

ANNUAL REPORT 2024-2025



SRI RAM GOBURDHAN CHARITABLE TRUST – Project WHY

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Facebook-<https://www.facebook.com-share-1CL8pg1rZH-?mibextid=wwXlfr>

Youtube -<http://www.youtube.com-@ProjectWHYOnline>

Youtube-<http://www.youtube.com-@ProjectWhy2000>

INTRODUCTION

The Sri Ram Goburdhun Charitable Trust (Registered) addressed the “WHY’s” of the community under its flagship program Project WHY.

We began in 2000 with just 40 students wanting to learn spoken English. By the year 2025, we reached 1100 underprivileged children per year

MISSION

“Creating spaces to dream, learn and transforms lives.”

VISION

Project WHY strives to provide quality after school support for underprivileged children and skill development classes for women and youth which help them become self-reliant.

Anou’s Message

Dear Friends,

This year 2024-25 was a year of new initiatives, great achievements and meaningful engagements with visitors and volunteers. We have now been able to fully re establish ourselves, post COVID with the support of compassionate and large hearted donors. We have regained our students strength . Across five centres, we educated and offered skill development to a total of 946 students through after school education, early childhood education, special education, computer education, cutting & tailoring and beauty culture.

44 students scored very well in the final exams and earned top three ranks in their respective classes 163 students scored 70% + above. There were 341 students with over 70% attendance. We are proud to share that our students are not only completing school education but are now motivated to craft their life by continuing their education in the field of their interest and are focussing on building a sound career. Almost all our alumni are pursuing higher education and skill development courses for faster employability. Two of our alumni of Khadar centre have made it to IIT (Indian Institute of Technology). Several of them have taken up nursing course, preparing and aspiring for Chartered Accountancy, government jobs, engineering, law, teaching , etc. Five girl students are working as dental assistants after completing a six months course from Dantpari Foundation. One of our students took up the wellness therapist course with Ananda Foundation and is working at JW Marriot.

The year started with the video documenting of impact and success stories of Project WHY which were uploaded on youtube - <https://www.youtube.com/@ProjectWhy2000>. Over the year, 43 stories were uploaded and shared for a wider outreach. We also initiated a digital learning program with the setting up of a community based, state of the art studio. Our three senior secondary teachers have been recording lessons of Maths, Science and Social Sciences; 47 lessons were uploaded for the benefit of students across Project Why centres and beyond Project WHY.

Our website -www.projectwhy.org was upgraded. We started an online donation platform which facilitates tax benefit for donations from the US, www.donateprojectwhy.org. An eco - friendly toilet was installed in Yamuna centre for the benefit of all students. A documentary film was made by a French film maker to showcase the life of one our alumni who is working as a teacher, Ms. Madhuri.

Talent profiling and personality profiling of 113 students of Okhla centre was done by ProMytheus team. This enables us to know our students better and nurture them in the direction of their talent.

All the festivals and important days were celebrated joyfully with full participation of the students. Centres were kept clean and were decorated, painted to give it an aesthetic and a presentable appeal. Economical renovations were done to make the physical set up as comfortable as possible.

Yet another significant shift was introduced in the Project WHY's organisational structure. A core team was created and roles and responsibilities were appropriately divided based on the skills and interests of the team members. Three functional heads are supported by four centre managers and a team of teachers.

Visitors from Enfances Indiennes, Germany, Asha for Education, Adish and Asha Jain Foundation, Singapore, UK, USA , Japan

visited our centres to know more about the project and engage with our students and teachers. We are continuously expanding our collaboration base for more support to our programs and for opportunities beyond school. We had on shore volunteers engagement every month which included students and professionals from India and overseas. They add tremendous value to our programs.

I, on behalf, of my entire team is very grateful to all our donors and supporters from all over the globe whose unflinching support has enabled and empowered us to rise above every challenge.

Love

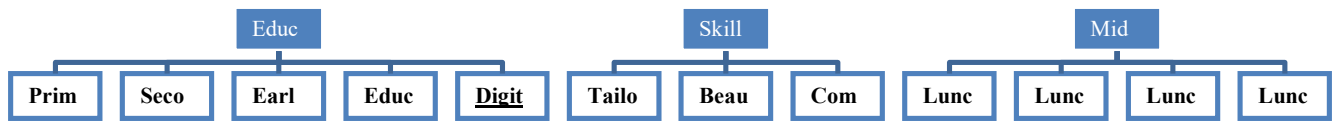
Anou

CENTRES

We have 5 community based centres in south Delhi which were started at different points in time.

- Giri Nagar in 2000
- Okhla in 2004
- Govindpuri 2005
- Khadar 2007
- Yamuna 2015

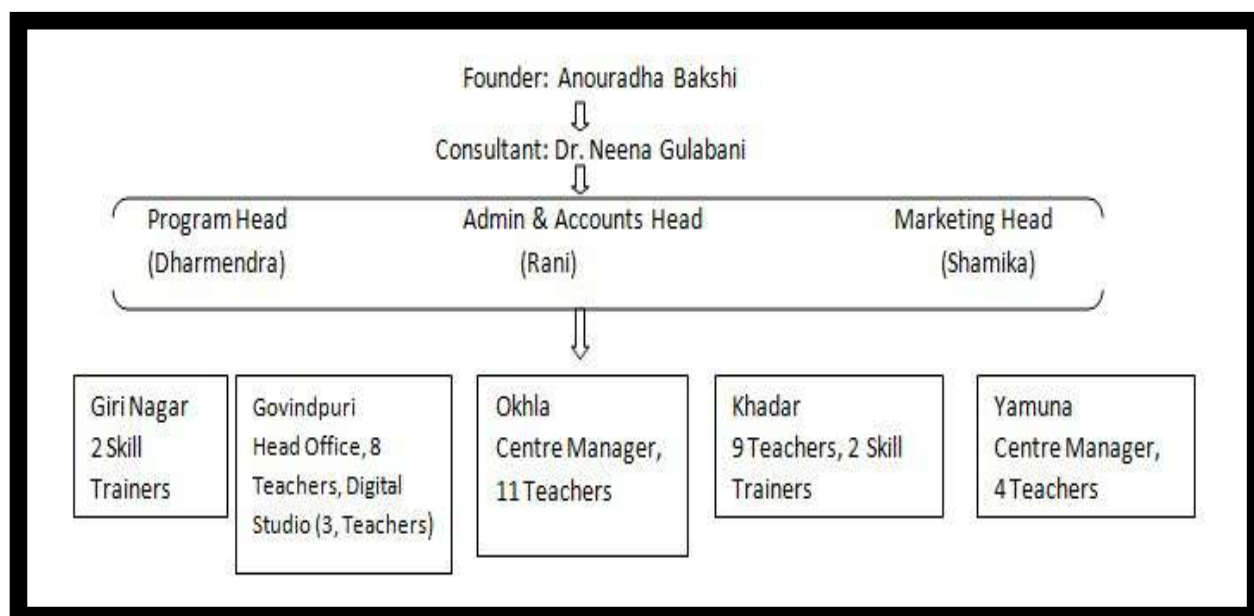
PROGRAMS



FUNDERS

- Adish & Asha Jain Foundation, USA
- Trivedi Foundation, USA
- Asha for Education, Seattle, USA
- Project WHY , UK
- Enfances Indiennes, France
- Project WHY, Germany
- Ample Technologies Pvt Ltd
- Max Foundation
- Rotary Club Delhi Premier
- ITCAN Pvt Ltd.
- Mohan Lal sons
- Kiren Frey
- Many individual donors

ORGANISATIONAL STRUCTURAL CHANGES IN PROJECT WHY



CENTRE	PROGRAMS	TOTAL NO. OF TEACHERS	TOTAL NO. OF STUDENTS	
			GIRLS	BOYS
GOVINDPURI	PRIMARY	2	37	19
	SECONDARY	4	29	38
	SPECIAL EDUCATION	3	1	6
	EARLY CHILDHOOD CARE EDUCATION	3	14	13
GIRI NAGAR	CUTTING AND TAILORING	1	21	0
	BEAUTY CULTURE	1	16	0
OKHLA	PRIMARY	5	59	42
	SECONDARY	4	107	90
	COMPUTER CLASS	2	22	20
KHADAR	PRIMARY	4	55	49

	SECONDARY	5	93	84
	COMPUTER CLASS	1	Entire Students of primary and secondary	
	CUTTING AND TAILORING	1	40	0
YAMUNA	PRIMARY	2	12	29
	SECONDARY	2	20	30
	TOTAL	40	526	420

NEW INITIATIVES

- ***Video Documentation of Impact Stories*** - Project WHY has made significant impact in the lives of children through its unique community based model. ***Recognising the importance of documenting the impact and successful model of Project WHY, we started to capture the impact by making videos and uploading these on youtube to archive our work and give it a wider reach, digitally.*** This will help us leave permanent footprints. During the year, 43 stories were uploaded on our youtube channel - <https://www.youtube.com/@ProjectWhy2000>. The services of Genesis Media Pvt ltd. were hired for this task.
- Having successfully coached students in the physical space, it was decided to also ***initiate digital learning.*** A state of the art studio was set up in one of our adopted communities, Govindpuri, which was inaugurated in November 2024. Three of our teachers took on the additional responsibility of initiating and executing the digital learning program by recording videos of Maths, Science and Social Science lessons of 9th and 10th grade syllabus. A youtube channel was set up for the purpose; <https://www.youtube.com/@ProjectWHYOnline>. In all, 47 videos were uploaded by Project WHY teachers by March 2025. We already have 1.4 K subscribers. The above two initiatives are supported by Adish & Asha Jain Foundation, USA, which have benefitted both Yamuna and Khadar centres too.

- An **eco friendly toilet** was set up in Yamuna centre for which funds were raised through an online campaign.
- Library was restarted to improve reading skills of our students at Khadar center.
- **Free Cancer Screening Camp** was organised at khader centre.
- Introduced an **online donation platform** which offers tax benefit in USA - www.donate.projectwhy.org
- **Project WHY website was upgraded** - <https://projectwhy.org/>
- The **women skill development programs were moved to giri nagar centre** in October 2024 for optimal utilisation of space.
- **Talent Profiling of students-** Project Why was always focussing on identifying and nurturing the inherent talent of its students. However, many a times, it was not apparent or teachers could not discern the talent. To mitigate this, Project WHY collaborated with ProMytheus, at Adish Ji's initiative and support.
A four member team spent 4 days in Okhla centre in March 2025, engaging individually with 113 students getting information on a predesigned talent profiling tool. A video on this was made to capture the need, process and way forward. Once the reports are shared by ProMytheus, Project WHY team will step in to plan the customised action plan for each child to help him/her in nurturing the talent and related personality.





SPECIAL ACHIEVEMENTS

Ms. Anouradha Bakshi, the Founder of Project WHY **received 3 awards** from Pratham Lok Uthhan, Rotary Club of New Delhi One and Crazy Tales, for outstanding contributions to education for underprivileged communities



Special Achievements-Academic-Khadar & Yamuna

				
Zoya Class-1 Rank-1st	Sajida Class-1 Rank-1st	Sandhya Class-2 Rank-1st	Shibu Class-5 Rank-1st	Riya Class-5 Rank-1st
				
Palak Class-5 Rank-1st	Pratima Class-5 Rank-3rd	Ashish Class-5 Rank-3rd	Trisha Calss-5 Got Medal and Certificate for excellence in Academic Performance	Arpita Class-6 Rank-3rd
				
Anushka Class-6 Rank-2nd	Rakhi Class-6 Rank-1st	Radha Class-7 Rank-3rd	Arpita Class-7 1st in Math Quiz	Zishan Class-7 2nd in Math Quiz
				

Aarushi Class-7 Got Medal and Certificate for excellence in Academic Performance	Sarika Class-7 Got Medal and Certificate for excellence in Academic Performance	Rakhi Kumari Class-8 Rank-1st	Prem Kumari Class-8 Rank-1st	Rukaiya Class-8 Rank-2nd
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Special Achievements-Academic-Okhla

				
Kajal Class-6 Rank-2nd	Saloni Class-5 Rank-1st	Ayan Class-3 Rank-2nd	Sangam Class-5 Rank-3rd	Kajal Class-6 Certificate for 100% Attendance
				
Aliya Class-5 Tab for Excellence Academic Performance	Karima Class-6 Tab, Excellence Academic Performance	Ritik Class-5 Rank-3rd	Veer Class-5 Rank-2nd	

Special Achievements-Academic-Govindpuri

				
Naitik Class-1 Rank-1st	Rihana Class-2 Rank-1st	Sujal Class-2 Rank-3rd	Harshad Class-3 Rank-1st	Shardha Class-3 Rank-2nd
				
Aradhya Class-3 Rank-2nd	Aisha Class-3 Rank-1st	Joshika Class-3 Rank-3rd	Sakshi Class-3 Rank-2nd	Arjit Class-3 Rank-2nd
				
Surya Class-4 Rank-4th	Krishnakant Class-4 Rank-1st	Hansika Class-5 Rank-1st	Pranjali Class-5 Rank-1st	Shivam Class-6 Rank-2nd

Special Achievements-Visual Art and Sports-Khadar and Yamuna

				
Khadar	Khadar	Khadar	Khadar	Khadar
Priyanka Class-5 got certificate in Participating in Discipline Competition	Rakhi Class-6 Selected for Zonal Level Sanskrit Slogan Competition	Arpita Class-6 3rd in Math Quiz	Isha Class-6 2nd in Math Quiz	Kunal Class-7 Selected for Zonal level Sketching Competition
				
Khadar	Yamuna			
Rakhi Class-8 Merit Scholarship holder Rs. 1000 per month	Jaiwanti Class-7 Won 2nd Prize in Kho-Kho sport			



Nandani, Anshika, and Shalini, students of 8th standard at Project WHY Khadar Centre, showcased their talent and teamwork in the Zonal Level **Football Competition** held at their school. Their dedication and hard work earned them an impressive **3rd place finish**. A proud achievement that highlights their passion for sports and perseverance!

Special Achievements-Yoga-Okhla

- Students of class 7th got first position in state level YOGA competition.



Class-7 Pari, Neha, Payal Chanchal, Anshika

Class-8 Vanshika

Special Achievements-Visual Art and Sports-Govindpuri

				
Umang Class-5 1st in Dance Competition	Treesha Class-3 1st in Para cum special sports competition	Aradhaya Class-3 2nd in Quiz and Hindi Writing Competition	Aradhaya Class-3 Excellent Performance in abacus and vedic arithmetics	Babli Class-5 2nd in Drawing Competition
				
Muskan Class-5 1st in dance competition	Harsh Class-6 Achieve gold medal and certificate in taekwondo Competition			

GIRI NAGAR-Skill Development

Cutting and Tailoring Program

Beauty Culture Program

The Project WHY Skill Development Program at Giri Nagar, supported by Ms. Kiran Frey and the Peter Wulff family, continues to empower women through training in **Cutting & Tailoring** and **Beauty Culture**. Relocated from Govindpuri for better space utilization, the centre has served as a transformative platform for women and young girls from marginalized communities.

In 2024–25, **35 women completed** the Cutting & Tailoring course, with **21 currently enrolled**. Graduates have either gained employment, contributed to their families' needs, or pursued further education. The program is led by Sonia, a passionate trainer who has inspired and trained nearly 200 women.

The **Beauty Culture** course trained **17 women**, with **16 currently enrolled**. Led by Neha, a former beneficiary, the program includes practical training and partnerships like the **Ananda Spa Foundation**, offering pathways to advanced wellness courses.

Both programs run six days a week, enrolling trainees twice annually. The centre also partnered with the **Rotary Club** for the eco-friendly *ROTOBAGS* initiative, generating work and income for trainees.



IMPACT STORY



Taniya is a bright and ambitious 19-year-old girl living in Delhi. She successfully completed her 12th grade in the academic session 2022–23 and is currently pursuing her college education, achieving excellent marks while also managing household responsibilities. Her father, Mr. Aslam, and mother, Mrs. Sheela, have always supported her aspirations.

With a deep passion for fashion, Taniya recently began training in **fashion designing and stitching**. She dreams of becoming a professional fashion designer, and through the support of **Project WHY**, she is now one step closer to making that dream a reality. Taniya is extremely grateful for this opportunity and especially acknowledges the dedication and warmth of her teacher, who patiently guides and supports each student.

Project WHY has not only helped Taniya grow but has also empowered many others like her — people with dreams that were once limited by financial constraints. The organization continues to provide free, high-quality education and skill development programs to those who need them most.





IMPACT STORY



Rinky is a young girl with a quiet strength that comes from a life filled with challenges. She lives with her father and younger brother, and together they try to make the best of what life has given them. But things haven't been easy. When Rinky was just four years old, she lost her mother to a brain tumor—a devastating loss that changed everything for their small family. Since then, her home has never quite felt complete.

Her father, unable to bear the weight of that loss, turned to alcohol. With time, his addiction worsened, and he slowly stopped taking responsibility for the family. That's when Rinky had to step in. She was still in school at the time, studying up to the matriculation level, but had to give up her education to take care of the household. It wasn't a choice she wanted to make, but it was one she felt she had to.

Her younger brother, despite his age, started working at a car workshop as a learner. He earns only two thousand rupees a month, but that small income is crucial for their survival. Rinky speaks of him with pride. She admires his dedication and the way he has stepped up to share the burden. Both siblings have had to grow up far too soon, trading their childhood dreams for daily responsibilities.

After their mother passed, Rinky and her brother stayed with their grandmother for a while. But her father's alcoholism caused tension, and eventually, the grandmother moved to Punjab. That decision only increased the distance between Rinky's family

and their relatives. These days, they have little to no contact with extended family, and it often feels like they're all alone in the world.

Still, Rinky holds onto hope. Even on the hardest days, when she feels the weight of her responsibilities press down on her, she thinks of her mother—of her strength, her love, and how she would have wanted her children to stay strong. That memory gives her the courage to keep going.

She dreams of a better life—one where her brother has a stable job, where they don't have to struggle for every necessity, and where happiness can return to their lives, even in small moments. Rinky's story is one of pain and perseverance, but it is also a story of love, resilience, and unshakable hope. And with that hope, she continues to move forward, one step at a time.





OKHLA

After School Education

Skill Development-Computer

AFTER SCHOOL EDUCATION



The academic year 2024–25 was a milestone year for Project WHY's Okhla Centre, marked by achievements, innovations, and meaningful collaborations. The centre supported **298 students** (166 girls, 132 boys), with **37 graduating** from 12th grade. **Nine students**

earned academic ranks, and **five** were recognised for special skills. A visually challenged student cleared the CUET and joined college, a proud moment for us all.

Quarterly assessments helped tailor teaching strategies, and festivals were celebrated with enthusiasm. A key development was the launch of **digital learning**, supported by the **Adish & Asha Jain Foundation**, which included setting up a digital studio and uploading **47 educational videos** on YouTube. The Foundation also helped archive Project WHY's impact through **43 digital stories**, including a documentary on alumnus-turned-teacher Madhuri.

Another initiative—**talent profiling** of 113 students—was conducted with **ProMytheus Pvt. Ltd.** to help nurture individual potential. Infrastructure upgrades and staff transitions, including hiring alumni Mamta as a teacher, supported the centre's growth.

We express deep gratitude to the Adish & Asha Jain Foundation for their enduring support and transformational contributions.

IMPACT STORIES

NEHA



Class: XII

Neha, a 17-year-old student of Class 12 at our Okhla Centre, has been part of Project WHY since childhood. She began her education with us at the age of 6-7 years and has shown remarkable perseverance despite the challenges she faces.

Her father, Mr. Upender Pandit, works as a helper in a printing press, earning Rs 9,000 per month, while her mother, Mrs. Belwanti Devi, works as a construction helper, earning Rs.7,000 per month. The family of five, including Neha and her two brothers, lives in New Sanjay Camp, Okhla Phase-1, New Delhi, where they have been residing for the past 25 years, paying Rs 3,500 per month in rent.

Despite her financial struggles, Neha has always been a responsible daughter, managing household duties alongside her education. This initially affected her studies, but as she realized the importance of education, she pushed herself to do better. Now, as a Class 12 student, she is determined to build a brighter future for herself and her family.

Her elder brother, Jeetu, was also a student at Project WHY until Class 6, but he dropped out due to bad influences. He now works as a driver, but despite their parents financing a vehicle for him, he fails to contribute to the family, spending his earnings irresponsibly. This has further worsened their already fragile financial situation.

Neha aspires to continue her education beyond Class 12 and dreams of becoming a nurse so that she can support her parents and uplift her family's condition. However, her parents expect her to start working immediately after Class 12 due to their financial struggles.

Despite all these hardships, Neha remains cheerful, kind, and helpful, proving that strength of character can shine even in the darkest times.

SUBHAN



Class: IV

Subhan is a bright and enthusiastic 10-year-old student currently studying in Class IV at the Okhla Centre of Project WHY. He joined the centre in April 2024 and has shown steady progress since then.

Subhan's father, Mr. Naheem, works as a driver and earns a modest monthly income of Rs 14,000. His mother, Mrs. Imrat, is a dedicated homemaker who takes care of their large family. Originally from Uttar Pradesh, the family moved to Delhi six months ago and now resides in Okhla Phase I.

Subhan comes from a family of seven, including two sisters and two brothers. All the children are currently enrolled at Project WHY, benefiting from the supportive and

nurturing environment it provides.

When Subhan first joined Project WHY, he struggled with reading and had difficulty with pronunciation. He was also quite shy and hesitant to participate in class discussions and activities. However, with regular attendance and encouragement from his teachers, he has made remarkable improvements. His reading skills have significantly improved, and he now takes an active interest in learning.

Over time, Subhan has grown more confident and has started asking questions in class—an encouraging sign of his curiosity and willingness to learn. He has also developed a strong interest in drawing, which further showcases his creative side.

Subhan’s journey is a testament to the impact of consistent guidance, care, and opportunity. With continued support, he is sure to achieve great things in the future

SKILL DEVELOPMENT- COMPUTER, Okhla



From April to March r 2024, the Project WHY Okhla Centre successfully conducted its **Computer Skill Development Program**, offering courses in **Basic Computer Applications, Desktop Publishing (DTP), and Computer Hardware**. A total of **42 students** (22 girls, 20 boys) aged **9–25 years** were trained across **6 batches**, despite challenges such as exam-related dropouts, language barriers, and power cuts.

The curriculum focused on MS Office, internet use, email, Corel DRAW, Adobe In Design, and PC hardware assembly. Hands-on training, bilingual instruction, and personalized support enabled strong learning outcomes. Notable highlights included a **Japanese workshop on 3D design**. Project WHY continues to bridge the digital divide, equipping underserved youth with practical skills, confidence, and career readiness.

IMPACT STORIES

HIMANSHU



Himanshu has been a part of Project WHY since 2007, starting as a school student. After completing his 12th-grade education, he enrolled in the Basic Computer Course at our center. Having successfully finished the course, Himanshu has now secured a job as a Stock Incharge in Noida's Sector-63, earning a monthly salary of Rs 18,000.

Despite his desire to pursue higher education, Himanshu has decided to prioritize saving money first. This decision stems from his family's financial constraints. His father works in an export company, and his mother is a homemaker, making it challenging to manage both the household expenses and the fees for his higher education. Himanshu's earnings not only contribute to the family's livelihood but also allow him to save for his future studies. Once he has saved enough, he plans to enroll in a graduation program, reducing the financial burden on his family.

Himanshu credits Project WHY for playing a pivotal role in his journey. He shared,

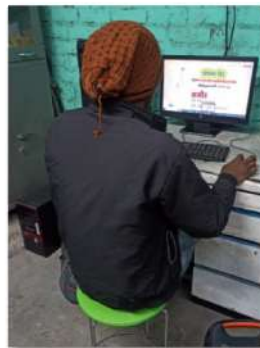
"I am very thankful to Project WHY for providing a supportive learning environment where I could discover myself and build the confidence to interact with people. This confidence helped me secure a job on my very first attempt."

Himanshu's story is a testament to the positive impact of our program, inspiring us to continue making a difference in the lives of our students.

SAHIL



Sahil, a young boy of 19 years old, joined Project WHY in April 2023. He migrated from Nepal after completing his 10th grade. Encouraged by a relative who had previously taken a basic computer course, Sahil enrolled himself in the Basic Computer and Computer Hardware courses at Project WHY. Initially, he faced communication challenges and took some time to grasp the technical language. However, with perseverance and support from his teachers, he gradually began to understand the concepts and completed his courses within a year. After completing his training, Sahil applied for jobs in various companies. Finally, in May 2024, he secured a job where he started earning Rs. 10,000/- as a fresher in his field. Sahil expressed his gratitude, saying, "I am grateful to Project WHY and their teachers for polishing me and building my confidence to interact with people."



GOVINDPURI

Early Child Care
Education

Special Need
Education

After School
Education
Program

Digital Learning
Program

EARLY CHILD CARE EDUCATION



Our program comprises **3 dedicated teachers and 27 enthusiastic students—14 girls and 13 boys**. Throughout the year, we engaged students in a variety of co-curricular activities, celebrated important festivals and events, and maintained a strong focus on academic excellence. We also conducted surveys to identify and welcome new admissions, ensuring wider outreach. In addition, we placed special emphasis on nurturing social skills and positive peer interactions, contributing to the holistic development of each child.

The year concluded on a joyful note with refreshments organized by our team, fostering a sense of community and encouraging greater involvement from both parents and children.



SPECIAL NEED EDUCATION



In this section, we have a committed team of 3 teachers and 2 special needs trainers working closely with 7 students—1 girl and 6 boys. This year, Project WHY placed a strong emphasis on building students' self-care abilities, enhancing vocational skills, and celebrating cultural traditions to encourage all-round development.

In the year, students participated in creative projects, special outings, and welcomed visits from international guests. A major highlight was their involvement in Diwali preparations—painting gulaks, decorating diyas, and learning basic packaging skills. Their efforts culminated in two successful Diwali stalls set up at Azure Hospitality and CSKM.

Special educator Seema Thapa visited three times a week, introducing interactive activities that made learning both effective and enjoyable. Additionally, speech therapy sessions by Jitender Sir, held twice weekly, contributed meaningfully to students' communication development..

To acknowledge their hard work, the children were treated to a special outing to Miti Café and the Rashtrapati Bhawan Museum—an experience made possible through the generosity of a donor. They also enjoyed outdoor fun and recreational activities during park visits.



AFTER SCHOOL EDUCATION

The Govindpuri After-School Education Program currently supports 123 students with a perfect gender balance. Special attention was given to high school students preparing for board exams, with a focused approach toward those facing academic challenges. The teaching team worked diligently to strengthen students' understanding, make learning engaging, and provide ample practice.

We are proud to report a 99% pass rate in end-term exams. Fifteen students earned top ranks, and seven were recognized for excellence in Visual Arts and Sports. While board exam results are awaited, we remain confident in our students' performance.

Quarterly assessments guided tailored teaching strategies. Emotional support, through meditation, breathing exercises, and caring conversations, helped students manage exam stress. Celebrations of key festivals and national days enriched cultural understanding, while regular reading and creative art displays encouraged expression.

An outing for teachers and students, along with visits from 42 overseas guests, including the President of Enfants de l'Inde (France), provided global exposure. Parent engagement was maintained through PTMs, with up to 70% attendance.

Support in kind was received from Dabur and Rotary Club Delhi Premier. We remain committed to further enhancing student enrolment, learning outcomes, and overall development.

IMPACT STORIES

UMANG



Umang joined Project Why on September 3rd, 2023, while she was in the 4th grade. Currently, she attends classes at our Govindpuricentre in the 5th grade. Originally from Uttar Pradesh, *her family moved to Delhi after her mother's demise*, settling in Govindpuri, Gali No-6, Kalkaji. Umang comes from a large family with one brother and five sisters, and she previously attended a government school.

Her father is a farmer, earning ₹8000 per month, supports the family in their rented accommodation. Umang assists her elder sisters with household chores striving to maintain their home in the manner their mother did. Initially, they encountered numerous challenges, but as time passed, they learnt to move on and managed their studies and household chores.

Umang, initially an average student, has, over time, shown remarkable improvement under Project WHY's guidance. Despite being new to the centre, she attends her classes regularly. A girl with a sharp mind and good grasping abilities, she quickly absorbs lessons taught to her. *All she needed was the loving embrace of her teachers who do not only teach her but understand her life and are loving, kind and encouraging.*

Umang participates enthusiastically in all activities and functions, diligently completes her homework and has developed a newfound interest in academics since joining us. Apart from her studies, she enjoys dancing, demonstrating a talent for art and craft. Her favourite sport is football.

She aspires to achieve financial independence as she grows up, aiming to support her father.

SHIVAM



Shivam is a class 6th student. He joined our centre on April 2, 2024, with a clear aspiration to become financially strong. In his free time, he enjoys reading storybooks and playing cricket, showing a well-rounded personality. His favourite subjects are Maths and Geography. He stands out for his dedication to both his studies and his future goals.

When Shivam enrolled, he had maths fear. However, through consistent support and his own hard work, he has developed a genuine love for the subject and is improving steadily. Whenever he encounters difficulties in understanding any concept, our

teachers are always there to guide him. His commitment is evident not just in his academic progress but also in his engagement with his classmates. As he has no siblings, Shivam enjoys spending time at the centre, talking with his peers and helping them with their studies.

Shivam has been living in Delhi with his joint family since his birth in 2014. His family includes his grandparents and parents. Despite being part of a joint family, Shivam is the only child of his parents. His father is unable to work due to a serious health condition that requires regular dialysis, leaving his mother to manage the household on her income of just Rupees 12,000 per month as a beautician.

Shivam's long-term goal is to become financially independent so that he can support his family and provide better medical care for his father. His determination to succeed academically is growing, and he now works diligently to improve his scores. In his recent assessments, Shivam scored 70%, a reflection of his hard work and the support he receives from his teachers. With his dedication, there is no doubt that he will continue to excel and achieve his dreams.

MANAS, a talented student of Class 7, showcased his exceptional skills by painting 21 beautiful Madhubani artworks for Enfances Indiennes. Project WHY recognized his dedication and creativity, showering him with much-deserved appreciation and warm wishes. Here are some of the stunning paintings created by him.



DIGITAL LEARNING PROGRAM



The Digital Learning Program was officially launched in November 2024 at our Govindpuri centre, marking a significant step towards expanding Project WHY's educational reach. Three dedicated teachers—Santosh, Dilip, and Anurag—took on the additional responsibility of designing and executing the program by recording high-quality video lessons in Maths, Science, and Social Science for Classes 9 and 10. To make these resources widely accessible, a dedicated YouTube channel was created: Project WHY Online.

By March 2025, the team had successfully uploaded 47 educational videos, providing free and structured academic support to students beyond our physical classrooms. The channel has seen encouraging growth, crossing 1,400 subscribers in just three months, a testament to the relevance and quality of the content. This initiative reflects Project WHY's continued commitment to innovative, inclusive, and accessible learning for all.



KHADAR		
After School Education Program		Skill Development- Cutting & Tailoring

AFTER SCHOOL EDUCATION



The academic year 2024–25 was a remarkable and eventful period for the Khadar centre of Project WHY, marked by significant achievements, impactful initiatives, and inspiring visits from well-wishers around the world.

A total of 281 students (133 boys and 148 girls) were enrolled. 15 students earned top ranks (1st to 3rd) in their end-term exams, while 12 students were awarded for special achievements in various competitions. Two students also received Merit Scholarships for academic excellence.

At Khadar Centre (staff strength: 13), Khadar celebrated major success stories—two alumni gained admission to IIT Patna and IIT Chennai, and three girl alumni completed a 6-month Dental Auxiliary Skills course and are now employed in clinics, achieving financial independence.

Quarterly academic assessments were conducted regularly to evaluate student learning and adjust teaching approaches. While academics remained a core focus, the year was enriched by the celebration of festivals and special days, bringing joy and a sense of belonging to the children.

The year also saw a large number of visitors and volunteers from India, the USA, Germany, France, Singapore, and Canada—bringing diverse experiences and encouragement to our students and team.

The year 2024–25 will be remembered as a landmark year, during which organisational restructuring was planned and implemented to foster stronger leadership across Project WHY.

IMPACT STORIES

RUBY



Ruby, an 11th standard student at Project Why, Khadar Centre, originally hails from Bihar. She joined us in 4th standard, accompanied by her younger sister, who also studies here.

At first, Ruby showed little interest in academics and even left three different tuitions to avoid studying. However, after enrolling at Project Why, she discovered a love for learning through interactive and engaging activities. Today, she eagerly attends classes every day and never misses a session. Her transformation from a reluctant learner to a dedicated student is truly encouraging!!

ABHISHEK



Abhishek, a 6th standard student at Project WHY Khadar Centre, hails from Bihar and has been with us since 1st standard. Initially, he was extremely shy, avoided social interactions, and showed little interest in activities. As a slow learner, he required extra attention and struggled with reading, often avoiding books altogether.

With consistent support and encouragement from his teachers, Abhishek has made remarkable progress. His reading skills have improved significantly, and he now actively participates in class activities. Though naturally reserved, his confidence is growing—this year, for the first time, he voluntarily asked his teacher to let him participate in the Republic Day celebration. His journey of transformation is very rewarding!

SWATI

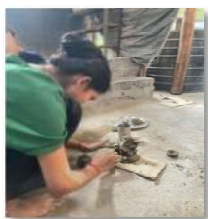


Swati, a Class 11 humanities student at Project WHY Khadar Centre, has been part of the program since Class 4. Living in Delhi since 2017, she comes from a small family with her parents and brother. While her brother received more support, Swati has navigated challenges independently.

A passionate cricket lover, Swati once trained through an NGO coaching program, but family constraints forced her to quit. Despite financial struggles, she remained committed to her studies, often borrowing books from friends. When she faced difficulties obtaining Class 11 textbooks, Project WHY stepped in to provide them, ensuring uninterrupted learning.

Beyond academics, Swati excels in creative arts, dance, and sports. She actively participates in classroom events and celebrations, showcasing her artistic skills. This Diwali, she sculpted Goddess Laxmi and Lord Ganesh, impressing teachers and peers.

Project WHY has been a pillar of support, nurturing her education, talents, and aspirations. Swati dreams of achieving financial independence and supporting her family, using her creativity and resilience to shape a brighter future.



COMPUTER EDUCATION



With generous support from **Ms. Kiran Frey**, her network, and **Jack Weed**, Project WHY Khadar Centre successfully re-established its **computer education program**, benefiting over **180 students** (majority girls) with weekly digital literacy sessions. Led by **Mr. Vijay**, students learned foundational computer skills, including MS Office, internet use, and resume creation. Stories of students like **Satyam, Anamika, and Saurabh** reflect the program's life-changing impact. Despite challenges like language barriers, dropouts due to government classes, and health issues, structured teaching, regular assessments, and inspiring collaborations ensured consistent engagement. The centre remains committed to expanding digital access and learning opportunities

IMPACT STORIES

SATYAM



Satyam is a student of 7th class at Khadar centre. His father is a rickshaw driver and his primary education was done in his village. There was no source of computer learning when Satyam came to Delhi. When he got enrolled in school he saw a computer for the first time in his school. However, there were no computer classes held in his school. In class 6th when he got enrolled at Project WHY and first time entered the computer lab, he was surprised to see many computers. He asked his teacher if he could use it. He is very fond of working on computer and learns very fast. He helps his fellow friend also in using and learning on computer. ***He wants to become a computer teacher.***

ANAMIKA



Anamika is a student of 7th class at Khadar centre. She joined us when she was in 1st standard. She belongs to Bihar and her family shifted to Delhi in 2008 for better opportunities and education. Her father is a security guard and mother is a housewife. She started attending computer class at Project WHY from 3rd standard. She was amazed to see a computer as she was told by her parents that computers are very expensive and they cannot afford to use a computer. She used computer for the first time in Project WHY. During COVID, computer classes were shut. While all other subject classes happened online but it was not possible to hold computer class then. She was one of the students who used to ask for computer classes and missed these the most.

After COVID, when she started coming to the centre, our computers became dysfunctional and computer classes were suspended. She always missed the computer classes and continued to ask for the same.

Last year when our centre received new computers and computer classes resumed, she was the happiest. But she had forgotten all that she had learnt earlier due to the long gap. Her keen interest in computer helped her to pick up the skill very fast. Now she is working on MS Word without any help and also helps her peers when they face problems.

SAURABH



Saurabh is a student of the 11th grade at Project WHY Khadar Centre. He has always been passionate about using computers and was introduced to them while studying in a private school in Delhi. Unfortunately, due to his family's financial struggles, Saurabh had to leave his private school and enrol in a government school.

At his new school, the computer class facilities were inadequate, with only two or three functioning computers for a batch of 20 students. This limited access to computers deeply disappointed him, as he had developed a strong interest in technology and missed the opportunities he once had to explore it. His family's financial constraints also made it impossible for them to afford a desktop or laptop for him at home.

When Saurabh joined Project WHY and discovered the availability of computer classes, he eagerly approached his teacher and requested to join them regularly. With permission, he began learning under the guidance of Vijay Sir. His enthusiasm for computers was reignited, and he felt immense joy in finally being able to use and learn about them properly again.

Saurabh now attends computer classes daily after completing his academic lessons. He is a dedicated student pursuing the 11th with commerce stream and dreams of becoming an accountant.. His goal is to help his family overcome their financial challenges and also support others in need.



SKILL DEVELOPMENT- CUTTING AND TAILORING

The **Stitching Unit at Project WHY's Khadar Centre** continues to empower women and young girls through its **6-month skill development program**, led by trainer **Renu Karotiya**. The course focuses on practical skills such as **applying fall in sarees and using interlock machines**, with classes held **thrice a week for 4 hours daily**.

The trainees, aged **17 to 45**, showed enthusiastic participation. In 2024–25, **15 women completed** the Cutting & Tailoring course, with **40 currently enrolled**.

Key activities this year included **potli making, stitching exams, and celebrations for International Women's Day and Holi**. A **technician visit** ensured regular machine maintenance and hands-on learning in sewing machine repair.

The program not only builds vocational skills but also fosters confidence, community, and financial independence among participants. Certificate distribution marked successful course completions, encouraging continued learning and self-reliance.

SAPNA



Sapna is a trainee at the Stitching Unit in Khadar Centre at Project WHY. She joined the program in April 2024, encouraged by her son, who is also a student at Project WHY. Initially, Sapna was hesitant to enroll, as she had previously attended a stitching course elsewhere where she faced a negative experience and an unfriendly environment.

However, after joining Project WHY, Sapna immediately noticed the difference. She felt welcomed and appreciated the supportive and positive learning atmosphere. The training, delivered in simple and easy-to-understand language, helped her regain her confidence. Sapna successfully completed the basic stitching course, mastering skills like making different types of blouses, petticoats, and simple suits.

Now, she has advanced to the higher-level course, where she is learning to create new and innovative blouse designs. Thanks to her growing skills, Sapna has begun receiving custom orders for stitching and is contributing financially to her family's income. Her journey reflects resilience, hope, and the empowering environment Project WHY strives to create.



YAMUNA

After School Education Program

Full day Education Program

AFTER SCHOOL EDUCATION & FULL DAY EDUCATION



The academic year **2024–25** was a dynamic and inspiring period for the **Yamuna Centre** of Project WHY, marked by academic progress, co-curricular achievements, and meaningful engagement with visitors from across the globe.

A total of **91 students** (59 boys and 32 girls) were enrolled during the year. Of these, **69 students** were integrated into regular schools, while **22 students** participated in our **full-day education program**. Remarkably, **14 students** maintained **100% attendance**, demonstrating strong commitment to learning. A proud highlight was **Jaiwanti**, a Class 7 student, who received a **certificate and medal** for her outstanding performance in **Kho-Kho at the zonal level**.

With a dedicated team of **5 staff members**, the centre continued to focus on quality education while enhancing its infrastructure, including the installation of an **eco-friendly toilet** for students and staff. Regular **quarterly assessments** were conducted to monitor progress and tailor teaching strategies accordingly. Celebrations of **festivals and significant days** added joy and a sense of community.

The year also welcomed **visitors and volunteers** from India, the USA, Germany, France, Singapore, and Canada—enriching the learning environment and motivating both students and staff alike.

IMPACT STORIES

SANJANA



Sanjana, an 8th standard student at Project WHY Yamuna Centre, joined us in October 2021. Before coming to Project WHY, she had never attended school, which left her with a weak academic foundation. Struggling with even the basics, she found learning challenging in the beginning.

However, with dedication and the support of her teachers, Sanjana worked tirelessly to strengthen her foundation. Alongside her studies, she takes on significant responsibilities at home—completing household chores and caring for her father before attending classes.

Her hard work has paid off tremendously. Through daily reading of books and newspapers, her reading skills have improved remarkably, and she is now excelling in all subjects. Sanjana's perseverance and determination are truly inspiring!

KAMINI



Kamini, a 1st standard student at Project WHY Yamuna Centre, joined us in September 2023. When she enrolled, she had no prior learning experience. A gentle and polite child, she was extremely reserved, rarely speaking to anyone—but always enjoying a delicious meal!

Her father is a farmer, and her family helps him in the fields. At times, Kamini could be seen playing in the fields while her parents worked. However, her regular attendance at the centre has led to remarkable progress. She can now read and write with confidence and has started engaging with her peers and teachers. Kamini's journey reflects the power of education in unlocking a child's potential!

VINRENDER



Virender, a 9th standard student at Project WHY Yamuna Centre, joined us in 2022. When he joined, he struggled academically, particularly in mathematics. In 8th standard, he failed his math exam and was placed in the compartment category, which left him feeling discouraged and contemplating dropping out of school.

However, with the guidance and motivation of his teachers at Yamuna Centre, he regained his confidence and developed a renewed commitment to his studies. Through hard work and perseverance, Virender has made significant progress and is

now performing well in all subjects. His journey is a powerful reminder that the right support and encouragement can turn setbacks into success



Project WHY - Calendar of Events (2024–25)

April	May	June	July
- World Health Day (6th April) - World Earth Day (22nd April) - Baisakhi Celebration (13th April) - Dr. Ambedkar's Remembrance Day (14th April)	- Mother's Day Activities - World Laughter Day (4th May) - Buddha Purnima	- World Environment Day (5th June) - Father's Day Activities - International Yoga Day (21st June)	- Friendship Day Celebrations - Raksha Bandhan Preparations
August	September	October	November
- Independence Day Celebration - Janmashtami Celebration - Rakshabandhan - Friendship Day	- Teacher's Day (5th Sept) - World Literacy Day (8th Sept) - Hindi Diwas - Onam Celebration - Student's Outing to Waste of Wonder	- Gandhi Jayanti (2nd Oct) - Dussehra & Navratri Celebrations - Founders Day (15th Oct) - Kamala Mam's Birthday (15th Oct) - Student's outing to National Museum - Staff Outing to Rangmanch Farm - Staff Outing to Sunder Nursery	- Diwali Celebration - Guru Nanak Jayanti - Children's Day - Student's Outing to Bharat Darshan Park

December	January	February	March
- Human Rights Day (10th Dec) - Christmas Celebration (24th Dec) - New Year Celebration - Student's Outing to Nehru planetarium	- Savitri Bai Phule Jayanti - Lohri Celebration - Republic Day Celebration	- Ambedkar Museum Visit (21st Feb) - International Mother Language Day - Paris Olympics Viewing - Educational Outing: National Zoological Park - Bharat Darshan Park	- Farewell for Class 10 - Art & Craft Displays - Saraswati Puja -International Women's Day

Workshops & Camps

Smile Foundation Visit:-On 7th May, Smile foundation conducted haemoglobin check-up camp at OKHLA centre for students in the age group of 12 to 18 years.

Menstruation Awareness Workshop (21st February 2025):-On 21st February, the Smile Foundation team conducted a workshop for secondary school girls at the Okhla Centre on the menstrual cycle. The session aimed to educate them about menstrual health and hygiene. As part of the initiative, sanitary pads were also distributed to the participants.

Life Skills Workshop:-Modi Care foundation conducted a four days workshop for primary and secondary class students on life skills. The workshop covered good touch and bad touch, healthy eating habits, environmental awareness focussing on water conservation and need for planting more trees. It was an engaging, action packed and fun filled workshop. Every topic was covered creatively through songs, dance and playful activities.

Dental Care Workshop:-A group of six dental students (Volunteer) from France conducted a workshop for the students, focusing on the proper techniques for brushing teeth and maintaining good dental hygiene. They also distributed toothbrushes and toothpaste to all participants, encouraging healthy oral care habits.

Brain Development Workshop:- Kiko, a volunteer, visited both the Khadar and Yamuna centres, delighting the students with captivating magic tricks. These performances not only entertained the children but also encouraged them to think creatively, helping to develop their cognitive skills in a playful and engaging way.

Orientation in Dental skill development program:- DANT PARI foundation's team visited Khadar on 6th April 2024 to orient high school students and alumni on the 6 months certificate course for girls to become an auxiliary staff in dental clinics.

Orientation in Skill and Entrepreneurship:- On 22nd May, a workshop was held at Khadar centre on Skill and Entrepreneurship. This workshop was conducted by Mr. Zahid of Common Services Centre. The workshop was attended by 47 students. In the workshop students were told about different program of CSC including Balvidhyalaya and e-services.

News Carrier- Shreyasa Vijay from the Ministry of Information and Broadcasting held a Session with secondary classes focussing on basics and carrier option in the field of Journalism.

Social Media Consultation- Vidhushi a Social Media Consultant took a session with secondary classes on 29th March. She shared the information about social media and its benefits and how it works.

Employment opportunities:- A job fair was conducted on 29th March by Vasundhara Mehndiratta for 12th pass students and stitching unit in which she shared about the opportunity in their start up in the food sector. She highlighted the skills needed for the job.

Google Drive Workshop:- On February 14th, a workshop was conducted by **Hervé (Volunteer)** for documentation incharges. During the session, he provided hands-on training on **using Google Drive**, demonstrating how it simplifies work by allowing files to be **securely stored on the cloud**. Teachers learned how to **organize, access, and share their documents effortlessly from anywhere, at any time**, enhancing efficiency and productivity.

Workshop by blossoming lives:-A two-day workshop by Blossoming Lives (**Anamika Jindal**) was held to train Project WHY teachers in Psychological Metaphors Therapy. The workshop taught teachers how to interpret drawings—like mountains, rivers, and birds—as reflections of a person’s emotional and psychological state. Participants learned how colors, shapes, and sizes reveal underlying thoughts and feelings. Teachers were also introduced to Meditation Therapy, Mindfulness Practices, and Pendulum Therapy to enhance focus and emotional well-being. A key activity, Duck Tape, challenged participants to reflect on resilience in difficult situations through drawing analysis. The session equipped teachers with new tools for better understanding and supporting their students.

Workshop With Gaurav Garg:- On 17th December 2024, all Project WHY centre staff participated in an online workshop led by **Gaurav Garg**. It was a demo session about the possibility of introducing an APP for Project WHY.

Health Camp For the Community

On 13th July, a health camp was organized in Khadar centre in collaboration with Rotary Club South Delhi, benefiting around 200 people, including community members, parents, and students. The camp offered eye checkups, blood pressure and sugar tests, breast cancer screenings, and a dental health talk. Spectacles were provided to those with vision issues, and the results of blood pressure and sugar tests were given on the spot.

CONTRIBUTIONS

- Oats milk was distributed to children at Yamuna centre which was donated by Dancing Cow Company as part of their CSR.
- Swai family distributed lemon drink to all students at Yamuna centre.
- Generous supporter **Aparajita Dasgupta** donated clothes, which were distributed among students at **Khadar Centre**, ensuring warmth and comfort for many.
- Dabur donated **coconut water, juice, and coconut oil** which were distributed to all students.
- **Mahua and a friend** from the UK donated **bags and stationery** to **Yamuna Centre students**.
- **Rotary Club Delhi Premier's** Service foundation distributed **stationery** items to all the students.
- A generous clothes distribution was done for the primary students. Thanks to the kind efforts of a local resident from Okhla. The initiative brought smiles to the children, providing them with much-needed clothing and fostering a sense of community support and care.
- **Jiya** , a young entrepreneur, supported by **Mr. Adish jain**, brought and **distributed 300 doughnuts** to the students on Children's day in November 2024, creating a delightful and memorable experience for everyone.
- **Azure Hospitality** continues to provide **freshly cooked, nutritious, and delicious meals** daily for **students and staff at Yamuna Centre**, ensuring their well-being and healthy development.



Project WHY - Calendar of Special Visits & Volunteer Engagements (2024–25)

April - Lily and Melissa (French Volunteers) began volunteering - Amogh Javali (Mayo College Volunteer) - Laetitia Maine (France) visit Yamuna Centre	May -Smile Foundation Visit for hemoglobin checkup	June NO	July -Kristin (USA) visited Khadar and Yamuna Centres
August - Toulouse Dental Students (France) oral hygiene sessions	September - Kiko's magic and body painting session - Japanese Delegation visit (7th Sep) - Japanese Women Volunteer Group visit	October NO	November - Mr. Xavier (France) annual visit (22nd Nov) - Mayank Mohan and Family visit (30th Nov, birthday celebration)
December - Xiong and Wilbyn (Singapore) volunteer visit (11th Dec)	January - Asha for Education team visit (9th Jan) - Sunaina, DCWA visited to okhla	February - Mr. Hervé Seux (France) volunteering at both centres - French Group (Enfances Indiennes) Holi celebration at Yamuna - German Family visit (Zela, Laura, Jörg,	March - Mr. Didier & Sylvaine (France) visit Yamuna Centre - Agastya (founder's grandson) visit to explore volunteering -Vasundhara mehndiratta visited for employment opportunity

		Saibou) -- Mr. Joncey & His Wife visited to okhla - Bela from Germany to okhla	
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IMAGE GALLERY
























Rajiv Gandhi Cancer Institute and Research Centre
 Niti Bagh, South Delhi
 In association with
Rotary Club of Delhi Janak & Mahila Morcha Vasant Vihar Mandal
 cordially invites you for

Free Cancer Screening Camp
Early detection can save your Life

Includes: BP, Sugar, Pap Smear, Clinical Breast Examination & Oral Checkup

Date: Saturday, 18 May 2024
Camp Time: 04:00 pm to 07:00 pm
Venue: Sanatan Dharam Mandir, F-Block, Nanakpura New Delhi-110021

For more details, Please contact:
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GIRI NAGAR, OKHLA, GOVINDPURI, KHADAR AND YAMUNA

2024-2025

SRGCT PROJECT WHY



Project WHY

Because it makes that little difference