



Asha
for Education
Bringing hope through education



Asha for Education

Annual Report 2025

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Asha by the Numbers in 2025

\$4.23MM+
Funds raised

\$3.57MM+
Funds disbursed
across projects

147
Asha projects
supported

37
Active Asha
chapters

282K+
Children served
through Asha
projects

1500+
Asha volunteers
worldwide

11
Chapters with
Team Asha
events

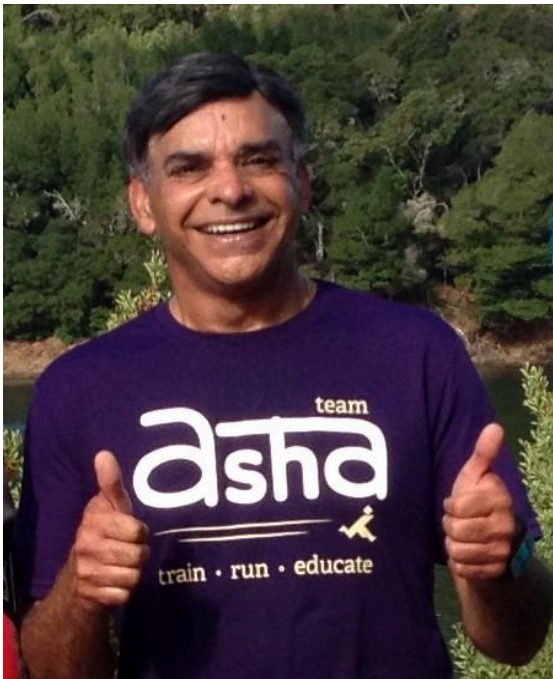
50K+
Volunteer
hours

Charity
Navigator



✦ FOUR-STAR ✦

Letter from the President



A Glimpse into Asha for Education – 2025

I am delighted to share highlights from Asha for Education’s impactful journey in 2025—a year marked by significant achievements and meaningful progress across every facet of our organization.

With a strong leadership team guiding our mission, we look ahead with great optimism to working closely with our chapters and project partners to strengthen Asha for Education for the decade ahead and further our commitment to educating underprivileged and disadvantaged children.

Asha for Education’s Resilience in Uncertain Economic times

The economic environment in 2025 created significant hardships for many underprivileged and disadvantaged families in India. Persistent inflation drove up the cost of everyday essentials, making it increasingly difficult for households to meet basic needs while continuing to invest in their children's education. As financial pressures mounted, the demand for educational and social support programs increased substantially. At the same time, economic uncertainty affected charitable giving worldwide, with many individuals and businesses facing constraints on their ability to contribute.

In the face of these challenges, the need for Asha for Education’s mission and work became more critical than ever. Through the unwavering generosity of our donors and the dedication of our volunteers, Asha remained resilient and steadfast in its commitment to expanding educational opportunities for underserved children.

Together, we successfully raised more than \$4 million in 2025, demonstrating the enduring strength of our community and ensuring that vital support continued to reach the children and families who needed it most.

I extend my heartfelt gratitude to every patron and supporter whose generosity made this achievement possible. Your contributions continue to create meaningful opportunities and lasting change in the lives of children across India.

During the year, **we disbursed more than \$3.63 million across 147 projects, directly benefiting close to 300,000 underprivileged and disadvantaged children throughout India**. This extraordinary impact would not have been possible without your continued support and dedication to our mission.

Our commitment to financial accountability and organizational excellence continues to be recognized by both our auditors and independent evaluators. **We are proud that Charity Navigator has once again awarded Asha for Education its highest 4-Star Rating, along with a perfect score of 100%**, reaffirming our strong stewardship and effective use of donor resources.

As we celebrate more than 35 years of service, our mission remains as important and relevant as ever. I would like to express my sincere appreciation to everyone who has supported Asha for Education—whether through financial contributions, volunteer service, advocacy, or partnership. Your unwavering commitment to advancing educational opportunities for every child in India has transformed countless lives and helped create brighter futures for the children we serve.

I welcome your thoughts, feedback, and suggestions. If you would like to learn more about Asha for Education or visit one of our projects to witness the impact firsthand, please feel free to contact me directly at **president@ashanet.org**.

Sincerely,
Subra Nathan
President, Asha for Education

Donor Share: Vishal Kathuria

Vishal Kathuria, Asha Silicon Valley Chapter Patron

I was impressed by the dedication and commitment of Asha volunteers to the cause of children's education, and I joined as a volunteer as well. ~Vishal Kathuria

How and when did you get introduced to Asha for Education?

I got introduced to Asha in 1998 when I came to the US for my masters at the University of Wisconsin, Madison. I was impressed by the dedication and commitment of Asha volunteers to the cause of children's education, and I joined as a volunteer as well.

At Asha, I found people who were more committed to this cause and passionate about it than even I was.

What got you initially interested in supporting our organization?

Since I was in high school, I wanted to do something to help India progress and prosper. Education of children is one of the highest leverage investments in helping make that happen. At Asha, I found people who were more committed to this cause and passionate about it than even I was.

Asha is an all volunteer-run organization with minimal administrative overhead. Because of this, I know that almost every dollar I contribute is going to benefit children directly.

Meeting the people who have dedicated their lives to this mission is so inspiring, and I am honored to be able to support their projects in a small way.

There are so many non-profit organizations out there working on many great causes. Why has Asha for Education stuck out for you as one that is important to continue supporting?

There are several things about Asha that stand out:

1. Asha is an all volunteer-run organization with minimal administrative overhead. Because of this, I know that almost every dollar I contribute is going to benefit children directly.
2. Having been an Asha volunteer and taken on project coordinator and chapter coordinator roles in the past, I have seen first-hand how rigorous Asha volunteers are about making sure that donor contributions are spent well.
3. I have met several leaders of the projects that Asha sponsors and done virtual site visits. Meeting the people who have dedicated their lives to this mission is so inspiring, and I am honored to be able to support their projects in a small way.

What has been your most memorable way of supporting Asha for Education?

A couple of years ago, I sponsored a library for the children supported by the Samagra Seva project. It was very satisfying to see the photos of the library and of the children reading there.

Asha Projects Landscape 2025: A Study Over The Past 3 Years

Ranga Srinivasan, Asha-wide Projects Coordinator (2024-2026)

Background

The annual collection of project metrics was approved by the Asha Representative Council (ARC) - the primary decision-making framework for Asha for Education, enabling Asha chapters to provide a voice and vote in decisions - in 2018. Asha Central Projects Team completed its first full data analysis in 2023, achieving 100% participation from project stewards, who are the primary liaisons between Asha stewarding chapters and the Asha project partners. With three years of data now available, we can conduct year-over-year comparisons and develop a clearer understanding of our project's landscape. This report focuses on the most recent results from 2025, with trends broadly consistent with those observed in 2024 and 2023.

In 2025, Asha supported 147 projects across 30 stewarding chapters.

Mission

Asha's mission, established in 1991, is to catalyze socio-economic change through the education of underprivileged communities. In 2025, Asha supported 147 projects across 30 stewarding chapters. The distribution of the different project types supported by Asha is given in Figure 1.

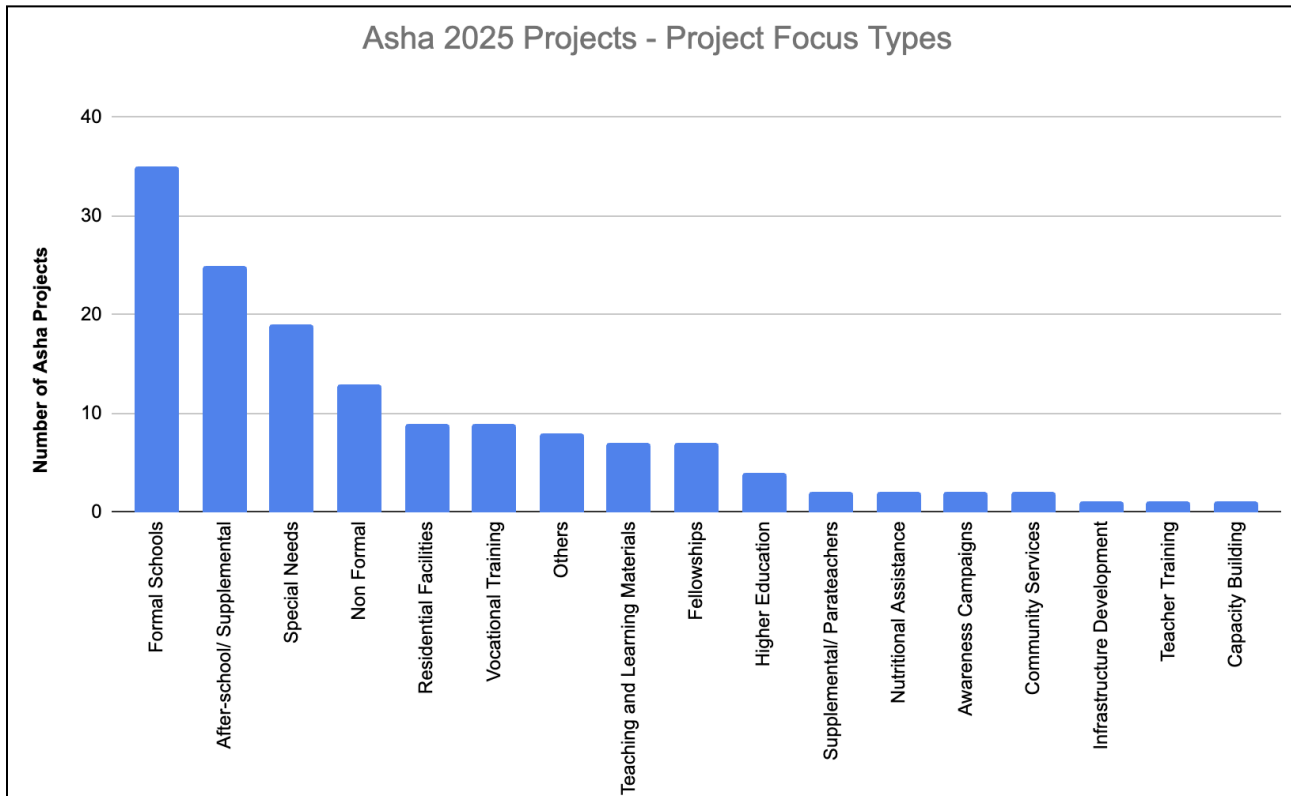


Fig.1 Project Focus Types in 2025

It is encouraging to see that these initiatives reach over 280,000 children annually, with a near-equal gender balance.

The main focus is to provide access to education through formal schools where government schools do not exist, or improve the quality of education with after-school/supplemental programs. Special needs comes in third as a focus for Asha, and is an area that has its own challenges due to higher operating costs for personnel due to low student-to-teacher ratios. It is encouraging to see that these initiatives reach over 280,000 children annually, with a near-equal gender balance. The majority of beneficiaries of Asha projects come from economically disadvantaged households, with monthly incomes below INR 10,000, or annual incomes of less than 1,100 USD.

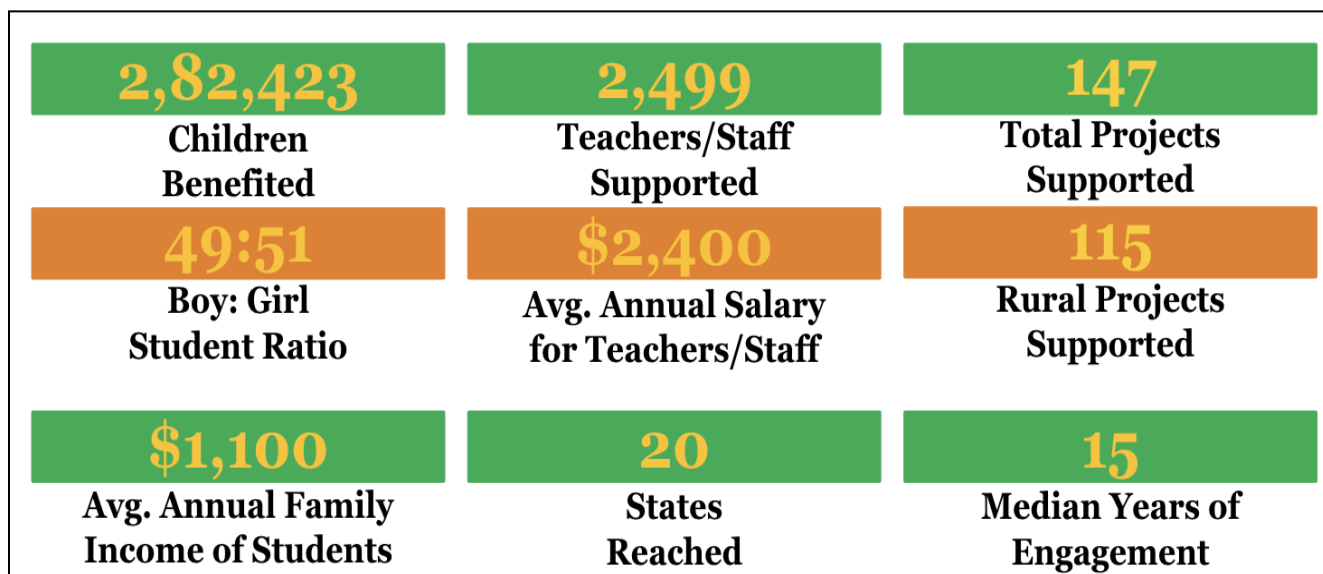


Fig. 2 Asha Projects 2025 - A Summary

More than 2,000 teachers, teaching assistants, therapists, and support staff are supported through these projects, earning median salaries in the range of INR 6,000 to INR 15,000. These wages are significantly lower than those of government teachers, reflecting the limited resources available to Asha's project partners. Despite this, the staff members remain deeply committed to the cause, finding not only a means of livelihood but also respect and dignity in their work. In many cases, their experiences within these projects help them build skills and bridge gaps in their own educational backgrounds.

Out of Asha's 147 projects, 78% are rural, highlighting the sustained focus on providing education to the regions with more limited access to education.

Asha currently supports seven Asha Fellows, to honor and support their grassroots work in their respective focus areas. Asha Fellows are thought leaders and visionaries with long standing work with wide-ranging impact across a few states, and vetted by the stewarding chapters. They also serve to provide valuable inputs in Asha project site visits or project monitoring. Out of Asha's 147 projects, 78% are rural, highlighting the sustained focus on

providing education to the regions with more limited access to education. Tamil Nadu, West Bengal, Uttar Pradesh and Maharashtra constitute 60% of Ashaprojects. These states are tied to the Asha India chapters, Chennai, Mumbai, Rajatalab, Kaithi and Kanpur, all working towards either increasing access or improving the quality of education. Also, the majority of Asha projects falling across just a handful of states is indicative of the difficulty in getting projects and site visits conducted outside of the Asha volunteer network. The BIMAROU states of Bihar, Madhya Pradesh, Rajasthan, Odisha and Uttar Pradesh constitute 25% of Asha projects. The BIMAROU states are historically considered to be socially and economically underdeveloped, with poor development indicators such as literacy, healthcare, poverty and population growth. There is no Asha presence currently in 10 states, namely, Arunachal Pradesh, Goa, Himachal Pradesh, Meghalaya, Mizoram, Nagaland, Punjab, Sikkim, Tripura, and Uttarakhand.

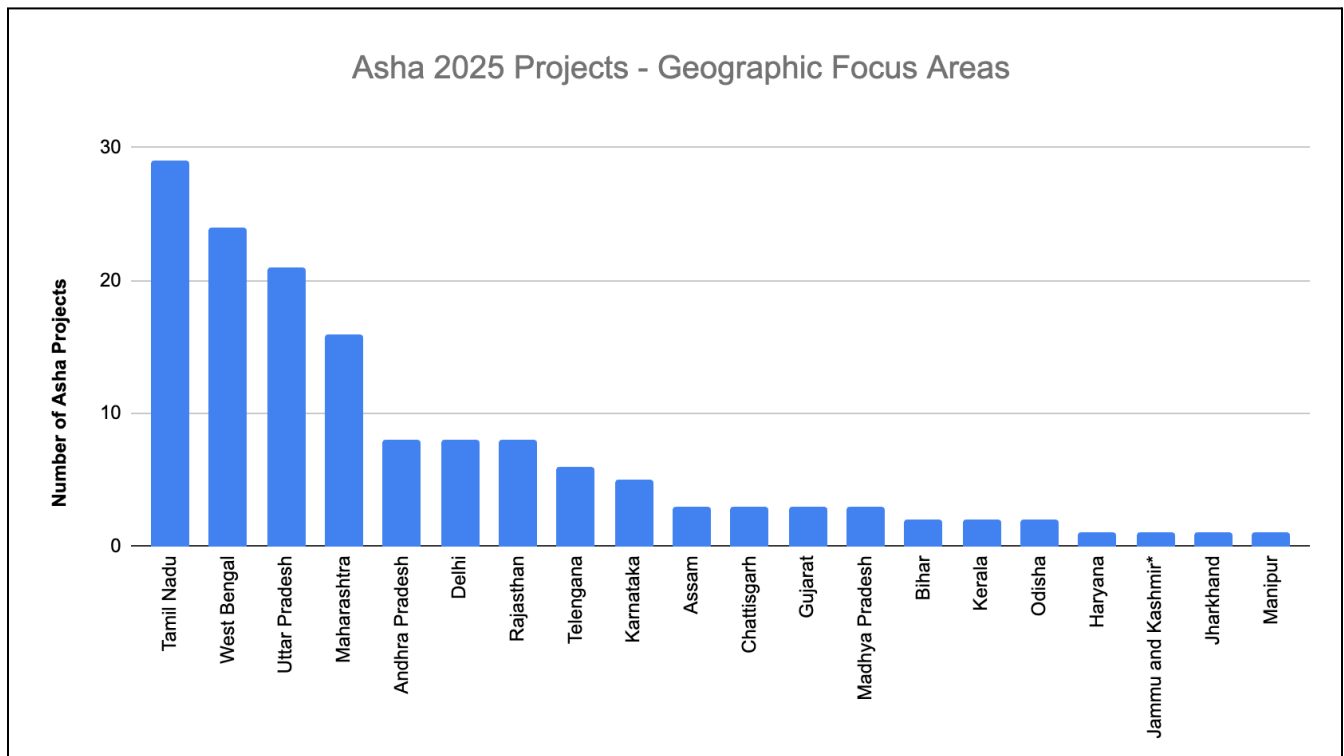


Fig.3 Geographic Focus Areas in 2025

Sustainability of Project Partners

Asha supports a diverse portfolio of 147 projects, ranging from emerging partners in remote locations to well-established organizations working to expand access and scale. Some partners focus on improving the quality of education within government schools, while others operate parallel systems in areas where access to formal education is limited or nonexistent. On average, Asha has partnered with these organizations for 14 years (and a median of 15 years), reflecting a sustained, long-term commitment to impact and change.

As always, the need continues to far exceed the resources available to Asha to provide to its projects.

On average, Asha currently supports 63% of each project partner's program costs (and a median of 65%). While this level of support has been instrumental, some chapters are also increasingly focusing on sustainability, including planned, gradual transitions and exits from long-term partnerships as partners become more self-reliant. This approach allows Asha to reallocate resources to new initiatives, supporting emerging partners as they build capacity, credibility, and impact. As always, the need continues to far exceed the resources available to Asha to provide to its projects.

70% of our projects have a distributed team to ensure continuity of operations without heavy reliance on a few individuals.

86% of our Asha projects do not charge fees for their services and are dependent on fundraising year on year to meet their operational needs. 70% of our projects have a distributed team to ensure continuity of operations without heavy reliance on a few individuals.

Asha uses Working Capital Ratio (WCR) and % Asha's share of a project partner's operating expenses (% OPEX) as two key indicators of the financial health of the projects we support. Working Capital Ratio (WCR) measures an organization's ability to meet its short-term obligations with its short-term assets. WCR helps assess how financially stable

a project partner is in the near term, with higher ratios suggesting a stronger ability to sustain operations without immediate external support and lower ratios indicating greater dependence on funding sources like Asha. Together, these metrics help normalize comparisons across project partners and provide insight into each organization's progress toward sustainability.

Among the projects that have been supported by Asha for more than 10 years and have an OPEX ratio of higher than 50%, only 3% maintain a WCR of 2 or higher. These are likely cases where Asha's impact is limited. At the other end of the spectrum, 12% of projects have been supported for more than 10 years but show a low WCR (0.25 or less), while still relying on Asha for over 50% of their OPEX—indicating higher risk and continued dependence. The majority of projects fall between these extremes, where the need is clear and Asha's support plays a direct and meaningful role.

Evaluating each project partner's financial health is a critical step for stewarding chapters to take in order to make more informed decisions to justify volunteer efforts, time and bandwidth.

Chapters

In 2025, we had 30 stewarding chapters (Fig. 4), with the Seattle and Silicon Valley chapters continuing to lead the mission with 25 and 22 projects, respectively. Asha Chennai, Austin and Boston were the next three largest stewarding chapters, with about 10 projects each. The other 25 stewarding chapters are spread across the world, and include student university chapters with dedicated and local volunteers contributing to the mission by stewarding projects and connecting the volunteers to meaningful work.

What's Next

We recognize that Asha needs to improve its reach into newer focus and geographic areas in which there is currently minimal or no presence. The need for Asha is always higher than its capacity to meet the need, and older projects can potentially make way for newer ones in a graceful manner by assessing the need to support a particular project after X

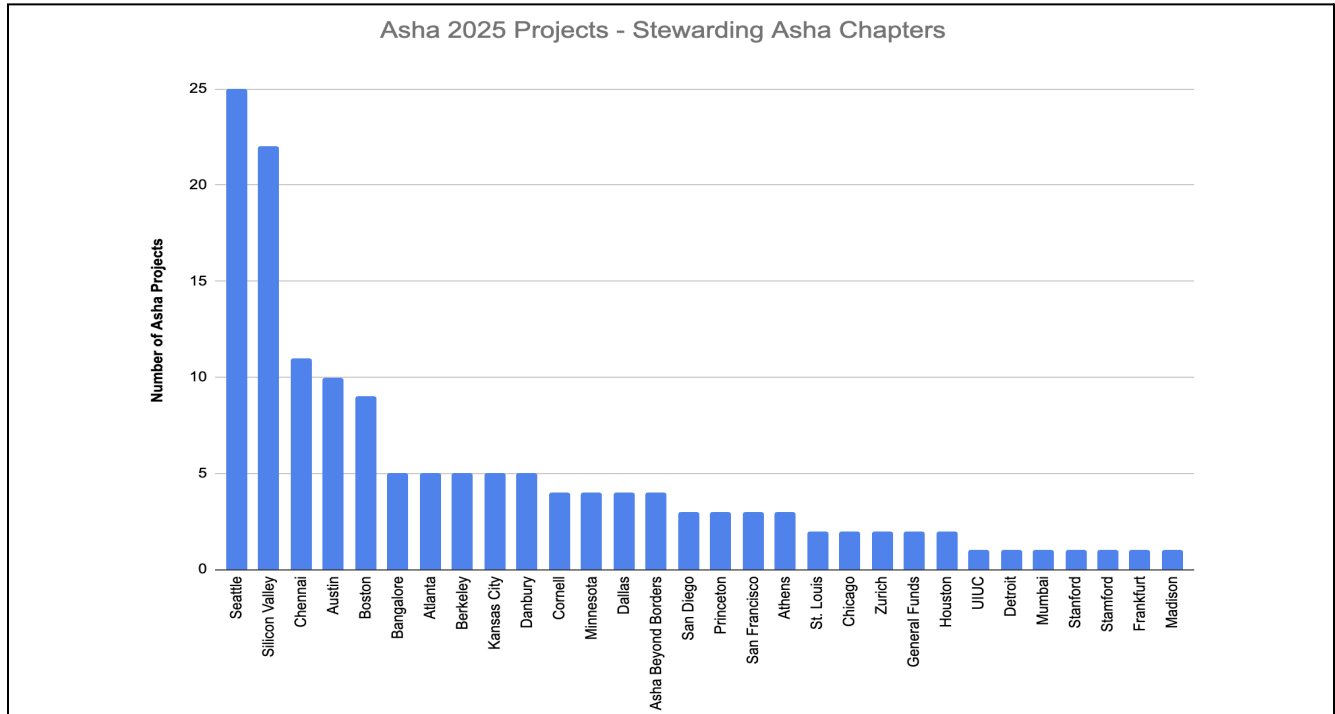


Fig. 4 Stewarding Asha Chapters

years of support at Y levels of funding (X and Y varying across different projects) by the stewarding chapter). Evaluating each project partner's financial health is a critical step for stewarding chapters to take in order to make more informed decisions to justify volunteer efforts, time and bandwidth.

Acknowledgments

I want to acknowledge Dhwani Shukla, Asha-wide Projects Team member for 2022-24 and 2024-26 terms, and Padmanava Sen, Asha-wide Projects Director (2022-24) and Projects Team member (2024-26), for engaging in many thoughtful discussions and assisting me in getting the framework established for the Asha-wide Project Metrics analyses. I also want to acknowledge all Asha Project Stewards for their inputs on the metrics form on a recurring basis.

To learn more about Asha for Education projects, please visit <https://ashanet.org/projects/>.

Project Sikshana Early Education Program

Sudhi Gulur, Project Steward, Asha Seattle Chapter

Program Overview

The Sikshana Early Education Program (SEEP) is a technology-driven early childhood initiative operating under the Sikshana Foundation in Karnataka, India. In partnership with Asha for Education, SEEP equips Anganwadi Workers (AWWs) — the frontline caregivers at government-run childcare centers — with structured, audio-guided teaching tools delivered through the Shishuvikasana smartphone app.

Launched in March 2024 with a pilot across 10 Anganwadi centers in Kanakapura Taluk, the program has demonstrated strong early results and government endorsement and was scaled to 350 centers in 2025–26. The program aligns with the Chilipilli curriculum prescribed by the Karnataka Department of Women and Child Development.

Program Stats

350

Anganwadi Centers

~7000

Children Reached

2024

Pilot Year

The Problem We're Solving

Anganwadis are India's primary providers of early education and nutrition for children from rural communities aged 3–5. Yet, despite their critical role, they face deep structural challenges:

- Most AWWs lack formal teacher training, limiting their ability to deliver structured early learning activities.
- Children spend most of their time at home, with no continuity between Anganwadi learning and the home environment.

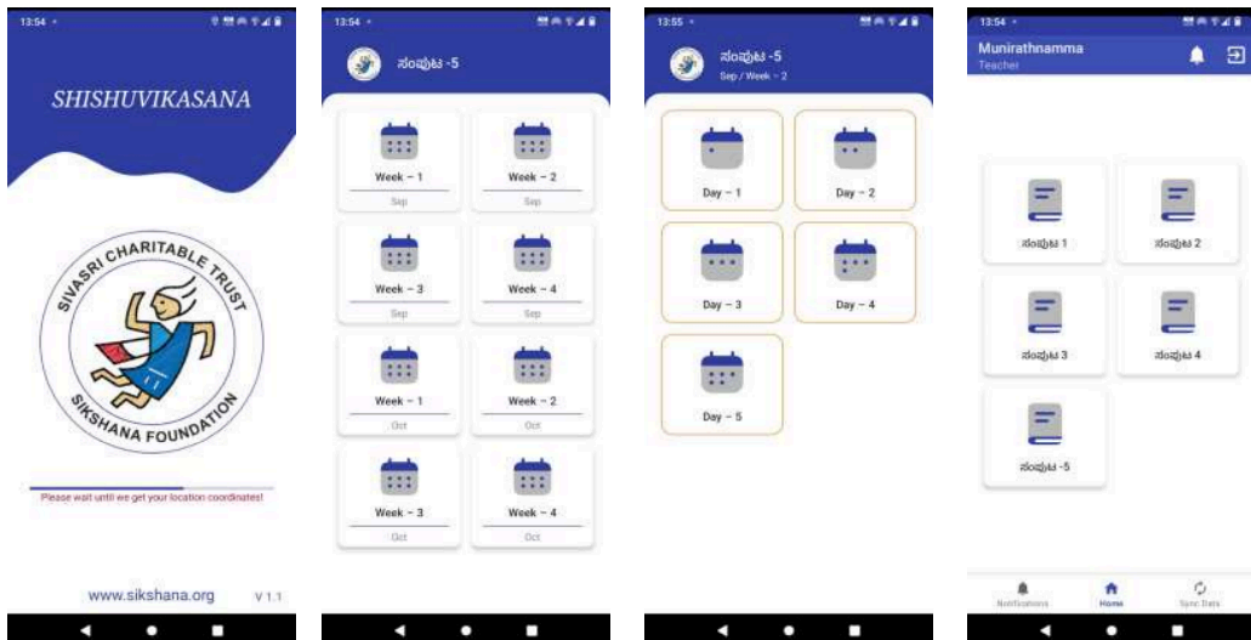
- Government staff struggle to monitor whether or not pre-school education standards are being met.
- Parents remain largely uninvolved, despite being children's primary caregivers outside the center.

How SEEP Delivers Change

SEEP addresses these gaps through a multi-layered, technology-enabled approach:

1. The Shishuvikasana App for AWWs

Each participating Anganwadi receives a smartphone preloaded with the Shishuvikasana App. The app delivers guided audio teaching packs in the language of Kannada, organized by week and day, and walks AWWs through structured learning activities covering family, food, shapes, colors, numbers, and language. AWWs can record audio feedback, and usage data syncs in real time to a monitoring dashboard.



2. Mentor Support & On-Ground Monitoring

Two trained Sikshana mentors oversee groups of five Anganwadi centers each. Mentors conduct quarterly assessments of children's motor, numerical, and language skills, run periodic feedback sessions with AWWs, and provide hands-on guidance for app usage and curriculum delivery.

3. Parental App

Building on the digital literacy gains of the Grama Digi Vikasana (GDV) program (also funded by Asha for Education)— which equipped over 5,000 village libraries as Digital Inclusion Centers — SEEP now proposes a companion Parent App. This app would deliver the same audio teaching packs directly to parents in Kannada, allowing learning to continue at home and creating a full learning loop between Anganwadi and household.

Stakeholders & Value Delivered

Stakeholder	Challenge Before SEEP	Value Delivered by SEEP
Children (Ages 3–5)	Not meeting foundational learning standards before entering primary school	Structured play-based instruction in language, numeracy, and motor skills via weekly activity modules
Anganwadi Workers	Untrained in creative pedagogy; no structured curriculum or materials	Audio-guided daily lesson plans in Kannada, smartphones, weekly content modules, ongoing mentor support
Government (CDPO / ASHA Workers)	No visibility into how pre-school education is being delivered at scale	Real-time dashboard tracking app usage across all centers, quarterly child assessments, mentor reports
Parents	Low engagement, no tools to support learning at home	Parent App to deliver the same audio learning content to households in Kannada

Progress & Key Milestones

- September 2023: Budget approval and program design finalized with Asha for Education.
- March 15, 2024: Official program launch at Shivanahalli Gram Panchayat, Kanakapura, government permission granted by Department of Women and Child Development, 10 AWWs trained.
- March–April 2024: Teacher-learning material kits distributed, activities begun across 10 centers covering 192 children.
- July 26, 2024: Structured AWW feedback session conducted at Shivanahalli Gram Panchayat.
- August 27, 2024: Site visits conducted at Gowda Halli and Aralalu Anganwadi Centers, confirming active app usage and child engagement.
- 2024: The Child Development Projects Officer has acknowledged visible improvement in children's engagement and learning outcomes.
- 2024: The program launch received media coverage across multiple Kannada-language newspapers.

66% of Sikshana programs were supported by Asha for Education — and 100% of those programs have been scaled.

2025 Achievements

Building on the strong pilot foundation, 2025 marked a transformational year for SEEP. With continued support from Asha for Education, Sikshana Foundation successfully executed on every major goal set at the close of the pilot phase:

- Deployed the Shishuvikasana App across all 350 Anganwadi centers in Kanakapura, supported by a full-year structured content calendar covering language, numeracy, and motor skills development.

- Launched the Parent-Level App, extending audio-guided learning directly into homes across participating communities. Parents in all 350 centers now have access to the same Kannada-language teaching packs used by AWWs, creating a measurable and consistent home-center learning loop.
- Published comprehensive child outcome data from the full 350-center cohort, providing the Karnataka state government with robust evidence of SEEP's impact on school readiness.
- Delivered a complete, replicable implementation toolkit to the Karnataka Department of Women and Child Development, enabling the government to independently scale the model to all 62,580 Anganwadis across the state.



Sikshana Project Steward Sudhi Gulur visiting the project partner and students.

Project Sikshana is supported by the Asha for Education Seattle chapter. To learn more about this project or to make a donation, please visit <https://ashanet.org/project/?pid=397> and www.sikshana.org.

Volunteer Share: Geetha Dandapanthula

Geetha Dandapanthula, Asha Seattle Chapter Volunteer

My journey with Asha began in 2010 when I started volunteering at local events organized by Asha Seattle. I soon began attending chapter meetings regularly. The transparency of the organization and its democratic approach to discussing projects piqued my interest and drew me deeper into the organization. During one of the chapter meetings, a new project called Aarti Home was introduced, focusing on providing a safe home and education for abandoned girls. The project was seeking stewards, and after speaking with the project partner and learning more about their work, I felt a deep connection to the cause.



The unwavering spirit displayed by these children against all odds continually inspires me to strive for my own personal growth and contribute to positive change.

Currently, I serve as a steward for two projects: Aarti Home and Adruta Home. These projects are dedicated to offering a haven and education for both abandoned girls and boys. I maintain close communication with grassroots volunteers, which allows me to really understand the tangible impact of Asha's support. The unwavering spirit displayed by these children against all odds continually inspires me to strive for my own personal

growth and contribute to positive change. I visit the projects regularly, not only to evaluate their progress, but to understand how to best support them. I often visit projects with my children to instill in them a sense of humility and the value of helping others. My children have also been involved in Junior Asha and have participated in many fundraising events.



As I became more familiar with Asha's many remarkable projects, I assumed the role of project coordinator for the Seattle chapter. This responsibility entails planning the chapter's annual and one-time budgets, understanding the complete funding cycle of projects, and assisting stewards throughout the process. I have worked to streamline the project presentations and checklist process by guiding stewards through each step. Serving in this capacity provides me with an invaluable opportunity to connect with dedicated stewards and act as a liaison between the Asha central team and our local chapter.

Over time, I've actively participated in organizing numerous fundraising cultural events for Asha. My husband, Sridhar, and my children have also participated in various activities, such as running, biking, and hiking, with support from Team Asha Seattle. Sridhar is the Team Asha Seattle coordinator and a member of the Asha Central Secretary team. For Team Asha specifically, I coordinate the annual fundraising event, "Run To Educate." This event not only generates essential funds for our projects but also significantly increases Asha's visibility within the community. I oversee aspects of the event such as securing

park and trail rentals, ordering t-shirts and medals, setting up ticketing, and engaging with sponsors. Being a part of Asha events is deeply fulfilling—working with selfless and dedicated volunteers fosters a profound sense of community and family.



Most recently, I assumed a role as a board member on the Asha-wide projects team for the 2024-26 cycle. During this period, I evaluated project checklists from various chapters and collaborated with volunteers across the organization, learning about many amazing projects and their impact.

Education has shaped every part of who I am, opening doors I never imagined and grounding me in a sense of purpose. Because of this, I feel a deep responsibility to help ensure that underprivileged communities have the same opportunities to learn, grow, and dream. I believe that expanding access to education is not only transformative for individuals—it is essential to building a more compassionate, equitable, and hopeful society.

Project Anwasha: When Parents Lead the Way

Abhyuday Mandal, Project Steward, Asha Athens Chapter
Snigdha Sarkar, Project Partner for Anwasha

Turning Lived Experience into Global Change

When a child is diagnosed as deaf or hard of hearing, parents suddenly enter a new world—one filled with decisions, unfamiliar terminology, and the challenge of advocating for their child's needs. Along the way, parents develop deep knowledge about communication, education, health services, and daily life. Yet historically, this knowledge has rarely been recognized as a valuable source of expertise in research, policy, or professional practice. This is largely the experience of parents across the world.

Since 2023, Asha for Education has been supporting Anwasha Kolkata, an Indian parents' group of deaf and hard of hearing children working to secure their rightful place in society. Anwasha Kolkata is also a member of GPODHH - Global Coalition of Parents of children who are Deaf or hard of Hearing, an international collaboration of parent-led groups and parent leaders dedicated to promoting improved systems, informed choice, and the empowerment of families of deaf and hard of hearing children worldwide.

To better understand the strengths, knowledge, and role of parents, GPODHH undertook a parent-led international study. Unlike traditional research projects where researchers determine the questions, this initiative began with a simple but powerful question: How can the experiences of parents raising deaf and hard of hearing children help shape the research, policies, and services that affect their families?

The study represents an important shift—recognising parents not only as caregivers, but also as experts and knowledgeable partners whose lived experiences can contribute meaningfully to research, policy development, and professional practice.

One of the co-authors of the above study is a member of Anwasha Kolkata.

From Personal Experience to Collective Knowledge

Every parent develops knowledge through the everyday realities of raising their child. Some of this knowledge is practical—learning how to communicate effectively, navigate school systems, or make everyday environments safer and more accessible. Other knowledge comes from professionals, books, research, or connections with deaf adults.

What may seem ordinary to one parent can be exactly the insight another family needs.

In the study, parents from sixteen countries gathered at an international conference workshop. Through small-group discussions and shared stories, they explored the different kinds of knowledge they had developed while raising deaf and hard of hearing children.

Examples of parent knowledge identified in the study:

- Practical parenting know-how
- Information learned from professionals
- Insights from different stages of a child's life
- Collective wisdom shared between parents
- Hidden insights and unexpected advantages

What quickly became clear was that parents' knowledge is rich, layered, and interconnected. Much of it grows from lived experience and evolves over time. Just as important, it becomes stronger when parents share their experiences with each other. Conversations between parents help transform individual experiences into collective wisdom.

Redefining Parent Involvement

The study also explored what meaningful parent involvement really looks like. Many organizations claim to involve parents or service users, but the reality can be very different.

Being asked for feedback does not necessarily mean having real influence.

Researchers described four levels of involvement: consultation, contribution, collaboration, and control. Many parents reported that their experiences stopped at consultation—situations where they were asked to share opinions but had little influence over final decisions.

However, parents also shared positive examples where involvement went much further. In some cases, parents helped design training programs for professionals. In others, parent groups successfully advocated for improved hearing screening programs or better educational support for deaf students.

These examples show the difference between simply listening to parents and truly partnering with them.

What Makes Collaboration Work

Parents in the workshop identified several key conditions that help collaboration succeed. Respect for parents' lived experience is essential, but it is only the beginning. Collaboration also requires practical and relational support.

Conditions for meaningful collaboration:

- Respect for parents' lived experience
- Recognition of parents' time and expertise
- Psychological safety when sharing personal stories
- Flexibility and willingness to adapt plans
- Genuine partnership in decision-making

Parents also emphasized the importance of psychological safety. Sharing personal experiences can be emotionally difficult, particularly when those experiences involve challenges with services or difficult moments in parenting.

Many parents begin their journey advocating for their own child—working with schools, navigating healthcare systems, and ensuring their child receives the support they need.

Authentic collaboration means creating spaces where parents feel comfortable sharing their stories, knowing that their perspectives will be valued and respected.

Parents as Agents of Change

Many parents begin their journey advocating for their own child—working with schools, navigating healthcare systems, and ensuring their child receives the support they need. Over time, some parents connect with others and realize their experiences can help many more families.

When parents come together, their collective knowledge becomes a powerful force for change.

Across the world, parent groups have already helped establish newborn hearing screening programs, advocate for language rights, and improve educational opportunities for deaf and hard of hearing children. These successes highlight the power of parent leadership and collective action.

Looking Ahead

The Global Coalition of Parents of Deaf and Hard of Hearing Children plans to use the findings from this study to develop guidelines for involving parents in research, policy, and professional practice.

The goal is simple but transformative: when decisions are made about deaf and hard of hearing children, parents should not simply be consulted—they should be partners and leaders in shaping the future.

Project Ashweshwa is supported by the Asha for Education San Diego chapter. To learn more about this project or to make a donation, please visit <https://ashanet.org/project/?pid=1345>.

MASUM: From Remote Hamlets to Rising Dreams

Kavita Nikam, Programme Officer of MASUM in Pune, India

How Community-Based Education is Transforming Tribal Childhoods in Parner

In the rugged, drought-prone landscapes of Parner taluka in Ahmednagar district in the state of Maharashtra, India, childhood often unfolds far from classrooms. Scattered across rocky terrain and forested patches, small tribal hamlets like Mendoh, Borwak, Shelwak, and Kumbhardara have long remained on the margins of development. For years, education here was not just inaccessible—it was almost unimaginable.

Children grew up accompanying their parents to daily wage work, walking long distances for basic needs, and navigating a world where schools felt distant both physically and socially. But today, a quiet transformation is underway—one that is reshaping not just access to education, but the very aspirations of an entire generation.

MASUM's education initiative is rooted in a simple yet powerful idea—that every child, regardless of geography or socio-economic status, deserves a strong foundation in learning.

At the heart of this change is the sustained work of Mahila Sarvangeen Utkarsh Mandal (MASUM), an organisation that has been steadily building pathways to education for children in these underserved communities, particularly among Thakar and Bhil children. Through its initiatives, MASUM runs pre-school balwadis and support classes in remote areas, focusing on both curricular and extracurricular development.

MASUM's education initiative is rooted in a simple yet powerful idea—that every child, regardless of geography or socio-economic status, deserves a strong foundation in

learning. To bring this vision to life, the organisation runs pre-school balwadis and community-based support classes across remote hamlets.

Currently reaching around 80 children, the program operates in areas where formal systems have struggled to reach. These are places where roads are scarce, public transport is unreliable, and even basic infrastructure like drinking water remains a challenge.

But MASUM's approach goes beyond textbooks. It integrates early childhood education with values of equality, dignity, and non-violence, laying the groundwork for not just educated individuals, but empowered citizens.

A Balwadi in Kumbhardara: More Than Just a Classroom

Kumbhardara tells a story that echoes across many tribal settlements. Located 40–50 kilometres from Parner, this Bhil Adivasi hamlet has long grappled with isolation and scarcity. With families dependent on daily wage labour, young children have often spent their days without structured care, learning, or nutrition.

Until recently, there was no anganwadi or early learning centre in the hamlet.

That changed on 17 February 2026, when a balwadi was established with the support of the community and partner organisations. What might seem like a small intervention carries deep significance here. For the first time, children aged zero to six have a dedicated space to learn, play, and receive nutritional support.

Equally important was the decision to appoint a young woman from the same hamlet as the teacher. This has not only created local employment but also strengthened community ownership of the initiative.

Today, the balwadi stands as a symbol of possibility—where laughter replaces silence and learning begins to take root.



Balwadi Inauguration ceremony at Kumbhardara on 17 February 2026.

Walking Through Barriers: The Journey of Aadesh

For Aadesh, education was never an easy road, literally.



Growing up in Borwak, a drought-affected hamlet, he faced multiple challenges. His family's financial struggles meant limited access to educational resources. His parents and elder sisters worked as daily wage labourers to support the household. Although many family members aspired to continue their education, financial constraints meant that most could study only up to the 7th to 10th standard.

These classes became a lifeline—not only helping him understand subjects like mathematics and languages but also giving him the confidence to dream bigger.

Despite these challenges, Aadesh's family remained committed to ensuring that he could pursue his education. His elder sisters supported him by passing down their used textbooks, helping reduce educational expenses.

Reaching school itself was not easy. The nearest school was 4–5 kilometres away, and with no transportation available, he walked the distance every day. During the monsoon, crossing overflowing streams made the journey even more dangerous.

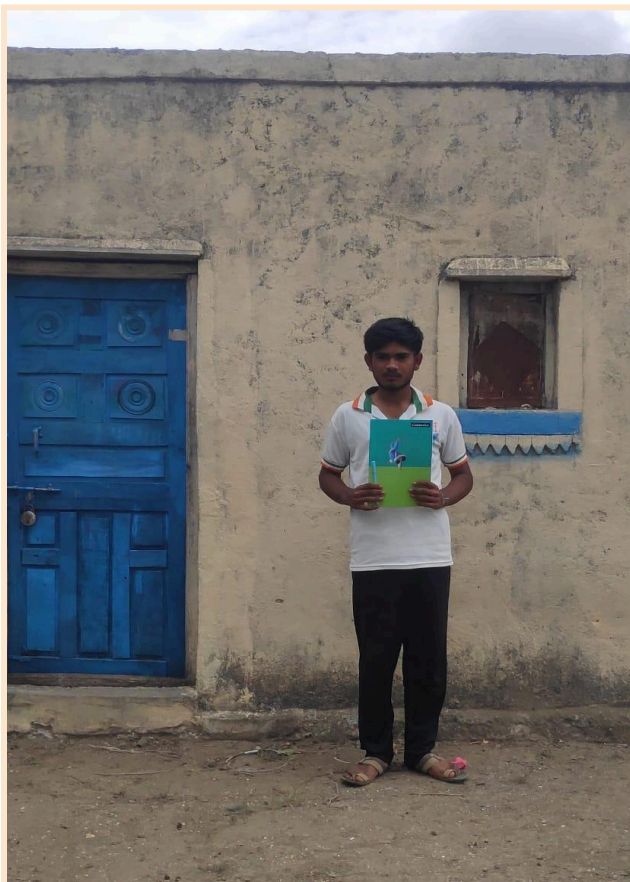
Everything began to change in 2017 with the introduction of MASUM's support classes in his village. These classes became a lifeline—not only helping him understand subjects like

mathematics and languages but also giving him the confidence to dream bigger. The classes provided academic assistance and continuous encouragement from teachers who motivated students to believe in the transformative power of education.

These support classes have contributed significantly to strengthening the culture of education in the hamlet. Earlier, only a few students managed to study up to the 10th standard. Today, almost all children in the community are connected to the education system, and many continue their studies up to the 10th or 12th standard.

Today, Aadesh is in the final year of his Bachelor of Commerce degree. His journey is a testament to what consistent support and encouragement can achieve.

Engineering a Future: Dipak's Story



In the small hamlet of Mendoh, Dipak's journey mirrors the aspirations of many rural students.

Dipak, an 18-year-old student, has been associated with MASUM's support classes since the 4th standard. Joining at an early stage, he found in them a space that nurtured curiosity and confidence.

The hamlet is located in a remote area, and students often face difficulties travelling long distances to attend school and support classes. Despite these challenges and limited resources, Dipak remained committed to his studies.

Over time, what began as a supplementary class turned into a foundation for his ambitions. Gradually, the support class

became a joyful and motivating learning space for children in the hamlet. For Dipak, it played a crucial role in shaping his educational aspirations.

In 2026, Dipak is pursuing a degree in Computer Engineering in Sangamner—a remarkable achievement for someone from a remote tribal background. His story reflects how exposure, guidance, and sustained support can open doors to professional education.

Dreaming to Serve: Payal's Path to Nursing

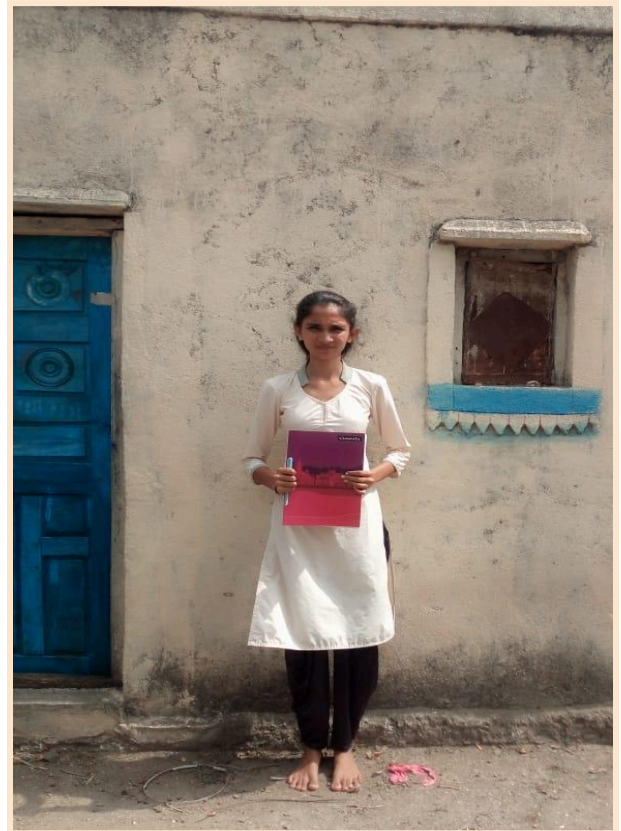
For many girls in remote hamlets, education often takes a backseat to household responsibilities and financial constraints. Payal's story challenges this narrative.

Payal, an 18-year-old student from Mendoh, has been associated with the support classes since the 4th standard. From a young age, she showed a strong interest in learning. Despite travelling long distances to attend classes, she remained consistent and determined.

With continued academic support, she successfully completed her 12th standard. Based on her performance, she secured admission to an Adivasi hostel in Parner, enabling her to continue her education.

Today, she is pursuing a General Nursing and Midwifery (GNM) course, moving closer to her dream of becoming a nurse and serving those in need.

Her journey represents a powerful shift—not just in individual achievement, but in expanding possibilities for girls in her community.



Breaking Cycles: Poonam's Educational Journey

Poonam comes from Mendoh Palshi, a hamlet located deep within a forest area. For years, limited access to schools meant that many children dropped out early or never enrolled.

Poonam, a 17-year-old student from the Hindu Thakar community, grew up in a context where awareness about education was limited. While the village had a Marathi primary school up to Grade 4, there was no preschool facility.

The establishment of a balwadi in 2014 marked a turning point. Through continuous engagement with families, MASUM helped build awareness about the importance of education. Gradually, both children and parents developed a stronger interest in learning.

Despite ongoing challenges such as poor road connectivity, limited water access, and unstable livelihoods, families began sending their children to nearby villages for further education.

Poonam's family also faced financial hardship. After she completed her 4th standard, MASUM staff counselled her parents to continue her education. With her own strong desire to learn, she was enrolled in a school in Vasunde.

With support from teachers and her family, Poonam continued her education despite difficulties. The support classes played a key role in helping her overcome academic challenges.

She progressed steadily and is now studying in the 11th grade (Arts stream) at Takli Dhokeshwar College (2026). Her journey reflects the long-term impact of early childhood education combined with sustained support.

Education as a Force of Transformation

Perhaps the most profound impact of the program lies not only in individual success stories but in shifting community attitudes toward education.

With each balwadi established, each child enrolled, and each success story realised, a new narrative is emerging—one where geography no longer dictates destiny.

Where earlier only a handful of children studied beyond the primary level, today many are completing secondary and even higher education. Parents, once hesitant, are now actively encouraging their children—especially girls—to continue studying.

Health awareness camps, parental counselling, and community engagement initiatives have played a crucial role in this transformation. Education is no longer seen as optional; it is becoming a shared aspiration.

While progress is encouraging, challenges remain. Issues such as poor connectivity, seasonal migration, and economic instability continue to affect educational continuity.

Yet, the foundation has been laid.

With each balwadi established, each child enrolled, and each success story realised, a new narrative is emerging—one where geography no longer dictates destiny.

In the quiet corners of Parner's tribal hamlets, a powerful change is unfolding. It is not loud or immediate, but steady and deeply transformative. Through its education initiatives, MASUM is not just teaching children to read and write - it is enabling them to imagine, aspire, and achieve.

From small classrooms in remote settlements to college campuses in nearby towns, the journey of these children is redefining what is possible. And in their stories lies a simple yet profound truth: When education reaches the margins, it doesn't just change lives—it changes futures.

Project MASUM is supported by the Asha for Education Minnesota chapter. To learn more about this project or to make a donation, please visit <https://ashanet.org/project/?pid=827> and <https://www.masum-india.org.in/>.

Volunteer Share: Melli Annamalai

Melli Annamalai, Asha Boston Project Steward & Chapter Volunteer

Background

Asha Boston has always been interested in supporting libraries. We strongly believe in the power of books to bring the world to you, transport you to a far-off place, and open your mind to thoughts and ideas that can transform your thinking. Content today is available in many different digital forms, yet the tactile pleasure of holding a book and turning a page is still magical for us.

We learned early on that, as with everything else, providing the resource was only the first step. For example, providing Science teaching kits is only a first step – helping the teachers understand the purpose of using kits, of using a particular kit, and of themselves understanding the Science behind it is all part of the process. We had quickly learned that the same was true with libraries.

Government and other funding organizations will often provide the books for a library, but the books will be kept under lock and key, and shown off proudly by the teacher-in-charge to visitors. Rare were the libraries with books that had dog-eared pages, creases on the binding, and fluffed-up pages, all marks of a well-used book. Unless the teachers themselves learned how to appreciate a book, just providing books is not particularly useful. This extends to the team selecting the books; if they are unfamiliar with books and haven't read many, the selection often reflects a limited point of view, say predominantly self-help groups or predominantly biographies of famous people. A library should have all kinds of books.

What changes have come about after a year of such book club meetings!

At an Asha holiday gathering on a cold December day, we came up with an idea to help the teachers and librarians to read and appreciate reading – a Book Club. Interested volunteers from Asha Boston and teachers/librarians from libraries we support would be the members of this book club. We would start with short stories, as a novel might be overwhelming initially. We would decide on the story to read, and meet bi-weekly to discuss that story. Just like any other book club in the world. We would start with the libraries we support in Tamil Nadu, so this meant the books we read would be in Tamil.

What changes have come about after a year of such book club meetings! Or, so where are we after a year of book club meetings?

We then moved on to stories by Ki Rajanarayanan, Ambai, Dilip Kumar, Jayakanthan, and Jayamohan, spanning stories in rural settings (authors like Ki Ra) to urban (authors like Dilip Kumar), set in time periods over multiple decades.

Each meeting is an hour long, and we quickly move from one story to discussing two per session. All meetings are virtual, between volunteers spread across the Boston area and teachers spread across villages in Tamil Nadu. We started with R. K. Narayan's short story collection *Malgudi Days*, partly because there was a good translation of the original English into Tamil, so Asha Boston volunteers who did not know Tamil would join in as well, using the original English version of the stories while the rest would read the Tamil version. We then moved on to stories by Ki Rajanarayanan, Ambai, Dilip Kumar, Jayakanthan, and Jayamohan, spanning stories in rural settings (authors like Ki Ra) to urban (authors like Dilip Kumar), set in time periods over multiple decades (from the 50s and 60s till now). Asha Boston volunteers were also learning in the process, as this opened their eyes to Tamil authors they might not have read before (and improved my Tamil reading skills significantly). With Jayakanthan's writings, we began to explore longer stories, or novellas.

Each meeting was a rich discussion of these multiple perspectives.

At the beginning, comments from the teachers would revolve around being descriptive – a short summary of the story, and how they related to their own lives. Over time, the literary aspect discussions deepened. Each reader had their own point of view, and shared that with others. They commented on what they liked and what they didn't like, and this varied from reader to reader. They began to select the stories they wanted to read over the next two-week period. They became more vocal about their opinions. Jaya and Melli, who participated regularly from Asha Boston, had a perspective that came from urban India, and from currently living in the US, the teachers' perspective came from the rural villages and the more traditional society they lived in. Each meeting was a rich discussion of these multiple perspectives.

They highlighted what they found interesting, what moved them, what they laughed at, and what puzzled them.

After a few months, I did not need to give hints or highlight aspects of the story I found interesting and encourage them to do the same. They highlighted what they found interesting, what moved them, what they laughed at, and what puzzled them. Now they look forward to the meetings – when we had a conflict because of the Asha India conference, they would rather move the next meeting ahead by a week than postpone it by a week. They read parts of a story beforehand to make recommendations on what to read next.

“We look forward to these sessions.”

Some stories make them cry, some make them laugh, and some make them think of society in a new way. This is what a good story should do. A well-written story “unfolds like a movie in front of their eyes.” “We look forward to different interpretations.” “Why hasn't Sadhana been able to join us - her perspective was always different.” And what was music to my ears, “We look forward to these sessions.”

And now they interpret stories in entirely new ways. When we read *Yellow Fish* by Ambai last week, there was a sentence about a fish that has no commercial value and is discarded. Thrown away as something without value. With no thought given to the loss of

life, that now would be useless. One of the teachers had an entirely novel interpretation of that line – the discarded fish made her think of how a woman and her aspirations are discarded by society without a thought.

They are articulate, confident, and best of all, they are thinking about the story they read.

What is special about the book club?

We follow the general principles Jaya outlined at the beginning: Give everyone a voice, treat everyone as equals, every perspective is valid, all discussions should be conducted with mutual respect, and no one voice should overpower the others. We are all here to share ideas; no one is superior to another. In this atmosphere, their reading has flourished. They are articulate, confident, and best of all, they are thinking about the story they read. Going from at worst not reading at all and at best being passive readers to learning to read for pleasure, and developing skills to think critically about a story.

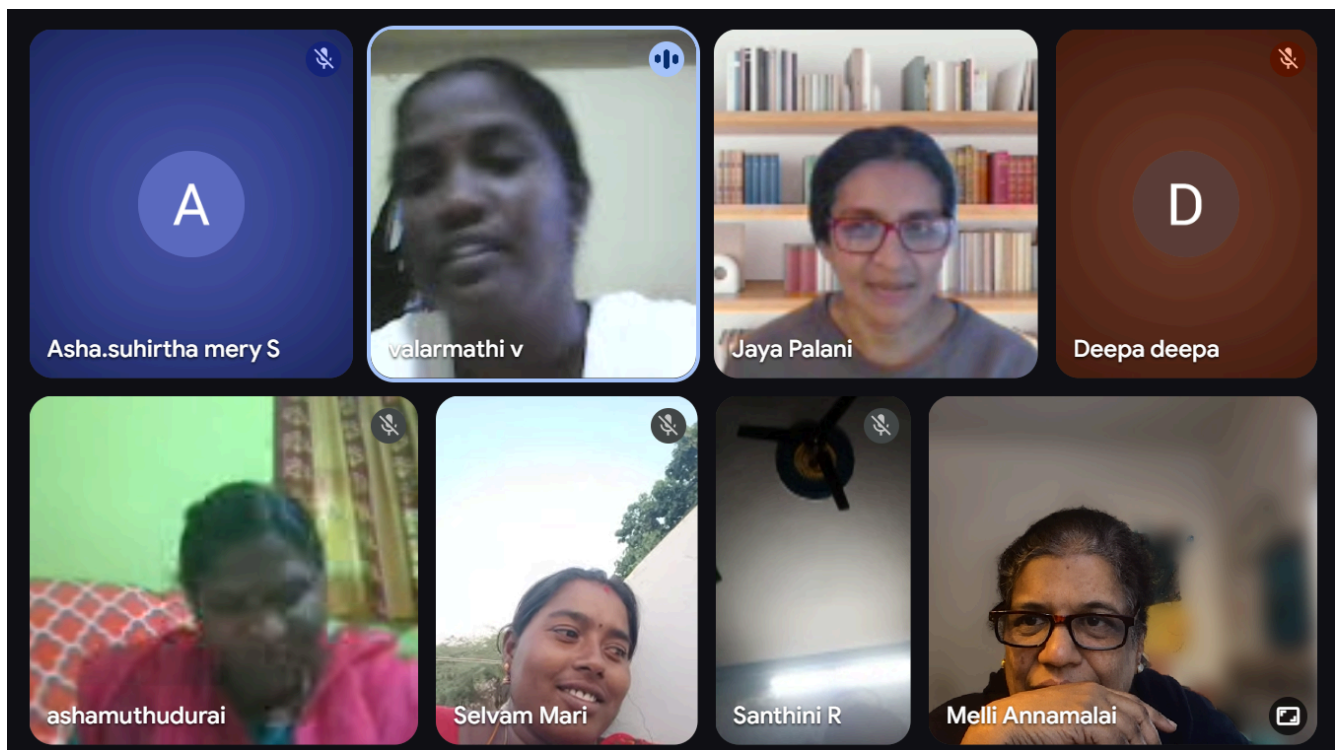
What can we learn from this?

Many training programs aimed at helping teachers improve their skills have one major defect – they are generally top down. An instructor standing on a dais, talking to teachers, sometimes sitting on the floor if the resource center does not have enough furniture. Sessions with no opportunities for Q&A, feedback, or comments from teachers. Sessions are typically one-sided, with the instructor imparting wisdom to the teachers.

If we conduct sessions with teachers that trigger their natural curiosity, we can create wonders.

This can be in important ways, as we have seen in Asha projects. At REWARD Trust, they select youth from the villages who are additional teachers in the schools. This is an old idea; what is new is that REWARD has monthly sessions where subject matter experts interact with the teachers, and these are actual discussion sessions with a lot of back and forth. Teachers grow in their knowledge of content and in their role as teachers, which,

apart from the direct benefits in the classroom, helps them feel they have achieved something. They have learned the joy in learning, and they learn how to learn. These are invaluable skills. At the Mobile Science Van project, teachers formed a group to discuss and learn about various concepts. And now at the libraries, we are seeing the same effect on teachers. If we conduct sessions with teachers that trigger their natural curiosity, we can create wonders. That is the north star we are aiming for. We are able to make progress in achieving this with the teachers working with the libraries, and we get to read new authors. Isn't volunteering fun?



Melli, Jaya and other participants in a virtual book club meeting

To learn more about the Asha Boston chapter, please visit <https://boston.ashanet.org/>.

Asha India Conferences in 2025

Mr. Rajaraman Krishnan and Ms. Priyanka Kotian, Asha Chennai Volunteers

Background

Asha India was founded in 1997 soon after the founding of Asha for Education in the US. Sandeep Pandey and Deepak Gupta were instrumental in founding Asha India as well. There are chapters of Asha India in Uttar Pradesh (several locations), Tamulpur Assam, Chennai, Bengaluru, and Mumbai. These share the same values of Asha for Education of work towards education for the underprivileged. Three of the chapters in Chennai, Bengaluru and Mumbai are volunteer based and also operate as chapters of Asha for Education.

Asha India Conferences

Asha India hosts a conference of all the chapter volunteers and staff once every financial year.. Asha India Conference serves as a vital platform for sharing the experiences of the chapters as well as to make decisions that affect the organization as a whole. More than just a formal gathering, these conferences bring together volunteers, staff, and educators to exchange ideas, celebrate achievements, and chart new paths for the future of education. The conferences held in Tamulpur, Assam in February 2025 and in Thiruvallur, Tamil Nadu in December 2025 exemplify this spirit, showcasing how collective effort and shared vision can drive meaningful change in communities across India.

The Tamulpur Conference, February 2025

Asha India Conference for 2024-25 was hosted by Asha Assam in Tamulpur on February 7 -9. Representatives from chapters across the country including Assam, Mumbai, Rajatalab, Kaithi, Manipur, Kanpur, Ballia, Lucknow, Gandhiji School Pondicherry, and Chennai came

together for three days of learning, cultural exchange, and celebration. This also happened to be the 25 year of Asha Darshan, the chapter of Asha in Tamulpur, Assam.

The event opened with a warm welcome: a song and a cultural dance performance by school children setting a vibrant tone, reminding everyone of the central purpose of Asha's work empowering young learners. Each chapter then presented updates on their initiatives over the past year, offering insights into diverse approaches to education and community engagement.



On the second day, participants visited Satyanarayanpur Upper Primary School, where they observed the classes firsthand. This visit highlighted both the challenges and the successes of grassroots education in Assam. Later in the day, discussions turned to

important organizational matters, including accounting and technical issues related to Asha Trust.



The third day was particularly memorable as Asha Assam celebrated its 25th anniversary. To mark the occasion, a march was organized through Tamulpur to raise awareness about the evils of child marriage, a pressing social issue in the region. The march was accompanied by cultural performances, blending activism with community celebration.

After the session, volunteers from chapters from other locations got to see Assam's cultural landmarks and even made a trip to Bhutan. These experiences added depth to the conference, making it not only productive but also personally enriching.



The Thiruvallur Conference, December 2025

Asha Chennai hosted the Asha India Conference for 2025-26 on December 26-28. Representatives from chapters in Assam, Mumbai, Rajatalab, Kanpur, Kaithi, and several of Asha Chennai's own regional teams including Thoothukudi, Thiruvannamalai, Thiruvarur, and Uttar Pradesh gathered at Asha Chennai's office in Thiruvallur.

The conference followed a familiar yet impactful structure. Each chapter presented an overview of its work over the past year, followed by discussions on accounting and technical matters related to Asha Trust. These sessions ensured transparency and strengthened organizational processes across the network.

Mr. Rajaraman, Volunteer and Coordinator at Asha Chennai, spoke on the “Factors that Affect Education” which triggered a lot of discussion on programs for gifted children in various forms and the position Asha should take in this regard. There was also an open discussion on the policies adopted by different states towards education, encouraging participants to reflect on how local contexts shape educational outcomes.



The representatives also visited Rural Technology Centers run by Asha Chennai. They visited RTC Thomur and RTC Kanakamachatiram, where students showcased their



projects and learning. These visits provided a tangible sense of the impact Asha's programs have on children, reinforcing the importance of continued support and innovation.

On the evening of the second day, participants were treated to a cultural program by children from Vasantham Nagar, a tribal hamlet near Thiruvallur. The entire community came together to express gratitude for Asha's work in the area. This heartfelt gesture underscored the deep bonds between Asha and the communities it serves.



The conference concluded with a day of sightseeing, including visits to Pulicat Lake and a nearby beach. This relaxed ending provided space for informal conversations and camaraderie, leaving participants refreshed and inspired.



Conclusion

The two Asha India Conferences held in 2025 stand as reminders of what can be achieved when dedicated individuals come together with a shared vision. In Tamulpur, the celebration of Asha Assam's 25 years of service and the march against child marriage highlighted the organization's deep social commitment. In Thiruvallur, the community's gratitude and the students' project showcases reflected the transformative impact of Asha's educational initiatives.

Together, these gatherings reinforced the importance of collaboration, innovation, and community engagement in advancing Asha's mission. They were not just meetings of chapters but celebrations of collective effort, resilience, and hope. As Asha continues to evolve, these conferences will remain vital spaces where ideas are exchanged, partnerships are strengthened, and the vision of equitable education for all is renewed.



To learn more about our Asha for Education India chapters, please visit <https://ashanet.org/chapters/?chapter=2>.

Innovation @ Asha Chennai: 2025 Progress Report

Mr. Rajaraman Krishnan, Volunteer and Project Coordinator at Asha Chennai

Asha Chennai has long maintained a commitment to research-driven innovation to bridge the educational gap for underprivileged children. In December 2024, this mission received a significant boost when we were awarded a \$100,000 Amazon Innovation Grant. This funding has empowered Asha Chennai to expand our innovation programs, refine digital tools, and implement sophisticated tracking systems to ensure high-quality educational delivery across diverse programs: Sprint (8-year CS curriculum in primary and middle schools), Explore (digital activities for middle school), ACE (government teacher-led CS education), and RTC (centers offering free computer courses). Here are some of the innovations from Asha Chennai in 2025.

1. Software and Content Innovations

The cornerstone of Asha's digital ecosystem, the Asha Kanini software, underwent significant upgrades in 2024–25 to improve usability for teachers and easier curriculum updates.

- **Mapping Dashboard (v4):** Launched in late 2024, this dashboard helps teachers align digital content with changing government textbooks. The Mapping Dashboard combines Asha Kanini's search tools with a streamlined workflow, enabling teachers to quickly transfer mappings to new textbooks and lessons. It automatically generates ready to upload files, keeping digital content aligned with evolving curricula while easing teachers' workload during changes.

- **MESL Activities:** To support teachers who may only have occasional access to computer labs, Asha developed the Maths, English, Science, and Logical Reasoning (MESL) package. Each of the eight activities per subject per class follows a three-part pedagogical structure: an offline classroom game, an online reinforcement activity, and a pen-and-paper assessment to ensure concept transfer.

2. Evolving the Computer Science Curriculum

Asha Chennai has demonstrated capability to design its own technically rigorous, age-appropriate courses through a collaborative model involving software developers and teachers. We have taken this further in the last year in many ways.

Artificial Intelligence Integration

Asha Chennai is systematically embedding AI literacy across all programs, focusing on "AI for real life," understanding machine learning models, and ethical considerations like bias and safety.

- **Explore & Sprint:** One-hour AI activities allow students to use tools like Google Lens and AutoDraw to understand pattern recognition. Instead of focusing only on procedures, the activities use an approach that builds intuitive understanding of how AI works and its real-world applications.
- **RTC AI Course:** A new advanced course is under development. The course unfolds in three phases: exploring AI tools in daily contexts, learning core concepts like generative AI and LLMs, and applying them by building simple AI-powered web pages. With only HTML and CSS required, students gain practical skills while emphasizing responsible AI use, ethics, and data safety.

Advanced Technical Courses

- **Web Development 2.0:** A full-stack course focusing on JavaScript, Node.js, and MySQL, requiring students to design and deploy dynamic web applications.

- **Robotics & Physical Computing:** The curriculum has moved from basic physical computing to Robotics 1.0, where students use AdaFruit's Circuit Playground Express (CPX) boards and CircuitPython to control motors and actuators. To foster creativity, the kits use standard hardware (like telescopic slides) rather than specialized parts, encouraging students to innovate with everyday materials.
- **Future Horizons:** Upcoming expansions include Robotics 2.0 (incorporating ESP-series microcontrollers and Wi-Fi connectivity) and the introduction of 3D printers and drones for custom component prototyping.



3. Data-Driven Monitoring and Analytics

To manage its vast network of over 190 schools and 2,000+ computers, Asha has developed a suite of proprietary tracking tools.

- **Asset & "Pinger" Tracking:** Each laptop features a QR code for quarterly status reporting. A background "pinger" app notifies the server when a laptop is connected to the internet, ensuring donated hardware is actively used rather than sitting idle.
- **Curriculum & Output Trackers:** Teachers scan QR codes in their manuals to report completed lessons instantly. Asha developed dashboards (for ACE, Explore, and Sprint) to provide "horizontal and vertical visibility," allowing administrators to see lesson repetition, pacing variations, and deviations from the curriculum in real-time.
- **Assessment Analytics:** The system now supports longitudinal tracking, following individual student progress over several years (e.g., from 2nd to 8th grade). It also correlates CS performance with core academic subjects like Maths and English, providing a holistic view of the program's impact.

In November 2025, in what is a strong validation of our work over the year, Asha Chennai received another \$100K (₹87 lakhs) from the Amazon Innovation Grant to support ongoing innovations.

4. Process Improvements and Teacher Empowerment

Asha's programs continue to evolve with key improvements. Thanks to Amazon's laptop donations, RTCs are now equipped with computers, printers, and projectors/TVs, with plans to add 3D printers and drones for courses in robotics and media. In July, 50 students visited Amazon's TIS Makerspace in Bengaluru, gaining hands-on exposure to robotics, drones, and 3D technologies. This partnership will bring 50 children to the Makerspace three times each year, offering valuable learning and travel experiences.

Asha's impact is heavily dependent on its unique "Teacher as a Lead Learner" model, where instructors learn topics shortly before their students, supported by monthly training and on-site hand-holding from senior trainers.

- **Teachers as Developers:** In a bold experiment, teachers with strong technical skills are integrated into the software development team. This provides them with higher earning potential and ensures that Asha's software is built with a deep understanding of classroom realities.
- **Community Engagement:** The "RTC Impressions" and certificate distribution functions have been transformed into local community events. Students present their projects to judges and parents in local wedding halls, building public speaking skills and fostering community pride in the students' digital achievements.

Conclusion: Measured Impact

A 2025 independent assessment by AuxoHub on our RTC and ACE programs validated these innovations, reporting significant gains in digital literacy and problem-solving and holding a potential to truly transform the whole community. With continued support from donors and partners like Amazon and IITM Pravartak, Asha Chennai remains committed to refining these "bold experiments" to provide cost-effective, world-class technology education to the underprivileged.

In November 2025, in what is a strong validation of our work over the year, Asha Chennai received another \$100K (₹87 lakhs) from the Amazon Innovation Grant to support ongoing innovations. The funding will advance key initiatives including the Output Tracker, enhancements to Asha Kanini, collaboration with the government on the Spark curriculum, AI-based curriculum improvements, and development of the Robotics 2.0 course along with updates to other programs.

To learn more about the Asha Chennai chapter, please visit <https://chennai.ashanet.org/>.

The Latest Initiatives at Asha Mumbai

Dr. Smita Puniyani, Asha Mumbai Ch

Asha Mumbai has been relentlessly supporting the education of underprivileged children in Mumbai Wardha and a village in Uttar Pradesh. The number of children supported overall is 2000.

Asha Mumbai has been practising innovation and attempting to bring radical changes in the pedagogy. This year, we focused on

self-learning, hands-on learning, and how-to-learn approaches, and the results have been fascinating. Children are entrusted with more responsibilities towards their own learning than before. Children have to lead their learning paths and create opportunities, and the faculty shall do the work of a support system and provide hand-holding as and when required. Asha serves as a perfect platform, and curtails the direct delivery of education.



Our Latest Initiatives

Library

Asha Mumbai has its own collection of books received from donations from the local community. Children are encouraged to read the books and discuss what they read and ask questions. Recently Asha Mumbai purchased books of varied levels and in three languages from Pratham Books to be read in the centre, as and when a child desires. The books, along with layers of syllabus, also focus on the morality needed in contemporary

times. The stories, along with pictures, help children relate to their own lives, unlike books targeting higher income groups. Children feel connected to the stories and hence get engrossed. During library time, we encourage children to use the books, and this has helped them read faster, explore new vocabulary and create expression when needed.



Nutrition, Health and Cooking Skills

Nutrition has been a primary agenda; without proper nutrition, learning approaches seldom meet success. At the centre, we serve food depending on the time of the day, event, donor meets etc. But we also initiated a cooking class wherein children participate in cooking a meal for all. Even a small dish, when prepared by a class for the centre, makes them happy. In the process, they learn bonding, leadership, collaboration, team spirit, and other social-emotional sentiments along with nutrition science, mathematics, chemistry and history. The faculty facilitating the cooking explains the science behind the food, gives a glimpse of historical



references, provides information on vitamins and nutritional value, and conveys the impact on health, along with other relevant information, to the children. This class has maximum enthusiasm as it is hands-on activity based, team focused and non-competitive.

Along with the annual picnic, Asha Mumbai also facilitated more educational trips for the children.



Outings and Learning In Field

Sevagram visit:

A special trip for three days was organised to Sevagram, Wardha. This coincided with 30th Jan, the death anniversary of Mahatma Gandhi. Wardha was chosen to help children learn Gandhian values and principles. It was a trip where children encountered spirituality and learned great values from knowing about the lives of great men like Acharya Vinoba Bhave and The Father of the nation, Mahatma Gandhi. Also, our Wardha coordinator, Ms. Nootan Malvi, was keen to host the teachers and children. This was the first step to bridge a teacher and student exchange program between the two centres. The preparation, travel, food and arrangements were well-coordinated by dividing the faculty into groups and entrusting responsibilities. This agile practice, usually used by multinational companies, was implemented in an NGO. It also served as a stress buster for the staff, helped them build bonds beyond the walls of the centre and explore camaraderie.



Exposure to Science and technology

Science Museum visit:

A trip to the Museum of Solutions was organised with the help of a local donor. Children were exposed to multiple solutions to the problems humanity faces in the near future. After the trip, a special session was held to discuss the students' doubts, evaluate their learning and understanding, explain more details of the solutions, and talk about climate change.



Learning to grow the most nutritious TINY PLANTS:

Microgreens:

Asha has set up a microgreens lab for children to experiment, learn, and understand plant growth. Various types of vegetables, grains and pulses are experimented with by children, depending on their syllabus and learning aptitude. This direct hands-on knowledge and learn-to-grow method has made them aware of the food cycle, agriculture, nutritional value system, and the medicinal value of the plants. Children are assigned a microgreen and are responsible for growing it. Staff at the centre play a supporting role in this project.



Open Schooling:

Learning is not limited to a classroom; it's the student who matters the most. Asha Mumbai initiated Open Schooling facilities for children who are unable to register at a regular school due to the lack of documents, frequent migration or other factors. This prevents a child's learning from being paused or hampered. The centre shall serve as a platform for the children not enrolled in a formal school by means of assisting their learning journey, helping prepare for NIOS exams and also facilitating their journey.



BMC Computer Classes

To fasten IT literacy to the children, Asha has partnered with BMC schools (where the poorest of Mumbai go) to impart Computer Education in the premises of the school itself. The schools have scheduled a special Computer Class so every child gets access and is able to learn. Our faculty is specially trained not just in Computers but also to handle the children and staff queries effectively. This has enabled us to reach a wider audience. The model is based on teaching where the child is, and not to bring the child to the centre has expanded outreach. This initiative is proving very fruitful and the students are having hands-on experience with computer skills with Asha's support.



To learn more about the Asha Mumbai chapter, please visit <https://mumbai.ashanet.org/>.

Donor Share: Anjum & Sajjad Ladiwala

Anjum & Sajjad Ladiwala, Asha Austin Chapter Patrons

Asha vets for places where it can make a sustainable difference.

~ Anjum & Sajjad Ladiwala

How and when did you get introduced to Asha for Education?

We heard about Asha some years ago from our good friend Rajeev Char, who is a volunteer at Asha. We knew his interest as an athlete and coach but when he responded to our interest in supporting education, especially for young children, he told us about the wonderful work Asha does.

What got you initially interested in supporting our organization?

Both of us are interested in supporting organizations that work with local resources and then remain involved to make sure the resources are being well utilized. Given that, and the fact that Asha responds to changing needs and has a very low overhead cost, we were very interested.

There are so many non-profit organizations out there working on many great causes. Why has Asha for Education stuck out for you as one that is important to continue supporting?

I think the most compelling factor was that Asha vets for places where it can make a sustainable difference by supporting people and organizations that make a lasting impact. It extends its support using need and effective impact as its criteria.

Donor Share: Abhishek Lal

Abhishek Lal, Asha Austin Chapter Patron

I support Asha for Education since it is volunteer-driven, and the members of the organization share a common desire to advocate for education in India. ~Abhishek Lal

How and when did you get introduced to Asha for Education?

I found out about Asha for Education through a charity evaluator called Charity Navigator, which provides information and ratings for charities. Asha for Education had a high rating with Charity Navigator.

What got you initially interested in supporting our organization?

I visited the Asha for Education website after being introduced to it and learned more about the organization's programs. I liked the wide variety of projects that gave me options for programs to fund.

Why has Asha for Education stuck out for you as a non-profit that is important to continue supporting?

I support Asha for Education because it is volunteer-driven, and the members of the organization share a common desire to advocate for education in India.

What has been your most memorable way of supporting Asha?

I try to seek out opportunities to support underserved and less developed regions of India. Asha for Education's work is involved in such areas, which is something that stands out to me.

Asha Seattle South Indian Lunch: When Flavors Met Festivity for a Great Cause

Akansha Batta, Asha Seattle Chapter Volunteer

The space came alive with vibrant décor, traditional touches, and music that instantly set a festive mood.

Walking into Building 9 at the Microsoft Redmond campus on Monday, October 27 felt less like heading to lunch and more like stepping into a South Indian celebration. The space came alive with vibrant décor, traditional touches, and music that instantly set a festive mood.

The thoughtfully curated experience drew 400+ attendees and inspired remarkable generosity—raising \$10,200 in donations and nearly \$2,800 in matched volunteer hours, for a total impact of nearly \$13,000 in support of Asha for Education.

Against this colorful backdrop, colleagues gathered for the annual Asha Seattle chapter-sponsored South Indian Lunch & Fundraiser, savoring live dosas and home-cooked favorites while enjoying a warm, communal atmosphere that invited connection and conversation. The thoughtfully curated experience drew 400+ attendees and inspired remarkable generosity—raising \$10,200 in donations and nearly \$2,800 in matched volunteer hours, for a total impact of nearly \$13,000 in support of Asha for Education.

Culture, community, and cause came together seamlessly, proving once again that when we show up together, we can spice up lunch—and help light up lives.



Images from the Asha Seattle South Indian Lunch event in 2025

To learn more about the Asha Seattle chapter, please visit <https://seattle.ashanet.org/>.

Volunteer Share: Abhay Kohli

Abhay Kohli, Asha UConn Chapter Volunteer

Abhay Kohli is a senior studying Civil Engineering at the University of Connecticut.

My journey with Asha for Education began at the Involvement Fair during my freshman year at the University of Connecticut. After attending one general body meeting, I quickly became immersed in supporting the efforts our club made to expand educational access in India. Since then, I have served as club President for two years, and currently the Secretary. During my time on the Executive Board, our chapter has raised over \$5,000 for Rural Technology Centers in Chennai. Contributing to this mission of education equity has been one of my most rewarding experiences at UConn.

Seeing this event grow over the years has been extremely rewarding.

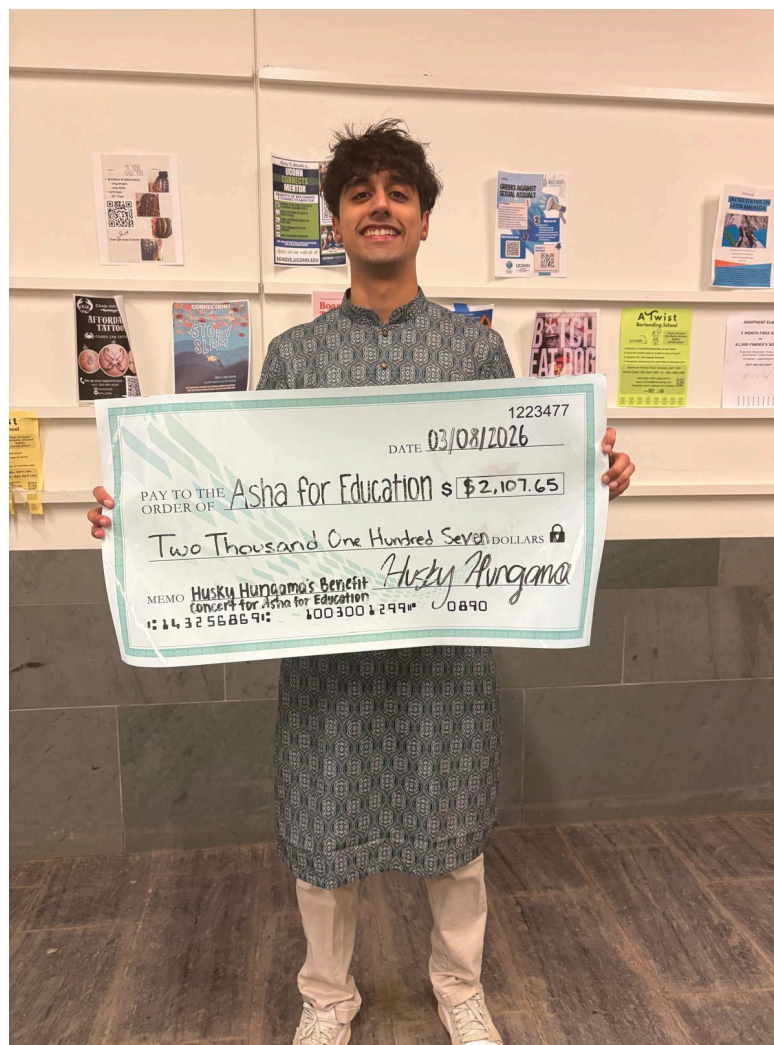
The Husky Hungama x Asha for Education Benefit Concert is a fundraising event I helped start and coordinate. This concert features various a cappella teams at UConn and brings together family, friends, and students while raising money for an incredible cause. I first helped organize this event during my sophomore year, and it has now grown into an annual tradition with our third successful concert taking place earlier this March. Seeing this event grow over the years has been extremely rewarding.

I cherish these memories, from packing and preparing food for fundraisers, making a candy salad, volunteering at a temple's Holi celebration, or even tabling at the Involvement Fair every semester that once drew me to the club.

Beyond larger events, many of my favorite memories come from moments working with the Executive Board. I cherish these memories, from packing and preparing food for

fundraisers, making a candy salad, volunteering at a temple's Holi celebration, or even tabling at the Involvement Fair every semester that once drew me to the club.

Lastly, I am most proud of guiding our organization towards becoming an official Asha for Education chapter. I hope that this recognition provides a lasting platform for future students at UConn to continue supporting Asha's mission for years to come.



To learn more about the Asha UConn (University of Connecticut) chapter, please visit <https://uconn.ashanet.org/>.

Asha Stamford 23rd Annual Cricket Tournament

Sanjay Mellacheruvu, Asha Stamford Volunteer

For over two decades, the Asha Stamford chapter has brought together the local community through a simple yet powerful idea - cricket for a cause. What began in 2003 as a small, volunteer-driven gathering has grown into a signature annual tradition: the Asha Stamford Cricket Tournament.

In 2025, we proudly hosted our 23rd Annual Fundraiser Tournament, continuing a legacy that blends sport, community, and purpose.



What started as a heavily volunteer-led effort where a handful of organizers managed logistics, umpiring, and coordination has evolved into a self-sustaining community event.

Each year, the tournament attracts:

- 10–12 teams
- 100–120 players
- 120+ attendees
- 20+ matches played over the event

What started as a heavily volunteer-led effort where a handful of organizers managed logistics, umpiring, and coordination has evolved into a self-sustaining community event.

Today:

- Teams volunteer to umpire matches
- Community members contribute food and logistics support
- Local restaurants donate meals
- Volunteers step in seamlessly across roles

The tournament has also grown in its ability to drive meaningful impact. In the early years, it helped raise about \$5,000 annually. Recently, we have consistently raised between \$8,000 - \$10,000 every year through sponsorships and community support.



Over time, this steady growth has translated into sustained funding for education initiatives supporting underserved children in India. Over the years, the event has:

- Become a must-attend event for cricket lovers in the Stamford area
- Helped build local infrastructure, including a dedicated cricket field with proper pitch and markings
- Created a sense of belonging and continuity for the community

Most importantly, it has served as a consistent platform to support Asha for Education's mission, using education as a catalyst for long-term change. Over many years, funds raised through the tournament have supported impactful initiatives such as:

- Tribal Empowerment Public School (Manipur): Serving 13 tribal villages and over 500 students, this school has grown into a vital educational hub since its founding in 2003.
- Assam Centre for Rural Development (ACRD): Supporting children from farming communities by improving school infrastructure and access to quality education.

These projects represent the true outcome of the tournament, turning local community engagement into global educational opportunity. What began as a small cricket gathering has become a cornerstone of the Asha Stamford chapter - sustained by volunteers, embraced by the community, and driven by a shared belief in education.

As we look ahead, the goal remains simple: keep growing the game, the community, and the impact.

To learn more about the Asha Stamford chapter, please visit <https://stamford.ashanet.org/>.



Volunteer Share: Shubhayan Ghoshal

Shubhayan Ghoshal, Asha San Diego Chapter Coordinator

My involvement with Asha for Education began with a simple request from my partner, Ipsita, in the Asha Atlanta Chapter, to help with a basketball day concession at Georgia Tech in 2018. Running with Team Asha and helping out at the Berklee Indian Ensemble concert gave me insight into how much Asha volunteers do to contribute to underprivileged sections of society. I was drawn to the organization's unique model of zero-overhead and grassroots empowerment.

We moved to San Diego in 2022 and were glad to find an Asha Chapter here as well. The volunteers here support 3 projects: Ashraya, a residential rehabilitation home for tribal girl children with neurodegenerative disorders; Anwasha, a remedial school and parent support group for children who are deaf and hard-of-hearing (DHH); and Serve and Share Association, a formal school in very remote mountain regions.

I stepped in as Chapter Coordinator after many core volunteers left the city. The San Diego volunteers learned how to create meaningful charity opportunities. There is both a student chapter (Asha UC San Diego) and a broader community chapter. The student chapter was skilled at organizing fundraising events such as a Bollywood DJ night and a Diwali function. These fundraisers were made possible by the immense contributions of local talent who wished to help with a meaningful cause, be it DJ Anjna, San Diego's first female Bollywood DJ, or Vidushi Sudakshina Alagia and Anusha Manohar, eminent Indian classical and semi-classical vocalists. Dance academies, which do a great job at maintaining Indian dance culture, be it classical or contemporary, also helped out. Local restaurants provided food at discounted rates, and grocery stores and other businesses sponsored the event. The Bollywood DJ night was especially lucrative, as we were fortunate to time the event with the start of the fall semester, and we sold 200+ tickets (a free samosa/vada pav along with entry definitely helped!)



Asha San Diego Diwali event

We also bring people together at venues apart from UC San Diego. We have a tradition of celebrating Holi by the Beach at La Jolla Shores (which is immense fun!). DJ Anjna also volunteers her time and equipment for this event.

We keep the community engaged through weekly Cricket and Pickleball games, which lead to friendly fundraising tournaments. WhatsApp communities help folks coordinate timings. Most personally, I joined San Diego's Team Asha for their 12-week training program. This culminated in me training at scenic locations across San Diego and completing the Veteran's Day Silver Strand 5K on 3 occasions.



Asha San Diego Holi event



Veteran's Day Silver Strand 5K

I made a site visit to Anwesha Kolkata in Jan 2025. Anwesha is a vital early intervention center for students with hearing disabilities from underprivileged backgrounds. During my most recent visit in January 2025, I attended Anwesha's annual picnic at Titli Garden, where 35 children and their parents built a spirit of solidarity through games like musical chairs and races.

Seeing a student draw a self-portrait while a teacher carefully amplified residual hearing by placing her palm on the child's head was a powerful reminder of why we do this work.

I observed "parent learning focus groups," where mothers travel hours—sometimes switching multiple ferries—to learn how to support their children's development. I sat in classrooms where children were learning lip-reading, math, and art. Seeing a student draw a self-portrait while a teacher carefully amplified residual hearing by placing her palm on the child's head was a powerful reminder of why we do this work. Asha for Education provided operational stability to Anwesha by partly funding a house turned into a school, which gave eight new classrooms for the kids and overnight stay facilities for traveling mothers. I had meaningful virtual interactions with the Project Partners of Ashraya and SASA (who are going through a learning curve of incorporating technology into their classrooms) as well.



Students and teachers at Project Anwesh

Volunteering with Asha has shifted my perspective from being a distant observer to an active advocate for socioeconomic change in India.

I had a lot of help along the way. Shoutout to Swetha, the previous Chapter Coordinator, and Sakshi, the new Chapter Coordinator; Aravind, Vignesh, and Mahesh, my Team Asha coaches; Akshat, Jyotsna, Jayati and Abhyuday for managing projects; Sabareesh and Vaibhav for their help in treasury; and Ipsita, Sunandha, Samhita, Vritika, Akshita, Akanksha, Nisanth, Bhavya, Ronit, Shruti and Pramod for coordinating events and PR.

Volunteering with Asha has shifted my perspective from being a distant observer to an active advocate for socioeconomic change in India.

To learn more about the Asha San Diego chapter, please visit <https://sd.ashanet.org/>.

Frankfurt Marathon - Asha Frankfurt Story

Abhishek Vyas and Sandeep Morthala, Asha Frankfurt Volunteers

Putting on your running shoes and heading out for a run is more than just a good time--it's a healthy habit doctors suggest and one that many of us love. For almost ten years, the streets of Frankfurt have shown how this love for running can also help a great cause, thanks to Asha Frankfurt.

People who once were unsure if they could run even a 5K have, in just a few years, have gone on to finish a full marathon with us.

It all started about ten years ago when Asha Frankfurt first joined the Frankfurt Marathon Relay. We didn't know then that this initial step would encourage hundreds of people over the years not just to run, but also to support Asha Frankfurt's many projects.

Each year, on the last weekend of October, Frankfurt hosts its annual marathon. Participants can choose to run the whole marathon or join a relay team. In the relay, individuals pick their challenge, running distances of 12.9, 6.1, 9.5, or 13.5 kilometres. The race begins with the first runner carrying a timing chip, which is then passed to each teammate in order, showing their shared effort.

If you're watching or running the Frankfurt Marathon, you can't miss Asha participants, easy to spot in our signature T-shirts.

Asha Frankfurt has proudly participated in the races every year for the past decade, except in 2020 when the marathon was cancelled due to COVID-19. During this time, we've seen amazing growth. People who once were unsure if they could run even a 5K have, in just a few years, have gone on to finish a full marathon with us. Along the way, we've inspired people to contribute to society by donating money to our causes,

spreading awareness about Asha Frankfurt, and helping many achieve their dream of running a full marathon.

The number of participants varies each year. Participation numbers were strong until 2019, paused in 2020 and 2021, and then slowly began to grow again in 2022. If you're watching or running the Frankfurt Marathon, you can't miss Asha participants, easy to spot in our signature T-shirts.

How do we prepare every year?

Beginning a few months before the race day, our experienced runners organize special training sessions. These sessions cover everything from warm-ups and proper running technique to helpful diet tips. They not only get our runners ready physically, but also build a strong sense of friendship. As the event approaches, Asha's main members provide guidance around common questions. They explain the routes, where and how to hand over the timing chip, and public transport timing, to ensure everyone is well prepared for race day.

We've also faced unexpected challenges, such as people dropping out last minute because of injuries or sickness. In these situations, the Asha core team quickly steps in, finding new runners to ensure no team is left without enough members. There have even been times when dedicated members have taken on more than one part of the relay, filing in at the last moment to cover for a missing teammate and keep their team in the race.

Our running group has thrived the past ten years thanks to the strong dedication of volunteers like Riaz Shirsangi, Abhishek Vyas, and Sandeep Morthala, along with many others who have helped us whenever needed.

We hope this tradition continues for many years to come, for as long as the Frankfurt Marathon exists.

To learn more about the Asha Frankfurt chapter, please visit <https://frankfurt.ashanet.org/>.

Volunteer Share: Priya Soni

By Priya Soni, Asha Zurich Chapter Volunteer

Over the past two years, the Asha for Education chapter at Zurich International School (ZIS) has grown into an informed, committed, and impactful group of proactive students. Starting with just my brother and I, Devan and Priya Soni, our club quickly grew to a 50-member group of students who raised significant funds for education across India while building a strong sense of purpose and awareness within the ZIS community. Following last year's success, we sustained the chapter's momentum by continuing to excite volunteers about fundraising activities that encourage student learning, engagement, and a commitment to providing educational resources for underprivileged children in India.

Asha ZIS chapter's mission is two-fold: to raise funds that support equitable access to education for children in India, while also helping ZIS students develop a deeper understanding of these children's stories, Indian culture, and the importance of quality education.

This year, the ZIS Asha chapter began working more closely with the Asha Zurich team to identify which schools were most in need of support and how we could contribute most effectively. As a result, ZIS Asha refined its approach and set new goals. We decided to focus our efforts on a single initiative: the Nayantara Project in West Bengal. This all-girls program supports students aged 12 to 18, helping them continue their education and avoid early child marriage. The fundraising efforts aim to provide essential resources, including nutritional support, medical and life skills assistance, learning materials, school uniforms, books, and hygiene products.

The ZIS community is highly diverse, both culturally and economically. ZIS families are able to access and afford a high-quality education in an affluent country. Asha ZIS chapter's mission is two-fold: to raise funds that support equitable access to education for

children in India, while also helping ZIS students develop a deeper understanding of these children's stories, Indian culture, and the importance of quality education. Through this work, ZIS students gain a more authentic perspective on another culture, educational conditions across countries, and the value of education.

While we have held many activities throughout the year, the most memorable and successful one, by far, has been the annual tradition of running in the Zurich Marathon alongside the Asha Zurich chapter. Last year, 15 ZIS students ran in the Zurich Marathon to raise money and awareness for the organisation. These students had never run in the Zurich marathon before! Asha ZIS opened up a new connection not only to students in India, but also with a Zurich tradition. We are especially proud of 2 students who won medals in their respective age groups! This was an achievement for Asha Zurich as well as for Asha ZIS and helped us foster a strong sense of committed community. With the support of Zurich International School's matching donation of 1'300 CHF, we plan to reach our goal of raising 5'000 CHF this year.



As we enter the last part of our school year, we will host an “Asha Week” that will include a basketball tournament, a Bollywood movie night for students and parents, a henna tattoo pop-up salon, and continued baking and burger flipping events! We are excited to have

Asha Zurich chapter leaders join these events and speak at Zurich International School to share the broader mission of Asha for Education and raise awareness within the student body about the lack of access to education in many rural communities in India.

Access to education empowers these girls to pursue higher learning, enter the workforce, and build independent futures, thus reducing the likelihood of early marriage.

The impact of Asha ZIS' work extends far beyond financial contributions. By supporting the Nayantara Project, we are helping to create lasting socio-economic change within its community. Access to education empowers these girls to pursue higher learning, enter the workforce, and build independent futures, thus reducing the likelihood of early marriage. Many Nayantara students have pursued university or further education, secured employment, or even become entrepreneurs by selling their creations at nearby arts and crafts shops. The money they earn is saved in a bank account that they can access once they turn 18 years old. Some students even choose to stay at their school to become teachers and support future generations of their community.



Through our dedication to the Zurich Marathon and our other fundraising initiatives, we are not only working to meet our financial goal but also to create lasting educational opportunities and meaningful socio-economic change for girls in West Bengal through the Nayantara Project. We appreciate being recognized by the Asha Zurich chapter, as this acknowledgement motivates and energizes our student volunteers. Asha ZIS is honored to have contributed to one of

Asha Zurich's most successful fundraising years in 2025, with 30,000+ CHF raised to support nearly 900 students. This is an exciting milestone for Asha ZIS and will motivate us for the future. We are excited about the impact our work can have to improve the lives of children just like us in India.

To learn more about the Asha Zurich chapter, please visit <https://www.asha-zurich.ch/>.

Team Asha Seattle - 2025 Climbing Program Highlights

Anjana Mohan, Asha Seattle Volunteer

The 2025 Team Asha Seattle Climbing Program kicked off with a scenic hike to Poo Poo Point on Saturday, February 22, and wrapped up in late July after an incredible season of hikes together every single Saturday.

A special moment from the season: our youngest climber turned 18 on the summit of Mount Teneriffe, where his mom surprised the team with cake and candles that she had carried in her backpack!

This year's group included 42 climbers, supported by an equally impressive number of volunteer leads and alumni climbers who generously shared their time, expertise, and encouragement. A special moment from the season: our youngest climber turned 18 on the summit of Mount Teneriffe, where his mom surprised the team with cake and candles that she had carried in her backpack!

A core group of experienced leaders trained nearly 50 volunteers in how to support the team — sharing essential safety, gear, technical, and mental preparation insights. Veteran climbers kept the team motivated





with advice on managing fatigue, preventing injury, balancing life commitments, and even tipping us off to gear sales.

Beyond summits, the program fostered a strong sense of community and resilience. Climbers continued to meet up well after the season ended, celebrating fitness and friendship at Garba and Dandiya parties.

We're thrilled to share that all 42 climbers safely summited their target mountains — including Rainier, Baker, and Adams. Many

went on to summit additional peaks like Mount St. Helens, Glacier Peak, Mount Shuksan, Mount Shasta, and Mount Hood, fueled by the skills and confidence gained through the program and the strong bonds they formed with fellow climbers.

A huge shoutout to Ascent Outdoors (owned by a Team Asha alum!) for supporting the team with snow skills training, gear discounts, and classroom and field sessions on weather, preparation, and more.

Beyond summits, the program fostered a strong sense of community and resilience. Climbers continued to meet up well after the season ended, celebrating fitness and friendship at Garba and Dandiya parties.

On the fundraising front, over half the climbers have completed or are close to completing their goals, with several raising well beyond the required amount. The total team fundraising goal was \$57,000.

Team Asha Seattle's climbing program is more than just mountain summits, It's about building strength, community, and hope. The impact of this effort will be felt far beyond our local trails, supporting children's education and empowerment across communities in India.



To learn about the Team Asha Seattle Climbing Program, please visit
<https://seattle.ashanet.org/team-asha/climb/>.

Volunteer Share: Seema Chaudhary - Pedaling with Purpose

Seema Chaudhary, Asha Seattle Chapter Volunteer

My journey with Asha for Education's Seattle Biking Team began in 2015 when I signed up as a cyclist to ride the iconic Seattle to Portland (STP) event. At the time, the challenge of completing 206 miles with over 5,100 feet of elevation gain felt ambitious, but the opportunity to ride in support of education made it deeply meaningful. What began as a personal goal soon evolved into a long-term volunteer journey.

I have learned that Team Asha is not just about cycling; it is about working together, believing in shared goals, and showing what is possible when people come together for a cause bigger than themselves.

This year, in 2026, it will be my 9th STP ride, and each one has reaffirmed why I continue to volunteer. I have learned that Team Asha is not just about cycling; it is about working together, believing in shared goals, and showing what is possible when people come together for a cause bigger than themselves. Inspired by this spirit, I stepped into the role of coach/ride leader/volunteer, a role I have proudly served in year after year.

As a coach, one of my strongest personal values is building confidence. I work closely with riders, many of whom have never ridden long distances, and some who never imagined they could call themselves cyclists, to help them prepare for and complete a double-century ride. Guiding someone from self-doubt to self-belief is incredibly powerful.

Equally important to me is fostering an inclusive riding community. The Seattle Asha Biking Team truly reflects diversity across generations, bringing together riders ranging from 8 to 80 years old. Creating a space where riders of all ages, backgrounds, and

experience levels feel welcome. We train together and celebrate every milestone, knowing that growth happens best in the community.

A defining moment in my volunteer experience was envisioning and helping build a strategic partnership with Cascade Bicycle Club, the largest nonprofit bicycle advocacy organization in the United States, based in Seattle. Cascade's focus on community engagement, accessibility, and healthy living aligned beautifully with Team Asha's values. Working together, we formed a partnership that elevated the visibility and credibility of Team Asha, expanded outreach within the cycling community, and strengthened support for our riders.



Since its beginnings in the mid 2000s, the Seattle Asha Biking Team has grown to more than 50+ riders and has become a highly sought-after program within the cycling community. Each year, we commit to nearly five months of training, and together we consistently raise over \$40,000 annually for Asha for Education, ensuring every dollar directly supports educational initiatives.

Volunteering with the Asha Seattle Biking Team has taught me that meaningful impact is created through collaboration, consistency, and belief in one another. I am deeply grateful to be part of a community that rides together, grows together, and gives together.

To learn about the Team Asha Seattle Biking Program, please visit <https://seattle.ashanet.org/team-asha/bike/>.

Running Beyond the Finish Line: Stories from Team Asha

Shankar Sadasivam, Nina Patel, and Veena Adiga
On behalf of Team Asha East Bay Silicon Valley program

At first glance, a marathon is about miles, pace, and finish times. But for Team Asha runners, it becomes something far deeper — a journey of resilience, community, and purpose. Each step they take is not just toward a finish line, but toward a larger cause: supporting the education of underprivileged children in India.

This season, across cities like Chicago, San Jose, and Portland, runners carried with them not just their training, but their stories.



Coming Back, Starting Over

For some, the journey began with rediscovery.

After a three-year break from running, Sunil returned to the sport — and to Asha — with a simple goal: rebuild, one step at a time. “I was starting from scratch... my simple goal was to get back to my pre-Covid fitness,” he reflects .

His race wasn’t perfect. There were setbacks, injuries, and unexpected delays. But what stayed with him was something bigger than performance: the moment he heard his daughters cheering his name near mile 24. “That moment was pure magic... it gave me the final boost I needed” .

For Sunil, the marathon marked not just a return to running, but a return to community — a reminder of what makes Asha special.

When the Race Gets Hard

Every marathon has a breaking point. For many runners, that's where Asha's purpose shines the brightest.

Angad's race took an unexpected turn when injury struck midway. What began as a carefully planned performance quickly became a test of will. Lying on the ground after a fall, battling cramps and doubt, he searched for a reason to continue.

"I reminded myself... the children need our support," he said. But even more deeply, he realized: "You solve the problem the world gives you, not the one you want to solve."

That moment captures the essence of both marathons and life — unpredictability, struggle, and the choice to keep moving forward.

And in that struggle, runners often discover something unexpected: gratitude. "For those few hours, I really did leave all my cynicism about the world behind," Angad reflects, inspired by the overwhelming support around him.

Redefining Success

Not every victory is measured in time.

For Nikki, the season was defined by injury — a challenge that forced her to rethink her relationship with running. "Running stopped being about the pace... it became about the process," she shares.

On race day, she let go of numbers and leaned into trust — in her training, her team, and herself. Crossing the finish line, what mattered most wasn't her time, but perspective: "How lucky we are... to be part of the most supportive team, and to contribute to such an incredible cause."

That shift — from performance to purpose — lies at the heart of the Team Asha experience.

Transformation Beyond Running

For many runners, joining Team Asha becomes life-changing in ways they never expected.

Kakoli's journey began as a way to support her daughter through a difficult year. What followed was transformation — physical, emotional, and deeply personal. "From breaking my ankle... to running a half marathon is nothing short of a miracle," she shares.

Similarly, Shishir, chasing a long-elusive goal, found not just speed but something more meaningful: "Thank you, Asha family, for helping me find not just speed — but joy, purpose, and community in running."

Even first-time runners like Sherry, who began unsure if they could finish, discovered confidence and belonging. "This isn't just a milestone. It's a whole transformation... from 'Will I survive this?' to 'When's the next one?'"

The Power of Community

Across every story, one theme repeats: no one runs alone.

From coaches who guide every step, to volunteers who "go beyond yourself" to support runners, to teammates who turn long runs into shared joy — Team Asha is built on collective effort.



As one runner put it, “The medals hang on our necks, but they belong to all who helped us get there.”

This sense of belonging transforms the experience. What begins as individual training becomes a shared journey — one rooted in encouragement, accountability, and purpose.

Running for Something Bigger



At its core, Team Asha is not just about running. It is about impact.

Every mile logged, every early morning run, every race completed contributes to a larger mission: enabling access to education for children who need it most.

Runners are constantly reminded of their “why.” In the toughest miles, when the body resists and the mind wavers, that purpose becomes fuel.

“The last 5–6 miles... you remind yourself of the cause, the ‘why you run’ factor,” one runner reflected.

That connection — between personal challenge and social impact — is what makes Team Asha unique.

An Invitation

These stories are not extraordinary because of finish times or personal records. They are extraordinary because of what they represent: people choosing to challenge themselves, support one another, and give back.

Whether it’s returning after years away, pushing through injury, achieving a lifelong goal, or simply showing up for the first time, every runner becomes part of something bigger.

Team Asha is more than a running program. It is a community, a cause, and a catalyst for transformation.

And for those considering joining, the message from this season's runners is simple:

***Come for the running.
Stay for the purpose.
Leave transformed.***



To learn about the Team Asha Silicon Valley Running Program, please visit
<https://sv.ashanet.org/tasv-running/>.

Donor Share: Elaine Gill

Elaine Gill, Asha Silicon Valley Chapter Patron

Asha has transformed my life. It has given me the opportunity to help children gain access to a future filled with learning and hope, especially those who would never have access otherwise.

~Elaine Gill

How and when did you first discover Asha for Education?

My friend Haritha introduced me to the Asha team during the second season in 2013, after she had started in the first season. She knew how passionate I was about teaching others, and about my physical running abilities.

What sparked your initial interest in supporting our organization?

I believe every child deserves the chance to learn to read, write, and do math. Asha's mission resonates deeply with my beliefs.

Teaching a child to read isn't just about literacy; it's about unlocking patience, confidence, curiosity, and future opportunities. Being part of that journey, especially for children without access, is a privilege that stays with you forever.

With so many nonprofits making a difference, why does Asha for Education remain close to your heart?

Asha has transformed my life. It has given me the opportunity to help children gain access to a future filled with learning and hope, especially those who would never have access otherwise. To me, the team feels like one big family united by a shared goal: providing access to education, in essence, empowers children to run towards a brighter future.

What has been your most memorable way of supporting Asha for Education?

Fundraising is by far my favorite part. I love sharing my passions each year, explaining how donors' support fuels my purpose as I run to help children everywhere.

Anything else you'd like to share?

Teaching a child to read isn't just about literacy; it's about unlocking patience, confidence, curiosity, and future opportunities. Being part of that journey, especially for children without access, is a privilege that stays with you forever.



Asha Detroit 5K Run/Walk: Two Decades of Commitment and Giving

Sai Gopisetty, Asha Detroit Chapter Coordinator

The Asha Detroit 5K Run/Walk was held on Sunday, August 3, 2025, at the ITC Community Sports Park in Novi, Michigan, bringing together volunteers, supporters, and community members in support of Asha for Education's mission to promote education for underprivileged children in India. The event marked the 20th Annual Asha Detroit 5K Run/Walk, celebrating two decades of sustained community engagement and volunteer-driven fundraising in the Detroit area.

Over the years, the Run/Walk has become a meaningful way to engage volunteers, local communities, and supporters on an annual basis. What began as a simple idea has grown into a signature Asha Detroit community event rooted in inclusivity, service, and shared purpose. The event generates about \$10,000 towards Asha-Detroit's projects on an annual basis.

The origins of the event date back to 2003, when a group of new volunteers proposed a "walk-in-the-park." The inaugural walk, held on October 19, 2003, drew approximately 120 participants and raised \$2,600 through registrations and t-shirt sales. Designed as a family-friendly gathering, the event saw many participants bringing children in strollers, establishing an inclusive atmosphere that



continues to define the Run/Walk today. This walk-only format continued for the next three years before a timed race was introduced to attract runners, leading to the official naming of the Asha Detroit 5K Run/Walk – a format that has endured for over twenty years.

In its early years, Asha Detroit partnered with the Detroit Belle Isle Nature Park and Zoo to host the event. Volunteers supported park clean-up efforts, and in return, Asha was able to conduct the Run/Walk at no cost. This partnership reflected the organization's service-oriented and collaborative approach. Beginning in 2010, the event was hosted for thirteen consecutive years at Kensington Metro Park, where the scenic lakeside route attracted both serious runners and casual walkers.



The Run/Walk demonstrated adaptability during the 2020 pandemic, transitioning to a virtual format that allowed participants to run or walk from wherever they were. Funds raised that year supported immediate food and essential supplies for families in villages served by Asha projects. In subsequent years, the event has returned to in-person hosting as well as an optional virtual participation continuing to provide an accessible and welcoming community experience.



The event has benefited from the support of a wide range of sponsors, from small businesses and Indian restaurants to large corporations. Competitive categories have included children under 12 (1-mile run), as well as age groups under 15, 15–60, and seniors above 60, with medals and small gift certificates awarded to top finishers.

Youth involvement has been a hallmark of the Run/Walk. For the past five years, Novi middle and high school robotics teams have volunteered and occasionally showcased their robots. Youth volunteers have also contributed creatively by designing event flyers and t-shirts. Hydration stations, refreshments, and craft stalls for younger children have ensured a positive experience for participants and families alike.

Organized by Asha Detroit, the 5K Run/Walk continues to serve as a vital fundraiser and outreach initiative, increasing awareness of Asha's mission while highlighting the dedication of the volunteers and supporters who make this work possible.



To learn more about the Asha Detroit chapter, please visit <https://detroit.ashanet.org/>.

Volunteer Share: Sanjay Varma

Sanjay Varma, Team Asha Chicago Coordinator

I first came across Asha for Education during the COVID pandemic. Volunteering had been a big part of my life growing up, but I gradually lost touch with it during my college years and the early stages of my career. While COVID was a difficult time for many, it also allowed me to pause and reflect. During that time, I was able to reconnect with something that had always been important to me—volunteering—and that journey eventually led me to Asha for Education.

Hearing about the many impactful and unique projects we support across India made me feel honored to be part of such a passionate and dedicated community.

I discovered Asha while searching for volunteer opportunities in Chicago that aligned with my interests and values. After attending a few meetings with the Chicago team, I quickly fell in love with the organization and everything it stood for. Hearing about the many impactful and unique projects we support across India made me feel honored to be part of such a passionate and dedicated community.

Being able to combine my love for running with supporting a cause I deeply care about made this role incredibly meaningful.

Shortly after joining, I took on the role of Chicago's Team Asha Coordinator for the Chicago Marathon—something I instantly connected with. Running has always been a passion of mine, and I'm constantly encouraging friends and family to give it a try. Being able to combine my love for running with supporting a cause I deeply care about made this role incredibly meaningful. I especially enjoy seeing runners challenge themselves to achieve a major personal milestone while also raising funds for education.

In 2025, Asha Chicago raised over \$90,000 through the Chicago Marathon—our largest fundraising effort to date.

One of my favorite traditions each year is the carb-load dinner that Asha Chicago hosts for our runners before the marathon. It's an opportunity for everyone to come together, share stories, and celebrate the journey leading up to race day. Hearing each runner talk about why they chose to run the marathon and fundraise with Asha never fails to inspire me.

In 2025, Asha Chicago raised over \$90,000 through the Chicago Marathon—our largest fundraising effort to date.

Asha for Education has quickly become an incredibly meaningful part of my life, and I'm proud to be part of such a passionate community!



To learn more about the Asha Chicago chapter, please visit <https://chicago.ashanet.org/>.

Asha Kansas City Raises \$15.5K at Successful 5K/10K Run/Walk

Radhakrishna Velagapudi, Asha Kansas City Chapter Coordinator

The Asha Kansas City (KC) chapter organized a 5k/10k charity run/walk in October 2025 at Heritage Park in the suburbs of Kansas City. Despite being the first such event for the KC chapter, it was a resounding success, and we have decided to make it a recurring event every year.

Heritage Park in Kansas came alive with energy and purpose as the Asha for Education Kansas City Chapter hosted its flagship fundraising event — the Asha 5K/10K Run/Walk. On a beautiful morning, 264 enthusiastic participants laced up their shoes and joined the cause, resulting in a net amount of \$15,500 raised to support quality education for underprivileged children.

The event was a resounding success, thanks to meticulous planning and strong community support. Most of the funds were generated through generous sponsors at various levels, whose contributions formed the backbone of the fundraising effort. In addition, one local restaurant graciously sponsored all the food, ensuring that every dollar raised went directly toward Asha's educational projects without being offset by catering costs.

Preparation for the event was handled smoothly and professionally. Race bibs and commemorative T-shirts were distributed the day before the race at a convenient pickup location. This thoughtful step allowed participants to avoid a morning rush, check their sizes, and arrive on race day fully prepared and excited.

With about 30 dedicated volunteers supporting the event, everything ran like clockwork. Volunteers managed registration, water stations, course marking, timing, and participant

encouragement with efficiency and warmth. The scenic trails of Heritage Park provided the perfect setting for both the 5K and 10K routes, accommodating runners seeking a challenge as well as families and walkers who wanted to enjoy a meaningful morning together.

Participants ranged from seasoned athletes to first-time race walkers, all united by the mission of Asha for Education. The atmosphere was filled with encouragement, smiles, and a shared sense of accomplishment as finishers crossed the line to cheers and well-deserved refreshments.

What stood out most was the feedback from those who attended. Participants repeatedly praised the event as one of the friendliest races they had experienced. Many expressed how glad they were to have participated, highlighting the smooth logistics, friendly volunteers, clear course markings, and the genuine community spirit. *"It felt so well-run from start to finish,"* one participant shared. *"I'm proud to have supported such a worthy cause in such a professional way."*

The Kansas City chapter's ability to deliver a high-quality event while raising a significant net amount of \$15,500 reflects the growing strength and dedication of its members. The funds will directly support Asha's mission of bringing educational opportunities to children who need them most.

This successful 5K/10K Run/Walk has set a strong foundation for future events. The chapter looks forward to building on this momentum, welcoming even more participants and sponsors next year at Heritage Park.

The overwhelming appreciation from runners and walkers proves that when a community comes together with purpose and professionalism, real impact is possible — one step at a time.

To learn more about the Asha Kansas City chapter, please visit <https://kansascity.ashanet.org/>.

Volunteer Share: Prajakta Waghmare

Prajakta Waghmare, Asha Silicon Valley Chapter Volunteer

What began as a college activity at Asha Purdue became a constant companion through my PhD years, my early career, and even into motherhood, and I am grateful that it continues today with Asha Silicon Valley (SV).

I joined Asha Purdue in 2018 when I was pursuing my PhD in Pharmaceutical Sciences at Purdue University. Like many students, I was looking for a sense of community beyond academics, and Asha gave me exactly that, along with a deeper purpose. My first Asha event was the Global Food Fest, an annual fundraiser where volunteers cooked and sold food to students and residents of West Lafayette. It was my first glimpse into how passion, teamwork, and community engagement could translate into tangible support for education initiatives in India. Soon after, I became a co-steward for the SAIS Basundhara project in Cuttack, Odisha, formerly run by Dr. Snigdha Baiswal. SAIS Basundhara focuses on providing education, shelter, and care for orphaned girls through a residential school model. Working closely on this project helped me understand the responsibility, accountability, communication, and sustained engagement that come with stewardship. This experience also increased my motivation to fundraise for the cause. Soon, I became the primary steward for SAIS Basundhara and continued in this role until 2023. This period shaped much of my Asha experience. I was involved in several fundraising and outreach activities, such as annual Global Food Fests, 5K runs, participating in Purdue Day of Giving, fundraising through a concert by the late artist KK, and volunteering during Purdue game days. More importantly, it gave me friends for life.



People who shared similar values and supported one another through the highs and lows of graduate school. After graduating, I moved to the Bay Area for work. I continued stewarding for the Asha Purdue project remotely, hoping to maintain continuity. Unfortunately, due to declining volunteer numbers as students graduated, we eventually had to pause the project. That moment was difficult, not just because a project ended, but because it reflected a broader challenge of how hard it is to sustain student-run volunteer organizations as people transition out of college. Yet, I did not want my Asha journey to end. That desire led me to Asha SV, where I joined last year. Transitioning from a university-based chapter to a large regional chapter was eye-opening. Asha SV is a well-established, highly structured organization with multiple projects, systematic processes, and coordination supported by working professionals. While the scale and structure were new to me, the core values remained the same. At Asha SV, I have started volunteering as a co-steward



Fundraising at Purdue Football Gameday food-stand



Indiana Dunes volunteer trek activity

for the Educate Girls project. I see this chapter not just as a place to continue contributing to this cause, but also as an opportunity to bridge experiences. I hope to bring my experience in student-led fundraising and help connect Asha SV with student volunteers in the Bay Area. As a mother now, my connection to Asha feels even more personal. Having a child of my own has given me a deeper perspective on the importance of education and

opportunity. It strengthens my desire to support girls who are less fortunate and to help create pathways for a better future.

My journey from Asha Purdue to Asha SV reflects my belief that volunteering does not have to end with college. It can evolve with life and remain meaningful through every stage.



Clockwise from top-left: i) After the 5k run organized by Asha Purdue, ii) After the fundraising concert by late singer KK, iii) Fundraising on-campus through a food stall - L-R Adarsh, Trevor B., Rachna A., iv) Global Food Fest: (L-R) Pritesh J., Prajakta W. (me), Rachna A., Aditya A., Anubhav R., Aishwarya

To learn more about the Silicon Valley chapter, please visit <https://sv.ashanet.org/>.

Donor Share: Lori & Pradeep Bhatia

Lori & Pradeep Bhatia, Asha Austin Chapter Patrons

You've been patrons to Asha for Education for a number of years now. What has kept you continuing to support Asha's cause over the years?

We've been continually inspired by the meaningful work Asha for Education has done over the years with our contributions. From sponsoring a single child (where you can witness the difference education makes in one person's life) to supporting larger initiatives such as Safe Schools that uplift entire communities, the impact has been remarkable. Knowing that our small part contributes to such lasting change keeps us deeply connected to Asha's mission.

There are so many non-profit organizations out there working on many great causes. What do you find to be unique about Asha's work?

What stands out about Asha is its focus and transparency. The ability to direct our support toward causes close to our hearts, especially girls' education and the prevention of exploitation, means a great deal to us. The Asha team's openness, dedication, and consistent communication about project outcomes make every interaction feel genuine and grounded in trust. It's heartwarming to see how thoughtfully they use every resource to bring real change.

What has been your most memorable way of engaging with Asha in recent years?

Our yearly conversations with the Asha team have been incredibly meaningful. They walk us through detailed updates on each program, welcoming our questions and suggestions, which makes us feel truly part of the process. That sense of shared purpose has been very

special for us. We hope to one day visit one of the project sites in person to see the work on the ground and meet the people whose lives are being touched.

What do you hope to see Asha for Education achieve over the next decade?

The coming decade will undoubtedly bring many transformations, especially with advances in technology. We would love to see continued emphasis on empowering girls through education in areas such as computing and STEM, where their unique perspectives are so valuable. At the same time, we deeply appreciate that some of the most impactful programs come from addressing fundamental needs: safety, dignity, and emotional well-being. Our hope is to keep supporting Asha in balancing both, ensuring that every child, especially every girl, has the foundation to learn, grow, and thrive.





Photos from various Asha for Education projects

Mission, Objectives and 2025 Directors

OUR MISSION

To catalyze socio-economic change in India through the education of underprivileged children.

OUR OBJECTIVES

Asha for Education is a secular organization dedicated to change in India by focusing on basic education in the belief that education is a critical requisite for socio-economic change. In keeping with this focus, our volunteers are involved with and support projects that are secular and have an education-related component to them. The objectives of this group are:

- To provide education to underprivileged children in India.
- To encourage the formation of various local groups across the world to reach out to larger sections of the population.
- To support and cooperate with persons and groups already engaged in similar activities.
- To raise required human and other resources to achieve group objectives.
- To provide opportunities to individuals living outside India who wish to participate in Asha activities in India.
- To address, whenever possible, other issues affecting human life such as health care, environment, socio-economic aspects and women's issues.

2024-2026 BOARD OF DIRECTORS

President: **Subra Nathan**
president@ashanet.org

Secretary: **Prema Grandhi**
secretary@ashanet.org

Treasurer: **Srini Singanallur**
treasurer@ashanet.org

Projects: **Rangakrishnan Srinivasan**
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Web: **Amit Sharma (2024-25) | Pat Malay (2026)**
webmaster@ashanet.org

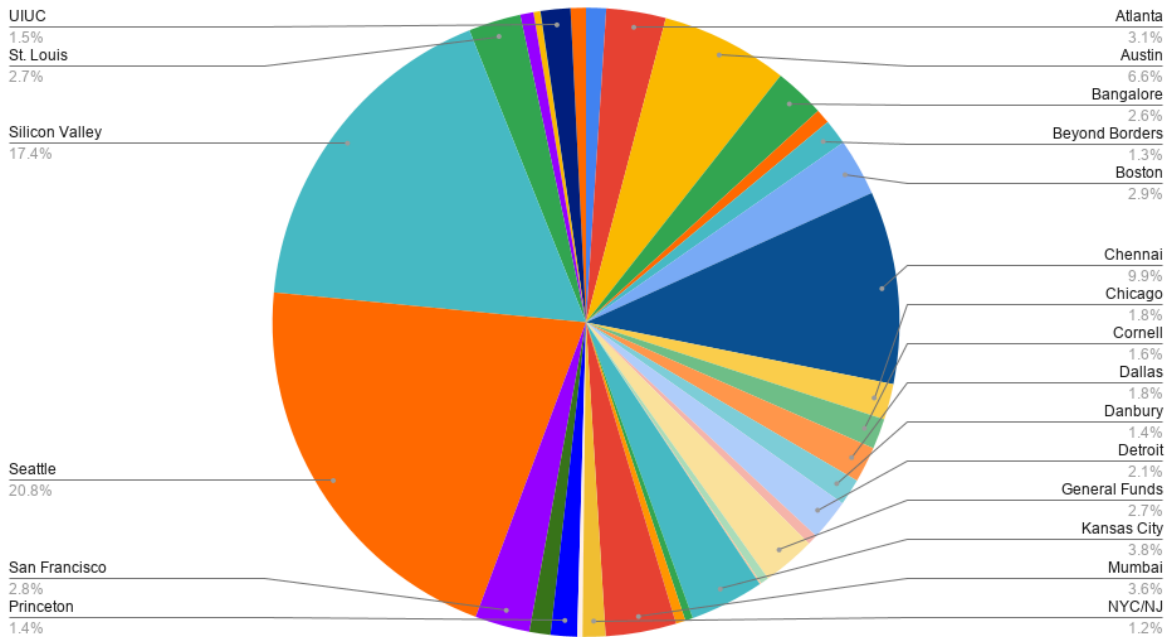
Fundraising: **Sudhi Gulur**
fr@ashanet.org

Public Relations (PR): **Agniva Roy**
pr@ashanet.org

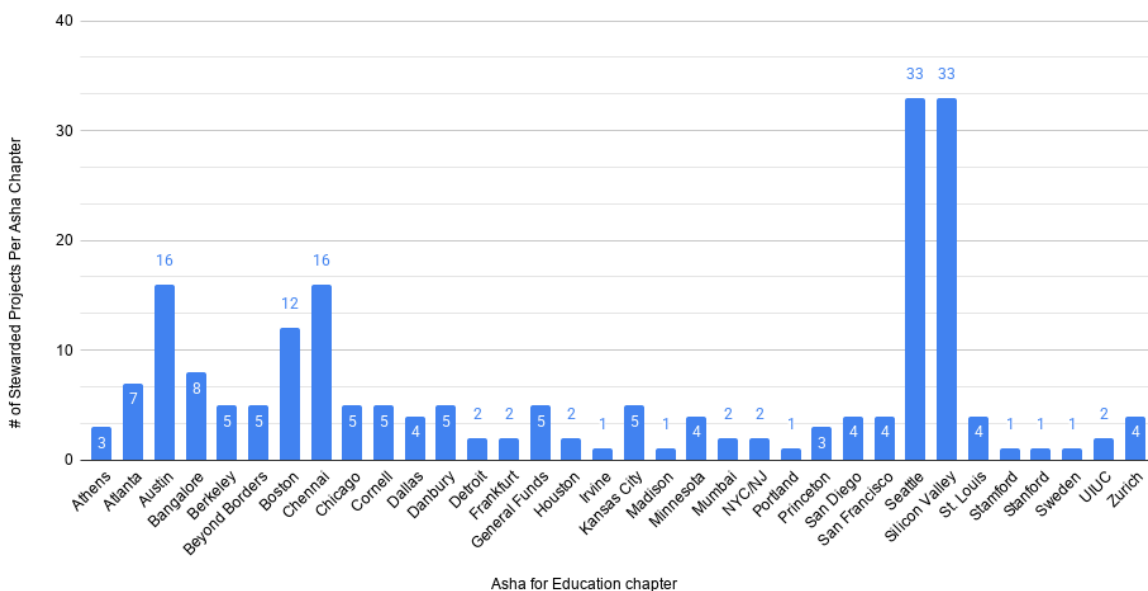
Volunteer Experience: **Payal Shah**
volunteer@ashanet.org

Stewarding Asha Chapters in 2025

Asha 2025 Projects - Stewarding Asha Chapters

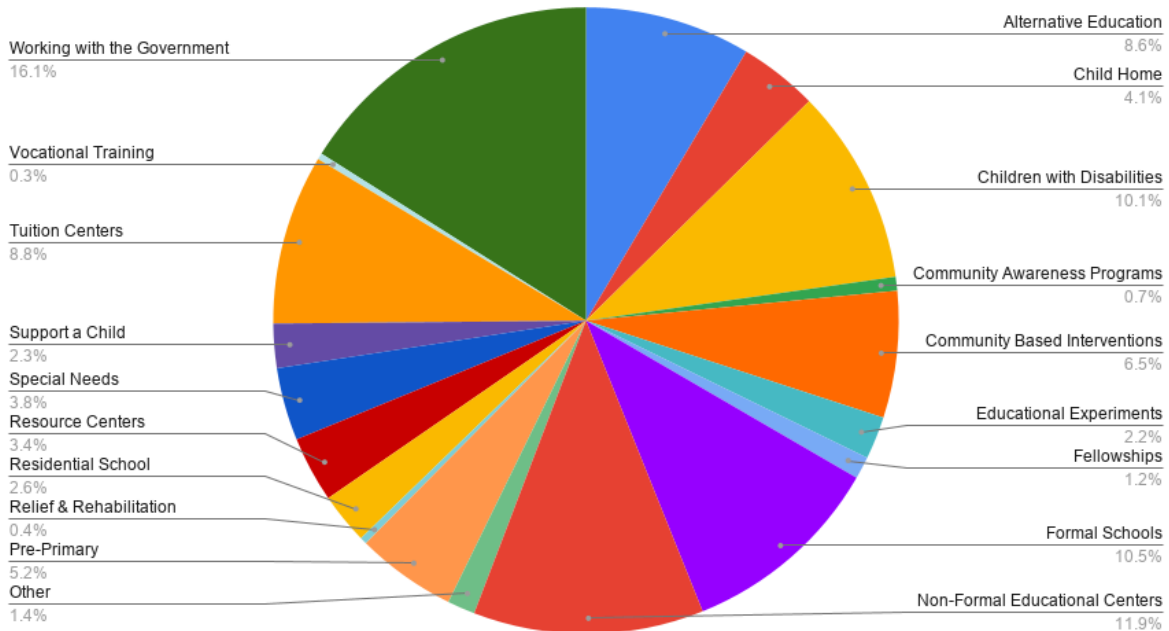


Asha 2025 Projects - Stewarding Asha Chapters

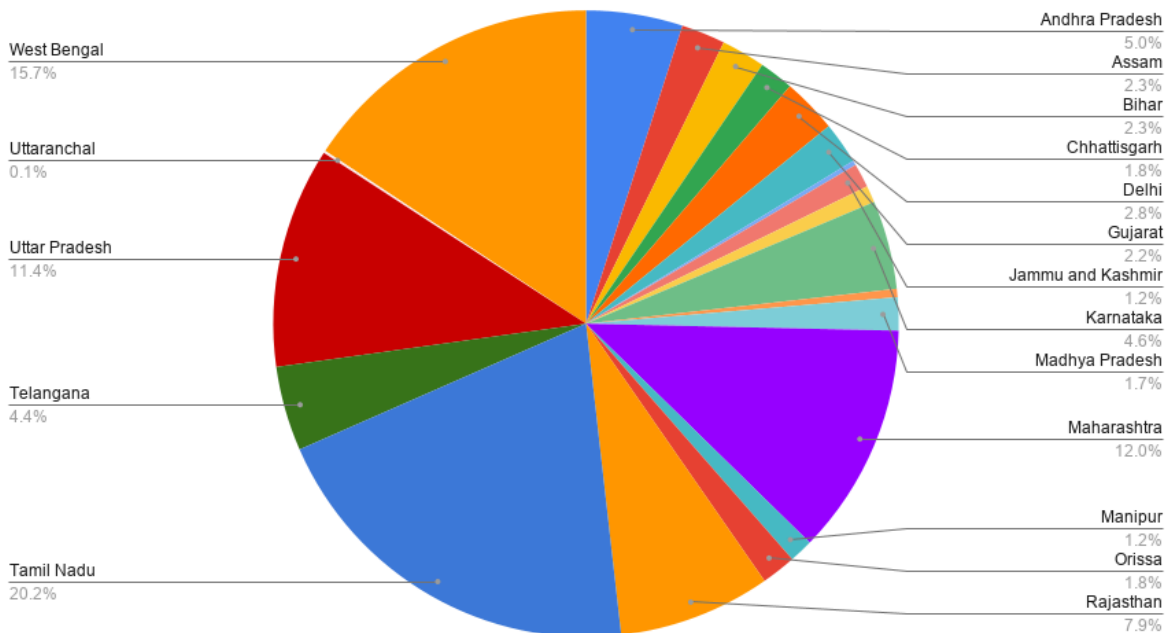


Project Types and State Disbursements

Asha 2025 Projects - Disbursements (USD) by Project Type



Asha 2025 Projects - Project Disbursements (USD) by State



Statement of Financial Position

Statement of Financial Position		
ASSETS	2025	2024
Cash and Equivalents	\$ 3,264,735	\$ 1,860,405
Contributions receivable	\$ 328,713	\$ 658,500
Investments	\$ 5,510,168	\$ 6,194,592
Accrued interest receivable	\$ 24,690	\$ 33,930
Prepaid expenses and other assets	\$ 689	\$ 546
TOTAL ASSETS	\$ 9,128,995	\$ 8,747,973
LIABILITIES AND NET ASSETS		
Accounts Payable	\$ 15,363	\$ 23,249
Net Assets:		
Unrestricted	\$ 8,991,499	\$ 8,586,382
Purpose Restricted	\$ 122,133	\$ 138,342
Total Net Assets	\$ 9,113,632	\$ 8,724,724
TOTAL LIABILITIES AND NET ASSETS	\$ 9,128,995	\$ 8,747,973

Statement of Activity

Statement of Activity		
	2025	2024
Revenue and Support		
Contributions: Cash + Other Financial Assets	\$ 3,846,719	\$ 3,803,006
Contributions: Nonfinancial Assets	\$ 225,675	\$ 223,677
Special Event Revenue (Net of Contributions)	\$ 157,224	\$ 126,979
Conference Revenue	-	\$ 5,470
Less: Cost of direct benefit to donors	(\$ 140,296)	(\$ 132,963)
TOTAL REVENUE & SUPPORT	\$ 4,089,322	\$ 4,026,169
Expenses		
Program Services	\$ 3,626,107	\$ 3,305,965
Management & General	\$ 232,839	\$ 237,811
Fundraising	\$ 122,731	\$ 122,553
TOTAL EXPENSES	\$ 3,981,677	\$ 3,666,329
Other Income		
Investment Income	\$ 281,263	\$ 322,268
Changes in Net Assets	\$ 388,908	\$ 682,208
Net Assets - Beginning of Year	\$ 8,724,724	\$ 8,042,516
Net Assets - End of Year	\$ 9,113,632	\$ 8,724,724

Get Involved with Asha

Contact Us:

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TAX EIN 77-0459884



Donate:

Online:

<https://donate.ashanet.org/>

By Cheque:

Asha for Education
PO Box 888080
Los Angeles, CA 90088-8080



Volunteer:

Contact your local chapter today to
learn how you can help:

<https://ashanet.org/chapters/>

