

COLLABORATIVE
INCLUSIVE
IMPACTFUL



2024- 2025 ANNUAL REPORT





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SAAJHA AUR SAAJHEDARI

Dear Reader,

At the heart of Saajha lies the belief that true change begins when people come together. When communities, schools, and families stand hand in hand to support a child's learning journey. Over the past decade, this spirit of saajhedaari has been our compass, guiding us through moments of challenge, reflection, and transformation.

As we complete 10 years, we find ourselves reflecting on how deeply saajhedaari defines not just what we do, but who we are.

The year 2024-2025 has been particularly significant. As we celebrate, we also find ourselves looking both back and ahead. We cherish the relationships that have shaped us, while reimagining what partnership can mean in an ever-changing world. This decade has also reaffirmed our belief that systemic change is possible when community engagement meets institutional will.

"Saajha ki Saajhedaari" is both a reflection of our decade-long partnerships and a recommitment to our vision: that every parent is an active partner in the pursuit to offer every child an opportunity to thrive.

**REGARDS,
TEAM SAAJHA**

WHAT DOES SAAJHA STAND FOR?

At its heart, Saajha means “partnership”, a coming together of people and purpose. True to its name, Saajha was established with the belief that when families, schools, and communities work together, every child has the necessary means to learn, grow, and thrive.

Saajha strives to offer equitable learning opportunities to children in underserved communities. The core idea is to enable families to become active partners in their children’s education, bridging the gap between home and school through collective action.

Over the years, this purpose has guided us through every phase of our journey. From our beginnings as a small initiative in Delhi’s government schools to becoming a technology-driven ecosystem that reaches families across states.

At Saajha, we believe that change begins with the smallest of conversations, a parent asking, “Aaj school mein kya seekha?” (What did you learn today?). By nurturing these everyday interactions, we have continuously evolved our model to meet families where they are, in their homes.

The belief that growth is most powerful when shared has shaped Saajha’s evolution. From on-ground facilitation to AI-enabled engagement, our journey reflects an ongoing effort to reimagine what it means to partner for children’s success.





SAAJHA OVER THE YEARS



2014-2016

Saajha began its journey as a project under Pratham NGO, piloting school-level interventions in Delhi's municipal schools. With support from Central Square Foundation and the Echoing Green Fellowship, the foundation was laid for a model that strengthened School Management Committees (SMCs) and built trust between parents, schools, and the government system.



2017-2019

This period marked Saajha's expansion beyond Delhi to tribal and rural regions in Karnataka, Jharkhand, and Maharashtra. Through initiatives like parent workshops, regular community visits, we deepened the focus on community participation. Partnerships with the Delhi Government, SDMC, and Google's Bolo App project further demonstrated how parental engagement could be scaled through technology.



SCHOOL VISION PLAN 2017-18

SCHOOL NAME: S.D.M.C. SCHOOL, B-3 RAIGHURDI, NAGAR-II

PRINCIPAL NAME: SH. SANJAY KUMAR

TOTAL TEACHERS: 13. **TOTAL STUDENTS:** 575 **WORD NO:** 102

मार्च 2018 तक कक्षा 4 व 5 के 30% छात्र हिन्दी में अपने स्तर से दो स्तर का विकास करेंगे

S.No.	Area of Improvement	GOAL	Baseline Target	Means of Measurement	Time Line	Teacher's Actions & Due Dates	Action Plan	Monitoring & Evaluation
1.	शैक्षिक स्तर	80% छात्र अपने स्तर से दो स्तर ऊपर होंगे	35% 80%	कक्षा परीक्षा, विभिन्न प्रतियोगिताएँ	October - June	Classroom Test, Quiz, Group Discussion, Project	अच्छे छात्रों को चुनकर प्रतियोगिताओं में भाग लेने के लिए तैयार करें। छात्रों को प्रश्नोत्तर प्रतियोगिताओं में भाग लेने के लिए प्रोत्साहित करें। छात्रों को प्रश्नोत्तर प्रतियोगिताओं में भाग लेने के लिए प्रोत्साहित करें।	प्रतियोगिताओं में भाग लेने के लिए तैयार करें। प्रतियोगिताओं में भाग लेने के लिए प्रोत्साहित करें। प्रतियोगिताओं में भाग लेने के लिए प्रोत्साहित करें।
2.	अभिव्यक्ति क्षमता	80% अभिव्यक्ति की क्षमता बढ़ेगी	50% 80%	छात्रों की अभिव्यक्ति परीक्षा, P.T.M. द्वारा	April to June	Group Discussion, Project, Quiz, Group Discussion, Project	छात्रों को प्रश्नोत्तर प्रतियोगिताओं में भाग लेने के लिए प्रोत्साहित करें। छात्रों को प्रश्नोत्तर प्रतियोगिताओं में भाग लेने के लिए प्रोत्साहित करें। छात्रों को प्रश्नोत्तर प्रतियोगिताओं में भाग लेने के लिए प्रोत्साहित करें।	प्रतियोगिताओं में भाग लेने के लिए तैयार करें। प्रतियोगिताओं में भाग लेने के लिए प्रोत्साहित करें। प्रतियोगिताओं में भाग लेने के लिए प्रोत्साहित करें।
3.	कक्षा की व्यवस्था	90% छात्र शिक्षण उपकरण का उपयोग करेंगे	60% 90%	कक्षा परीक्षा, विभिन्न प्रतियोगिताएँ	October - June	Classroom Test, Quiz, Group Discussion, Project	अच्छे छात्रों को चुनकर प्रतियोगिताओं में भाग लेने के लिए तैयार करें। छात्रों को प्रश्नोत्तर प्रतियोगिताओं में भाग लेने के लिए प्रोत्साहित करें। छात्रों को प्रश्नोत्तर प्रतियोगिताओं में भाग लेने के लिए प्रोत्साहित करें।	प्रतियोगिताओं में भाग लेने के लिए तैयार करें। प्रतियोगिताओं में भाग लेने के लिए प्रोत्साहित करें। प्रतियोगिताओं में भाग लेने के लिए प्रोत्साहित करें।



2020-2022

The onset of COVID-19 demanded reinvention. We streamlined the program's focus toward Foundational Literacy and Numeracy (FLN) and integrated field-based work with digital engagement. Launching a WhatsApp chatbot and equipped our team for tech-enabled parent engagement. Early partnerships formed with SCERT Delhi and Platform Commons also helped us in frictionless implementation of the new model.



2023-2025



The in-house calling platform matured, integrated with chatbot automation for seamless parent support.



The Saajhedar program where parents from the community supported other parents became a key pillar of engagement.



Collaborations with IIM Ahmedabad and the Agency Fund enabled cost-reduction experiments and external evaluation of impact.



New features such as AI-based assessments and smart dialers enhanced scalability.



By 2024, Saajha expanded to 210 Delhi schools, celebrating a decade of Saajhedari, a partnership-driven movement rooted in care, community, and technology.



OUR IMPACT IN 2024-25

This year, Saajha's team extended personalized assistance to **over 40,000 parents** through our intervention. These consistent touchpoints enabled deeper guidance and follow-through on children's learning goals. As a result, **over 50% students who continued with our program demonstrated measurable improvement** in their learning outcomes. Our helpline and field teams together provided more than **1.39 million minutes of call support**, ensuring that every family, no matter how distant, had access to timely help and encouragement.



40k+
Children
Supported



23k+
Hours of
Support



150k+
Messages
Sent



IMPACT THAT SCALES

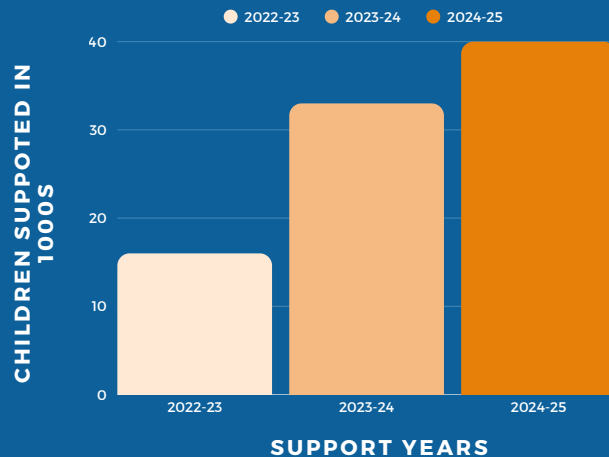
Over the past three years, Saajha's impact has grown steadily in both reach and depth of engagement. From supporting 16k+ parents in 2022-23 to **over 40,000 in 2024-25**, our efforts have consistently expanded to include more families each year.

The number of children demonstrating **measurable improvement** has also **doubled**, from **6,000 in 2022-23** to **12,000 in 2024-25**, underscoring the effectiveness of our approach.

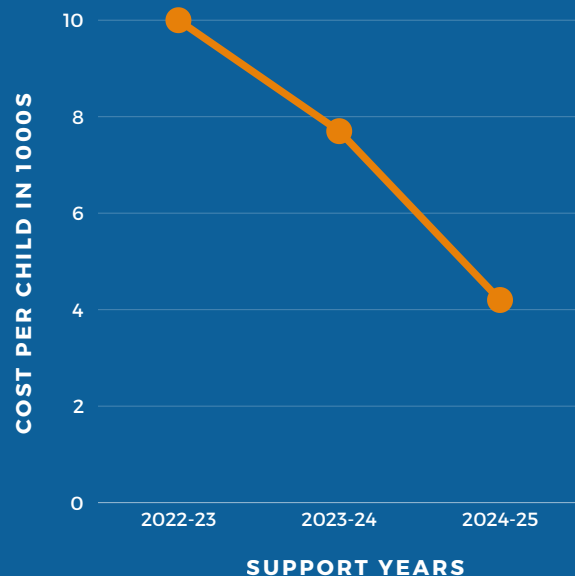
Alongside stronger outcomes, we have also achieved significant cost efficiencies through process optimization, technology integration, and improved delivery models.

Our **cost per child** has **reduced by 58%** over the last three years,

- ₹10,000 in 2022-23
- ₹7,700 in 2023-24
- ₹4,200 in 2024-25



RISE IN CHILDREN SUPPORTED PER YEAR



REDUCTION IN COST PER CHILD OVER THE YEARS



KEY HIGHLIGHTS



HELP DESK

Saajha's Help Desk initiative creates a direct and approachable space for parents to engage in conversations about their children's education. Set up at the start and end of the school day, these help desks allow Saajha facilitators to interact with parents as they drop off or pick up their children, discussing learning progress and sharing information about Saajha's free support services.

Through these interactions, parents not only receive guidance but are also encouraged to join Saajha's programs for continued engagement in their child's learning journey.

During 2024-25, we organized over 100 Help Desks every month. This consistent presence across schools has helped deepen trust within communities and strengthen parents' role as active partners in their children's education.



SUMMER CAMP

To minimize learning loss during the summer holidays, Saajha organized a 40-day Summer Camp (May 20–June 30, 2024) that engaged over 13,500 children across Delhi and their parents through community activities and digital learning.

The camp ran in two formats – offline in 12 Delhi communities and online via a WhatsApp bot.

- **Offline:** Around **400 children and 160 parents** took part in daily language sessions and weekly parent-child workshops. With support from Pratham Education Foundation, facilitators used engaging materials and level-based assessments.
- **Online:** Nearly **13,100 children** (Grades 1–5) accessed daily math worksheets, videos, and parent engagement content through WhatsApp.



READING SAAJHEDARI

To ignite a love for reading among children and strengthen parent-child learning partnerships, Saajha organized the Reading Saajhedari event as part of Literacy Week 2024. The initiative combined both online and offline activities, making it accessible to families across diverse communities.

Through engaging storytelling sessions, reading challenges, and interactive exercises, the event encouraged children to explore stories beyond their textbooks and share the experience with their parents.

This year, around 10,500 children participated online, while nearly 23,000 children from 154 schools joined the offline celebrations. Together, these efforts reaffirmed Saajha's commitment to making reading a joyful, shared experience between parents and children.



SHARENET 2024

Sharenet is our annual event that brings together our network to celebrate the joys of childhood. This year, Sharenet 2024 brought together parents, children, and partners to celebrate Saajha's collective efforts in strengthening family engagement in education. The event served as a vibrant showcase of our work and partnerships, highlighting how collaboration can create meaningful learning spaces for every child.

With over 200 participants, including sector experts, government representatives, corporate partners, and academicians, the event offered an enriching mix of experiences. Parents and children took center stage through theatre performances, interactive workshops, and a creative library space, while panel discussions explored themes such as parenting, gender, and digital learning.

Our partner organizations including Dost Education, Books for All, Slam Out Loud, Billion Readers, Dani Sports Foundation, Wadhwani AI, and Platform Commons, joined us in co-creating this space of learning and dialogue.



GANIT GUPSHUP

To make mathematics fun and approachable, Saajha organized Ganit Gupshup, a 15-day winter learning camp held from January 1-15, 2025, across 14 Delhi communities. The initiative aimed to strengthen numeracy skills among students in Grades 3-5 through engaging, activity-based learning.

Saajha's field facilitators, along with active parents, conducted two-hour daily sessions using Pratham's FLN materials and in-house training resources. In partnership with MCD schools, the camp engaged 300+ students, with progress tracked through baseline and endline assessments and daily student tasks.

Extending the experience online, Saajha also launched the Ganit Gupshup WhatsApp event, reaching over 14,000 children (Grades 1-5). For six consecutive days, children participated in fun math activities, with all participants receiving digital certificates to celebrate their efforts.





EXPERIMENTS & DEVELOPMENTS



At Saajha, we continue to test and refine approaches that strengthen parent engagement and improve learning outcomes. During the year, several experiments were conducted to understand how different engagement strategies can make our processes more efficient and impactful.

VOLUNTEER EXPERIMENT

To understand the effectiveness and cost efficiency of volunteer-led calling, we are testing both approaches by reaching out to around 1,500 parents, some of which will be contacted by volunteers, others by our full-time calling team.

REQUEST FOR ASSESSMENT (RFA)

To assess if parents would complete assessments more easily when they could schedule them themselves, we are sending pre-planned WhatsApp messages to about 1,300 parents. They could request their child's assessment just by tapping a button.

PREDICTION ALGORITHM

We built and tested an early version of a model that predicts which parents are more likely to pick up calls. It used simple data like how long previous calls lasted, when assessments happened, and parents' past preferences to decide whom to call first so they are more likely to pick up.

WHATSAPP ASSESSMENT EXPERIMENT

With about 2,000 parents, we are testing four types of WhatsApp messages, long and short versions of both assessment reminders and quiz prompts. This was to observe which format encouraged parents to participate more.

MULTIPLE TOUCH POINTS

This test explores whether making a few extra weekly calls would help parents stay engaged and complete more worksheets. Parents in the test group receive two additional volunteer check-ins between assessments.

WHATSAPP GROUP EXPERIMENT

This experiment aims to explore peer-based motivation by creating WhatsApp support groups for parents. The parents can freely interact with other group members and the group moderators. **~2,000 parents** are added to grade-wise WhatsApp groups (Grades 1-5), where volunteers share two weekly activities.

SOCIAL COMPARISON EXPERIMENT

With about 1,100 parents, we are testing whether showing how many other parents had already completed assessments would motivate them to do the same. For this experiment, we are sending two kinds of reminder messages, one that included peer data and one that doesn't.

MODEL EXPERIMENT

The goal of the Model Experiment is to build and test a comprehensive model aimed at improving children's learning outcomes at an estimated cost of ~INR 650 per child per year. The experiment will test the hypothesis that parents receiving a combination of interventions, such as, including volunteer-led assessments, WhatsApp groups, WhatsApp assessments, and Multiple Touch Point (MTP) nudging calls, will demonstrate higher engagement and greater improvements in their children's learning outcomes compared to parents receiving only business-as-usual support.



PLANS FOR 2025-26

IMPACT EVALUATION

To strengthen the reliability and effectiveness of our support model, Saajha plans to launch a rigorous, year-long external impact evaluation led by Brij Disa Center for Data Science and AI at IIM Ahmendabad.

This unit is working closely with our internal Process Improvement Team to design a structured series of experiments aimed at validating and improving our approach.

The evaluation is supported by The Agency Fund and will be carefully monitored throughout the year, with a dedicated team for Impact Evaluation. This team will be overseeing implementation, data quality, and coordination with field teams.

Through this investment in evidence-building, Saajha strives to strengthened the credibility of our model. Our pursuit is to affirm that we are a dependable, research-backed partner for parents seeking to improve their children's learning outcomes.



STORIES OF CHANGE

For several months, Harsh showed no improvement in either Hindi or Maths. From March to September 2023, his learning levels remained unchanged. When the facilitator discussed this with his father, Tejpal Ji, he admitted that the family had not been able to give Harsh the attention he needed. This lack of engagement was directly affecting his progress.

The facilitator then explained to the parents how essential regular involvement and small daily learning routines are for a child's growth. This conversation became a turning point. By February, Harsh's Hindi level had improved by one step, and by March 2024, the progress was remarkable, his Hindi had risen from beginner to level 3, and his Maths from level 1 to level 3.

When asked about the improvement, Tejpal Ji shared that after understanding the importance of giving time, he began supporting Harsh consistently, which led to visible change. He also expressed gratitude, saying that Saajha's monthly guidance felt more supportive than many paid services.



STORIES OF CHANGE

When our facilitator first contacted Sabina Bano, the conversation began with hesitation and frustration. Sabina questioned how Saajha's phone-based support could bring any real improvement to her child's education. She felt that simple calls would not be enough. Our facilitator patiently explained the process, shared how small home-based activities can create big learning shifts, and even spoke to Sabina's daughter. By the end of the call, Sabina felt slightly reassured, though still unsure.

During the second conversation, the change was clear. Sabina shared that she had been eagerly waiting for Saajha's call. Her daughter had started doing the suggested activities, and Sabina herself had begun noticing visible improvements. Earlier, her daughter struggled to read Hindi with confidence; now, she had started reading stories aloud with her mother.



ADVISORY BOARD



PROF. ANKUR SARIN

Prof. Sarin teaches at IIM Ahmedabad's Public Systems Group and the Mathai Centre for Innovation in Education. His work closely examines how social and economic inequality impacts children's welfare and strengthens the Right to Education. He holds a Ph.D. in Public Policy from the University of Chicago.



MANEESHA CHADHA

Maneesha heads Grant Programming, Asia Pacific at JP Morgan and has 15+ years of CSR experience. She leads APAC CSR strategy and previously worked at Citibank and RBS Foundation. She holds degrees from Manchester University, Delhi University, and the Indian Institute of Forest Management.



BRIJESH AGARWAL

Brijesh is the Co-founder and Director of IndiaMART, India's largest B2B marketplace and one of the few profitable internet businesses. Featured in Fortune India's '40 Under 40,' he is also passionate about sports and child education.



RUCHIRA ROY

Ruchira is Co-Founder and Managing Partner at Positron, a 19-year advisory firm supporting PE/VC funds and businesses. An IIT Kharagpur and IIM Ahmedabad alum, she previously worked at ICICI Bank, HUL and Nielsen, and actively contributes to financial-inclusion and NGO capacity-building initiatives.

ADVISORY BOARD



RITU JAIN

Ritu has 20+ years of experience across social impact and corporate sectors, working in Indonesia, Singapore, India and the UK. For the past decade, she has focused on philanthropy in education and inclusion, and currently supports public-service delivery in education.




MEKIN MAHESHWARI



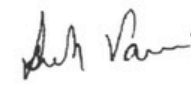
Mekin is the Founder of Udhyam Learning Foundation and Co-Founder of GAME, focused on entrepreneurship and human potential. Previously at Flipkart, he led engineering, built teams, ran internal startups, and served as Chief People Officer. He is also passionate about learning and technology.



SURABHI BHIKCHANDANI

Surabhi, a Partner and Career Coach at Quadrangle, has 25 years of experience in recruitment and leadership hiring. An alum of IIM Ahmedabad and St. Stephen's, she also advises ILSS and Project Udhyam and is a certified career coach focused on enabling positive professional transitions.

<p style="text-align: center;"> SAAJHA U80904DL2014NPL273093 (A Private Company Limited by Shares under Section 8 of the Companies Act, 2013) B1 - H3 MOHAN CO-OPERATIVE INDUSTRIAL AREA MATHURA ROAD BLOCK B New Delhi 110044 Consolidated Balance Sheet as at 31st March 2025 </p>			
(Amount in Rs. "00")			
Particulars	Note No.	As at 31st March 2025	As at 31st March 2024
I EQUITY AND LIABILITIES			
1. Shareholders' Funds			
a. Share Capital	3	1,000.00	1,000.00
Reserves & Surplus	4	33,090.29	32,292.90
b. Corpus Fund	5	3,500.00	-
c. Restricted Fund	6	15,187.78	26,746.42
d. General Fund	7	14,402.51	5,546.49
e. Money received against share warrants		-	-
2. Share application money pending allotment		-	-
3. Non-Current Liabilities			
a. Long-term borrowings		-	-
b. Deferred tax liabilities (Net)		-	-
c. Other Long term liabilities		-	-
d. Long Term Provisions		-	-
2 Current Liabilities			
a. Short-term borrowings		-	-
b. Trade payables		-	-
-total outstanding dues of micro and small enterprises		-	-
-total outstanding dues of creditors other than micro and small enterprises		-	-
c. Other current liabilities	8	1,199.16	2,583.60
d. Short - term provisions		-	-
		35,289.46	35,876.50
II ASSETS			
1. Non-current assets			
a. Property, Plant & Equipments and Intangible assets			
(i) Property, Plant and Equipment	9	4,148.10	5,266.46
(ii) Intangible Assets		-	-
(iii) Capital Work in Progress		-	-
(iv) Intangible assets under development		-	-
b. Non Current Investments		-	-
c. Deferred tax assets (net)		-	-
d. Long term loans and advances		-	-
e. Other Non Current Assets		-	-
2. Current Assets			
a. Current Investments		-	-
b. Inventories		-	-
c. Trade Receivables		-	-
d. Cash and Bank Balance	10	28,046.45	28,414.99
e. Short Term Loans and Advances	11	1,994.91	1,095.05
f. Other Current Assets	12	1,100.00	1,100.00
		35,289.45	35,876.50
See accompanying notes forming part of the financial statements	1-2,17-27		
<p>As per our report of even date attached.</p> <p>For Nidhi Vijay & Associates Chartered Accountants Firm Registration No. 018913N</p> <p><i>Nidhi</i> CA Nidhi Aggarwal Partner M. NO. 501632 Place : New Delhi DATE : 18.08.2025 UDIN : 25501632BMIRBK3782</p> <p style="text-align: center;"></p> <p style="text-align: right;"> For and on behalf of the Board of Directors SAAJHA <i>Prashast</i> Prashast Srivastava Director DIN 06967860 </p> <p style="text-align: right;"> <i>Saransh</i> Saransh Vaswani Director DIN 06967867 </p>			

<p style="text-align: center;"> SAAJHA U80904DL2014NPL273093 (A Private Company Limited by Shares under Section 8 of the Companies Act, 2013) B1 - H3 MOHAN CO-OPERATIVE INDUSTRIAL AREA MATHURA ROAD BLOCK B New Delhi 110044 Consolidated Statement of Income and Expenditure for the Year ended on 31st March, 2025 </p>				
(Amount in Rs. "00")				
Particulars		Note No.	As at 31st March 2025	As at 31st March 2024
I	Revenue from Operations	13	3,338.98	-
II	Other Income	14	425,862.76	390,758.18
III	Total Income		429,201.74	390,758.18
IV	EXPENSES			
	Cost of Materials Consumed		-	-
	Purchases of Stock-in-Trade		-	-
	Change in Inventories of FG, WIP and stock in trade		-	-
	Employee Benefits Expenses	15	162,949.32	134,061.70
	Finance Cost		-	-
	Depreciation and Amortization Expense		2,272.45	1,929.66
	Other Expenses	16	266,660.58	273,152.79
			431,882.35	409,144.15
V	Profit before exceptional and extraordinary items and tax		(2,680.61)	(18,385.97)
VI	Exceptional items		-	-
VII	Profit before extraordinary items and tax		(2,680.61)	(18,385.97)
VIII	Extraordinary items		-	-
IX	Profit before tax		(2,680.61)	(18,385.97)
X	Tax Expense			
	a. Current Tax (Net of Mat)		-	-
	b. Deferred Tax Liability/(Assets)		-	-
	c. Tax related to Previous years		-	-
			-	-
XI	Profit (Loss) for the period from continuing operations		(2,680.61)	(18,385.97)
XII	Profit/(loss) from discontinuing operations		-	-
XIII	Tax expense of discontinuing operations		-	-
XIV	Profit/(loss) from Discontinuing operations (after tax) (XII-XIII)		-	-
XV	Profit/ (Loss) after tax (XI + XIV)		(2,680.61)	(18,385.97)
XVI	Earning per equity share of Rs. 10/- each			
	a. Basic		(26.81)	(183.86)
	b. Diluted		(26.81)	(183.86)
See accompanying notes forming part of the financial statements		1-2,17-27		
As per our report of even date attached.				
For Nidhi Vijay & Associates Chartered Accountants Firm Registration No. 018913N  CA Nidhi Aggarwal Partner M. NO. 501632 Place : New Delhi DATE : 18.08.2025 UDIN : 25501632BMIRBK3782			For and on behalf of the Board of Directors SAAJHA  Prashast Srivastava Director DIN 06967860	
			 Saransh Vaswani Director DIN 06967867	