 65,000 tribal and rural patients are catered through this hospital.

Reach:

- 65,000 patients catered with various healthcare services
- 3,288 inpatient services provided.
- 737 Cataract surgeries were conducted
- ICU services were provided for 29 patients.

Geography:
Mysuru, Kodagu, Chamarajanagar districts



Total Program Cost (₹)	Expenditure in Current Year (₹)	Cumulative Expenditure
54.91 Cr	9.80 Cr	44.48 Cr

Major Donors		
Govt of India	Maxim India Pvt Ltd	Musarubra Software India Private Limited (Trellix)
User fee	Community contributions	

HIV Care & Control Program & TB Care and Control -Integrated Pediatric TB
(Started in .1999) | (Ongoing)

Community-based HIV prevention, treatment and care services across Karnataka with a focus on re-engagement and viral load suppression.

Early TB detection among vulnerable and hard-to-reach populations before the disease advances. It is done by directly screening communities through health camps, handheld chest X-rays, and digital referral tools, then linking those identified to diagnosis and treatment.

Reach:

- **HIV Testing Coverage: 106% coverage reported.**
- **ART Initiation Rate: 96% ART initiation among identified HIV-positive inmates.**
- **TB Screening: 59,000 individuals screened for TB (with around 47 TB cases detected and 105% case notification/treatment coverage).**
- **CSC 2.0: 9,259 lost-to-follow-up (LFU) cases contacted/tracked.**
- **10,667 definite outcomes established.**
- **LFU Tracking Outcome Rate: 76%.**
- **New ART Clients Registered & Retained: 6,539 clients (out of 7,033 line-list cases received, representing 93%**

Geography:

All 31 districts of Karnataka State

Total Program Cost (	Expenditure in Current Year (	Cumulative Expenditure (
18.37 Cr	10.11 Cr	24.63 Cr

Major Donors	
Solidarity and Action Against The HIV Infection in India (SAATHII)	***Karnataka State Aids Prevention Society***



Socio-Economic Empowerment Program (SEEP)

(Year:1989) | (Ongoing)

Livelihood enhancement through formation of tribal women Self Help Groups, organic millet farming, and group entrepreneurship.

Reach:

- 4252 candidates completed training and were certified.
- 3484 candidates were placed in jobs (81.94% placement rate).
- 306 farmers received livestock support through cows, sheep, and goats and 5 weeks of poultry chicks
- 547 farmers cultivated millets across 501.4 acres.
- 2,524 social entitlements were facilitated for tribal community members.
- 21 youths received interest-free revolving fund support for self-employment. Among them, 7 members have fully repaid the loan amount.
- 25 groundwater recharge units were established.
- 13 sewing machines were distributed to trained candidates through the mobilisation of local donors.
- 10 women completed training in three-wheeler and four-wheeler driving.

Geography

Mysuru, Dharwad, Raichur, Chamarajanagar, Bengaluru Rural districts

Total Program Cost (.	Expenditure in Current Year (.	Cumulative Expenditure
29.33 Cr	8.87 Cr	31.13 Cr

Major Donors		
Titan Company Limited	*Texas Instruments India Private Limited*	*kamai Technologies India Corporate Social Responsibility Trust*
Tata Consumer Products Limited	*Musarubra Software India Pvt Ltd (Trellix)*	*Siemens Technology & Services Private Limited*

Viveka Tribal Centre for Learning

(Year: 1988) | (Ongoing)

A tribal residential school providing holistic education to the children from Classes Montessori -10 with a focus on learning outcomes, arts, sports and vocational skills.

Reach:

Total - 587 students, of which 289 are boys, and 298 are girls. SSLC students of Academic Batch 2025-26 have secured 100% results. All of them have continued their education beyond 10th grade.

Geography:

Mysuru, Kodagu, Chamarajnagar



Total Program Cost	Expenditure in Current Year	Cumulative Expenditure
18.95 Cr	3.91 Cr	20.78 Cr

Major Donors		
Ministry of Tribal Affairs, Govt of India	*Social Stock Exchange*	*Titan Company Limited*

Viveka School of Excellence

(Year:2002) | (Ongoing)

VSOE is SVYM's day-scholar CBSE school. It also started a Sainik school wing in 2022, the first and the only NGO run Sainik school in Karnataka state, with 4 other Sainik schools run by the Govt in the state. Students across India can get seats once they qualify for the national-level AISSE - entrance exam for admission in Sainik School.

Reach:

- For Year 2025-26 VSOE Regular:
  Total - 573; of which 300 boys and 273 girls
- Currently, out of 223 students in VSOE Sainik School, 76 of them are girls and 147 are Boys.

Geography:

Mysore district of Karnataka State



Total Program Cost	Expenditure in Current Year	Cumulative Expenditure
18.4 Cr	4.84 Cr	14.28 Cr

Major Donors	
User Fee	Community Contribution

1b) Details of Scale of operations
(Including Employee and Volunteer strength)

S1: *Upto Rs1 Cr*	*S2: More than Rs1 Cr*
Must Reply	*Must Reply* 

Sr. Number	Item	Details
1	**Scale of Operations** The scale of the operations shall be explained by: 1.1 net turn-over in last 3 years, 1.2 number of beneficiaries[1] 1.3 number of locations of operations 1.4 whether at national/ state level/ district level	1.1 Income FY 2025-26 – Rs. 83.00 Crores FY 2024-25 – Rs. 74.83 Crores FY 2023-24 – Rs. 59.72 Crores 1.2 Number of Beneficiary – 3.5 Million lives 1.3 Location of Operations – 31 districts of Karnataka State 1.4 Working at State Level in Karnataka

[1] Beneficiaries includes entities such as individual, person, thing, article, unit, body, creature

<table>
<tr><td></td><td></td><td></td></tr>
<tr><td>2</td><td>Number of Employees
Total number of employees shall be disclosed separately as
2.1 permanent employees,
2.2 temporary employees and
2.3 employees on contract</td><td>
<table>
<tr><th>Year</th><th>Permanent Employees</th><th>Temporary Employees (Honorary Workers)</th><th>Employees on contract</th><th>Total</th></tr>
<tr><td>2023-24</td><td>836</td><td>58</td><td>17</td><td>911</td></tr>
<tr><td>2024-25</td><td>836</td><td>56</td><td>17</td><td>909</td></tr>
<tr><td>2025-26</td><td>868</td><td>50</td><td>19</td><td>937</td></tr>
</table>
</td></tr>
<tr><td>3</td><td>Number of Volunteers

The nature and scale of activities performed by volunteers shall be disclosed.</td><td>63

Volunteers are placed based on their interest areas like education, in community and rural healthcare projects, Tribal and rural education projects areas</td></tr>
</table>



1c) Details of top donors or investors of the organisation

List of Top 5 donors or investors (budget wise*)*

S1: ***Upto Rs1 Cr***	***S2: More than Rs1 Cr***
Must Reply	*Must Reply* 

Donor	Geography	Total Reach (To Beneficiaries)	SDG Goals	Alignment with National / State Schemes or Priority
Donor or Investor Nam	Geography	***Direct-*** *beneficiaries directly impacted like students of school* ***Indirect-*** *beneficiaries indirectly impacted like families of students* ***Institutional-*** *entities impacted like other schools in the area*	*Select 1 SDG Goal that is most impacted by the programme*	*List the schemes or national goals to which programme is aligned, if any*
Qualcomm **1. Viveka Scholar Program (VSP)** Scholarship program providing academic and financial assistance to meritorious students from challenging socio-economic	Dharwad, Bangalore, Kodagu, Kolar, Chikkaballapur, Kalaburagi, Mysuru district of Karnataka state	Reached 21,126 students from rural and underserved communities through STEM enrichment activities, teacher mentoring and support, student camps, exposure visits, and the provision of learning resources.	 **Goal 4**	▪ Targeted Public Distribution System (TPDS) ▪ National Nutrition Mission (NNM) (Core) ▪ Antyodaya Anna Yojana, Priority Households (PHH) ▪ Mid-Day Meal Scheme ▪ Kasturba Gandhi Balika Vidyalaya Scheme (KGBV) ▪ Padhe Bharat Badhe Bharat ▪ Sarva Shishana Abhiyan

Donor	Geography	Total Reach (To Beneficiaries)	SDG Goals	Alignment with National / State Schemes or Priority
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backgrounds during PU and higher education **2. School Education Program (SEP)** Enhancing learning environment in Govt schools through low-cost tech-based educational tools, Mobile STEM Lab, and teacher capacity building. **3. Nurseries of Talent (NoT) (Community-based)**				▪ Rastriya Madhyamik Shiksha Abhiyan ▪ Support for Educational Development, including Teachers Training & Adult Education ▪ Rastriya Uchhtar Shiksha Abhiyan

Donor	Geography	Total Reach (To Beneficiaries)	SDG Goals	Alignment with National / State Schemes or Priority
Donor or Investor Nam	Geography	***Direct-*** *beneficiaries directly impacted like students of school* ***Indirect-*** *beneficiaries indirectly impacted like families of students* ***Institutional-*** *entities impacted like other schools in the area*	*Select 1 SDG Goal that is most impacted by the programme*	*List the schemes or national goals to which programme is aligned, if any*
SVYM conceptualised the NoT program to engage the talented and gifted students from class 6th (the top 10% of the class) through a specialised learning				
TITAN COMPANY				▪ Targeted Public Distribution System (TPDS) ▪ National Nutrition Mission (NNM) (Core) ▪ Antyodaya Anna Yojana, Priority Households (PHH) ▪ Mid-Day Meal Scheme

1. Viveka Tribal Centre for Learning, a state board school run by SVYM Rural Empowerment Program- Promoting education for Tribal, rural & other children from difficult socioeconomic backgrounds Free residential primary and secondary education to 580+ tribal students belonging to the Indigenous Tribal groups Jenu Kuruba, Kadu Kuruba, Yarava, and Soliga of Karnataka through **2. Viveka Scholar Program –** The Viveka Scholar Program is an education-focused initiative designed to help academically bright students from socio-economically disadvantaged backgrounds By providing scholarships for higher studies in diverse fields such as engineering, sciences, medicine, agriculture, and other professional streams. **3. Future Teachers of India Program-** A short-term program for B.Ed graduates to build their capacity in addressing the current gaps impacting the learning student-teacher interaction in the rural and other disadvantaged communities. This shall ensure equitable education for all.	Mysuru, Raichur, and Dharwad districts of Karnataka State	*VTCL - 127 students* *VSP- 204 students supported* *FTI- 120 Trained fellows* *VRLC- 1225 Community Partners*	 **Goal 4**  **Goal 8**	▪ Kasturba Gandhi Balika Vidyalaya Scheme (KGBV) ▪ Padhe Bharat Badhe Bharat ▪ Sarva Shishana Abhiyan ▪ Rastriya Madhyamik Shiksha Abhiyan ▪ Support for Educational Development, including Teachers Training & Adult Education ▪ Rastriya Uchhtar Shiksha Abhiyan

Donor	Geography	Total Reach (To Beneficiaries)	SDG Goals	Alignment with National / State Schemes or Priority
Donor or Investor Nam	Geography	***Direct-*** *beneficiaries directly impacted like students of school* ***Indirect-*** *beneficiaries indirectly impacted like families of students* ***Institutional-*** *entities impacted like other schools in the area*	*Select 1 SDG Goal that is most impacted by the programme*	*List the schemes or national goals to which programme is aligned, if any*
4. The Viveka Rural Livelihood Centre (VRLC) under the Socio-Economic Empowerment Program is dedicated in promoting and supporting diverse livelihood opportunities for rural and tribal individuals, including youth, women, farmers, and persons with disabilities (PWDs) in Mysuru district. This enhancing human and social capital, VRLC aims to improve the quality of life for these communities, ultimately leading to positive economic outcomes.				

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Donor or Investor Nam	Geography	***Direct-*** *beneficiaries directly impacted like students of school* ***Indirect-*** *beneficiaries indirectly impacted like families of students* ***Institutional-*** *entities impacted like other schools in the area*	*Select 1 SDG Goal that is most impacted by the programme*	*List the schemes or national goals to which programme is aligned, if any*
Trainings Offered: Vocational Training, Academic Courses, and Agriculture-based Training				

Donor	Geography	Total Reach (To Beneficiaries)	SDG Goals	Alignment with National / State Schemes or Priority
Donor or Investor Nam	Geography	***Direct-*** *beneficiaries directly impacted like students of school* ***Indirect-*** *beneficiaries indirectly impacted like families of students* ***Institutional-*** *entities impacted like other schools in the area*	*Select 1 SDG Goal that is most impacted by the programme*	*List the schemes or national goals to which programme is aligned, if any*
SAATHII Solidarity and Action Against The HIV Infection in India		***CSC 2.0*** • *9,259 lost-to-follow-up (LFU) cases contacted/tracked.* • *LFU Tracking Outcome Rate: 76%.*	3 GOOD HEALTH AND WELL-BEING **Goal 3**	▪ National Health Mission, including NRHM ▪ National AIDS & STD Control Program ▪ Pradhan Mantri Swasthya Suraksha Yojana (Core)

1. HIV Care & Control Program - Care Support Centres (CSC 2.0) Community-based HIV prevention, treatment and care services across Karnataka with a focus on re-engagement and viral load suppression. **2. The TB Project** aims to find TB early among vulnerable and hard-to-reach populations before the disease advances. It is done by directly screening communities through health camps, handheld chest X-rays, and digital referral tools, then linking those identified to diagnosis and treatment.	All districts of Karnataka State	• *New ART Clients Registered & Retained: 6,539 clients* • *P&OCS* *Facility Coverage: 226 prisons and other closed-setting facilities covered.* *HIV Testing Coverage: 106% coverage reported.* *ART Initiation Rate: 96% ART initiation among identified HIV-positive inmates.* *TB Screening: 59,000 individuals screened for TB (with around 47 TB cases detected and 105% case notification/treatment coverage).*		▪ Janani Suraksha Yojana (JSY) ▪ Integrated Child Development Services ▪ National Hepatitis Control Program ▪ National Tuberculosis Elimination Program
Sinai Health	Mysuru district of Karnataka state	86% of participants received at least one session of the pre-conception and	3 GOOD HEALTH AND WELL-BEING **Goal 3**	▪ Pradhan Mantri Jan-Dhan Yojana ▪ Deendayal Upadhyaya Antodaya Yojana. ▪ National Urban Development Mission

Donor	Geography	Total Reach (To Beneficiaries)	SDG Goals	Alignment with National / State Schemes or Priority
Donor or Investor Nam	Geography	***Direct-*** *beneficiaries directly impacted like students of school* ***Indirect-*** *beneficiaries indirectly impacted like families of students* ***Institutional-*** *entities impacted like other schools in the area*	*Select 1 SDG Goal that is most impacted by the programme*	*List the schemes or national goals to which programme is aligned, if any*
1. EINSTEIN Project- a community-based, cluster-randomised intervention study conducted in rural Mysore, South India. The study aims to improve maternal physical and mental health, enhance nurturing skills, prevent infant infections, and promote optimal child growth and development. In the long term, it seeks to reduce the burden of non-communicable diseases and improve human potential. The study includes three arms: pre-conception, pregnancy, and control, with villages serving as clusters. It		pregnancy lifestyle intervention modules. 83% completion for pre-conception questionnaire assessments (nutrition and psychology). 69% completion for Pregnancy Visit 1		▪ National Program for Care of the Elderly ▪ National Program for prevention and control of Non-communicable Diseases ▪ RMNCH+A ▪ Integrated Child Development Services ▪ National Rural Drinking Water Program (NRDWP) ▪ Swachh Bharat Abhiyan

Donor	Geography	Total Reach (To Beneficiaries)	SDG Goals	Alignment with National / State Schemes or Priority
Donor or Investor Nam	Geography	***Direct-*** *beneficiaries directly impacted like students of school* ***Indirect-*** *beneficiaries indirectly impacted like families of students* ***Institutional-*** *entities impacted like other schools in the area*	*Select 1 SDG Goal that is most impacted by the programme*	*List the schemes or national goals to which programme is aligned, if any*
also evaluates intervention efficacy and cost-effectiveness using psychological, nutritional, biospecimen, and anthropometric data collected from women and their children.		assessments, dropping to 60% by Pregnancy Visit 2. 74% to 81% completion rates for baby anthropometry tracking across key development milestones (ranging from neonatal up to 36 months).		▪ Pradhan Mantri Kaushal Vikas Yojana ▪ Integrated Women's Empowerment program (Mission Shakti) ▪ National Program for Dairy Development

Donor	Geography	Total Reach (To Beneficiaries)	SDG Goals	Alignment with National / State Schemes or Priority
Donor or Investor Nam	Geography	***Direct-*** *beneficiaries directly impacted like students of school* ***Indirect-*** *beneficiaries indirectly impacted like families of students* ***Institutional-*** *entities impacted like other schools in the area*	*Select 1 SDG Goal that is most impacted by the programme*	*List the schemes or national goals to which programme is aligned, if any*
		32% of new-borns and 38% of children at 36 months successfully received DXA scans to measure body composition.		

Donor	Geography	Total Reach (To Beneficiaries)	SDG Goals	Alignment with National / State Schemes or Priority
Donor or Investor Nam	Geography	***Direct-*** *beneficiaries directly impacted like students of school* ***Indirect-*** *beneficiaries indirectly impacted like families of students* ***Institutional-*** *entities impacted like other schools in the area*	*Select 1 SDG Goal that is most impacted by the programme*	*List the schemes or national goals to which programme is aligned, if any*
भारत सरकार GOVERNMENT OF INDIA सत्यमेव जयते	Mysuru, Chamarajanagara, and Kodagu districts of Karnataka State		**Goal 4**	▪ Mid-Day Meal Scheme ▪ Kasturba Gandhi Balika Vidyalaya Scheme (KGBV) ▪ Padhe Bharat Badhe Bharat

1. **Viveka Tribal Centre for Learning Higher Primary & High School** - Support residential and non-residential education for the tribal children through Viveka Tribal Centre for Learning, a Unit of SVYM. Free residential primary and secondary education to 300+ tribal students belonging to Indigenous Tribal groups Jenu Kuruba, Kadu Kuruba, Yarava, and Soliga of Karnataka through Viveka Tribal Centre for Learning, a state board school run by SVYM 2. **10 Bedded Rural Hospital – Vivekananda Memorial Hospital** A 100-bedded rural hospital providing equitable Primary & secondary health care services. Combining Allopathy and Ayurveda with a 24/7 emergency and critical care facility. Annually, an average of 65,000 tribal and rural patients are catered through this hospital. 3. **Mobile Health Units** – Reaches 12,000 tribal patients across 60+ rural remote tribal hamlets across HD Kote and Saragur taluks in Mysuru district. caters		Total – 300+ students with more than 50% of girls. Around 6000+ tribal patients catered with institutional care 12,000 Tribal patients reached thru MHU	  **Goal 3**	▪ Sarva Shishana Abhiyan ▪ Rastriya Madhyamik Shiksha Abhiyan ▪ Support for Educational Development, including Teachers Training & Adult Education ▪ Rastriya Uchhtar Shiksha Abhiyan ▪ National Health Mission, including NRHM ▪ National AIDS & STD Control Program ▪ Integrated Child Development Service (ICDS) ▪ Pradhan Mantri Swasthya Suraksha Yojana ▪ RMNCH+A program ▪ Janani Suraksha Yojana ▪ National Nutrition Mission ▪ Anaemia Mukth Bharath

Primary healthcare services to the tribals and provides referals and linkages for accessing appropriate treatment for improving their health status. 4. **EINSTEIN Project**- Early Intervention to Support Trajectories for Healthy Life in India (EINSTEIN) is a community-based, cluster-randomized intervention study conducted in rural Mysore, South India. The study aims to improve maternal physical and mental health, enhance nurturing skills, prevent infant infections, and promote optimal child growth and development. In the long term, it seeks to reduce the burden of non-communicable diseases and improve human potential.		5,643 Women under reproductive age is reached thru intervention		

Financials of Top Funded Donors

Top 5 Donors	Qualcomm	TITAN COMPANY	SAATHII Solidarity and Action Against The HIV Infection in India	Sinai Health	भारत सरकार GOVERNMENT OF INDIA
Geography	Dharwad, Bangalore, Kodagu, Kolar, Chikkaballapur, Kalaburagi, Mysuru district of Karnataka state	Mysuru, Raichur, and Dharwad districts of Karnataka State	All districts of Karnataka State	Mysuru district of Karnataka state	Mysuru, Chamarajanagara, and Kodagu districts of Karnataka State
Total Program Cost	45.25 Crores (from FY 2021-22 to 2025-26)	13.77 Crores (from FY 2021-22 to 2025-26)	31.38 Crores (from FY 2021-22 to 2025-26)	12.98 Crores (from FY 2021-22 to 2025-26)	15.94 Crores (from FY 2021-22 to 2025-26)
Expenditure in Current Year	10.14 Crore	4.19 Crore	12.83 Crore	3.94 Crores	3.81 Crores
Cumulative Expenditure	43.25 Crores (from FY 2021-22 to 2025-26)	13.77 Crores (from FY 2021-22 to 2025-26)	27.43 Crores (from FY 2021-22 to 2025-26)	9.54 Crores (from FY 2021-22 to 2025-26)	10.54 Crores (from FY 2021-22 to 2025-26)

SDG Goal					

2) Disclosures on Governance aspects

2a) Reporting of related party transactions as per Income Tax Act section 13(3)

The organization shall disclose all related party transactions entered by it and reasons for the same. **Definition of Related Party** *If there have been transactions between related parties, during the existence of a related party relationship, the reporting enterprise to disclose the following:* *(i) the name of the transacting related party;* *(ii) a description of the relationship between the parties;* *(iii) a description of the nature of transactions;* *(iv) volume of the transactions either as an amount or ~~as an appropriate proportion~~;* *(v) any other elements of the related party transactions necessary for an understanding of the financial statements;* *(vi) the amounts or appropriate proportions of outstanding items pertaining to related parties at the balance sheet date and provisions for doubtful debts due from such parties at that date; and* *(vii) amounts written off or written back in the period in respect of debts due from or to related parties.*	***S1: Upto Rs1 Cr*** *Must comply*	***S2: More than Rs1 Cr*** 

Details of related party transactions for the FY 2025-26

#	*(i) the name of the transacting related party;*	*(ii) a description of the relationship between the parties;*	*(iii) a description of the nature of transactions;*	*(iv) volume of the transactions either as an amount or as an appropriate proportion;*	*(v) any other elements of the related party transactions necessary for an understanding of the financial statements;*	*(vi) the amounts or appropriate proportions of outstanding items pertaining to related parties at the balance sheet date and provisions for doubtful debts due from such parties at that date; and*	*(vii) amounts written off or written back in the period in respect of debts due from or to related parties.*
1	2	3	4	5	6	7	8
1	Dr M R Seetharam	Spouse of Treasurer	Professional fees	25,47,697	Fee for professional services provided for the year	Rs.Nil payable as on 31.03.2026	No amounts written off
2	Savitha Sulugodu	Chief Executive Officer	Salary	16,47,720	Salary for the year	Rs Nil payable as on 31.03.2026 Rs.6,638/- receivable as on 31.03.2026	No amounts written off



2b) Compliance management process

Compliance management process	**S1: Upto Rs1 Cr** Must have	**S2: More than Rs1 Cr** ✓ The Governing Body and Core team (Executive team) review the compliance of all applicable law periodically to ensure we are complying the laws. We have legal advisor, statutory auditor and company secretory to consult regarding the various applicable laws. We have in house internal auditor to adhere with the organisational policies. Statement of compliance from senior decision maker (Chair/ CEO or equivalent) in Form duly signed and sealed **1B.4 – Attached below**

3) Disclosures on Financial aspects

S1: Upto Rs1 Cr	***S2: More than Rs1 Cr***
Must Reply	*Must Reply* ✓

Please attach the following documents:

Sl No	List of documents	NA	Yes	Document
1	Balance Sheet		Yes	Anx 1
2	Income & Expenditure Statement		Yes	
3	Cash Flow Statement/ Receipts & Payments Account		Yes	
4	Schedules to Accounts		Yes	
5	Notes on Accounts & Significant Accounting Policies		Yes	
6	Program-wise fund utilization for the previous year		Yes	
7	Details of Auditors		Yes	Anx 2
8	Copy of Income Tax Return		Yes, for FY – 24-25 as the FY 25-26 is not yet notified	Anx 3
9	Copy of Form10B/ 10BB Audit report filed with Income Tax		Yes, for FY 24-25	Anx 4
10	Copy of FC Return (if NPO has FCRA)		Yes, for FY 24-25	Anx 5
11	Copy of Annual Returns filed with Registration Authority (Registrar of Companies, Registrar of Societies, Charity Commissioner)		Yes	Anx 6

SSE may specify additional parameters that may be required to be disclosed by NPO on an annual basis.

Form 1B.2

This section covers the Annual Impact Report (AIR) that should, at a minimum, cover the aspects described below.

This should cover at least the top 67 percent of programme spending for the reporting period. For each of the thematic areas the organisation works in, as per the SEBI defined 16 thematic areas, a separate AIR is to be prepared in Form 1B.2. This would help the organisation to determine eligibility for listing projects.

If the organisation has active listed securities in the same period, they should be covered using Form 2 that needs to be assessed by a competent social impact assessor of an empanelled social impact assessment firm, for each of the listed securities.

1B.2(i) List of Programmes funded through Listed Securities on SSE for which Form 2.1 is applicable

Serial No.	Listing ID	Programme/ Project Title	Total Spending in INR on this Programme in this FY	% spending on this Programme/ Project in the FY under review	Form 2.1 Prepared (Yes/ No)
1.	NSE/LIST/CD/2023/0067	Viveka Tribal Centre of Learning (VTCL)	0.30 Crore	0.36%	Yes



1B.2(ii) List of Programmes for which AIR is prepared in this section

Serial No.	Programme/ Project Title	Total Spending in INR on this Programme in this FY	% spending on this Programme/ Project in the financial year under review	Page No's in this report
1.	Viveka Tribal Centre of Learning (VTCL)	3.91 Crores	4.60%	Pg No 330
2.	Vivekananda Memorial Hospital at Saragur	9.91 Crores	11.67%	Pg No 328
3.	Viveka school of excellence at Saragur	3.96 Crores	4.66%	Pg No 330
4.	Students' education & teacher empowerment	11.71 Crores	13.79%	Pg No 330
5.	Academic & Research	5.23 Crores	6.16%	Pg No 329
6.	HIV/AIDS - care & control	12.89 Crores	15.19%	Pg No 329
7.	Medical care & Rehabilitation	4.70 Crores	5.54%	Pg No 329
8.	Viveka Rural Livelihood Center	6.92 Crores	8.16%	Pg No 331

Please note: Total of 1B.2(i) and 1B.2(ii) should be at least the top 67 percent of programme spending for the reporting period.

Sub-Section 1B.2.1 Annual Impact Report (AIR) Self-Reported

Swami Vivekananda Youth Movement for the period

from 01st April 2025 to 31st March 2026

For Viveka Tribal Center for Learning comprising 4.60 % spending in the financial year under review
Under Promoting Education, Employability, and Livelihoods SSE Thematic Area

Program start date: 1st April 2024

Programme Objective(s):

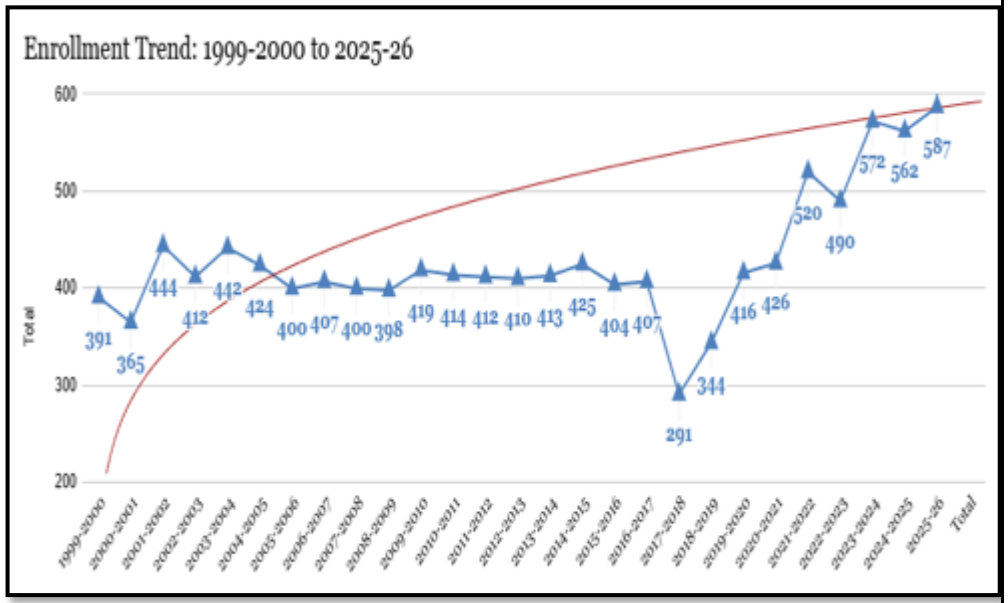
- To decrease the gap of Enrollment, Gender Parity and Learning outcomes between the tribal community and the State and National Averages.
- To ensure that students shall complete Secondary education (2 years) and Senior Secondary education (2 years) or Equivalent education
- Students able to make informed career choices and pursue professions contributing directly and indirectly to the community development
- Parents and the community at large actively participate in school activity and contribute positively to students' learning outcomes.



1) Strategic Intent and Planning

Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr* ✓
a) *What is the social or environmental or cultural challenge the organization is addressing in this thematic area? Has this changed in the last year?*	*Must Reply*	At the beginning displaced tribal population that faced socio-economic challenges that could not have been addressed only through provisioning of the basics like healthcare, nutrition, and so on. A long-term approach that focused on building the requisite Human and Social Capital that would make it possible for the tribal population to develop the requisite knowledge and skills to take care of themselves was a critical component of the developmental approach - this meant creating the ecosystem and infrastructure for a mainstream educational model that would (i) meet the standards and requirements of a highly quality school (ii) be accessible & affordable to the tribal population that it was serving, and (iii) ensure there is minimal socio-cultural loss and displacement during the process of mainstreaming (preserving the culture and cultural consciousness of the tribal population).
b) *How is the organization attending to the challenge or planning to attend to the challenge in this thematic area? Has this changed in the last year?*	*Must Reply*	Today: While, few of the initial challenges remain today, the challenges that emerged and being tackled, particularly in the last five years include, (i) the need to broad base the reach of the schools (ii) ensure greater gender parity in enrolment - an increased focus on girl-child education (iii) ensuring continuance of education beyond higher primary and later after completion of tenth grade (iv) improving results (pass% outcomes). This has led to the reframing and positioning of the purpose of VTCL to: “a platform for the fulfilment of tribal aspirations.”

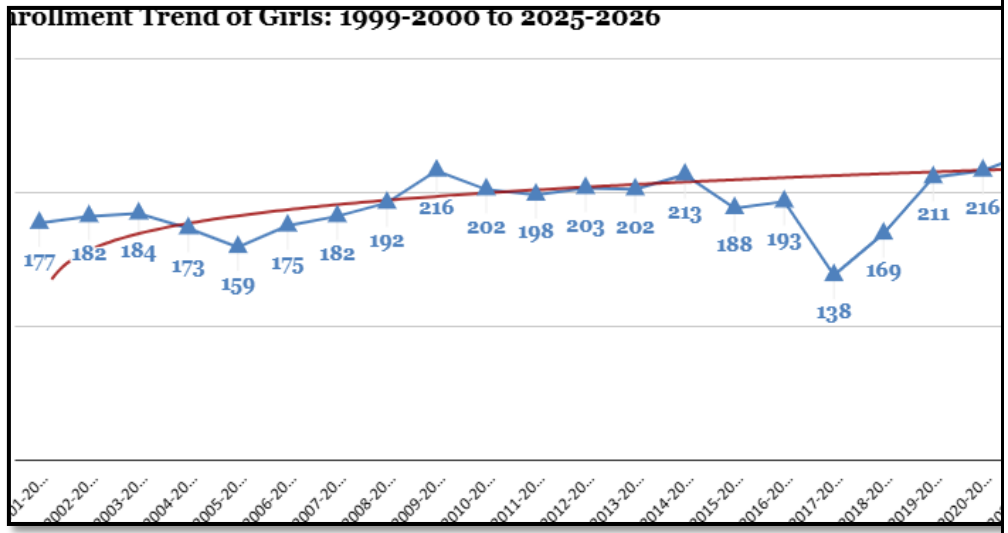
c) *Who or what is being impacted (target segment/ affected area)? Has this changed in the last year?*	*Must Reply*	The target segment remains the school-going age population of the tribal hādis being serviced the school. The stakeholders include the parents, teachers, the communities, donors, funding agencies, SVYM (as the parent organization), and the government. There is definitely increase in awareness among the parents of tribal children about enrolling their children to school. This is noticed with increase in admissions in the recent years. **Enrolment Trend over the years**



Two data points are particularly important in understanding the long-term growth trajectory of the school: 1999–2000, when the school first had students across all grades (Classes I to X), and 2025–26, the current reporting year. An examination of these two points reveals substantial growth in overall enrolment. Student strength increased from 391 students in 1999–2000 to 587 students in 2025–26, representing an increase of 196 students and a 50.13% growth over the assessment period. The trend across the intervening years is presented in the table (included in the Appendices) and illustrated in the graphs above. Taken together, these data indicate not only the school's ability to sustain enrolment over more than two

		decades, but also its continued relevance and acceptance within the communities it serves. The sustained growth in enrolment reflects the trust reposed in the institution by parents and the wider community, as well as the school's ability to provide accessible and meaningful educational opportunities over time. Graph-1: Enrolment Trend: 1999-200 through 2025-26 This shift is also reflected in the changing gender composition of the student population. The proportion of girls in the school increased from 35.81% of total enrolment in 1999–2000 to 50.77% in 2025–26. In effect, the school has moved from a situation where girls represented little over one-third of the student body to one where they constitute a slight majority. This represents a significant achievement in advancing gender inclusion and suggests that barriers to girls' education within the school's catchment area have reduced considerably over time. A comparison of the average gender composition during the first five years (1999–2004) and the most recent five years (2020–2025) further highlights the extent of this transformation. During the first five years, girls accounted for an average of 40.03% of total enrolment, corresponding to approximately 0.67 girls for every boy.

Graph-2: Enrolment trend of girls: 1999-2000 through 2025-26



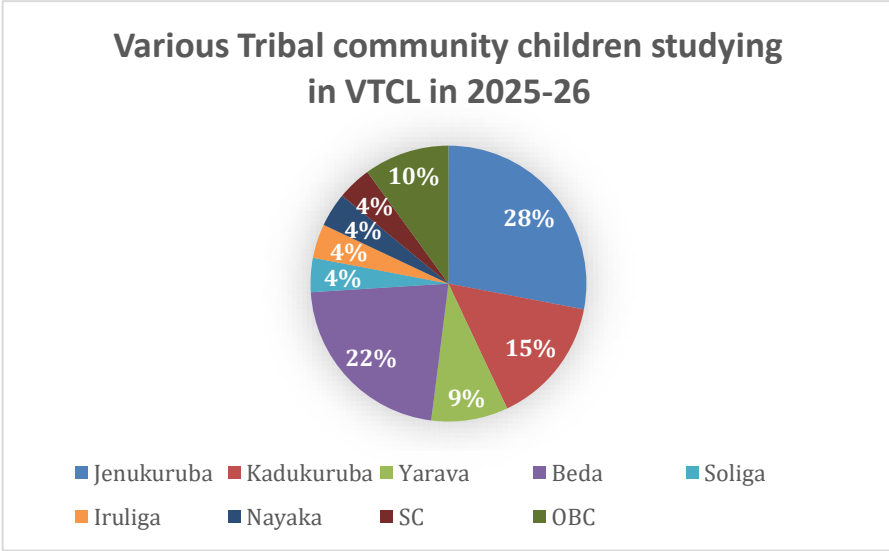
In contrast, during the most recent five-year period, girls accounted for 48.27% of enrolment, equivalent to approximately 0.93 girls for every boy.

This movement towards near gender parity is particularly significant in the context of rural and tribal education, where historical and socio-cultural barriers have often constrained girls' access to schooling. The data suggest that the school has not only expanded its reach but has also become progressively more inclusive, enabling greater participation of girls in formal education.

d) *What will be the outcomes of the activities, intervention, programs or project? Disclosure should include positive and potential unintended negative outcomes.*		Stated overall outcome: SVYM's five-year project (2024-28) aims to provide a value-based, holistic residential education for 75 students from marginalized communities in and around Mysuru district. The goal of this program is to ensure that these students complete their education from 8th to 12th grades to achieve the following as mentioned under the stated overall KPIs: Stated Overall KPIs: 1. Maintaining continuity of education and reducing dropout rates by increasing enrolments in class-8 2. Improving academic performance and overall scholastic and non-scholastic learning outcomes 3. Bridging the gaps in enrolment, gender parity, and learning outcomes between the tribal communities, state and national averages 4. Enhancing community participation and ownership 5. Number of children continuing on to grades 11th and 12th **Proposed Impact:** 1. To decrease the gap of Enrolment, Gender Parity and Learning outcomes between the tribal community and the State and National Averages. 2. To ensure that students shall complete Secondary education (2 years) and Senior Secondary education (2 years) or Equivalent education 3. Students able to make informed career choices and pursue professions contributing directly and indirectly to the community development 4. Parents and the community at large actively participate in school activity and contribute positively to students' learning outcomes.

		Unintended (Negative) Outcomes Any initiative, however well-intentioned, is not immune to unintended consequences. As part of the assessment, all unintended consequences (if any) were sought to be captured through qualitative and observational methods. These included specific questions posed during open-ended surveys, Focus Group Discussions, and Key Informant Interviews. Stakeholders were also encouraged to share their thoughts openly and call out any unintended issues that may have cropped up as a result of the intervention. There have been no unintended outcomes as on date. In effect this is the first year when the metrics are being measured and as such it might be too early to state this with absolute clarity. The following recommendations and suggestions were given to the leadership team, teachers and staff at VTCL for future tracking, reporting, and documenting any unintended consequences. 1. Maintenance of incident reports, monitoring reports, and field staff notes that can document any and every unintended consequence. 2. Maintenance of a register (online/offline) that provides traceability of reported unintended consequences 3. It was further noted that unintended consequences can also be positive and not only negative. Therefore, these too are to be noted going forward. 4. A quarterly informal skip-level meeting across levels and stakeholders has been recommended from the next year where participants should be encouraged to share their feedback in a freely and clearly.

2) Approach

Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr* ✓
a) *What is the baseline status* at the start of the activity/intervention/programs or project and at the end of the last reporting period?* **Baseline status incudes situation analysis/ context description at the start*	*Must Reply*	The Viveka Tribal Center for Learning (VTCL) was started as an informal school in 1988 with 28 students. Located in Hosahalli, on the fringes of the Bandipur National Park, the school today provides education to 580+ students. A majority of the students belong to the Scheduled Tribes esp. the Forest Based Tribal groups (which are) - Jenu Kuruba, Kadu Kuruba, Yarava and Soliga. These students come from about 60 tribal villages (haadis) of H D Kote and neighboring taluks. 

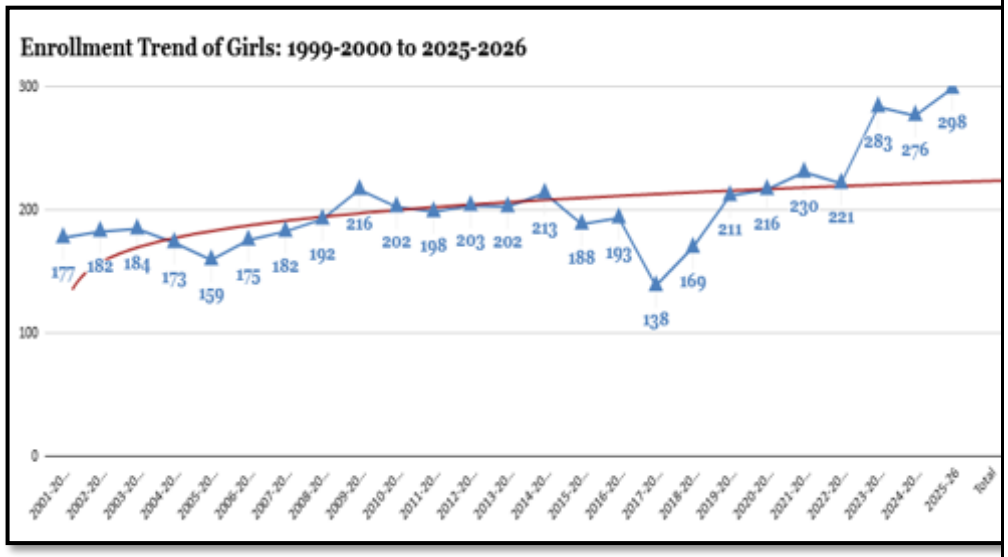


Most of the Forest based tribal children are the 1st & 2nd generation learners and it's important to focus on educating them. Major problem with the tribal children are that they will be migrating to different districts and states along with their parents in search of agricultural labour works. Hence the students are staying at Viveka Tribal Centre for Learning (VTCL) hostel and continuing their education. Promoting residential & semi residential education will provide the much needed boost to the tribal children to become literate.

Over the 38 years, the school has evolved from providing access to education (focusing on admission, attendance & retention) to providing 'holistic' education leading to continuing education beyond 10th std (focusing on the overall development of a child – physical, intellectual, emotional and spiritual). The school provides accommodation facilities to

		all students from 6th std. Presently, a fully functional girls hostel (with a capacity of 120 girls) provides accommodation to about 180 girls.
b) *What has been the past performance trend? (if relevant)*	*Must Reply*	*1999-2000 when the school for the first time had students across all grades/classes (I through X) and 2024-25 (the current year). An examination of these two data-points shows a substantial increase in the number of students enrolled into the school: 391 students in 1999-2000 versus 568 students in 2024-2025 - an increase of 177 students in numbers and a 45% growth between the assessed starting and end-points. The trend between these two data-point years is presented in the table as well as graphs below.*

Graph-2: Enrolment trend of girls: 1999-2000 through 2025-26



In contrast, during the most recent five-year period, girls accounted for 48.27% of enrolment, equivalent to approximately 0.93 girls for every boy.

This movement towards near gender parity is particularly significant in the context of rural and tribal education, where historical and socio-cultural barriers have often constrained girls' access to schooling. The data suggest that the school has not only expanded its reach but has also become progressively more inclusive, enabling greater participation of girls in formal education.

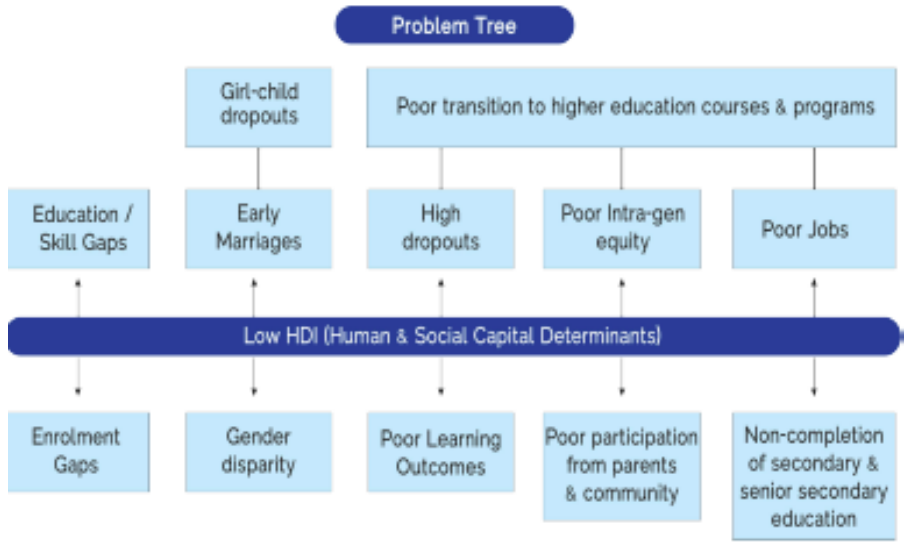
c) *What is the solution implementation plan and the measures taken for sustainability of activity/intervention/programs or project outcomes? Has there been any material change in your implementation model in the last one year?*	*Must Reply*	There is no material change in our implementation during 2025-26. Details of SIP & measures towards sustainability of the program is described below. **Educating the underprivileged and underserved** Heggadadevanna Kote (H.D. Kote) is one of the most underdeveloped taluks in Karnataka and has consistently ranked low on the Human Development Index (HDI)4 and other key development indicators. This region is home to a significant tribal population of approximately 18,000 comprising forest-based indigenous groups such as Jenu Kuruba, Kadu Kuruba, Yarava, Soliga and Paniya. These communities live in small scattered settlements known as haadis5 – _a total of 127 haadis are located along the fringes of the Bandipur and Nagarahole National Parks. Among these indigenous tribal groups, the Jenu Kuruba community is the largest and is considered to be one of the most marginalized and primitive tribes in India. Most of the members of this community work as agricultural laborers, often migrating to the neighboring districts during the harvest seasons. Much of this community continues to live in conditions marked by severe socioeconomic deprivation. These tribal communities, originally forest dwellers, were displaced by two major development projects of the Government: • Regulation of the forest Act and declaration of Tiger Reserves in the Bandipur & Nagarahole National parks. • Construction of the Kabini reservoir in the same region The absence of a structured rehabilitation or resettlement plan meant that the forest dwelling communities had to be relocated to haadis along the remote forest peripheries, thus depriving them of their earlier means of livelihood. This relocation has contributed significantly to their current socioeconomic conditions

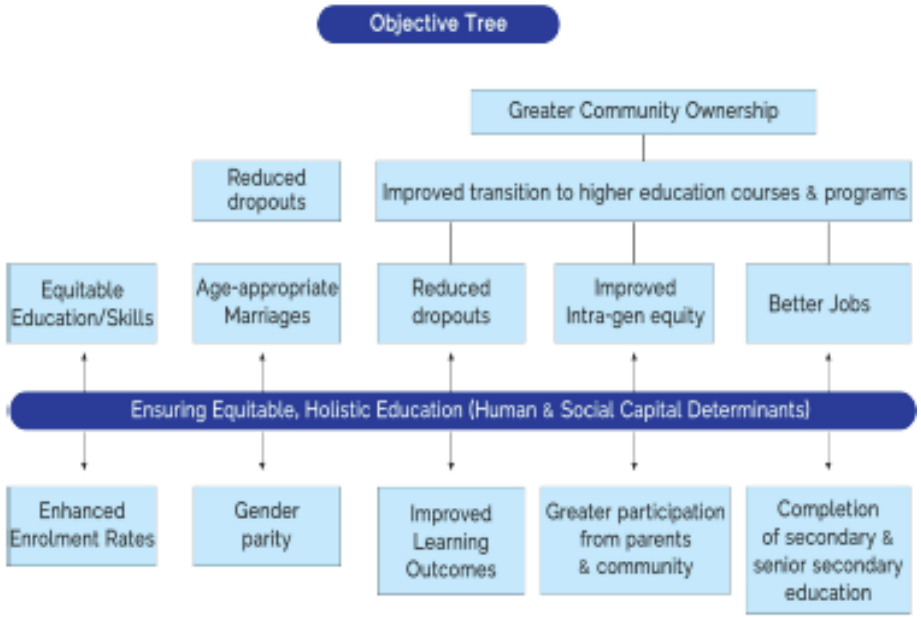
		informed by poverty, loss of livelihood, lack of access to education, and limited healthcare services. *Viveka Tribal Center for Learning caters to tribal children residing in and around Mysuru District in Southern Karnataka. The school is located in Heggadadevanna Kote (H D Kote) taluk has a population of over 2.6 lakhs with 90.2% people living in the rural areas and only 9.8% living in urban areas. The taluk is one of the most backward taluks of the state of Karnataka and continues to perform poorly as per the Human Development Index (HDI) and other development indicators.* **Special focus on the girl child** The school places a strong emphasis on providing education to the girl child. This stems from recognizing the deeply rooted social challenge of early marriages among tribal communities with girl children being married off as soon as they reach adolescence. Additionally, tribal girls and women often suffer from anemia and nutritional deficits that impact their health and wellbeing. These problems are further compounded by economic hardships and seasonal migration of families in search of livelihood. Poor health and absence of institutional mechanisms has meant an increase in the incidence of high-risk early pregnancies among young girls and women. The lack of awareness among tribal parents about the adverse consequences of early marriage continues to be a major barrier to sustained girls' education. These intersecting health and social challenges either prevent girls from enrolling in school or lead to high dropout rates at an early age. VTCL seeks to address these challenges through a holistic approach with a special emphasis on the girl child. Over the last three decades, several positive outcomes have been achieved including an 89% rise in girl admissions – from just 12 to 218

		students. The school works actively to ensure that girl students are not only enrolled but are also provided the necessary support towards completion of their education along with the provision of adequate healthcare and nutritional support. Over the years, SVYM/VTCL have realized the need for a distinct and thoughtful approach when it comes to tribal education - one which addresses the socioeconomic challenges that hinder their development, while not forgetting contextual relevance and cultural appropriateness. Three broad themes reflect this approach at VTCL as summarized below. **Academics (including co-scholastic areas) & Learning Outcomes** To ensure both flexibility and strong learning outcomes, the school incorporates engaging technology-enabled education into its curriculum. Audio-visual content is used to simplify the concepts, providing students with clearer understanding and hands-on experiences to help with better learning. Furthermore, efforts to ensure that children are not deracinated from their tribal culture is ensured through an integrated curriculum that incorporates songs, stories, games from the local tribal heritage. Tribal elders, leaders, and alumni are actively involved in the teaching-learning model at VTCL. **Integration of Arts, Sports & Skills and Setting Benchmarks** To nurture and support the natural talents of the tribal children, the curriculum integrates performing arts and sports into regular learning. Gifted children are identified and given specialised coaching to help them excel in their areas of talent.

		Opportunities are also created for them to perform or compete on larger platforms, encouraging them to pursue these talents as viable career options. **Vocational Education** From grades 6 to 10, students are introduced to foundational vocational skills like mechanics, plumbing, electronics, agriculture and other livelihood related areas. By class 10, students are encouraged to apply these skills through community based projects. This practical approach helps them identify their strengths, helping to plan their career ahead and enabling them to make informed career choices. Introduction to Basic Technology (IBT) is an integral part of the 'teaching-learning' paradigm at VTCL. **SVYM's SIP outlines all the key components of the project covering both short team and long term objectives.** **Context of the Intervention** It is in this context that VTCL has planned this intervention that seeks to support a cohort of 75 students* from the tribal and other marginalized families in and around Mysuru district. SVYM's five-year project (2024-29) aims to provide a value-based, holistic residential education for 75 students from marginalized communities in and around Mysuru district. The goal of this program is to ensure that these students complete their education from 8th to 12th grades to achieve the following as mentioned under the following stated overall KPIs. **In year-1, only 68 students could be enrolled into grade-8 as against objective of 75. This is a direct consequence of the commencement of 8th grade in government*

		ashram *schools*. **Stated Overall KPIs:** 1. Maintaining continuity of education and reducing dropout rates by increasing enrollments in class-8. 2. Improving academic performance and overall scholastic and non-scholastic learning outcomes 3. Bridging the gaps in enrollment, gender parity, and learning outcomes between the tribal communities, state and national averages 4. Enhancing community participation and ownership 5. Number of children continuing on to grades 11th and 12th 6. Continuing education after 12th **Proposed Impact:** 1. To decrease the gap of Enrollment, Gender Parity and Learning outcomes between the tribal community and the State and National Averages. 2. To ensure that students shall complete Secondary education (2 years) and Senior Secondary education (2 years) or Equivalent education 3. Students able to make informed career choices and pursue professions contributing directly and indirectly to the community development 4. Parents and the community at large actively participate in school activity and contribute positively to students' learning outcomes. 5. Parents and the community at large actively participate in school activity and contribute positively to students' learning outcomes.

		The same challenge is depicted through a problem-tree chart summarising the main problems  Secondarily, an objective-tree (or solution-tree) chart turns these problem (negative) statements into positive solution statements that can help address the problems and their underlying causes.



These solutions will result in the expected end-goal for each level of the intervention listed below-

- Continuous education from 8th to 12th grade with no dropouts.

		• Achievement of age-appropriate learning outcomes in line with DSERT parameters. • Fostering active community involvement in supporting the students' journeys • Children continuing education after 10th into 11th and completing 12th • Career and course choices being made by children and their diversity. • Improved knowledge on opportunities & avenues available to them **Sustainability** The Sustainability plan for the project is envisaged to be developed in consultation with the community and the relevant stakeholders after completion of the second year of the solution implementation. As such it is planned to have consultation meeting with all stakeholders and stakeholder-groups individually and collectively in order to chalk out a plan of action that can be rolled out in year-3 and followed through to completion and handover.
d) *Please brief out alignment of solution to Sustainable Development Goals (SDGs)/national priorities/state priorities/ developmental priorities.*	*Must Reply*	 *Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*  *Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all*

		 *Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture* *The program also compliments some of the government schemes that focuses on basic right of children and their averall development, few of them are listed below-* • Padhe Bharat Badhe Bharat • Sarva Shishana Abhiyan • Rastriya Madhyamik Shiksha Abhiyan • Mid-Day Meal Scheme • Kasturba Gandhi Balika Vidyalaya Scheme (KGBV) • Support for Educational Development including Teachers Training & Adult Education • Rastriya Uchhtar Shiksha Abhiyan • National Health Mission including NRHM • Targeted Public Distribution System (TPDS) • National Nutrition Mission (NNM) (Core)

e) How have you taken into consideration stakeholder feedback in this reporting period?	*Must Reply*	Few of the stakeholders mapped, interaction and discussions both informal and formal were conducted with teachers, support staff, students, and school leadership team. In general, teachers point to a positive trend specifically in enrolment trends, gender parity outcomes, learning outcomes, community and parental involvement. Some of the key recommendations from stakeholders that have been taken on board include the following: 1. All 15 teachers mentioned that they had noticed a significant improvement in 'voluntary enrolment', meaning that parents were bringing their children themselves to the school as opposed to 'forced-drives' that had to be conducted earlier to not only ensure parents enrolled their children into school but also to retain them at school 2. Point-1 above was substantiated by the members of the Education Core Group (4 members) as well as the leadership group that was interviewed – they recalled a time when staff had to be placed around the periphery of the school to ensure that students did not jump over the walls and run away from school! 3. It is this (points 1 & 2 above) that has led to the paradigm shift in the approach being taken at VTCL towards enrollment as mentioned earlier in this report (under table 5.3) – an increased focus and emphasis on enhancing the quality of engagement and transactions across the board – this has meant an emphasis on improving learning outcomes, holistic development (scholastic & co-scholastic), completion of senior secondary education that would lead to parents/community approaching the school voluntarily to enroll their children into the school – the benefits accrued include voluntary enrolments driven by the community with less frequent community visits and more sustainable long-term outcomes. 4. Focus on quality has also led to improvements in learning outcomes and performances in scholastic and co-scholastic areas – this is borne out by the

		number of children matching the DSERT standards for age-appropriate learning outcomes – see table 5.3, 'outcome-2: Learning Outcomes' row. Furthermore, teachers expressed how greater involvement of parents in the learning outcomes and progress of their children has led to perceptible shifts and improvements in outcomes. 5. On learning outcomes, there is also an improvement across summative assessment-1 versus summative assessment-2 of the current cohort of 8th grade students with 33 students getting 'A+' or 'A' grade in summative assessment-2 as compared to 23 in summative assessment-1. 6. Attendance too has shown a significant improvement – from 71% in June 2024 to 94% in April 2025 and an overall increase from 82% to 86% over the same period of the previous year – this was shared by the teachers and documents (attendance registers) confirm this. 7. One of the key challenges that the school has faced in terms of gender parity is the issue of girl-child dropouts' particularly at the secondary school level and transition into grade 8. Unlike other rural or underserved communities, active gender-based discrimination is not prevalent in these tribal communities. However, early marriages and more specifically dropouts on attainment of puberty is a challenge that remains in some pockets, despite major cultural shifts that have taken place. This particular initiative being implemented at VTCL is important in facilitating this change through ensuring continuity in education. It must be noted that of the 9 dropouts that have occurred in the transition from grade-8 to 9 of this cohort, 4 girl dropouts are primarily because these girls have 'attained age', meaning they have started to menstruate. The teachers noted that they are in touch with the parents of these students and there is a possibility that they might rejoin the school. 8. Grievance redressal mechanisms' including 'food suggestion register' for reporting issues with food are mechanisms' born out of stakeholder

		recommendations. Although there is a committee that looks into student grievances and is constituted with members drawn from student-representatives, teachers, administrative, and hostel staff it has been recommended that at least one parent and/or community member be included in the grievance committee when it is next reconstituted. 9. Teacher capacity building for ensuring better learning outcomes of students is a key recommendation that has been received from stakeholders including teachers themselves, Education Core Group, and Leadership Team.
f) In the last year, what have you seen as the biggest risks to the achievement of the desired impact? How are these being mitigated?	*Must Reply*	**Statutory Compliance Risk** **RISK** Uncertainty of future legal and regulatory changes: Amendments to statutory compliance rules, introduction of new compliance & reporting obligations can significantly impact operations. Ambiguity and/or evolving nature of these laws can pose challenges in maintaining compliance and adapting to new requirements. Furthermore failure to comply/adhere can lead to adverse consequences **MITIGATION** Establish comprehensive compliance framework for continuous monitoring of legislative changes and ensuring that all activities align with current laws and regulations at all times **CSR Funding Risk** **RISK**

		Changes in the legal or regulatory framework that potentially reduce the CSR spends and grants. This could potentially lead to reductions in donations and grants that can have a direct adverse impact on operations. **MITIGATION** (1) Diversify donor base to reduce dependency on specific contributors (2) Establish financial reserves for contingencies. (3) Explore innovative fundraising avenues. 2025-26 update: Institutional donor base has been expanded to include more donors. **Foreign Funds Risk** **RISK** SVYM holds a valid registration under Foreign Contribution (Regulation) Act. However, modifications to regulations and applicable laws governing FCRA contributions could potentially pose adverse effects on operations, finance, and compliance. **MITIGATION** (1) Continue to focus on consciously reducing foreign contributions over a period of time (2) Actively monitoring legislative developments and engaging in ongoing dialogues with relevant authorities to stay informed and adapt to potential changes effectively (3) Diversify funding sources and explore alternative avenues to build resilience. **Natural disasters, epidemics/pandemics** **RISK**

		Rain, floods, fire, pandemics (like COVID-19), earthquakes etc. can potentially disrupt programs and create challenges that demand immediate attention **MITIGATION** (1) Develop detailed contingency plans outlining specific actions to be taken in response to each scenario. (2) Ensure contingency plans include provisions for resource allocation, communication strategies, and coordination with local authorities and partners. (3) Prioritize programs that have a lasting impact and can withstand disruptions, thereby reducing overall organizational vulnerabilities. **Stakeholder apathy** **RISK** Success of this initiative is dependent on stakeholder involvement and ownership. Inadequate stakeholder ownership/cooperation can adversely impact outcomes in the -and impact in the long-term. **MITIGATION** (1) Map stakeholders to roles & responsibilities and track to ensure ownership and cooperation (2) Work with community leaders and all stakeholders to ensure information flow and empowerment.

3) Impact Indicators

Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr* ✓
a) What are the indicators used to evaluate the effectiveness and outcomes of programmes	*Must Reply*	*Must Reply*

i) Timeline specific output indicators from inception to end of project	*Must Reply*	*(1) Number of interventions implemented –* 1. Maintaining continuity of education and reducing dropout rates by increasing enrolments in class-8 2. Improving academic performance and overall scholastic and non-scholastic learning outcomes 3. Bridging the gaps in enrolment, gender parity, and learning outcomes between the tribal communities, state and national averages 4. Enhancing community participation and ownership 5. Number of children continuing on to grades 11th and 12th 6. Continuing education after 12th (2)Timeliness of intervention delivery – 5 Years (3)% of planned vs. achieved programs – Cater education to 75 was planned we were able to enroll & retain 68 students in 2024-25. During the reporting year 2025-26 , the class strength reduced to 64 students (34 boys and 30 girls) following the dropout of 8 students, all of whom were boys. There were no girl dropouts during the reporting year and no new enrollments. **Reason for Deviation:** • Seven students were absent for the examination. The decline in grades compared to the previous reporting year can largely be attributed to differences in the assessment pattern between Grades 8 and 9: • Assessment format: Grade 8 assessments are conducted semester-wise, whereas Grade 9 examinations cover the entire academic year's syllabus.

Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr* ✓
		• PTMs are conducted on fixed dates as per academic calendar. Seasonal farming patterns and migration are reasons for non-attendance. • Parents not attending PTMs are called separately & briefed • It is noted that the recommendation to open & maintain a separate attendance register for PTM's has been maintained from Q-2 (photocopies enclosed) • Ensuring attendance by committee members remains a challenge. • Recommendation: Going forward dates to be fixed & communicated to members in advance & meetings can be online or offline depending on convenience • 2025-26: Ensuring attendance by committee members continues to remain a challenge this year as well, despite increasing community representation within the SMC • Lack of documents (Aadhar/PAN), Lack of cooperation from parents **Recommendations**: One-to-one counseling with parents and need-based assistance in accessing documentation & social entitlements • **2025-26**: 63 accounts are active with money being credited by parents. 4 new students with documentation issues pending • Number of enrolments in Parents Saving Scheme has increased from 54 to 68. However, some accounts are inactive because of dropouts • It is noted that 1st instalment for the year has been remitted by 64 parents & 2nd instalments by 63 parents for the reporting year

Item	***S1: Upto Rs1 Cr***	***S2: More than Rs1 Cr*** ✓
ii) Intermediate outcomes indicators (for e.g.) - starts around mid-term and continue to end-term of project	*Must Reply when applicable*	*Intermediate Outcome Indicators starting around mid-term and continuing to end term of project includes-* • No of Children completing 10th Grade • No of these Children enrolling for pursuing 1st and 2nd year of Pre-University Education (11th and 12th Grade) • No of Children successfully completing 12th Grade (2nd PU)

Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr* ✓
iii) Overall outcome indicators (for e.g.) towards end-term and after end of the project period (depends on project gestation period)	*Must Reply when applicable*	**Key Outcomes** **Secondary Education** - Improvement in enrolment, attendance & retention of students from 8th to 10th standard **Learning Outcomes -** Achievement of age-appropriate learning outcomes **Community Engagement -** Attendance & participation of parents & community members in school activities & PTMs **Continuing Education** - Enrolment & retention of students from 11th to 12th standards (or equivalent courses) **Diversity of Career Choices -** No of students pursuing diverse streams after 10th grade including vocational, sports, and visual arts

4) Relevance and Sustainability

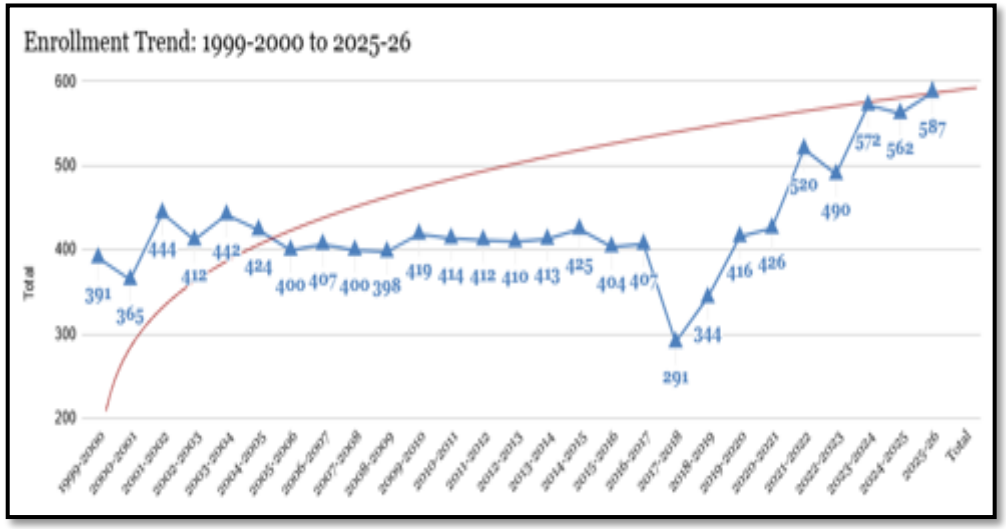
(Please share in 3-5 sentences with a supporting fact/ data point)

Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr* ✓
i) Relevance: Explain with a supporting fact/ data point how the initiative aligns with the organization's values and goals and is relevant to the target audience	*Must Reply*	*i) Relevance: Explain with a supporting fact/ data point how the initiative aligns with the organization's values and goals and is relevant to the target audience* Tribal population of H D Kote were displaced due to two major projects one, Implementation of Forest Act and second the construction of Kabini Dam in H D Kote. This led to many socio-economic challenges for forest based tribals. SVYM identified this distressed condition and started it work in H D Kote for Tribals. Though providing healthcare and nutrition was the first ground work that was started but that did not address all the problems. A long-term approach that focused on building the requisite Human and Social Capital that would make it possible for the tribal population to develop the requisite knowledge and skills to take care of themselves was a critical component of the developmental approach - this meant creating the ecosystem and infrastructure for a mainstream educational model that would (i) meet the standards and requirements of a highly quality school (ii) be accessible & affordable to the tribal population that it was serving, and (iii) ensure there is minimal socio-cultural loss and displacement

Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr* ✓
		during the process of mainstreaming (preserving the culture and cultural consciousness of the tribal population).
ii) *Sustainability: Explain with a supporting fact/ data point how the initiative is sustainable and if it can continue to make a positive impact in the future.*		i) *Sustainability: Explain with a supporting fact/ data point how the initiative is sustainable and if it can continue to make a positive impact in the future.* The Sustainability plan for the project is envisaged to be developed in consultation with the community and the relevant stakeholders after completion of the second year of the solution implementation. As such it is planned to have consultation meeting with all stakeholders and stakeholder-groups individually and collectively in order to chalk out a plan of action that can be rolled out in year-3 and followed through to completion and handover.

Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr* ✓
		Today While, few of the initial challenges remain today, the challenges that emerged and being tackled, particularly in the last five years include, (i) the need to broad-based the reach of the schools (ii) ensure greater gender parity in enrolment - an increased focus on girl-child education (iii) ensuring continuance of education beyond higher primary and later after completion of tenth grade (iv) improving results (pass% outcomes). This has led to the reframing and positioning of the purpose of VTCL to: "***a platform for the fulfilment of tribal aspirations***."  Two data-points are particularly important: 1999-2000 when the school for the first time had students across all grades/classes (I through X) and 2025-26 (the current year). An examination of these two data-points shows a substantial increase in the number of students enrolled into the school: 391 students in 1999-2000 versus 580+ students in 2025-2026 - an increase of 189 students in numbers and a 46% growth between the assessed starting and end-points. The trend between these two data-

Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr* ✓
		point years is presented in the table as well as graphs below. Another data-point that is of interest is in the growth of the girl-child enrolment - an increase from 140 to 290, translating to a 98.6% increase in enrolment numbers. Furthermore, the gender ratio (girls to boys) has also seen an increase from 36% to 51% between the two data-points.  In terms of gender ratio changes between the first 5 years (1999-2004) and the last 5 years (2019-2026), the increase is very significant - from 25% to 90%.

Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr* ✓
		
a) Briefly include narratives of Social, Environmental, Cultural and Economic impact on target segment(s) in the reporting period.	*Must share any impact observed on the target segment*	The Viveka Tribal Centre for Learning (VTCL) is situated in Hosahalli in H D Kote taluk, Mysuru District of Karnataka state. The 18-acre campus of VTCL shares its boundary with the Bandipur National Park on the South and West and Hosahalli haadi on the other sides.

Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr* ✓
		Displaced tribal population that faced socio-economic challenges that could not have been addressed only through provisioning of the basics like healthcare, nutrition, and so on. A long-term approach that focused on building the requisite Human and Social Capital that would make it possible for the tribal population to develop the requisite knowledge and skills to take care of themselves was a critical component of the developmental approach - this meant creating the ecosystem and infrastructure for a mainstream educational model that would (i) meet the standards and requirements of a highly quality school (ii) be accessible & affordable to the tribal population that it was serving, and (iii) ensure there is minimal socio-cultural loss and displacement during the process of mainstreaming (preserving the culture and cultural consciousness of the tribal population)

Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr* ✓
		 We also respect and encourage the love for nature that is prominent among the tribal community. The school also ensures the aesthetic environment where the school is located and we ensue this lush green campus is managed without cutting of trees. Students are encouraged to manage their kitchen garden and they are actively engaged in agriculture activities as part of their IBT curriculum. We avoid chemical and other harmful fertilisers and close mechanisms to manage dry and wet waste.

Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr* ✓
		 The holistic education provided in such an ecosystem with quality residential education is addressing many issues like poverty, hunger and other socio economic problems among the vulnerable population. The nutritious food provided for 500+ students is impacting on their growth and development, the residential facility provides them safe learning environment and also exposure to sports and arts are providing them platforms to showcase their hidden talents. Without these facilities or access most of them would have remained as school dropout and migrate in search of labour and stay as unskilled labours all their lives.

Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr* ✓
		Access to education which is holistic is building human and social capital among tribal children which is leading them to make informed career choices and become self-reliant impacting on improved economic conditions.
b) Beneficiary[2]/Stakeholder Validation through surveys and other feedback mechanism	*Must Reply based on any simple method of validation*	Focus Group Discussions & interactions both informal and formal were conducted with teachers, support staff, students, and school leadership team. In general, teachers point to a positive trend specifically in enrolment trends, gender parity outcomes, learning outcomes, community and parental involvement. Some of the key recommendations from stakeholders that have been taken on board include the following: 10. All 15 teachers mentioned that they had noticed a significant improvement in 'voluntary enrolment', meaning that parents were bringing their children themselves to the school as opposed to 'forced-drives' that had to be conducted earlier to not only ensure parents enrolled their children into school but also to retain them at school 11. Point-1 above was substantiated by the members of the Education Core Group (4 members) as well as the leadership group that was interviewed – they recalled a time when staff had to be placed around the periphery of the school to ensure that students did not jump over the walls and run away from school! 12. It is this (points 1 & 2 above) that has led to the paradigm shift in the approach being taken at VTCL towards enrolment as mentioned earlier in this report (under table 5.3) – an increased focus and emphasis on enhancing the quality of engagement and transactions across the board – this has meant an emphasis on improving learning

[2] Beneficiaries includes entities such as individual, person, thing, article, unit, body, creature

Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr* ✓
		outcomes, holistic development (scholastic & co-scholastic), completion of senior secondary education that would lead to parents/community approaching the school voluntarily to enrol their children into the school – the benefits accrued include voluntary enrolments driven by the community with less frequent community visits and more sustainable long-term outcomes. 13. Focus on quality has also led to improvements in learning outcomes and performances in scholastic and co-scholastic areas – this is borne out by the number of children matching the DSERT standards for age-appropriate learning outcomes – *see table 5.3, 'outcome-2: Learning Outcomes'* row. Furthermore, teachers expressed how greater involvement of parents in the learning outcomes and progress of their children has led to perceptible shifts and improvements in outcomes. 14. On learning outcomes, there is also an improvement across summative assessment-1 versus summative assessment-2 of the current cohort of 8th grade students with 33 students getting 'A^{+}' or 'A' grade in summative assessment-2 as compared to 23 in summative assessment-1. 15. Attendance too has shown a significant improvement – from 71% in June 2024 to 94% in April 2025 and an overall increase from 82% to 86% over the same period of the previous year – this was shared by the teachers and documents (attendance registers) confirm this. 16. One of the key challenges that the school has faced in terms of gender parity is the issue of girl-child dropouts' particularly at the secondary school level and transition into grade 8. Unlike other rural or underserved communities, active gender-based discrimination is not prevalent in these tribal communities. However, early marriages and more specifically dropouts on attainment of puberty is a challenge that remains in some pockets, despite major cultural shifts that have taken place. This particular initiative being implemented at VTCL is important in facilitating this change through

Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr* ✓
		ensuring continuity in education. It must be noted that of the 9 dropouts that have occurred in the transition from grade-8 to 9 of this cohort, 4 girl dropouts are primarily because these girls have 'attained age', meaning they have started to menstruate. The teachers noted that they are in touch with the parents of these students and there is a possibility that they might re-join the school. 17. Grievance redressal mechanisms' including 'food suggestion register' for reporting issues with food are mechanisms' born out of stakeholder recommendations. Although there is a committee that looks into student grievances and is constituted with members drawn from student-representatives, teachers, administrative, and hostel staff it has been recommended that at least one parent and/or community member be included in the grievance committee when it is next reconstituted. Teacher capacity building for ensuring better learning outcomes of students is a key recommendation that has been received from stakeholders including teachers themselves, Education Core Group, and Leadership Team FGD details can be referred in the Form 2.1 Anx 2

<table>
<tr><th>Item</th><th>S1: Upto Rs1 Cr</th><th>S2: More than Rs1 Cr ✓</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><th colspan="2">FGD – 03</th></tr>
<tr><td>Research Type</td><td>Qualitative, exploratory, semi-structured</td></tr>
<tr><td>Target Audience</td><td>Parents of VTCL students - sample drawn using probability sampling across class 8 (simple random sampling using a number generator) - ensure representation across all tribal/demographic groups</td></tr>
<tr><td>Hypothesis</td><td>This FGD assumes that parents generally have a positive perception of VTCL but differ in awareness and involvement levels – this is the hypothesis that is being tested through this FGD.

The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand “for” or “against” the stated hypothesis/proposition.</td></tr>
<tr><td>Objective of FGD-03</td><td>Elicit views from parents on the following:

1. Are they aware of their child’s academic progress and school activities?
2. What changes have they noticed in their child after enrolling in VTCL?
3. Are they saving for their child’s future? If not, why?</td></tr>
</table>
</td></tr>
</table>

Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr* ✓

	4. How frequently do they attend PTMs or visit the school? 5. What suggestions do they have to improve the school further?
Methodology	Moderated FGD
Duration	90 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 45 minutes, closing and summary - 25 minutes

FGD – 04	
Research Type	Qualitative, Exploratory, Structured
Target Audience	**Students of VTCL** - sample drawn using probability sampling from 8th and 9th standard (simple random sampling using a number generator/roll of dice) - randomization done after clustering into boys and girls to ensure representative sample Ensure mix includes forest-based tribes and others
Hypothesis	*This FGD assumes that students may hold mixed, but largely positive views about their experiences at VTCL – this is the hypothesis that is being tested through this FGD.*

Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr* ✓
		The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand "for" or "against" the stated hypothesis/proposition.
		Objective of FGD-04: Elicit views from students on the following: 1. What do they like most about studying at VTCL? 2. How do teachers support their learning, especially when they are stuck? 3. Are they satisfied with the opportunities in sports, arts and vocational training? 4. Do they feel safe and respected in the school environment? 5. Do they know the streams they want to choose after 10th or career they want to choose after 12th? 6. If they could bring 3 changes to the school, what would it be?
		Methodology: Moderated FGD
		Duration: 90 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 45 minutes, closing and summary - 25 minutes

Item	***S1: Upto Rs1 Cr***	***S2: More than Rs1 Cr*** ✓

5) Photographs conveying before and after impact of the Programme

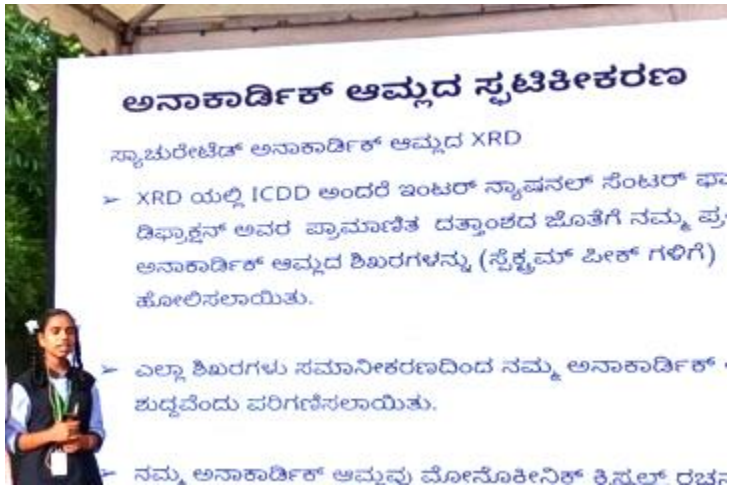
(a maximum of 3 impact situations may be shared per Programme)

S1: Upto Rs1 Cr	***S2: More than Rs1 Cr***
Must Reply	*Must Reply*

Success Stories

1. Empowering Young Minds: VTCL Students Excel at Prayoga Scientific Research Camp





With a mission to ignite a passion for research in young minds and provide a launchpad for scientific breakthroughs, the Prayoga Institute of Education Research, Bengaluru, hosted its premier research camp from August 20–22, 2025. Among the bright sparks at the camp were two exceptional Grade 10 students from VTCL, whose advanced projects turned heads and showcased the power of hands-on learning.

Harshitha Kalkar delved deep into the world of organic chemistry, successfully working on the project, *"Synthesis of copper anacardate and their use as catalysts for facile organic transformation."* Meanwhile, fellow classmate **Muthuraj** pushed

the boundaries of sustainable technology with his research on the *"Development of poly L-Lactic acid-metal oxide polymer composites for biodegradable piezoelectric devices."*

More than just an academic exercise, this camp offered these young researchers invaluable, real-world laboratory experience. By stepping out of the traditional classroom and into active scientific inquiry, both Harshitha and Muthuraj gained profound technical expertise, immense confidence, and a competitive edge in their subjects—proving that age is no barrier to meaningful scientific innovation.

2. Reshma's Journey: Power of Access to Resources & Experiential Education



Young learners like Reshma are empowered at Prayoga, nurturing their curiosity and potential to become tomorrow's innovators. From working within a defined syllabus to exploring beyond the curriculum, research expands the scope of student engagement with science. Research activities build capabilities to deal with unknown outcomes and the attitudes to deal with uncertain paths in acquiring knowledge.

Reshma working on the project titled "Nature to Nanotech: Saponin-capped Green Nanoparticles for Environmental and Biomedical Applications" under the guidance of research mentors Dr. Subhadip Senapati, Mr. Parikshit Kumar, and Mrs. Vagdevi Rao K C.

The result of the five-month research programme (two months on-site and three months off-site) was the research article, a complex piece of chemistry, titled: "Green synthesis of saponin-capped copper (II) oxide (CuO) nanoparticles and their efficacy in photocatalytic dye degradation," which was published in Sustainable Chemistry One World (Elsevier), a highly reputed Scopus-indexed international science journal.

On National Science Day 2026, the Department of Science and Technology, Government of Karnataka, felicitated high school students from rural and tribal communities for their research in green chemistry, wherein Reshma J.V. a resident of Hosahalli, H. D. Kote Taluk, Mysuru District was one of the four who were felicitated.

Reshma J. V. said, *"Being a first generation learner, when I first entered the lab, everything felt new — the instruments, machinery, terminology and the responsibility of research. It has shown me that with curiosity, hard work and support, we can contribute to science at this stage of our education. Anveshana has provided me with an incredible experiential learning opportunity Access to advanced lab equipment and resources, made a huge difference in my learning journey. I am truly thankful and happy to have been a part of Anveshana."*

Mentor's Say: Dr. K. S. Nagabhushana, *"When Reshma joined the Anveshana programme at Prayoga Institute of Education Research, she began by learning the basics of nanoscience and later synthesised and analysed nanoparticles, interpreted data and presented her collaborated thesis before scientists."*

3. Support for Higher education for VTCl student: A Partnership Powering Venkatesh's Path to Success

Living in a forest-fringe house near Bandipur National Park, **Venkatesh**, comes from the Beda community, has journeyed from a remote wilderness edge to the premier ranks of engineering. He began his education in a Kannada-medium government school. His path took a transformative turn when he joined the Viveka Tribal Centre for Learning School for his high school years, where he imbibed deep discipline, patience, and a drive to become a role model for his community.



After graduating Class 10 with distinction, his exceptional potential was recognized by the Viveka Scholar Program (VSP), which stepped in to sponsor his Pre-University Science education at Viveka Pre-University College in Sargur. Coming from Kannada Medium, Venkatesh confidently overcame the language barrier to secure a spectacular **90% in his Second PUC board examinations**. This academic milestone propelled him to an **All-State CET rank of 28,896,** earning him a coveted seat in Mechanical Engineering at the prestigious R.V. College of Engineering in Bengaluru.

In his own words: *"It is because of **VTCL School & VSP** that I got the opportunity to study in a city like Bengaluru. The school has helped many students like me to build a bright future. I will make the best use of this opportunity to shape my life and become a role model for others."*

He stands today as a beacon of hope and a powerful trailblazer for his community, proving that with institutional backing, geographical and social boundaries cannot limit a student's ascent.

6) Annexures

S1: Upto Rs1 Cr	*S2: More than Rs1 Cr*
Must Reply	*Must Reply*

Sl No	List of Documents	Available	No.
1	SIP	Yes	Anx 7
2	Blank copy of any questionnaire or survey forms used	Yes	Anx 8.1, 8.2, 8.3, 8.4
3	Summary analysis of surveys undertaken	Yes	Anx 9
4	Impact Map linking outputs and outcomes to activities	Yes	Anx 10
5	Copies of other consultation details (such as focus group write-ups, workshop notes, etc.)	Yes	Anx 9
6	Form 2.1 - Copies of evidence summarised or quoted in the social impact report	Yes	Refer Form 2.1
7	Form 2.1 - Notes of the previous social impact assessment meetings (when applicable)	Yes	Refer Form 2.1
8	Form 2.1 - Past Social Impact Assessment Statements for the projects funded by the Listed Security (when applicable)	Yes	Refer Form 2.1
9	Form 3.1: Annual Social Impact Assessment Report | SVYM – VTCL | FY 2025–26	Yes	Refer Form 3.1
10	Completion certificate of approved mandatory capacity building workshops	NA	
11	Case Studies/ Stakeholder Testimonials	Yes	Anx 11
12	All stand-alone reports and that have contributed to the organisation's impact reporting for this period	Yes	Refer Form 2.1
13	SVYM Annual Highlights FY 2025-26	Yes	Anx 12

End of Sub-Section 1B.2.1Use Sub-Section 1B.2 format for each Programme Report[3] with Title Prefixed by Sub-section 1B.2.2, 1B.2.3, 1B.2.4, 1B.2.5 and so on for reporting additional projects totalling to 67 percent of total programme expenditure in the financial year under review mentioned at

SSE may specify additional parameters that may be required to be disclosed by SE in its AIR

[3] For each programme reported in table 1.2.(ii) in Form 1.2

This Annual Social Impact Report has been prepared in terms of Regulation 91E (1) of SEBI (Listing Obligations and Disclosure Requirements) Regulations, 2015) for Social Projects/Programs Funded by Security Listed on SSE of BSE/NSE]

SVYM-Annual Social Impact Report 2025-2026



Form 2.1: Annual Social Impact Report by SVYM (Social Enterprise)-2026

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SECTION -A:

1. General Information

	Item	Response
1	Listing ID	BSE SSE Registration No: **BSESSE0032NP2324** NSE SSE Registration No: **NSESSENP0030**
2	Name of the organization	Swami Vivekananda Youth Movement (SVYM)
3	Name of program	Viveka Tribal Center for Learning (VTCL)
4	Duration	FY 23-2024 to FY 2027-2028
5	Program mode: (one time/ ongoing)	Ongoing
6	Program area -	Hosahalli Village, H D Kote Taluk, Mysuru District, Karnataka , India
7	Beneficiary group(s)/ segment(s)	Tribal & Rural children from the marginalized communities
8	Thematic Areas of SSE	**Theme-2: (SAS-300)** Promoting education, employability and livelihoods **Theme-3: (SAS-400)** Promoting gender equality, empowerment of women and LGBTQIA+ communities.[1]
9	SDG Goals Aligned	**SDG Goal-2**. End hunger, achieve food security and improved nutrition and promote sustainable agriculture.[2] ● Universal access to safe and nutritious food ● End all forms of malnutrition 
		SDG Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all ● Free primary and secondary education ● Equal access to affordable technical, vocational and higher education ● Increase the number of people with relevant skills for financial 

[1] Although Theme-3 is included, not all of the indicators mentioned under Theme-3 may be specifically relevant in the context of this intervention. The thematic indicators that are specifically relevant include: Promoting gender equality, empowerment of women

[2] Although SDG Goal 2 is included, the goals aligned in this context include: ending hunger, achieving food security and improving nutrition

		success ● Eliminate all discrimination in education ● Universal literacy and numeracy ● Build and upgrade inclusive and safe schools
		SDG Goal 5: Achieve gender equality and empower all women and girls ● End discrimination against women and girls ● End all violence against and exploitation of women and girls ● Eliminate forced marriages and genital mutilation 
10	Alignment with National and State Schemes & priorities *NOTE: A table containing brief details of each scheme is provided in Annexure-I of this document.*	1. National Nutrition Mission (NNM) (Core) 2. National Food Security Act (NFSA), passed in 2013 3. Mid-Day Meal Scheme 4. Kasturba Gandhi Balika Vidyalay (KGBV) 5. Padhe Bharat Badhe Bharat 6. Sarva Shishana Abhiyan 7. Rashtriya Madhyamik Shiksha Abhiyan 8. Support for Educational Development including Teachers Training & Adult Education 9. Rashtriya Uchhtar Shiksha Abhiyan

2. Designated timeline for Mid-term and End-term (if any)

Phase	Financial Year (From)	Financial Year (To)	Possible month of Review
Pre Project Implementation	15th March, 2024 to 31st March 2024		NA
Phase I: Project start to mid-term	1st April 2024	31st March 2027	May 2027
Phase II: Mid-term to End-term	1st April 2027	31st March 2029	June 2029

3. Solution Implementation Plan & KPIs:

Sl. no.	Parameters	Yes/No/ Partially Yes	If yes, give the reference page in SIP
1	Has the Solution implementation plan (SIP) considered the Guiding framework on Logic Model for plan preparation?	Yes	Pages 7 to Page 8
2	Has timeline based KPIs for outcome, output and activities been delineated in clear qualitative and quantitative terms in the SIP?	Yes	Page 7 to Page 8
3	Have the parameters of reach, depth and inclusion integrated appropriately in the KPIs in SIP?	Yes	Page 7 to Page 8
4	Are each of the KPIs verifiable?	Yes	Page 10 to 11 and Page 14
5	Have the means of verification worked out in clear terms for each KPIs?	Yes	Page 7 to Page 9
6	Have the stakeholders been mapped out clearly for consultation and feedback across the timeline of the project	Yes	Page-12

4. Baseline and situation analysis

Situational Summary:

The Viveka Tribal Center for Learning (VTCL) is spread across 18 acres, bounded on the South and South West by the lush Bandipur National Park and the approximately 114 hādis[3] on the other side. Heggadadevankote (HD Kote) is one of 7 taluks comprising the Mysuru district of Karnataka and contains 281 villages and just 2 towns (the taluk panchayats of Saraguru and HD Kote). COVID-19 has meant that the census scheduled for 2021 could not be conducted, hence most of the demographic data available for this region is drawn from the census of 2011. Table-1 summarizes the key demographic details of this region[4].

[3] The nearest English equivalent of Hādi is a hamlet or small settlement.
[4] Available at: https://bit.ly/4g46msv. Last accessed. Oct 23, 2024.

The urban/rural split is quite stark with 90.2% of the population living in the rural areas and only 9.8% in urban areas. The taluk is also home to a sizable population of forest-based tribal groups comprising primarily the Jenu Kuruba, Kadu Kuruba, Yarava, Soliga and Paniya tribes that are native to this region.

Table-1: Summary demographic details, HD Kote

Parameter	**Number**	**%**
Population	2,63,706	
Males	1,32,748	50.34%
Females	1,30,958	49.66%
Children	29,554	
Overall literacy		56.92%
Male literacy		63.29%
Female literacy		50.46%
Scheduled Tribes		23.61%
Scheduled Castes		27.78%
Average Gender Ratio: 987 females per 1000 males		

The tribal hādis are dispersed along the fringes of the Bandipur and Nagarahole National Parks with HD Kote accounting for 51.67% of the total tribal population of Mysuru district. Table-2[5] provides an estimate of the numbers across the major tribal groups in HD Kote which remains one of the most backward taluks in Karnataka and continues to perform poorly on the Human Development Index (HDI)[6] and other development indicators.

Table-2: Tribes of HD Kote

Tribe	**Population**
Jenu Kuruba	16,761
Kadu Kuruba	2,430
Yarava	1,547
Soliga	2,630
Total	23,368

The **Viveka Tribal Center for Learning** (VTCL) which started as an informal school in 1988 with just 28 students has 562 students on its rolls today. Close to 50% of the students are girls and a majority of the students come from about 60 nearby hādis of the forest-based tribal groups listed earlier. VTCL is a state-board, fully residential school from grade 6 to 10 and the only high school of the gram panchayat of N Begur. With limited educational opportunities beyond 7th grade in tribal areas and the increasing awareness among parents, the school has seen a steady increase in the admissions over the last 4 years. The school charges a nominal participation fee of Rs. 500 per student per year against the average expenses per student in the school of Rs. 35,000 (up to 6th std) and Rs. 68,000 (7th – 10th std). The school is supported by the Ministry of Tribal Affairs, Govt of India and by the Govt of Karnataka through the grant-in-aid support for the higher primary school. The school today can boast of a 97% pass-percentage in the SSLC exam and an almost 100% record of students continuing their education after their 10th grade. Over the 33 years, the school has evolved from providing access to education (focusing on admission, attendance

[5] Kumar AH, Mahesh TM, International Journal of Humanities & Social Science Invention. 2014; Volume-3, Issue-1.
[6] The Human Development Index (HDI) is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and having a decent standard of living.

& retention) to providing 'holistic' education leading to continuing education beyond 10th std (focusing on the overall development of a child – physical, intellectual, emotional and spiritual).

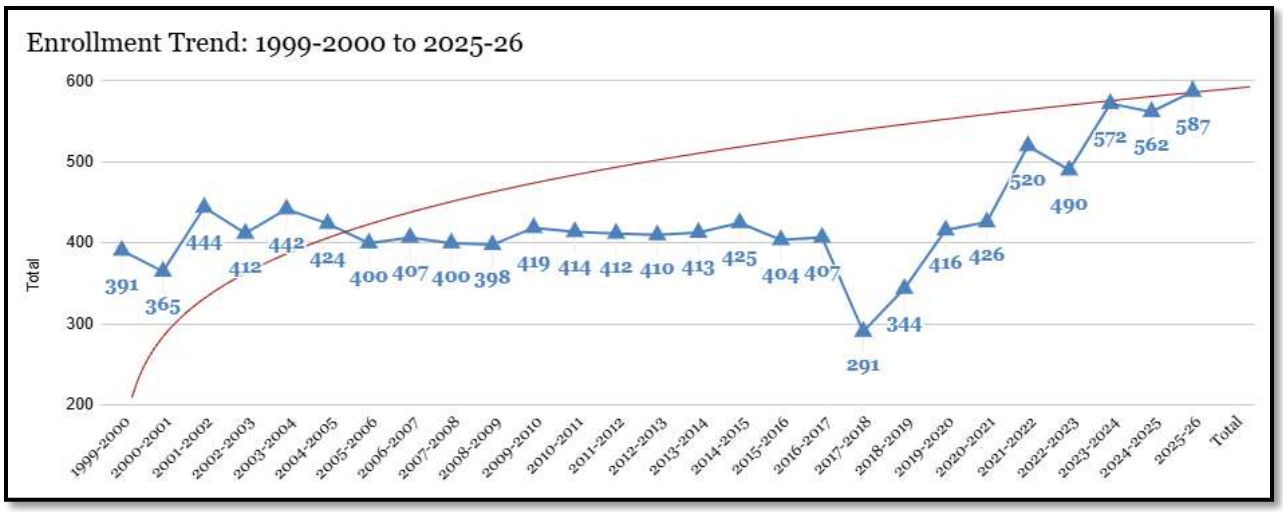
The table below provides the baseline status for the key indicators as on date.

Key Indicator	**Baseline Stats: At the start of the initiative for VTCL**	
Enrollment	Overall: 45% increase - 391 students in 1999-2000 versus 562 students in 2024-2025	
Gender Parity (2024-25 reporting year)	Overall, School:	Boys: 286 / Girls: 276
Learning outcomes (pass %)	Last 5 years average (SSLC Xth Board Exam): 95%	
Parent Participation in school activities	PTM average attendance %: 80 – 85% Attendance in School Functions: o National Festivals: 85 – 90% o Taluk/district-level Sports Meets: 80% o Tribal – Sports & Cultural Activities: 70%	

Enrolment Trend over the years

Two data points are particularly important in understanding the long-term growth trajectory of the school: 1999–2000, when the school first had students across all grades (Classes I to X), and 2025–26, the current reporting year. An examination of these two points reveals substantial growth in overall enrolment. Student strength increased from 391 students in 1999–2000 to 587 students in 2025–26, representing an increase of 196 students and a 50.13% growth over the assessment period. The trend across the intervening years is presented in the table (included in the Appendices) and illustrated in the graphs above. Taken together, these data indicate not only the school's ability to sustain enrolment over more than two decades, but also its continued relevance and acceptance within the communities it serves. The sustained growth in enrolment reflects the trust reposed in the institution by parents and the wider community, as well as the school's ability to provide accessible and meaningful educational opportunities over time.

Graph-1: Enrolment Trend: 1999-200 through 2025-26

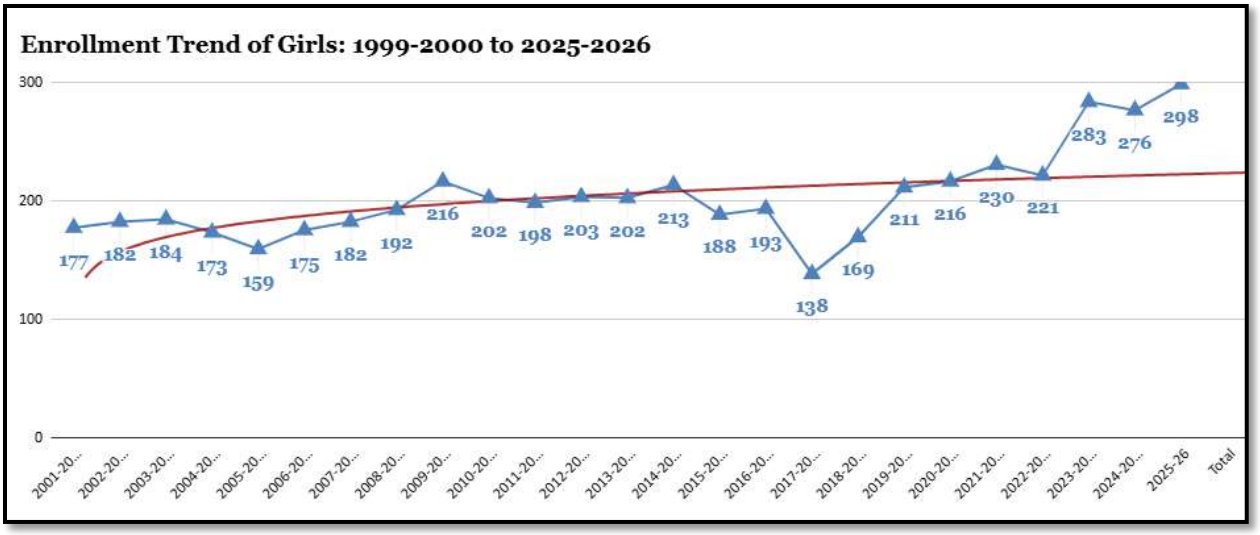


This shift is also reflected in the changing gender composition of the student population. The proportion of girls in the school increased from 35.81% of total enrolment in 1999–2000 to 50.77% in 2025–26.

In effect, the school has moved from a situation where girls represented little over one-third of the student body to one where they constitute a slight majority. This represents a significant achievement in advancing gender inclusion and suggests that barriers to girls' education within the school's catchment area have reduced considerably over time.

A comparison of the average gender composition during the first five years (1999–2004) and the most recent five years (2020–2025) further highlights the extent of this transformation. During the first five years, girls accounted for an average of 40.03% of total enrolment, corresponding to approximately 0.67 girls for every boy.

Graph-2: Enrolment trend of girls: 1999-2000 through 2025-26



In contrast, during the most recent five-year period, girls accounted for 48.27% of enrolment, equivalent to approximately 0.93 girls for every boy.

This movement towards near gender parity is particularly significant in the context of rural and tribal education, where historical and socio-cultural barriers have often constrained girls' access to schooling. The data suggest that the school has not only expanded its reach but has also become progressively more inclusive, enabling greater participation of girls in formal education.

SECTION-B:

5. Report on Performance and Outcome

5.1 Stated overall outcome and overall outcome KPIs

Stated overall outcome: SVYM's five-year project (2024-28) aims to provide a value-based, holistic residential education for 75 students from marginalized communities in and around Mysuru district. The goal of this program is to ensure that these students complete their education from 8th to 12th grades to achieve the following as mentioned under the stated overall KPIs:

Stated Overall KPIs:

1. Maintaining continuity of education and reducing dropout rates by increasing enrollments in class-8
2. Improving academic performance and overall scholastic and non-scholastic learning outcomes
3. Bridging the gaps in enrollment, gender parity, and learning outcomes between the tribal communities, state and national averages
4. Enhancing community participation and ownership
5. Number of children continuing on to grades 11th and 12th

Proposed Impact:

1. To decrease the gap of Enrollment, Gender Parity and Learning outcomes between the tribal community and the State and National Averages.
2. To ensure that students shall complete Secondary education (2 years) and Senior Secondary education (2 years) or Equivalent education
3. Students able to make informed career choices and pursue professions contributing directly and indirectly to the community development
4. Parents and the community at large actively participate in school activity and contribute positively to students' learning outcomes.

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5.2 Annual Progress in Outcome KPIs vis-à-vis Overall outcome KPIs for the year reported upon (previous year)					
Stated Intermediate Outcome/s of the project and their KPIs	KPIs Applicable at different outcome levels for reporting year	What has been accomplished in KPIs mentioned in Col. 2?	What could not be accomplished mentioned in Col. 2?	Why could it not be accomplished? Any challenges?	Unintended negative outcome, (if any)
1	**2**	**3**	**4**	**5**	**6**
Outcome 1: **Secondary Education** Improvement in enrollment, attendance & retention of students from 8th to 10th standard	# / % children enrolled into Class-8	**2024–25 (Grade 8):** The cohort comprised **68 students** (**36 boys** and **32 girls**). At the start of the 2025–26 academic year, when this cohort moved to Grade 9, the class strength was **72 students** (**42 boys** and **30 girls**). During the transition, **17 new students** (**12 boys** and **5 girls**) enrolled. These new admissions offset the **13 students** who had dropped out at the end of the 2024–25 academic year (**5 boys** and **8 girls**), resulting in	In the starting year of intervention, 75 enrolments for 8th grade could not be accomplished.	Drop in enrolment in 24-25 (start year) is a result of introduction of 8th grade in Ashrama schools[7] which has led to drop in VTCL enrolments. Upgradation has happened in all 10 schools run by social welfare office leading to enrollment into 8th grade in these schools However, education continuity in the community has been maintained. Of the 8 boys who dropped out during	None

[7]Ashrama Schools are being maintained under the Backward Classes Welfare Department with a view to providing primary education to Backward Classes students. Since the last year, the schools have added 8th grade.

		a net increase of four students. Of the 13 students who dropped out, **4 enrolled in other schools**, while the status of **5 students** is reported as undecided. **2025-26 (Reporting Year)**: *these students are in 9th grade now*. During the reporting year, the class strength reduced to 64 students (34 boys and 30 girls) following the dropout of 8 students, all of whom were boys. There were no girl dropouts during the reporting year and no new enrollments.	4 boys dropped out (failed to report) after Dassara vacations & post-PTM (Oct). 4 more boys dropped out (failed to report) after summer vacations	the reporting year, 4 discontinued after the Dassara vacation and the Parent–Teacher Meeting (October), while the remaining 4 discontinued after the summer vacation, having failed to report back to school. One of the reasons cited for these dropouts, particularly among boys, is seasonal migration of families to coffee estates in Kodagu for plantation work and to Kerala in search of labor opportunities. Another reason cited is limited parental and self interest in continuing education. The school reported making repeated efforts to counsel parents and encourage students to return; however, these interventions did not result in re-enrolment.	

	% increase in overall attendance – achieve at least 90%	**2024-25:** Marginal increase in attendance from 82% to 86% at the end of the previous reporting year Analysis of month-wise attendance of previous reporting year shows a gradual increase (from Jun thru April (71% to 94%) – i.e., there is poor attendance at the start of the AY **2025-26**: Marginal increase in attendance % from 86% to 89% The attempt to increase attendance at the start of the AY has shown improvement - % **attendance at the start of the year (2025-26) = 78% - an increase from 71%** of the previous reporting year. Analysis of month-wise attendance of reporting year shows a gradual increase from Jun thru April (78% to 89%) – 5% less compared to last year for the data-point at the close of the year. i.e., while the attendance has	Ensuring attendance at the start of the AY as well as immediately after a holiday break remains a challenge. Attendance improves as the AY progresses.		

		increased at the start of the AY (over the previous year) it has dropped at the completion of the year for this reporting period, although the average attendance % has shown a marginal increase from 86% to 89%.			
	% increase in student retention – students moving from 8th to 9th and so on	**2024-25**: Actual number of students retained from the enrollment at the start of the initiative = 55 (68 – 13 dropouts) There is an increase of 4 students between 2023-24 and 2024-25 (verified thru attendance records). **2025-26**: Actual number of students retained from the enrollment at the start of the initiative as on date (for the current reporting period) = 55 -5 = 50	This increase has come from 17 new enrollments in class-9 despite 13 (9 in previous year & 4 new dropouts) dropouts – this has pushed the total number of students of this cohort from: 68 to 72 The actual number of students remaining from the original cohort as on date is now 50 (Boys: 26, Girls: 24		
Outcome 2: Learning Outcomes	# of students achieving grade-level proficiency in age-appropriate	A+ (90-100) A (70-89) B+ (50-69) B (30-49) C (<30)	Target was to ensure that all students secure B+ and above – this could not be achieved, although	**2024-25**: Inadequate parental involvement Lack of a desire to excel in academic	

Achievement of age-appropriate learning outcomes	learning outcomes (as per DSERT)	..... **2024-25** | **2025-26**: **Science** A+ = 32 | 7 A = 9 | 10 B+ = 13 | 13 B = 4 | 24 C = 10 | 11 **Math**: A+ = 15 | 3 A = 10 | 10 B+ = 19 | 13 B = 9 | 29 C = 15 | 20 **I Lang (Kannada):** A+ = 30 | 5 A = 14 | 8 B+ = 13 | 11 B = 5 | 28 C = 6 | 13 **II Lang (English)**: A+ = 5 | 0 A = 13 | 3 B+ = 23 | 5 B = 15 | 33 C = 12 | 24 **III Lang (Hindi):** A+ = 4 | 2 A = 3 | 5 B+ = 27 | 17 B = 15 | 30 C = 19 | 11 **Social Science**:	progression is noted over the years and from mid-term to final	scores **2025-26**: **Note**: Seven students were absent for the examination The decline in grades compared to the previous reporting year can largely be attributed to differences in the assessment pattern between Grades 8 and 9: **Assessment format**: Grade 8 assessments are conducted semester-wise, whereas Grade 9 examinations cover the entire academic year's syllabus. **Assessment methodology**: Grade 8 assessments are primarily worksheet-based (sample enclosed), while Grade 9 assessments are full-fledged examinations with formal question papers and answer booklets requiring	

		A+ = 29 | 1 A = 12 | 4 B+ = 13 | 14 B = 2 | 25 C = 12 | 21		long-form responses. **Assessment weightage**: Grade 8 assessments are out of 50 marks (40 marks for the examination + 10 marks for internal assessment), whereas Grade 9 assessments are out of 100 marks (80 marks for the examination + 20 marks for internal assessment).	
	participation in district, state and national level competitions & events showcasing the talent of students in scholastic & co-scholastic areas	**Comparative data: 2024-25 versus 2025-26**: **NCC**: Participation at the state-level NCC camp more than doubled, increasing from 11 students last year to 23 this year (13 girls and 10 boys). **Athletics** (running, long jump, high jump, relay, and triple jump): Seven students (including 2 girls) were selected to represent the district, compared to 4 students in the previous year. **Badminton**: Two students were selected to			

		represent the district, up from one student last year. **Yoga**: Two students were selected to represent the district, maintaining the same level of achievement as the previous year. **Chess**: Two students qualified at the district level, an increase from one student in the previous reporting year. **Gita Chanting**: One student represented the taluk in the previous year. There were no new selections during the current reporting period. **Arts, Crafts, Music, and Quiz Competitions**: Fourteen students participated at the district level in the Pratibha Karanji[8] competitions. **Awards and Recognitions**: Eight students received awards or other forms of			

[8] A widely recognized cultural and literary competition program run by the Karnataka Department of School Education for primary and high school student

		recognition for their achievements. Overall, the data reflects a notable increase in student participation and representation across several co-curricular and sporting activities, particularly in NCC, athletics, badminton, and chess, while maintaining strong participation in yoga and cultural competitions**.**			
Outcome 3: Community Engagement Attendance & participation of parents & community members in school activities & PTMs	% increase in PTM attendance	**23-24**: 4 PTMs conducted Avg. Attendance (verified thru' registration notebook): 80.5% **24-25**: 4 PTMs conducted Avg. Attendance: 82.5% Marginal increase in attendance. **25-26:** 2 PTM's conducted. Avg. Attendance: 90.3% (2nd quarter) | increased to 94% in 3rd and 4th quarters	Plan to achieve 90% PTM attendance could not be accomplished **Recommendation** : Open & maintain attendance register similar to student register	PTMs are conducted on fixed dates as per academic calendar. Seasonal farming patterns and migration are reasons for non-attendance. Parents not attending PTMs are called separately & briefed It is noted that the recommendation to open & maintain a separate attendance register for PTM's has been maintained from Q-2 (photocopies enclosed)	
	Increased community	**2024-25**: School Management Committee	**2024-25**: 2 meetings planned	Ensuring attendance by committee	

	participation in school decisions and monitoring	(SMC) reconstituted with 3 members from community **2025-26**: SMC has seen an increase in community members from 3 to 4 Alumni teachers as RPs for 'eco-club', 'science-club' – sharing of community wisdom	for the year but only 1 could be completed **2025-26**: 2 meetings planned for the year but only 1 completed **Alumni Sessions 2024-25**: Planned: 4 sessions / Achieved: 4 sessions Plan to increase # of sessions to 6 in 2025-26 **Alumni Sessions 2025-26**: Planned: 6 sessions / Achieved: 6 sessions	members remains a challenge. **Recommendation:** Going forward dates to be fixed & communicated to members in advance & meetings can be online or offline depending on convenience 2025-26: Ensuring attendance by committee members continues to remain a challenge this year as well, despite increasing community representation within the SMC	
	Parent Savings towards children's education	Scheme started in 2024-25. Opening of exclusive Bank a/c towards saving for student's higher education only. Bank a/c opened in Begur & frozen for specific purpose only. Each parent contributes ₹2,000 per semester. SVYM matches contribution. Total at the end of 3 years ₹24,000 to be used for 11th & 12th grade fee.	**2024-25**: Enrollment Plan: 68 Achievement: 54 **2025-26:** Number of enrollments in Parents Saving Scheme has increased from 54 to 68. However, some accounts are inactive because of dropouts It is noted that 1st installment for the	Lack of documents (Aadhar/PAN) Lack of cooperation from parents **Recommendations** : One-to-one counseling with parents and need-based assistance in accessing documentation & social entitlements	It is noted that the recommendation for one-to-one counselling has been followed through with 2 counselling sessions conducted for the year

			year has been remitted by 64 parents & 2nd installments by 63 parents for the reporting year		
Outcome-4: Continuing Education Enrolment & retention of students from 11th to 12th standards (or equivalent courses)	Improved transition rate from Grade 10 to Grade 11	NA for reporting year (students have moved from 8th to 9th grade only) NA for this reporting year as well			
	# enrolling into 11th and going on to complete 12th grade	NA for reporting year (students have moved from 8th to 9th grade only) NA for this reporting year as well			
Outcome-5: Diversity of Career Choices # students pursuing diverse streams after 10th grade including vocational, sports, and visual arts	# of students choosing different streams & % increase in diversity of choice	NA for reporting year (students have moved from 8th to 9th grade only) NA for this reporting year as well			

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5.3 Annual Progress of Activities and Inputs vis-à-vis stated Output KPIs in the year reported upon (previous year)					
State overall output KPIs at each level of outcome Unit	Overall activity target of the project (unit)	Activity target of the year reported upon	Achievement during the year reported upon	Deviation (if any) for the year reported upon	Reasons for deviation
		Physical (unit)	Physical (unit)	Physical (unit)	Physical
1	2	3	4	5	6
Outcome 1: Secondary Education: Improvement in enrollment, attendance & retention of students from 8th to 10th standard					
75 children enrolled into class-8 Increase overall enrollment	Community enrollment drives during March through May by community facilitators	**2024-25**: 12 community visits/drive programs (4 per month) **2025-26**: It is noted that this is not being done as it is no longer necessary because enrolment drives, including door-to-door to visit which used to be the norm earlier, have considerably reduced because of a greater interest from parents & community. Furthermore, the school is focused on improving quality at the school which is believed to have led to voluntary (& sustained) enrolments.	12 visits completed	NA	NA

	Awareness program for parents (Parents contribution to children's education)	2 special session by education leader to address parents on the importance of educating their children. ..... It is noted that staff & teachers have mentioned the paradigm shift in the approach that has been put in place at VTCL. 2025-26: Special Summer Camp was conducted for the students where special sessions were conducted	**2024-25**: **Session-1**: Mr. Prakash MC, retired Principal, Vidyavardhaka 1st grade College, Bengaluru. **Session-2**: Mr. Prasad S, Lecturer, Govt. PU College, Harave, Chamarajanar **2025-26:** **Session-1**: Mr. Prakash MC, retired Principal, Vidyavardhaka 1st grade College, Bengaluru. **Session-2**: Mr. Manju Admail (Alumnus of VTCL) addressed the students **Session-3**: Mr. Madhusudan on public exam and approaches that can help		
Outcome 2: Learning Outcomes: Achievement of age-appropriate learning outcomes					
Achievement of age-appropriate learning outcomes (as prescribed by DSERT)	Remedial Classes for low achievers	No activity target fixed (# of units)	**2024-25**: While a range of academic support activities are being conducted, the number of sessions/classes and student participation are not currently being tracked, making it difficult to quantify the extent of these interventions in this report.		

			Recommendation (2024–25): Maintain records of the activities, sessions conducted, and student participation to enable more effective monitoring and reporting from the following academic year onwards. **2025–26** Update: It is noted that this recommendation has been acted upon. The school has introduced structured academic support interventions, including: (1) A "**Passing Package**" for slow learners and low achievers, conducted daily after school hours and during designated block periods. (2) **Open-textbook tests and practice using previous years' question banks** to help students relate questions to relevant concepts and answers, while also building familiarity with the examination pattern and improving confidence.		
	Peer group learning	No activity target fixed (# of units)	**2024-25**: NA **2025-26**: Peer group learning circles have been initiated with each group		

			consisting of 3 students – 1 high achiever, 1 average achiever, and 1 lower achiever who study/discuss together for improved learning outcomes.		
Outcome 3: Community Engagement: Attendance & participation of parents & community members in school activities & PTMs					
% increase in PTM attendance		**2024-25**: Conduct 4 PTMs in the year **2025-26**: 4 PTMs in the year	**2024-25**: 4 PTMs completed **2025-26**: 4 PTMs completed		
Increased community participation in school decisions and monitoring		**2024-25:** Achieve 90% PTM attendance **2025-26:** Achieve 90% PTM attendance	**2024-25**: Has increased to 82.5% **2025-26:** Has increased to 90.3% & is on target		
Parent Savings towards children's education	Parent orientation sessions on purpose and need	**2024-25**: Enroll all 68 parents into the Parent Savings Scheme	**2024-25:** 54 enrollments completed till date **2025-26:** Has increased to 68 enrollments (14 additional parents have enrolled. 4 enrollments pending as the student-strength has increased to 72)	**2025-26**: 63 accounts are active with money being credited by parents. 4 new students with documentation issues pending Number of enrollments in Parents Saving Scheme has increased from 54 to 68. However, some accounts are inactive because of	

				dropouts It is noted that 1st installment for the year has been remitted by 64 parents & 2nd installments by 63 parents for the reporting year	
Outcome-4: Continuing Education: Enrolment & retention of students from 11th to 12th standards (or equivalent courses)					
Improved transition rate from Grade 10 to Grade 11	NA for reporting year. Plan to include specific activities from the next year onwards				
# enrolling into 11th and going on to complete 12th grade	NA for current reporting year. Plan to include specific activities from the next year onwards				
Outcome-5: Diversity of Career Choices: # students pursuing diverse streams after 10th grade including vocational, sports, and visual arts					
# of students choosing different streams & % increase in diversity of choice	NA for current reporting year. Plan to include specific activities from the next year onwards				

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5.4 Cumulative Financial budget utilization versus stated utilization: itemized for the Period 1st April 2025 to 31st March 2026						
Item	**Unit cost: Per Student**	**Total for 75 students (planned)**	**Total for 72 students (planned)**	**Actual for 72 students**	**Variance**	**Reasons for variance**
Personnel Cost	₹ 14060	₹ 1,054,500	1,012,320	1,054,500	-42,180	Teacher's salary outlay has remained the same despite the drop in students & this accounts for the overspend
Teaching Aids	₹ 1,933	₹ 144,975	139,176	139,177	-1	
Exposures & Camps	₹ 1,230	₹ 92,250	88,560	92,250	-3,690	Increased spending reflects a greater focus on special camps and exposure visits, as recommended during teacher FGDs.
Sports & Cultural Programs	₹ 1,054	₹ 79,050	75,888	79,050	-3,162	
Uniform & Clothing	₹ 2,109	₹ 158,175	151,848	151,848	0	
Students' transportation & other miscellaneous expenses	₹ 351	₹ 26,325	25,272	26,325	-1,053	The student transport facility has been rationalized to ensure utilization from the available funds.
Food Expenses	₹ 10,545	₹ 790,875	759,240	759,240	0	
Accommodation & medical expenses	₹ 4,782	₹ 358,650	344,304	344,304	0	
Capacity building & awareness	₹ 879	₹ 65,925	63,288	65,925	-2,637	A marginal increase indicating the increased focus on capacity building of teachers
School maintenance cost	₹ 3,515	₹ 263,625	253,080	263,625	-10,545	A marginal increase to cover essential maintenance cost requirements. It is noted that this overspend is offset by a 26% underspend the previous year.
Lab & other equipment	₹ 3,663	₹ 274,725	263,736	5,695	258,041	Underspend as the lab & other equipment continue to remain in good condition.

School Administration Charges	₹ 879	₹ 65,925	63,288	65,925	-2,637	
Total	**₹ 45,000**	**3,375,000**	**3,240,000**	**3,047,865**	**192,135**	There is an overall underspend of 6% with the largest unspent block coming from the non-purchase of lab equipment due to the reasons cited above.

5.4 Cumulative Financial budget utilization versus stated utilization: itemized for the Period 1st April 2024 to 31st March 2025

Item	**Unit cost: Per Student**	**Total for 75 students (planned)**	**Total for 68 students (planned) 2024-25**	**Actual for 68 students**	**Variance**	**Reasons for variance**
Personnel Cost	₹ 14060	₹ 1,054,500	₹ 956,080	₹ 1,092,662	₹ -136,582	Overspend of 14% as the salary of teachers has remained the same despite the drop in the number of students from 75 to 68
Teaching Aids	₹ 1,933	₹ 144,975	₹ 131,444	₹ 94,207	₹ 37,237	Underspend of 29% as a consequence of successful negotiations with the vendor
Exposures & Camps	₹ 1,230	₹ 92,250	₹ 83,640	₹ 59,530	₹ 24,110	Underspend of 29% as a consequence of successful negotiations with the vendor
Sports & Cultural Programs	₹ 1,054	₹ 79,050	₹ 71,672	₹ 68,593	₹ 3,079	Underspend of 4.3% as a consequence of successful negotiations with the vendor
Uniform & Clothing	₹ 2,109	₹ 158,175	₹ 143,412	₹ 159,302	₹ -15,890	Overspend of 11% as the cost of the uniform was higher than estimated
Students' transportation & other miscellaneous expenses	₹ 351	₹ 26,325	₹ 23,868	-	₹ 23,868	The transportation cost has not been utilized because funds have been sourced from existing sources and also because transport facility already exists
Food Expenses	₹ 10,545	₹ 790,875	₹ 717,060	₹ 870,390	₹ -153,330	Overspend of 21% due to government mandating the

						introduction of egg along with meals. This was not estimated earlier at the time of budgeting
Accommodation & medical expenses	₹ 4,782	₹ 358,650	₹ 325,176	₹ 160,744	₹ 164,432	Underspend of 51% as the medical expenses are lower than the estimated
Capacity building & awareness	₹ 879	₹ 65,925	₹ 59,772	₹ 32,754	₹ 27,018	Underspend of 45% as the actual Resource Person cost incurred was lower than budgeted.
School maintenance cost	₹ 3,515	₹ 263,625	₹ 239,020	₹ 177,558	₹ 61,462	Underspend of 26% as the actual maintenance cost was lower than estimated
Lab & other equipment	₹ 3,663	₹ 274,725	₹ 249,084	₹ 11,977	₹ 237,107	Underspend of 95% as the lab & other equipment were in good condition and were retained for the current year
School Administration Charges	₹ 879	₹ 65,925	₹ 59,772	₹ 25,533	₹ 34,239	Underspent of 57% as the actual admin cost was lower than estimated
Total	₹ 45,000	3,375,000	3,060,000	2,753,250	₹ 306,750	There is an overall underspend of 10% with the largest unspent block coming from the non-purchase of lab equipment due to the reasons cited above.

5.5 Cumulative deviation in output KPIs under each outcome KPI of the previous years before the year reported upon			
Outputs at each level of outcome[9]	Cumulative KPI achievement and finance utilized in the previous years before the year reported upon	Cumulative Deviation, if any, in the previous years[13]	Reasons for deviation, if any

[9] For details see year on year physical and financial progress of the organization

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	KPI (unit[10])	Financial (Rs.)	KPI (unit[13])	Financial (Rs.)	KPI and /or Finance
1	4	5	6	7	8
Outcome 1 KPI	The cumulative financial budget utilization versus stated utilization – itemized for the two reporting years is provided in section 5.4 of this report. The variance (if any) and the reasons for it are also provided in the same table under this section.				
Outcome 2 KPI					

5.6 Convergence and contribution of the year reported upon (previous year)

Intermediate outcome wise KPIs at each level	Convergence from the outside the project			Contributions rendered voluntarily by target beneficiaries/community/ entity, if any	
	Convergence items[11] Unit[12]	Agencies[13]	Estimated money value[14] of convergence (Optional)	Contribution items[15] Units[14]	Estimated money value of [16] contribution (Optional)

[10] Unit to be set as per the physical activity

[11] Convergence Items consist of assets/ expertise/capacities or any other support mobilized through partnerships, networks and influence from the stakeholders within and outside the project

[12] Unit to be set as per the convergence/ contribution item

[13] Agencies could be any government or any non-government partner institutions and individuals who has a stake in the project or whose stake needs to be developed in the interest of the Project

[14] **Giving this information is optional**, but this will be very useful in creating narrative on stakeholders' participation/contribution in tangible terms. This should be provided only if the organization has a reasonable basis of calculation to provide this information

[15] Any agreed upon voluntary contribution of time, money, materials, or labour to the project (social/ environmental/ cultural) activities by the target community/entity, or stake undertaken by the target community/entity to sustain the project with considerations for reach, depth, inclusion

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1	2	3	4	5	6
Outcome 1 KPIs:	New Hostel building	FANUC India Private Limited	NA	NA	NA
Outcome 3 KPIs	CC-TV cameras	AVAILITY India Pvt. Ltd.	NA	NA	NA

5.6 Past performance trend

What has been the past performance trend? What are the organization's learnings on what went well and what did not work well?

One of the clearest indicators of VTCL's long-term performance has been its ability to sustain and progressively increase enrolment over more than two decades, while simultaneously improving gender balance and broadening its reach across tribal communities. A detailed analysis of enrolment patterns, growth trends, gender composition, and community representation is presented in the earlier section titled **"Enrolment Trend over the Years."** The discussion here is therefore limited to a summary of the key learnings emerging from those trends.

The enrolment data point to sustained community trust in the institution and its continued relevance in meeting the educational aspirations of tribal families. A key learning from this experience is that educational interventions are most effective when they are rooted in long-term community engagement and are responsive to evolving aspirations rather than being limited to service provision alone. The steady growth in enrolment, increased participation of girls, and the inclusion of a wider range of tribal communities suggest that the school's efforts to combine quality education with community ownership and cultural sensitivity have yielded positive results.

At the same time, the experience has highlighted the need for continuous adaptation to changing social and educational contexts. As aspirations within tribal communities have evolved, the institution has had to move beyond a welfare-oriented approach and create pathways that enable students to pursue higher education, livelihoods, leadership roles, and broader life opportunities. This shift in orientation—from ensuring access to education and basic support services to serving as a platform for the fulfilment of tribal aspirations—represents one of the most significant organizational learnings from VTCL's journey.

Representation across tribal groups

The school caters to children from several tribal communities across the region. Historically, enrolment has been dominated by the Jenu Kuruba and Kadu Kuruba communities, which together account for nearly two-thirds of all students who have studied at the school since its inception. As shown in Table-6, a total of 4,017 Jenu Kuruba and 2,399 Kadu Kuruba students have enrolled over the years, followed by 926 students from the Yerava community. Smaller but significant representations are seen from the Beda (510), Soliga (142), Nayaka (92), Iruliga (44), Scheduled Caste (65), Other Backward Class (101), and other communities (209).

While the cumulative figures continue to reflect the historical predominance of the Jenu Kuruba and Kadu Kuruba groups, enrolment patterns in recent years indicate a gradual broadening of the school's reach across communities. As illustrated in the graph below, the last five years in particular show a movement towards a more balanced distribution of students across different tribal groups.

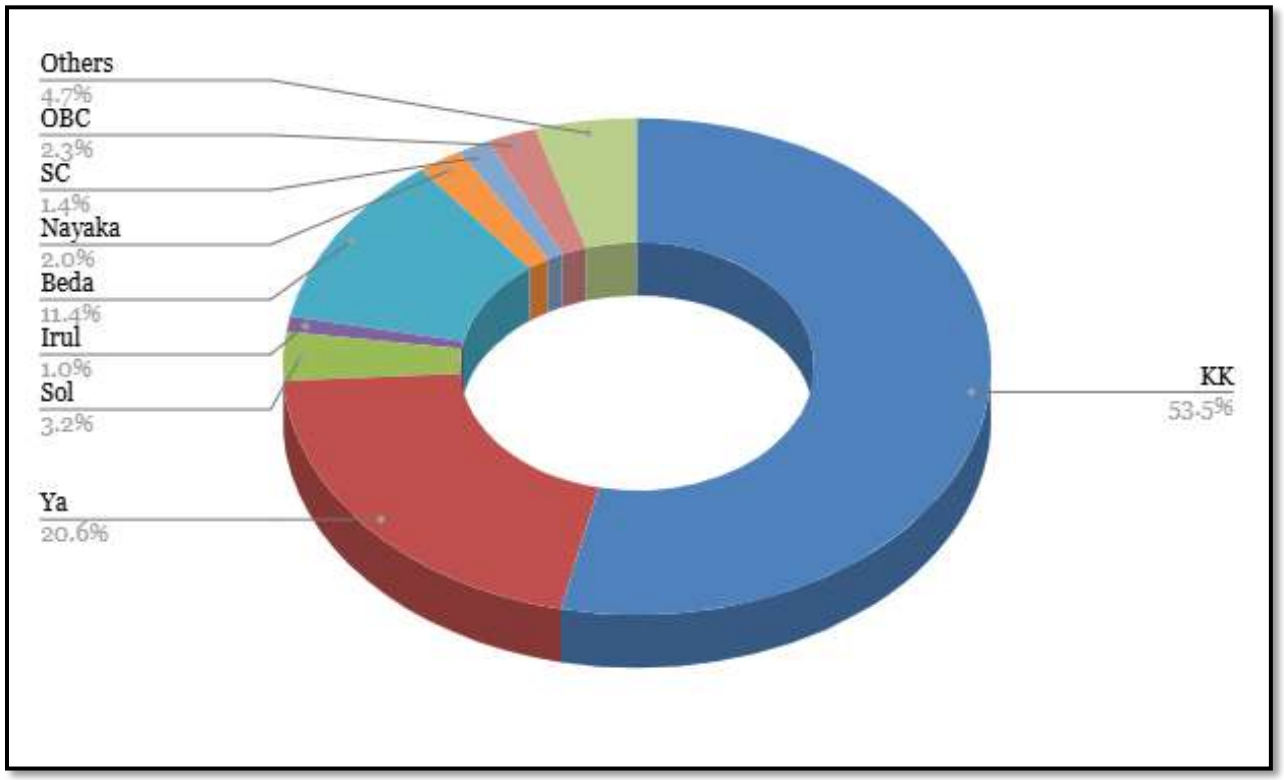
This trend suggests that the school has increasingly become an educational institution serving the wider tribal population of the region rather than predominantly a few communities, reflecting growing awareness, trust, and acceptance among diverse groups.

An analysis of the enrolment data highlights this shift. For example, students from the Beda community first enrolled in the school only in 2015–16, when there were 44 students (30 boys and 14 girls). Since then, enrolment from this community has grown steadily, reaching 86 students (48 boys and 38 girls) in 2024–25. Likewise, the Nayaka community, which had only 3 students (all boys) in 2019–20, increased to 18 students (5 boys and 13 girls) by 2024–25. Although the absolute numbers remain relatively modest, the emergence and growth of these communities in the student population point to the school's increasing inclusiveness and its ability to reach tribal groups that were previously under-represented. The trend also reflects the strengthening of community engagement efforts and the growing recognition of the school as a valued educational opportunity across the region.

Table-6: Distribution of students across tribal groups (from the time of inception to 2025-26).

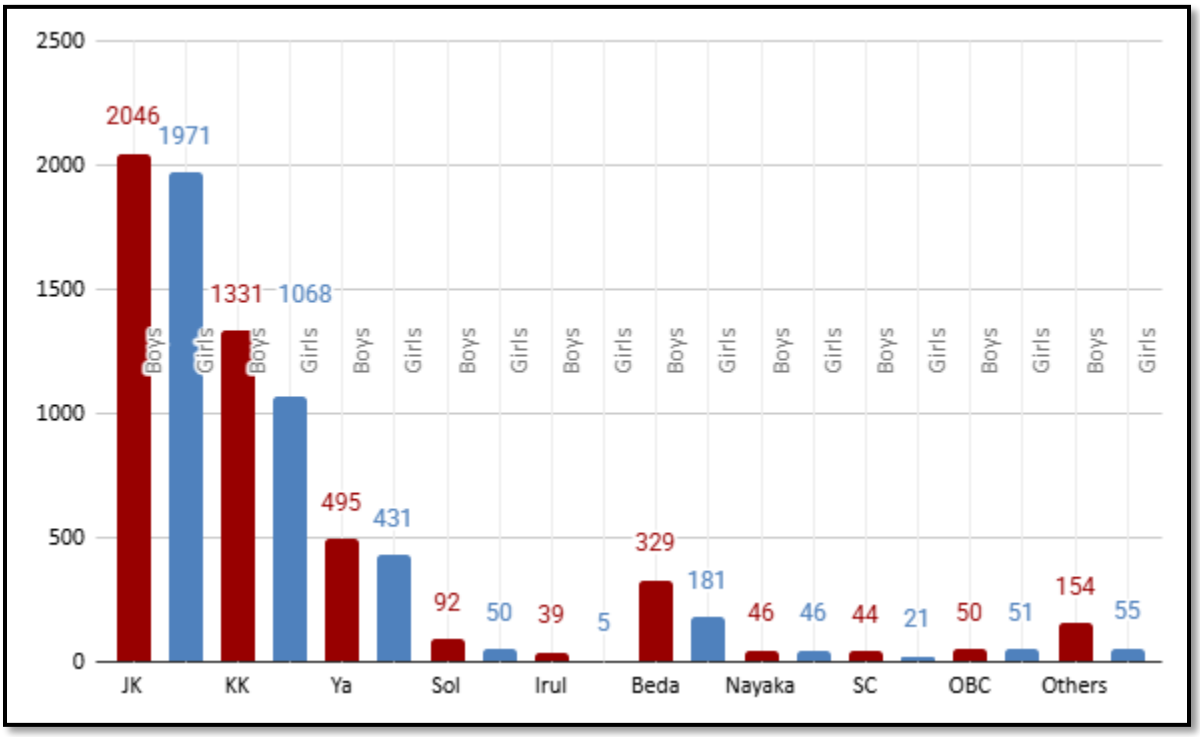
JK	KK	Ya	Sol	Irul	Beda	Nayaka	SC	OBC	Others
4,017	2,399	926	142	44	510	92	65	101	209

Graph-3: Percentage distribution of students across tribal groups (cumulative data: 1990-91 through2025-26)



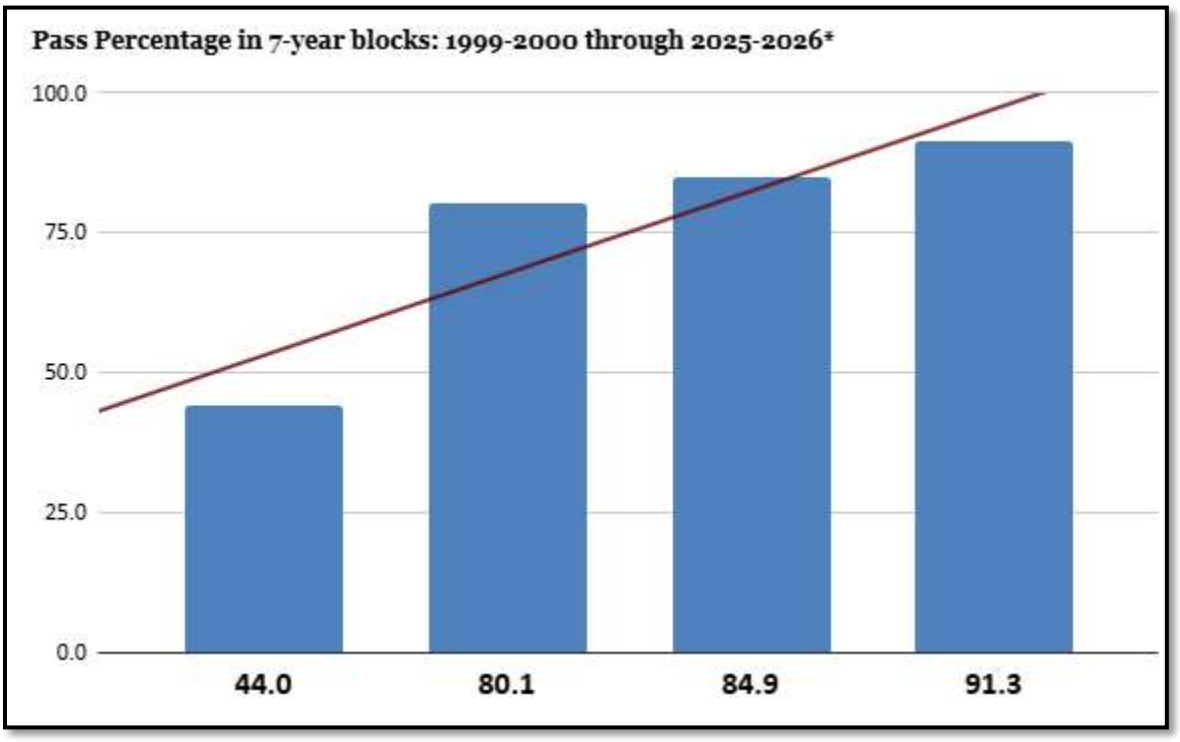
Legend: JK: Jenu Kuruba | KK: Kadu Kuruba (also known as Betta Kuruba) | Ya: Yerava | Sol: Soliga | Irul: Iruliga | Beda: Beda | Nayaka: Nayaka | SC: Scheduled Caste | Others

Graph-4: Gender-wise distribution of students across tribes (Cumulative)



Results: A progressive trend

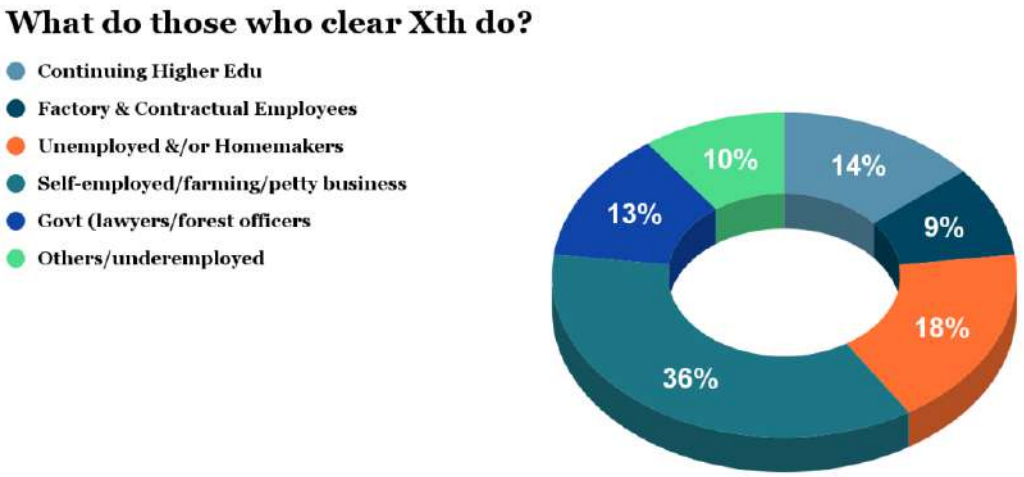
An analysis of the pass percentages in four 7-year blocks (from the time data on results is available) shows a steadily rising trend from **44%** in **block-1** to **91.6%** in **block-4.** Graph-4 below shows this trend:



[1999-2000 to **2006-2007]**; **[2007-2008** to **2012-2013]**; **[2013-2014** to **2019-2020]**; **[2019-2020** to **2025-2026]**. *Note: Block-5 alone is for a six year period.*

Continuing Education - after completion of class x

There has been a steady and consistent increase in the number of students (boys and girls) choosing to pursue further studies after completion of their tenth class. Introduction of a scholarship support, industry and academic linkages, special guidance and counselling sessions have aided this trend. Chart-5 below, provides a snapshot of some of the career-choices and trends with regard to what students do/take up after completion of their Class-X.



There is also a positive trend in those pursuing higher studies after the completion of Class-X. An assessment of the last four years shows a steady upward trend as summarized in Table-7 below.

Summary of students pursuing higher studies after completion of Class X

Year	Arts		Commerce		Science		Diploma		Boys	Girls	Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			
2020-2021	2	6	0	0					2	6	8
2021-2022	3	3	3	1	0	1	2	0	8	5	13
2022-2023	8	17	3	1	3	2	8	1	22	21	43
2023-2024	13	14	2	6	0	1	8	4	23	25	48
2024-2025	5	11	1	2	2	6	1	3	18	22	40
Total	**26**	**40**	**8**	**8**	**3**	**4**	**18**	**5**	**55**	**57**	**112**

Of the many lessons learned and incorporated into the intervention plans, include the following:

1. Change and empowerment are gradual processes that have to be community-led, community-owned, and community-driven. That is why SVYM's approach is defined by "working with community" rather than "working for community" – it is this approach that ensures sustainability.
2. Investing in building Human and Social Capital are crucial to human development, sustainable outcomes, and positive economic consequences.
3. Interventions have to be cognizant of taking on board community wisdom while being culturally appropriate and contextually relevant.
4. While there has been significant achievements over the past several years, the lack of a cohort of Role Models from within the community remains a challenge – it is to be noted that this too is seeing a positive trend with more students pursuing higher education across diverse streams and also finding jobs and livelihoods more aligned with the mainstream.

6. Report on risks and unintended negative outcome

6.1 In the previous year, what have you seen as the biggest risks to the achievement of the desired impact? How are these being mitigated?			
#	**Risk Category**	**Risk Description**	**Mitigation**
1	Statutory Compliance Risk	Uncertainty of future legal and regulatory changes: Amendments to statutory compliance rules, introduction of new compliance & reporting obligations can significantly impact operations. Ambiguity and/or evolving nature of these laws can pose challenges in maintaining compliance and adapting to new requirements. Furthermore failure to comply/adhere can lead to adverse consequences	Establish comprehensive compliance framework for continuous monitoring of legislative changes and ensuring that all activities align with current laws and regulations at all times
2	CSR Funding Risk	Changes in the legal or regulatory framework that potentially reduce the CSR spends and grants. This could potentially lead to reductions in donations and grants that can have a direct adverse impact on operations.	(1) Diversify donor base to reduce dependency on specific contributors (2) Establish financial reserves for contingencies. (3) Explore innovative fundraising avenues.

			2025-26 update: Institutional donor base has been expanded to include more donors.
3	Foreign Funds Risk	SVYM holds a valid registration under Foreign Contribution (Regulation) Act. However, modifications to regulations and applicable laws governing FCRA contributions could potentially pose adverse effects on operations, finance, and compliance.	(1) Continue to focus on consciously reducing foreign contributions over a period of time (2) Actively monitoring legislative developments and engaging in ongoing dialogues with relevant authorities to stay informed and adapt to potential changes effectively (3) Diversify funding sources and explore alternative avenues to build resilience.
4	Natural disasters, epidemics/ pandemics	Rain, floods, fire, pandemics (like COVID-19), earthquakes etc. can potentially disrupt programs and create challenges that demand immediate attention	(1) Develop detailed contingency plans outlining specific actions to be taken in response to each scenario. (2) Ensure contingency plans include provisions for resource allocation, communication strategies, and coordination with local authorities and partners. (3) Prioritize programs that have a lasting impact and can withstand disruptions, thereby reducing overall organizational vulnerabilities.
5	Stakeholder apathy	Success of this initiative is dependent on stakeholder involvement and ownership. Inadequate stakeholder ownership/cooperation can adversely impact outcomes in the - and impact in the long-term.	(1) Map stakeholders to roles & responsibilities and track to ensure ownership and cooperation (2) Work with community leaders and all stakeholders to ensure information flow and empowerment.

6.2 Describe any potential unintended negative outcome of this project seen in the year reported upon (previous year). How are these being addressed?

Unintended (Negative) Outcomes

Any initiative, however well-intentioned, is not immune to unintended consequences. As part of the assessment, all unintended consequences (if any) were sought to be captured through qualitative and observational methods. These included specific questions posed during open-ended surveys, Focus

Group Discussions, and Key Informant Interviews. Stakeholders were also encouraged to share their thoughts openly and call out any unintended issues that may have cropped up as a result of the intervention. There have been no unintended outcomes as on date. In effect this is the first year when the metrics are being measured and as such it might be too early to state this with absolute clarity.

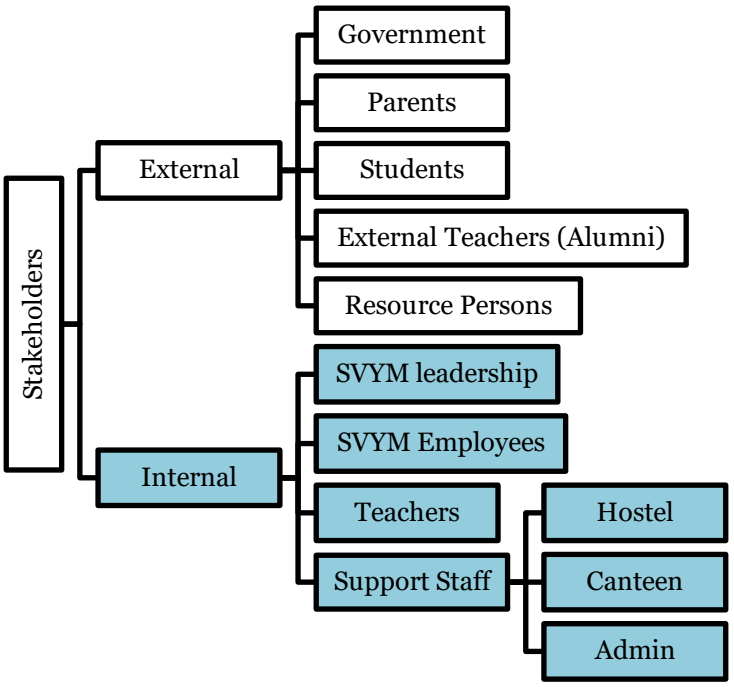
The following recommendations and suggestions were given to the leadership team, teachers and staff at VTCL for future tracking, reporting, and documenting any unintended consequences.

1. Maintenance of incident reports, monitoring reports, and field staff notes that can document any and every unintended consequence.
2. Maintenance of a register (online/offline) that provides traceability of reported unintended consequences
3. It was further noted that unintended consequences can also be positive and not only negative. Therefore, these too are to be noted going forward.
4. A quarterly informal skip-level meeting across levels and stakeholders has been recommended from the next year where participants should be encouraged to share their feedback in a freely and clearly.

7. Report on Stakeholder consultation

Has the organization taken into consideration relevant stakeholders' feedback in the year reported upon? What has been the stakeholder wise feedback? How they have been used by the organization?

The SIP contains the following chart mapping the stakeholders relevant to the school.



A sample of the stakeholder feedback and notes from meeting is given below. The table below summarizes the approach taken towards drawing the samples to ensure adequate representation from each group.

Target Group	**Approach/Methodology**
Teachers at VTCL	Include those with at least 3 years of experience at VTCL. Break teachers into 3 groups: (1) > 5 years (2) 3 months - 3 years (3) people who have moved out of VTCL into other departments of SVYM including VSOE. Ensure, teachers from all subjects are included. Total 15 teachers.
Students of VTCL	Sample drawn using probability sampling across 8th, 9th, 10th class (simple random sampling using a number generator/roll of dice) - randomization done after clustering into boys and girls to ensure representative sample Make 2 groups: (1) those who studied from 1st standard (2) those who moved in after 6th Ensure mix includes forest-based tribes and others Group-1 included 15 students & Group-2: 10 students
Parents of VTCL	Only 5 parents could be met for this assessment cycle due to extraneous circumstances including non-availability.
Alumni	16 alumni were met.

Education Core Group at VTCL	4 members were met.
Leadership Team (past & present)	10 members (personal interviews)

Templates of FGDs and questions asked is included in the appendix section of this report. Of the stakeholders mapped, interaction and discussions both informal and formal were conducted with teachers, support staff, students, and school leadership team. In general, teachers point to a positive trend specifically in enrolment trends, gender parity outcomes, learning outcomes, community and parental involvement. Some of the key recommendations from stakeholders that have been taken on board include the following:

1. All 15 teachers mentioned that they had noticed a significant improvement in 'voluntary enrolment', meaning that parents were bringing their children themselves to the school as opposed to 'forced-drives' that had to be conducted earlier to not only ensure parents enrolled their children into school but also to retain them at school
2. Point-1 above was substantiated by the members of the Education Core Group (4 members) as well as the leadership group that was interviewed – they recalled a time when staff had to be placed around the periphery of the school to ensure that students did not jump over the walls and run away from school!
3. It is this (points 1 & 2 above) that has led to the paradigm shift in the approach being taken at VTCL towards enrollment as mentioned earlier in this report (under table 5.3) – an increased focus and emphasis on enhancing the quality of engagement and transactions across the board – this has meant an emphasis on improving learning outcomes, holistic development (scholastic & co-scholastic), completion of senior secondary education that would lead to parents/community approaching the school voluntarily to enroll their children into the school – the benefits accrued include voluntary enrolments driven by the community with less frequent community visits and more sustainable long-term outcomes.
4. Focus on quality has also led to improvements in learning outcomes and performances in scholastic and co-scholastic areas – this is borne out by the number of children matching the DSERT standards for age-appropriate learning outcomes – *see table 5.3, 'outcome-2: Learning Outcomes'* row. Furthermore, teachers expressed how greater involvement of parents in the learning outcomes and progress of their children has led to perceptible shifts and improvements in outcomes.
5. On learning outcomes, there is also an improvement across summative assessment-1 versus summative assessment-2 of the current cohort of 8th grade students with 33 students getting 'A^{+}' or 'A' grade in summative assessment-2 as compared to 23 in summative assessment-1.
6. Attendance too has shown a significant improvement – from 71% in June 2024 to 94% in April 2025 and an overall increase from 82% to 86% over the same period of the previous year – this was shared by the teachers and documents (attendance registers) confirm this.
7. One of the key challenges that the school has faced in terms of gender parity is the issue of girl-child dropouts' particularly at the secondary school level and transition into grade 8. Unlike other rural or underserved communities, active gender-based discrimination is not prevalent in these tribal

communities. However, early marriages and more specifically dropouts on attainment of puberty is a challenge that remains in some pockets, despite major cultural shifts that have taken place. This particular initiative being implemented at VTCL is important in facilitating this change through ensuring continuity in education. It must be noted that of the 9 dropouts that have occurred in the transition from grade-8 to 9 of this cohort, 4 girl dropouts are primarily because these girls have 'attained age', meaning they have started to menstruate. The teachers noted that they are in touch with the parents of these students and there is a possibility that they might rejoin the school.

8. Grievance redressal mechanisms' including 'food suggestion register' for reporting issues with food are mechanisms' born out of stakeholder recommendations. Although there is a committee that looks into student grievances and is constituted with members drawn from student-representatives, teachers, administrative, and hostel staff it has been recommended that at least one parent and/or community member be included in the grievance committee when it is next reconstituted.
9. Teacher capacity building for ensuring better learning outcomes of students is a key recommendation that has been received from stakeholders including teachers themselves, Education Core Group, and Leadership Team.

8. Report on sustainability of the interventions made as envisaged in the Fund Raising Document

Has the project recommended a sustainability plan in FRD and SIP? If yes, any measures implemented from SIP for sustainability of activity/ intervention/ programs or project outcomes during the year reported upon? When will the organization start preparing/ preparing a withdrawal plan for exit?

The SIP plans to implement the Sustainability plan from the third year of implementation, i.e., 2025-26 in consultation with community and other stakeholders. The following is reproduced from the SIP for reference. This needs to be followed through and action taken needs to be included in the Annual Impact Report for 2025-26.

The Sustainability plan for the project is envisaged to be developed in consultation with the community and the relevant stakeholders after completion of the second year of the solution implementation. As such it is planned to have consultation meeting with all stakeholders and stakeholder-groups individually and collectively in order to chalk out a plan of action that can be rolled out in year-3 and followed through to completion and handover. – **2025-26 update**: this will be planned in the current year.

9. Plan for using Social Impact Assessment for Knowledge Management

How the knowledge on Social Impact Assessment has been used by the organization to create a sharper narrative about the Sector works and how such knowledge is being disseminated to the stakeholders for cross learning to the Sector's advantage?
**It could involve publishing the executive summary of the Social Impact Assessment on the Organization's website or discussing on the uniqueness of the organization's impact assessment experience to uncover certain issue-based realms that could be spread for cross-learning to the Sector's advantage.*

The SIP confirms how the information from the intervention will be used for the betterment of the development sector as well as the tribal/marginalized communities in the country. It is also noted that a book tracing the history, challenges, and progress of VTCL has already been drafted and is in the process of publication. The following extract from the SIP is reproduced for reference:

The information obtained through this 5-year intervention will serve as a useful contribution to the development sector's goals of equitable and inclusive development, particularly of the marginalized and underserved communities – in this case the tribal community. Of the several outputs to be generated from this initiative, some of those planned, include the following:

1. A compiled Impact Report of the 5-year intervention including the SIP and the execution thereof will be made publicly available for anyone from the development sector to use going forward.
2. A paper on the tribal population of HD Kote, the challenges and the Human and Social Capital benefits that have accrued as a consequence of the initiatives will be published.

A book tracing the history and development of VTCL will be published which will serve to help similar communities that face similar challenges in other parts of the country – **2025-26 update**: The book is in the final stage of finalization and in all probabilities will be published during the current year (2026-27).

10. Plans for the next Social Impact Assessment Cycle[16]

The next social impact assessment cycle is planned to be conducted in phases at the end of each quarter and the final report compiled on the basis of the same. It is recommended that the indicators be tracked on an ongoing basis and reported quarterly for follow-up and follow-through action.

11. Photographs conveying before and after impact of the Program

A few photographs of specific activities as planned in the plan are included. Given the nature of the indicators being tracked, it may not be possible to provide photos specifically that showcase the "before" and "after" impact.

Photos from PTM:





Form 2.1: Annual Social Impact Report by SVYM (Social Enterprise)-2026

Photos from Talent enrichment programs, sports, and educational tours conducted for the cohort of students

















Form 2.1: Annual Social Impact Report by SVYM (Social Enterprise)-2026













12. Annexures

List of Annexures included in this report (Table-3 below):

Item	NA	If applicable		Notes
		Yes	No	
Annexure I: National and State schemes relevant to the social impact report		Yes		A table with a brief summary of each scheme is included
ANNEXURE II: Blank copy of any questionnaire or survey forms used		Yes		FGD templates are included
ANNEXURE III: Summary analysis of surveys undertaken		Yes		Summary takeaways from each FGD is included
ANNEXURE IV: Copies of evidence summarized or quoted in the social impact report		Yes		Photos of activities have been included in the body of the text itself. PTM attendance sheet photos are included in the
ANNEXURE V: Notes of the previous social impact assessment meetings (when applicable)	NA			
ANNEXURE VI: Past Social Impact Assessment Statements for the projects funded by the Listed Security (when applicable)	NA			
ANNEXURE VII: Completion certificate of SEBI approved mandatory capacity building workshops	NA			
ANNEXURE VIII: Case Studies/ Stakeholder Testimonials				Link to recording and notes provided
ANNEXURE IX: All stand-alone reports and that have contributed to the organization's impact reporting for this period		Yes		Previous year's impact report and document tracing history of VTCL included as downloadable links.

ANNEXURE I: Table providing summary details of National and State schemes relevant to the social impact report

	Scheme	**Description**
	National Nutrition Mission (NNM) (Core)	Aims to reduce the level of under-nutrition, stunting, anemia (among young children, women and adolescent girls) as well as reduce low birth weight babies and other problems affecting the nutritional status of pregnant women, lactating mothers and children in our country
	National Food Security Act (NFSA), passed in 2013	Aims to provide food and nutritional security to a significant portion of the population.
	Mid-Day Meal Scheme	Aims to provide a free, nutritious meal to children in government and aided schools in India to improve their nutritional levels and support their education
	Kasturba Gandhi Balika Vidyalaya	Scheme launched by the Government of India to provide quality, residential education to girls from disadvantaged communities in rural areas
	Padhe Bharat Badhe Bharat	National educational initiative aimed at improving the quality of education in India and promoting a reading culture among students
	Sarva Shikshana Abhiyan	The primary objective is to provide free and compulsory education to children between 6 and 14 years of age, as stated in the 86th Amendment of the Constitution of India.
	Rashtriya Madhyamik Shiksha Abhiyan	The objective of the scheme is to universalize secondary education by enhancing access and to improve quality of education at secondary stage, while ensuring equity.
	Support for Educational Development including Teachers Training & Adult Education	Adult Education aims at extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education, but now feel a need for learning of any type, including literacy, basic education equivalency, skill development (Vocational Education) and Continuing Education.
	Rashtriya Uchhtar Shiksha Abhiyan	Aims to usher transformative reforms in the State Higher Education System by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions. State videos highlighting their reforms in higher education due to RUSA can be found in this

		section.

ANNEXURE II: Templates of FGDs and questionnaires used for collecting information

Note: Focus Group Discussions (FGDs) fall under the category of qualitative research and are conducted to provide insights into perceptions, feelings, and opinions of the selected FGD that brings together a small group of people to answer questions in a moderated setting. The group is chosen due to predefined demographic traits, and the questions are designed to shed light on a topic of interest

1. A topic that is the subject of discussion
2. Define the objectives, scope, and broad hypotheses
3. List the broad and indicative questions for the moderator to guide the FGD
4. Decide target audience for each FGD
5. Setup and host the FGD
6. Record the discussion with permission of the participants
7. Collect, collate, analyze, and report data

FGD – 01	
Research Type	Qualitative, exploratory, semi-structured
Target Audience	**Teachers at VTCL** - include those with at least 3 years of experience at VTCL Break teachers into 3 groups: (1) > 5 years (2) 3 months - 3 years (3) people who have moved out of VTCL into other departments of SVYM including VSOE
Hypothesis	*This FGD assumes that teachers at VTCL believe that the integrated residential education model significantly improves student learning and development – this is the hypothesis that is being tested through this FGD.* The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand "for" or "against" the stated hypothesis/proposition.
Objective of FGD-01	Elicit views from teachers on the following: 1. How have students progressed academically and emotionally under their guidance? 2. Do they believe that the school provides sufficient support (infrastructure, materials, training)? 3. What issues commonly hinder student performance? 4. How effective are PTMs and how often do the parents engage with them? 5. What kind of training or support do they require to perform better 6. Would they recommend VTCL as a model for tribal education across India?
Methodology	Moderated FGD, recorded

Duration	120 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 75 minutes, closing and summary - 25 minutes

FGD – 02	
Research Type	Qualitative, exploratory, semi-structured
Target Audience	**School leaders, administrators and coordinators** - sample drawn using probability sampling (simple random sampling using a number generator)
Hypothesis	*This FGD assumes that the administrative team recognizes the challenges and impact of VTCL's education model and is striving to ensure scalability and sustainability – this is the hypothesis that is being tested through this FGD.* The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand "for" or "against" the stated hypothesis/proposition.
Objective of FGD-03	Elicit views from parents on the following: 1. What trends are they observing in student retention, enrollment and academic success? 2. What are the top three challenges faced in running the school? 3. Are the infrastructure and resources adequate? 4. How often do they see parents engaging meaningfully with the school? 5. What efforts are made to integrate technology and vocational education? 6. How does the school ensure alignment with NEP 2020? 7. What future strategies are being developed for further improving learning outcomes?
Methodology	Moderated FGD, recorded
Duration	90 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 45 minutes, closing and summary - 25 minutes

FGD – 03	
Research Type	Qualitative, exploratory, semi-structured
Target Audience	**Parents of VTCL students** - sample drawn using probability sampling across class 8 (simple random sampling using a number generator) - ensure representation across all tribal/demographic groups
Hypothesis	*This FGD assumes that parents generally have a positive perception of VTCL but differ in awareness and involvement levels – this is the hypothesis that is being tested through this FGD.*

	The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand "for" or "against" the stated hypothesis/proposition.
Objective of FGD-03	Elicit views from parents on the following: 1. Are they aware of their child's academic progress and school activities? 2. What changes have they noticed in their child after enrolling in VTCL? 3. Are they saving for their child's future? If not, why? 4. How frequently do they attend PTMs or visit the school? 5. What suggestions do they have to improve the school further?
Methodology	Moderated FGD
Duration	90 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 45 minutes, closing and summary - 25 minutes

FGD – 04	
Research Type	Qualitative, Exploratory, Structured
Target Audience	**Students of VTCL** - sample drawn using probability sampling from 8th and 9th standard (simple random sampling using a number generator/roll of dice) - randomization done after clustering into boys and girls to ensure representative sample Ensure mix includes forest-based tribes and others
Hypothesis	*This FGD assumes that students may hold mixed, but largely positive views about their experiences at VTCL – this is the hypothesis that is being tested through this FGD.* The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand "for" or "against" the stated hypothesis/proposition.
Objective of FGD-04	Elicit views from students on the following: 1. What do they like most about studying at VTCL? 2. How do teachers support their learning, especially when they are stuck? 3. Are they satisfied with the opportunities in sports, arts and vocational training? 4. Do they feel safe and respected in the school environment? 5. Do they know the streams they want to choose after 10th or career they want to choose after 12th? 6. If they could bring 3 changes to the school, what would it be?
Methodology	Moderated FGD

Duration	90 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 45 minutes, closing and summary - 25 minutes

ANNEXURE III: Summary analysis of surveys and FGDs

FGD-1: Teachers

2024-25: 15 teachers were met in all. This was an exploratory discussion where the moderator placed the questions in front of the group and the group responded through interactive discussion. A summary of the key points from all interactions are provided under the section dealing with Stakeholder Consultation Report (Pages 26 through 28) and as such only the purpose of the FGD and key points are included in this section in order to avoid repetition.

Summary of Qualitative Impressions: Many of the teachers, even the new ones, seemed to be able to relate to the VTCL narrative - to serve as the springboard for tribal aspirations. Many of them came to VTCL reluctantly but soon discovered that they like the place, the people, the children, and the ecosystem – the sentiment shared by them was that "VTCL grows on you". Most were appreciative of the environment, the support, and the opportunities provided to them at VTCL. Some did express the thought that they would like to be more involved in decision-making and a more consultative approach would be of appreciated. They also spoke of how they had come here under the illusion that they would be teaching the tribal children and have realized now, how much they have learned themselves.

2025-26: 7 teachers were met for the current reporting year. As a detailed FGD had been conducted the previous year, this year the focus this year was more on gathering insights related to academic performance, student-development, infrastructure, and teacher-engagement. The feedback was obtained through a semi-structured questionnaire along with an exploratory discussion. The feedback reflects a positive and committed teaching community that views the school as a supportive environment while identifying practical opportunities for further improvement. Teachers believe that strengthening language support, improving attendance, enhancing parental engagement, investing in teacher capacity building, expanding ICT-enabled teaching and learning resources, and providing richer co-curricular experiences would further improve student learning and contribute to more holistic educational outcomes.

Key Points from Quantitative improvements:

2024-25: Improvement in learning outcomes is a key improvement over baseline both in the current year as well as across years. For example, summative assessment-1 versus summative assessment-2 of the current cohort of 8th grade students with 33 students getting 'A+' or 'A' grade in summative assessment-2 as compared to 23 in summative assessment-1. Attendance too has shown a significant improvement – from

71% in June 2024 to 94% in April 2025 and an overall increase from 82% to 86% over the same period of the previous year – this was shared by the teachers and documents (attendance registers) confirm this.

2025-26: There has been a drop in the grades across the board and across subjects. The reasons for this drop have been listed in

FGD-2: School leaders including principal, Head Master

2024-25: 25 school leaders (drawn as per the approach mentioned earlier) were part of the interaction. Some of these school leaders have been engaged with the school since inception and for them, the change they see is immense, particularly in enrolment numbers, gender parity, scholastic and non-scholastic performances of the tribal children.

2025-26: The administrator was interviewed – their feedback reflects confidence in the school's overall functioning, with emphasis on a supportive learning environment, adequate infrastructure, access to technology, and the availability of qualified teachers. The responses also indicate a strong focus on strengthening student learning through targeted academic interventions and regular engagement with parents. At the same time, the feedback highlights the need for greater community awareness and behavior change regarding the value of education, as well as stronger communication efforts to encourage sustained community participation and support for children's education.

FGD-3: Parents of VTCL students

VTCL already has second and third generation learners with parents of many of these children being past alumni of the school. There is an increasing understanding and desire in parents to see that their children become part of the mainstream of society. There is an aspiration to see their children as leaders of society who will become part of and contribute towards the nation's development story – this is a paradigmatic shift in perspective that has occurred and is an important positive trend.

2025-26: About 8 parents were interviewed and encouraged to fill-in the questionnaire. The parent feedback reflects a high level of satisfaction with the school and its learning environment. Parents appreciate the commitment and support provided by teachers, value the emphasis on academics and co-curricular activities, and generally feel that the school provides a safe and nurturing environment for their children. Most parents expressed confidence in the quality of education and indicated a willingness to recommend the school to others. The feedback also suggests opportunities to further strengthen parent–school engagement, increase awareness of students' academic progress, and continue enhancing learning resources and extracurricular opportunities to support students' overall development.

FGD-4: Students of VTCL

2024-25: The change that has come about in the students is their attending school willingly. The positive trend in attendance is a direct result of this willingness in students. During the discussions, they were able to clarify their objectives, goals, and aspirations of what they would like to become and make of themselves. This too is a paradigm shift in attitudes as compared to earlier.

2025-26: 17 students were part of the survey this time. The student feedback reflects an overall positive perception of the school environment, with students appreciating the support and encouragement provided by teachers, the emphasis on academics, and the opportunities available for sports and co-curricular activities. Most students expressed confidence in pursuing further education and reported receiving encouragement from their families (many of these children are second or third gen-learners with their parents having been educated at the same school and this is reflected in the parental aspirations for their children). The students value the school's efforts in fostering a safe and inclusive learning environment. At the same time, it points to opportunities to further strengthen digital learning resources, career guidance, and avenues for students to develop their individual talents and interests, thereby supporting their holistic growth and future aspirations.

In addition to FGDs, interviews with key personnel including founders, past leaders of VTCL, and alumni of VTCL were conducted. All the recordings are available at: Recordings

Personal Interview Template

Introduction: The personal interviews are planned with a ***select group of individuals*** who fulfil one, some, or all of the following criteria:

1. Founder members of SVYM/VTCL
2. Have a granular idea of "The idea of VTCL"
3. Will be able to articulate the vision at the time of inception and the vision for a developing idea of VTCL
4. Have been associated with VTCL in a leadership role or have contributed to furthering the idea of VTCL

Objectives
Conduct a free flowing interview for approximately 60 minutes with each interviewee across three themes: (1) The idea of VTCL - origins and how it is a developing idea (2) The journey till date and the specific contributions, insights, experiences of the interviewee (3) The way forward in terms of the idea as well as the specific steps to be taken

Mode
Online or offline with an option to record the conversation for future reference
Repurposing of content
Repurpose the content into a script for publication

Indicative questions for theme-1:

1. Why did you think of the idea of a tribal school? What was the seed that started the whole process? OR What has been your experience of the tribal school? How has the idea of a school in a tribal geography appealed to you?
2. How do you see the progress of that idea? Do you see it as a still developing idea or something that has reached some level of saturation/steady-state
3. If you had an opportunity to travel back in time, would you change anything at all, and if 'Yes' what would that be?
4. VTCL is seen as the "soul of SVYM" the place where change is visible - what are the specific changes that have left an impact on you?
5. Influence of well-wishers in the developing idea and how it has shaped the evolution of the school
6. Adhoc contributions by visitors/government personnel - what has been the impact of that?
7. Connections with Ramakrishna Vidyashala and Ramakrishna mission - how has that shaped the growth and development of VTCL?
8. Community dynamics

Indicative questions for theme-2:

1. How do you see the journey till date - your own personal/professional journey as well as that of VTCL?
2. What would you consider are your most important contributions to VTCL?
3. Can you share a few standout experiences during your time at VTCL that reinforced your commitment to the development of this idea and the school?

Indicative questions for theme-3:

1. VTCL as an idea has global relevance - it can work across geography and communities. How do you think this "idea of VTCL" can be globalized and mainstreamed? What do you think needs to be done in that direction?
2. Where do you see VTCL 10 years from now?

SECTION-C (Filled-in by the Social Sector Assessor)

13. Analysis of Solution Implementation Plan (SIP) and Key Performance Indicators

13.1 Solution Implementation Plan:

The Solution Implementation Plan (SIP) is well-structured and continues to provide a sound framework for guiding, implementing, and assessing the intervention. The use of a Problem Tree and an Objective Tree to contextualize the problem and define the intended solutions demonstrates methodological rigor.
The SIP's Logical Framework Analysis (LFA) model is appropriate and provides the necessary narrative summary for each Outcome and Output, including indicators and means of verification. This structure remains valid and relevant in the second year of implementation.

The Financial KPIs are being tracked at the level of cost-per-student and broad operational expenditure categories.

13.2 Key Performance Indicators for Reporting:

Appropriateness of KPIs:

KPI identified	Appropriateness of identified KPI
Improvement in enrollment & retention among students from tribal and rural communities over baseline	This KPI is appropriate and needs to be tracked because there is a continuing challenge in enrolment and retention of students.
Improvement in student academic scores & holistic development over baseline	Learning outcomes, particularly those that measure overall holistic outcomes are key to ensure rounded and complete development of students and hence this KPI is appropriate

Increase in overall parental and community involvement in school activities leading to greater ownership, participation, ultimately leading to greater sustainability of outcomes	Parental and community involvement in the education and wellbeing of their children is a key indicator of children's overall development. Ownership, participation, and leadership demonstrated by parents and community elders are key determinants of long-term sustainability, impact
Increase in the number of students studying beyond 10th and going on to complete senior secondary education	Although this indicator can be tracked only 3 years after the commencement of the initiative, this is an important indicator as it demonstrates the sustained success of the intervention. If the cohort that enrolled into 8th grade, goes on to complete 10th grade then it fulfills an important requirement of the intervention – completion of secondary school education and then continuing further towards at least completion of 12th grade.
Increased participation in higher and professional education leading to greater number of students completing 12th grade and choosing diverse steams	This indicator too can be measured only in the long-term on completion of the intervention but is an important measure of the number and percentage of those who go on to complete 12th grade and is a key indicator of the impact of the intervention and its long-term sustainability.
Improvements in family and community-level investment in children's education, improved community ownership for long-term sustainability - identified through perceptional and behavioral shifts	Schemes like the 'parents saving scheme' that proposes that each parent commit to depositing of ₹2,000 every semester for the 5 years of the program with a matching donation of ₹2,000 from SVYM, helps inculcate the habit of saving for children's education, while also building a corpus fund for the children's higher education. Efforts at instilling community-ownership are also key to ensure sustainability of the initiative
Generic Observations and notes	
While quantitative measures are important in arriving at output-based achievements, qualitative indicators will need to be measured on an ongoing basis. This includes Focus Group Discussions, questionnaire-based surveys and interviews. It has been recommended that going forward, interim assessments and reports are done on a quarterly basis to ensure ongoing verification of progress indicators and course corrections if any.	
Is there any modification required to the indicators?	
Not at present.	

14. Previous Social Impact Assessments, if any

14.1 A detailed impact report as well as a document tracing the history and growth of VTCL have been created and are available at the links below:

1. VTCL Impact Assessment-2024
2. The Journey of VTCL

Although not conforming to the format and structure of this AIP, it provides the necessary grounding and structure for a base-document that can be used for secondary data purposes and also tracing the growth of the school, the challenges faced and how they were overcome. The report also includes details of focus group discussions, interviews, and analysis of all years (from inception to current) across multiple parameters including enrollment data – 1999-2000 through 2024-2025, enrollment trends for girls, pass-percentages, trend of those pursuing higher studies and diversity of streams chosen, and so on.

4 broad recommendations were provided in the previous report, 3 of these have been followed-through

1. **Expand Career Guidance and Scholarships**: Establish targeted programs to guide students in post 10th grade options, possibly in partnership with local colleges or vocational institutions, and expand scholarship availability to support students' continued education. – **2024-2025**: Although not specifically relevant to this reporting period, it is noted that the 'Viveka-Chetana' scholarship initiative, has resulted in an increase in enrolment particularly of girl-children in grade-8. **2025-2026**: This has continued with another batch enrolled this year and the previous batch continuing on to grade-9. The number of students continuing on to grade-9 is at 35 as on date.
2. **Enhance Health and Nutrition Monitoring**: Introduce regular health and nutrition assessments as part of the school's impact framework to track student wellbeing and identify any immediate needs **2024-2025:** – while changes to diets, meal-plans have been incorporated along with regular health checks and monitoring, the health parameter and indicators have not yet been listed and tracked. It has been recommended that it be tracked from this year onwards. Although not a direct indicator, it is a proxy indicator than can influence and impact attendance, scholastic and co-scholastic performance. | **2025-2026:** It is noted that this has been incorporated this reporting year and children are being tracked across multiple health parameters including BMI, visual acuity, dental health, and gastro-esophageal health
3. **Strengthen Alumni Engagement**: Create an alumni network that can serve as mentors, role models, or resources for current students, particularly those looking to give back to their communities after graduation. – **2024-25**: Alumni continue to be engaged with school and its activities and many work at the school itself and also contribute as Resource Persons, influencers, and ambassadors. |

2025-26: This continues in the current reporting year as well with robust engagement and involvement of alumni in the ongoing activities of VTCL

4. **Include Environmental Education and Conservation Efforts**: As the school is located in a unique ecosystem, incorporating conservation education could foster environmental stewardship among students and align with local cultural values. – **2024-25:** This is active and includes eco clubs, nature tours, and alumni-managed bird watching and so on. | **2025-26:** This continues although the mainstreaming of environmental education and/or specific efforts towards conservation have yet to become fully operational.

15. Report on Performance

The second year of implementation (2025–26) shows that the VTCL program remains broadly on track, with stronger community engagement and co-curricular participation, while also facing academic and retention challenges that merit continued attention in Year 3. Stakeholder feedback from teachers, students, parents, alumni, the Education Core Group, and leadership adds useful context to the outcome data, especially around voluntary enrolment, learning support, digital resources, and sustained community ownership

15.1 Outcomes

Outcome 1 — Enrolment, Attendance and Retention

The Grade 8 cohort transitioned into Grade 9, with current class strength at 64 students (34 boys, 30 girls), and no girl dropouts reported during the year, which is a positive sign for gender retention.
At the same time, the cohort still reflects attrition from the original intake, and the report notes that later admissions were used to offset earlier dropout, which suggests the need for continued focus on retention.
Stakeholder feedback strengthens this interpretation. Teachers reported a significant improvement in voluntary enrolment, meaning parents are now bringing children to school more willingly than before, while the Education Core Group and leadership confirmed this as a clear shift in community behaviour.
Seasonal male dropout clustered around vacation periods remains a concern, with boys dropping out after Dassara and summer breaks, apparently linked to migration for work. The leadership team also highlighted the need for greater community awareness and behaviour change around the value of continued education, particularly for boys, which aligns closely with this dropout pattern.

Attendance

Overall attendance improved modestly from 86% to 89%, and the rise in June attendance from 71% to 78% suggests that early-year engagement efforts are beginning to work. Teachers specifically confirmed improvement in attendance, and the attendance register evidence supports that trend.

That said, both the school data and stakeholder comments suggest that attendance remains sensitive to family circumstances and holiday periods. A continued focus on parental engagement and timely follow-up before breaks would likely help sustain the gains already seen.

Outcome 2 – Learning Outcomes:

The grade-band data shows a clear decline in A-grade performance across subjects compared to the previous year, with the most notable fall in Science, Social Science, Kannada, and English. School leaders explained that this is partly due to the shift from Grade 8's semester-wise, worksheet-based assessment pattern to Grade 9's formal annual examinations along with changes to assessment weightage, methodology, and format contributing to the drop in grades, - all of which are plausible contextual factors.

Stakeholder interaction findings point to several practical responses. Teachers said that stronger language support, teacher capacity building, better attendance, and expanded ICT-enabled learning resources would improve student outcomes, while students asked for more digital learning support and better career guidance. This makes the case for a structured learning recovery plan with subject-level targets and quarterly milestones, alongside continued use of the Passing Package and peer-learning circles.

The report also notes that seven students were absent for the examinations, which may have further affected the grade distribution. That should be tracked as part of the academic monitoring system, since it can distort performance trends and mask learning gaps.

Co-curricular performance

Co-curricular and extracurricular participation has improved, and this is one of the program's stronger positive signals. Teachers, students, and leadership all described a supportive school environment, and students said they value the school's emphasis on academics as well as sports and other activities.

The rise in NCC participation and other extracurricular recognition fits well with this feedback and suggests that the school is supporting more holistic development. These gains are worth sustaining because they may help maintain motivation, confidence, and a sense of belonging among students.

Outcome 3 – Community Engagement and Ownership:

Community engagement shows strong momentum, especially through PTM participation, the Parents' Saving Scheme, and alumni involvement. Parents expressed high satisfaction with the learning environment, the support from teachers, and the school's nurturing atmosphere, while also indicating a willingness to recommend the school to others.

Teachers also observed that greater parent involvement is contributing to better learning outcomes, and students reported that their families are encouraging them to continue their education. The increased community representation in the School Management Committee is a positive sign, although regular SMC meeting attendance still needs to be strengthened.

The Parents' Saving Scheme is especially notable because it reflects not just financial participation but also a shift toward long-term educational planning. This aligns well with the broader finding that ownership, participation, and leadership among parents and community elders are becoming more visible.

Outcomes 4 and 5 – Continuing Education and Career Choices:

These long-term outcomes are not yet fully measurable for the current cohort, but the foundations are being laid. Teachers and students both flagged the importance of stronger career guidance, and students specifically suggested more support for digital learning and future pathways.

The Viveka-Chetana scholarship initiative continues to support girl-child enrolment, and that remains a relevant enabling factor for future continuation beyond Grade 10. Structured career counselling before the Grade 10 transition would be a useful next step, especially since stakeholders are already asking for more guidance and clarity on post-school options.

Recommendations for Year 3 (2026-27):

1. Develop a grade-level improvement plan with specific targets for each subject by mid-term 2026-27 to address the learning outcome decline observed in Grade 9 assessments.
2. Implement a pre-vacation family engagement protocol specifically targeting at-risk boys (those with migrant family backgrounds) in the weeks preceding the Dassara and summer vacation breaks.
3. Introduce formal, structured career counseling for Grade 9 students – covering stream options, vocational pathways, scholarship opportunities, and community role-model interactions – to prepare the cohort for stream selection after Grade 10.
4. Formally begin Sustainability Plan consultations in Year 3 as stipulated in the SIP, given that the project is now entering its third year.
5. Ensure POSH and PoCSO training for all teachers and staff is completed in Year 3.
6. Establish a system for tracking individual student learning trajectories year-on-year, beyond aggregate grade-band data, to enable more targeted and evidence-based academic interventions..

15.2 Stakeholder Feedback

The stakeholder feedback, consultation, and inputs are covered in detail under Section-B of this report (Pages 38 to 52). The 2025-26 stakeholder consultation covered a representative sample: 1 administrator, 7 teachers, 16 students, 3 parents and 2 members of the SVYM Leadership team. A desk review was conducted on the documents received from SVYM team. The stakeholder interaction findings add four

important nuances to the outcome narrative. First, enrolment is becoming more voluntary, which points to improving trust in the school. Second, parents want better visibility into their children's progress, so communication around academic performance should be strengthened. Third, students want better digital learning resources and guidance, which supports investment in ICT-enabled teaching and career counseling. Fourth, the school's leadership has correctly identified the need for greater community behavior change around sustained education for boys, which directly relates to the vacation-period dropout trend.

15.3 Convergence, Contribution, Knowledge Management, Advocacy, and Sustainability

Convergence: The reporting year has seen two notable external convergence contributions: (a) a new hostel building contributed by FANUC India Private Limited; and (b) CC-TV cameras contributed by AVAILITY India Pvt. Ltd. These are relevant infrastructure contributions.

Knowledge Management and Advocacy: The SIP's knowledge management plan remains on track. A book tracing the history and development of VTCL – recommended in the 2024 impact assessment and noted as in progress in the 2025 report – is now reported to be in the final stages of finalization and is expected to be published in 2026-27. The compilation of a 5-year Impact Report and a research paper on the tribal population of HD Kote remain planned outputs. It is recommended that a publication timeline with specific milestones be established and tracked within the Annual Impact Report to ensure these commitments are met.

Sustainability: The SIP committed to developing the Sustainability Plan in consultation with community and stakeholders after completion of Year 2. As the project now formally enters Year 3 (2026-27), this commitment is due for implementation. The Sustainability Plan must be developed, with individual and collective consultations with all stakeholder-groups to define the exit strategy, community ownership mechanisms, and funding diversification pathways.

The convergence contributions (hostel building, CC-TV infrastructure) and the growing momentum in community participation (PTM attendance, Parents Saving Scheme) are all positive indicators of community and corporate investment in the school's sustainability. The Sustainability Plan should formally capture and build upon these trends.

16. Issues for Achievement

The following issues may be considered priority areas for Year 3, as early attention here could help support smooth completion of the intervention:

- **Persistent enrollment shortfall and cohort attrition**: Against a SIP target of 75 students, the original cohort has reduced to 50 students over two years, reflecting 33% attrition from the original cohort. The continued presence of Ashrama Schools, noted in Year 1, appears to have influenced

enrollment patterns. Continued attrition may affect both impact metrics and financial sustainability, so a refreshed enrollment and retention strategy would be valuable.

- **Learning outcome decline in Grade 9**: The reduction in grade-level performance across subjects, with A+ grades falling to single digits in most subjects, merits attention. The shift from Grade 8 to Grade 9 assessment formats provides some context, though the scale of the decline suggests students may benefit from additional academic support to meet Grade 9 examination demands. A targeted improvement plan with quarterly milestones would help guide recovery in 2026-27.
- **Male dropout during vacation periods:** Eight boys dropped out in a recurring pattern, four after Dassara and four after the summer vacation, which appears linked to seasonal migration. A pre-vacation family engagement approach may help reduce the chance of this pattern repeating in Year 3.
- **POSH and PoCSO compliance**: Counseling sessions on POSH and PoCSO for teachers and staff have been recommended across two reporting cycles and remain pending. Completing these in Year 3 would strengthen both safeguarding practice and compliance readiness.

Form 2.1: Annual Social Impact Report by SVYM (Social Enterprise)-2026

SECTION-D Confirmation by Social Enterprise (SVYM)

I, on behalf of the Swami Vivekananda Youth Movement (SVYM), confirm that the social impact assessment process was carried out as per the terms of reference of the engagement and the draft report was shared with us and our responses heard. The minutes of the Social Impact Assessment Meetings capture our responses and the points for action. These minutes are maintained in our records. Feedback as appropriate will be incorporated for review in the next social impact assessment cycle.

Remarks, (if any): NA

Authorized Representative: **Ms. Savitha Sulugodu, Chief Executive Officer, SVYM**.

Signed: 

Date: 27.06.2026 Place: Mysuru

Seal of the Social Enterprise (SVYM)

FORM 3.1: ANNUAL SOCIAL IMPACT ASSESSMENT REPORT

{In terms of Regulation 91E (2) of SEBI (Listing Obligations and Disclosure Requirements) Regulations, 2015}

Introduction

We, Bluesky Sustainable Business LLP, a Social Impact Assessment Entity (SRO registration number **ICMAI SAO/2024-25/SIAO/0002**), were engaged by **Swami Vivekananda Youth Movement (SVYM)** ("Client"), a Social Enterprise listed on the Social Stock Exchange, to conduct an annual Social Impact Assessment (SIA) of the specific project listed below, for which funds were obtained through a process of listing on BSE/NSE Social Stock Exchange. The boundary of our assessment is restricted to the activity in the financial year **2025–2026** and for the project with referenced appendices for Assessors' Report/s as stated below:

Sl. No	Name of the Project/Program Intervention	State & Districts	SDGs	Financial Year	Appendix
1	Viveka Tribal Centre for Learning (A unit of SVYM)	Hosahalli village, H D Kote taluk, Mysuru District, Karnataka	**Goal 4.** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all **Goal 2.** End hunger, achieve food	2025–2026	Appendix 1

			security and improved nutrition and promote sustainable agriculture **Goal 5.** Achieve gender equality and empower all women and girls		

This report is prepared exclusively for the benefit of the Client, as defined in the engagement agreement between Bluesky Sustainable Business LLP, a Social Impact Assessment Entity (SRO registration number ICMAI SAO/2024-25/SIAO/0002) and the Client SVYM.

Management Responsibility

The management of SVYM is, inter-alia, responsible for identification of programme output in terms of eligible activities under Regulation 292E of SEBI (ICDR) Regulations, establishing and maintaining appropriate performance management and internal control systems, and compilation of performance data for reporting purposes.

In relation to the Social Impact Report, the management is responsible for ensuring that the Report is prepared in accordance with established social impact assessment methodologies and relevant guidelines, and the accuracy and completeness of the information as presented in the Report, including a comprehensive assessment of the social impact arising from the organization's activities.

Management is also responsible for disclosing all relevant social impacts, even those that may be perceived as unfavourable. Transparency is crucial for stakeholders to understand the full range of potential social consequences.

Social Impact Assessment Entity Responsibility

A Social Impact Assessment, conducted as an independent, objective, and reliable examination of the impact of the project **Viveka Tribal Centre for Learning (VTCL) – A unit of SVYM**, is designed to assess whether the project is operating in accordance with the stated strategic intent and planning, assesses the stated performance in terms of impacts/outcomes, and to provide suggestions, if any, to improve the impact measurement and/or performance, and to provide a report thereon.

This report also includes a specific review of and our comments on the matters as contained in the Social Impact Report prepared by SVYM and placed before us in Form 2.1.

SVYM implements similar project(s) in the same geographies funded through sources other than through the Stock Exchange. However, such projects, if any, have not been subject to Social Impact Assessment by us and are excluded from the scope and boundary of our assessment.

We conducted our engagement in accordance with SEBI Regulations/Guidelines, as applicable for Social Enterprises listed on a Social Stock Exchange and the terms of listing of the project on BSE/NSE.

The Social Impact Assessment Report by its very nature involves numerous assumptions, inherent risks, and uncertainties, both general and specific. The conclusions drawn are based on the information available with us at the time of writing this report. No representation or warranty, express or implied, is made with respect to the information contained in this report.

The work was limited to the samples/specific procedures described in this report and were based only on the information and analysis of the data obtained for desk review, primary data through interviews of key stakeholders of the project, selected as sample respondents. Accordingly, changes in

circumstances/samples/procedures or information available could affect the findings outlined in this report.

The deliverables in this report in no way should be construed as an opinion, attestation, certification, or other form of assurance. Further, comments in our report are not intended, nor should they be interpreted, to be legal advice or opinion.

To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the client for the report, or for the conclusions expressed in this independent Social Impact Assessment Report, and the conduct of the engagement is based on the assumption that the data and information provided to us is complete and true. We expressly disclaim any liability or co-responsibility for any decision a person or entity would make based on this report.

Work Undertaken

To conduct a Social Impact Assessment of the program – **Viveka Tribal Center for Learning (VTCL)** – for the project period 2025–26. This is an ongoing programme starting from 2023 and ending in 2028. However, the scope of this impact assessment is limited to the project period of **2025–26**. The scope of assessment covers the verification of the activities conducted; outputs and outcomes achieved in FY 2025–26.

The assessment examined the Annual Social Impact Report in Form 2.1 by performing procedures including review of records of SVYM, documents in relation to projects assessed, review of learning levels and attendance of students, FGDs and KIIs, and meetings with the client's team.

We have also examined a sample of the data and the sources of information on which the Social Impact Assessment Report is based. The annual social impact assessment consisted of sample verification of student beneficiaries in Viveka Tribal Center for Learning, Hosahalli village, H D Kote taluk, Mysuru District, Karnataka, which forms 10% of the project.

Independence

The social impact[1] assessment was conducted by professionals with domain knowledge of the concerned thematic subject, and suitable skills, competence, and experience in social impact assessment in the thematic area as per SEBI requirements for Social Impact Assessment. Our work was performed in compliance with the requirements of the Code of Conduct for Social Impact Assessors of ICMAI SAO, which requires, among other requirements, that the members of the assessment team be independent of the organization assessed. The Code also includes detailed requirements for practitioners in relation to integrity, objectivity, professional competence and due care, confidentiality, and professional behaviour. The social impact assessment organization has systems and processes in place to monitor compliance with the Code and to prevent conflicts regarding independence.

1

Impact may not come in initial years and may come later in the fourth or fifth year onwards, in such cases there would not be any impact to report. Hence the word impact should be used very judiciously. Reference may be made to the logic model framework in this regard.

Report

Our detailed report, concluded based on discussions with the client on the listed projects, is placed in Appendix 1 appended to this report and includes the following details on a project-wise basis:

- Name of the project and Appendix No.
- Scope and objectives of the Social Impact Assessment
- Approach & Methodology, if any, used, including Sampling, Data Collection, and Study Limitations
- Project-wise Assessors' findings and overall comments including specific comments on the Social Impact Report placed, and recommendations for improvement
- Any other matters as considered relevant and necessary
- Status of implementation of Social Impact Assessment Reports of earlier periods
- Annexures (as applicable)

Signature:



Social Impact Assessor Name: Prajakta Mony

Social Impact Assessor Membership No.: ISAI/SA-505 and ICMAI SAO/2024-25/00150

For Social Impact Assessor's Entity Name: BlueSky Sustainable Business LLP

Social Impact Assessor's Entity Registration No: ICMAI SAO/2024-25/SIAO/002

Empanelled with: ICMAI SAO

Seal of Social Impact Assessor's Entity:



Appendix 1

Social Impact Assessors' Annual Report for Financial Year 2025–2026

Project Name: Viveka Tribal Center for Learning (VTCL) | Hosahalli village, H D Kote taluk, Mysuru District, Karnataka

Scope and Objectives of the Social Impact Assessment

The Social Impact Assessment (SIA) aims to evaluate the effectiveness and reach of the **Viveka Tribal Center for Learning (VTCL)** (a unit of SVYM) based on the recommendations of the National Education Policy 2020. The school is located in Hosahalli village, H D Kote taluk, Mysuru District, Karnataka.

VTCL has a five-year project period spanning 2023–24 to 2027–28. The scope of this assessment covers the **cohort of 72 students** (as enrolled at the commencement of FY 2025–26, representing the progression of the original cohort from Grade 8 to Grade 9) from marginalized communities in and around Mysuru district who are being supported through residential school support at VTCL.

In total, the project targets the school education of **587 children enrolled in the school** in FY 2025–26. Key objectives of the Viveka Tribal Center for Learning (VTCL) include:

- To decrease the gap of Enrollment, Gender Parity, and Learning Outcomes between the tribal community and the State and National Averages.
- To ensure that students complete Secondary education (2 years) and Senior Secondary education (2 years) or equivalent education.
- Students are able to make informed career choices and pursue professions contributing directly and indirectly to community development.
- Parents and the community at large actively participate in school activity and contribute positively to students' learning outcomes.

Approach & Methodology

Basic Approach – Sampling Methodology

The impact assessment was based on the **SAS standards 300 & 400** to understand inclusiveness, relevance, effectiveness, efficiency, convergence, and sustainability of the project.

Desk Review

A desk review of existing project documents was conducted to gain further insight into the outcomes achieved in FY 2025–26. Each outcome-linked KPI was evaluated by reviewing documents pertaining to listed outcomes in the Form 2.1 (AIR). Desk review of documents related to the VTCL programme included:

- Enrolment data of students in Grade 9 (cohort progressed from Grade 8 in 2024–25)
- Learning Level Assessments data of sample beneficiary students
- Month-wise attendance records from June 2025 to March 2026
- Bank passbooks to review contributions made by parents and SVYM towards the Parent Savings Scheme for higher education
- PTM attendance sheets and subject-wise summative assessment sheets of students enrolled in Grade 9
- School Management Committee (SMC) meeting records
- Alumni session records and participation data
- Financial utilization statements and budget variance reports for FY 2025–26

Qualitative Data

A purposive sampling technique was used to select participants for Key Informant Interviews (KIIs) and Focus Group Discussions. The assessment included interviews with school teachers, the Principal, Programme Coordinator, parents, students and alumni. Survey and FGD interactions were conducted through virtual modes.

Data Collection

The 2025-26 stakeholder consultation covered a broader and representative sample: 1 administrator, 7 teachers, 16 students, 3 parents and 2 members of the SVYM Leadership team. A desk review was conducted on the documents received from SVYM team.

Study Limitations

- The cohort's progression from Grade 8 to Grade 9 introduces a natural shift in the assessment environment (exam format, syllabus scope, and grading norms), which affects grade-for-grade comparability with the previous reporting period.

- Feedback collection from all parents was constrained by seasonal migration patterns and limited digital access in tribal communities.
- The 12-month timeframe limits long-term impact analysis; outcomes for Grades 11–12 and career trajectories remain prospective at this stage.
- Sample size and demographic representation in qualitative interactions may affect generalizability.

Impact Scorecard & Supplementary Information

The FY 2025–26 scorecard indicates that VTCL is broadly progressing in the right direction, with stronger community participation and improved attendance, even as retention and learning outcomes require continued attention. The overall picture suggests a program that is stable at system level, but still working through predictable transition-related pressures as the cohort moves into Grade 9.

a. Project-wise Assessors' Findings

The programme reached 587 students in total, including the SSE-funded cohort, and the Grade 9 cohort stood at 64 students by year-end after 8 boy dropouts and no girl dropouts. The original Grade 8 cohort has retained 50 students out of 68, which shows that continuity is being maintained, though not without some attrition.

Outcome 1 – Secondary Education: Enrolment, Attendance & Retention

Enrollment remained broadly steady, but the year-end class strength fell from 72 to 64, largely because of seasonal male dropout around vacation periods and the continuing effect of local competition from Ashrama schools. In auditor terms, this looks less like a collapse in demand and more like a need for sharper retention planning, especially around migration-prone periods.

Attendance showed a modest but meaningful improvement, rising from 86% to 89%, with the start of the year improving from 71% to 78%. The 90% benchmark was not fully sustained across the year, but the pattern still reflects positive movement, particularly in early-year engagement and follow-up with families.

Outcome 2 – Learning Outcomes

The Grade 9 learning profile shows a visible shift in achievement distribution, with fewer students in the top bands and more movement into mid and lower bands. This should be read in context: Grade 9 uses a more formal exam structure than

Grade 8, so part of the decline likely reflects the transition in assessment design rather than a simple drop in learning effort.

At the same time, the school has responded with practical academic support measures, including the Passing Package, open-textbook tests, and peer learning circles. These are appropriate corrective steps and should begin to show value if tracked consistently in the next cycle.

Outcome 3 – Community Engagement

Community engagement is one of the clearest strengths in the reporting year. PTM attendance crossed 90% and rose further to 94% later in the year, which is a notable improvement over the previous cycle and suggests that family outreach is becoming more effective.

The school has also deepened parental and alumni involvement, with the Parents' Saving Scheme expanding to 68 enrolments and alumni sessions increasing from 4 to 6. In practical terms, this points to stronger ownership of the school among parents and former students, which is an encouraging sign for sustainability.

Outcomes 4 & 5 – Continuing Education and Career Diversity

These outcomes are not yet due for formal reporting because the cohort is still in Grade 9. Even so, the school's historical trend of students moving into varied post-10th pathways offers a useful base for future tracking.

Financial Performance

Budget utilization remained broadly disciplined, with an overall underspend of about 6% against the planned 72-student budget. The main variance came from lab and equipment costs, where existing assets were found usable, while personnel spending stayed slightly above plan to preserve staffing stability.

From an audit perspective, this is a fairly balanced spending pattern: core program delivery was protected, and savings appear to reflect operational efficiency rather than under-delivery. The slightly higher spending on camps, sports, and cultural activities also aligns with the school's emphasis on holistic development.

Convergence and External Contributions

The year saw meaningful external convergence through a new hostel building from FANUC India and CCTV support from AVAILITY India. These additions strengthen the infrastructure base around the SSE-funded programme and add value beyond the direct project budget.

Overall, the supplementary information suggests a program that is becoming more community-anchored, better resourced, and more attentive to academic recovery. The main watchpoints remain retention of boys during migration periods and the need to convert the current learning support measures into visible academic gains in the next reporting cycle.

b. Stakeholder Feedback

Stakeholder Group	Key Observations	Key Recommendations / Feedback
Teachers (7)	Positive and committed teaching community; supportive learning environment noted. Attendance improvement, particularly at start of year, acknowledged. Learning outcome drop in Grade 9 attributed to assessment format change, not learning regression.	Strengthen language support, particularly English and Hindi. Expand ICT-enabled teaching and learning resources. Invest in teacher capacity building. Richer co-curricular experiences to be included.
Students (16)	Positive perception of the school environment; appreciate teacher support. Confidence in pursuing further education. Value safety and inclusiveness of the school. Many are 2nd/3rd generation learners;	Strengthen digital learning resources. Enhanced career guidance and individual talent development avenues. More opportunities for students to develop individual interests.

	strong parental aspirations.	
Parents (3)	High level of satisfaction with the school and learning environment. Appreciation for teacher commitment and academic/co-curricular balance. School viewed as safe and nurturing environment. Willingness to recommend school to others.	Further strengthen parent–school communication. Increase awareness of students' academic progress through more regular updates. Continue enhancing extracurricular opportunities.
School Administrator (1)	Confidence in overall school functioning. Emphasis on supportive environment, ICT access, and qualified teachers noted. Strong focus on targeted academic interventions and parent engagement.	Greater community awareness and behaviour change on education value needed. Stronger communication to sustain community participation.

c. Specific Comments

Based on a comprehensive review of the Annual Social Impact Report (Form 2.1) submitted by Swami Vivekananda Youth Movement (SVYM) for the Viveka Tribal Center for Learning (VTCL) project for FY 2025–26, along with verification of supporting documents, beneficiary data, financial records, and stakeholder consultations, the following specific observations are noted:

- **Overall assessment:** The reporting year shows a broadly positive and well-supported trajectory for VTCL, with clear gains in attendance, PTM participation, alumni engagement, and co-curricular participation. The

institution's longer-term growth, from 391 students in 1999–2000 to 587 in 2025–26, provides a strong backdrop for the current-year performance.

- **PTM attendance:** Reaching above 90% and rising to 94% in the later quarters is a meaningful milestone. This reflects improved parent engagement and suggests that outreach and follow-up efforts are having a visible effect.
- **Learning outcomes:** The Grade 9 decline in high-grade performance should be viewed in context, given the shift from Grade 8's semester-based assessment to Grade 9's formal examination system. The Passing Package, Peer Group Learning Circles, and open-textbook practice tests are appropriate responses, and their effect should continue to be tracked.
- **Co-curricular participation:** The increase in NCC and athletics participation is a notable strength, especially as it suggests stronger engagement across both girls and boys. This supports the school's broader emphasis on holistic development.
- **Parent Savings Scheme:** The rise in parent enrollment and installment remittances is encouraging, as it indicates stronger family commitment to children's education. The one-to-one counselling support for parents facing documentation issues is a thoughtful intervention and should be continued with follow-up on inactive accounts.
- **Convergence support:** The hostel building from FANUC India and CCTV support from AVAILITY India are meaningful contributions that strengthen student welfare and safety. These should be formally documented in the convergence register with estimated values where possible.
- **Gender focus:** The project's gender balance is relatively strong, but the reporting framework could be improved with more specific KPIs on girl retention, transition, and longer-term outcomes. This would better reflect the project's alignment with its gender-equality objectives.
- **Knowledge management and sustainability:** The planned publication on VTCL's history is a valuable knowledge product and should stay on schedule for FY 2026–27. The Sustainability Plan should now be formally drafted and taken through stakeholder consultation so the project enters the next phase with clarity and continuity.

d. Any Other Matters Considered Relevant

- **Unintended Outcomes**

No unintended negative outcomes were observed or reported during FY 2025–26. Incident reporting protocols, stakeholder feedback mechanisms (including a Food Suggestion Register and a student grievance committee), and quarterly stakeholder review processes recommended in the prior cycle have been operationalized. The school is advised to continue maintaining traceability documentation for any unintended consequences — positive or negative — as part of routine monitoring.

- **Sustainability Measures**

- A sustainability plan was indicated for development in Year 3 (2025–26) of the project in consultation with community and stakeholders. Development of this plan should be prioritized and formalized during the current academic cycle.
- Growing alumni engagement, peer learning initiatives, and the Parent Savings Scheme collectively provide early indicators of long-term community ownership and sustainability.
- The book tracing the history and development of VTCL, noted as being in final stages of completion, will serve as a knowledge management resource and contribute to sectoral learning.

- **Transition from Grade 8 to Grade 9 – Cohort Assessment Context**

The FY 2025–26 assessment represents the cohort's first full year under a formal secondary examination structure. The assessors note that this transition introduces both challenges (higher academic expectations, new examination format) and opportunities (peer learning, remedial structures, alumni mentoring). Monitoring the cohort's performance trajectory across the remaining years of the project will be essential to assess cumulative impact on learning outcomes.

- **Institutional Resilience and Long-term Enrolment Trajectory**

The school's sustained enrolment growth over 25+ is an indicator of deep institutional trust and relevance. The emerging diversification of the student population across tribal groups (including the Beda community from 2015–16 and the Nayaka community from 2019–20) points to a broadening of the school's social reach, which is an important proxy for community acceptance and institutional quality.

- **FGD and KII Documentation Quality**

The documentation quality of FGDs and KIIs conducted in 2025–26 reflects improvement over the prior year, with structured questionnaires and summary analysis organized by stakeholder group. Continued systematization of FGD findings — particularly triangulation of qualitative data with quantitative indicators — will further strengthen the credibility of outcome reporting in Form 2.1 and the independent verification process.

- **Alignment with SSE Objectives**

The project continues to reflect strong alignment with the objectives of the Social Stock Exchange (SSE) framework, particularly in its focus on measurable, community-level outcomes in underserved tribal areas. The dual listing on BSE SSE (BSESSE0032NP2324) and NSE SSE (NSESSENP0030), combined with transparent and disaggregated reporting, underscores SVYM's commitment to the accountability standards required of SSE-listed entities.

5. Assessors' Overall Comments

The Viveka Tribal Center for Learning (VTCL) project, implemented by Swami Vivekananda Youth Movement (SVYM), continues to demonstrate a well-structured and thoughtfully executed educational initiative addressing the learning, retention, and development needs of tribal children in a historically underserved region. The project's implementation strategy in FY 2025–26 demonstrates clear alignment with its stated objectives and the broader social impact priorities envisaged by the Social Stock Exchange (SSE) framework.

The assessment confirms meaningful progress across key programmatic dimensions. PTM attendance has crossed the 90% threshold for the first time, representing a landmark in community engagement. NCC participation has doubled. Alumni sessions have increased by 50%. Parent enrollment in the savings scheme has grown from 54 to 68. These are concrete, verifiable improvements over the previous reporting period.

The decline in high-grade academic performance in Grade 9 relative to Grade 8 is noted but assessed contextually as a consequence of the transition in assessment format and examination structure, rather than a reflection of diminished learning quality. The school has responded proactively with structured

academic support interventions that are expected to yield measurable improvement in subsequent assessments.

The reporting quality of Form 2.1 for FY 2025–26 is comprehensive, evidence-based, and well-supported by disaggregated data, beneficiary records, and financial utilization statements. SVYM's documentation practices and stakeholder engagement processes facilitate a credible, transparent, and verifiable assessment exercise.

Ares for attention in the forthcoming period should be formal development and adoption of the sustainability plan through community consultation.

Based on the independent verification of the Annual Social Impact Report, supporting records, and stakeholder consultations, it is confirmed that the **Viveka Tribal Center for Learning (VTCL)** project has achieved its stated objectives for FY 2025–26 and is delivering tangible, evidence-based social outcomes. The reporting submitted by **Swami Vivekananda Youth Movement (SVYM)** is found to be credible, transparent, and in alignment with the disclosure requirements under the **Social Stock Exchange (SSE) framework**.

Signature:



Social Impact Assessor Name: Prajakta Mony

Social Impact Assessor Membership No.: ISAI/SA-505 and ICMAI SAO/2024-25/00150

For Social Impact Assessor's Entity Name: BlueSky Sustainable Business LLP

Social Impact Assessor's Entity Registration No: ICMAI SAO/2024-25/SIAO/002

Empanelled with: ICMAI SAO

Seal of Social Impact Assessor's Entity:



SVYM

Swami Vivekananda Youth Movement (SVYM)

Admin Office:
Hanchipura Road, Saragur,
Saragur Taluk,
Mysuru District - 57112, Karnataka
Tel/Fax: (08228) 265877, 265412, 265413

Registered office:
CA2, KIADB Industrial Housing Area
Ring Road, Hebbal,
Mysuru - 570 016, Karnataka
Tel: +91 96866 66313

Email: info@svym.org.in Website: www.svym.org

Declaration

S1: Upto Rs1 Cr	***S2: More than Rs1 Cr***
Must Reply	*Must Reply* ✓

I hereby certify that all the information provided in this report are correct and that all documents submitted by our organisation are true copies.

Authorised Representative of Swami Vivekananda Youth Movement,

Name: Savitha Sulugodu, Chief Executive Officer

Date: 78.06.2026 ***Place: Bengaluru***

Swami Vivekananda Youth Movement

SVYM
Swami Vivekananda Youth Movement (SVYM)
Admin Office:
Hanchipura Road, Saragur,
Saragur Taluk,
Mysuru District - 57112, Karnataka
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Mysuru - 570 016, Karnataka
Tel: +91 96866 66313
Email: info@svym.org.in Website: www.svym.org

Statement of Compliance

I, Savitha Sulugodu Chief Executive Officer of Swami Vivekananda Youth Movement certify that:

a. All activities undertaken by the Social Enterprise are in conformity with the objectives as stated in the relevant constitution documents and aligned to the vision, purpose and mission of the Social Enterprise.

b. Activities reflect primacy of Social intent in the functioning of the Social Enterprise as per SEBI Act and regulations made thereunder that at least 67 percent* of our organisation's activities cover target population segments/ entities that are under-served or less privileged or live in regions recording lower performance in the development priorities of central or state governments (immediately preceding 3-year average of revenues/ expenditure/ total customer base and/or total number of beneficiaries[1])

c. I have reviewed the financial statements prepared by the Social Enterprise for the year ended March 31, 2026 and to the best of my knowledge and belief these Statements do not contain any materially untrue statement or omit any material fact or contain statements that might be misleading. Further, these Statements together present a true and fair view of the Social Enterprise's affairs and are in compliance with the relevant Accounting Standards, applicable laws and regulations

d. To the best of my knowledge and belief, no transactions entered into by the Social Enterprise during the year ended March 31, 2026 are fraudulent, illegal or violative of the laws, regulations and policies and procedures of the Social Enterprise. The Social Enterprise has complied with all applicable laws and regulations as applicable for the Social Enterprise

e. I accept responsibility for establishing and maintaining internal controls for operations as well as financial reporting and the Social Enterprise has implemented and evaluated the effectiveness of internal control systems of the Social enterprise in the conduct of operations and reporting thereon

f. I am not aware of any instance during the year of significant fraud with involvement therein of the management or any employee having a significant role in the Social Enterprise's internal control systems.

Name: Savitha Sulugodu
Chief executive Officer
Swami Vivekananda Youth Movement



Date:27.06.2026 **Place: Bengaluru**



[1] Beneficiaries includes entities such as individual, person, thing, article, unit, body, creature

MSSV & Co.
Chartered Accountants

INDEPENDENT AUDITOR'S REPORT

To,
The Members of Governing Body,
Swami Vivekananda Youth Movement,
CA2 KIADB, Industrial Housing Area,
Hebbal, Mysore – 572016

Report on audit of financial statements

Opinion

We have audited the Financial Statements of **Swami Vivekananda Youth Movement** ('the organization"), which comprise the Balance Sheet as at March 31, 2026, the Statement of Income & Expenditure, the Statement of Receipts and Payments for the year then ended and notes to the financial statements, including a summary of significant accounting policies.

In our opinion and to the best of our information and according to the explanations given to us, the aforesaid financial statements give the information in the manner so required and give a true and fair view in conformity with the accounting principles generally accepted in India, of the state of affairs of the organization as at March 31, 2026, its excess of expenditure over income and its cash flows for the year ended on that date.

Basis for Opinion

We conducted our audit of the financial statements in accordance with the Standards on Auditing (SAs) issued by the Institute of Chartered Accountants of India ("ICAI"). Our responsibilities under those Standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the organization in accordance with the 'Code of Ethics' together with the ethical requirements that are relevant to our audit of the Financial Statements, and we have fulfilled our other ethical responsibilities in accordance with the Code of Ethics. We believe that the audit evidence we have obtained is sufficient and appropriate to provide our audit opinion on the financial statements.



Address : No. 63/2, 2nd Floor, Railway Parallel Road, Kumara Park West, Bangalore - 560020.
Telephone : 080 23565065, 080 23565068, 080 23565073 Fax: 080 23565076

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management of the organization is responsible for the preparation of the Financial Statements that give a true and fair view of the financial position, financial performance and cash flows of the organization in accordance with the accounting principles generally accepted in India. This responsibility also includes maintenance of adequate accounting records and design, implementation and maintenance of internal controls, relevant to the preparation of the Financial Statements that give a true and fair view and are free from material misstatement, whether due to fraud or error.

In preparing the Financial Statements, management is responsible for assessing the organization's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the organization or to cease operations, or has no realistic alternative but to do so.

The Management is also responsible for overseeing the organization's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements:

Our objectives are to obtain reasonable assurance about whether the Financial Statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with SAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these Financial Statements.

As part of an audit in accordance with SAs, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal controls.

MSSV & Co. Chartered Accountants BANGALORE-20

- Obtain an understanding of internal controls relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal controls.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the organization's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the organization to cease to continue as a going concern.

We communicate with management of the organization, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal controls that we identify during our audit.

We also provide management with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, related safeguards.

for **MSSV & Co.,**

Chartered Accountants

ICAI Firm Registration Number: 001987S





Shiv Shankar T R

Partner

Membership No.: 220517

UDIN : 26220517KUUIFI4338

Date : May 26, 2026

Place : Mysuru

Swami Vivekananda Youth Movement

CA 2, KIADB Industrial Housing area, Ring road, Hebbal, Mysuru - 570016

Balance Sheet as at March 31, 2026

(Amount in Rs.)

	Note	Development Support	Educational Activity	SEEP	Health	Training & Research	As at March 31, 2026	As at March 31, 2025
SOURCE OF FUNDS								
Restricted funds								
Endowment fund	5	14,28,485	3,18,03,085	49,284	92,42,792	45,80,273	**4,71,03,918**	**4,39,62,473**
Staff benefit fund	6	2,07,48,662	-	-	-	-	**2,07,48,662**	**2,88,44,521**
Earmarked fund								
Social Stock Exchange	7A	-	91,98,885	-	-	-	**91,98,885**	**1,22,46,750**
Others	7B	-	31,41,114	53,52,782	1,04,01,445	18,97,456	**2,07,92,798**	**6,18,70,421**
Asset fund	8	54,05,614	27,76,27,420	36,82,166	10,18,02,198	2,38,47,514	**41,23,64,913**	**36,10,20,037**
		2,75,82,761	**32,17,70,504**	**90,84,232**	**12,14,46,435**	**3,03,25,243**	**51,02,09,176**	**50,79,44,201**
Designated funds								
Endowment fund	9	41,25,185	-	-	-	-	**41,25,185**	**33,40,383**
Earmarked fund	10	-	10,22,423	22,74,750	7,74,545	-	**40,71,718**	**95,71,217**
Asset replacement fund	11	-	4,81,587	2,23,851	1,61,53,706	27,10,975	**1,95,70,119**	**2,14,27,551**
General operating fund	12	44,91,985	2,22,67,797	3,90,117	1,28,31,824	18,277	**4,00,00,000**	**3,85,00,000**
Revolving fund	13	10,00,000	11,41,338	15,00,000	-	-	**36,41,338**	**21,41,338**
Staff support fund	14	5,00,000	5,00,000	5,00,000	5,00,000	2,00,000	**22,00,000**	**22,00,000**
		1,01,17,170	**2,54,13,145**	**48,88,718**	**3,02,60,075**	**29,29,252**	**7,36,08,360**	**7,71,80,489**
Unrestricted Funds								
General fund	15	78,80,030	72,51,868	46,59,846	1,54,36,990	27,28,153	**3,79,56,886**	**3,52,98,626**
TOTAL FUNDS		**4,55,79,960**	**35,44,35,518**	**1,86,32,796**	**16,71,43,501**	**3,59,82,648**	**62,17,74,422**	**62,04,23,316**
APPLICATION OF FUNDS								
Property, plant & equipment and Intangible asset								
Property, plant & equipment	16A	71,69,989	20,61,80,829	36,82,166	9,73,78,199	2,38,47,512	**33,82,58,696**	**34,47,62,788**
Intangible assets	16B	9,250	1	-	44,23,998	2	**44,33,251**	**93,461**
Capital work in progress	16C	1,80,540	7,34,46,472	-	-	-	**7,36,27,012**	**2,54,93,450**
Investment								
Long term investment	17	1,98,34,558	3,45,43,433	32,18,505	3,20,27,603	76,97,417	**9,73,21,515**	**13,96,63,820**
Current investment		1,67,43,069	2,40,73,979.35	1,49,88,112	2,57,06,117	43,28,870	**8,58,40,148**	**5,21,68,860**
Deposits	18	6,56,719	-	9,600	4,78,151	28,310	**11,72,780**	**11,33,260**
Current assets	19	1,40,42,368	5,87,97,217	1,60,04,279	2,55,57,652	7,07,662	**11,51,09,180**	**15,87,59,940**
TOTAL ASSETS - A		**5,86,36,493**	**39,70,41,932**	**3,79,02,663**	**18,55,71,720**	**3,66,09,773**	**71,57,62,582**	**72,20,75,579**
LIABILITIES								
Non current liabilities								
Long term borrowings	20	15,03,678	-	-	-	-	**15,03,678**	**42,07,579**
Other long term liabilities	21	41,94,178	25,78,537	-	5,602	15,000	**67,93,317**	**63,91,197**
Current liabilities								
Short term borrowings	22	21,51,980	19,99,881	50,00,000	1,00,00,000	1,25,000	**1,92,76,861**	**2,73,30,223**
Other current liabilities	23	52,06,697	3,80,27,997	1,42,69,867	84,22,617	4,87,126	**6,64,14,303**	**6,37,23,265**
TOTAL LIABILITIES - B		**1,30,56,533**	**4,26,06,415**	**1,92,69,867**	**1,84,28,219**	**6,27,126**	**9,39,88,160**	**10,16,52,264**
NET ASSETS (A - B)		**4,55,79,960**	**35,44,35,518**	**1,86,32,796**	**16,71,43,501**	**3,59,82,648**	**62,17,74,422**	**62,04,23,316**

Significant accounting policies, notes referred to above form an integral part of balance sheet

As per our report of even date

For MSSV & Co,
Chartered Accountants
ICAI Firm Registration Number : 001987S

Shiv Shankar T R
Partner
Membership No. : 220517

Place: Mysuru
Date: May 26, 2026

For and on behalf of Governing Body of Swami Vivekananda Youth Movement

Mr. Shreeharsha M S
Senior Finance Manager

Mr. Manjunath Mogri
Deputy Director - Finance

Mrs. Savitha S
Chief Executive Officer

Dr. Sridevi Seetharam
Treasurer

Dr. Prashanth C R
Secretary

Dr. Sudheer B Bangalore
President

Swami Vivekananda Youth Movement

CA 2, KIADB Industrial Housing area, Ring road, Hebbal, Mysuru - 570016

Statement of Income and Expenditure for the year ended March 31, 2026

(Amount in Rs)

	Note	Development Support	Educational Activity	SEEP	Health	Training & Research	For the year ended March 31, 2026	For the year ended March 31, 2025
INCOME								
Unrestricted								
Contribution	24	44,77,506	43,79,315	40,28,598	1,08,88,964	49,600	**2,38,23,983**	**2,52,43,006**
Income from activities - community contribution	25	8,30,116	5,19,89,539	44,47,766	7,81,93,692	1,22,59,370	**14,77,20,484**	**14,07,44,364**
Income from activities - support services		5,41,746	5,35,74,818	40,89,609	3,78,97,742	2,27,56,081	**11,88,59,997**	**11,08,68,957**
Interest income		46,43,421	8,82,757	3,70,960	27,67,888	2,13,885	**88,78,911**	**77,59,536**
Amount no longer payable		3,26,000	4,28,300	1,56,079	2,27,780	9,104	**11,47,262**	**6,01,699**
Interest on IT refund		28,264	-	-	-	-	**28,264**	**44,698**
Profit on sale of asset		4,71,695	-	-	7,201	-	**4,78,896**	-
Other income		-	-	-	-	-	**-**	**15,898**
Designated								
Interest income on endowments	9	2,05,363	-	-	-	-	**2,05,363**	**1,74,428**
Restricted								
Earmarked funds							**-**	
- Social stock exchange	26	-	30,47,865				**30,47,865**	**27,53,250**
- Other than social stock		-	15,94,13,946	9,73,99,631	25,38,91,848	1,26,19,470	**52,33,24,895**	**45,74,82,901**
Interest income on endowments	5	78,566	17,07,082	2,711	5,06,335	1,75,842	**24,72,536**	**26,36,599**
TOTAL		**1,16,02,678**	**27,54,23,622**	**11,04,95,354**	**38,43,83,449**	**4,80,83,353**	**82,99,88,456**	**74,83,25,336**
EXPENDITURE								
Development support	27	4,36,85,802	-	-	-	-	**4,36,85,802**	**3,06,11,274**
Institution based services	28	-	8,91,56,359	-	9,90,62,487	2,77,45,569	**21,59,64,415**	**20,49,59,371**
Community based services	29	-	11,70,88,684	9,04,42,165	25,38,23,056	-	**46,13,53,905**	**39,60,81,552**
Support services	30	-	4,53,48,756	43,68,989	3,12,16,398	1,29,43,109	**9,38,77,252**	**9,30,19,665**
Amount no longer receivable	31	26,150	6,873	-	4,69,564	3,000	**5,05,587**	**2,16,864**
Depreciation & amortization	32	17,64,827	1,37,48,012	14,01,046	1,47,72,719	17,18,389	**3,34,04,993**	**2,74,02,683**
TOTAL		**4,54,76,779**	**26,53,48,684**	**9,62,12,200**	**39,93,44,224**	**4,24,10,067**	**84,87,91,953**	**75,22,91,408**
NET MOVEMENT IN FUNDS	33	**(3,38,74,101)**	**1,00,74,939**	**1,42,83,154**	**(1,49,60,775)**	**56,73,286**	**(1,88,03,497)**	**(39,66,072)**

Significant accounting policies, notes referred to above form an integral part of statement of income and expenditure.

As per our report of even date

For MSSV & Co,
Chartered Accountants
ICAI Firm Registration Number : 001987S

Shiv Shankar T R
Partner
Membership No. : 220517

Place: Mysuru
Date: May 26, 2026

For and on behalf of Governing Body of Swami Vivekananda Youth Movement

Mr. Shreeharsha M S
Senior Finance Manager

Mr. Manjunath Mogri
Deputy Director - Finance

Ms. Savitha S
Chief Executive Officer

Dr. Sridevi Seetharam
Treasurer

Dr. Prashanth C R
Secretary

Dr. Sudheer B Bangalore
President

Swami Vivekananda Youth Movement

CA 2, KIADB Industrial Housing area, Ring road, Hebbal, Mysuru - 570016

Statement of Receipts and Payments for the year ended March 31, 2026

(Amount in Rs.)

	Note	Development Support	Educational Activity	SEEP	Health	Training & Research	For the year ended March 31, 2026	For the year ended March 31, 2025
Opening balance	19D.							
Cash on hand							4,63,504	4,02,388
Balance with banks							7,83,43,172	6,38,11,213
Balance at UPI clearing house							14,868	-
Cheques, drafts on hand							9,52,000	3,67,320
							7,97,73,544	6,45,80,921
Add: receipts								
Donations & grants	34	55,82,525	24,24,63,940	10,38,84,935	24,57,34,035	1,58,74,527	**61,35,39,964**	**60,92,12,884**
Receipts from activities	35	12,79,092	10,44,97,014	84,96,381	11,79,21,319	3,52,23,938	**26,74,17,744**	**25,09,81,442**
Other receipts	36	4,74,015	3,25,617	50,000	-	-	**8,49,632**	**15,68,887**
Interest on fixed deposit & others		35,39,730	25,41,209	3,39,024	35,47,015	2,97,188	**1,02,64,166**	**99,67,895**
Term loan availed during the year	40	-	-	-	-	-	-	**20,27,000**
TOTAL		**1,08,75,362**	**34,98,27,781**	**11,27,70,340**	**36,72,02,370**	**5,13,95,653**	**89,20,71,506**	**87,37,58,108**
Less: payments								
Capital expenditure	37	(16,59,018)	6,18,14,954	7,93,639	1,64,38,418	1,71,278	**7,75,59,271**	**7,73,72,455**
Loans & advances and deposits	38	-	25,000	2,92,828	1,88,022	-	**5,05,850**	**3,09,378**
Expenses for the year and other utilities	39	5,21,98,098	24,57,44,301	9,04,29,756	38,51,21,647	4,05,71,851	**81,40,65,653**	**70,58,63,188**
Repayment of term loan during the year	40	4,11,151	42,63,625	-	7,00,839	-	**53,75,615**	**44,17,522**
Movement in working capital loan (net)		(17,01,493)	80,88,711	(50,00,000)	41,19,430	(1,25,000)	**53,81,647**	**(14,85,454)**
		4,92,48,737	**31,99,36,591**	**8,65,16,223**	**40,65,68,356**	**4,06,18,129**	**90,28,88,036**	**78,64,77,089**
Investments in / (redemption) of fixed deposits - (net)		(33,89,696)	21,04,823	1,04,81,598	(2,35,93,132)	53,13,459	**(90,82,948)**	**7,20,88,397**
Closing balance							**7,80,39,961**	**7,97,73,544**
Represented by	19D.							
Cash on hand							1,79,995	4,63,504
Balance with banks							7,78,18,259	7,83,43,172
Balance at UPI clearing house							41,707	14,868
Cheques, drafts on hand							-	9,52,000
TOTAL							**7,80,39,961**	**7,97,73,544**

Significant accounting policies, notes referred to above form an integral part of statement of receipts and payments.

As per our report of even date

For MSSV & Co,
Chartered Accountants
ICAI Firm Registration Number : 001987S

Shiv Shankar T R
Partner
Membership No. : 220517

Place: Mysuru
Date: May 26, 2026

For and on behalf of Governing Body of Swami Vivekananda Youth Movement

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President

SWAMI VIVEKANANDA YOUTH MOVEMENT

CA 2, KIADB Industrial Housing area, Ring road, Hebbal, Mysuru - 570016

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

1 ORGANISATION OVERVIEW

Swami Vivekandana Youth Movement ("the Organisation") (registration no. 122/84-85) is registered on December 01, 1984 under the Karnataka Societies Act 1960. The Organisation is a non-religious, non-political development organization primarily engaged in building Human & Social capital to build a resurgent India through developmental initiatives under Health, Education, Socio-Economic Empowerment, Training, and Research sectors.

The Organisation is registered and domiciled in India and has its registered office at CA-2, KIADB Industrial Area, Ring Road, Hebbal, Mysuru - 570016, Karnataka, India.

The Financial statements were approved for issue in accordance with a resolution passed by the Govering body of the Organistin on May 26, 2026

2 STATEMENT OF COMPLIANCE AND BASIS OF PREPARATION AND PRESENTATION

2.1 Statement of compliance

The Organization follows Fund based accounting system and presents its financial statements have been prepared in accordance with the Generally Accepted Accounting Principles in India (IndianGAAP).

2.2 Basis of preparation

Historical cost convention

The financial statements have been prepared on accrual basis and under the historical cost convention. The Organisation has prepared the financial statements on the basis that it will continue to operate as a going concern.

Rounding of amounts

All the amounts disclosed in the financial statements and notes are presented in Indian rupees

Current and non-current classification

All assets and liabilities have been classified as current or non-current as per the Organisations's normal operating cycle (twelve months) and other criteria set out as per the guidance note by ICAI on Accounting for Not for Profit Organisation (NPOs).

3 SIGNIFICANT MANAGEMENT JUDGMENTS IN APPLYING ACCOUNTING POLICIES AND ESTIMATION UNCERTAINTY

3.1 Change in accounting policies

The accounting policies adopted and methods of computation followed are consistent with those of the previous financial year.

3.2 Use of estimates

The preparation of financial statements is in conformity with Indian GAAP requires the management to make judgments, estimates and assumptions that affect the reported amounts of revenues, expenses, assets and liabilities and the disclosure of contingent liabilities, at the end of the reporting period. Although these estimates are based on the management's best knowledge of current events and actions, uncertainty about these assumptions and estimates could result in the outcomes requiring a material adjustment to the carrying amounts of assets or liabilities in future periods.

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Notes to forming part of the financial statements as at and for the year ended March 31, 2026

4 SIGNIFICANT ACCOUNTING POLICIES

4.1 PROGRAM HEADS

The financial statements are maintained and presented in accordance with the applicable Accounting Standards issued by the Institute of Chartered Accountants of India (ICAI) and the generally accepted accounting principles (GAAP) in India. For the purpose of program-specific fund management, the accounts are classified under five key functional heads: Development Support (DST), Educational Activities, Socio-Economic Empowerment Program (SEEP), Health, and Training & Research.

4.1.1 DST - Development Support Team

The primary objective is to initiate, support, guide, and synergize organizational efforts to achieve the Trust's strategic goals and objectives. The key result areas encompass program and project management, fund mobilization and resource development, effective fund utilization and financial management, maintenance of financial records in compliance with applicable Accounting Standards and Indian GAAP, donor and public relations management, and adherence to statutory and regulatory compliance requirements under relevant laws governing charitable trusts.

4.1.2 Education

The Strategic goal of Education sector is to promote holistic and equitable education through its institution and community based initiatives and also create Centre of Excellence (CoE) over next 3 years. This is to be accomplished by adopting contextually relevant and inclusive educational technologies, and fostering sustainable collaborations with key stakeholders including local communities, educational institutions, government bodies, and funding partners.

These services are delivered through a network of programs and initiatives aimed at enhancing access, equity, and quality of education. The interventions focus on formal and non-formal education, capacity building of educators, digital learning integration, and continuous learner engagement, thereby ensuring alignment with national educational priorities and the Sustainable Development Goals (SDGs).

a) **Institution based:** These initiatives focus on providing structured, formal education through dedicated institutions:
   i. **Viveka Tribal Centre for Learning , Hosahalli -** serves as a springboard for tribal aspirations by providing equitable and holistic education to tribal children. With residential facilities, the centre fosters education by identifying and nurturing individual talents. It also showcases functional models of schools in rural and tribal areas, aligned with the guiding principles of the National Education Policy (NEP) 2020.

   ii. **Viveka School of Excellence, Saragur -** a rural Central Board of Secondary Education school recognized by the Sainik School Society under the Ministry of Defence, offers holistic education by integrating arts, sports, life skills, technology, interdisciplinary learning, and the Indian knowledge system. The school also serves as a community hub, actively engaging local residents through its library, laboratories, sports facilities, and other resources.
   iii. **Viveka Pre-University College (VPUC) & Viveka Scholar Program (VSP), Saragur -** is focusing on supporting socio – economically challenged, academically meritorious students to excel and pursue meaningful professional education. Catering its services to children across Karnataka, expanding reach and achieve desired academic results. Access to scholarship for aspiring children and engage in nation building through volunteering, alumni engagement & mentoring.

b) **Community based:** These initiatives are decentralized and focus on community involvement for equitable and inclusive educational development:
   i. **School Education Program (SEP), Equitable Education for Rural Communities (EERC) & Nurseries of Talent programs** are building a conducive learning environment in the schools and the society at large by augmenting learning resources, promoting career awareness especially STEM, providing financial assistance, teachers' capacity building and enhancing community participation in government schools of Karnataka. It is also focusing on enabling the system to achieve NEP 2020 targets by 2028 in government schools.

4.1.3 SEEP – Social Economic Empowerment Program

Build the human and social capital of rural and indigenous tribal communities with special focus on women and youth through creation of livelihood opportunities leading to sustainable and contextually relevant socio-economic consequences in selected districts of India by 2028. Key focus areas encompass promoting Self help groups, skill development to enhance employability and employment, agriculture, infrastructure development in remote and difficult geographic areas.



4.1.4 **Health:** Goal is to emerge as a leader in academics (education & research) and training related to health program implementation for Global South by 2034 focusing on:

i. Establishing an academy/school of transformational health practice and research that serves as a hub for disseminating knowledge on effective Implementation of health programs.

ii. Demonstrate impact maximization in all the nine SDG 3 targets through innovative initiatives in current geographies and scale interventions in newer geographies

iii Demonstrate enhanced effectiveness and efficiency in healthcare programs using information and other technological tools.

a) **Institution Based:** Vivekananda Memorial Hospital (100 beds hospital) offering multi-specialty secondary care at Saragur.

b) **Community Based:** Mobile clinics, health camps, Comprehensive care, Support and treatment (CCST) program for person with disability, network of grass root level workers handling projects in key result areas including primary care, water-sanitation, hygiene, environmental programs, Reproductive and Child Health and palliative care.

4.1.5 **Training and Research**

The goal is to build human and social capital by strengthening the capacities of individuals and institutions within the development sector. It also seeks to promote India and Indianness as part of a global citizenship narrative. Key areas of focus encompass influencing public policy, developing innovative programmatic models, program evaluation and impact assessments, designing and delivering learning and development programs for individuals in the government, social, and corporate sectors and fostering collaboration among government bodies, NGOs and corporates in the social sector. Training and research services are delivered through two dedicated institutions.

a) **Institution based:**.

i. **Vivekananda Institute for Leadership Development (V-LEAD)** - An institution dedicated towards turning SVYM's experience into knowledge by offering leadership development, capacity building & social sector expertise programs.

ii. **Vivekananda Institute of Indian Studies (VIIS) -** Vivekananda Institute of Indian Studies (VIIS) is SVYM's global initiative to build global citizens and introduce indianess to the world through collaboration with foreign universities.

iii. **Vivekananda Teacher Training & Research Centre –** Creating a conducive ecosystem for teachers, who are ethical, motivated and capable, of learning from self-reflection, peers and experts. It is focusing on enhancing knowledgeable teachers and creating opportunities to recognize

4.1.6 **Support services**

Support services are a set of auxiliary services provided at the campuses of the Organization. These services include maintenance of Property, plant and equipment, facility management, transport, central material store, agricultural, office services and canteen.

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M.S.S.V & Co. Chartered Accountants BANGALORE-20

4.2 Fund accounting

The organization follows a structured approach by maintaining distinct funds (fund accounting) for each of its five Program Focus Areas: Development Support, Educational Activity, SEEP, Health, and Training & Research. Within each focus area, available funds are classified into three specific categories - Restricted funds, Designated funds, and Unrestricted funds - in accordance with donor-imposed conditions, internal organizational policies, and relevant legal requirements.

A. Restricted funds

These funds are funds received subject to specific stipulations imposed by donors or mandated by applicable statutory provisions, which limit their use to designated purposes and/or defined time periods. In accordance with the principle of fund accountability, upon satisfaction of the conditions precedent, such as completion of the specified activity or lapse of the restricted period, such funds shall be reclassified. Where applied toward revenue expenditure, the corresponding amount shall be transferred to the Statement of income and expenditure, where applied toward capital expenditure, such amount shall be transferred to the Asset fund in accordance with generally accepted accounting principles and the governing legal and regulatory framework.

i. **Endowment funds** constitute non-expendable funds held in perpetuity, subject to express stipulations that the principal amount shall be preserved inviolate and invested in accordance with prudent investment norms, with only the income or earnings arising therefrom to be applied towards purposes specifically designated by the donor or governing instruments.

The Governing Body of the Organization shall, at the close of each financial year, determine and recommend the notional rate of interest to be attributed to the Endowment fund, having due regard to the average yield on investments and any allocable administrative overheads.

Any portion of the investment income that remains unutilized at the end of the financial year shall, by resolution of the Governing Body, be accreted to the corpus of the Endowment fund, thereby augmenting the principal amount held in perpetuity.

ii. **Earmarked funds**

a. Expendable funds are those funds whose utilization is expressly prescribed and restricted by donor agreements or pursuant to applicable statutory provisions.

b. Amounts raised through **Zero Coupon Zero Principal Instruments ("ZCZP")** shall be classified as earmarked funds, given that such amounts are procured for a specified purpose as delineated by the terms governing the instrument. Revenue recognition shall occur proportionately in each financial year, corresponding to the extent to which the related restrictions have been duly satisfied

iii. **Asset fund**

Asset funds constitute non-expendable funds invested in Property, plant and equipment and intangible assets (net block) exclusively for use in the Organization's activities and are expressly restricted from being applied to any other purpose. Funds utilized for capital expenditures are transferred from their respective sources, whether specified contributions or general contributions, to the Asset fund upon capitalization of the asset. In instances where Property, plant and equipment and Intangible assets are financed through loan funds, an amount equivalent to the principal portion of the loan repaid during the financial year is likewise transferred to the Asset fund.

Furthermore, on an annual basis, an amount corresponding to the depreciation charged on the gross block of Property, plant and equipment and Intangible assets is transferred from the Asset fund to the Statement of income and expenditure, reflecting the systematic allocation of asset cost over its useful life.



B. **Designated funds**

These are the funds designated by the Governing Body for specific purposes and reserved to address future obligations arising from present commitments. notwithstanding their general availability and absence of donor-imposed restrictions.

i. **Endoment funds** are designated by the govening body to build a corpus where the principal amount is invested to earn recurring income, which is utilized for the Organisatin's activities as decided by the Governing body. The Governing Body of the Organization shall, at the close of each financial year, determine and recommend the notional rate of interest to be attributed to the Endowment fund, having due regard to the average yield on investments and any allocable administrative overheads.

ii. **Earmarked funds** are expendable funds as per the purpose specified by the Governing body.

iii. **Asset replacement fund** is an expendable fund used for the major repairs and replacement of the Property, plant and equipment and Intangible assets. When an asset is sold, retired or transferred, the equivalent amount is transferred from Asset fund to this fund. The rent collected from the facilities owned by the Organization is credited to this fund. At the discretion of the Governing body, the balances in this fund may be utilized for the purpose of acquisition of new capital assets.

iv. **General operating fund** are maintained to ensure continuity of the core administrative and operational activities of the Organisation and to meet unforeseen operational deficits.

v. **Revolving fund** are allocated to act as a self-sustaining pool of funds for recurring project disbursements such as loans and advances. Recoveries and repayments are credited back to this fund to maintain its corpus.

vi. **Staff support fund** are set aside to provide financial assistance, welfare benefits, medical aid, or emergency support to the employees of the Organisatin and their dependants.

C. **Unrestricted fund**

i. **General fund:** These are unconditional expendable funds available for use at the discretion of Governing Body for furtherance of Organization's objectives. These funds are neither restricted by donor nor designated for specific purpose by the Governing Body. All unrestricted unutilized donations are credited to General fund. Surplus or deficit arising out of the operations in each of the Program Focus Areas is adjusted against their respective general fund. It is assumed that at times fluctuations will occur in projected income and expenditure; which cannot be fully anticipated during the planning process. In the light of such circumstances, it is the policy of the Organization to maintain a prudent level of General fund to provide stability and flexibility.

4.3 **Property, plant & equipment and Intangible assets (including Capital work-in-progress)**

i. **Property, plant & equipment**

Property, plant and equipment are stated at cost, net of accumulated depreciation and accumulated impairment losses, if any. The cost comprises purchase price, borrowing costs if capitalisation criteria are met and directly attributable cost of bringing the asset to its working condition for the intended use. Each part of an item of property, plant and equipment with a cost that is significant in relation to the total cost of the item is depreciated separately.

Subsequent costs are included in the asset's carrying amount or recognised as a separate asset, as appropriate, only when it is probable that future economic benefits associated with the item will flow to the Organisatin and the cost of the item can be measured reliably. Cost of the asset includes expenditure that is directly attributable to the acquisition and installation, including interest on borrowing for the property, plant and equipment up to the date the asset is put to use.

Gains and losses on disposals are determined by comparing proceeds with the carrying amount. These are included in Statement of income and expenditure.

M.S.S.V & Co. Chartered Accountants BANGALORE-20

ii. **Intangible assets**

Intangible assets acquired separately are measured on initial recognition at cost. Following initial recognition, intangible assets are carried at cost less accumulated amortization and accumulated impairment losses, if any. Intangible assets, comprising of software are amortized on the basis of Staight line method over a period of 3 years, which is estimated to be the useful life of the asset. Gains or losses arising from de-recognition of an intangible asset are measured as the difference between the net disposal proceeds and the carrying amount of the asset and are recognised in the Statement of income and expenditure and the asset is derecognised.

iii. **Capital work-in-progress**

Property, plant and equipment and Intangible assets which are not yet ready for their intended use are carried at cost comprising direct cost, related incidental expenses and attributable borrowing costs. 'Depreciation is not provided on capital work-in-progress until construction and installation are complete and the asset is ready for its intended use.

4.4 Depreciation and amortization method , estimated useful lives and residual values

Depreciation and amortization on Property, plant & equipment and Intangible assets has been charged on Straight Line Method at the following rates:

Class of asset	Dep. Rate (in %)
Building	
All type of building	3.33
Asphalted roads	20
Bore wells	20
Furniture & fixtures	
All type of furniture	14.29
Equipment	
Medical lab equipment	10
General equipment	12.5
Renewal energy devices	20
Computer	
Server and Network	16.67
End-user-systems	33.33
Vehicle	
All types of motor car, bus and jeep	20
All kinds of two wheelers	10

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M S S V & Co. Chartered Accountants BANGALORE-20

4.5 **Impairment of Property, plant & equipment and intangible assets**

At the end of each reporting period, the Organisation reviews the carrying amounts of its Property, plant & equipment and intangible assets to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated in order to determine the extent of the impairment loss (if any). When it is not possible to estimate the recoverable amount of an individual asset, the Organisation estimates the recoverable amount of the cash generating unit to which the asset belongs. When a reasonable and consistent basis of allocation can be identified, corporate assets are also allocated to individual cash-generating units, or otherwise they are allocated to the smallest Organisatin of cash-generating units for which a reasonable and consistent allocation basis can be identified.

Intangible assets with indefinite useful lives and intangible assets not yet available for use are tested for impairment at least annually, and whenever there is an indication that the asset may be impaired.

Recoverable amount is the higher of fair value less costs of disposal and value in use. In assessing value in use, the estimated future cash flows are discounted to their present value using a pre-tax discount rate that reflects current market assessments of the time value of money and the risks specific to the asset for which the estimates of future cash flows have not been adjusted.

When an impairment loss subsequently reverses, the carrying amount of the asset (or a cash-generating unit) is increased to the revised estimate of its recoverable amount, but so that the increased carrying amount does not exceed the carrying amount that would have been determined had no impairment loss been recognised for the asset (or cash-generating unit) in prior years. The reversal of an impairment loss is recognised immediately in Statement of income and expenditure

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4.6 Investement

Investments are made in compliance with the provisions of Section 11 of the Income tax Act, 1961. All funds are collectively pooled for investment purposes, with each participating fund's contributions and withdrawals adjusted in accordance with fund movements. Investments are stated at cost, inclusive of accrued interest, in accordance with applicable accounting standards and statutory requirements.

Investments, which are readily realizable and intended to be held for not more than one year from the date on which such investments are made, are classified as current investments. All other investments are classified as long-term investments.

On initial recognition, all investments are measured at cost. The cost comprises purchase price and directly attributable acquisition charges such as brokerage, fees and duties. If an investment is acquired in exchange for another asset, the acquisition is determined by reference to the fair value of the asset given up or by reference to the fair value of the investment acquired, whichever is more clearly evident.

Current investments are carried in the financial statements at lower of cost and fair value determined on an individual investment basis. Long-term investments are carried at cost. However, provision for diminution in value is made to recognize a decline other than temporary in the value of the investments.

4.7 Inventories

Inventories comprises of medical supplies, civil supplies, electronie items, groceeries, office and other supplies which are valued at cost on First-in-First-out method (FIFO). The cost of inventories comprises cost of purchase and other costs incurred in bringing the inventories to their present location and condition. Net realisable value is estimated selling price in ordinary course of the objectivies of the organisation less the estimated cost necessary to make such activities.

4.8 Cash and cash equivalents

Cash and cash equivalent in the balance sheet comprise cash at banks and on hand and fixed deposits with an original maturity of three months or less, which are subject to an insignificant risk of changes in value. It also includes balances with payment gateway and cheque on hand.

4.9 Revenue Recognition

i. All income is recognized on an accrual basis when the Organization has established a legally enforceable right to receive the income and the amount can be measured with reasonable certainty, in accordance with applicable accounting standards and financial reporting frameworks.

ii. Interest income arising from the deployment of funds is recognized on an accrual basis using the time proportion method, taking into account the applicable interest rates and the effective yield on the underlying financial instruments.

iii. Revenue arising from training activities is recognized in the period in which the related services are rendered or upon completion of the training program, whichever is earlier, in accordance with the accrual basis of accounting and applicable revenue recognition principles.

iv. **General Contributions** comprise voluntary, unspecified donations received either in cash or in kind. Such contributions are not subject to any donor-imposed restrictions and are recognized as income in the period of receipt, in accordance with the Organization's accounting policies and applicable financial reporting standards.

v. **Earmarked funds** received for the purpose of meeting recurrent expenditure are credited to the respective income accounts to the extent the conditions or restrictions attached to such funds are fulfilled, in accordance with the principles of fund-based accounting and applicable donor

vi. **Income from activities** comprises revenue earned through user charges, training fees, and consultancy fees for services rendered. Such income is recognized on an accrual basis in the period in which the services are performed, in accordance with applicable accounting standards and revenue recognition principles.

vii. **Net Movement in Funds** represents the surplus or deficit arising from the operations conducted under each Program Focus Area during the reporting period. Such movement is adjusted against the respective opening fund balances, in accordance with fund-based accounting principles and the Organization's internal financial management policies.



4.10 Employee benefits

Employee benefits include provident fund, employee state insurance scheme and gratuity.

i. Short-term obligations

The undiscounted amount of short-term employee benefits expected to be paid in exchange for the services rendered by employees are recognised during the year when the employees render the service. These benefits include performance incentive which are expected to occur within twelve months after the end of the period in which the employee renders the related service.

ii. Post-employment obligations

The Organisation operates the following post-employment schemes:

a. Defined contribution plan

The Organisation's contribution to provident fund is considered as defined contribution plan and is charged as an expense based on the amount of contribution required to be made. The Organisation has no further payment obligations once the contributions have been paid.

The Organisation's contribution to employee state insurance scheme is charged as an expense based on the amount of contribution required to be made. The Organisation has no further payment obligations once the contributions have been paid.

b. Defined benefit plan

The liability or assets recognised in the Balance Sheet in respect of defined benefit plan is the present value of the defined benefit obligation at the end of the reporting period less the fair value of the plan assets. The defined benefit obligation is calculated by actuaries using the projected unit credit method.

The present value of the defined benefit obligation is determined by discounting the estimated future cash outflows by reference to market yields at the end of the reporting period on government bonds that have terms approximating to the terms of the related obligation.

The net interest cost is calculated applying the discount rate to the net balance of the defined benefit obligation and the fair value of plan assets. This cost is included in the employee benefit expenses in the Statement of income and expenditure.

Actuarial gains and losses arising from experience adjustments and changes in actuarial assumptions are recognised in the Statement of incom and expenditure.

Changes in the present value of the defined benefit obligation resulting from plan amendments or curtailments are recognised immediately in Statement of income and expenditure as past service cost.

4.11 Foreign currency transactions and balances

Foreign currency transactions are recorded in the reporting currency, by applying to the foreign currency amount the exchange rate between the reporting currency and the foreign currency at the date of the transaction. Foreign currency monetary items are reported using the exchange rate prevailing at the reporting date. Non-monetary items, which are measured in terms of historical cost denominated in a foreign currency, are reported using the exchange rate at the date of the transaction. Exchange differences arising on the settlement of monetary items or on reporting monetary items of Organisatin at rates different from those at which they were initially recorded during the year, or reported in previous financial statements, are recognised as income or as expense in the year in which they arise.

4.12 Taxation

The Organization is registered under Section 12A of the Income tax Act. 1961, and accordingly, is exempt from income tax on its income and gains, subject to compliance with the conditions prescribed under the said section and other applicable provisions of the Act.

4.13 Provisions and contingent liabilities

A provision is recognised when the Organisatin has a present obligation as a result of past events and it is probable that an outflow of resources will be required to settle the obligation in respect of which a reliable estimate can be made. Provisions (excluding retirement benefits) are not discounted to their present value and are determined based on the best estimate required to settle the obligation at the Balance sheet date. These are reviewed at each Balance sheet date and adjusted to reflect the current best estimates.

A contingent liability is a possible obligation that arises from past events whose existence will be confirmed by the occurrence or non-occurrence of one or more uncertain future events beyond the control of the Organisatin or a present obligation that is not recognised because it is not probable that an outflow of resources will be required to settle the obligation. A contingent liability also arises in extremely rare cases where there is a liability that cannot be recognised because it cannot be measured reliably. The Organisatin does not recognise a contingent liability but discloses its existence in the financial statements.



4.14 Operating cycle and basis of classification of assets and liabilities

Based on the varied nature of services / activities of the organisation and the normal time between acquisition of assets and their realisation in cash or cash equivalents, the Organisation has considered its operating cycle as 12 months for the purpose of classification of its assets and liabilities as current and non-current.

Current versus non-current classification

The Organisation presents assets and liabilities in the Balance sheet based on current/ non-current classification. An asset is treated as current when it is:

Expected to be realised or intended to be sold or consumed in normal operating cycle;

Held primarily for the purpose of trading;

Expected to be realised within twelve months after the reporting period, or

Cash or Cash equivalents unless restricted from being exchanged or used to settle a liability for at least twelve months after the reporting period.

All other assets are classified as non-current.

A liability is current when:

It is expected to be settled in normal operating cycle;

It is held primarily for the purpose of trading;

It is due to be settled within twelve months after the reporting period, or

There is no unconditional right to defer the settlement of the liability for at least twelve months after the reporting period.

All other liabilities are classified as non-current.

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M.S.S.V & Co. Chattered Accountants BANGALORE-20

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

5. ENDOWMENT FUNDS - RESTRICTED

(Amount in Rs.)

	Note	Opening balance	During the year				Closing balance
			Contribution	Interest	Total	Expended	
Development support							
For 'development activities'		14,28,485	-	78,566	15,07,051	78,566	**14,28,485**
	Sub total - I	**14,28,485**	**-**	**78,566**	**15,07,051**	**78,566**	**14,28,485**
Education							
For 'annadhanam'		12,000	-	660	12,660	660	**12,000**
For 'education program'		2,31,01,941	10,400	12,70,806	2,43,83,147	12,70,806	**2,31,12,341**
For 'other educational activities'		75,20,344	11,58,400	4,35,616	91,14,360	4,35,616	**86,78,744**
	Sub total - II	**3,06,34,285**	**11,68,800**	**17,07,082**	**3,35,10,167**	**17,07,082**	**3,18,03,085**
Social economic empowerment program							
For 'SEEP activities'		49,284	-	2,711	51,995	2,711	**49,284**
	Sub total - III	**49,284**	**-**	**2,711**	**51,995**	**2,711**	**49,284**
Health							
For water, sanitation, hygiene & environment		1,08,000	-	5,940	1,13,940	5,940	**1,08,000**
For 'VMH fund'		5,30,500	-	29,178	5,59,678	29,178	**5,30,500**
For 'prizes & scholarship'		28,298	-	1,556	29,854	1,556	**28,298**
For 'poor patient & palliative care'		85,65,994	10,000	4,71,661	90,47,655	4,71,661	**85,75,994**
	Sub total - IV	**92,32,792**	**10,000**	**5,08,335**	**97,51,127**	**5,08,335**	**92,42,792**
Training & research							
For 'prizes & scholarship'		26,17,627	19,62,646	1,75,842	47,56,115	1,75,842	**45,80,273**
	Sub total - V	**26,17,627**	**19,62,646**	**1,75,842**	**47,56,115**	**1,75,842**	**45,80,273**
	Total (I+II+III+IV+V)	**4,39,62,473**	**31,41,446**	**24,72,536**	**4,95,76,454**	**24,72,536**	**4,71,03,918**

5A Total endowment of **Rs. 4,71,03,918/-** includes 88 number of endowments from individuals (Previous year **Rs. 4,39,62,473/-** includes 87 number of endowments received from individuals). The above endowments ranging from Rs.5,000/- to Rs.1,65,98,315/- depending on the purpose specified by the donor.

5B During the year governing body has allocated interest at 5.5% p.a. (previous year at 6% p.a) after considering related expenditure in maintaining the endowment fund.

6. STAFF BENEFIT FUND

(Amount in Rs.)

	Note	Opening balance	During the year			Closing Balance
			Expenses	Total	Benefits paid	
Gratuity fund	45	2,55,71,317	1,46,96,352	4,02,67,669	2,32,96,468	**1,69,71,201**
Leave encashment fund	46	32,68,402	6,48,074	39,16,476	1,43,817	**37,72,659**
Staff recreation fund		4,802	-	4,802	-	**4,802**
	Total	**2,88,44,521**	**1,53,44,426**	**4,41,88,947**	**2,34,40,285**	**2,07,48,662**

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M.S.S.V & Co. Chartered Accountants BANGALORE-20

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

7. EARMARKED FUNDS

I. BASED ON SOURCES

A. SOCIAL STOCK EXCHANGE

(Amount in Rs.)

	Opening balance	Received during the year	Receivable for the year	Total	Expended	Returnable / returned	Closing balance
As at March 31, 2026							
(a) Education activity							
Zero Coupon Zero Principal (ZCZP) Bond towards Viveka Tribal Centre for Learning	1,22,46,750	-	-	1,22,46,750	30,47,865	-	91,98,885
Total education - SSE - I	**1,22,46,750**	**-**	**-**	**1,22,46,750**	**30,47,865**	**-**	**91,98,885**
Total - SSE (A)	**1,22,46,750**	**-**	**-**	**1,22,46,750**	**30,47,865**	**-**	**91,98,885**

(Amount in Rs.)

	Opening balance	Received during the year	Receivable for the year	Total	Expended	Returnable / returned	Closing balance
As at March 31, 2025							
(a) Education activity							
Zero Coupon Zero Principal (ZCZP) Bond towards Viveka Tribal Centre for Learning	1,50,00,000	-	-	1,50,00,000	27,53,250	-	1,22,46,750
Total education - SSE - I	**1,50,00,000**	**-**	**-**	**1,50,00,000**	**27,53,250**	**-**	**1,22,46,750**
Total - SSE (A)	**1,50,00,000**	**-**	**-**	**1,50,00,000**	**27,53,250**	**-**	**1,22,46,750**

(b) Zero Coupon Zero Principal Bond

(Amount in Rs.)

Particulars	As at March 31, 2026	As at March 31, 2025
Issued, subscribed & fully paid up ZCZP bond		
1,55,00,000 ZCZP bonds of Re.1 each fully paid up	1,55,00,000	1,55,00,000
	1,55,00,000	**1,55,00,000**

(c) Reconciliation of number of ZCZP outstanding at the beginning and at the end of the reporting period

(Amount in Rs.)

Particulars	As at March 31, 2026		As at March 31, 2025	
	No of ZCZP Bonds	Amount in Rs	No of ZCZP Bonds	Amount in Rs
At the beginning of the year	1,55,00,000	1,55,00,000	1,55,00,000	1,55,00,000
ZCZP Bonds issued during year	-	-	-	-
Deletion during the year	-	-	-	-
Outstanding at the end of the year	**1,55,00,000**	**1,55,00,000**	**1,55,00,000**	**1,55,00,000**

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M S S V & Co. Chartered Accountants BANGALORE-20

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

(d) List of persons holding more than 5% Zero Coupon Zero Principal bonds in the Organisation

As at March 31, 2026

(Amount in Rs.)

Particulars	Status	As at March 31, 2026		%
		No of ZCZP subscribed	Consideration received in Rs	
Zerodha Broking Limited	Corporate	75,00,000	75,00,000	48%
A.T.E.Chandra Foundation	Trust & Foundation	31,00,000	31,00,000	20%
Govind Vaidiram Iyer	Individual	15,00,000	15,00,000	10%
Vidya R Shah	Individual	12,50,000	12,50,000	8%
Ashish Kacholia	Individual	11,00,000	11,00,000	7%

As at March 31, 2025

(Amount in Rs.)

Particulars	Status	As at March 31, 2025		%
		No of ZCZP subscribed	Consideration received in Rs	
Zerodha Broking Limited	Corporate	75,00,000	75,00,000	48%
A.T.E.Chandra Foundation	Trust & Foundation	31,00,000	31,00,000	20%
Govind Vaidiram Iyer	Individual	15,00,000	15,00,000	10%
Vidya R Shah	Individual	12,50,000	12,50,000	8%
Ashish Kacholia	Individual	11,00,000	11,00,000	7%

(e) refer note 49 to this financial statements.

B. EARMARKED FUND - OTHER THAN SOCIAL STOCK EXCHANGE

(Amount in Rs.)

I. Educational activity	Opening balance	Received during the year	Receivable for the year	Total	Expended	Returnable / returned	Closing balance
Government body	4,71,600	36,49,582	55,17,034	96,38,216	91,53,116	-	**4,85,101**
Trusts & foundations	10,08,866	86,33,114	-	96,41,980	91,41,980	-	**5,00,000**
Corporates	27,26,852	19,66,26,606	20,63,875	20,14,17,333	19,34,98,467	60,62,852	**18,56,014**
Individuals	3,00,000	3,60,000	-	6,60,000	3,60,000	-	**3,00,000**
Total education - I	**45,07,318**	**20,92,69,302**	**75,80,909**	**22,13,57,529**	**21,21,53,563**	**60,62,852**	**31,41,114**

(Amount in Rs.)

II. Social economic empowerment program	Opening balance	Received during the year	Receivable for the year	Total	Expended	Returnable / returned	Closing balance
Government	-	3,15,994	3,99,834	7,15,828	7,15,828	-	-
Trusts & foundations	47,320	-	-	47,320	47,320	-	-
Corporates	17,97,938	9,84,35,598	23,12,271	10,25,45,807	9,81,93,025	-	43,52,782
Individuals	-	10,00,000	-	10,00,000	-	-	10,00,000
Total SEEP - II	**18,45,258**	**9,97,51,592**	**27,12,105**	**10,43,08,955**	**9,89,56,173**	**-**	**53,52,782**

M.S.S.V & Co. Chartered Accountants BANGALORE-20

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

(Amount in Rs.)

III. Health	Opening balance	Received during the year	Receivable for the year	Total	Expended	Returnable / returned	Closing balance
Government body	-	3,01,44,961	17,08,879	3,18,53,840	3,18,53,840	-	-
Trusts & foundations	2,63,17,621	11,27,07,392	2,09,843	13,92,34,856	13,27,93,390	100	**64,41,366**
Academia	2,14,81,964	2,00,36,424	-	4,15,18,388	3,94,16,903	-	**21,01,485**
Corporates	69,97,407	5,51,13,101	-	6,21,10,508	5,95,64,904	8,07,828	**17,37,776**
Individuals	1,17,585	95,000	-	2,12,585	91,767	-	**1,20,818**
Total health - III	**5,49,14,577**	**21,80,96,878**	**19,18,722**	**27,49,30,177**	**26,37,20,804**	**8,07,928**	**1,04,01,445**

(Amount in Rs.)

IV. Training & research	Opening balance	Received during the year	Receivable for the year	Total	Expended	Returnable / returned	Closing balance
Government body	-	91,71,650	1,95,758	93,67,408	93,67,408	-	-
Trusts & foundations	5,39,069	14,04,956	51,378	19,95,403	19,95,403	-	-
Corporates	-	74,14,500	-	74,14,500	55,81,243	-	18,33,257
Individuals	64,199	-	-	64,199	-	-	64,199
Total training & research - IV	**6,03,268**	**1,79,91,106**	**2,47,136**	**1,88,41,510**	**1,69,44,053**	**-**	**18,97,456**
Total - Others B (I + II + III + IV)	**6,18,70,421**	**54,51,08,878**	**1,24,58,872**	**61,94,38,171**	**59,17,74,593**	**68,70,780**	**2,07,92,798**

7B refer note 50 to this financial statements.

II. BASED ON PROGRAMS

(Amount in Rs.)

I. Educational activity	Opening balance	Received during the year	Receivable for the year	Total	Expended	Returnable / returned	Closing balance
Government body							
Viveka tribal centre for learning	4,71,600	36,49,582	55,17,034	96,38,216	91,53,115	-	**4,85,101**
	4,71,600	**36,49,582**	**55,17,034**	**96,38,216**	**91,53,115**	**-**	**4,85,101**
Trusts & foundations							
Viveka tribal centre for learning	7,29,990	32,76,614	-	40,06,604	35,06,604	-	**5,00,000**
Vivekananda teachers training and research centre	2,78,876	-	-	2,78,876	2,78,876	-	-
Student education & teacher empowerment	-	53,56,500	-	53,56,500	53,56,500	-	-
	10,08,866	**86,33,114**	**-**	**96,41,980**	**91,41,980**	**-**	**5,00,000**
Corporates							
Viveka tribal centre for learning	-	5,67,08,723	-	5,67,08,723	5,67,08,723	-	-
Viveka School of Excellence	-	2,03,98,205	-	2,03,98,205	1,43,35,353	60,62,852	-
Vivekananda teachers training and research centre	-	-	-	-	-	-	-
Student education & teacher empowerment	27,26,852	11,95,19,678	20,63,875	12,43,10,405	12,24,54,391	-	18,56,014
	27,26,852	**19,66,26,606**	**20,63,875**	**20,14,17,333**	**19,34,98,467**	**60,62,852**	**18,56,014**
Individuals							
Viveka tribal centre for learning	3,00,000	3,60,000	-	6,60,000	3,60,000	-	3,00,000
	3,00,000	**3,60,000**	**-**	**6,60,000**	**3,60,000**	**-**	**3,00,000**
Total education - I	**45,07,318**	**20,92,69,302**	**75,80,909**	**22,13,57,529**	**21,21,53,563**	**60,62,852**	**31,41,114**

M.S.S.V & Co. Chartered Accountants BANGALORE-20

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

(Amount in Rs.)

II. Social economic empowerment program	Opening balance	Received during the year	Receivable for the year	Total	Expended	Returnable / returned	Closing balance
Government body							
Tribal, women & youth socio economic empowerment program	-	3,15,994	3,99,834	7,15,828	7,15,828	-	-
	-	**3,15,994**	**3,99,834**	**7,15,828**	**7,15,828**	-	-
Trusts & foundations							
Disaster relief	47,320	-	-	47,320	47,320	-	-
	47,320	-	-	**47,320**	**47,320**	-	-
Corporates							
Tribal, women & youth socio economic empowerment program	17,97,938	9,43,29,266	10,00,290	9,71,27,494	9,57,28,595	-	13,98,900
Environment & Sustainability	-	1,89,292	-	1,89,292	-	-	1,89,292
Inclusion & Empowerment	-	39,17,040	13,11,981	52,29,021	24,64,430	-	27,64,591
	17,97,938	**9,84,35,598**	**23,12,271**	**10,25,45,807**	**9,81,93,025**	-	**43,52,782**
Individuals							
Vidya Helping Hand by Chamanlal - Agriculture	-	10,00,000	-	10,00,000	-	-	10,00,000
	-	**10,00,000**	-	**10,00,000**	-	-	**10,00,000**
Total SEEP - II	**18,45,258**	**9,97,51,592**	**27,12,105**	**10,43,08,955**	**9,89,56,173**	-	**53,52,782**

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Notes to forming part of the financial statements as at and for the year ended March 31, 2026

(Amount in Rs.)

III. Health	Opening balance	Received during the year	Receivable for the year	Total	Expended	Returnable / returned	Closing balance
Government body							
Vivekananda memorial hospital	-	26,48,641	8,42,099	34,90,740	34,90,740	-	-
Academic & medical research	-	2,41,52,905	3,94,104	2,45,47,009	2,45,47,009	-	-
Medical care & rehabilitation	-	11,20,245	3,77,355	14,97,600	14,97,600	-	-
HIV/AIDS - care & control	-	22,23,170	95,321	23,18,491	23,18,491	-	-
	-	**3,01,44,961**	**17,08,879**	**3,18,53,840**	**3,18,53,840**	**-**	**-**
Trusts & foundations							
Vivekananda memorial hospital	24,29,762	45,76,524	-	70,06,286	49,01,523	-	**21,04,763**
HIV/AIDS & TB - care & control	2,13,28,387	10,57,01,368	75,000	12,71,04,755	12,64,27,524	100	**6,77,131**
Slum development program	-	-	-	-	-	-	-
Care & rehabilitation	25,59,472	-	-	25,59,472	-	-	**25,59,472**
Medical care & rehabilitation	-	24,29,500	1,34,843	25,64,343	14,64,343	-	**11,00,000**
	2,63,17,621	**11,27,07,392**	**2,09,843**	**13,92,34,856**	**13,27,93,390**	**100**	**64,41,366**
Corporates							
Vivekananda memorial hospital	-	74,58,750	-	74,58,750	74,58,750	-	-
Slum Development program	-	81,73,335	-	81,73,335	73,65,507	8,07,828	-
Medical care & rehabilitation	57,93,668	2,73,42,986	-	3,31,36,654	3,28,23,588	-	**3,13,066**
Care & rehabilitation	-	7,67,197	-	7,67,197	7,67,197	-	-
Water, sanitation, hygiene & environment	12,03,739	1,13,70,833	-	1,25,74,572	1,11,49,862	-	**14,24,710**
	69,97,407	**5,51,13,101**	**-**	**6,21,10,508**	**5,95,64,904**	**8,07,828**	**17,37,776**
Individuals							
Medical care & rehabilitation - CCST	72,585	-	-	72,585	-	-	**72,585**
Inclusion & empowerment	45,000	95,000	-	1,40,000	91,767	-	48,233
	1,17,585	**95,000**	**-**	**2,12,585**	**91,767**	**-**	**1,20,818**
Total health - III	**5,49,14,577**	**21,80,96,878**	**19,18,722**	**27,49,30,177**	**26,37,20,804**	**8,07,928**	**1,04,01,445**

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M.S.S.V & Co. Chartered Accountants BANGALORE-20

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

(Amount in Rs.)

IV. Training & research	Opening balance	Received during the year	Receivable for the year	Total	Expended	Returnable / returned	Closing balance
Government body							
Capacity building	-	91,71,650	1,95,758	93,67,408	93,67,408	-	-
	-	**91,71,650**	**1,95,758**	**93,67,408**	**93,67,408**	**-**	**-**
Trusts & foundations							
Capacity building	5,39,069	14,04,956	51,378	19,95,403	19,95,403	-	-
	5,39,069	**14,04,956**	**51,378**	**19,95,403**	**19,95,403**	-	-
Corporate							
Academic & Research	-	74,14,500	-	74,14,500	55,81,243	-	18,33,257
	-	**74,14,500**	**-**	**74,14,500**	**55,81,243**	**-**	**18,33,257**
Individuals							
Academic & research	64,199	-	-	64,199	-	-	64,199
	64,199	**-**	**-**	**64,199**	**-**	**-**	**64,199**
Total training & research - IV	**6,03,268**	**1,79,91,106**	**2,47,136**	**1,88,41,510**	**1,69,44,053**	**-**	**18,97,456**
Total (I + II + III + IV)	**6,18,70,421**	**54,51,08,878**	**1,24,58,872**	**61,94,38,171**	**59,17,74,593**	**68,70,780**	**2,07,92,798**

8. **ASSET FUND**

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous year
Opening balance	46,62,646	22,24,38,911	42,89,573	10,42,34,283	2,53,94,625	**36,10,20,037**	**29,72,88,246**
Add: Additions during the year							
Out of Earmarked fund	3,20,217	5,66,34,356	7,76,840	1,07,18,288	-	**6,84,49,701**	**8,27,33,465**
Out of Endowment interest	-	12,27,590	-	-	-	**12,27,590**	**-**
Out of Asset replacement fund	-	19,69,457	-	9,76,214	1,71,279	**31,16,950**	**-**
Out of General Fund	17,76,427	48,41,495	16,799	1,11,899	3	**67,46,623**	**42,52,921**
Add: transfer from general fund - repayment of loan	4,11,151	42,63,625	-	7,00,839	-	**53,75,615**	**44,17,522**
(Less): transfer of sale of asset to asset replacement fund net of accumulated depreciation	-	(2)	-	(1,66,605)	(4)	**(1,66,611)**	**(2,69,434)**
Add / (Less): transfer from / (to) statement of income & expenditure	(17,64,827)	(1,37,48,012)	(14,01,046)	(1,47,72,719)	(17,16,389)	**(3,34,04,993)**	**(2,74,02,683)**
Closing balance	**54,05,614**	**27,76,27,420**	**36,82,166**	**10,18,02,198**	**2,38,47,514**	**41,23,64,913**	**36,10,20,038**

9. **ENDOWMENT FUNDS - DESIGNATED**

(Amount in Rs.)

	Note	Opening Balance	During the Year				Closing Balance
			Contribution	Interest	Total	Expended	
Development support							
Staff fund		29,32,883	7,84,802	1,82,950	39,00,635	1,82,950	**37,17,685**
Life membership fee fund		4,07,500	-	22,413	4,29,913	22,413	**4,07,500**
Total		**33,40,383**	**7,84,802**	**2,05,363**	**43,30,548**	**2,05,363**	**41,25,185**

M.S.S.V & Co. Chartered Accountants BANGALORE-20

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

10. EARMARKED FUNDS - DESIGNATED

(Amount in Rs.)

		Note	Opening Balance	Transferred from general fund	Total	Expended during the year	Closing Balance
I	**Education**						
	Tribal education fund		17,54,624	-	17,54,624	7,32,201	**10,22,423**
	Total Education - I		**17,54,624**	-	**17,54,624**	**7,32,201**	**10,22,423**
II	**Social economic empowerment program**						
	SEEP fund		7,84,974	-	7,84,974	-	**7,84,974**
	Flood relief fund		5,45,461	-	5,45,461	-	**5,45,461**
	Tribal development fund - SEEP		9,44,315	-	9,44,315	-	**9,44,315**
	Total SEEP - II		**22,74,750**	-	**22,74,750**	-	**22,74,750**
III	**Health**						
	Paramedical scholarship & research fund		91,000	-	91,000	-	**91,000**
	Medical speciality fund - OBG		3,44,419	-	3,44,419	-	**3,44,419**
	Medical speciality fund - ortho		22,500	-	22,500	-	**22,500**
	Tribal mobile health unit fund		14,04,561	-	14,04,561	14,04,561	-
	Community development fund - health		36,79,363	-	36,79,363	33,62,737	**3,16,626**
	Total Health - III		**55,41,843**	-	**55,41,843**	**47,67,298**	**7,74,545**
	Total (I+II+III)		**95,71,217**	-	**95,71,217**	**54,99,499**	**40,71,718**

11. ASSET REPLACEMENT FUND

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous year
Opening balance	-	25,56,549	1,56,846	1,59,85,388	27,26,768	**2,14,27,551**	**1,86,77,482**
Add: Sale of asset (net)	-	2	-	1,66,605	4	**1,66,611**	**2,69,434**
Add / (Less): transfer from / (to) statement of income & expenditure (net)	-	(1,05,507)	67,005	9,77,927	1,53,482	**10,92,907**	**24,80,635**
(Less): Utilised during the year	-	(19,69,457)	-	(9,76,214)	(1,71,279)	**(31,16,950)**	-
Closing balance	**-**	**4,81,587**	**2,23,851**	**1,61,53,706**	**27,10,975**	**1,95,70,119**	**2,14,27,551**

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Notes to forming part of the financial statements as at and for the year ended March 31, 2026

12. GENERAL OPERATING FUND

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous year
Opening balance	44,91,985	2,07,67,797	3,90,117	1,28,31,824	18,277	**3,85,00,000**	**3,10,00,000**
Add: Amount transferred from general fund	-	15,00,000	-	-	-	**15,00,000**	**75,00,000**
Closing balance	**44,91,985**	**2,22,67,797**	**3,90,117**	**1,28,31,824**	**18,277**	**4,00,00,000**	**3,85,00,000**

12A *This fund serves the working capital needs of the entire organization. Based on the needs. this fund is allocated to different sectors.*

13. REVOLVING FUND

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous year
Opening balance	10,00,000	11,41,338	-	-	-	**21,41,338**	**21,41,338**
Add / (Less): Transfer from / (to) statement of income & expenditure (net)	-	-	15,00,000	-	-	**15,00,000**	**-**
Closing balance	**10,00,000**	**11,41,338**	**15,00,000**	**-**	**-**	**36,41,338**	**21,41,338**

14. STAFF SUPPORT FUND

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous year
Opening balance	5,00,000	5,00,000	5,00,000	5,00,000	2,00,000	**22,00,000**	**22,00,000**
Add / (Less): transfer from / (to) statement of income & expenditure (net)	-	-	-	-	-	**-**	**-**
Closing balance	**5,00,000**	**5,00,000**	**5,00,000**	**5,00,000**	**2,00,000**	**22,00,000**	**22,00,000**

15. GENERAL FUND

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous year
Opening balance	96,76,882	44,23,920	40,59,450	1,66,48,412	4,89,962	**3,52,98,627**	**3,01,08,702**
Add / (Less): transfer from / (to) statement of income & expenditure (net)	(3,21,09,274)	2,34,33,068	1,41,17,195	36,01,315	72,38,193	**1,62,80,498**	**2,20,54,362**
Add/(Less): Transfer between general fund	3,25,00,000	(1,00,00,000)	(1,35,00,000)	(40,00,000)	(50,00,000)	**-**	**-**
Add/(Less): Transfer to general operating fund (net)	-	(15,00,000)	-	-	-	**(15,00,000)**	**(75,00,000)**
(Less): Utilization for Capital expenditure	(17,76,427)	(48,41,495)	(16,799)	(1,11,899)	(3)	**(67,46,623)**	**(42,52,921)**
(less): Repayment of loan	(4,11,151)	(42,63,625)	-	(7,00,839)	-	**(53,75,615)**	**(44,17,522)**
Closing balance	**78,80,030**	**72,51,868**	**46,59,846**	**1,54,36,990**	**27,28,153**	**3,79,56,886**	**3,52,98,626**

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M S S V & Co. Chartered Accountants BANGALORE-20

SWAMI VIVEKANANDA YOUTH MOVEMENT

CA 2, KIADB Industrial Housing area, Ring road, Hebbal, Mysuru - 570016

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

16A Property, plant & equipment

A. Based on sector

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total
Gross carrying amount						
As at April 1, 2024	48,46,905	21,70,28,598	40,89,344	15,82,65,164	4,54,56,088	42,96,86,099
Additions during the year	44,37,253	5,91,59,128	30,36,409	1,57,08,792	-	8,23,41,582
Deletions/ transfer during the year	-	-	-	9,52,037	-	9,52,037
As at March 31, 2025	92,84,158	27,61,87,726	71,25,753	17,30,21,919	4,54,56,088	51,10,75,644
Additions during the year	18,35,413	1,13,22,379	7,93,639	1,18,06,401	1,71,282	2,59,29,114
Deletions/ transfer during the year	-	39,158	-	11,29,759	34,000	12,02,917
As at March 31, 2026	1,11,19,571	28,74,70,948	79,19,392	18,36,98,561	4,55,93,370	53,58,01,842
Accumulated depreciation						
Upto April 1, 2024	14,18,323	5,64,04,570	17,75,447	6,21,42,656	1,83,22,779	14,00,63,775
Depreciation charge during the year	10,30,369	1,11,76,693	10,60,733	1,19,25,204	17,38,686	2,69,31,685
Deletions/ transfer during the year	-	-	-	6,82,603	-	6,82,603
Upto March 31, 2025	24,48,692	6,75,81,263	28,36,180	7,33,85,257	2,00,61,465	16,63,12,857
Depreciation charge during the year	15,00,890	1,37,48,012	14,01,046	1,38,98,258	17,18,389	3,22,66,595
Deletions/ transfer during the year	-	39,156	-	9,63,154	33,996	10,36,306
Upto March 31, 2026	39,49,582	8,12,90,118	42,37,226	8,63,20,361	2,17,45,858	19,75,43,146
Net carrying amount						
Balance as at March 31, 2025	68,35,466	20,86,06,464	42,89,573	9,96,36,662	2,53,94,623	34,47,62,788
Balance as at March 31, 2026	71,69,989	20,61,80,829	36,82,166	9,73,78,199	2,38,47,512	33,82,58,696

B. Based on Asset

(Amount in Rs.)

	Land	Building	Vehicles	Plant & Equipment	Computers	Furniture & fittings	Total
Gross carrying amount							
As at April 1, 2024	52,33,866	27,25,73,793	2,57,85,014	9,40,58,027	1,40,16,383	1,80,19,016	42,96,86,099
Additions during the year	-	4,44,04,623	1,19,10,922	1,12,73,847	63,09,589	84,42,601	8,23,41,582
Deletions/ transfer during the year	-	-	-	8,81,069	-	70,968	9,52,037
As at March 31, 2025	52,33,866	31,69,78,416	3,76,95,936	10,44,50,805	2,03,25,972	2,63,90,649	51,10,75,644
Additions during the year	10,37,654	69,50,249	1,90,095	1,34,82,356	15,87,085	26,81,675	2,59,29,114
Deletions/ transfer during the year	-	-	7,93,482	2,91,547	73,158	44,730	12,02,917
As at March 31, 2026	62,71,520	32,39,28,665	3,70,92,549	11,76,41,614	2,18,39,899	2,90,27,594	53,58,01,842
Accumulated depreciation							
Upto April 1, 2024	-	5,68,60,414	1,58,58,779	4,56,63,343	1,14,16,726	1,02,64,513	14,00,63,775
Depreciation charge during the year	-	1,02,84,635	35,31,366	92,95,343	16,59,046	21,61,295	2,69,31,685
Deletions/ transfer during the year	-	-	-	6,12,288	-	70,315	6,82,603
Upto March 31, 2025	-	6,71,45,049	1,93,90,145	5,43,46,398	1,30,75,772	1,23,55,493	16,63,12,857
Depreciation charge during the year	-	1,18,82,609	44,84,395	1,00,92,920	29,19,445	28,87,226	3,22,66,595
Deletions/ transfer during the year	-	-	7,14,134	2,22,155	73,152	26,865	10,36,306
Upto March 31, 2026	-	7,90,27,658	2,31,60,405	6,42,17,163	1,59,22,065	1,52,15,854	19,75,43,146
Net carrying amount							
Balance as at March 31, 2025	52,33,866	24,98,33,367	1,83,05,791	5,01,04,407	72,50,200	1,40,35,156	34,47,62,788
Balance as at March 31, 2026	62,71,520	24,49,01,007	1,39,32,144	5,34,24,451	59,17,834	1,38,11,740	33,82,58,696

M.S.S.V & Co. Chartered Accountants BANGALORE-20

SWAMI VIVEKANANDA YOUTH MOVEMENT

CA 2, KIADB Industrial Housing area, Ring road, Hebbal, Mysuru - 570016

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

16B INTANGIBLE ASSETS

A. Based on sector

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total
Gross carrying amount						
As at April 1, 2024	28,07,107	35,000	-	4,55,646	49,200	**33,46,953**
Additions during the year	-	-	-	-	-	-
Deletions/ transfer during the year	-	-	-	-	-	-
As at March 31, 2025	**28,07,107**	**35,000**	**-**	**4,55,646**	**49,200**	**33,46,953**
Additions during the year	2,61,231	-	-	52,16,957	-	**54,78,188**
Deletions/ transfer during the year	-	-	-	-	-	-
As at March 31, 2026	**30,68,338**	**35,000**	**-**	**56,72,603**	**49,200**	**88,25,141**
Accumulated amortization						
Upto April 1, 2024	24,01,577	34,999	-	2,96,720	49,198	**27,82,494**
Amortization charge during the year	3,93,574	-	-	77,424	-	**4,70,998**
Deletions/ transfer during the year	-	-	-	-	-	-
Upto March 31, 2025	**27,95,151**	**34,999**	**-**	**3,74,144**	**49,198**	**32,53,492**
Amortization charge during the year	2,63,937	-	-	8,74,461	-	**11,38,398**
Deletions/ transfer during the year	-	-	-	-	-	-
Upto March 31, 2026	**30,59,088**	**34,999**	**-**	**12,48,605**	**49,198**	**43,91,890**
Net carrying amount						
Balance as at March 31, 2025	**11,956**	**1**	**-**	**81,502**	**2**	**93,461**
Balance as at March 31, 2026	**9,250**	**1**	**-**	**44,23,998**	**2**	**44,33,251**

B. Based on Asset

(Amount in Rs.)

	Software	Total
Gross carrying amount		
As at April 1, 2024	**33,46,953**	**33,46,953**
Additions during the year	-	-
Deletions/ transfer during the year	-	-
As at March 31, 2025	**33,46,953**	**33,46,953**
Additions during the year	54,78,188	**54,78,188**
Deletions/ transfer during the year	-	-
As at March 31, 2026	**88,25,141**	**88,25,141**
Accumulated amortization		
Upto April 1, 2024	**27,82,494**	**27,82,494**
Amortization charge during the year	4,70,998	**4,70,998**
Deletions/ transfer during the year	-	-
Upto March 31, 2025	**32,53,492**	**32,53,492**
Amortization charge during the year	11,38,398	**11,38,398**
Deletions/ transfer during the year	-	-
Upto March 31, 2026	**43,91,890**	**43,91,890**
Net carrying amount		
Balance as at March 31, 2025	**93,461**	**93,461**
Balance as at March 31, 2026	**44,33,251**	**44,33,251**

M.S.S.V & Co. Chartered Accountants BANGALORE-20

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

16C CAPITAL WORK-IN-PROGRESS

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous year
Opening balance	1,80,540	2,00,95,953	-	52,16,957	-	2,54,93,450	**1,88,21,647**
Add: Additions during the year	-	5,33,50,519	-	-	-	5,33,50,519	**5,68,01,562**
Less: Capitalisation during the year	-	-	-	(52,16,957)	-	(52,16,957)	**(5,01,29,759)**
Closing balance	**1,80,540**	**7,34,46,472**	**-**	**-**	**-**	**7,36,27,012**	**2,54,93,450**

i. **Ageing Schedule - Current year**

(Amount in Rs.)

Amounts in capital work - in progress for the period of	Development Support	Education	SEEP	Health	Training & Research	Total
Less than 1 year	-	5,33,50,519	-	-	-	**5,33,50,519**
More than 1 year and less than 2 years	1,80,540	71,23,795	-	-	-	**73,04,335**
More than 2 year and less than 3 years	-	1,26,70,276	-	-	-	**1,26,70,276**
More than 3 years	-	3,01,882	-	-	-	**3,01,882**
	1,80,540	**7,34,46,472**	**-**	**-**	**-**	**7,36,27,012**

ii. There are no projects under capital work-in-progress where activities has been suspended as at March 31, 2026

i. **Ageing Schedule - Previous year**

(Amount in Rs.)

Amounts in capital work - in progress for the period of	Development Support	Education	SEEP	Health	Training & Research	Total
Less than 1 year	1,80,540	71,23,795	-	52,16,957	-	**1,25,21,292**
More than 1 year and less than 2 years	-	1,26,70,276	-	-	-	**1,26,70,276**
More than 2 year and less than 3 years	-	3,01,882	-	-	-	**3,01,882**
More than 3 years	-	-	-	-	-	**-**
	1,80,540	**2,00,95,953**	**-**	**52,16,957**	**-**	**2,54,93,450**

ii. There were no projects under capital work-in-progress where activities has been suspended as at March 31, 2025

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M.S.S.V & Co. Chartered Accountants BANGALORE-20

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

17. INVESTMENTS

A. Classification based on maturity

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Long term investments							
Term deposits	1,98,34,558	3,45,43,433	32,18,505	3,20,27,603	76,97,417	**9,73,21,515**	**13,96,63,820**
Current investments							
Short term deposits	1,67,43,069	2,40,73,979	1,49,88,112	2,57,06,117	43,28,870	**8,58,40,148**	**5,21,68,860**
Total	**3,65,77,627**	**5,86,17,412**	**1,82,06,617**	**5,77,33,719**	**1,20,26,287**	**18,31,61,663**	**19,18,32,681**
Carrying amount pledged as security for working capital loan						2,46,59,664	2,46,59,664

B. Fund wise allocation

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Restricted funds							
Restricted endowment funds	14,28,484	3,18,03,085	49,284	92,42,792	45,80,273	**4,71,03,918**	**4,39,62,473**
Staff benefit fund	2,07,48,662	-	-	-	-	**2,07,48,662**	**2,88,44,521**
Earmarked funds	-	1,23,39,999	53,52,782	1,01,32,097	18,97,456	**2,97,22,335**	**5,78,37,674**
Sub total - A	**2,21,77,146**	**4,41,43,084**	**54,02,066**	**1,93,74,889**	**64,77,729**	**9,75,74,915**	**13,06,44,667**
Designated funds							
Designated endowment funds	41,25,185	-	-	-	-	**41,25,185**	**33,40,383**
Designated earmarked fund	-	10,22,423	22,74,750	7,74,546	-	**40,71,719**	**95,71,218**
Asset replacement fund	-	4,81,587	2,23,851	1,61,53,706	27,10,975	**1,95,70,119**	**2,14,27,551**
General operating fund	-	15,00,000	-	2,23,805	-	**17,23,805**	**21,90,149**
Revolving fund	4,75,193	11,41,338	15,00,000	-	-	**31,16,531**	**4,55,969**
Staff support fund	5,00,000	5,00,000	5,00,000	5,00,000	2,00,000	**22,00,000**	**22,00,000**
Sub total - B	**51,00,378**	**46,45,348**	**44,98,601**	**1,76,52,057**	**29,10,975**	**3,48,07,358**	**3,91,85,270**
Unrestricted funds							
General funds	51,06,926	72,50,444	33,03,590	1,49,57,522	24,97,583	**3,31,16,065**	**1,69,33,646**
Sub total - C	**51,06,926**	**72,50,444**	**33,03,590**	**1,49,57,522**	**24,97,583**	**3,31,16,065**	**1,69,33,646**
Other funds							
Current liability	-	-	50,02,360	57,49,251	1,25,000	**1,08,76,611**	-
Long term liability	41,93,178	25,78,536	(0)	-	15,000	**67,86,714**	**50,69,098**
Sub total - D	**41,93,178**	**25,78,536**	**50,02,360**	**57,49,251**	**1,40,000**	1,76,63,325	**50,69,098**
Total - (A + B + C + D)	**3,65,77,627**	**5,86,17,412**	**1,82,06,617**	**5,77,33,719**	**1,20,26,287**	**18,31,61,663**	**19,18,32,681**

18. DEPOSITS

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous year
Opening balance	6,56,719	-	9,600	4,38,631	28,310	**11,33,260**	14,84,577
Add: Deposits given/(received back) during the year	-	-	-	39,520	-	**39,520**	(3,51,317)
Closing balance	**6,56,719**	**-**	**9,600**	**4,78,151**	**28,310**	**11,72,780**	**11,33,260**

18A Deposits represent deposits with electricity board, district milk union & telecom department etc.,

M.S.S.V & Co. Chartered Accountants BANGALORE-20

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

19. CURRENT ASSETS

A. Earmarked fund receivable (Unsecured, Considered good)

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Government body	-	79,74,958	3,99,834	26,32,521	-	**1,10,07,313**	**2,44,96,190**
Corporates	-	20,63,875	23,12,271	-	-	**43,76,146**	**1,68,48,022**
Trusts & foundations	-	-	-	1,34,843	51,377	**1,86,220**	**20,79,509**
Individuals	-	-	-	-	-	**-**	**3,67,936**
Sub total - A	**-**	**1,00,38,833**	**27,12,105**	**27,67,364**	**51,377**	**1,55,69,679**	**4,37,91,657**

19A(i) Ageing Schedule - Earmarked fund receivable

(Amount in Rs.)

i. Current year	Development Support	Education	SEEP	Health	Training & Research	Total
Less than 1 year	-	75,80,909	27,12,105	21,14,481	51,377	**1,24,58,872**
More than 1 year and less than 2 years	-	4,21,200	-	43,104	-	**4,64,304**
More than 2 year and less than 3 years	-	4,91,401	-	2,80,500	-	**7,71,901**
More than 3 years	-	15,45,323	-	3,29,279	-	**18,74,602**
	-	**1,00,38,833**	**27,12,105**	**27,67,364**	**51,377**	**1,55,69,679**

(Amount in Rs.)

ii. Previous year	Development Support	Education	SEEP	Health	Training & Research	Total
Less than 1 year	-	2,26,65,762	8,84,447	1,17,78,797	-	**3,53,29,006**
More than 1 year and less than 2 years	-	19,98,622	-	43,65,621	-	**63,64,243**
More than 2 year and less than 3 years	-	15,45,323	-	3,14,280	-	**18,59,603**
More than 3 years	-	-	-	2,38,805	-	**2,38,805**
	-	**2,62,09,707**	**8,84,447**	**1,66,97,503**	**-**	**4,37,91,657**

B. Loans & advances

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Capital advance	-	-	-	-	-	**-**	**70,31,332**
Rental advance	5,62,500	1,45,000	6,76,000	2,50,000	-	**16,33,500**	**13,24,572**
Sub grantee advance	-	-	-	2,39,348	-	**2,39,348**	**1,70,846**
Advance paid for suppliers	2,46,772	55,257	2,49,761	8,38,381	1,080	**13,91,251**	**87,64,860**
Staff advances	2,099	-	-	-	4,720	**6,819**	**19,405**
Other loans & advances	5,43,707	1,99,286	8,11,012	-	-	**15,54,005**	**14,58,682**
Sub total - B	**13,55,078**	**3,99,543**	**17,36,773**	**13,27,729**	**5,800**	**48,24,923**	**1,87,69,697**

C. Inventory

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Medicines and medical instruments	-	-	-	15,10,326	-	**15,10,326**	**17,69,826**
Consumables	-	-	-	18,12,666	-	**18,12,666**	**5,40,579**
Office supplies	-	2,23,064	-	7,09,166	-	**9,32,230**	**14,13,549**
Sub total - C	**-**	**2,23,064**	**-**	**40,32,158**	**-**	**42,55,222**	**37,23,954**

M.S.S.V & Co. Chartered Accountants BANGALORE-20

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

D. Cash & cash equivalents

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Cash on hand	-	7,549	-	1,70,637	1,809	**1,79,995**	**4,63,504**
Balance with banks	1,14,52,097	4,34,98,853	1,14,09,578	1,08,86,193	5,71,539	**7,78,18,259**	**7,83,43,172**
Balance at UPI clearing house	-	-	-	41,707	-	**41,707**	**14,868**
Cheques, drafts on hand	-	-	-	-	-	**-**	**9,52,000**
Sub total - D	**1,14,52,097**	**4,35,06,402**	**1,14,09,578**	**1,10,98,537**	**5,73,348**	**7,80,39,961**	**7,97,73,544**

E. Other current assets

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Balance with Government authorities	8,95,410	-	-	-	-	**8,95,410**	**4,12,071**
Pre-paid expenses	-	4,64,622	-	-	-	**4,64,622**	**10,93,275**
Other receivables	3,39,784	41,64,754	1,45,824	63,31,863	77,137	**1,10,59,362**	**1,11,95,744**
Sub total - E	**12,35,194**	**46,29,376**	**1,45,824**	**63,31,863**	**77,137**	**1,24,19,394**	**1,27,01,090**
Total (A+B+C+D+E)	**1,40,42,369**	**5,87,97,218**	**1,60,04,280**	**2,55,57,651**	**7,07,662**	**11,51,09,179**	**15,87,59,942**

Ageing Schedule - Other receivables

i. Current year

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total
Less than 1 year	2,34,474	38,28,754	1,30,125	14,82,548	77,137	**57,53,038**
More than 1 year and less than 2 years	5,310	3,36,000	15,444	48,49,315	-	**52,06,070**
More than 2 year and less than 3 years	1,00,000	-	254	-	-	**1,00,254**
More than 3 years	-	-	-	-	-	**-**
	3,39,784	**41,64,754**	**1,45,824**	**63,31,863**	**77,137**	**1,10,59,362**

ii. Previous year

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total
Less than 1 year	1,24,669	21,66,230	85,312	82,74,276	943	**1,06,51,430**
More than 1 year and less than 2 years	1,00,000	2,40,000	254	2,04,060	-	**5,44,314**
More than 2 year and less than 3 years	-	-	-	-	-	**-**
More than 3 years	-	-	-	-	-	**-**
	2,24,669	**24,06,230**	**85,566**	**84,78,336**	**943**	**1,11,95,744**

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Notes to forming part of the financial statements as at and for the year ended March 31, 2026

20. LONG TERM BORROWINGS (Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Term loan from bank (secured)	15,03,678	-	-	-	-	**15,03,678**	**42,07,579**
Total	**15,03,678**	**-**	**-**	**-**	**-**	**15,03,678**	**42,07,579**

20A *There is no default in repayments of principal and interest.*

20B Terms and conditions: (Amount in Rs.)

SL No.	Particulars	Nature of security	Opening Balance as at April 01, 2025	Repaid during the year	Closing Balance as at March 31, 2026	Terms of repayment
1	Name of the bank - Canara bank Purpose - Construction of building, purchase of furniture etc at Saragur - doctors' block	Hypothecation of asset created out of term loan Equitable mortgage of land & existing building at CA-2 , KIADB Industrial Housing area, Ring road, Hebbal Mysuru - 570016	7,00,839	7,00,839	-	93 equal monthly instalment of Rs.55,447 starting from November 2018 Rate of interest at - 11.80% (floating)
2	Name of the bank - Canara bank Purpose - Construction of building, purchase of furniture etc at Saragur - teachers' block	Hypothecation of asset created out of term loan Equitable mortgage of land & existing building at CA-2 , KIADB Industrial Housing area, Ring road, Hebbal Mysuru - 570016	23,04,826	23,04,826	-	97 equal monthly instalment of Rs.1,83,218 starting from November 2018 Rate of interest at 12.20% (floating)
3	Name of the bank - Canara bank Purpose - Construction of building, purchase of furniture etc at Saragur - Viveka school of excellence	Hypothecation of asset created out of term loan Equitable mortgage of land & existing building at CA-2 , KIADB Industrial Housing area, Ring road, Hebbal Mysuru - 570016	39,58,680	19,58,799	19,99,881	77 equal monthly instalment of Rs.1,84,868 starting from October 2020
4	Name of the bank - Canara bank Purpose - Usage for the Saraguru support service activities	Hypothecation of asset created out of term loan Secured by hypothecation of vehicle	4,76,560	1,25,233	3,51,327	60 equal monthly instalments of Rs.13,970 starting from September.2023 Rate of interest at 9.55% (floating)
5	Name of the bank - Canara bank Purpose - Usage for the Mysuru support service activities	Hypothecation of asset created out of term loan Secured by hypothecation of vehicle	7,87,945	1,60,320	6,27,625	60 equal monthly instalments of Rs. 9,586 starting from January 2025 Rate of interest at 9.55% (floating)
6	Name of the bank - Canara bank Purpose - Usage for the Saraguru support service activities	Hypothecation of asset created out of term loan Secured by hypothecation of vehicle	11,00,811	1,25,598	9,75,213	60 equal monthly instalments of Rs. 9,586 starting from January 2025 Rate of interest at 9.55% (floating)
Total			**93,29,661**	**53,75,615**	**39,54,046**	
Less : Term loan from bank (secured) - current maturities (refer note no. 22)					24,50,368	
Closing balance of long term borrowings					**15,03,678**	

M.S.S.V & Co. Chartered Accountants BANGALORE-20

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

21. OTHER LONG TERM LIABILITIES

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Caution deposit							
- Staff	36,77,178	-	-	-	-	**36,77,178**	**35,22,178**
- Contractors	-	5,00,133	-	5,602	-	**5,05,735**	**5,37,232**
- Honorary worker	4,54,500	-	-	-	-	**4,54,500**	**4,81,500**
- Customers	62,500	4,37,787	-	-	15,000	**5,15,287**	**5,15,287**
- VSP students	-	16,40,617	-	-	-	**16,40,617**	**13,35,000**
Total	**41,94,178**	**25,78,537**	**-**	**5,602**	**15,000**	**67,93,317**	**63,91,197**

22. SHORT TERM BORROWINGS

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Term loan from bank (secured) - current maturities	4,50,487	19,99,881	-	-	-	**24,50,368**	**51,22,082**
Working capital overdraft (secured)	17,01,493	-	50,00,000	1,00,00,000	1,25,000	**1,68,26,493**	**2,22,08,141**
Total	**21,51,980**	**19,99,881**	**50,00,000**	**1,00,00,000**	**1,25,000**	**1,92,76,861**	**2,73,30,223**

22A Refer note 20B for term and conditions of the term loan availed from bank.

22B **Details of the borrowings taken**

Name of the bank: Canara bank

Working capital overdraft availed from bank is against pledged deposits amounting to Rs.2,46,59,664/- (Previous year: Rs 2,46,59,664/-)

23. OTHER CURRENT LIABILITIES

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Earmarked fund returnable	-	62,91,430	1,00,000	9,17,928	-	**73,09,358**	**4,38,577**
Creditors for purchases & services							
- for capital expenditure	62,943	1,62,15,590	-	20,71,090	-	**1,83,49,623**	**2,02,03,064**
- for revenue expenditure	26,17,460	1,25,69,752	1,41,50,604	52,93,325	1,43,199	**3,47,74,340**	**3,64,26,626**
Statutory payables	25,20,970	-	-	-	-	**25,20,970**	**48,12,131**
Advance received	5,324	29,51,225	19,263	1,40,274	3,43,927	**34,60,012**	**18,42,866**
Total	**52,06,697**	**3,80,27,997**	**1,42,69,867**	**84,22,617**	**4,87,126**	**6,64,14,303**	**6,37,23,264**

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M S S V & Co. Chartered Accountants BANGALORE-20

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

24. CONTRIBUTION

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Indian contribution	33,23,270	43,79,315	36,92,528	1,08,76,443	49,600	**2,23,21,156**	**2,44,06,175**
Foreign contribution	11,54,236	-	3,36,070	12,521	-	**15,02,827**	**8,36,831**
Total	**44,77,506**	**43,79,315**	**40,28,598**	**1,08,88,964**	**49,600**	**2,38,23,983**	**2,52,43,006**

25. INCOME FROM ACTIVITIES

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Community contribution	8,30,116	5,19,89,539	44,47,766	7,81,93,692	1,22,59,370	**14,77,20,484**	**14,07,44,364**
Support services	5,41,746	5,35,74,818	40,89,609	3,78,97,742	2,27,56,081	**11,88,59,997**	**11,08,68,957**
Total	**13,71,862**	**10,55,64,357**	**85,37,375**	**11,60,91,434**	**3,50,15,452**	**26,65,80,481**	**25,16,13,321**

26. EARMARKED FUNDS - INCOME

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Tribal development programs	-	5,07,55,901	58,98,740	73,37,046	-	**6,39,91,687**	**5,39,08,806**
Students' education & teacher empowerment	-	11,17,05,910	-	-	-	**11,17,05,910**	**12,88,18,064**
Youth empowerment & community awareness program	-	-	5,87,52,404	1,26,99,267	16,21,243	**7,30,72,914**	**5,30,93,869**
HIV/AIDS - care & control	-	-	-	12,98,77,796	1,09,98,227	**14,08,76,023**	**9,68,22,172**
Academic & research	-	-	-	5,54,55,607	-	**5,54,55,607**	**2,87,61,984**
Medical Care & rehabilitation	-	-	5,01,422	1,96,14,854	-	**2,01,16,276**	**3,04,15,688**
Water, sanitation, hygiene & environment programs	-	-	-	1,69,80,394	-	**1,69,80,394**	**2,59,73,484**
Integrated village development program	-	-	2,27,08,361	-	-	**2,27,08,361**	**2,92,91,111**
Patient care & treatment	-	-	-	1,19,26,884	-	**1,19,26,884**	**87,63,410**
Slum development program	-	-	73,10,507	-	-	**73,10,507**	**43,87,563**
Inclusion & empowerment	-	-	22,28,197	-	-	**22,28,197**	**-**
Total	**-**	**16,24,61,811**	**9,73,99,631**	**25,38,91,848**	**1,26,19,470**	**52,63,72,760**	**46,02,36,151**

26A These are earmarked funds released from restrictions as specified activities are performed and qualifying expenditure incurred during the year.

27. DEVELOPMENT SUPPORT

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Accounting & monitoring	92,07,850	-	-	-	-	**92,07,850**	**81,96,061**
HR expenses	93,07,456	-	-	-	-	**93,07,456**	**43,76,875**
Gratuity and leave encashment expenses	1,12,24,066	-	-	-	-	**1,12,24,066**	**51,84,060**
Monitoring & evaluation	75,90,697	-	-	-	-	**75,90,697**	**66,17,538**
Governing body expenses	20,439	-	-	-	-	**20,439**	**34,904**
Fundraising & promotional expenses	63,35,294	-	-	-	-	**63,35,294**	**62,01,836**
Total	**4,36,85,802**	**-**	**-**	**-**	**-**	**4,36,85,802**	**3,06,11,274**

M S S V & Co Chartered Accountants BANGALORE-20

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

28. INSTITUTION BASED SERVICES EXPENSES (Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Viveka tribal centre for learning at Hosahalli	-	3,90,74,306	-	-	-	**3,90,74,306**	**3,73,69,645**
Viveka school of excellence at Saragur	-	3,95,68,729	-	-	-	**3,95,68,729**	**3,37,59,161**
Viveka pre-university college at Saragur	-	1,05,13,324	-	-	-	**1,05,13,324**	**70,79,416**
Vivekananda institute of Indian studies at Mysuru	-	-	-	-	51,66,846	**51,66,846**	**34,36,561**
Vivekananda memorial hospital at Saragur	-	-	-	9,90,62,487	-	**9,90,62,487**	**10,10,90,664**
Vivekananda teachers training and research centre at Hosahalli	-	-	-	-	45,38,370	**45,38,370**	**36,00,130**
Vivekananda institute of leadership development at Mysuru	-	-	-	-	1,80,40,353	**1,80,40,353**	**1,86,23,794**
Total	**-**	**8,91,56,359**	**-**	**9,90,62,487**	**2,77,45,569**	**21,59,64,415**	**20,49,59,371**

28A The above expenses includes personal cost, operational cost & program cost of the respective institutions.

29. COMMUNITY BASED SERVICES EXPENSES (Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Students' education & teacher empowerment	-	11,70,88,684	-	-	-	**11,70,88,684**	**12,12,96,911**
Tribal development program	-	-	1,86,47,853	37,03,967	-	**2,23,51,820**	**2,20,28,090**
Rural livelihood program	-	-	6,92,29,203	-	-	**6,92,29,203**	**5,93,36,639**
Community radio station	-	-	20,63,687	-	-	**20,63,687**	**17,55,642**
HIV/AIDS - care & control	-	-	-	12,89,17,510	-	**12,89,17,510**	**8,20,37,242**
Medical care & rehabilitation	-	-	-	4,70,28,917	-	**4,70,28,917**	**5,69,06,300**
Academic & research	-	-	-	5,22,87,424		**5,22,87,424**	**2,35,75,502**
Water, sanitation, hygiene & environment program	-	-	-	1,58,68,037	-	**1,58,68,037**	**2,50,65,610**
Disaster relief	-	-	5,01,422	-	-	**5,01,422**	**-**
Slum development program	-	-	-	60,17,201	-	**60,17,201**	**40,79,616**
Total	**-**	**11,70,88,684**	**9,04,42,165**	**25,38,23,056**	**-**	**46,13,53,905**	**39,60,81,552**

30. SUPPORT SERVICES EXPENSES (Amount in Rs.)

	Education		SEEP	Health	Training & Research	Total	Previous Year
	Hosahalli & Sargur	Bengaluru	Kenchanahalli	Saragur	Mysuru		
Agricultural activities	4,53,476	-	1,62,455	1,72,015	-	**7,87,946**	**10,57,607**
Canteen	84,72,742	-	17,81,819	88,98,493	56,69,669	**2,48,22,723**	**2,67,39,800**
Campus & office services	40,82,614	38,53,041	18,20,842	72,74,513	32,42,050	**2,02,73,260**	**1,90,43,892**
Transport services	15,30,604	2,64,712	-	90,92,439	6,72,679	**1,15,60,434**	**98,08,039**
IT & other services	-	1,24,691	-	14,73,218	9,08,379	**25,06,288**	**24,44,126**
Ayurveda medicine preparation	-	-	6,03,873	-	-	**6,03,873**	**3,50,511**
Hostel	2,26,98,813	-	-	19,66,397	24,50,332	**2,71,15,542**	**2,52,04,850**
Central stores	38,67,863	-	-	23,39,323	-	**62,07,186**	**83,70,840**
Total	**4,11,06,312**	**42,42,444**	**43,68,989**	**3,12,16,398**	**1,29,43,109**	**9,38,77,252**	**9,30,19,665**

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M.S.S.V & Co. Chartered Accountants BANGALORE-20

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

31. AMOUNT NO LONGER RECEIVABLE (Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Government	3,282	-	-	4,33,116	3,000	**4,39,399**	**71,519**
Trusts & foundations	-	-	-	10,960	-	**10,960**	**9,322**
Others	22,868	6,873	-	25,488	-	**55,229**	**1,36,023**
Total	**26,150**	**6,873**	**-**	**4,69,564**	**3,000**	**5,05,587**	**2,16,864**

32. DEPRECIATION & AMORTIZATION (Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Deprecition	15,00,890	1,37,48,012	14,01,046	1,38,98,258	17,18,389	**3,22,66,595**	**2,69,31,685**
Amortization	2,63,937	-	-	8,74,461	-	**11,38,398**	**4,70,998**
Total	**17,64,827**	**1,37,48,012**	**14,01,046**	**1,47,72,719**	**17,18,389**	**3,34,04,993**	**2,74,02,683**

33. NET MOVEMENT IN FUNDS (Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Transferred from statement of Income & Expenditure							
To general fund	17,49,000	2,34,33,068	1,41,17,195	36,01,315	72,38,193	**5,01,38,772**	**3,42,98,096**
To asset replacement fund	-	22,808	67,005	9,77,927	1,53,482	**12,21,222**	**24,80,635**
To revolving fund	-	-	15,00,000	-	-	**15,00,000**	**-**
To restricted endowment fund	-	12,27,590	-	-	(0)	**12,27,590**	**-**
Sub total - I	**17,49,000**	**2,46,83,466**	**1,56,84,200**	**45,79,242**	**73,91,675**	**5,40,87,584**	**3,67,78,731**
Transferred to statement of Income & Expenditure							
From general fund	3,38,58,274	-	-	-	-	**3,38,58,274**	**1,22,43,733**
From asset fund	17,64,827	1,37,48,012	14,01,046	1,47,72,719	17,18,389	**3,34,04,993**	**2,74,02,683**
From Designated Earmarked Fund	-	7,32,201	-	47,67,298	-	**54,99,499**	**10,82,403**
From asset replacement fund	-	1,26,315	-	-	-	**1,26,315**	**-**
From staff recreation fund	-	-	-	-	-	**-**	**15,984**
Sub total - II	**3,56,23,101**	**1,46,08,528**	**14,01,046**	**1,95,40,017**	**17,18,389**	**7,28,91,081**	**4,07,44,803**
Total (I - II)	**(3,38,74,101)**	**1,00,74,939**	**1,42,83,154**	**(1,49,60,775)**	**56,73,286**	**(1,88,03,497)**	**(39,66,072)**

33A Refer note no. 54 to financial statements

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M S S V & Co. Chartered Accountants BANGALORE-20

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

34. GRANTS AND DONATIONS

(Amount in Rs.)

	Development Support	Educational Activity	SEEP	Health	Training & Research	Total	Previous year
General contribution	44,77,506	43,79,315	40,28,598	1,08,88,964	49,600	**2,38,23,983**	**2,52,43,006**
Earmarked funds utilised for revenue expenditure							
- Social stock exchange	-	30,47,865	-	-	-	**30,47,865**	**27,53,250**
- Other than social stock exchange	-	15,94,13,946	9,73,99,631	25,38,91,848	1,26,19,470	**52,33,24,895**	**45,74,82,901**
Earmarked funds utilised for capital expenditure	3,20,217	5,66,34,356	7,76,840	1,07,18,288	-	**6,84,49,701**	**8,27,33,465**
Changes in earmarked fund receivable	-	1,61,70,874	(18,27,658)	1,39,30,139	(51,377)	**2,82,21,978**	**(10,06,817)**
Changes in earmarked fund	-	(44,14,069)	35,07,524	(4,45,13,132)	12,94,189	**(4,41,25,487)**	**4,10,41,182**
Changes in restricted endowment fund	-	11,68,800	-	10,000	19,62,646	**31,41,446**	**97,000**
Changes in designated endowment fund	7,84,802	-	-	-	-	**7,84,802**	**8,68,896**
Changes in specified contribution returnable	-	60,62,853	-	8,07,928	-	**68,70,781**	**-**
Total	**55,82,525**	**24,24,63,940**	**10,38,84,935**	**24,57,34,035**	**1,58,74,527**	**61,35,39,964**	**60,92,12,884**

35. INCOME FROM ACTIVITIES

(Amount in Rs.)

	Development Support	Educational Activity	SEEP	Health	Training & Research	Total	Previous year
Community contributions	8,30,116	5,19,89,539	44,47,766	7,81,93,692	1,22,59,370	**14,77,20,484**	**14,07,44,364**
Support services	5,41,746	5,35,74,818	40,89,609	3,78,97,742	2,27,56,081	**11,88,59,997**	**11,08,68,957**
Changes in income received in advance	713.61	11,55,803	19,263	1,53,686	2,87,681	**16,17,147**	**3,03,703**
Changes in other receivable	(93,484)	(22,23,146)	(60,258)	16,76,199	(79,194)	**(7,79,883)**	**(9,35,582)**
Total	**12,79,092**	**10,44,97,014**	**84,96,381**	**11,79,21,319**	**3,52,23,938**	**26,74,17,744**	**25,09,81,442**

36. OTHER RECEIPTS

(Amount in Rs.)

	Development Support	Educational Activity	SEEP	Health	Training & Research	Total	Previous year
Income tax refund	3,27,115	-	-	-	-	**3,27,115**	**6,27,712**
Caution deposit recevied during the year							
VSP students	-	3,05,617	-	-	-	**3,05,617**	**2,55,500**
Staff caution	1,28,000	-	-	-	-	**1,28,000**	**2,92,000**
Rental advance received during the year	18,900	20,000	50,000	-	-	**88,900**	**-**
Deposits received during the year	-	-	-	-	-	**-**	**3,57,777**
Others receipt	-	-	-	-	-	**-**	**35,898**
Total	**4,74,015**	**3,25,617**	**50,000**	**-**	**-**	**8,49,632**	**15,68,887**

37. CAPITAL EXPENDITURE

(Amount in Rs.)

	Development Support	Educational Activity	SEEP	Health	Training & Research	Total	Previous year
Addition during the year							
Property, plant & equipment	18,35,413	1,13,22,379	7,93,639	1,18,06,401	1,71,282	**2,59,29,114**	**8,23,41,582**
Intangible assets	2,61,231	-	-	52,16,957	-	**54,78,188**	**-**
Proceeds from sale of asset	(4,71,695)	-	-	(7,201)	-	**(4,78,896)**	**-**
Deletion during the year	-	(2)	-	(1,66,605)	(4)	**(1,66,611)**	**(2,69,434)**
Change in capital work in progress	-	5,33,50,519	-	(52,16,957)	-	**4,81,33,562**	**66,71,803**
Change in creditors for capital expenditure	(62,943)	(28,84,439)	-	48,00,823	-	**18,53,441**	**(1,25,93,761)**
Changes in contractors for capital expendtiure							
Rentention money	-	26,497	-	5,000	-	**31,497**	**62,897**
Others	(32,21,024)	-	-	-	-	**(32,21,024)**	**11,59,368**
Total	**(16,59,018)**	**6,18,14,954**	**7,93,639**	**1,64,38,418**	**1,71,278**	**7,75,59,271**	**7,73,72,455**

M.S.S.V & Co. Chartered Accountants BANGALORE-20

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

38. LOANS, ADVANCES AND DEPOSITS

(Amount in Rs.)

	Development Support	Educational Activity	SEEP	Health	Training & Research	Total	Previous year
Sub grantee advance	-	-	-	68,502	-	**68,502**	**1,70,846**
Rental advance paid during the year	-	25,000	2,92,828	80,000	-	**3,97,828**	**1,32,072**
Deposits paid during the year	-	-	-	39,520	-	**39,520**	**6,460**
Total	-	**25,000**	**2,92,828**	**1,88,022**	-	**5,05,850**	**3,09,378**

39. EXPENSES FOR THE YEAR AND OTHER UTILITIES

(Amount in Rs.)

	Development Support	Educational Activity	SEEP	Health	Training & Research	Total	Previous year
Program expenses							
Development support	4,36,85,802	-	-	-	-	**4,36,85,802**	**3,06,11,274**
Institution based services	-	8,91,56,359	-	9,90,62,487	2,77,45,569	**21,59,64,415**	**20,49,59,371**
Community based services	-	11,70,88,684	9,04,42,165	25,38,23,056	-	**46,13,53,905**	**39,60,81,552**
Sub total - I	**4,36,85,802**	**20,62,45,043**	**9,04,42,165**	**35,28,85,543**	**2,77,45,569**	**72,10,04,121**	**63,16,52,196**
Support & administrative expenses							
Support services	-	4,53,48,756	43,68,989	3,12,16,398	1,29,43,109	**9,38,77,252**	**9,30,19,665**
Change in staff benefit fund	80,95,859	-	-	-	-	**80,95,859**	**(40,28,455)**
Sub total - II	**80,95,859**	**4,53,48,756**	**43,68,989**	**3,12,16,398**	**1,29,43,109**	**10,19,73,111**	**8,89,91,210**
Movement in balances							
Changes in inventory	-	(81,887)	-	6,13,155	-	**5,31,268**	**(2,20,346)**
Program advance - others	(7,28,783)	(6,37,206)	7,81,956	(97,88,822)	(8,851)	**(1,03,81,706)**	**88,75,347**
Changes in creditors for purchases	19,69,057	(40,44,019)	(51,83,313)	1,01,68,237	(1,13,775)	**27,96,186**	**(2,33,61,614)**
Changes in caution deposit - customers	-	-	-	-	-	**-**	**5,000**
Changes in staff advances	(7,73,090)	(10,86,385)	19,959	28,436	5,800	**(18,05,281)**	**233**
Change in other receipts	(50,746)	-	-	(1,300)	-	**(52,046)**	**(78,838)**
Sub total - III	**4,16,437**	**(58,49,498)**	**(43,81,398)**	**10,19,706**	**(1,16,826)**	**(89,11,579)**	**(1,47,80,219)**
Total - (I + II + III)	**5,21,98,098**	**24,57,44,301**	**9,04,29,756**	**38,51,21,647**	**4,05,71,851**	**81,40,65,653**	**70,58,63,188**

40. TERM LOAN FOR CAPITAL EXPENDITURE

(Amount in Rs.)

	Development Support	Educational Activity	SEEP	Health	Training & Research	Total	Previous year
Openign balance	23,65,316	62,63,506	-	7,00,839	-	**93,29,661**	**1,17,20,183**
Closing balance	19,54,165	19,99,881	-	-	-	39,54,046	93,29,661
Availed during the year	-	-	-	-	-	-	**20,27,000**
Repaid during the year	**(4,11,151)**	**(42,63,625)**	-	**(7,00,839)**	-	**(53,75,615)**	**(44,17,522)**

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M.S.S.V & Co. Chartered Accountants BANGALORE-20

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

41. INTERNAL CONTROL AND RISK MANAGEMENT

The Governing Body holds ultimate accountability for establishing and maintaining an effective system of internal control within the Organization. Such system is designed to provide reasonable assurance against material misstatements, errors, and fraud. Responsibility and authority are clearly delegated through the Chief Executive Officer to the respective management and operational levels within the Organization.

The Organization has instituted a strategic planning process with a rolling review cycle of three years, complemented by an annual budgeting framework which requires approval from the Governing Body. Material deviations from the approved budgets necessitate specific authorization by the Governing Body. Revised forecasts are conducted periodically throughout the financial year to ensure proactive financial management.

A robust financial reporting system is in place, whereby actual performance is monitored against budgeted targets on a monthly basis. This comprehensive planning and monitoring framework, coupled with the policy to maintain prudent reserves within the General Fund, enables the Organization to effectively oversee, mitigate, and manage its exposure to operational and financial risks.

42. INVESTMENTS

During the year Rs.48,80,240/- (Previous Year Rs. 44,68,310/-) of interest has been accrued but not received on investments and it has been included in total investment of Rs.18,31,61,663/- (Previous Year Rs.19,18,32,681/-)

43. MICRO, SMALL AND MEDIUM ENTERPRISES DEVELOPMENT ACT, 2006

There are no material dues owed by the Organisation to Micro and Small Enterprises, which are outstanding for more than 45 days during the year end as at March 31, 2026. This information as required under the Micro, Small and Medium Enterprises Development Act, 2006 has been determined to the extent such parties have been identified on the basis of information available with the organisation.

(Amount in Rs.)

Sl no.	Particulars	As At March 31, 2026	As At March 31, 2025
i.	Principal amount remaining unpaid to any supplier as at the end of the accounting year.	-	-
ii.	Interest due thereon remaining unpaid to any supplier as at the end of the accounting year.	-	-
iii.	The amount of interest paid / written back along with the amounts of the payment made to the supplier beyond the appointed day.	-	-
iv.	The amount of interest due and payable for the year.	-	-
v.	The amount of interest accrued and remaining unpaid at the end of the accounting year.	-	-
vi.	The amount of further interest due and payable even in the succeeding year, until such date when the interest dues as above are actually paid,	-	-

44. OBLIGATION ON LONG TERM, NON-CANCELLABLE OPERATING LEASE

The Organization has taken leases of office premises, chapter and branch activities. The Organisation has paid Rs.16,33,500/- as refundable security deposit to 27 lessors (Previous year 23 lessors Rs.13,24,572/-). The total rental expense for the year of Rs.38,51,687/- (Previous year Rs.38,63,670/-) has debited to the statement of income and expenditure.

Future minimum lease payments due under non-cancellable operating leases are as follows: (Amount in Rs.)

Particulars	As at March 31, 2026	As at March 31, 2025
Not later than 1 year	-	-
Later than 1 year and not later than 5 years	-	-
Later than 5 years	-	-

M.S.S.V & Co. Chartered Accountants BANGALORE-20

Notes to forming part of the financial statements as at and for the year ended March 31, 2026

45. STAFF BENEFIT FUND - GRATUITY FUND

The following table provides the disclosure in accordance with Revised AS – 15 in respect of Gratuity for the year ended and as at March 31, 2026.

(Amount in Rs.)

	Particulars	Note	As at March 31, 2026	As at March 31, 2025
I.	**Change in defined benefit obligations:**			
	Projected defined benefit obligations at the beginning of the year		2,55,71,317	2,16,74,429
	Current service cost		54,26,619	29,50,394
	Interest cost		17,94,546	15,80,768
	Past service cost		49,77,902	-
	Actuarial losses / (gain)		24,97,285	9,89,965
	Benefits paid		(13,59,870)	(16,24,239)
	Projected Defined Benefit obligations at the end of the year		**3,89,07,799**	**2,55,71,317**
II.	**Change in plan assets**			
	Plan assets at the beginning of the year at fair value		-	-
	Actuarial gain / (losses)		*16,22,039*	-
	Contributions by the employer		*2,16,74,429*	*16,24,239*
	Benefits paid		*(13,59,870)*	*(16,24,239)*
	Plan assets at the end of the year at fair value		**2,19,36,598**	-
III.	*Present value of defined benefit obligation*		3,89,07,799	2,55,71,317
	Plan assets at the end of the year at fair value	45A	(2,19,36,598)	-
	Total liability as at the end of the year	45B	**1,69,71,201**	**2,55,71,317**
IV.	**Financial assumptions at the Valuation date**			
	Discount rate (P.A)		6.60%	6.55%
	Expected rate of return on assets		7.00%	0.00%
	Salary escalation rate		6.00%	6.00%

45A Plan assets includes the amount paid to Life Insurance Corporation Rs.2,19,36,598/- and income accrued thereon.

45B Liability for gratuity shown under Gratuity fund in note 5 as Gratuity fund in consolidated financial statements.

45C Breakup of Gratuity fund is as follows;

(Amount in Rs.)

Particulars	As at March 31, 2026	As at March 31, 2025
Current liability	75,67,848	48,54,050
Non current liability	94,03,352	2,07,17,266
Total liability	**1,69,71,201**	**2,55,71,317**

M.S.S.V & Co. Chartered Accountants BANGALORE-20

46. STAFF BENEFIT FUND - LEAVE ENCASHMENT

i. The leave obligations cover the Organisation's liability for earned leave and is not funded. Future lease liability is based on AS 15 (Revised) on actuarial basis.

ii. Leave encashment benefit expensed in the Statement of Income and Expenditure for the year is Rs.6,48,074/- (Previous year Rs.4,49,471/-).

iii. Leave encashment benefit outstanding is Rs.37,72,659/- (Previous year Rs.32,68,402/-).

iv. Breakup of leave encashment fund is as follows;

(Amount in Rs.)

Particulars	Note	As at March 31, 2026	As at March 31, 2025
Current liability		7,68,802	8,03,386
Non current liability		30,03,857	24,65,016
Total liability		**37,72,659**	**32,68,402**

46A Liability for leave encashment shown under leave encashment fund in note 5 to the consolidated financial statements.

47. The organisation has assessed and evaluated the impact of application of Labour Code 2020 on its operation. The effect of such impact is Rs.49,77,902/-. The same has been debited to the statement of income and expenditure during the year.

48. SEGMENT REPORTING

i. Operating Segments

Financial Statements has been prepared based on the broad areas of operation by the Organization. Assets and liabilities for each area has been treated separately and disclosed in the financial statement.

ii. Geographical Segment

It is based on the geographical location of the donors and expenses incurred out of such source. Geographical segment is broadly classified into contribution received from Indian source and contribution received from foreign sources. The geographic sector wise financials as follows:

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M.S.S.V & Co. Chartered Accountants BANGALORE-20

Swami Vivekananda Youth Movement

CA 2, KIADB Industrial Housing area, Ring road, Hebbal, Mysuru - 570016

Segment reporting

Balance Sheet as at March 31, 2026

(Amount in Rs.)

Particulars	As at March 31, 2026		As at March 31, 2025	
	Foreign	Indian	Foreign	Indian
SOURCE OF FUNDS				
Restricted Funds	12,86,77,389	38,15,31,787	14,68,16,205	36,11,27,996
Designated Funds	29,31,788	7,06,76,572	55,72,988	7,16,07,501
Unrestricted Funds	2,27,72,018	1,51,84,869	1,88,00,961	1,64,97,666
TOTAL FUNDS	**15,43,81,194**	**46,73,93,228**	**17,11,90,154**	**44,92,33,163**
APPLICATION OF FUNDS				
Property, plant & equipment and Intangible asset	8,93,34,014	32,69,84,945	8,97,65,712	28,05,83,986
Investments	6,30,21,946	12,01,39,717	6,79,17,093	12,39,15,587
Deposits	-	11,72,780	-	11,33,260
Current assets	66,36,512	10,84,72,668	2,14,18,705	13,73,41,236
TOTAL ASSETS	**15,89,92,472**	**55,67,70,110**	**17,91,01,510**	**54,29,74,070**
LIABILITIES				
Current liabilities	41,05,543	8,15,85,622	74,05,621	8,36,47,866
Long term liabilities	5,05,735	77,91,261	5,05,735	1,00,93,041
TOTAL LIABILITIES	**46,11,278**	**8,93,76,882**	**79,11,356**	**9,37,40,907**
NET ASSETS	**15,43,81,194**	**46,73,93,228**	**17,11,90,154**	**44,92,33,163**

M.S.S.V & Co. Chartered Accountants BANGALORE-20

Swami Vivekananda Youth Movement

CA 2, KIADB Industrial Housing area, Ring road, Hebbal, Mysuru - 570016

Segment reporting

Statement of Income and Expenditure for the year ended March 31, 2026

(Amount in Rs.)

Particulars	For the year ended March 31, 2026		For the year ended March 31, 2025	
	Foreign	Indian	Foreign	Indian
INCOME				
Unrestricted	81,32,406	29,28,05,391	35,30,556	28,17,47,602
Designated	-	2,05,363	-	1,74,428
Restricted	3,84,68,986	49,03,76,310	3,40,99,904	42,87,72,846
TOTAL	**4,66,01,392**	**78,33,87,064**	**3,76,30,460**	**71,06,94,876**
EXPENDITURE				
Development support	6,45,249	4,30,40,553	34,172	3,05,77,102
Institution based services	1,05,98,543	20,53,65,872	1,06,13,023	19,43,46,348
Community based services	3,27,00,840	42,86,53,065	2,35,36,132	37,25,45,420
Support services	-	9,38,77,252	-	9,30,19,665
Amount no longer receivable	24,524	4,81,063	-	2,16,864
Depreciation and amortization	1,02,24,476	2,31,80,517	77,42,741	1,96,59,941
TOTAL	**5,41,93,631**	**79,45,98,322**	**4,19,26,068**	**71,03,65,340**
NET MOVEMENT IN FUNDS	**(75,92,239)**	**(1,12,11,258)**	**(42,95,608)**	**3,29,536**



Notes to forming part of the financial statements as at and for the year ended March 31, 2026

49. FUND RAISED THROUGH SOCIAL STOCK EXCHANGE (SSE)

During the Financial Year 2023-24 the Organisation had registered under Social Stock Exchange of National Stock Exchange (NSE) & Bombay Stock Exchange (BSE) which is a electronic fund raising platform regulated by Securities and Exchange Board of India (SEBI). Further the Organisation had listed "Zero Coupon Zero Principal Instruments ('ZCZP')" of 1,55,00,000 ZCZP instruments of Rs.1/- each and had raised total contribution of Rs.1,55,00,000/-.

The Organisation proposed to spend the said fund for "Viveka Tribal Centre for Learning" through which SVYM envisions to create a learning environment which is holistic, inclusive and joyful for the children from the rural and tribal areas of H D Kote and neighbouring taluks over the period of five years.

50. EARMARKED FUNDS

i. Expenditure incurred during the year from earmarked fund is for both capital and recurring expenditure.

ii. Unspent amount available as on the balance sheet date is Rs.2,99,91,683/- (Previous year Rs 7,41,17,171/-)

51. RELATED PARTY DISCLOSURE

As required under "Accounting Standard - 18", issued by Institute of Chartered Accountants of India, the Organization has disclosed the transaction with related parties effected during the financial year 2025-26.

A Related parties and relationship

i. Governing body members

Sl No.	Name of the Person	Relationship	Age	Qualification	Service rendered in SVYM	Specialization
1	Dr. Sudheer B Bangalore	President	58	MBBS	40 Years	Paediatrician
2	Dr. Chandrashekhar K N	Vice President	66	MBBS	42 Years	General Physician
3	Dr. Prashanth	Secretary	49	MBBS	21 Years	Ophthalmologist
4	Dr. Dathathri M A	Joint Secretary	48	MBBS	21 Years	ENT Consultant
5	Dr. Sridevi Seetharam	Treasurer	57	MBBS	40 Years	Pathologist
6	Ms. Swathi R	Executive Member	37	MSc	8 Years	Educationalist
7	Dr. Raghu M P	Executive Member	61	MBBS	38 Years	ENT Consultant

ii. Other related parties

1	Ms. Savitha S (Key Managerial Personnel)	Chief Executive Officer	45	Chartered Accountant	15 years	Not Applicable
2	Dr M R Seetharam	Spouse of Treasurer	61	MBBS, MS (Ortho)	42 Years	Orthopaedical

B. Transaction with related parties and Key Managerial Personnel

(Amount in Rs.)

Particulars	Note	For the year ended March 31, 2026	For the year ended March 31, 2025
Salary, Allowances and Professional fees to governing body		NIL	NIL
Salary and Allowances to Chief Executive Officer	51B(i)	16,47,720	15,90,000
Professional fees to Dr M R Seetharam	51B(ii)	25,74,697	24,67,581
		42,22,417	**40,57,581**

51B(i) The above figures do not include provision for gratuity payable and leave encashment as the same are actuarially determined for the Organization as a whole.

51B(ii) Dr. Seetharam is an orthopaedic surgeon who has been working as a Consultant at Vivekananda Memorial Hospital.

M.S.S.V & Co. Chartered Accountants BANGALORE-20

52. CAPITAL COMMITMENTS

(Amount in Rs.)

Particulars	As at March 31, 2026	As at March 31, 2025
Major capital commitments	8,75,00,000	17,75,00,000
	8,75,00,000	**17,75,00,000**

53. PENDING LITIGATION

There is no pending litigation as on 31st March 2026.

54. NET MOVEMENT OF FUNDS

a) Surplus or deficit arising out of operations, adjusted against the General Fund.

b) Unutilized interest earned on Endowment Funds credited to Endowment Principle.

c) Unutilized interest earned on Asset Replacement Fund credited to Asset Replacement Fund.

d) Unutilized interest earned on Staff Recreation Fund credited to Staff Recreation Fund.

e) Depreciation charged during the year is transferred to asset fund through net movement of funds

55. GENERAL

a) Further, the Organization has used accounting software for maintaining its books of account which has a feature of recording audit trail (edit log) facility and the same has operated throughout the year for all relevant transactions recorded in the accounting software, except for audit trail feature is not enabled for certain changes made, if any, using privileged/ administrative access rights to the SAP Business ONE application and the underlying database. Further no instance of audit trail feature being tampered with was noted in respect of the accounting software.

b) The management is taking steps to ensure that the books of account are maintained as required under the applicable statute.

c) Previous year's figures have been regrouped and reclassified wherever necessary to confirm with current year's presentation.

For MSSV & Co,
Chartered Accountants
ICAI Firm Registration Number : 001987S

Shiv Shankar T R
Partner
Membership No. : 220517

MSSV & Co. Chartered Accountants BANGALORE-20

For and on behalf of Governing Body of Swami Vivekananda Youth Movement

Mr. Shreeharsha M S
Senior Finance Manager

Mr. Manjunath Mogri
Deputy Director - Finance

Ms. Savitha S
Chief Executive Officer

Dr. Sridevi Seetharam
Treasurer

Dr. Prashanth C R
Secretary

Dr. Sudheer B Bangalore
President

Swami Vivekananda Youth Movement

Place: Mysuru
Date: May 26, 2026

Statutory External Auditor:

MSSV & Co., Chartered Accountants
Address: 2nd Floor, 63/2, Railway Parallel Road,
Kumara Park West,
Bengaluru – 560 020, Karnataka, India
Telephone: 080 23565065
Fax: 080 23565076

Annexure 3
Copy of Income Tax Return

Acknowledgement Number:858112741270925 **Date of filing : 27-Sep-2025**

INDIAN INCOME TAX RETURN ACKNOWLEDGEMENT

[Where the data of the Return of Income in Form ITR-1(SAHAJ), ITR-2, ITR-3, ITR-4(SUGAM), ITR-5, ITR-6, ITR-7 filed and verified]
(Please see Rule 12 of the Income-tax Rules, 1962)

Assessment Year 2025-26

PAN	AAATS5045F		
Name	SWAMI VIVEKANANDA YOUTH MOVEMENT		
Address	Ca 2,, Kiadb Industrial Housing Area,, Ring Road,, Hebbal, Mysore, Mysuru , Mysuru , 15-Karnataka, 91-INDIA, 570016		
Status	05-AOP/BOI	Form Number	ITR-7
Filed u/s	139(1)-On or before due date	e-Filing Acknowledgement Number	858112741270925

Taxable Income and Tax Details	Current Year business loss, if any	1	0
	Total Income	1A	0
	Book Profit under MAT, where applicable	2	0
	Adjusted Total Income under AMT, where applicable	3	0
	Net tax payable	4	0
	Interest and Fee Payable	5	0
	Total tax, interest and Fee payable	6	0
	Taxes Paid	7	5,13,936
	(+) Tax Payable /(-) Refundable (6-7)	8	(-) 5,13,940
Accreted Income and Tax Detail	Accreted Income as per section 115TD	9	0
	Additional Tax payable u/s 115TD	10	0
	Interest payable u/s 115TE	11	0
	Additional Tax and interest payable	12	0
	Tax and interest paid	13	0
	(+) Tax Payable /(-) Refundable (12-13)	14	0

This return has been digitally signed by PRASHANTH RAMACHANDRA CHERIAMANE in the capacity of Others having PAN AFHPC8855K from IP address 202.83.17.20 on 27-Sep-2025 17:14:52 DSC Sl.No & Issuer 4733713 & 128236666380CN=Capricorn Sub CA for Individual DSC 2022,OU=Certifying Authority,O=Capricorn Identity Services Pvt Ltd.,C=IN

System Generated Barcode/QR Code

AAATS5045F078581127412709255e4408d288ba35d20e704f8eb0975510c23e961e

DO NOT SEND THIS ACKNOWLEDGEMENT TO CPC, BENGALURU

Annexure 4
Copy of Form10B/ 10BB Audi report filed with Income Tax

MSSV & Co.
Chartered Accountants

FORM NO. 10B

[See Rule 16CC and 17B]

(Audit report under clause (b) of the tenth proviso to clause (23C) of section 10 and sub-clause (ii) of clause (b) of subsection (1) of section 12A of the Income-tax Act, 1961)

We have examined the balance sheet of **Swami Vivekananda Youth Movement, PAN: AAATS5045F** as at 31st March 2025 and the Statement of Income and Expenditure for the year ended on that date are in agreement with the books of account maintained by the said Organisation.

We have obtained all the information and explanations to the best of our knowledge and belief which are necessary for the purposes of the audit.

In our opinion, proper books of account have been maintained by the Trust at the registered office and / or address mentioned at serial number 14 of the Annexure B, if any.

In our opinion and to the best of our information and according to explanations given to us, the particulars given in the Annexure B are true and correct subject to observations / comments referred to Annexure A to this Report.

In our opinion and to the best of our information, and according to information given to us the said accounts give a true and fair view: -

(i) in the case of the balance sheet, of the state of affairs of the above-named Trust as on 31st March 2025; and

(ii) in the case of the Statement of Income and Expenditure, of the excess of expenditure over income of its accounting year ending on 31st March 2025.

The prescribed particulars are annexed hereto.

for **MSSV & Co.,**
Chartered Accountants
Firm Registration No. 001987S

MSSV & Co. Chartered Accountants BANGALORE-20

Shiv Shankar T R
Partner
Membership No.: 220517
UDIN : 25220517BMLLQI3046

Date : September 25, 2025
Place : Bangalore

Swami Vivekananda Youth Movement

Annexure A to Form 10B

Observations / comments to the Annexure – B to Form 10B of Income-tax Rules, 1962

Clause in Annexure – B to Form 10B	Reporting on	Observations / Comments / Views
Clause 19	Details regarding receipts on which tax is deducted u/s 194C, 194J, 194H and 194Q	As per this clause, details of income are for receipts on which tax is deducted u/s 194C, 194J, 194H and 194Q. The auditee has other income on which tax is deducted u/s 194A, 194O etc. Hence, there will be difference between income & TDS reported under this clause and income & TDS as per Form 26AS / TDS credit claimed in the return of income.
Clause 31(i)	Bifurcation of payment between electronic mode and other than electronic mode	It not possible for us to verify whether the payments have been made through electronic mode or other than electronic mode as the necessary evidence are not readily available. The auditee has represented that majority of the payments for expenditure are made through banking channels which includes make made through cheque. Reporting made under the head "Electronic mode" includes the cheque payment as well.
Clause 31(x)	Payments for expenditure referred to in Section 40A(3) and section 40A(3A)	It is not possible for us to verify whether the payments have been made otherwise than by an account payee cheque or an account payee bank draft, as necessary evidence are not readily available with the assessee.



Clause in Annexure – B to Form 10B	Reporting on	Observations / Comments / Views
Clause 37(C)	Source for expenditure where expenditure during the year is in excess of income earned during the year	It is not possible for us to verify whether the excess of expenditure over income during the year is from the amount set apart of earlier previous years for general accumulation. Reliance has been placed on the information provided by the assessee.
Clause 43(f)	Payment towards specified violations of law	We are not in a position to comment on offence committed under any other law, as we do not have personal knowledge of all laws.

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ANNEXURE
Statement of particulars

1.	PAN of the auditee	AAATS5045F
2.	Name of the auditee	Swami Vivekananda Youth Movement
3.	Assessment Year	2025-2026
4.	Previous Year	01-Apr-2024 To 31-Mar-2025
5.	Registered Address of the auditee	Ca 2,, Kiadb Industrial Housing Area,, Ring Road,, Hebbal, Mysore, Mysuru, Mysuru, Karnataka-570 016
6.	Other addresses, if applicable	
7.	Type of the auditee	Trust ☐ Society √ Company ☐ Others ☐
8.	Whether the auditee is established under an instrument?	Yes √ No ☐

9. Details of registration/provisional registration or approval/ provisional approval or notification of the auditee under the Income-tax Act (details of all the registration/provisional registration/approval/provisional approval/notification which are valid during the previous year should be provided, however where the auditee has got the registration/approval after provisional registration/approval the details of provisional registration/approval need not be provided)

Section under which registered/ provisionally registered or approved/ provisionally approved / notified	Date of registration/ provisional registration or approval/ provisionally approval/ notification (dd/mm/yyyy)	Registration/ Approval/ Notification/ Unique Registration No. (URN), if available	Authority granting registration/ provisional registration or approval/ provisional approval or notification	Date from which registration/ provisional registration/ approval/provisional approval/ notification is effective (dd/mm/yyyy)
(1)	(2)	(3)	(4)	(5)
12AB(1)(a)	24/09/2021	AAATS5045FE20216	Commissioner of Income Tax	24/09/2021
80G(5) second proviso - clause (i)	02/10/2021	AAATS5045FF19844	Commissioner of Income Tax	02/10/2021
Others: FCRA	28/04/2022	094590102	Ministry of Home Affairs	01/07/2022
Others: Darpan	01/12/1984	KA/2009/0002213	NITI Aayog, GOI	01/12/1984
Others: Employees Provident Fund Act	28/03/1995	MYS/18385	Commissioner of PF	28/03/1995
Others: The Employees State Insurance Act, 1948	05/08/2014	73000339840001 39	ESI Corporation	05/08/2014

10. (a) Details of all the Author (s)/ Founder (s)/ Settlor (s)/Trustee (s)/ Members of society/Members of the Governing Council/ Director (s)/ shareholders holding 5% or more of shareholding / Office Bearer (s) of the auditee at any time during the previous year

Name of person	Relation	Percentage of shareholding in case of shareholder	Unique Identification Number	Id Code	Address	Whether there is any change in relation during previous year of audit Yes/No	If yes, specify the change

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(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Dr. Sudeer B	Principal Officer	0	ABGPB7706B	PAN	S/o B C Balachandra, No. 3434 Manjula, Shankaracharya Road, Vidyanagar, Hassan - 573202, Karnataka, India, Hassan, Vidyanagar (Hassan) S.O, Hassan - 573202, Karnataka, India	No	
Dr. Chandrashekhar K N	Principal Officer	0	ACYPC6803H	PAN	S/o Narayana K R, Patel Nagara, Gonikoppalu, Virajpet, Kodagu - 571213, Karnataka, India, Devarakadu, Gonikoppal S.O, Kodagu - 571213, Karnataka, India	No	
Dr. Pushpalatha S	Secretary	0	AEDPS8590J	PAN	C/o Balakrishna Subramaniam, No. Villa 21, Godrej Gold County,Bangalore - 560073, Karnataka, India, Bangalore North, Nagasandra S.O (Bangalore), Bangalore - 560073, Karnataka, India	No	

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	Ms. Swathi R	Trustee	0	CXGPS8412R	PAN	D/o R Raghunandana, No.2/19, Bangalore North, New Thippasandra S.O, Bangalore - 560075, Karnataka, India, Bangalore North, New Thippasandra S.O, Bangalore - 560075, Karnataka, India	No	
	Prashanth Ramachandra Cheriamane	Secretary	0	AFHPC8855K	PAN	C/o Ramachandra C B, Kushi, Madikeri, Madikeri H.O, Kodagu - 571201, Karnataka, India, Madikeri, Madikeri H.O, Kodagu - 571201, Karnataka, India	No	
	Dr. Dathathri H A	Secretary	0	AKIPD1667J	PAN	125, NANDANA, 2nd Main, Vidya Shankara Layout, Mysuru 570019, Mysore, Ramanahalli B.O, Mysuru - 570019, Karnataka, India	No	

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	Dr. Sridevi Seetharam	Principal Officer	0	ACSPD0785B	PAN	A-305, Mittal Pride 12, Industrial Suburb 3rd Phase, Manandavadi Road, Khille Mohalla, Mysore - 570008, Mysore, Mysuru South S.O, Mysuru - 570008, Karnataka, India	No	

(b) In case if any of the person [as mentioned in row 10(a)] is not an individual, then provide the following details of the natural persons who are beneficial owners (5% or more) of such person at any time during the previous year

Sl. No.	Name	Unique Identification Number	ID Code	Address	Non individual person [as mentioned in row no 10(a)] in which beneficial ownership held	Percentage of beneficial ownership	Whether there is any change during previous year of audit Yes/No	If yes, Specify the change
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

11.	Objects of the auditee	Medical relief; Advancement of any other objects of general public utility; Education; Relief of poor
12. (i)	Whether the auditee, being a trust or institution referred to in section 11 or 12, has adopted or undertaken modification of the objects which do not conform to the conditions of registration?	No
(ii)	If yes, please furnish following information:-	
	(A) date of such modification/ adoption (DD/MM/YYYY)	
	(B) Whether an application for registration has been made in the prescribed form and manner within the stipulated period of thirty days from the date of said adoption or modification, as per sub-clause (v) of clause (ac) of sub-section (1) of section 12A.	

(C) If yes provide the following details regarding application for registration under sub-clause (v) of clause (ac) of sub-section (1) of section 12A

Sl. No	Date of Application	Status of registration in pursuance of application	Date of Registration or cancellation based on such application	URN of such registration

13. (i)	Where the auditee has been granted provisional registration or provisional approval, whether activities have commenced during the previous year	No
(ii)	If yes in 13 (i) , date of commencement of activities	

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(iii)	If the answer to 13(i) is yes, whether application for registration under section sub-clause (iii) of clause (ac) of sub-section (1) of section 12A or application for approval under clause (iii) of the first proviso to clause (23C) of section 10 has been filed?	

(iv) If yes in 13(iii) above, provide the following details regarding application for registration under section sub-clause (iii) of clause (ac) of subsection (1) of section 12A or application for approval under clause (iii) of the first proviso to clause (23C) of section

Sl. No	Date of Application	Status of registration in pursuance of application	Date of Registration or cancellation based on such application	URN of such registration



14.	(i)	Whether the books of account and other documents have been kept and maintained in the form and manner and at such place as prescribed under rule 17AA by the auditee								Yes
	(ii)	Provide the following details of the books of account and other documents								
	Sl. No	Nature of Books of Account	Whether maintained by the auditee (Yes/No)	Whether maintained in a computer system, (Yes/No)	Whether maintained at registered office (Yes/No)	If maintained at any place other than the registered place				
						Address of such place	Date of decision by management to keep account at such place	Whether intimated to Assessing Officer that books of accounts are kept at such place under proviso to sub-rule (3) of rule 17AA	Date of intimation to Assessing Officer	Whether the books of account have been audited (Yes/No)
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(8a)	(9)
	1	Cash book	Yes	Yes	Yes					Yes
	2	Ledger	Yes	Yes	Yes					Yes
	3	Journal	Yes	Yes	Yes					Yes
	4	Copies of bills issued & copies or counterfoils of receipts issued - Rule 17AA(1)(a)(iv)	Yes	Yes	Yes					Yes
	5	Original bills issued to person & receipts in respect of payments made - Rule 17AA(1)(a)(v)	Yes	Yes	Yes					Yes

	6	Any other book required to be maintained - Rule 17AA(1)(a)(vi)	Yes	Yes	Yes					Yes
	7	Record of all the projects & institutions run - Rule 17AA(1)(d)(i)	Yes	Yes	Yes					Yes
	8	Record of income during the year - Rule 17AA(1)(d)(ii)	Yes	Yes	Yes					Yes
	9	Record of application, etc., out of the income during the year - Rule 17AA(1)(d)(iii)	Yes	Yes	Yes					Yes
	10	Record of application, deposits, etc., out of the income of earlier years - Rule 17AA(1)(d)(iv)	Yes	Yes	Yes					Yes
	11	Record of corpus donations received - Rule 17AA(1)(d)(v)	Yes	Yes	Yes					Yes
	12	Record of loan and borrowings - Rule 17AA(1)(d)(vii)	Yes	Yes	Yes					Yes
	13	Record of properties - Rule 17AA(1)(d)(viii	Yes	Yes	Yes					Yes

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		)								
	14	Record of specified persons referred u/s 13(3) - Rule 17AA(1)(d)(ix)	Yes	Yes	Yes					Yes
	15	Any other documents containing relevant info. - Rule 17AA(1)(d)(x)	Yes	Yes	Yes					Yes

15.	Where, in any of the projects/institutions run by auditee, one of the charitable purposes is advancement of any other object of general public utility then,-		
	(A)	Whether any activity is being carried on by the auditee which is in the nature of trade, commerce or business referred to in proviso to clause (15) of section 2?	No
	(B)	If yes, then percentage of receipt from such activity vis-à-vis total receipts	
	(C)	Whether such activity in the nature of trade, commerce or business is undertaken in the course of actual carrying out of such advancement of any other object of general public utility	
	(D)	Whether there is any activity of rendering any service in relation to any trade, commerce or business for any consideration as referred to in proviso to clause (15) of section 2?	No
	(E)	If yes, then percentage of receipt from such activity vis-à-vis total receipts	
	(F)	Whether such activity of rendering service is undertaken in the course of actual carrying out of such advancement of any other object of general public utility	

16. If 'A' and 'D' in 15 is Yes, the aggregate annual receipts from such activities in respect of that project/institution

Sl. No.	Name of Project/ Institution	Amount of aggregate annual receipts from activities referred in 15A and 15D (In Rs.)
Total		NIL

17.	(i)	Whether the auditee has any business undertaking as referred to in sub-section (4) of section 11	No
	(ii)	If yes, then provide the following details of the business undertaking:	
	(a)	Nature of Business Undertaking	
	(b)	Business Code	
	(c)	Whether separate books of account have been maintained for the business undertaking	
	(d)	Income from the business undertaking for the previous year which is not to be included in the total income of the auditee as per sub-section (4) of section 11	NIL
	(e)	Income from the business undertaking for the previous year which is to be included in the total income of the auditee as per sub-section (4) of section 11	NIL
18.	(i)	Whether the auditee has any income being profits and gains from any business as referred in seventh proviso to Clause (23C) of section 10 or sub-section (4A) of section 11, as the case may be	No
	(ii)	If yes, then provide the following details of such business:	
	(a)	Nature of Business Undertaking	
	(b)	Business Code	
	(c)	Whether separate books of account have been maintained for the business	
	(d)	Whether the business is incidental to the attainment of the objects of the auditee	
	(e)	Profits and gains from the business during the previous year	NIL

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19.	Details of the receipts of the auditee on which tax has been deducted at source referred to in sections 194C or 194J or 194H or 194Q :					Category of income/receipt			Income/receipt in column 7 or 8 which is from business incidental to the attainment of the objects of the auditee. (In Rs.)	Whether separate books of account have been maintained for activities income/receipt which is mentioned in column 10 (Yes/No)
	Sl. No.	Name of the deductor	TAN of deductor	Amount on which tax has been deducted at source (In Rs.)	Amount of tax deducted at source	Section under which tax has been deducted at source	Trade, commerce or business (Rs.)	Activity of Rendering any service in relation to any trade, commerce or business (Rs.)	Others (specify the nature) (Rs.)	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
	1	Intas Pharmaceuticals Limited	AHMI 00350 A	1,00,000	2,000	194C	NIL	NIL	Medical Relief : 100000	NIL	No
	2	Torrent Pharmaceuticals Ltd	AHMT 00474 F	2,00,000	4,000	194C	NIL	NIL	Medical Relief : 200000	NIL	No
	3	Commissioner/ Director Of Tourism	BLRC 07434 A	1,00,000	2,000	194C	NIL	NIL	Medical Relief : 100000	NIL	No
	4	Coffee Day Enterprises Limited	BLRC 08200 D	31,200	3,120	194J	NIL	NIL	Medical Relief : 31200	NIL	No
	5	District Health And Family Welfare	BLRD 06950 G	75,000	1,500	194C	NIL	NIL	Medical Relief : 75000	NIL	No

	Society Mysore									
6	E S I Hospital K R S Road Mysore	BLRE 03893 B	38,660	3,866	194J	NIL	NIL	Medical Relief : 38660	NIL	No
7	Grassroots Research And Advocacy Movement (Graam)	BLRG 19171 F	4,38,882	3,368	194C	NIL	NIL	Application which cannot be specifically categorised under (I) to (VIII) : 438882	NIL	No
8	Nunam Technologies India Private Limited	BLRI 08918 A	1,22,797	12,280	194J	NIL	NIL	Medical Relief : 122797	NIL	No
9	Kluber Lubrication India Private Limited	BLRK 06044 D	76,867	7,687	194J	NIL	NIL	Medical Relief : 76867	NIL	No
10	Karnataka State Health And Family Welfare Society	BLRK 08736 A	17,51,850	35,037	194C	NIL	NIL	Medical Relief : 1751850	NIL	No
11	Prathibha Jewellery House	BLRP 05273 C	42,373	847	194C	NIL	NIL	Medical Relief : 42373	NIL	No
12	Rural Drinking	BLRR 12552 B	2,60,920	5,218	194C	NIL	NIL	Medical Relief :	NIL	No

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	Water And Sanitation Department							260920		
13	Suvarna Arogya Suraksha Trust	BLRS 33856 E	3,69,800	36,980	194J	NIL	NIL	Medical Relief : 369800	NIL	No
14	St Marys Community Health Centre	BLRS 37796 D	33,559	3,356	194J	NIL	NIL	Medical Relief : 33559	NIL	No
15	Yashasvini Cooperative Members Health Care Trust	BLRY 02761 D	27,14,900	2,71,490	194J	NIL	NIL	Medical Relief : 2714900	NIL	No
16	Indian Institute Of Technology Madras 60036	CHEI 04464 F	28,420	569	194C	NIL	NIL	Application which cannot be specifically categorised under (I) to (VIII) : 28420	NIL	No
17	Directorate Advertising & Visual Publicity	DELD 08621 E	35,202	704	194C	NIL	NIL	Medical Relief : 35202	NIL	No
18	Magic Bus India	MUMC 08074 D	4,65,330	9,306	194C	NIL	NIL	Advancement of	NIL	No

	Foundation							any other objects of general public utility : 465330		
19	The New India Assurance Company Ltd.	MUMT 08795 D	91,692	9,169	194J	NIL	NIL	Advancement of any other objects of general public utility : 91692	NIL	No
20	Navgraam Development Consulting LLP	BLRN 18934 G	6,015	NIL	194C	NIL	NIL	Application which cannot be specifically categorised under (I) to (VIII) : 6015	NIL	No
Total			69,83,467	4,12,497		NIL	NIL	69,83,467	NIL	





20.	Whether the provisions of twenty second proviso to clause (23C) of section 10 or sub-section (10) of section 13 are applicable.				No
21.	Whether auditee has filed Form No. 10BD for the previous year < If No then skip to row 23 >				Yes
22.	Total Sum of donations reported in Form No. 10BD furnished by the auditee for the previous year				48,78,38,226
	Donations not reported in Form No 10BD /Not required to fill Form No. 10BD				
23.	(i)	Donations received by fund or trust or institution of the auditee which is approved under clause (b) of sub-section (2) of section 80G			NIL
	(ii)	Donations received by fund or trust or institution of the auditee which qualifies for deduction under section 80G (other than those donations qualifying under clause (b) of sub-section (2) of section 80G or sub-clause (iv) of clause (a) of sub-section (2) of section 80G)			NIL
	(iii)	Donations received by fund or trust or institution of the auditee approved under sub-clause (iv) of clause (a) of sub-section (2) of section 80G and which are not eligible under sub-section (5) of section 80G	(a)	Cash donations exceeding Rs. 2000	NIL
			(b)	Donations received from other charitable trusts and institution or from any fund or institution or trust or any university or other educational institutions or any hospital or other medical institution not eligible for deduction	NIL
			(c)	Others :	NIL
			(d)	Total (a)+(b)+(c)	NIL
	(iv)	Donations which could not be reported in Form No 10BD due to non-availability of identification of donor as required under Form No 10BD			NIL
	(v)	Donations received in kind			NIL
	(vi)	Anonymous Donations referred to in section 115BBC			
		(a)	Amount of anonymous donation not taxable under section 115BBC on account of applicability of clause (i) of sub-section (1) of section 115BBC		NIL
		(b)	Amount of anonymous donation not taxable under section 115BBC on account of applicability of clause (a) of sub-section (2) of section 115BBC		NIL
		(c)	Amount of anonymous donation not taxable under section 115BBC on account of applicability of clause (b) of sub-section (2) of section 115BBC		NIL
		(d)	Other anonymous donations taxable @ 30% under section 115BBC		NIL
		(e)	Total (a+b+c+d)		NIL
	(vii)	Any other voluntary contribution not part of Form No. 10BD		Earmarked fund receivable, Contribution received from foreign as per Foreign Contribution Regulation Act, 2010, Others (as per the attachment)	12,15,12,576
	(viii)	Total donation not reported in Form No 10BD [23(i)+23(ii)+23(iii)(d)+23(iv)+23(v)+23(vi)(e)+23(vii)]			12,15,12,576
24.	Total voluntary contributions received by the auditee during the previous year [22+23(viii)]				60,93,50,802
25.	Total foreign contribution out of the total voluntary contributions stated in 24				6,79,81,369
26.	Voluntary Contribution forming part of corpus (which are included in 24)				





	(A)	Corpus representing donations received for the renovation or repair of places notified under clause (b) of sub-section (2) of section 80G eligible for exemption under Explanation 1A to the third proviso to clause (23C) of section 10 or Explanation 3A to sub-section (1) of section 11	NIL
	(B)	Corpus donations as referred to in clause (d) of sub-section (1) of section 11 or Explanation 1 to the third proviso to section 10 (23C) eligible for exemption and invested in modes specified under sub-section (5) of section 11	58,41,07,796
27.	Voluntary Contributions required to be applied by the auditee during the previous year [24-{23(vi)(d)+26A+ 26B}]		2,52,43,006
28.	Income other than voluntary contributions derived from property held under trust referred to in section 11 or income of fund or institution or trust or any university or other educational institution or any hospital or other medical institution (other than the contribution reported in serial number 24)		26,28,46,179
29.	Income applied outside India which is eligible under clause (c) of sub-section (1) of section 11		NIL
30.	Income required to be applied in India by the auditee during the previous year [27+28-29]		28,80,89,185

31. Application of Income (excluding application not eligible and reported under serial number 37)

				Electronic (In Rs)	Other than Electronic (In Rs.)	
(i)	Total amount applied for charitable or religious purposes in India during the previous year					
	(a)	Contribution or donation to any other person during the previous year		NIL	NIL	NIL
	(b)	Object wise application other than the application provided in (a)				
		(I)	Religious	NIL	NIL	NIL
		(II)	Relief of poor	89,16,930	180	89,17,110
		(III)	Education	6,49,44,248	7,091	6,49,51,339
		(IV)	Medical relief	15,94,52,213	4,044	15,94,56,257
		(V)	Yoga	NIL	NIL	NIL
		(VI)	Preservation of environment (including watersheds, forests and wildlife)	NIL	NIL	NIL
		(VII)	Preservation of monuments or places or objects of artistic or historic interest	NIL	NIL	NIL
		(VIII)	Advancement of any other objects of general public utility	6,28,91,603	91,868	6,29,83,471
		(IX)	Application which cannot be specifically categorised under (I) to (VIII)	NIL	NIL	NIL
		(X)	Total	29,62,04,994	1,03,183	29,63,08,177
	(c)	Total application [(a) + (b)(X)]		29,62,04,994	1,03,183	29,63,08,177

(ii)	Details of application out of (i) (a) and (i) (b) resulting in payment in excess of Rs. 50 lakh during the previous year to any person				
	Sl.			Mode of application	TDS

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No	Name of person to whom amount paid or credited	PAN of such person	Amount of application	Electronic modes	Other than Electronic modes	Total	Whether any TDS has been deducted Yes/No	Section under which TDS has been deducted
1	Iyengars Tiffin And Meals Centre	AACFI9634E	1,51,51,328	1,51,51,328	NIL	1,51,51,328	Yes	194C
Total			1,51,51,328	1,51,51,328		1,51,51,328		

(iii)	Amount which was not actually paid during the previous year [if included in (i)(c)]		38,16,706
(iv)	Amount actually paid during the previous year which accrued during any earlier previous year but not claimed as application of income in earlier previous year		97,84,763
(v)	Total amount to be allowed as application [31(i)(c)- 31(iii) +31(iv)]		30,22,76,234
(vi)	Bifurcation of application in 31(v) into Revenue or Capital		
	(a)	Revenue	29,41,46,942
	(b)	Capital	81,29,292
(vii)	Amount invested or deposited back in corpus which was applied during any preceding previous year and not claimed as application during that previous year.		NIL
(viii)	Repayment of loan or borrowing during the previous year which was earlier applied and not claimed as application during that previous year.		44,17,522
Amount to be disallowed from application			
(ix)	Amount disallowable under thirteenth proviso to clause (23C) of section 10 or Explanation 3 to subsection (1) of section 11 read with sub-clause (ia) of clause (a) of section 40		NIL
(x)	Amount disallowable under thirteenth proviso to section 10(23C) or Explanation 3 to sub-section (1) of section 11 read with sub-section (3) or (3A) of section 40A		NIL
(xi)	Donation to any fund or institution or trust or any university or other educational institution or any hospital or other medical institution referred to in sub - clauses (iv), (v), (vi) or (via) of clause (23C) of section 10 of the Act or any trust or institution referred to in sections 11 or 12 of the Act towards Corpus		NIL
(xii)	Donation to Any fund or institution or trust or any university or other educational institution or any hospital or other medical institution referred to in sub - clauses (iv), (v), (vi) or (via) of clause (23C) of section 10 of the Act or any trust or institution referred to in sections 11 or 12 of the Act not having same objects		NIL
(xiii)	Donation to any person other than any fund or institution or trust or any university or other educational institution or any hospital or other medical institution referred to in sub - clauses (iv), (v), (vi) or (via) of clause (23C) of section 10 of the Act or any trust or institution referred to in sections 11 or 12 of the Act		NIL
(xiv)	Application outside India for which approval under proviso to clause (c) of sub-section (1) of section 11 has not been obtained		NIL
(xv)	Application outside India for which approval under proviso to clause (c) of sub-section (1) of section 11 has been obtained		NIL
(xvi)	Applied for any purpose beyond the objects of the auditee		NIL
(xvii)	Any other disallowance: Depreciation and interst on TDS		2,74,08,243

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	(xviii)	Total allowable application [{31(v)+31(vii)+31(viii) - {31(ix) to 31(xvii) }]			27,92,85,513
	(xix)	Amount deemed to have been applied during the previous year under clause (2) of Explanation 1 to subsection (1) of section 11			NIL
	(xx)	Income accumulated as per the provisions of Explanation 3 to the third proviso to clause (23C) of section 10 or sub-section (2) of section 11			NIL
	(xxi)	Income accumulated or set apart for application to charitable or religious purposes or stated objects of trust or institution to the extent it does not exceed 15% of the income			88,03,672
32.	Taxable Income [30- {31(xviii) to 31(xxi)}]				NIL
	Income taxable under section 115BBI				
33.	(a)	Whether the auditee has any deemed income referred to in sub-section (1B) of section 11 which is chargeable to tax @ 30% under section 115BBI and the amount of such deemed income?		No	
	(b)	Whether the auditee has any deemed income referred to in Explanation 4 to third proviso to clause (23C) of section 10 or sub-section (3) of section 11 which is chargeable to tax @ 30% under section 115BBI and the amount of such deemed income?		No	
		(i)	Whether income accumulated is applied for the purposes other than charitable or religious purposes or ceases to be accumulated or set apart for application thereto	No	
		(ii)	Whether such income accumulated ceases to remain invested or deposited in any of the forms or modes specified in sub-section (5) of section 11	No	
		(iii)	Whether such income accumulated is not utilised for the purpose for which it is so accumulated or set apart during the period referred to in clause (a) of Explanation 3 to third proviso to clause (23C) of section 10 or clause (a) of sub-section (2) of section 11	No	
		(iv)	Whether such income accumulated is credited or paid to any trust or institution registered under section 12AA or section 12AB or to any fund or institution or trust or any university or other educational institution or any hospital or other medical institution referred to in sub-clause (iv) or sub-clause (v) or sub-clause (vi) or sub-clause (via) of clause (23C) of section 10	No	
	(c)	(i)	Whether the auditee has any income which is income not to be excluded from the total income under twenty first proviso to clause (23C) of section 10 or clause (c) of sub-section (1) of section 13 which is chargeable to tax @ 30% under section 115BBI and the amount of such income	No	
		(ii)	Whether the auditee has any income which is not to be excluded from the total income under clause (b) of third proviso to clause (23C) of section 10 or clause (d) of sub-section (1) of section 13 which is chargeable to tax @ 30% under section 115BBI and the amount of such income	No	
	(d)	Whether the auditee has any income accumulated or set apart in excess of fifteen per cent. of the income where such accumulation is not allowed under any specific provision of the Act and which is chargeable to tax @ 30% under section 115BBI and the amount of such income ?		No	
	(e)	Whether the auditee has made any application out of India which is not excluded from total income under clause (c) of sub-section (1) of section 11		No	
34.	Anonymous donation which is chargeable to tax @ 30% under section 115BBC				NIL
	Other Income				
35.	(a)	Whether the auditee has any income chargeable under section 12(2) and the amount of such income.		No	
	(b)	Income as per Explanation 3B to sub-section (1) of section 11 in case of violation of clause (a) or (b) or (c) or (d) of Explanation 3A to sub-section (1) of section 11 read with clause (b) of sub-section (2) of section 80G			NIL

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(c)	Income as per Explanation 1B to the third proviso to clause (23C) of section 10 in case of violation of clauses (a) or (b) or (c) or (d) of *Explanation* 1A to the third proviso to clause (23C) of section 10 read with clause (b) of sub-section (2) of section 80G	NIL
(d)	Income chargeable under sub-section (4) of section 11	NIL

36. Details of capital asset transferred under sub-section (1A) of section 11

(1)	Whether a capital asset being property held under trust wholly for charitable or religious purpose is transferred and the net consideration for which it is transferred?	No	
(2)	Whether deemed application is claimed as per clause (a) of sub-section (1A) of section 11 and the amount of such deemed application?	No	
(3)	Whether a capital asset being property held under trust in part only for charitable or religious purpose is transferred and the net consideration for which it is transferred?	No	
(4)	Whether deemed application is claimed as per clause (b) of sub-section (1A) of section 11 and the amount of such deemed application?	No	

37.

	Application of income out of the following sources during the previous year	Electronic modes	Other than Electronic modes	Total
(A)	Income accumulated under third proviso to clause (23C) of section 10 or under sub-section (2) of section 11 during any earlier previous year	NIL	NIL	NIL
(B)	Income deemed to be applied in any preceding year under clause (2) of Explanation 1 to sub-section (1) of section 11 during any earlier previous year	NIL	NIL	NIL
(C)	Income of earlier previous years up to 15% accumulated or set apart	NIL	NIL	NIL
(D)	Corpus	54,29,41,250	28,366	54,29,69,616
(E)	Borrowed fund	20,27,000	NIL	20,27,000
(F)	Any other:	NIL	NIL	NIL





38.	Details of application resulting in payment or credit in excess of Rs. 50 lakh during previous year to a single person out of 37			Mode of application			TDS		
	Sl. No	Name of person	PAN	Amount of application (Rs.)	Electronic modes	Other than Electronic modes	Total	Whether any TDS has been deducted Yes/No	Section under which TDS has been deducted	Amount TD
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	1	Masthamma Traders	AZXPC2223R	58,33,316	58,33,316	NIL	58,33,316	Yes	194Q	5,83
	2	Pulimood Constructions Pvt Ltd	AAGCP7157E	1,28,21,623	1,28,21,623	NIL	1,28,21,623	Yes	194C	2,56,43
	3	Sri Vigneshwara Enterprises	AAOPE4962H	73,95,377	73,95,377	NIL	73,95,377	Yes	194C	73,95
	4	Jaswanth Developers	FVLPS8720L	93,05,454	93,05,454	NIL	93,05,454	Yes	194C	93,05
	5	Lightening Lives LLP	AALFL0727A	63,00,000	63,00,000	NIL	63,00,000	Yes	194J	6,30,00
	Total			4,16,55,770	4,16,55,770	NIL	4,16,55,770			10,59,27





39.	(i)	Whether provisions of twenty second proviso to clause (23C) of section 10 or sub-section (10) of section 13 are applicable?			No
	(ii)	If yes in (i) specify the reason why the provisions of twenty second proviso to clause (23C) of section 10 or sub-section (10) of section 13 are applicable?			
		(a)	Provision of proviso to clause (15) of section 2 is applicable		No
		(b)	condition specified in clause (a) of tenth proviso to clause (23C) of section 10 or sub-clause (i) of clause (b) of sub-section (1) of section 12A have been violated		No
		(c)	condition specified in clause (b) of tenth proviso to clause (23C) of section 10 or sub-clause (ii) of clause (b) of sub-section (1) of section 12A have been violated		No
		(d)	condition specified in twentieth proviso to clause (23C) of section 10 or sub-clause (ii) of clause (ba) of sub-section (1) of section 12A have been violated		No
	(iii)	If yes in (i), please provide computation of income chargeable under twenty second proviso to clause (23C) of section 10 or sub-section (10) of section 13			
		(a)	Income for the previous year		
		(b)	Total Expenditure incurred in India, for the objects of the auditee,		
		(c)	Expenditure to be disallowed		
			(i)	Expenditure from the corpus standing to the credit of the trust or institution as on the end of the financial year immediately preceding the previous year relevant to the assessment year for which income is being computed	
			(ii)	Expenditure from any loan or borrowing	
			(iii)	Depreciation in respect of an asset, acquisition of which has been claimed as application of income, in the same or any other previous year; and	
			(iv)	Expenditure in the form of contribution or donation to any person	
			(v)	Capital expenditure	
			(vi)	Amount disallowable under Explanation to sub-section (10) of section 13 or Explanation to twenty second proviso to clause (23C) of section 10 read with sub-clause (ia) of clause (a) of section 40	
			(vii)	Amount disallowable under Explanation to sub-section (10) of section 13 or Explanation to twenty second proviso to clause (23C) of section 10 read with sub-sections 3 or 3A of section 40A	
			(viii)	Any other disallowance	
			(ix)	Total expenditure to be disallowed (i)+(ii)+(iii)+(iv)+(v)+(vi)+(vii))+(viii))	NIL
		(d)	Income chargeable to tax under twenty-second proviso to clause (23C) of section 10 or sub-section (10) of section 13 [a-b+c(ix)]		NIL

40.	In case auditee is approved under second proviso to sub-section (5) of section 80G, please provide the following details			
	(a)	Whether any amount of expenditure incurred during the previous year which is of a religious nature and the amount of such expenditure	No	0
	(b)	Total income of auditee during the previous year		0
	(c)	Percentage of expenditure which is of religious nature to the total income [Amount in (a)/(b)]		0%

41. Details of specified person as referred to in sub-section (3) of section 13

Code of Person referred to in sub-section (3) of section 13	Name of such person	PAN of such person	If 'Substantial Contributor' selected in column (1) specify the amount of contribution made to the auditee
Trustee / Manager	Dr. Sudheer B	ABGPB7706B	0
Trustee / Manager	Dr Chandrashekar K N	ACYPC6803H	0
Trustee / Manager	Dr. S Pushpalatha	AEDPS8590J	0
Trustee / Manager	Dr. Dathathri H A	AKIPD1667J	0
Trustee / Manager	Dr. Sridevi Seetharam	ACSPD0785B	0





Trustee / Manager	Ms. Swathi R	CXGPS8412R	0
Trustee / Manager	Dr. Prashanth C R	AFHPC8855K	0
Substantial Contributor	Tata Motors Pvt Ltd	AAACT2727Q	16,82,316
Substantial Contributor	Solidarity And Action Against The HIV Infection In India (SAATHII)	AAETS3446C	10,34,15,495
Substantial Contributor	Vijay Jairaj	AHBPJ8399R	92,000
Substantial Contributor	Marathe Foundation	AABTM8583H	5,31,060
Substantial Contributor	Canara Bank	AAACC6106G	9,94,120
Substantial Contributor	P H Vijaya Deepti	AALPD9358D	3,30,000
Substantial Contributor	Ashraya Hastha Trust	AAATA5225H	1,38,05,490
Substantial Contributor	Titan Company Ltd	AAACT5131A	3,37,56,573
Substantial Contributor	Texas Instruments (India) Pvt Ltd.	AAACT5445M	1,35,00,000
Substantial Contributor	Aurigene Oncology Limited	AADCA2387A	70,00,000
Substantial Contributor	Momentive Performance Materials(India) Private Limited	AAACG9931F	16,00,000
Substantial Contributor	Qualcomm India Pvt Ltd	AAACQ0231C	10,85,15,229
Substantial Contributor	Maxim India Integrated Circuit Design Pvt Ltd	AACCM9437E	8,04,000
Substantial Contributor	Juniper Networks India Pvt Ltd	AAACJ8542K	1,30,87,228
Substantial Contributor	Sycomp Technologies India Private Limited	AAOCS2940Q	34,92,579
Substantial Contributor	PricewaterhouseCoopers (PWC) India Foundation	AABCP9181H	16,71,795
Substantial Contributor	NMP+ - Care & Support	AAATN4190J	5,20,096
Substantial Contributor	Tektronix India Private Limited	AAACT7289F	11,52,700
Substantial Contributor	Kotak Mahindra Prime Limited	AAACK5934A	51,00,000
Substantial Contributor	LTIMindtree Foundation	AFFCM3280Q	2,23,20,000
Substantial Contributor	Essae Padmaaruna Trust	AAATE8757A	23,05,400
Substantial Contributor	Universal Sompo General Insurance Company Limited	AAACU8917F	1,00,000
Substantial Contributor	Wipro Cares	AAATW0738P	22,39,655
Substantial Contributor	McAfee Software India Pvt Ltd	AABCN3175H	69,88,640
Substantial Contributor	Sandvine Technologies (India) Pvt Ltd	AAMCS1644M	5,93,600
Substantial Contributor	Musarubra Software India Pvt Ltd (Trellix)	AAOCM5369B	33,86,966
Substantial Contributor	Chem - Trend Chemicals Company Pvt Ltd	AABCC7107N	10,00,000
Substantial Contributor	The New India Assurance Co Ltd	AAACN4165C	8,27,830
Substantial Contributor	Textron India Pvt Ltd - LC	AACCT0118M	10,00,000
Substantial Contributor	Akamai Technologies India Corporate Social Responsibility Trust	AAETA6464E	71,28,778
Substantial Contributor	Hunger Heroes	AABAH2332J	36,39,480





Substantial Contributor	Nihchal Israni Foundation	AAECN4114H	7,00,000
Substantial Contributor	Tata Consumer Products Limited	AABCT0620K	87,24,510
Substantial Contributor	Fanuc India Private Limited	AAACF2773N	37,00,000
Substantial Contributor	S. K. Steeltech Private Limited	ABECS0273K	8,48,000
Substantial Contributor	NSE Foundation	AAFCN9603G	12,78,900
Substantial Contributor	Desmet India Corporation Private Limited	AAACD2531L	8,40,000
Substantial Contributor	Association Of Specialised Logistics India	AAATA9433B	4,00,000
Substantial Contributor	Aminbhavi & Hegde Consulting Engineers Pvt Ltd	AABCA2548R	4,52,000
Substantial Contributor	NewSpace India Limited	AAGCN4411P	28,06,440
Substantial Contributor	Raadhi Advisors LLP	ABFFR1195R	11,35,325
Substantial Contributor	Om Prakash And Vimal Abbhi Daan Punya Trust	AAATO8453H	27,62,500
Substantial Contributor	Bharat Petroleum Corporation Limited	AAACB2902M	21,82,518
Substantial Contributor	Paypal Payments Private Limited	AAGCP4442G	48,00,000
Substantial Contributor	WMG Foundation	AAATW6140P	15,00,000
Substantial Contributor	AMETEK INSTRUMENTS INDIA PVT LTD	AACHA2869B	61,67,340
Substantial Contributor	Siemens Technology And Services Private Limited	AAACS9788E	76,51,508
Substantial Contributor	AVAILITY INDIA PRIVATE LIMITED	AAABC1967D	20,04,975
Substantial Contributor	TRELLEBORG INDIA PVT LTD	AAECT1088L	11,00,000
Substantial Contributor	GMMCO LIMITED	AABCG0949C	21,59,000
Substantial Contributor	GLT Techserv Private Limited	AAJCG9697D	6,50,000
Substantial Contributor	Centre For Cellular And Molecular Platforms (C-Camp)	AADCC8572D	7,00,000
Substantial Contributor	Kaveripatnam Subbaraya Setty Anniah Setty Charities	AAATK2883K	6,46,722
Substantial Contributor	Lindstrom Services India Pvt Ltd	AABCL3355R	12,03,739
Substantial Contributor	Vinyas Innovative Technologies Limited	AABCV3713D	8,00,001
Substantial Contributor	ATME College	AACTA6940P	1,00,000
Substantial Contributor	Unique Punch Systems Pvt Ltd	AAACU2508A	1,50,000
Substantial Contributor	A N Kagalkar	AECPK7547Q	5,00,000
Substantial Contributor	Atul Nandan	ADNPN2023L	1,50,000
Substantial Contributor	Dr. R Balasubramaniam	AESPB0399D	1,50,000
Substantial Contributor	Dr. Manikarnika H R	ADWPM9218M	60,000
Substantial Contributor	Jambardi Maheshkumar	AOUPM9064J	5,60,000
Substantial Contributor	Shanti Murthy	BJCPM2582D	90,000

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Substantial Contributor	MD Manage (India) Private Limited	AAHCM1935E	2,40,000
Substantial Contributor	Subhadra	AGDPS4752L	2,21,000
Substantial Contributor	Dr N Jayaram	AALPJ8384K	1,85,000
Substantial Contributor	Dr M S Manjunatha	AINPM1529M	1,75,000
Substantial Contributor	Dr. Ramakrishna Narendra	ABEPN2885K	4,62,000
Substantial Contributor	Shilpa Nagendran & Dyuti Charitable Trust	AAITS1326F	3,50,000
Substantial Contributor	Ramakrishna Mudre B S	AACPR6534L	58,500
Substantial Contributor	Shanthi Ganapathy	AHQPG5723K	1,00,000
Substantial Contributor	Dhruv Singhal	AAOPS1631B	2,00,000
Substantial Contributor	M Pushpalatha & Subraya Baliga	ACUPB0712G	1,00,081
Substantial Contributor	Jayanth K S	BBVPS1676K	54,515
Substantial Contributor	Shashidhar Sastry L	ADOPS4784N	1,00,000
Substantial Contributor	Sudha Raman	ACLPR9429D	1,00,000
Substantial Contributor	S Satish	AEUPS8028N	60,000
Substantial Contributor	M N Associates	AAMFM5132F	1,00,000
Substantial Contributor	Dr. Santhosh S V	APJPS3454G	1,00,000
Substantial Contributor	Rajendrakumar Joish	AMNPJ9630J	5,40,000
Substantial Contributor	President, Saraguru Vartakara Mandali	ABLAS0790E	70,000
Substantial Contributor	Saumitra Chakravarty	ABPPC7755C	4,00,000
Substantial Contributor	Juniper Networks India Pvt Ltd	AAACJ8542K	95,301
Substantial Contributor	IonIdea Interactive Pvt. Ltd	AABCC2469B	1,60,000
Substantial Contributor	Savitha S	BNJPS5704G	54,275
Substantial Contributor	The Mysore Rotary Club Charitable Trust	AAATT3465G	1,00,000
Substantial Contributor	Schevaran Laboratories Pvt Ltd	AACCS5479E	1,00,000
Substantial Contributor	Sri Krishna Charitable Trust	AALTS5813L	1,00,000
Substantial Contributor	Rajeevi Satish Rao	AFKPR9778K	60,000
Substantial Contributor	RAJ AND RAJ INVESTMENTS	AAHFR8429B	1,00,000
Substantial Contributor	Pannaga Enterprises	AVCPS5280K	2,00,000
Substantial Contributor	Ramprasad V	AQSPV8107F	2,04,762
Substantial Contributor	R K Bharath	AAZPB5491R	72,000
Substantial Contributor	Dr Pushpalatha S	AEDPS8590J	95,628
Substantial Contributor	Hariprasad Shanbhogue Alampady Holding PAN - ABVPS3501Q	ABVPS3501Q	2,00,000
Substantial Contributor	A L Vijayalakshmi	AADPV0663K	82,000
Substantial Contributor	Indian Sports & Sceintific Company	AAAFI3488A	51,000
Substantial Contributor	Paniraj S	AJKPP4251H	1,00,000
Substantial Contributor	Rotary Avoidable Blindness Foundation	AAETR1668M	1,00,000
Substantial Contributor	National Bank For Agriculture And Rural Development	AAACT4020G	5,00,000
Substantial Contributor	Shanta Mukundan	GYXPS7340A	50,001
Substantial Contributor	Society For Study On Chronic Diseases	ACDAS4273M	1,00,000

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	Substantial Contributor	Iyengars Tiffin And Meals Centre	AACFI9634E	1,25,000
	Substantial Contributor	Bramarambha	BCGPB8880C	1,01,000
	Substantial Contributor	Lakshmamma V T	ACEPL8422F	53,000
	Substantial Contributor	Savithramma K	APHPS6697D	1,00,000
	Substantial Contributor	Sridhar I N	AFBPS2812J	51,000
	Substantial Contributor	Shridher K V	AOOPK5340R	1,00,000
	Substantial Contributor	TV Manjunath	ACPPV1582K	75,000
	Substantial Contributor	Sreepada Rao M S	ABCPR0367E	1,18,600
	Substantial Contributor	JAYALEKSHMI	AAYPJ8112E	15,00,101
	Substantial Contributor	Janaki Acharya	AMYPA5015B	3,00,000
	Substantial Contributor	Antonat Franklin	AAAPF6509K	2,25,000
	Substantial Contributor	Bharat Foundation	AAETB5937B	1,00,000
	Substantial Contributor	Ravichandra More	AGNPP5848E	1,00,000
	Substantial Contributor	R Govind Nadadur	AAHPN2360D	1,00,000
	Substantial Contributor	Ranjitha Nagan	AHCPN3699M	63,000
	Substantial Contributor	Lodestar Innovations Private Limited	AACCL7247B	1,00,000
	Substantial Contributor	Prakash T	AFZPH4442P	50,100
	Substantial Contributor	Dr Shakti	AHUPN1690C	1,05,200
	Substantial Contributor	M C Prakash	AEFPP0873F	88,000
	Substantial Contributor	Oil And Natural Gas Corporation	AAACO1598A	3,58,21,846
	Substantial Contributor	Hindustan Petroleum Corporation Limited	AAACH1118B	1,39,40,685
	Total			47,89,13,103

42.	**Details of transactions referred to in section 13 (2)**	
(a)	Whether any part of the income or property of the auditee is, or continues to be, lent to any specified person for any period during the previous year without either adequate security or adequate interest or both	No
(b)	Whether any land, building or other property of the auditee is, or continues to be, made available for the use of any specified person, for any period during the previous year without charging adequate rent or other compensation;	No
(c)	Whether any amount is paid by way of salary, allowance or otherwise during the previous year to any specified person out of the resources of the trust or institution for services rendered by that person to such auditee and the amount so paid is in excess of what may be reasonably paid for such services;	No
(d)	Whether the services of the auditee are made available to any specified person during the previous year without adequate remuneration or other compensation;	No
(e)	Whether any share, security or other property is purchased by or on behalf of the auditee from any specified person during the previous year for consideration which is more than adequate;	No
(f)	Whether any share, security or other property is sold by or on behalf of the auditee to any specified person during the previous year for consideration which is less than adequate;	No
(g)	Whether any income or property of the auditee is diverted during the previous year in favour of any specified person	No
(h)	Whether any funds of the auditee are, or continue to remain, invested for any period during the previous year, in any concern in which any specified person has a substantial interest.	No

43.	**Specified Violation**		
	Whether the auditee has incurred any specified violation as referred to in Explanation 2 to the fifteenth proviso to clause (23C) of section 10 or Explanation to sub-section (4) of section 12AB and the amount of such violation	No	
	(a) Income of the auditee has been applied, other than for the objects of the trust or institution.	No	





	(b)	Whether the auditee has income from profits and gains of business which is not incidental to the attainment of its objectives or separate books of account are not maintained by auditee in respect of the business which is incidental to the attainment of its objectives.	No	
	(c)	Whether the auditee, referred to in clause (a) of sub-section (1) of section 13, has applied any part of its income from the property held under a trust for private religious purposes, which does not enure for the benefit of the public.	No	
	(d)	Whether the auditee, referred to in clause (b) of sub-section (1) of section 13, has applied any part of its income for the benefit of any particular religious community or caste.	No	
	(e)	Whether any activity being carried out by the auditee is not genuine or is not being carried out in accordance with all or any of the conditions subject to which it was registered.	No	
	(f)	Whether the auditee has not complied with the requirement of any other law, for the time being in force, and the order, direction or decree, by whatever name called, holding that such noncompliance has occurred, has either not been disputed or has attained finality.	No	
44.		Whether there is any claim of depreciation or otherwise has been made in terms of Explanation 1 to clause (23C) of section 10 or sub-section (6) of section 11 in respect of any asset, acquisition of which has been claimed as an application of income and the amount of such depreciation?	No	
45.		In view of provisions of nineteenth proviso to clause (23C) of section 10 or sub-section (7) of section 11,please specify whether the trust or institution has claimed deduction under section 10 [other than clause (1), clause (23C) and clause (46) thereof] during the previous year and the amount of such claim?	No	
46.		Whether the auditee has taken or accepted any loan or deposit or any specified sum, exceeding the limit specified in section 269SS during the previous year?	No	
47.		Whether the auditee has received an amount exceeding the limit specified in section 269ST, from a person in a day; or in respect of a single transaction; or in respect of transactions relating to one event or occasion from a person during the previous year?	No	
48.		Whether the auditee has repaid any amount being loan or deposit or any specified advance exceeding the limit specified in section 269T, during the previous year?	No	
49.		Whether the auditee is required to deduct or collect tax as per the provisions of Chapter XVII-B or Chapter XVII-BB?	Yes	





Schedule Corpus: Details of Corpus

Type of corpus donation	Opening balance at the beginning of the previous year (Corpus not applied till the beginning of the previous year) (1)	Received /Treated as corpus during the previous year (2)	Applied during the previous year (3)	Amount invested or deposited back in to corpus (which was earlier applied and not claimed as application if such application fulfilled the conditions) (4)	Total amount invested or deposited back in to corpus (5)	Financial year in which (4) was applied earlier (6)	Closing balance (7) [(1+2+5)-3]	Invested in modes specified in section 11(5) (8)	Amount taxed in previous assessment year (9)	Invested in modes other than specified in section 11(5) as on last day of the previous year (10)	If corpus donation is of type (i) then whether it fulfills the following conditions			
											Amount applied out of corpus for the purpose other than for which the voluntary contribution was made (11)	Contribution or donation to any person; (12)	Maintained as not separately identifiable (13)	invested or deposited in the forms and modes other those specified under sub-section (5) of section 11. (14)
(i) Representing donations received for the renovation or repair of places notified under 80G(2) (b) on or after01.04.2020	NIL	NIL	NIL	NIL	NIL		NIL	NIL	NIL	NIL				
(ii) Other than (i)above received on or after 01.04.2021	3,83,05,556	58,41,07,796	54,29,69,614	NIL	NIL		7,94,43,738	7,94,43,738	NIL	NIL				
(iii) Other than (i) and (ii) above	3,86,35,906	NIL	NIL	NIL	NIL		3,86,35,90	3,86,35,90	NIL	NIL				

							6	6						
Total	7,69,41,462	58,41,07,796	54,29,69,614	NIL	NIL		11,80,79,644	11,80,79,644	NIL	NIL				





Schedule FC: Details of foreign contribution

Nature of foreign contribution received during the previous year	Amount of foreign contribution received during the previous years (In Rs.)	Details of the total application from such contribution during the previous year. (Amount In Rs.)
(i) Corpus	6,71,44,537	4,76,62,316
(ii) Non- corpus	8,36,831	8,36,831
Total	6,79,81,368	4,84,99,147

Schedule LB: Details of Loan and Borrowing

Sl. No.	Opening balance as on 1st April of the previous year	Loan and borrowings taken for applications towards objectives during the previous year	Applied for the objects of the trust or institution during the previous year	Amount of repayment of loan or borrowing during the previous year(which was earlier applied and not claimed as application if such application fulfilled the conditions as required)	Financial year in which (4) was applied earlier	Total repayment of loan or borrowing during the previous year (In Rs.)	Closing Balance as on 31st March (1+2-6=7)
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	12,73,453	NIL	NIL	5,72,614	2021-22	5,72,614	7,00,839
2	41,71,488	NIL	NIL	18,66,662	2021-22	18,66,662	23,04,826
3	56,86,112	NIL	NIL	17,27,432	2021-22	17,27,432	39,58,680
4	5,89,130	NIL	NIL	1,12,570	2023-24	1,12,570	4,76,560
5	NIL	8,97,000	8,97,000	1,09,055	2024-25	1,09,055	7,87,945
6	NIL	11,30,000	11,30,000	29,189	2024-25	29,189	11,00,811
Total	1,17,20,183	20,27,000	20,27,000	44,17,522		44,17,522	93,29,661

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Schedule Int App: Details of income applied outside India

Sl .No.	Name of the person to whom remittance is made	Taxpayer Identification Number if available	Amount of remittance out of India which is reported in Form No. 15CA (In Rs.)	Amount of remittance outside India other than (4) (In Rs.)	Charitable or religious purpose for which application is made	Country of application	Whether applied for promoting international welfare in which India is interested and is and not to be included in total income of the auditee?	If approval for application outside India has been taken		
								Approval number	General/ special	Date of approval
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
			NIL	NIL						
Total			NIL	NIL						

Schedule DI: Details of deemed application under Explanation 1 to sub-section (1) of section 11 and deemed income under sub-section (1B) of section 11

Year in which income is deemed to be applied (F.Y.)	Date of furnishing Form 9A (dd/mm/yyyy)	Amount deemed to be applied during the previous year referred to in column 1	Reason of deeming application (a) income has not been received during that year (b) any other reason	Out of the deemed application claimed earlier, amount required to be applied	Amount taxed in any earlier assessment year out of the amount referred to in column (5) (Fill schedule DA)	Out of the deemed application claimed, amount required to be applied during the financial year pertaining to current assessment year	Amount of deemed application claimed in earlier years, applied during the financial year relating to current AY	Amount which could not be applied and deemed to be income under section 11(1B) during the previous year	Balance Amount of deemed application
(1)	(2)	(3)	(4)	(5)	(6)	(7)=(5)-(6)	(8)	(7)-(8)=(9)	(5)-(7)=(10)
					NIL	NIL	NIL	NIL	NIL
Total		NIL		NIL	NIL	NIL	NIL	NIL	NIL

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Schedule DA: Details of accumulated income taxed in earlier assessment years as per sub-section (1B) of section 11					
	Assessment year in which the amount referred to in column (6) of schedule DI was taxed Dropdowns to be provided last five previous years beginning from the previous year preceding the current previous year				
Year of accumulation (F.Y.)	AY 2020-21	AY 2021-22	AY 2022-23	AY 2023-24	AY 2024-25
Total	**NIL**	**NIL**	**NIL**	**NIL**	**NIL**

chedule AC: The details of accumulation

Sl. No.	Year of Accumulation (F.Y.)	Date of furnishing Form 10 dd/mm/yyyy	Amount accumulated in the year of accumulation	Purpose of accumulation	Amount applied for charitable or religious/ purposes up to the beginning of the previous year	Balance to be applied (3)-(5)	Amount taxed in any earlier assessment (Fill schedule ACA)	Balance available for application (6)-(7)	Amounts applied for charitable or religious purpose during the previous year out of previous years' accumulation	Amount applied for purposes other than the purpose for which such accumulation was made(if applicable)	Amount credited or paid to any trust or institution registered under section 12AB or approved under sub-clauses (iv)or(v) or (vi)or(via) of clause (23C) of section 10 (if applicable)	Balance amount available for application (8)-(9)-(10)-(11)	Amount invested or deposited in the modes specified in section 11(5) out of(12)	Amount invested or deposited in the modes other than specified in section 11(5) out of (12) (if applicable)	Amount which is not utilised during the period of accumulation (if applicable)	Amou deen d to l incon with tl mean g subse ion (secti 11 appli bl (10)- 11)+ 4)+(
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16
1	2019-20		NIL		NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NI
2	2020-21		NIL		NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NI
3	2021-22		NIL		NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NI
4	2022-23		NIL		NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NI

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5	2023 -24		NIL		NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NI
6	2024 -25		NIL		NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NI
otal			NIL		NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NI

Schedule ACA: Details of accumulated income taxed in earlier assessment years under sub-section (3) of section 11

	Assessment year in which this amount was taxed				
Year of accumulation (F.Y.)	2020-21	2021-22	2022-23	2023-24	2024-25
Total	NIL	NIL	NIL	NIL	NIL

Schedule SP-a: Whether any part of income or property of the auditee is lent, or continues to be lent, to the specified person during the previous year?

			Details		Details of Security			Details of interest	
Sl. No.	Name of specified person	PAN of specified person	Nature of income or property which is lent	Amount for which income or property is, or continues to be, lent to specified person for any period during the previous year	Nature of security	Value of security	Value of adequate security	Actual rate of interest that is charged	Adequate rate of Interest
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
				NIL		NIL	NIL		
Total				NIL		NIL	NIL		



Schedule SP-b: Details of land, building or other property of the auditee which is, or continues to be, made available during the previous year for use of the specified person, during the previous year :

Sl. No.	Name of Specified person	PAN of specified person	Details of asset		Duration for which asset is, or continues to be, made available for the use of specified person during the previous year,		Details of rent for the previous year		Details of other compensation for the previous year		
			Nature of asset	Address	From dd/mm/yyyy	To dd/mm/yyyy	Amount of rent	Adequate rent	Nature	Amount of compensation	Adequate compensator
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
							NIL	NIL		NIL	NIL
Total							NIL	NIL		NIL	NIL

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Schedule SP-c: Details of salary, allowance or otherwise which is paid to the specified person out of the resources of the auditee for services rendered by him during the previous year

S. No.	Name of specified person	PAN of specified person	Nature of services rendered by specified person	Details of payment for the previous year		
				Nature of payment	Amount of payment (in Rs)	Reasonable amount for services
(1)	(2)	(3)	(4)	(5)	(6)	(7)
					NIL	NIL
Total					NIL	NIL



Schedule SP-d: Details of the services of the auditee are made available to the specified person during the previous year?

Sl. No.	Name of Specified person	PAN of specified person	Details of services		Details of remuneration for the previous year		Details of compensation for the previous year		
			Nature of services made available	Value of services made available (In Rs.)	Actual amount of remuneration for the service	Adequate remuneration for the service	Nature of compensation for the service	Actual amount of compensation for the service	Adequat compensatio
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
				NIL	NIL	NIL		NIL	NI
Total				NIL	NIL	NIL		NIL	NI

Schedule SP- e 1 : Details of any share, security is purchased by or on behalf of the auditee from the specified person during the previous year?

Sl. No.	Name of Specified person	PAN of specified person	Nature of property purchased	Details of Shares or Security					Details of other property being movable				
				Name of the company/concern of which the shares are purchased	Number of shares purchased during the previous year	Price of each share /security	Total consideration paid share or security	Adequate consideration for shares or security	Nature of property	Number of property purchased	Price of property	Total consideration paid for property during the previous year	Adequt Considratio
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
						NIL		NIL			NIL		NI
Total							NIL	NIL				NIL	NI



Schedule SP- e 2 : Details in case of other property being immovable:

S. No.	Name of specified person	PAN of specified person	Type of asset	Address of property	Area (in Sq. ft.)	Stamp duty value	Details of Consideration	
							Amount of consideration paid for asset	Adequate consideration for asset
					NIL	NIL		NIL
Total						NIL	NIL	NIL



Schedule SP- f 1: Details of any share, security sold by or on behalf of the trust or institution to a specified person during the previous year?

S.No.	Name of Specified person	PAN of specified person	Nature of property sold	Details of Shares or Security					Details of other property being movable				
				Name of the company/concern of which the shares are sold	Number of shares sold during the previous year	Price of each share/ security	Total consideration share or security	Adequate consideration for shares or security	Nature of movable property	Number of movable properties sold	Price of movable property	Total consideration for property during the previous year	Adequate Consideration
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
						NIL		NIL			NIL		NIL
Total							NIL	NIL				NIL	NIL

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Schedule SP- f 2 : Details in case of other property being immovable:

S. No.	Name of specified person	PAN of specified person	Type of asset	Address of property	Area (in Sq. ft.)	Stamp duty value	Details of Consideration	
							Amount of consideration for asset	Adequate consideration for asset
						NIL		NIL
Total						NIL	NIL	NIL

Schedule SP-g: Details of any income or property which is diverted during the previous year in favour of any specified person

S No	Name of specified person in whose favor income or property diverted	PAN of specified person	Details of Income or property that is diverted	
			Nature of Income or property that is diverted	Value of income or property that is diverted (In Rs.)
(1)	(2)	(3)	(4)	(5)
				NIL
Total				NIL

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Schedule h : Details of any funds that are, or continue to remain, invested in any concern during the previous year in which the specified person has a substantial interest

S No	Nature of concern in which funds are continue to remain invested	Name of concern	Details of the Concern in which funds are, or continue to remain, invested						Details of substantial interest			
			Address of concern	Amount that is or continues to remain invested in concern during the year (In Rs.)	Duration of investment during the previous year		Nature of investment	Income from investment during the year	Name of specified person having substantial interest in concern	PAN of specified person	Nature of substantial interest	Nature of concern in which funds are continue t remain invested
					From	To						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
				NIL				NIL				
Total				NIL				NIL				



Schedule other law violation

Sl. no.	Name of law under which non-compliance has occurred	Nature of non-compliance	Date of order, direction or decree, holding that such non-compliance has occurred	Whether the order, direction or decree, has been disputed before any court or appellate forum	If yes, whether dispute has attained finality	Has the dispute been finalised in favour of the auditee

Schedule TDS disallowable: Details of amounts inadmissible amount disallowable under thirteenth proviso to clause (23C) of section 10 or subsection (1) of section 11 read with sub-clause (ia) of clause (a) of section 40:

(a) Details of payment on which tax is not deducted

Date of payment dd/mm/yyyy	Amount of payment (in Rs.)	Nature of payment	Name of Payee	PAN or Aadhaar of payee, if available	Address of Payee
(1)	(2)	(3)	(4)	(5)	(6)
Total	NIL				

(b) Details of payment on which tax has been deducted but has not been paid on or before the due date specified in sub- section (1) of section 139

Date of Payment Dd/mm/yyyy	Amount of payment (in Rs.)	Nature of payment	Name of Payee	PAN or Aadhaar of payee, if available	Address of Payee	Amount of tax deducted	Amount out of (7) deposited, if any
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Total	NIL					NIL	NIL

Schedule 40A(3): Details of amount is disallowable under thirteenth proviso to section 10(23C) or Explanation 3 to sub-section (1) of section 11 read with sub-section (3) of section 40A

Sl. No.	Date of payment	Amount of payment (In Rs.)	Nature of payment	Details of payee		
				Name	PAN or aadhaar, if available	Address
		NIL				
Total		NIL				

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Schedule 40A(3A): Details of Amount disallowable under thirteenth proviso to section 10(23C)/sub-section (1) of section 11 read with subsection (3A) of section 40A

Sl. No.	Date of payment	Amount	Nature	Details of payee		
				Name	PAN or Aadhaar, if available	Address
		NIL				
Total		NIL				



Schedule 269SS: Details of loan or deposit or any specified sum taken, exceeding the limit specified in section 269SS during the previous year

Sl. No	Name of the lender or depositor	PAN or aadhaar, if available	Address	Loan or deposit or any specified sum	Amount of loan or deposit taken or accepted	Whether the loan or deposit was squared up during the previous year? Yes/No	Maximum amount outstanding in the account at any time during the previous year	By cheque or Bank draft or use of electronic clearing system through a bank account or any other mode	Whether account payee if by cheque or Bank draft?
Total					NIL		NIL		

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Schedule 269ST: Details of amount received exceeding the limit specified in section 269ST, from a person in a day; or in respect of a single transaction; or in respect of transactions relating to one event or occasion from a person during the previous year?

Details of Payer and amount of payment

S. No.	Name	PAN, if available	Address	Amount of payment
				NIL
Total				NIL



Schedule 269T: Details of repayment of any amount being loan or deposit or any specified advance exceeding the limit specified in section 269T, during the previous year?

Sl. No	Details of Payee			Details of Transaction					Mode of Repayment		
	Name	PAN, if available	Address	Loan or deposit or any specified advance	Amount	Please specify mode of receipt [by Cheque or Bank draft or use of electronic clearing system through a bank account or any other]	Whether Account payee, if by cheque or bank draft	Whether Squared up?	Maximum amount outstanding	By cheque or Bank draft or use of electronic clearing system through a bank account or any other mode	Whether account payee if by cheque or bank draft?
Total					NIL				NIL		



Schedule TDS/TCS

Tax Deduction and Collection Account Number (TAN)	Section	Nature of payment	Total amount of payment or receipt of the nature specified in column (3)	Total amount on which tax was required to be deducted or collected out of (4)	Total amount on which tax was deducted or collected at specified rate out of (5)	Amount of tax deducted or collected out of (6)	Total amount on which tax was deducted or collected at less than specified rate out of (7)	Amount of tax deducted or collected on (8)	Amount of tax deducted or collected but not deposited to the credit of the Central Government out of (6) and (8)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
BLRS09843B	194C	Contract Payment	11,42,94,428	11,42,94,428	11,42,94,428	16,31,026	NIL	NIL	NIL
BLRS09843B	194J	Professional Charges	3,59,02,341	3,59,02,341	3,59,02,341	35,63,080	NIL	NIL	NIL
BLRS09843B	194Q	Purchase of goods	80,83,263	80,83,263	80,83,263	8,085	NIL	NIL	NIL
BLRS09843B	194I (a)	Rent	2,68,800	2,68,800	2,68,800	5,376	NIL	NIL	NIL
BLRS09843B	192	Salary	21,54,77,803	2,63,18,372	2,63,18,372	19,60,424	NIL	NIL	NIL
BLRS09843B	206C	Scrap	1,21,849	1,21,849	1,21,849	1,218	NIL	NIL	NIL
Total			37,41,48,484	18,49,89,053	18,49,89,053	71,69,209	0	0	0

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Schedule Statement of TDS/TCS

Tax deduction and collection account number (TAN)	Type of Form	Due date for furnishing	Date of furnishing, if furnished	Whether the statement of tax deducted or collected contains information about all transactions which are required to be reported
BLRS09843B	24Q	31-Jul-2024	31-Jul-2024	Yes
BLRS09843B	24Q	31-Oct-2024	31-Oct-2024	Yes
BLRS09843B	24Q	31-Jan-2025	30-Jan-2025	Yes
BLRS09843B	24Q	31-May-2025	31-May-2025	Yes
BLRS09843B	26Q	31-Jul-2024	31-Jul-2024	Yes
BLRS09843B	26Q	31-Oct-2024	31-Oct-2024	Yes
BLRS09843B	26Q	31-Jan-2025	30-Jan-2025	Yes
BLRS09843B	26Q	31-May-2025	31-May-2025	Yes
BLRS09843B	27EQ	15-May-2025	15-May-2025	Yes

Schedule Interest on TDS/TCS

Tax deduction and collection account number (TAN)	Amount of interest under section 201(1A) or 206C(7) is payable	Amount paid out of column (2)	Date of payment Dd/mm/yyyy
BLRS09843B	4,579	4,579	07-Jun-2024
BLRS09843B	228	228	07-Jun-2024
BLRS09843B	450	450	07-Jun-2024
BLRS09843B	27	27	07-Aug-2024
BLRS09843B	225	225	07-Nov-2024
BLRS09843B	1	1	29-Jan-2025
BLRS09843B	34	34	07-Feb-2025
BLRS09843B	16	16	28-Feb-2025
Total	5,560	5,560	

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Under Section 18, FCRA 2010 read with Rule 17 FCRA 2011, submission of AR is mandatory. However,after cancellation/expiry of registration certificate, it is optional and does not entitle for any claim whatsoever.

Form FC-4

[See rule 17]

Darpan ID : KA/2009/0002213

The Secretary to the Government of India,
Ministry of Home Affairs,
Foreigners Division (FCRA Wing)
Major Dhyan Chand National Stadium, India Gate
New Delhi - 110002

Subject: Account of Foreign Contribution (FC) for the year ending on the 31st March, 2025

1. (a) Name and address of person/association: Swami Vivekananda Youth Movement

(b) FCRA registration/prior permission number and date: 094590102 13/05/1988

2. Details of receipt of foreign contribution :

(i) Foreign Contribution received in cash/kind(value):

(a) Brought forward foreign contribution at the beginning of the year(Rs.) 58283801.00
(b) Income During the year*:
(i) Interest: 3812634.00

(ii) Other receipts from projects/activities:

Sl. No	Name and location of project/activity	Year of commencement of the project / activity	Income during the year (Rs.)
1	Vivekananda Memorial Hospital Sargur Mysore Karnataka 571121 Mysore Karnataka 571121	2024	6292.00
2	General Educational Activities Mysore Mysore Karnataka 570016 Mysore Karnataka 570016	2024	20000.00
Total			26292.00

(iii) Transfer of Foreign Contribution part of income-tax refund from non-FCRA bank account: 9606.00

(c) Foreign contribution received from foreign source during the financial year (Rs.):

(i) Directly from a foreign source: 67981368.00
(ii) as transfer from a local source: 0.00

(d) Total Foreign Contribution (a+b+c) (Rs.): 130113701.00

*i.e. interest accrued on foreign contribution, or any other income derived from foreign contribution,
e.g. sale proceeds from assets created from foreign contribution, or interest thereon during the year, income from projects/activities.

(ii) (a). Donor wise detail of foreign contribution received:

Ministry of Home Affairs

Under Section 18, FCRA 2010 read with Rule 17 FCRA 2011, submission of AR is mandatory. However,after cancellation/expiry of registration certificate, it is optional and does not entitle for any claim whatsoever.

Sl.No	Name of donors	Institutional/Individual	Detail of the donor: official address; email address; website address:	Purposes for which received (social,cultural,educational,economic,religious)	Specific activity / project	Amount Rs
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Visit Hampi Ltd Partnership	Institutional	104 Royal Crest Circle Kathleen GA 31047 GA USA , United States of America, Email Id: , Website Address :	Social	Vivekananda Memorial Hospital	100632.00
2	Swami Vivekananda Youth Movement of UK	Institutional	38, Montmano Drive, Didsbury Point, Manchester - M202EB , United Kingdom, Email Id: , Website Address :	Social	Care and Rehabitation	2000000.00
3	Swami Vivekananda Youth Movement of UK	Institutional	38, Montmano Drive, Didsbury Point, Manchester - M202EB , United Kingdom, Email Id: , Website Address :	Social	Viveka Tribal Center for Learning	500000.00
4	Sinai Health System	Institutional	Toronto, Ontario M5G 1X5 Canada 600 University Avenue , Canada, Email Id: , Website Address :	Social	Academics and Research	59000236.00
5	Swami Vivekananda Youth Movement of North America	Institutional	2832 Alderberry CT, Fullerton, CA 92835 (714) 674-0105 , United States of America, Email Id: , Website Address :	Social	Vivekananda Memorial Hospital	2652459.00
6	THE UK ONLINE GIVING FOUNDATION	Institutional	6 Trull Farm Buildings,Trull Cheltenham UNITED KINGDOM , United Kingdom, Email Id: , Website Address :	Social	Devolopment activities	736199.00
7	Asha for Education	Institutional	Silicon Valley Chapter, PO BOX No 641741, San Jose, CA95164-1741, USA , United States of America, Email Id: , Website Address :	Social	Viveka Tribal Center for Learning	500000.00
8	Swami Vivekananda Youth Movement of UK	Institutional	38, Montmano Drive, Didsbury Point, Manchester - M202EB , United Kingdom, Email Id: , Website Address :	Social	Vivekananda Memorial Hospital	2491842.00

Ministry of Home Affairs

(b) Cumulative purpose-wise (social, cultural, educational, economic, religious) amount of all foreign contribution donations received:

Sl.No	Purpose	Amount
1	Social	67981368.00

3. Details of Utilisation of foreign contribution:

(a) Details of activities/projects for which foreign contribution has been received and utilised (in rupees)

Sl. No.	Name of project/activity	Address/Location	Previous Balance		Receipt during the year		Utilised		Balance	
			In cash	In Kind	In cash	In Kind	In cash	In Kind	In cash	In Kind
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	Academics and Research	Saragur Mysore Karnataka 571121	4263580.00	0.00	54814799.00	0.00	37596414.00	0.00	21481965.00	0.00
2	Care and Rehabitation	Mysore Mysore Karnataka 570016	1000.00	0.00	0.00	0.00	0.00	0.00	1000.00	0.00
3	Care and Rehabitation	Saragur Mysore Karnataka 571121	149175.00	0.00	2000000.00	0.00	0.00	0.00	2149175.00	0.00
4	Comprehensive Care, Support and Treatment	Saragur Mysore Karnataka 571121	559472.00	0.00	0.00	0.00	0.00	0.00	559472.00	0.00
5	Development Activities	Saragur Mysore Karnataka 571121	11089893.00	0.00	2562981.00	0.00	3246391.00	0.00	10406483.00	0.00
6	Disaster Relief	Hosahalli Mysore Karnataka 571114	454102.00	0.00	0.00	0.00	0.00	0.00	454102.00	0.00
7	Disaster Relief	Mysore Mysore Karnataka 570016	47320.00	0.00	0.00	0.00	0.00	0.00	47320.00	0.00
8	Endowment for Cancer Care Treatment	Mysore Mysore Karnataka 570016	64107.00	0.00	3846.00	0.00	3846.00	0.00	64107.00	0.00
9	Endowment for development activities	Sargur Mysore Karnataka 571121	457334.00	0.00	0.00	0.00	0.00	0.00	457334.00	0.00
10	Endowment for health activities	Mysore Mysore Karnataka 570016	320951.00	0.00	19258.00	0.00	19258.00	0.00	320951.00	0.00
11	Endowment for Medical education, technical and research	Sargur Mysore Karnataka 571121	217821.00	0.00	13069.00	0.00	13069.00	0.00	217821.00	0.00
12	Endowment for Music education	Mysore Mysore Karnataka 570016	2569749.00	0.00	153585.00	0.00	153585.00	0.00	2569749.00	0.00

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13	Endowment for reproductive and child health care	Sargur Mysore Karnataka 571121	504311.00	0.00	30259.00	0.00	30259.00	0.00	504311.00	0.00
14	Endowment for scholar students education	Mysore Mysore Karnataka 570016	16598315.00	0.00	995899.00	0.00	995899.00	0.00	16598315.00	0.00
15	Endowment for scholar students education	Saragur Mysore Karnataka 571121	5921477.00	0.00	355290.00	0.00	355290.00	0.00	5921477.00	0.00
16	Endowment for scholaship	Mysore Mysore Karnataka 570016	34456.00	0.00	1717.00	0.00	1717.00	0.00	34456.00	0.00
17	Endowment for Teacher education	Hosahalli Mysore Karnataka 571114	165544.00	0.00	9933.00	0.00	9933.00	0.00	165544.00	0.00
18	Endowment for Training Facilitators in health care	Sargur Mysore Karnataka 571121	154042.00	0.00	9243.00	0.00	9243.00	0.00	154042.00	0.00
19	Endowment for Tribal education	Bangalore Bangalore Urban Karnataka 560078	53324.00	0.00	3199.00	0.00	3199.00	0.00	53324.00	0.00
20	Endowment for Tribal education	Hosahalli Mysore Karnataka 571114	991500.00	0.00	59490.00	0.00	59490.00	0.00	991500.00	0.00
21	Endowment for Tribal education	Mysore Mysore Karnataka 570016	916076.00	0.00	54965.00	0.00	54965.00	0.00	916076.00	0.00
22	Endowment Fund for Diabitic patients tratment	Sargur Mysore Karnataka 571121	100000.00	0.00	6000.00	0.00	6000.00	0.00	100000.00	0.00
23	General Educational Activities	Hosahalli Mysore Karnataka 571114	1359854.00	0.00	0.00	0.00	0.00	0.00	1359854.00	0.00
24	General Educational Activities	Mysore Mysore Karnataka 570016	808500.00	0.00	20000.00	0.00	0.00	0.00	828500.00	0.00
25	General Educational Activities	Sargur Mysore Karnataka 571121	592336.00	0.00	0.00	0.00	0.00	0.00	592336.00	0.00
26	Mobile Health unit	Sargur Mysore Karnataka 571121	977774.00	0.00	0.00	0.00	0.00	0.00	977774.00	0.00
27	Patient care and treatment	Sargur Mysore Karnataka 571121	2083597.00	0.00	0.00	0.00	3587.00	0.00	2080010.00	0.00

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28	Teachers Training and research	Hosahalli Mysore Karnataka 571114	1540688.00	0.00	0.00	0.00	821812.00	0.00	718876.00	0.00
29	Training Research and Consultancy	Sargur Mysore Karnataka 571121	96540.00	0.00	0.00	0.00	96540.00	0.00	0.00	0.00
30	Tribal Development Activities	Sargur Mysore Karnataka 571121	350319.00	0.00	0.00	0.00	0.00	0.00	350319.00	0.00
31	Tribal school and Teachers training	Hosahalli Mysore Karnataka 571114	391216.00	0.00	23473.00	0.00	0.00	0.00	414689.00	0.00
32	Viveka Tribal Center for Learning	Hosahalli Mysore Karnataka 571114	0.00	0.00	1000000.00	0.00	270010.00	0.00	729990.00	0.00
33	Water Sanitation and Hygiene Education	Bangalore Bangalore Urban Karnataka 560078	318668.00	0.00	0.00	0.00	0.00	0.00	318668.00	0.00
34	Water Sanitation and Hygiene Education	Kenchanahalli Mysore Karnataka 571114	372173.00	0.00	0.00	0.00	0.00	0.00	372173.00	0.00
35	Water Sanitation and Hygiene Education	Sargur Mysore Karnataka 571121	127406.00	0.00	0.00	0.00	0.00	0.00	127406.00	0.00
36	Vivekanada Memorial Hospital	Saragur Mysore Karnataka 571121	3631181.00	0.00	5228235.00	0.00	4623231.00	0.00	4236185.00	0.00
Total			58283801.00	0.00	67365241.00	0.00	48373738.00	0.00	77275304.00	0.00

(i) Utilisation** for projects as per aims and objectives of the person/association(Rs.): 48373738.00

(ii) Total administrative expenses as provided in rule 5 of the Foreign Contribution (Regulation) Rules, 2011 (Rs.) :4464660.00

(iii) Total utilisation of foreign contribution (Rs.) (i+ii):52838398.00

** It is affirmed that the utilisation of foreign contribution is not in contravention of the provisions contained in the Foreign Contribution(Regulation) Act, 2010 (42 of 2010) and more particularly in section 9 and section 12 of the Act which, inter-alia, states that the acceptance of foreign contribution is not likely to affect prejudicially:

(A) the soverignty and integrity of india; or.
(B) the security, strategic, scientific or economic interest of the state; or
(C) the public interest; or
(D) freedom or fairness of election to any Legistature; or
(E) friendly relations with any foreign state; or
(F) harmony between religious, racial, social, lingusitic or relgional groups, castes or communities.

(b) Details of purchase of fresh assets included in Para3(a) above:

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Under Section 18, FCRA 2010 read with Rule 17 FCRA 2011, submission of AR is mandatory. However,after cancellation/expiry of registration certificate, it is optional and does not entitle for any claim whatsoever.

Sl. No.	Name of project/activity	Details of fresh assets	Address/location	Objective of acquiring fresh assets	Cost of fresh assets (In Rs.)
(i)	Creation of movable assests	TATA White Winger Vehicle KA45-A4544	Sargur Mysore Karnataka 571121 Mysore 571121 Karnataka	Data Collection and Documentation	31600.00
(ii)	Creation of movable assests	Laptop Lenovo Thinkbook 14	Sargur Mysore Karnataka Mysore 571121 Karnataka	Data Collection and Documentation	99120.00
(iii)	Creation of movable assests	Laptop Lenovo Slim 3	Hanchipura Road, Saragur, Saragur Taluk, Mysore District, Karnataka Mysore 571121 Karnataka	Data Collection and Documentation	501500.00
(iv)	Creation of movable assests	Samsung Tab X210 A9 with Adapter	Hanchipura Road, Saragur, Saragur Taluk, Mysore District, Karnataka Mysore 571121 Karnataka	Data Collection and Documentation	559556.00
(v)	Creation of movable assests	Assemble Desktop	Hanchipura Road, Saragur, Saragur Taluk, Mysore District, Karnataka Mysore 571121 Karnataka	Data Collection and Documentation	802579.00
(vi)	Creation of movable assests	Apple Macbook Air 13 M4 16gb 256gb Silver	Hanchipura Road, Saragur, Saragur Taluk, Mysore District, Karnataka Mysore 571121 Karnataka	Data Collection and Documentation	179832.00
(vii)	Creation of movable assests	Lenovo Think System Server	Hanchipura Road, Saragur, Saragur Taluk, Mysore District, Karnataka Mysore 571121 Karnataka	Data Collection and Documentation	1004475.00
(viii)	Creation of movable assests	Brady Label Printer M710 with PID software	Hanchipura Road, Saragur, Saragur Taluk, Mysore District, Karnataka Mysore 571121 Karnataka	Data Collection and Documentation	135515.00
(ix)	Creation of movable assests	Actipod 4L ZedBlox with Power Bank	Hanchipura Road, Saragur, Saragur Taluk, Mysore District, Karnataka Mysore 571121 Karnataka	Data Collection and Documentation	1437240.00
(x)	Creation of movable assests	Lead Apron 0.34mm	Hanchipura Road, Saragur, Saragur Taluk, Mysore District, Karnataka Mysore 571121 Karnataka	Data Collection and Documentation	10528.00
(xi)	Creation of movable assests	Eppendorf Centrifuge 5702	Hanchipura Road, Saragur, Saragur Taluk, Mysore District, Karnataka Mysore 571121 Karnataka	Data Collection and Documentation	899868.00
(xii)	Creation of movable assests	NewGen Ultra Freezer -86C	Hanchipura Road, Saragur, Saragur Taluk, Mysore District, Karnataka Mysore 571121 Karnataka	Data Collection and Documentation	1371160.00
(xiii)	Creation of movable assests	Office Almaara 4 shef 5 chamber	Hanchipura Road, Saragur, Saragur Taluk, Mysore District, Karnataka Mysore 571121 Karnataka	Data Collection and Documentation	54044.00
(xiv)	Creation of movable assests	Revolving Chair JJ13	Hanchipura Road, Saragur, Saragur Taluk, Mysore District, Karnataka Mysore 571121 Karnataka	Office Usage	113280.00
(xv)	Creation of movable assests	Tata Winger KA45-A5462	Hanchipura Road, Saragur, Saragur Taluk, Mysore District, Karnataka Mysore 571121 Karnataka	Data Collection and Documentation	1778414.00
(xvi)	Creation of movable assests	Maruti Baleno Zeta CNG 1.2L 5MT KA09-ML1569	Hanchipura Road, Saragur, Saragur Taluk, Mysore District, Karnataka Mysore 571121 Karnataka	Data Collection and Documentation	1110887.00
	Total				10089598.00

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(ba) Details of movable assets created out of foreign Contribution (as on 31st March of Financial Year):

Sl. No.	Description of the assets	Address/Location where the asset is kept	Value as on beginning of the Financial Year (in Rs.)	Value of assets acquired during the Financial Year (in Rs.)	Value of assets disposed during the Financial Year (in Rs.)	Value as per the balance sheet at the end of the Financial Year (in Rs.)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
i	Computers	Hebbal, Mysore 570016 Karnataka	728479.00	3147062.00	0.00	3442405.00
ii	Equipments	Hebbal Mysore 570016 Karnataka	22953708.00	3854311.00	232291.00	22930711.00
iii	Furnitures	Hebbal Mysore 570016 Karnataka	1282048.00	167324.00	66868.00	1077363.00
iv	Vehicles	Hebbal Mysore 570016 Karnataka	2796845.00	2920201.00	0.00	5110180.00

(bb) Details of immovable properties acquired out of of foreign contribution (as on 31st March of Financial Year):

Sl. No.	Details of immovable asset (Land/Building etc.)	Size	Address/Location	Value as per the balance sheet(in Rs.)
(1)	(2)	(3)	(4)	(5)
i	Land at Saragur VSOE	0.76 Acres	Sargur Mysore Karnataka Mysore 571121 Karnataka	788523.00
ii	Land at Saragur VMH 3 Acr	0.1 Acres	Sargur Mysore Karnataka Mysore 571121 Karnataka	42282.00
iii	VSOE - 1 floor	389 Sq Feet	Sargur Mysore Karnataka Mysore 571121 Karnataka	262971.00
iv	Kuteera	4970 Sq Feet	Sargur Mysore Karnataka Mysore 571121 Karnataka	881054.00
v	Canteen	2424 Sq Feet	Sargur Mysore Karnataka Mysore 571121 Karnataka	177840.00
vi	Road - VSOE	10860 Sq Feet	Sargur Mysore Karnataka Mysore 571121 Karnataka	17452.00
vii	Staff quarters - HRC	2040 Sq Feet	Hosahalli Mysore Karnataka Mysore 571114 Karnataka	66308.00
viii	School at Hoshahalli - VTCL	1411.60 Sq Feet	Hosahalli Mysore Karnataka Mysore 571114 Karnataka	562849.00
ix	G Kuteera No 4 SMRITHI	1149.29 Sq Feet	Hosahalli Mysore Karnataka Mysore 571114 Karnataka	3191749.00
x	Audiology Room	170 Sq Feet	Sargur Mysore Karnataka Mysore 571121 Karnataka	184267.00
xi	Sadhana	42.3437 Sq Feet	Mysore Mysore Karnataka Mysore 570016 Karnataka	85802.00
xii	VMH Saragur	703.45 Sq Feet	Sargur Mysore Karnataka Mysore 571121 Karnataka	117990.00
xiii	Staff quarters KRC	1108.26 Sq Feet	Kenchanahalli Mysore Karnataka Mysore 571114 Karnataka	374061.00

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xiv	Ayurvedha Block KRC	1053.24 Sq Feet	Kenchanahalli Mysore Karnataka Mysore 571114 Karnataka	726496.00
xv	Kuteera and Guest room	1960 Sq Feet	Sargur Mysore Karnataka Mysore 571121 Karnataka	51377.00
xvi	VMH hospital at Saragur	3850 Sq Feet	Sargur Mysore Karnataka Mysore 571121 Karnataka	10849435.00
xvii	Montecery Block VSOE at Saragur	3850 Sq Feet	Sargur Mysore Karnataka Mysore 571121 Karnataka	4519853.00
xviii	Staff Quarters Saragur	1688.62 Sq Feet	Sargur Mysore Karnataka Mysore 571121 Karnataka	1180178.00
xix	Old Hospital -1st floor Saragur	11454 Sq Feet	Sargur Mysore Karnataka Mysore 571121 Karnataka	312662.00
xx	Girls Hostel Ground Floor	6404 Sq Feet	Sargur Mysore Karnataka Mysore 571121 Karnataka	17761108.00
xxi	VILD office at Msyore	7559.78 Sq Meeter	Mysore Mysore Karnataka Mysore 570016 Karnataka	2520183.00
xxii	Road - VMH Saragur	12984 Sq Feet	Sargur Mysore Karnataka Mysore 571121 Karnataka	16867.00
xxiii	Sports Grounds VHCP	63542.0 Sq Feet	Sargur Mysore Karnataka Mysore 571121 Karnataka	4457902.00
xxiv	18 Acr Land HRC	6.78Acres	Hosahalli Mysore Karnataka Mysore 571114 Karnataka	130587.00
xxv	Land at Mysore KIADB - Vlead	1.61 Acres	Mysore Mysore Karnataka Mysore 570016 Karnataka	465900.00
xxvi	Road - Hosahalli	16419.39 Sq Feet	Hosahalli Mysore Karnataka Mysore 571114 Karnataka	28023.00
xxvii	Annapoorna Canteen	2424 Sq Feet	Sargur Mysore Karnataka Mysore 571121 Karnataka	2214377.00
	Total			51988096.00

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(c) Foreign contribution transferred to other person/associations before 29.09.2020 (wuth effect from the operation of the Foreign Contribution (Regulation) Amendment Act, 2020):

Sl. No.	Name of the person/association	Date	Purpose	Amount
(1)	(2)	(3)	(4)	(5)

(d) Total utilisation in the year (Rs.)(a+c) 52838398.00

4. Details of unutilised foreign contribution:

(i) Total foreign contribution invested in term Deposits (Rs.):

Sr. No.	Details	Total(in Rs.)
(a)	Opening Balance Of FD	55645098.00
(b)	FD made during the year	50006203.00

(c)	Less: realisation of previous FD	40144571.00
d	Closing balance of FD	65506730.00

(ii) Balance of unutilised foreign contribution, in cash/bank, at the end of the year(Rs):

(a) Cash in hand: 0.00
(b) in FC designated bank account: 9437862.00
(c) in utilisation bank account(s): 2330712.00
(d) total Rs.(a+b+c): 11768574.00

(iv) Carry forward of unspent part of allowable administrative expenses in a financial year.

Sl. No.	Particulars	Amount (in Rs.)
(A)	Brought forward unspent part of allowable administrative expenses	0.00
(B)	Total foreign contribution received during the year	71829900.00
(C)	Allowable administrative expenses of current financial year [20 per cent. of B]	14365980.00
(D)	Total administrative expenses incurred during the current year	4464660.00
(E)	Administrative expenses of current year utilised out of A above.	0.00
(F)	Administrative expenses of current year utilised out of C above.	4464660.00
(G)	Unspent part of C above available to be carried forward.	9901320.00
(H)	Out of G above, amount to be carried forward to next financial year.	9901320.00
(I)	Reason for carry forward of unspent part of allowable administrative expenses to next financial year.	Will spent in next years

5. Details of foreigners as Key functionary/working/associated: 0

6. Details of land and building remained unutilised for more than two years:

Sl. No.	Location of land and building	Year of acquisition	Purpose of acquisition	Reason of unutilisation
(1)	(2)	(3)	(4)	(5)

(7) (a) Details of FCRA Account for receipt of foreign contribution (As on 31st March of the year ending):

Name of the Bank	Branch Address(With pincode)	Phone No.	e-mail	IFSC Code	Account number	Date of Opening Account
(1)	(2)	(3).	(4)	(5)	(6)	(7)
STATE BANK OF INDIA	11Sansad Marg, New Delhi 110 001	080-26599990	fcra.00691@sbi.co.in	SBIN0000691	XXXXXXX9114	25/03/2021

(b) Details of another FCRA Account(if any,) for keeping or utilising foreign contribution (As on 31st March of the year ending)

Name of the Bank	**Branch Address(with Pin code)**	**Phone No.**	**e-mail**	**IFSC Code**	**Account Number**	**Date of Opening Account**
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**
CANARA BANK	NO:6, GANGA TEMPLE ROAD, JAYALAXMIPURAM, MYSORE KARNATAKA 570012	0821-2512343	cb0566@canarabank.com	CNRB0000566	0566101012525	18/08/1988

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(c) Details of all utilisation bank accounts (if any) for utilisation of Foregin Contribution (As on 31st March of the year ending):

Name of the Bank	Branch Address(With pincode)	Phone No.	E-mail	IFSC Code	Account No	Date of Opening Account
(1)	(2)	(3).	(4)	(5)	(6)	(7)
CANARA BANK	NO:6, GANGA TEMPLE ROAD, JAYALAXMIPURAM, MYSORE KARNATAKA 570012, MYSURU, Karnataka, Mysore	08212512343	cb0566@canarabank.com	CNRB0000566	XXXXXXXXX1546	21/08/2018
CANARA BANK	CANARA BANK GERMAN HOSPITAL ROAD NARAYANAPUR DHARWAD KARNATAKA 580008, DHARWAD, Karnataka, Dharwad	08362773152	cb1514@canarabank.com	CNRB0001514	XXXXXXXXX4158	27/11/2018
STATE BANK OF INDIA	Hebbal Industrial Area,, Mysuru, Karnataka, Mysore	08212302003	sbi.06555@sbi.co.in	SBIN0006555	XXXXXXX0735	28/02/2013
STATE BANK OF INDIA	16 Vijayalakshmi Towers, Dorasani Palya, K R Layout, Next to Kalyani Magnum Tech, J P Nagar 4th Phase,, Bangaluru, Karnataka, Bangalore Urban	9902528599	sbi.15643@sbi.co.in	SBIN0015643	XXXXXXX9767	01/03/2013
STATE BANK OF INDIA	Saragur, H D Kote Taluk, Mysuru, Karnataka, Mysore	8228265022	sbi.40074@sbi.co.in	SBMY0040074	XXXXXXX8013	26/02/2013
STATE BANK OF INDIA	P B No 58 Shankar Mutt Road, Krishnarajapur,, Hassan, Karnataka, Hassan	8172268653	sbi.40200@sbi.co.in	SBMY0040200	XXXXXXX2178	26/02/2013
STATE BANK OF INDIA	P B No 3 Near Mahaveer Chowk, Raichur, Karnataka, Raichur	8532231620	sbi.40382@sbi.co.in	SBMY0040382	XXXXXXX2984	17/03/2014

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8 *Whether during the period under report:

(i) any foreign contribution was transferred to any FCRA registered association? No

(ii)	any foreign contribution was transferred to any Non FCRA registered association?	No
(iii)	any functionary of the Association has been prosecuted or convicted under the law of the land?	No
(iv)	any asset created out of foreign contribution is registered in names other than the name of Association?	No
(v)	any domestic contribution has been created in any FCRA Account?	No
(vi)	the Association has received any foreign Contribution in an account other than the designated FCRA receipt Account?	No
(vii)	the Association has utilised foreign contribution for any purpose other than the defined purposes in the FCRA certificate of registration or prior permission?	No
(viii)	the Association has invested any foreign contribution in any speculative activity as defined in rule 4 of the Foreign Contribution (Regulation) Rules, 2011?	No
(ix)	the Association or any of its functionary/office bearer has violated any of the conditions as enumerated under sub-section (4) of section 12 of the Act?	No
(x)	the Association has made expenditure on Administrative expenses exceeding 20 per cent of the foreign contribution received?	No
(xi)	any fixed asset acquired out of foreign contribution has been sold out?	Yes
	Details: some of the equipments and furnitures sold	
(xii)	sale proceed of above fixed asset has been diverted / has not been deposited in FCRA Account?	No
(xiii)	any FD proceeds has been credited in any account other than FCRA Account?	No
(xiv)	any organization/entity not belonging to the Association is being managed/financially supported by the Association?	No
(xv)	the Association has utilised any foreign contribution outside India?	No

*Note: Wherever the answer of above question is in 'yes', brief details must be provided.

9. Details of Chartered Accountant issuing the certificate under sub-rule (5) of rule 17:

(i)	name of the Chartered Accountant:	Shiv Shankar T R
(ii)	address:	63/2, Above canara Bank, Kumara Park west,Bangalore,Bangalore Urban,Karnataka
(iii)	Member Registration number:	220517
(iv)	e-mail Address:	trs@mssv.in
(v)	date of issue of certificate:	24/12/2025
(vi)	Whether any violation of the Act has been pointed out in certificate, and if so, details thereof:	

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Declaration

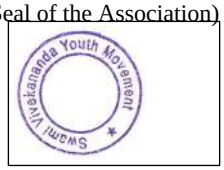
I/We Savitha Sulugodu hereby declare that the above particulars furnished by me are true and correct
I also affirm that the receipt of foreign contribution and its utilisation have not been violative of any of the provisions of the Foreign Contribution (Regulation) Act, 2010 (42 of 2010), and the rules, notifications or orders issued thereunder from time to time and the foreign contribution was utilised for the purpose(s) for which the person/association was granted registration/prior permission by the Central Government.



SAVITHA SULUGODU
[Name of the Chief Functionary
(Chief Functionary)

Under Section 18, FCRA 2010 read with Rule 17 FCRA 2011, submission of AR is mandatory. However,after cancellation/expiry of registration certificate, it is optional and does not entitle for any claim whatsoever.

(Seal of the Association)



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Annexure 6Registration Certificate

ನೋಂದಣಿ ಸಂಖ್ಯೆ : 122/84-85

ವಾಲೆಪ ಸಂಖ್ಯೆ :

ಸಹಕಾರ ಇಲಾಖೆ

ಸಹಕಾರ ಸಂಘಗಳ ಉಪನಿಬಂಧಕರು ಹಾಗೂ
ಸಂಘಗಳ ಜಿಲ್ಲಾ ನೋಂದಣಾಧಿಕಾರಿಗಳ ಕಛೇರಿ,
ಮೈಸೂರು ಜಿಲ್ಲೆ, ಮೈಸೂರು.
ಸಾರ್ವಜನಿಕ ಕಛೇರಿಗಳ ಕಟ್ಟಡ
ನ್ಯೂ ಸಯ್ಯಾಜಿರಾವ್ ರಸ್ತೆ, ಮೈಸೂರು-14

ದಿನಾಂಕ : 17/09/2025

-: ಸ್ವೀಕೃತ ಪತ್ರ :-

ಕರ್ನಾಟಕ ಸಹಕಾರ ಸಂಘಗಳ ನೋಂದಣಿ ಕಾಯ್ದೆ 1960ರ ಕಲಂ 13ರನ್ವಯ ಸಲ್ಲಿಸಬೇಕಾದ 2024-25ನೇ ಸಾಲಿನ ಲೆಕ್ಕಪತ್ರಗಳು / ಸರ್ವಸದಸ್ಯರ ಸಭೆಯ ನಡವಳಿಕೆ 2025-26 ನೇ ಸಾಲಿನ ಕಾರ್ಯಕಾರಿ ಸಮಿತಿ ಪಟ್ಟಿಯನ್ನು ಶ್ರೀಮತಿ ವಿಮಲಾ ಬಿನ್ ಲೇ ಗಂಗಾಧರಯ್ಯ ಮೂವಮೆಂಟ್, ಹೆಗ್ಗೂರು, ಟಿ.ಕೆ. ಕೇರಿ ತ್ರಿಲ್ಲಾಕರು

..... ಸಂಘದ ಅಧ್ಯಕ್ಷರು / ಕಾರ್ಯದರ್ಶಿಯವರು ದಿನಾಂಕ: 14/08/2025 ರಂದು ಪ್ರಸ್ತಾವನೆ ಸಲ್ಲಿಸಿರುತ್ತಾರೆ. ಸದರಿ ದಾಸ್ತಾವೇಜುಗಳನ್ನು ದಿನಾಂಕ: 17/09/2025 ದಾಖಲಿಸಿದೆ. ಪಾವತಿಸಬೇಕಾದ ಶುಲ್ಕ ರೂಪಾಯಿ 750045/- ಗಳನ್ನು (ಅಕ್ಷರಗಳಲ್ಲಿ ರೂಪಾಯಿ ಏಳು ಲಕ್ಷದ ಐವತ್ತು ಸಾವಿರದ ನಲವತ್ತೈದು ಮಾತ್ರ) ಪಾವತಿಸಿರುತ್ತಾರೆ.

ಈ ಸ್ವೀಕೃತಿ ಪತ್ರ ಕೆಳಕಂಡ ಷರತ್ತಿಗೆ ಒಳಪಟ್ಟಿರುತ್ತದೆ

1. ಸಂಘದ ಚಟುವಟಿಕೆಗಳು ಸಾರ್ವಜನಿಕರ ಹಿತಾಸಕ್ತಿಗೆ ಹಾಗೂ ಕಾನೂನಿಗೆ ವಿರುದ್ಧವಾಗಿ ಕಾರ್ಯ ನಿರ್ವಹಿಸುತ್ತಿದೆ ಎಂದು ಕಂಡು ಬಂದರೆ.
2. ಸಂಘದ ಬಗ್ಗೆ ನ್ಯಾಯಾಲಯಗಳಲ್ಲಿ ಅಥವಾ ಯಾವುದೇ ಅಧಿಕಾರಿಯವರ ಮುಂದೆ ವಿಚಾರಣೆ ನಡೆಸುವ ಸಂಘವು ಸಲ್ಲಿಸಿರುವ ಪ್ರಸ್ತುತ ದಾಖಲೆಗಳು ಸಿಂಧುವಲ್ಲವೆಂದು ದೃಢಪಟ್ಟಿದರೆ
3. ಸಂಘದಲ್ಲಿ ಸ್ವೀಕರಿಸಿರುವ ಎಲ್ಲಾ ರೀತಿಯ ವಂತಿಗೆ ಹಾಗೂ ಸದಸ್ಯತ್ವ ಶುಲ್ಕವನ್ನು ಸಂಘದ ಉದ್ದೇಶಗಳಿಗಾಗಿ ಬಳಸದೆ, ಯಾವುದೇ ರೀತಿಯ ಹಣ ದುರುಪಯೋಗವಾಗಿದೆ ಎಂದು ಕಂಡು ಬಂದರೆ.
4. ಸಂಘವು ನೀಡಿರುವ ದಾಖಲಾತಿಗಳಲ್ಲಿ ಯಾವುದೇ ರೀತಿಯ ಆಕ್ಷೇಪಣೆಗಳು / ಲೋಪದೋಷಗಳು ಕಂಡು ಬಂದಲ್ಲಿ ಅಥವಾ ಸಂಘಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಯಾವುದೇ ರೀತಿಯ ದೂರುಗಳು ಸಾಬೀತಾದಲ್ಲಿ.
5. ಲೆಕ್ಕಪತ್ರಗಳು ಅಥವಾ ಆದಾಯ ಮತ್ತು ವೆಚ್ಚಗಳಲ್ಲಿ ತಪ್ಪು ಮಾಹಿತಿ ನೀಡಿ ಸರ್ಕಾರಕ್ಕೆ ಪಾವತಿಸಬೇಕಾದ ಶುಲ್ಕದಲ್ಲಿ ಕಡಿಮೆ ಪಾವತಿ ಸಾಬೀತಾದಲ್ಲಿ ಸ್ವೀಕೃತಿ ರದ್ದುಪಡಿಸಲಾಗುವುದು.

ಸಹಕಾರ ಸಂಘಗಳ ಉಪನಿಬಂಧಕರು ಹಾಗೂ ಸಂಘಗಳ
ಜಿಲ್ಲಾ ನೋಂದಣಾಧಿಕಾರಿಗಳು, ಮೈಸೂರು ಜಿಲ್ಲೆ, ಮೈಸೂರು

This **Solution Implementation Plan (SIP)** created by the **Vivekananda Institute for Leadership Development (V-LEAD)**, a unit of the **Swami Vivekananda Youth Movement** aims to further the goal of creating a holistic, inclusive and joyful learning environment for children from rural & tribal areas of H D Kote, and neighboring taluks through its education initiative **Viveka Tribal Center for Learning (VTCL)**

SVYM-SIP

Prepared by: V-LEAD, A unit of SVYM

Solution Implementation Plan

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Introduction

This **Solution Implementation Plan (SIP)** created by the **Vivekananda Institute for Leadership Development (V-LEAD)**, a unit of the **Swami Vivekananda Youth Movement (hereinafter referred to as SVYM-SIP)** aims to further the goal of creating a holistic, inclusive and joyful learning environment for children from rural & tribal areas of H D Kote, and neighboring taluks through its education initiative **Viveka Tribal Center for Learning (VTCL)**. VTCL is a state-board school catering to grades 1 through 10 with grades 6 to 10 being fully residential school besides being the only high school of the gram panchayat of N Begur[1]

This initiative provides children from underprivileged, underserved and particularly vulnerable tribal groups (PVTGs)[2] access to education with a special emphasis on girl-child education. VTCL is located in Hosahalli Village, H D Kote Taluk of Mysuru district, Karnataka. VTCL's goals are aligned to the principles

[1] N. Begur is a village in Heggadadevankote Taluk in Mysore District of Karnataka and is located 70 KM towards South from District headquarters of Mysuru and 19 KM from H D Kote.
[2] A particularly vulnerable tribal group or PVTG (previously known as a primitive tribal group), in the context of India, is a sub-classification of Scheduled Tribe that is considered more vulnerable than a regular Scheduled Tribe. The PVTG list was created by the Indian Government with the purpose of better improving the living standards of endangered tribal groups based on priority.

and objectives of National Education Policy (NEP) 2020.

In the following sections, some of the major challenges faced by these communities and the approaches taken till date and the plan going forward (relevant to this SIP) are summarized under separate heads.

Educating the underprivileged and underserved

Heggadadevanna Kote (H.D. Kote) is one of the most underdeveloped taluks in Karnataka and has consistently ranked low on the Human Development Index (HDI)[3] and other key development indicators. This region is home to a significant tribal population of approximately 18,000 comprising forest-based indigenous groups such as *Jenu Kuruba, Kadu Kuruba, Yarava, Soliga and Paniya*. These communities live in small scattered settlements known as haadis[4] – a total of 127 haadis are located along the fringes of the Bandipur and Nagarahole National Parks. Among these indigenous tribal groups, the Jenu Kuruba community is the largest and is considered to be one of the most marginalized and primitive tribes in India. Most of the members of this community work as agricultural laborers, often migrating to the neighboring districts during the harvest seasons. Much of this community continues to live in conditions marked by severe socioeconomic deprivation.

These tribal communities, originally forest dwellers, were displaced by two major development projects of the Government:

1. Regulation of the forest Act and declaration of Tiger Reserves in the Bandipur & Nagarahole National parks.
2. Construction of the Kabini[5] reservoir in the same region

The absence of a structured rehabilitation or resettlement plan meant that the forest dwelling communities had to be relocated to haadis along the remote forest peripheries, thus depriving them of their earlier means of livelihood. This relocation has contributed significantly to their current socioeconomic conditions informed by poverty, loss of livelihood, lack of access to education, and limited healthcare services.

In response to these challenges, the Viveka Tribal Center for Learning (VTCL) was established to bridge the developmental gaps through a structured approach through education-delivery that is tailored to the cultural, linguistic, and social needs of these marginalized communities. The approach from inception has been holistic and thus the delivery model has included within its ambit a focus on health and nutrition besides education and vocational training. VTCL serves a predominantly rural population with 90.2%

[3] The Human Development Index (HDI) is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and having a decent standard of living. The HDI was created to emphasize that people and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone

[4] Haadi is a hamlet or a small human settlement

[5] The Kabini River is one of the major tributaries of the river Cauvery.

residing in the rural areas and only 9.8% living in urban areas. The ultimate goal of VTCL is to help the children break away from the cycle of poverty and exclusion, through investments that further their Human and Social Capital.

Special focus on the girl child

The school places a strong emphasis on providing education to the girl child. This stems from recognizing the deeply rooted social challenge of early marriages among tribal communities with girl children being married off as soon as they reach adolescence. Additionally, tribal girls and women often suffer from anemia and nutritional deficits that impact their health and wellbeing. These problems are further compounded by economic hardships and seasonal migration of families in search of livelihood.

Poor health and absence of institutional mechanisms has meant an increase in the incidence of high-risk early pregnancies among young girls and women. The lack of awareness among tribal parents about the adverse consequences of early marriage continues to be a major barrier to sustained girls' education. These intersecting health and social challenges either prevent girls from enrolling in school or lead to high dropout rates at an early age.

VTCL seeks to address these challenges through a holistic approach with a special emphasis on the girl child. Over the last three decades, several positive outcomes have been achieved including an 89% rise in girl admissions – from just 12 to 218 students. The school works actively to ensure that girl students are not only enrolled but are also provided the necessary support towards completion of their education along with the provision of adequate healthcare and nutritional support.

Over the years, SVYM/VTCL have realized the need for a distinct and thoughtful approach when it comes to tribal education - one which addresses the socioeconomic challenges that hinder their development, while not forgetting contextual relevance and cultural appropriateness. Three broad themes reflect this approach at VTCL as summarized in the table below.

Academics (including co-scholastic areas) & Learning Outcomes	**Integration of Arts, Sports & Skills and Setting Benchmarks**	**Vocational Education**
To ensure both flexibility and strong learning outcomes, the school incorporates engaging technology-enabled education into its curriculum. Audio-visual content is used to simplify the	To nurture and support the natural talents of the tribal children, the curriculum integrates performing arts and sports into regular learning. Gifted children are identified	From grades 6 to 10, students are introduced to foundational vocational skills like mechanics, plumbing, electronics, agriculture and other livelihood related areas. By class 10, students are

concepts, providing students with clearer understanding and hands-on experiences to help with better learning. Furthermore, efforts to ensure that children are not deracinated from their tribal culture is ensured through an integrated curriculum that incorporates songs, stories, games from the local tribal heritage. Tribal elders, leaders, and alumni are actively involved in the teaching-learning model at VTCL.	and given specialised coaching to help them excel in their areas of talent. Opportunities are also created for them to perform or compete on larger platforms, encouraging them to pursue these talents as viable career options.	encouraged to apply these skills through community based projects. This practical approach helps them identify their strengths, helping to plan their career ahead and enabling them to make informed career choices. Introduction to Basic Technology (IBT) is an integral part of the 'teaching-learning' paradigm at VTCL.

Context of the Intervention

It is in this context that VTCL has planned this intervention that seeks to support a cohort of 75 students* from the tribal and other marginalized families in and around Mysuru district. SVYM's five-year project (2024-29) aims to provide a value-based, holistic residential education for 75 students from marginalized communities in and around Mysuru district. The goal of this program is to ensure that these students complete their education from 8th to 12th grades to achieve the following as mentioned under the following stated overall KPIs.

**In year-1, only 68 students could be enrolled into grade-8 as against objective of 75. This is a direct consequence of the commencement of 8th grade in government ashram schools.*

Stated Overall KPIs:

1. Maintaining continuity of education and reducing dropout rates by increasing enrollments in class-8.
2. Improving academic performance and overall scholastic and non-scholastic learning outcomes
3. Bridging the gaps in enrollment, gender parity, and learning outcomes between the tribal communities, state and national averages
4. Enhancing community participation and ownership
5. Number of children continuing on to grades 11th and 12th
6. Continuing education after 12th

Proposed Impact:

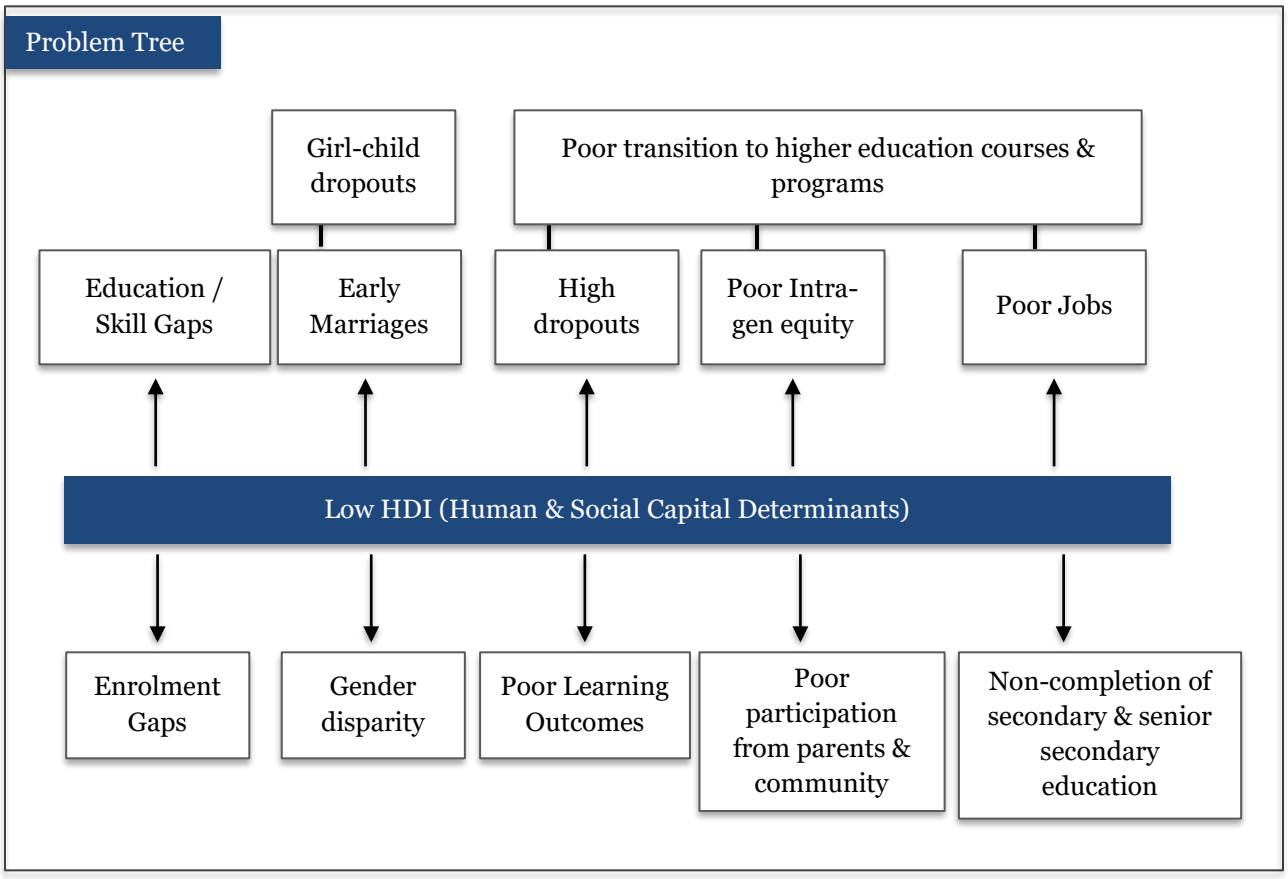
1. To decrease the gap of Enrollment, Gender Parity and Learning outcomes between the tribal community and the State and National Averages.
2. To ensure that students shall complete Secondary education (2 years) and Senior Secondary education (2 years) or Equivalent education
3. Students able to make informed career choices and pursue professions contributing directly and indirectly to the community development
4. Parents and the community at large actively participate in school activity and contribute positively to students' learning outcomes.
5. Parents and the community at large actively participate in school activity and contribute positively to students' learning outcomes.

In order to visually represent the 'roots of the problem', the underlying causes, and the probable negative consequences that can emerge out of them, a "Problem Tree Chart" was created. As indicated, the **problem-tree chart** summarizes the main problems, their underlying causes, and the potential consequences if these problems remain unaddressed.

Secondarily, an **objective-tree (or solution-tree) chart** was also created. This chart turns these problem (negative) statements into positive solution statements that can help address the problems and their underlying causes.

The problem tree and the objective tree are shown in the following pages below.

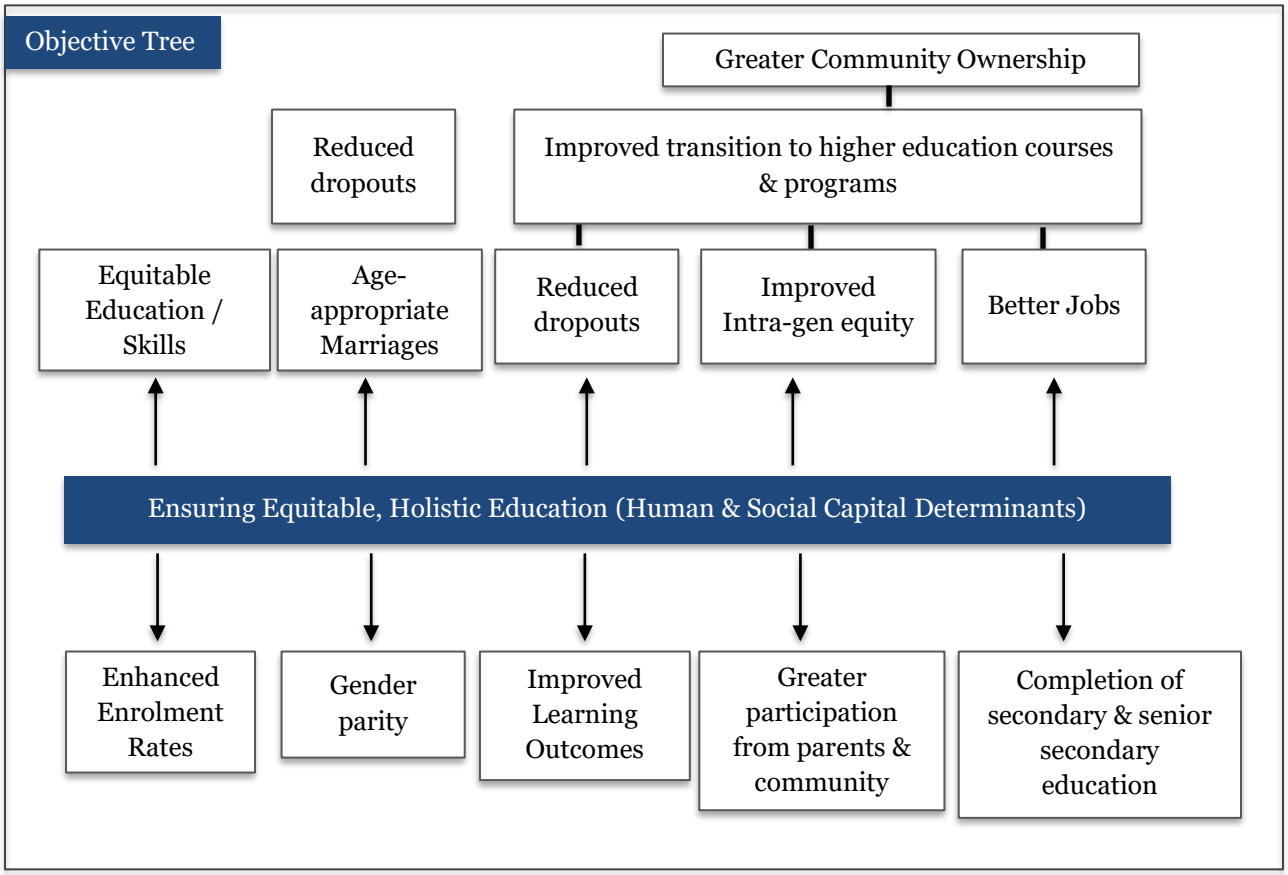
Problem Tree



As can be seen from the problem-tree chart, while the root problem is a low HDI, the underlying causes are multifactorial with enrolment gaps, gender disparities, poor learning outcomes, and low community involvement being the main contributors.

These underlying causes have led to consequences that include widening education gaps, dropouts, early marriages (among girls), and a poor transition rate of children and youth into higher education and quality employment. It is this assessment that forms the basis for the intervention planned for the cohort of students being tracked over a period of 5 years.

Objective Tree



The objective tree shown above turns each of the underlying causes into positive statements of intent that can identify doable solutions for each problem and potentially lead to sustainable change for the community.

These solutions were then transposed into the Logical Framework Analysis (LFA) grid with the narrative summary capturing the expected end-goal for each level of the intervention and then broken down into their component outcomes, outputs, indicators, and means of verification. This would form the broad framework for implementation, tracking-monitoring, and assessment of the intervention.

LFA Framework for Assessment

Narrative Summary	Outcome	Output	Indicators	Means of Verification	Assumption
Continuous education from 8th to 12th grade with no dropouts. Achievement of age-appropriate learning outcomes in line with DSERT parameters	**Outcome 1**: **Secondary Education** Improvement in enrollment, attendance & retention of students from 8th to 10th standard	**Output 1**: # / % children enrolled into Class-8 and increase in attendance parameters	# / % children enrolled into Class-8	Enrollment tracking	Adequate residential and emotional support
			New Enrollments (class-9)		
			% increase in overall attendance – achieve at least 90%	Attendance registers	Accessible and inclusive admission process
			% increase in student retention – students moving from 8th to 9th and so on	Retention tracking-year wise	Parents see value in formal education
	Outcome 2: Learning Outcomes Achievement of age-appropriate learning outcomes	**Output 2:** Academic Performance & co curricular activities performance participation in district, state and national level competitions & events showcasing the talent of students in scholastic & co-scholastic areas	Age-appropriate learning outcomes (as prescribed by DSERT)	Examination marks and annual scores	Adequate teachers and resource materials available
			Participation in district, state and national level competitions	Certificates, Competition results	Students regularly attend school
			Students in scholastic and non-scholastic areas	Record of student participation in events	Availability of extracurricular infrastructure
			Cross-cutting generic indicator of scholastic & non-scholastic levels	Interaction with randomized sample of students	Students willing to share their experience & feedback honestly

Fostering active community involvement in supporting the students' journeys	**Outcome 3:** Attendance & participation of parents & community members in school activities & PTMs	**Output 3:** % increase in PTM attendance Increased community participation in school decisions and monitoring Parent Savings towards children's education	Attendance in PTMs	PTM attendance tracking	Parents value their child's education
			Participation in school activities	Event reports and photographs	Flexible meeting times and accessible venues
				Interaction with parents / community members	Community members are willing to engage and contribute time to school activities
			Number of parents enrolled in the scheme	Bank Passbooks, # of accounts	Parents see value in investing in children's education
Children continuing education after 10th into 11th and completing 12th	**Outcome-4: Continuing Education** Enrolment & retention of students from 11th to 12th standards (or equivalent courses)	**Output 4:** Improved transition rate from Grade 10 to Grade 11 Improved transition rate from Grade 10 to Grade 11	Number of children passing 10th grade	10th grade exam results	Students are motivated and supported to pursue higher education
			Number of children pursuing diverse streams after 10th grade	Stream-wise enrollment data	Students and parents are aware of opportunities beyond the traditional career paths
Career and course choices being made by children and their diversity. Improved knowledge on opportunities & avenues available to them	**Outcome-5: Diversity of Career Choices** # students pursuing diverse streams after 10th grade including vocational, sports, and visual arts	**Output 5:** # of students choosing different streams & % increase in diversity of choice	# of counseling sessions conducted to inform children on career choices	Review of follow-up data records	Financial aid/scholarships available Career pathways are clearly understood
			Tracking & documentation of streams chosen	Follow up surveys with students and alumni	

Impact

Education for tribal and marginalized children is envisioned as a means to equitable access to education, thereby embodying the principle of social equity. This initiative seeks to overcome barriers to education by offering contextually relevant and culturally appropriate learning experiences. Teaching methodologies – such as residential schooling, open classroom format, IBT (introduction to basic technology), exposure visits to corporate companies, science museums, and industries – are employed to enhance engagement and learning outcomes.

The school will be developed in alignment with the recommendations of NEP 2020, which would serve as a springboard for the aspirations of the rural and marginalized communities. Equal emphasis will be placed on sports and performing arts, thereby creating an education system which is inclusive, holistic, and responsive to the diverse needs and talents of tribal children.

Overall Outcome

SVYM is implementing a five-year project starting from 2024-25 to 2027-28, with clearly defined short-term and long-term outcomes. The initiative begins with the enrollment of children from the marginalized community and nurturing them with value based holistic education which emphasizes both scholastic & co-scholastic development. Considering the various socio-economic and cultural challenges these children face, the education at VTCL is structured as a residential program to prevent dropouts. Thus, residential schooling is provided from Grade 8 onwards. The aim is to support 75 students* in 8th standard and ensure their continued education through 12th Grade (2nd PUC). The program focuses on tribal and marginalized children from in and around Mysuru district.

Project Components

SVYM's SIP outlines all the key components of the project, covering both short term and long term objectives. The proposed project's Key Performance Indicators (KPIs) are designed to reflect the dimensions of Reach, Depth and Inclusion. These KPIs are both measurable and verifiable to ensure transparency and accountability throughout the implementation.

This report emphasizes the alignment of SVYM's SIP with the Unified Framework for Social Impact Assessment Standards (UFSIAS) and highlights its significant contribution to youth empowerment by enhancing employability skills through education provided at VTCL.

13.1 Key performance indicator for reporting

Appropriateness of KPIs:

KPI identified	Appropriateness of identified KPI
Improvement in enrollment & retention among students from tribal and rural communities over baseline	This KPI is appropriate and needs to be tracked because there is a continuing challenge in enrolment and retention of students. Therefore, any intervention that aims to improve enrolment can help contribute to improving human and social capital determinants spanning health, education, skills, livelihoods and overall development
Improvement in student academic scores & holistic development over baseline	Learning outcomes, particularly those that measure overall holistic outcomes are key to ensure rounded and complete development of students and hence this KPI is appropriate
Increase in overall parental and community involvement in school activities leading to greater ownership, participation, ultimately leading to greater sustainability of outcomes	Parental and community involvement in the education and wellbeing of their children is a key indicator of children's overall development. The lack of Intra and inter-generational equity is a key challenge in ensuring development, learning outcomes, and future wellbeing, prosperity, and growth. Ownership, participation, and leadership demonstrated by parents and community elders are key determinants of long-term sustainability, impact, and
Increase in the number of students studying beyond 10th and going on to complete senior secondary education	Although this indicator can be tracked only 3 years after the commencement of the initiative, this is an important indicator as it demonstrates the sustained success of the intervention. If the cohort that enrolled into 8th grade, goes on to complete 10th grade then it fulfills an important requirement of the intervention – completion of secondary school education and then continuing on further towards at least completion of 12th grade.
Increased participation in higher and professional education leading to greater number of	This indicator too can be measured only in the long-term on completion of the intervention but is an important measure of the number and percentage of those who go on to complete 12th grade and

students completing 12th grade and choosing diverse steams	is a key indicator of the impact of the intervention and its long-term sustainability where the onus shifts to the individuals and the community demonstrating true empowerment.
Improvements in family and community-level investment in children's education, improved community ownership for long-term sustainability - identified through perceptional and behavioral shifts	Schemes like the 'parents saving scheme' that proposes that each parent commit to depositing of ₹2,000 every semester for the 5 years of the program with a matching donation or ₹2,000 from SVYM, helps inculcate the habit of saving for children's education, while also building a corpus fund for the children's higher education. Efforts at instilling community-ownership are also key to ensure sustainability of the initiative

Generic Observations and notes

While quantitative measures are important in arriving at output-based achievements, qualitative indicators will need to be measured on an ongoing basis. This includes Focus Group Discussions, questionnaire-based surveys and interviews.

Inputs

Financial KPIs: Includes metrics such as cost per student & total operational expenditure. This is included as a table in the Annual Impact Report. It must be noted that the financial KPIs are not broken down to the level of tasks/activities and are tracked on the following metrics:

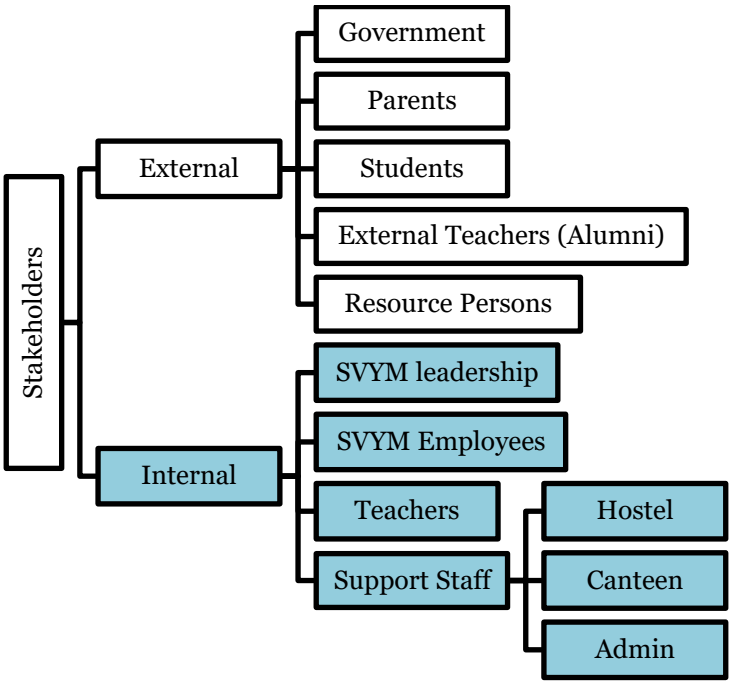
1. Personnel Cost
2. Teaching Aids
3. Exposures & Camps
4. Sports & Cultural Programs
5. Uniform & Clothing
6. Students' transportation & other miscellaneous expenses
7. Food Expenses
8. Accommodation & medical expenses
9. Capacity building & awareness
10. School maintenance cost
11. Lab & other equipment
12. School Administration Charges
13. Average cost per student

Non-financial KPIs: Involves collaboration with other educational departments and effective utilization of additional resources to support the program

Stakeholder Map

Internal Stakeholders include the school's teachers, support staff and SVYM employees and members. They play a key role in shaping and implementing the project to ensure it achieves its intended outcomes and impact.

External Stakeholders comprise students & their parents, teachers and officials from other departments, as well as resource persons who conduct various educational sessions. Their perceptions are critical as they can provide insights which contribute to the continuous improvement and enhance the overall learning environment.



Objectivity and Verifiability:

The KPIs identified spanning Impact, Outcomes, Outputs, Activities/Tasks are largely objectively trackable, measurable, and verifiable. Some of the metrics are of a qualitative nature and as such will require perception-mapping and measurement exercises and these shall be measured and reported using qualitative techniques such as questionnaire-based surveys, Focus Group Discussions (FGDs), and

personal interviews as appropriated.

Contribution

Comment on the trend in the mobilization of voluntary community support/contribution or the stake developed by the community/ entity that have contributed to, or will contribute in the future to the accomplishment of these goals and sustainability of the project. How can this be improved further?

- SVYM strongly believes in grassroots-level action which means that all programs, projects, initiatives, and interventions are community-embedded, participative, and ultimately community-driven in order to ensure sustainability. As such, SVYM believes in "working with community" rather than 'working for community'
- The institution has received strong support from both the government and the community. Over time, this has fostered a sense of ownership among the community members – several school alumni continue to engage with the school including as teachers and resource persons
- Supporting students to pursue and continue their education contributes to its long term sustainability, and many of these children now serve as role models for the younger generation within the tribal community.
- To ensure sustained impact and quality, the school has prioritized ongoing capacity building of teaching and non-teaching staffs. The school also aligns with 14 recommendations of NEP.

Knowledge management and advocacy

Comment on how best the organization is doing to create a sharper narrative through Social Impact Assessment to the Sector's advantage.

The information obtained through this 5-year intervention will serve as a useful contribution to the development sector's goals of equitable and inclusive development, particularly of the marginalized and underserved communities – in this case the tribal community. Of the several outputs to be generated from this initiative, some of those planned, include the following:

- A compiled Impact Report of the 5-year intervention including the SIP and the execution thereof will be made publicly available for anyone from the development sector to use going forward.
- A paper on the tribal population of HD Kote, the challenges and the Human and Social Capital benefits that have accrued as a consequence of the initiatives will be published.
- A book tracing the history and development of VTCL will be published which will serve to help similar communities that face similar challenges in other parts of the country.

Sustainability Plan

Write key measures taken for sustainability of the project. Comment on the adequateness of these measures. Cite further needful measures, if any?

The Sustainability plan for the project is envisaged to be developed in consultation with the community and the relevant stakeholders after completion of the second year of the solution implementation. As such it is planned to have consultation meeting with all stakeholders and stakeholder-groups individually and collectively in order to chalk out a plan of action that can be rolled out in year-3 and followed through to completion and handover.

Swami Vivekananda Youth Movement

VTCL Questionnaire - For Parents 2025-26

The aim of this questionnaire is to measure parent involvement, attitudes, saving behaviour and perceptions of your child's education

1. Did you attend Parent-Teacher meetings this year?
   - Yes
   - No

2. Do you regularly talk to your child about school and learning?
   - Yes
   - Sometimes
   - Rarely
   - No

3. Do you know how your children are performing academically?
   - Yes, I am fully aware
   - Yes, but not clearly
   - No, I don't know

4. Have you visited the school for any activity other than PTM
   - Yes
   - No

5. I want my child to continue education beyond 10th
   - Strongly agree
   - Somewhat agree
   - It is up to them
   - Disagree

6. I am saving money for my children's future education
   - Yes, I have already started
   - No, I will start
   - No, I will not be saving

7. My attitude towards education has changed after enrolling my children in this school
   - Strongly agree
   - Somewhat agree
   - Neutral
   - Disagree

8. Are you aware of any vocational training that your child is receiving?
   - Yes
   - No
   - Not clearly

9. What change have you observed in your child after enrolling in this school?

Swami Vivekananda Youth Movement

VTCL Questionnaire - For School Administration 2025-26

The aim of this survey is to collect data on enrollment, attendance, retention, academic performance, extracurriculars, community involvement, and progression beyond 10th

1. Has student retention improved from 8th to 9th?
   - Yes
   - No
   - About the same

2. Have students dropped out after 8th?
   - Yes
   - No

3. Main reasons for students dropping out? (Check all that apply?)
   - Financial Issues
   - Family Migration
   - Health Problems
   - Lack of interest
   - Others: _____

4. Have new students joined for 9th grade?
   - Yes
   - No

5. % of students who passed final exams and promoted to 9th
   - 40%
   - 40-60%
   - Above 60%

6. Is there adequate infrastructure for extracurricular activities?
   - Yes, there is
   - No, but there are plans
   - No, there are no plans

7. Is there access to technology for teaching?
   - Yes
   - Partially
   - No

8. Does the school have sufficient teachers as per norm?
   - Yes
   - No
   - Some shortage

9. How often did parents attend PTM this year?
   - Often
   - Rarely
   - Never

10. What were the challenges faced in implementation this year?

Swami Vivekananda Youth Movement

VTCL Questionnaire - For Students 2025-26

This questionnaire aims to assess student experience, co-curricular involvement, satisfaction, aspirations and challenges.

1. I enjoy coming to school because there is so much that I learn here
    - Agree Fully
    - Somewhat Agree
    - Disagree

2. Teachers at VTCL are available to support me, and I can approach them with any questions that I may have
    - Strongly Agree
    - Somewhat agree
    - Disagree

3. I am provided with a lot of opportunities and adequate support to participate in games and other such extracurricular activities?
    - I agree that there are opportunities but would welcome greater support to improve my skills
    - I get sufficient encouragement and support to pursue my goals and aspirations in the field of sports and games

4. I have access to digital learning tools (like computer, tablets etc.)
    - Always
    - Sometimes
    - Rarely
    - Never

5. I feel safe and comfortable in the school hostel
    - Strongly Agree
    - Somewhat agree
    - Neutral
    - Disagree

6. My family supports my education through encouragement or financial help
    - Strongly Agree
    - Somewhat Agree
    - Neutral
    - Disagree

7. I am aware of different career options beyond the traditional paths (like teachers, doctors, police)
    - Yes
    - No
    - A little

8. After 10th grade, I want to pursue
    - Science
    - Commerce
    - Arts

9. What is one thing you like most about your school?

Swami Vivekananda Youth Movement

VTCL Questionnaire - For Teachers 2025-26

The goal of this survey is to gather insights on academic performance, student development, infrastructure, and teacher engagement

1. Most students in your class are meeting grade-level academic expectations
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree

2. Have you received adequate teaching materials
   - Yes
   - No
   - Partially

4. Does your lesson planning incorporate the following (check all that apply)
   - Arts
   - Sports
   - Vocational Skills
   - ICT tools
   - Others: _____

4. Have you received professional training or development this year?
   - Yes
   - No
   - Planned but not conducted

5. How often do parents contact you about their children's learning?
   - Regularly
   - Occasionally
   - Rarely
   - Never

6. What are the most common issues affecting students' learning in your class (check all that apply)
   - Low attendance
   - Lack of home support
   - Poor health
   - Language barrier
   - Academic gaps

7. Do you believe your students feel safe and supported at school?
   - Yes
   - No
   - Not sure

8. What percentage of students score passing marks in the annual exam?
   - Above 70%
   - 50-70%
   - Below 50%

8. What additional support do you need to improve students' learning outcomes?

Swami Vivekananda Youth Movement

VTCL Questionnaire Draft

Introduction/Objectives:

The objective of this questionnaire is to gather insights into the impact of VTCL on the community and how the community has in turn contributed in shaping the "idea of VTCL." The feedback and opinions from the community will help assess the school's performance and its influence on the

cto mimdeunntitfy anarde saus rrfoourn diminpg raorveeams,e anst .w eTllh aes questionnaire will also attempt to capture the
impact/influence of VTCL on the larger ecosystem that drives education - donors, CSR, government, SVYM staff.

Disclaimer: *This survey and your responses to the following questions will be used for general analytical purposes only. Although we collect your email address along with your answers, your specific responses will not be connected to you in any way whatsoever. After your results are added into the final tally, your email address, individual responses, and any other confidential information you share, will not be given to any third party whatsoever.*

In addition, you will not be added to any mailing lists without a prior written consent from you, subsequent to this survey. Proceeding to the survey implies that you understand and agree to provisions in this disclaimer. Your cooperation and participation in this survey is highly appreciated.

Section-1

This is a generic section and common to everyone who is included within the ambit of the test sample and the questionnaire is administered to.

1. Name _____ Required
2. E-mail address _____ Optional
3. Mobile _____ Required
4. How have you been associated with VTCL? You can choose all that apply. Required
    a. Parent (of a student)
    b. Community member

c. Individual Donor

d. Faculty/Teacher

e. CSR professional

f. SVYM employee

g. Other (specify) _____

5. How long has your association with VTCL been?

a. 1 - 3 years

b. 3 - 5 years

c. 5 - 10 years

d. > 10 years

If your response to Q-4 was (a), then go to section-2 of this questionnaire, (b), go to section-3, ('c) go to section-4, (d), go to section-5, (e) go to section-6, (f), go to section-7.

Section-2 [Parents]

This section of the questionnaire attempts a qualitative assessment among the parents on their "experience with VTCL" - what was it like before the advent of VTCL and how has VTCL changed their outlook toward life, what does VTCL mean to them and how do they see themselves contributing towards VTCL.

1. Are you an alumnus of VTCL?

a. YES

b. NO

2.If you answered 'YES' to the previous question, how did your being an alumnus of VTCL influence your decision to enroll your child/ward into VTCL?

a.It was an important consideration

b. It did not influence my decision

c. It had a limited influence on my decision

3. If you answered 'NO' to Q-2, then how did you come to know of VTCL?

a.Friends/Family member

b.School staff contacted me

c. Community leader advice

4.What are the other schools in and around your community that you are aware of?

_____ ___ ___ _____ ___ _____ ___ ___ _____ ___ _ _____ ___ ___ _____ ___

_____ ___ _____ ___ ___ _____ ___ _____ ___ ___ _____ ___ _ _____ ___ ___

5.W_h_y _d_id _ y_o_u c_h_o_o_se _ V_T_CL over other schools ? (Select all that apply)

a. Quality of teaching

b. Infrastructure & Facilities

c. Life skills being taught

d. Extracurricular activities

e. Better employment opportunities

f. Community participation/involvement

g. Other (please specify) _____

6.What were the primary challenges you faced regarding your children's education before VTCL? (Select all that apply)

a. Lack of access to schools

b. Poor quality of education

c. Financial constraints

d. Other: _____

7. In what ways has VTCL changed your outlook toward education and life? (Select all that apply)

    a. Increased value placed on education
    b. Greater hope for children's future
    c. Improved community cohesion
    d. Enhanced our cultural pride

8.What additional support or programs would you like VTCL to offer to better assist parents and the community? (Select all that apply)

    a. Parenting workshops
    b.Adult education programs
    c. Vocational training
    d.Health and wellness programs
    e. Other (Specify) _____

9.How has the school impacted your family's overall quality of life?

    a. Positively
    b. Neutral
    c. No comments

10.On a scale of 1 to 5 (where 1 is poor, 3 is good, and 5 is excellent), how would you rate the quality of education provided by VTCL?

    3

Section-3

This section of the questionnaire attempts a qualitative assessment among the community on their "experience with VTCL" - what was it like before the advent of VTCL and how has VTCL changed their outlook toward life, what does VTCL mean to them and how do they see themselves contributing towards VTCL. This section also attempts to find out if the community is aware of other schools (if at all) in the vicinity and do they exercise choice in deciding which school to send their children/wards to.

1. How many children of school-going age live in your community?

   _____ ____ ____ ____

2. How many schools are there in and around your community?

   _____ ____ ____ _____ _

3. How many children of school-going age have enrolled into a school (any school)?

   _____ ____ ____ _____ __

4. In what ways can VTCL improve its relationship with the community? (Select all that apply)

   a. Regular community meetings

   b. More cultural events

   c. Improved communication channels

   d. Increased community involvement in school activities

   e. Other (specify) _____

5. What additional support or programs would you like VTCL to offer to better assist the community? (Select all that apply)

   a. Community development workshops

   b. Building a better tomorrow for the community

   c. Vocational training

d.Health and wellness programs

e. Other (Specify) _____

6. In what ways has VTCL changed the community's outlook toward education and life? (Select all that apply)

   a. Increased value placed on education

   b. Greater hope for the future

   c. Improved community cohesion

   d. Better job opportunities

   e. Other (Specify) _____

7.How accessible was education for children in your community before VTCL?

   a. Accessible

   b.Somewhat Accessible

   c. Not Accessible

8.What improvements would you suggest for VTCL to enhance its impact on the community? (Select all that apply)

   a.Enhancements in infrastructure

   b.More diverse educational programs

   c. Increased cultural integration

   d.Greater community involvement

   e. Enhanced teacher training

   f. Other: _____

Section-4 [Individual Donor]

This section of the questionnaire attempts a qualitative assessment among the community on their "experience with VTCL" - what was it like before the advent of VTCL and how has VTCL changed their outlook toward life, what does VTCL mean to them and how do they see themselves contributing towards VTCL. This section also attempts to find out if the community is aware of other schools (if at all) in the vicinity and do they exercise choice in deciding which school to send their children/wards to.

1. How long have you been a donor for VTCL?

   _____ ____ ____ _____ ____

2.What initially motivated you to become a donor for VTCL? (Select all that apply)

   a. Belief in the cause of tribal education
   b.Personal connection to the community
   c. Desire to give back to society
   d.Recommendation from friends/family
   e. Other: _____

3. How did you first hear about VTCL?

   a.Through friends or family
   b.Social media
   c. VTCL events or campaigns
   d.Media coverage
   e. Other: _____

4.How well do you think VTCL communicates with its donors?

   a.Very Well
   b. Could be better
   c. No comments

5. In what ways do you think your donation has made an impact on VTCL? (Select all that apply)

   a. Enhanced Infrastructure
   b.Improved educational facilities
   c. Enhanced quality of teaching
   d. Better access to educational resources
   e. Cultural preservation and promotion

f. Community development
g. Other (Specify) _____

6.How do you prefer to contribute to VTCL? (Select all that apply)

a. Financial donations
b.Volunteering time and skills
c. Participating in fundraising events
d. Providing in-kind donations
e. Other: _____

7. How frequently do you receive updates about VTCL's activities and progress?

a.Monthly
b. Quarterly
c. Annually
d. Only when significant updates occur

8. On a scale of 1 to 5 how would you rate the effective utilization of your donation/contribution towards overall achievement of VTCL goals?

4

9.What impact stories or outcomes from VTCL have resonated with you the most? (Select all that apply)

a. Success stories of students
b.Community development projects
c. Infrastructure improvements
d.Health and wellness programs
e. Other: _____

10.How likely are you to increase your involvement or recommend others to get involved with VTCL?

a. Highly likely
b. Unlikely
c. I don't have the time now, but definitely later

d. I can recommend others who would be keen

11.What additional information or resources would you like VTCL to provide to its donors? (Select all that apply)

a.Human Capital Impact reports

b. Regular output reports

c. Donor recognition programs

d.Opportunities for direct involvement

e. Other: _____

Section-5 [Teacher]

1.What motivated you to join VTCL as a faculty member or teacher? (Select all that apply)

a. Passion for teaching

b. Desire to contribute to tribal education

c. Recommendation from colleagues

d.VTCL/SVYM mission and values

e. Past Alumnus of VTCL

f. Other (Specify) _____

2.How did you first hear about VTCL?

a. Job listing

b.Through friends or family

c. VTCL outreach programs

d.Media coverage

e. Other: _____

3. On a scale of 1 -5 (where 1 is poor and 5 is excellent) how would you rate your overall experience and satisfaction of working at VTCL?

2

4.How well do you think VTCL supports its faculty and teaching staff - please rate this on a scale of 1-5 where 1 is poor and 5 is excellent

5

5. (On a scale of 1-5) How would you rate the quality of educational resources and materials available at VTCL? Here, 1 is poor and 5 is excellent

1

6.How would you describe your relationship with the students at VTCL? (choose all that apply)

a. Feel a sense of responsibility

b.Warm and friendly

c. Professional and restricted to classroom transactions

7.How would you describe your interaction with the local community? (Choose all that apply)

a.There is much I have learnt from the community

b. Their cooperation and support are critical for success

c. Sometimes difficult to manage

8.How would you assess the impact of your teaching on the students and community

a.Significant Positive Impact

b.Have not thought about this

c. Neutral

9.What additional support or resources would help you perform your role more effectively? (Select all that apply)

a.More educational materials

b.Enhanced professional development

c. Better infrastructure

d.Increased community engagement

e. Other: _____

10.How likely are you to recommend VTCL as a place to work for other educators?

a. Very Likely

b. Depends on the person

c. Unlikely

Section 6 : CSR professional

1. How did your organization first learn about VTCL?
    a. Internal research
    b. Networking events/Org reachout
    c.Media coverage
    d.Referral from other organizations
    e. Legacy engagement
    f. Other: _____

2.What motivated your organization to support VTCL through CSR initiatives? (Select all that apply)
    a.Alignment with corporate values
    b.Impact on tribal education
    c. Community development goals
    d.Recommendation from stakeholders
    e. Other (specify) _____

3. On a scale of 1 to 5, how would you rate your satisfaction with the partnership between your organization and VTCL?
    1

4.How well does VTCL align with your organization's CSR objectives?
    a. Excellent
    b. Very Good
    c. Good
    d. Neutral

5.How would you rate VTCL's re[orting and communication of the progress and impact it is creating ? Rate this on a scale of 1 to 5 where 1 is poor and 5 is excellent

4

6.What types of support does your organization provide to VTCL? (Select all that apply)

a. Financial donations
b. Volunteer support
c. In-kind donations
d. Technical expertise
e. Other: _____

7.How would you rate the impact of your organization's contributions to VTCL's vision and mission?

a.Very High Impact
b.High Impact
c.Moderate Impact

8. In what areas do you believe your contributions have made the most significant impact? (Select all that apply)

a. Educational facilities
b.Teacher training and development
c. Student scholarships
d.Community outreach programs

e. Infrastructure development

f. Other (specify) _____

9.Would your organization consider increasing its support to VTCL in the future?

a. Yes

b. No

c. Not Sure

10.How frequently would you want to receive updates from VTCL about its activities and progress?

a.Monthly

b. Quarterly

c. Annually

d. Only when significant updates occur

11.What additional support or resources would help your organization strengthen its partnership with VTCL? (Select all that apply)

a.Detailed impact reports

b.Regular meetings with VTCL representatives

c. Opportunities for employee engagement

d. Recognition and visibility of contributions

e. Other (specify) _____

Section 7 : SVYM/VTCL employee (include all employees including support staff)

1.What motivated you to join VTCL? (Select all that apply)

a.Alignment with personal values

b.Desire to contribute to social development

c. Recommendation from friends/family

d.Reputation of SVYM

e. An opportunity to work in a peaceful setting

f. Other: _____

2.How did you first hear about SVYM?

a. Job listing

b.Through friends or family

c.SVYM outreach programs

d.Media coverage

e. Other (specify) _____

3.How satisfied are you with your overall experience working at SVYM?

a. Very Satisfied

b. Satisfied

c. Neutral

4.On a scale of 1 to 5, how would you rate SVYM's support to its employees?

4

5.How familiar are you with the mission and goals of VTCL and do you understand them fully?

a.Very Familiar

b.Familiar

c. Unfamiliar

6.How often do you interact with VTCL staff or participate in VTCL-related activities?

a. Very Often

b. Often

c. Occasionally

d. Rarely

e. Never

7. In what ways do you contribute to the initiatives of VTCL? (Select all that apply)

a.Direct involvement in VTCL projects

b.Providing administrative support

c. Fundraising and resource mobilization

d.Community engagement

e. Other (specify) _____

8.What are the main challenges you face while working on VTCL projects? (Select all that apply)

a. Lack of resources

b.Community resistance

c. Logistical issues

d.Communication barriers

e. Other (specify) _____

9.How well do you think SVYM and VTCL collaborate on shared goals?

a. Excellent

b. Very Good

c. Good

d. Fair

e. Poor

10.What suggestions do you have for improving the working conditions and support for employees involved in VTCL projects? (Select all that apply)

a.Better communication with leadership

b.More professional development opportunities

c. Improved facilities and resources

d.Greater involvement in decision-making

e. Other (specify) _____

Swami Vivekananda Youth Movement

Personal Interview Template

Introduction: The personal interviews are planned with a ***select group of individuals*** who fulfill one, some, or all of the following criteria:

1. Founder members of SVYM/VTCL
2. Have a granular idea of "The idea of VTCL"
3. Will be able to articulate the vision at the time of inception and the vision for a developing idea of VTCL
4. Have been associated with VTCL in a leadership role or have contributed to furthering the idea of VTCL

Objectives
Conduct a free flowing interview for approximately 60 minutes with each interviewee across three themes: (1) The idea of VTCL - origins and how it is a developing idea (2) The journey till date and the specific contributions, insights, experiences of the interviewee (3) The way forward in terms of the idea as well as the specific steps to be taken
Mode
Online or offline with an option to record the conversation for future reference
Repurposing of content
Repurpose the content into a script for publication

Indicative questions for theme-1:

1. Why did you think of the idea of a tribal school? What was the seed that started the whole process? OR What has been your experience of the tribal school? How has the idea of a school in a tribal geography appealed to you?
2. How do you see the progress of that idea? Do you see it as a still developing idea or something that has reached some level of saturation/steady-state
3. If you had an opportunity to travel back in time , would you change anything at all, and if 'Yes' what would that be?



4. VTCL is seen as the "soul of SVYM" the place where change is visible - what are the specific changes that have left an impact on you?
5. Influence of well wishers in the developing idea and how it has shaped the evolution of the school
6. Adhoc contributions by visitors/government personnel - what has been the impact of that?
7. Connections with Ramakrishna Vidyashala and Ramakrishna mission - how has that shaped the growth and development of VTCL?
8. Community dynamics

Indicative questions for theme-2:

1. How do you see the journey till date - your own personal/professional journey as well as that of VTCL?

2.What would you consider are your most important contributions to VTCL?

3.Can you share a few standout experiences during your time at VTCL that reinforced your commitment to the development of this idea and the school?

Indicative questions for theme-3:

V1.TCL as an idea has global relevance - it can work across geography and communities. How do you think this "idea of VTCL" can be globalized and mainstreamed? What do you think needs to be done in that direction?

2.Where do you see VTCL 10 years from now?



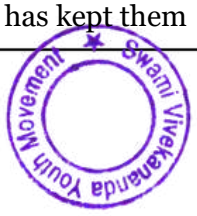
Swami Vivekananda Youth Movement

Focus Group Discussion Template

Note: Focus Group Discussions (FGDs) fall under the category of qualitative research and are conducted to provide insights into perceptions, feelings, and opinions of the selected FGD that brings together a small group of people to answer questions in a moderated setting. The group is chosen due to predefined demographic traits, and the questions are designed to shed light on a topic of interest

1. A topic that is the subject of discussion
2. Define the objectives, scope, and broad hypotheses
3. List the broad and indicative questions for the moderator to guide the FGD
4. Decide target audience for each FGD
5. Setup and host the FGD
6. Record the discussion with permission of the participants
7. Collect, collate, analyze, and report data

FGD-01	
Research Type	Qualitative, exploratory, semi-structured
Target Audience	**Teachers at VTCL** - include those with at least 3 years of experience at VTCL Break teachers into 3 groups: (1) > 5 years (2) 3 months - 3 years (3) people who have moved out of VTCL into other departments of SVYM including VSOE
Hypothesis	*This FGD assumes that VTCL teachers in general would have a positive opinion about VTCL - this is the hypothesis that is being tested through this FGD.* The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand "for" or "against" the stated hypothesis/proposition. Elicit views from teachers on the following:
Objectives of FGD-01	1. What has VTCL meant to them in terms of their personal & professional development ? - impact of the VTCL model 2. What do they think are the unique aspects at VTCL that make it special? 3. How has teaching at VTCL changed their outlook towards life? 4. For group- 2, rephrase Q to: Why are you dedicating your prime years to VTCL (What is in it for you or what moves you) 5. Why did they choose to work at VTCL and what has kept them



	going over the years? 6.Would they be willing to enroll their children into VTCL if they had the opportunity? 7. How have the lives of the tribal population changed because of VTCL
Methodology	Moderated FGD, recorded
Duration	120 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 75 minutes, closing and summary - 25 minutes

FGD-02	
Research Type	Qualitative, exploratory, structured
Target Audience	**Students of VTCL** - sample drawn using probability sampling across 8th, 9th, 10th class (simple random sampling using a number generator/roll of dice) - randomization done after clustering into boys and girls to ensure representative sample Make 2 groups: (1) those who studied from 1st std (2) those who moved in after 6th Ensure mix includes forest-based tribes and others
Hypothesis	*This FGD assumes that VTCL students' opinion may range from "no opinion" or "vague opinion" through "positive opinion" about VTCL - this is the hypothesis that is being tested through this FGD.* The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand "for" or "against" the stated hypothesis/proposition. Elicit views from students on the following:
Objectives of FGD-02	1.What do they like the most at VTCL? 2.What do they want to do after completing school? 3. Are they confident to face the world after their stint at VTCL? 4.What are the life-lessons they have learnt at VTCL 5. If they had the opportunity to change three things at VTCL, what would that be? 6. Do they take pride in being identified as a tribal and does VTCL provide the platform for the expression of this pride in their identity?
Methodology	Moderated FGD, recorded
Duration	90 minutes with 20 minutes for setting up the FGD, clarifying

	objectives, initiating the interaction, net-interaction/discussion = 45 minutes, closing and summary - 25 minutes

FGD-03	
Research Type	Qualitative, exploratory, semi-structured
Target Audience	**Parents of VTCL students** - sample drawn using probability sampling across all classes (simple random sampling using a number generator) - ensure representation across all tribal/demographic groups
Hypothesis	*This FGD assumes that VTCL parents would in general have a positive opinion about VTCL with the caveat that a few parents may hold a contradictory opinion - this is the hypothesis that is being tested through this FGD.* The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand "for" or "against" the stated hypothesis/proposition. Two groups: Gen-Z parents/day scholar versus residential and parents of high school students Elicit views from parents on the following:
Objective of FGD-03	1. How many of them are alumni of VTCL and how many completed their education at VTCL? 2.What do they think of the VTCL model of education? 3.What do they want their children to become when they grow up? Or What is the future that they envisage for their children? 4.What do they want VTCL to focus on in the future? 5.How has VTCL helped them become part of mainstream society? 6. Do they think that boys and girls need to get an equal opportunity at education? 7. Are there any specific issues that they would discuss with regard to VTCL? 8.What is the level of involvement they have with regard to the running of VTCL? 9.What do you think are the indicators of quality education? *Forest-based tribes versus normal scheduled tribes, VTCL versus Ashram schools (for control group)*

Methodology	Moderated FGD, recorded
Duration	90 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 45 minutes, closing and summary - 25 minutes

FGD-04	
Research Type	Qualitative, exploratory, semi-structured
Target Audience	**Community leaders & Alumni** - sample drawn using probability sampling across all classes (simple random sampling using a number generator)
Hypothesis	*This FGD assumes that community leaders' may have a wide range of opinions and may also bring in their reflections from the time when VTCL did not exist - this is the hypothesis that is being tested through this FGD.* The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand "for" or "against" the stated hypothesis/proposition. Elicit views from community leaders on the following:
Objectives of FGD-04	1. Do they remember the times when VTCL was not part of their community? 2.What do they think of the VTCL model of education? 3.What has changed since the advent of VTCL in terms of community dynamics? 4. Overall, do they agree that the advent of VTCL and its growth has led to a net-positive for the community? 5.Where do they see VTCL going in the future?
Methodology	Moderated FGD, recorded
Duration	75 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 40 minutes, closing and summary - 15 minutes

FGD-05	
Research Type	Qualitative, exploratory, semi-structured

Target Audience	**Core Group** **1.SVYM** **2.Education Sector** **3.GB**
Hypothesis	*This FGD assumes that community leaders' may have a wide range of opinions and may also bring in their reflections from the time when VTCL did not exist - this is the hypothesis that is being tested through this FGD.* The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand "for" or "against" the stated hypothesis/proposition. Elicit views from core group on the following:
Objectives of FGD-04	1. Do they remember the times when VTCL was not part of their community? 2.What do they think of the VTCL model of education? 3.What has changed since the advent of VTCL in terms of community dynamics? 4. Overall, do they agree that the advent of VTCL and its growth has led to a net-positive for the community? 5.Where do they see VTCL going in the future?
Methodology	Moderated FGD, recorded
Duration	75 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 40 minutes, closing and summary - 15 minutes



Swami Vivekananda Youth Movement

Summary analysis of surveys and FGDs

FGD-1: Teachers

15 teachers were met in all. This was an exploratory discussion where the moderator placed the questions in front of the group and the group responded through interactive discussion. A summary of the key points from all interactions are provided under the section dealing with Stakeholder Consultation Report (Pages 26 though 28) and as such only the purpose of the FGD and key points are included in this section in order to avoid repetition.

Summary of Qualitative Impressions: Many of the teachers, even the new ones, seemed to be able to relate to the VTCL narrative - to serve as the springboard for tribal aspirations. Many of them came to VTCL reluctantly but soon discovered that they like the place, the people, the children, and the ecosystem – the sentiment shared by them was that "VTCL grows on you". Most were appreciative of the environment, the support, and the opportunities provided to them at VTCL. Some did express the thought that they would like to be more involved in decision-making and a more consultative approach would be of appreciated. They also spoke of how they had come here under the illusion that they would be teaching the tribal children and have realized now, how much they have learned themselves.

Key Points from Quantitative improvements: Improvement in learning outcomes is a key improvement over baseline both in the current year as well as across years. For example, summative assessment-1 versus summative assessment-2 of the current cohort of 8th grade students with 33 students getting 'A+' or 'A' grade in summative assessment-2 as compared to 23 in summative assessment-1. Attendance too has shown a significant improvement – from 71% in June 2024 to 94% in April 2025 and an overall increase from 82% to 86% over the same period of the previous year – this was shared by the teachers and documents (attendance registers) confirm this.

FGD-2: School leaders including principal, Head Master

25 students (drawn as per the approach mentioned earlier) were part of the interaction. Some of these school leaders have been engaged with the school since inception and for them, the change they see is immense, particularly in enrolment numbers, gender parity, scholastic and non-scholastic performances of the tribal children. All audio recordings are available at:

FGD-3: Parents of VTCL students

VTCL already has second and third generation learners with parents of many of these children being past alumni of the school. There is an increasing understanding and desire in parents to see that their children become part of the mainstream of society. There is an aspiration to see their children as leaders of society who will become part of and contribute towards the nation's development story – this is a paradigmatic shift in perspective that has occurred and is an important positive trend.

FGD-4: Students of VTCL

The change that has come about in the students is their attending school willingly. The positive trend in attendance is a direct result of this willingness in students. During the discussions, they were able to clarify their objectives, goals, and aspirations of what they would like to become and make of themselves. This too is a paradigm shift in attitudes as compared to earlier.

In addition to FGDs, interviews with key personnel including founders, past leaders of VTCL, and alumni of VTCL were conducted. All the recordings are available at: Recordings

Swami Vivekananda Youth Movement

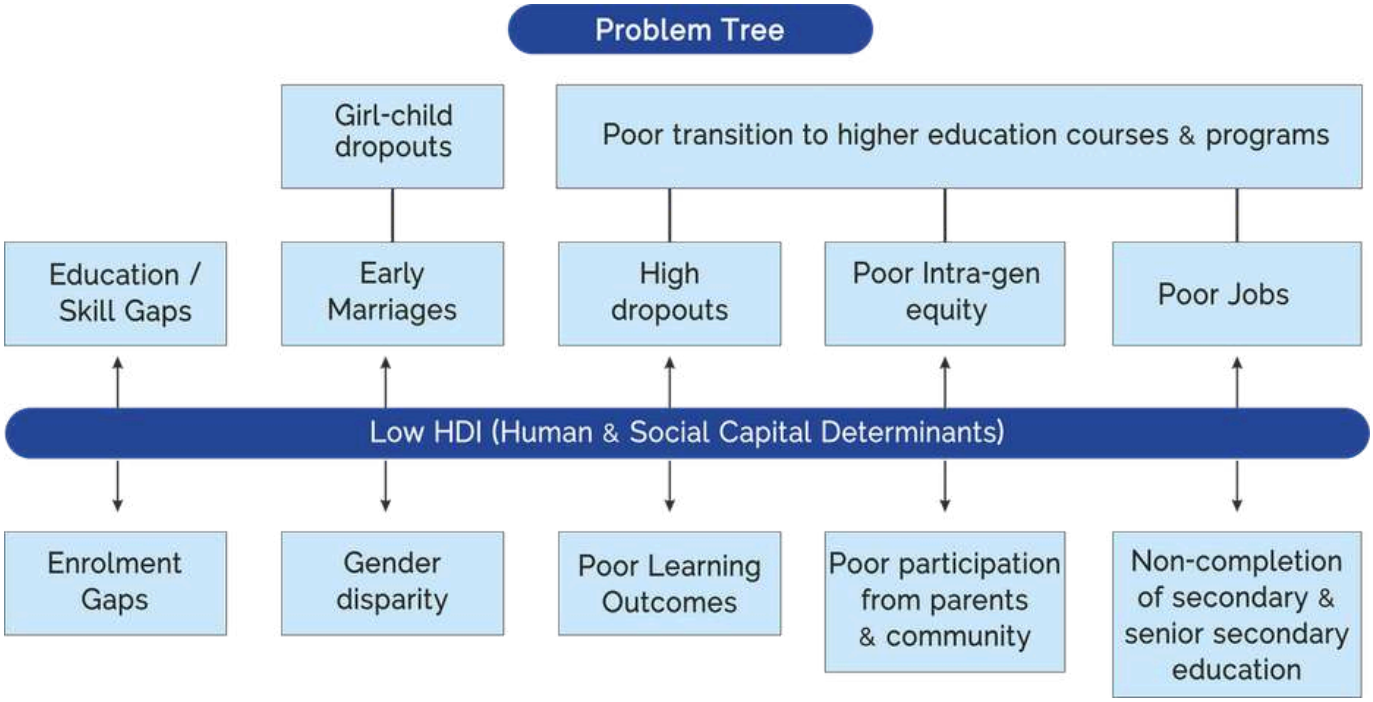
Viveka Tribal Center for Learning

Impact Map linking outputs and outcomes to activities

In order to visually represent the 'roots of the problem', the underlying causes, and the probable negative consequences that can emerge out of them, a "Problem Tree Chart" was created. As indicated, the **problem-tree chart** summarizes the main problems, their underlying causes, and the potential consequences if these problems remain unaddressed.

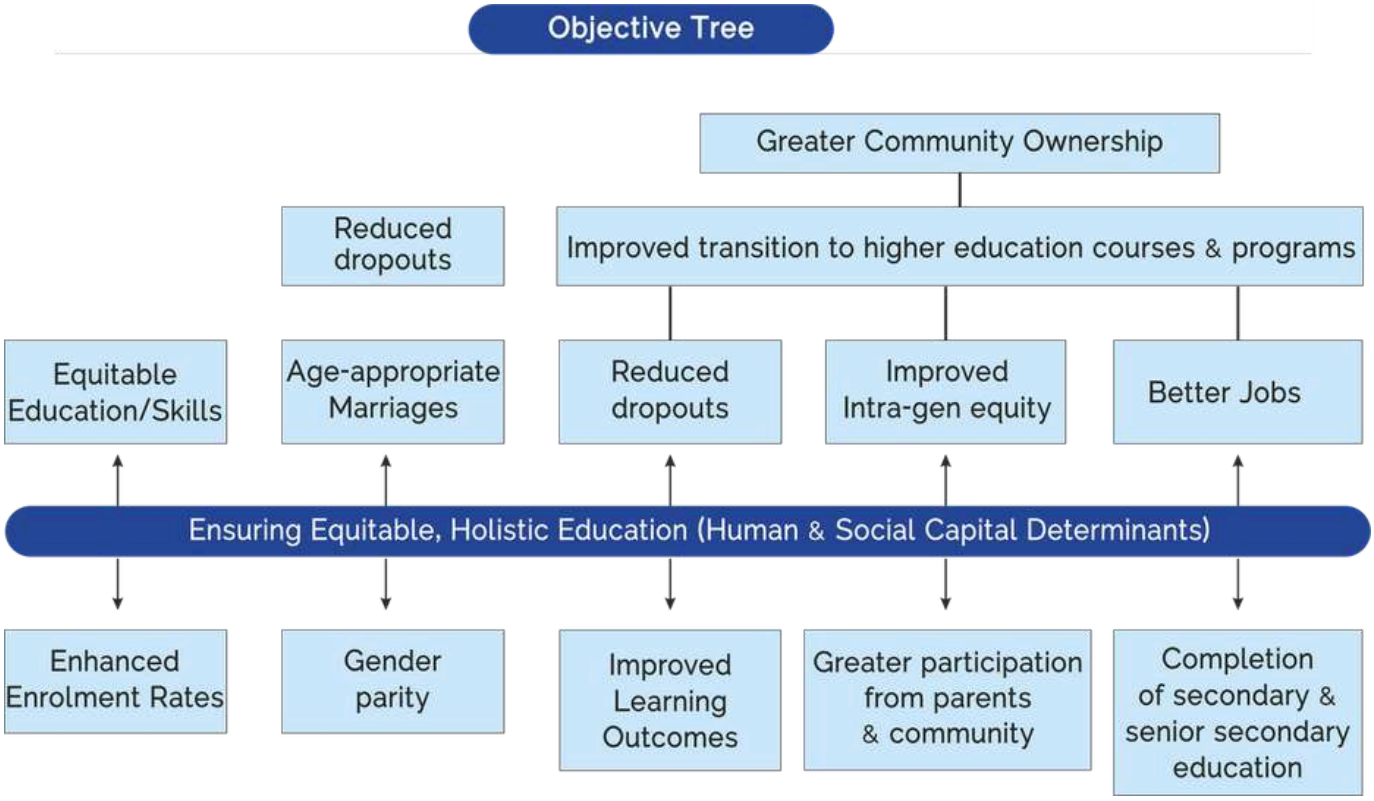
Secondarily, an **objective-tree (or solution-tree) chart** was also created. This chart turns these problem (negative) statements into positive solution statements that can help address the problems and their underlying causes.

The problem tree and the objective tree are shown in the following pages below.



As can be seen from the problem-tree chart, while the root problem is a low HDI, the underlying causes are multifactorial with enrolment gaps, gender disparities, poor learning outcomes, and low community involvement being the main contributors.

These underlying causes have led to consequences that include widening education gaps, dropouts, early marriages (among girls), and a poor transition rate of children and youth into higher education and quality employment. It is this assessment that forms the basis for the intervention planned for the cohort of students being tracked over a period of 5 years



The objective tree shown above turns each of the underlying causes into positive statements of intent that can identify doable solutions for each problem and potentially lead to sustainable change for the community.

These solutions were then transposed into the Logical Framework Analysis (LFA) grid with the narrative summary capturing the expected end-goal for each level of the intervention and then broken down into their component outcomes, outputs, indicators, and means of verification. This would form the broad framework for implementation, tracking-monitoring, and assessment of the intervention.

LFA Framework for Assessment

Narrative Summary	Outcome	Output	Indicators	Means of Verification	Assumption
Continuous education from 8th to 12th grade with no dropouts. Achievement of age-appropriate learning outcomes in line with DSERT parameters	**Outcome 1: Secondary Education** Improvement in enrollment, attendance & retention of students from 8th to 10th standard	**Output 1:** # / % children enrolled into Class-8 and increase in attendance parameters	# / % children enrolled into Class-8 New Enrollments (class-9)	Enrollment tracking	Adequate residential and emotional support
			% increase in overall attendance – achieve at least 90%	Attendance registers	Accessible and inclusive admission process
			% increase in student retention – students moving from 8th to 9th and so on	Riseetention tracking-year	Parents see value in formal education
	Outcome 2: Learning Outcomes Achievement of age-appropriate learning outcomes	**Output 2:** Academic Performance & co curricular activities performance participation in district, state and national level competitions & events showcasing the talent of students in scholastic & co-scholastic areas	Age-appropriate learning outcomes (as prescribed by DSERT)	Examination marks and annual scores	Adequate teachers and resource materials available
			Participation in district, state and national level competitions	Certificates, Competition results	Students regularly attend school
			Students in scholastic and non-scholastic areas	Record of student participation in events	Availability of extracurricular infrastructure
			Cross-cutting generic indicator of scholastic & non-scholastic levels	Interaction with randomized sample of students	Students willing to share their experience & feedback honestly

Fostering active community involvement in supporting the students' journeys Children continuing education after 10th into 11th and completing 12th Career and course choices being made by children and their diversity. Improved knowledge outcomes opportunities & avenues available to them	**Outcome 3:** Attendance & participation of parents & community members in school activities & PTMs	**Output 3:** % increase in PTM attendance Increased community participation in school decisions and monitoring Parent Savings towards children's education	Attendance in PTMs	PTM attendance tracking	Parents value their child's education
			Participation in school activities	Event reports and photographs	Flexible meeting times and accessible venues
				Interaction with parents / community members	Community members are willing to engage and contribute time to school activities
			Number of parents enrolled in the scheme	Bank Passbooks, # of accounts	Parents see value in investing in children's education
	Outcome-4: **Continuing Education** Enrolment & retention of students from 11th to 12th standards (or equivalent courses)	**Output 4:** Improved transition rate from Grade 10 to Grade 11 Improved transition rate from Grade 10 to Grade 11	Number of children passing 10th grade	10th grade exam results	Students are motivated and supported to pursue higher education
			Number of children pursuing diverse streams after 10th grade	Stream-wise enrollment data	Students and parents are aware of opportunities beyond the traditional career paths
	Diversity of Career Choices # students pursuing diverse streams after 10th grade including vocational, sports, and visual arts	**Output 5:** # of students choosing different streams & % increase in diversity of choice	# of counseling sessions conducted to inform children on career choices	Review of follow-up data records	Financial aid/scholarships available Career pathways are clearly understood
			Tracking & documentation of streams chosen	Follow up surveys with students and alumni	

SVYM

Swami Vivekananda Youth Movement

Annual Highlights 2025-26









Swami Vivekananda Youth Movement

Swami Vivekananda Youth Movement (SVYM) is a development organization, engaged in building a new civil society in India through its grassroots to policy level action in Health, Education, Socio Economic Empowerment and Training & Research sectors since 1984.

SVYM has its headquarters in Mysuru district of Karnataka state in Southern India. Acting as a key promoter-facilitator in the community's efforts towards self-reliance and empowerment, SVYM is developing local, innovative and cost-effective solutions to sustain community-driven progress. SVYM believes that building human and social capital will result in favourable economic consequences and all of SVYM's programs are driven by this development paradigm.











Communities We Serve



Indigenous Tribal Population

Since our inception, we have partnered with indigenous forest based tribal communities comprising Jenu Kuruba, Betta Kuruba, Yarava, Soliga, Iruliga & Paniya living on the fringes of Nagarhole and Bandipur Forest & Tiger Reserves.

Jenu Kurubas are given the status of Particularly Vulnerable Tribal Group (PVTGs) by the Govt. of India. It is said that one can take Jenu Kuruba out of the forest, but one cannot take the forest out of Jenu Kuruba. Back in Maharaja's days, Jenu Kuruba men, being deft Mahouts, were commissioned to escort the royal hunt parties. Even today, Jenu Kuruba Mahouts are a part of the royal procession during Mysore Dasara.



Rural Youth



Urban Poor



Migrant Workers



Persons with Disabilities



People with HIV/Chronic Illness



Pregnant Women & Mothers



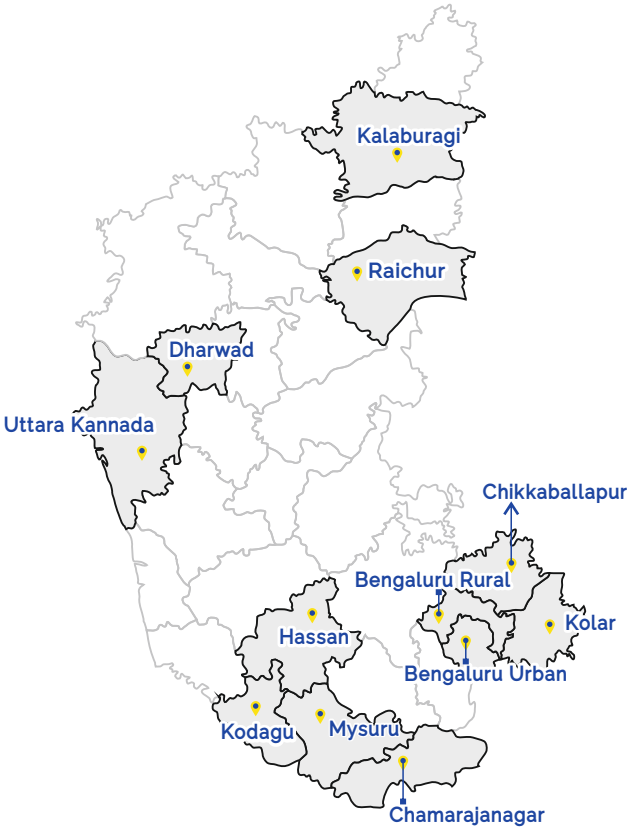
Elderly





Grassroots Government Functionaries

SVYM's Reach in Karnataka



SVYM intervention areas with regional/project offices

- 3.5 Million people being served
- 40+ Programs
- All 31 Districts of Karnataka

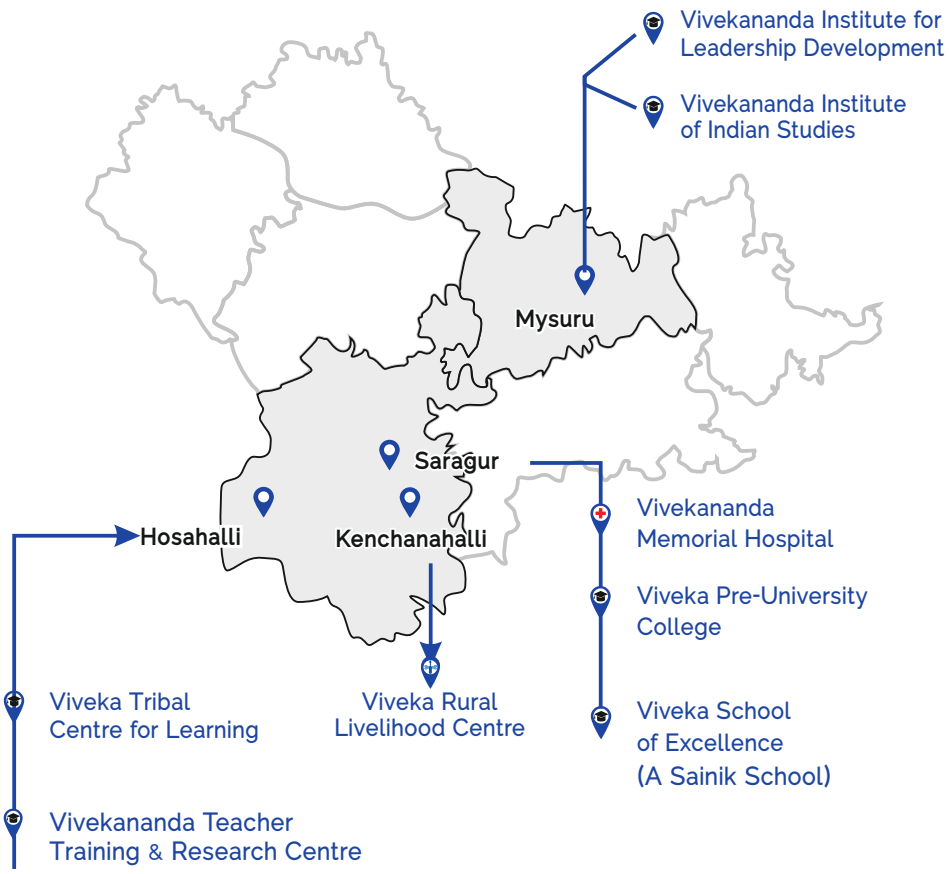
Care & Support Centre (CSCs) 2.0 (HIV) across Karnataka

Eliminating TB through decentralizing pediatric TB services & Innovative Active Case Finding in Karnataka

SVYM at a glance

42	3.5	40+	100+
Years of Service	Million People being Served	Projects	Partners

SVYM's Institutions in Mysuru District



31	7	33
Districts	Institutions	Awards so far

SVYM's Development Narrative

Development Paradigm

Developing Human & Social Capital to build a resurgent India

Vision

A caring and equitable society, free of deprivation and strife

Mission

To facilitate and develop processes that improve the quality of life of people

Our Core Values

Satya (truthfulness) | Ahimsa (non violence) | Seva (service) | Tyaga (sacrifice)



Transparency in action, disclosures & accounting procedures



We work with ethical & socially conscious partners



Listed in NGO-DARPAN of NITI Aayog, GuideStar India & Credibility Alliance



Energy sufficiency through focus on low-cost & green alternatives



Environmental consciousness - zero plastic, zero waste, & reducing paper



All SVYM events strive to be plastic free



Ensuring dignity in development



Non-transactional relationships with all partners and stakeholders



Service before self

SVYM's Tenets



Building Human & Social Capital

SVYM's development initiates are aligned to the organizational vision of building and growing Human & Social Capital that can lead to positive economic consequences



Local, innovative & replicable solutions

SVYM's bottom-up approach ensures solutions that are lean, contextually relevant, and culturally appropriate



Collaborations and Partnerships

SVYM's collaborations span government, corporates, CSOs, and academia



Community centric partnership

SVYM is a facilitator, catalyst, and partner, not merely a service provider. SVYM "works-with" community partners treating them as equals and valuing their contribution to achieve developmental goals



Complementing Institution & Community -based interventions

SVYM's blended intervention model ensures complementary synergy of institutional and community-based interventions for seamless service delivery to the community



Grassroot action

Grassroot action that directs development from the local, regional to national level



Family centric approach

Our interventions engage, involve & strengthen families by looking at family as the fundamental unit of development



Low transactional cost of less than 5%

Our operational overheads are less than 5% offering more CSR mileage per rupee



Employ local people to encourage ownership

We encourage diversity and inclusion & consciously promote employment of local people



Identify local RoleModels who become agents of change

We promote role models from within the community to become the 'agents of change' & participate in the development of their community

Health Sector Highlights



Vivekananda Memorial Hospital (VMH)

SVYM's 100 bedded secondary care rural hospital in Saragur, Vivekananda Memorial Hospital serves the rural and tribal communities with ethical, rational and cost effective health care. **65,167** outpatient visits and **3,288** inpatient admissions recorded in 2025-26.



Health Outreach Services

17,248 Individuals from indigenous tribal communities from the remote areas of H D Kote Taluk were served with timely and accessible health care services through SVYM's health outreach services.



Palliative Care Program

Accessible, affordable and holistic Palliative Care extended to **4300** individuals suffering from serious life limiting illnesses in Mysuru, Saragur, Hassan, Madikeri, Bengaluru & Dharwad.



Early Intervention to Support Trajectories for Healthy Life in India

EINSTEIN is a community-based, cluster-randomized intervention study in rural Mysore, India, aimed at improving maternal health and infant development, funded by India's Department of Biotechnology (DBT) & Sinai Health Systems, Canada. In 2025–26, the study met recruitment goals & focused on completing data collection targets.

HIV Care and Control:

36 Care and Support Centres (CSCs) across **31** districts; **23** District Level Networks (DLNs), **6** Community-Based Organizations (CBOs), and **5** NGOs; coordination with over **90** ART Centres. Services catered to **29,259** PLHIV's

Education Sector Highlights



Viveka Tribal Centre for Learning (VTCL)

The Viveka Tribal Centre for Learning, SVYM's residential school, delivered equitable education to **587** students from tribal communities in 2025–26.



Viveka School Of Excellence (VSOE)

573 Students at the Viveka School of Excellence (VSOE), SVYM's CBSE school in Saragur, received affordable, quality education in 2025-26. The Sainik School section with **153** students ranks amongst the top new Sainik Schools.



Viveka Pre-University College (VPUC)

Viveka Pre-University College—SVYM's residential PU college–serves **174** students, including **157** girls. The institution focuses on strengthening academic excellence while preparing students to successfully pursue higher education and careers in STEM fields.

During the **Grade X Board Exams (SSLC)** 2025-26, a total of 85 students appeared of which 84 students cleared the examinations leading to a pass percentage of **99%.**



School Education Program

School Education Program collaborated with **148** Govt. Schools to engage **21,126** students from rural and underserved communities, focusing on enhancing scientific temper, critical thinking, problem-solving skills, and interest in **STEM** subjects.

Socio-economic Empowerment Program Highlights



Janadhwani Community Radio

SVYM's Janadhwani Community Radio broadcasts **14 hours daily**, reaching **270,000 individuals** across **250 villages**. Its lineup features over **40 programs** dedicated to education, health, and community-led development.



Rural Social Business Units

Managed entirely by rural and tribal women's Self-Help Groups (SHGs), 10 Rural Social Business Units produce Ragi-based foods, handloom clothing, and cleaning products, generating a cumulative sale of over **INR 40 Lakh.**



Viveka Rural Livelihood Centre

12 Viveka Rural Livelihood Centres across Karnataka engaged **4202** individuals for skilling youth, empowering women and strengthening farmers with **82%** placement.



Integrated Village Development Project (IVDP)

During 2025–26, the Ashakirana Project localized SDGs in rural Bengaluru through integrated health, education, and socio-economic initiatives. Along with vocational training for 329 youth, the program supported the education of school-going children and expanded healthcare and WASH access across seven resource-deprived Panchayats while scaling up sustainable agriculture and women-led social enterprises like the Nandadeepa Ragi Unit.



Vivekananda Institute for Leadership Development (V-LEAD)

V-LEAD builds an empowered society through leadership and capability programs. In 2025-26,

Youth: 69 trained via GenNext-Kausalyan

Teachers: **57** certified in Future Teachers Fellowship

Faculty: **3,690** academic professionals developed

Healthcare: **1,646 HIV** care specialists empowered



Vivekananda Institute of Indian Studies (VIIS)

With the vision of promoting 'India and Indianness' to the world, VIIS partners with around 30 universities worldwide through tailored immersion programs. In the 2025–26, these global initiatives successfully engaged **527 program** participants and **26 international students**.



Social Stock Exchange Investors

Dr. Bindu Balasubramaniam
Dr. Gowthami P
Dr. Kumar G S
Dr. M A Balasubramanya
Dr. Mohankumar B Thambad
Dr. Padmaja T J
Dr. Prashanth Ramachandra Cheriamane
Dr. Pushpalatha S
Dr. Ram Manohar
Dr. Sowmya H Rajashekar
Dr. Sudheer B Bangalore
Dr. Vijayabhaskar Reddy K
Dr. Vivek M B
M/s A.T.E. Chandra Foundation
M/s Smt Bhagwanidevi Basudev Jhunjhunwala Trust
M/s Zerodha Broking Limited
Mr. Adarsha K S
Mr. Anand Lakshman
Mr. Ananth Nagaraj
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Mr. SLN Raju
Ms. Deepa B
Ms. P H Vijaya Deepti
Ms. Prathima
Ms. Savitha S
Ms. Shwetha J Venugopal
Ms. Vidya R Shah

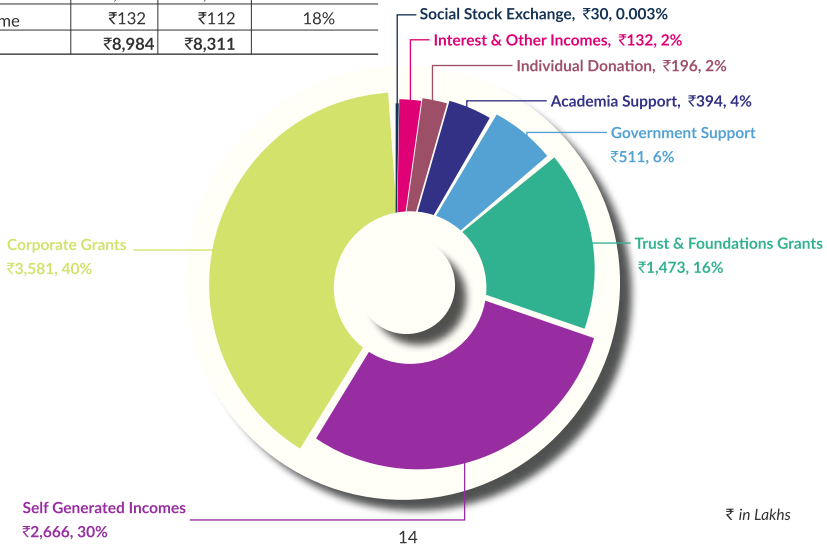


Financial Highlights

Analysis of source of Income for the year 2025-26

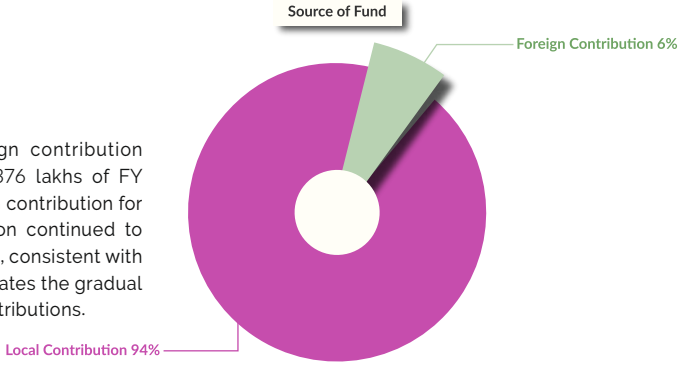
Composition of Income

Income	₹ in lakhs.		% Change
	2025-26	2024-25	
Individual	₹196	₹202	-3%
Corporate	₹3,581	₹3,491	3%
Government	₹511	₹328	56%
Trust & Foundation	₹1,473	₹1,189	24%
Social Stock Exchange	₹30	₹28	11%
UN Agencies	-	₹26	-100%
Academia	₹394	₹419	-6%
Self-Generated Income	₹2,666	₹2,516	6%
Interest & other income	₹132	₹112	18%
Grand Total	**₹8,984**	**₹8,311**	



₹ in Lakhs

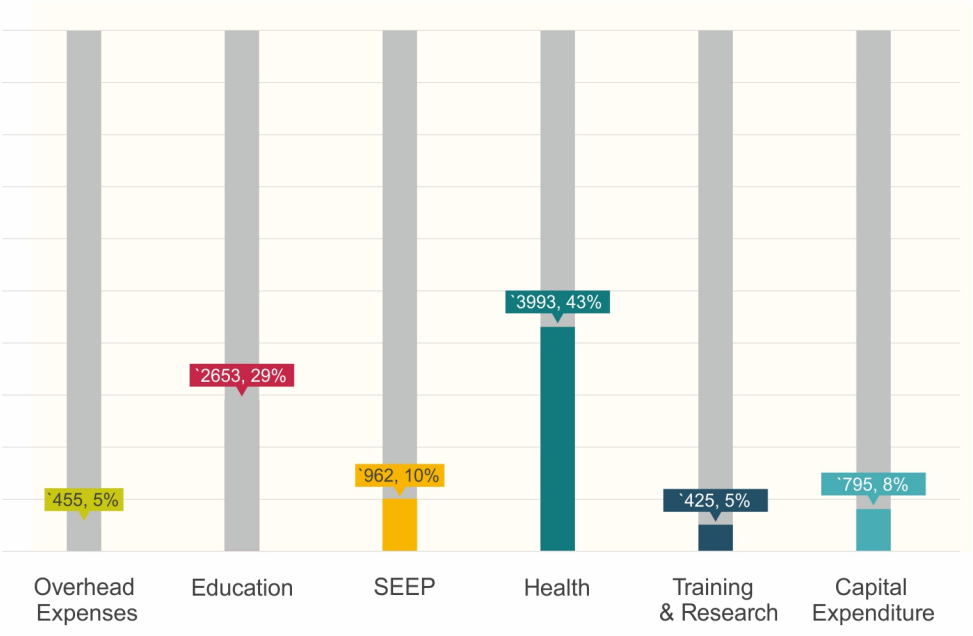
During the FY 2025-26 Foreign contribution increased to ` 551 lakhs from ` 376 lakhs of FY 2024-25. Despite the increase in contribution for the year, the foreign contribution continued to represent 6% of the total funding, consistent with the previous year. This demonstrates the gradual increase in other than foreign contributions.



Financial Highlights

Thematic distribution of total expenditure

Income	₹ in lakhs		% Change
	2025-26	2024-25	
Overhead Expen ses	₹455	₹321	42%
Education	₹2,653	₹2,345	13%
SEEP	₹962	₹845	14%
Health	₹3,993	₹3,652	9%
Training & Research	₹425	₹361	17%
Capital Expenditure	₹795	₹890	-11%
Grand Total	**₹9,283**	**₹8,414**	



Our People



Dr. R Balasubramaniam
Founder, SVYM
Member - HR, Capacity Building Commission, Government of India



Dr (Flt Lt) M A Balasubramanya
Advisor and Founding Member, SVYM
Chairman & Designated Partner, NAVGRAAM



Dr M R Seetharam
Advisor & Founding Member, SVYM
Senior Orthopaedic Consultant, Vivekananda Memorial Hospital

Governing Body 2025-26



Dr. Sudheer B Bangalore
President



Dr. Chandrashekar K N
Vice President



Dr. Prashanth C R
Secretary



Dr. Dathathri H A
Joint Secretary



Dr. Sridevi Seetharam
Treasurer



Dr. M P Raghu
Executive Member



Ms. Swathi R
Executive Member

SVYM Executive Leadership



Ms. Savitha S
Chief Executive Officer



Mr. Praveen Kumar S
Deputy Chief Executive Officer &
Head - Education Sector



Dr. Kumar G S
Head -
Health Sector



Dr. Dennis D Chauhan
Director -
Socio - Economic Empowerment Program



Mr. Jayanth K S
Head -
North Karnataka Programs

Statutory Registrations

Swami Vivekananda Youth Movement (SVYM) is

- Registered under the **Karnataka Societies Registration Act,** vide No. 122/84-85, dated 1-12-1984
- Registered under Sec 12 A of **The Indian Income Tax Act 1961,** vide No. Trust/718/10A/Vol B II/85 having PAN: AAATS5045F
- Registered with **Ministry of Home Affairs,** Government of India, under FCRA 1976, vide No. 094590102
- Registered under **Service Tax**, vide No. AAATS5045FSD001
- Registered under **NGO Partnership System, (NITI Aayog)** Unique Id vide No. KA/2009/0002213
- **Organization GST** REG - 06 29AAATS5045F1ZG
- Office of Registrar of Companies, **Ministry of Corporate Affairs,** GoI - CSR00002215
- SVYM is registered under **BSE Social Stock Exchange**- Registration Number - BSESSE0032NP2324
- SVYM is registered under **NSE Social Stock Exchange**- Registration Number - NSESSENP0030

Our Auditor

M/s. MSSV & Co.
2nd Floor, 63/2, Railway Parallel Road,
Kumara Park West, Bengaluru - 560 020,
Karnataka, India

Legal Advisor

Sri J Purushotham
Advocate, Mysuru



Best NGO in INDIA under the Category of large NGOs (2014/15)

33

Awards so far



SAFA Award - Best
Presented Annual Report (2017)



ICAI Awards - Excellence in
Financial Reporting (2015)



"Three things I would emphasize about SVYM,
First, it is the economy with which results are achieved and the carefulness with which money is spent. Secondly, it's highly professional. And thirdly, that it's a very transparent model. The kind of transparency of working, of funding of auditing of accountability is something which should commend itself as an ideal for prototypes of this type in India. SVYM is truly a metaphor for the change which we want to see."

Shri Justice M N Venkatachalaiah
Former Chief Justice of Supreme Court of India
Former Chairman, National Human Rights Commission, India



"It is indeed a very heartening experience to see SVYM's enthusiasm in popularising Science and bringing the process of Science to the student community

Shri Kiran Kumar
Former Chairman,
Indian Space Research Organisation (ISRO)



"As corporate, we brought in excellence, thought process and strategic thinking to work with our partners to do best what they do. And year on year with every interaction, SVYM took every single opportunity to improve in their programs and work with us like a true partner. They experimented and have created successful models with that.

Shri Sridhar N E
Chief Sustainability Officer, Titan Company Ltd

Engage With Us

Join us in building a resurgent India

Register for our



online courses & webinars at www.svym.org

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Volunteer

- Time
- Skill
- Knowledge
- Creativity

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Hosahalli
Rural Livelihood Centre (VRCL)
Kenchanahalli
Rural Tribal Hospital (VMH)
Saragur
Palliative Care Centre
Mysuru
https://svym.org/visit-us

Learn more about SVYM

Join the movement



work/intern with us
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Engage with



Palliative Care Centre, Mysore

Serve individuals with life limiting conditions

Link Us

with your professional and social network to kickoff new partnerships for development

Buy products



made by our rural/tribal partners

Get in touch with us at info@svym.org.in

You can make a difference by donating

For donors in India

The Cheques/DD may be sent in the name of "Swami Vivekananda Youth Movement" to our office: Swami Vivekananda Youth Movement CA-2, KIADB Industrial Housing Area, Ring Road, Hebbal, Mysuru - 570 016, Karnataka State, INDIA

Account Name Swami Vivekananda Youth Movement , **Account No:** 0566101026241, **Bank Name:** Canara Bank, Branch - Jayalakshmi Puram, **Bank address** - #6, Ganga, Temple Road, Jayalakshmi Puram, Mysore - 570012, **IFSC** - CNRB0000566 , **SWIFT** - CNRBINBBJLM

Donate online https://svym.org/donate

Donations made to **SVYM** in India are exempt from Income Tax under Sec. **80 (G)**



For donors in USA

2832, Alderberry Court, Fullerton, California 92835, USA

Account Name Swami Vivekananda Youth Movement of North America, **Account No:** 00101158270, **Bank Name:** Orange County Credit Union, **Bank address**: P.O.Box 60097, CA 91716, **Routing/Transit Number:** 322281989

SVYM NA is a registered 501(c)3 Organization. Your donations are tax-deductible to the extent allowed by law

For donors in United Kingdom

38, Montmano Drive, Didsbury Point, Manchester M20 2EB

Account Name SVYM UK, **Account No:** 6523 2923, **Bank Name:** The Cooperative Bank P.L.C **Sort code:** 08-92-99

Donations made to **SVYM UK** are tax deductible. **UK Registered charity number: 1118678**

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शिव ज्ञाने जीव सेवा

Serving God in Man

Featuring on SVYM's emblem and translating to 'Knowledge of God through service of man', in just four words 'Shiva Jnane Jeeva Seva' captures the essence of spirituality. It encourages us to pursue divinity in an experiential way by devoting ourselves in the service of the others, guiding us to see everyone as equal and serve them with equality, fairness and compassion to uphold their dignity.

We believe, SVYM is a platform for everyone to come and exercise spirituality by serving others.

Administrative Office

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