

Driven by **Purpose.**
Defined by **Impact.**





About ABET

Driven by

Purpose.

Defined by

Impact.

Purpose sets direction. Impact gives it meaning.

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To know more, scan the QR code and visit our website



The space between the two is where intent is tested, shaped, and ultimately realised.

At the Aditya Birla Education Trust, this dynamic is not incidental; it is fundamental to how the Trust conceives, builds, and scales its work.

Operating at the intersection of education and well-being, ABET has evolved a model that responds to the complexities of today's learning environments. Its interventions are not designed in isolation, but as part of an interconnected ecosystem, one that brings together inclusive education, educator empowerment, and mental health to create pathways that are both enabling and enduring.

This clarity of purpose ensures that every initiative is anchored in relevance; the discipline of impact ensures that it delivers measurable change. Together, they shape a continuum where ideas translate into action, and action into outcomes that are visible across classrooms, communities, and care systems.

In this continuum, purpose is not static, and impact is not incidental; they continuously inform and strengthen each other, defining the way ABET creates value where it matters most.



Message from the Founder and Chairperson



At Aditya Birla Education Trust, our journey has always been guided by a simple yet powerful belief: education must prepare individuals not only for success, but for life.

Mrs. Neerja Birla
Founder and Chairperson

Dear Readers,

As the Aditya Birla Education Trust approaches two decades of service, I find myself reflecting on how much the world around us has changed.

The challenges shaping society no longer exist in isolation. A child's ability to learn cannot be separated from emotional wellbeing. A woman's dignity cannot be separated from her health, education or opportunity. Strong communities are built not only through infrastructure and policy, but through compassion, resilience and people who support one another.

This growing interconnectedness is changing the way we think about social impact.

For us, the past year has been one of **evolution with purpose**. As our work across education, mental health and menstrual health has grown, we have become even more convinced that lasting progress comes not from addressing

these challenges independently, but from recognising how deeply they influence one another.

For nearly twenty years, the Aditya Birla Education Trust (ABET) has been guided by a simple belief: investing in people creates the strongest foundation for society. While the world continues to evolve, our purpose remains unchanged.

The Spirit of Service continues to guide everything we do. It reminds us to listen before we act, to understand before we respond and to work alongside communities in shaping solutions that reflect their realities. It also reminds us that enduring progress is built through collaboration, shared responsibility and partnerships that bring together governments, educators, healthcare professionals, civil society and communities.

This philosophy is reflected across every part of our work.

Education remains the foundation because it shapes not only what children learn, but who they become. This year, our schools continued to strengthen academic excellence while placing equal emphasis on character, inclusion, emotional wellbeing and life readiness. Across Aditya Birla World Academy, The Aditya Birla Integrated School and Nalanda, we continued to see that every learner flourishes when education recognises individual strengths and creates opportunities to realise their potential.

We also continued investing in those who shape future generations. During the year, the Aditya Birla Education Academy trained more than 13,200 educators across 54 cities, strengthening classrooms that collectively reach over 6.47 lakh students. As the Academy expanded its partnerships with governments, educational institutions and global organisations, our work increasingly moved beyond teacher development towards strengthening education systems themselves.

Mental health has entered a new phase of maturity. Ten years ago, our priority was to encourage conversations and reduce stigma. Today, schools, universities, workplaces and governments increasingly recognise that mental well-being must become part of institutional culture rather than remain an individual concern.

As Mpower completed ten years, we also began asking different questions. Beyond the number of people reached, are individuals functioning better? Are they seeking help earlier? Are institutions becoming better equipped to provide care? These questions increasingly guide our work.

During the year, Mpower delivered nearly 49,000 clinical sessions across its centres, foundations and campus cells while continuing to expand access to care across schools, colleges, workplaces and communities and served over 1 million people last year. More importantly, our work is increasingly being measured by outcomes. Adults receiving care demonstrated improvements in functioning, behaviour and psychiatric symptoms, while children showed measurable improvements in day-to-day functioning and social wellbeing. These findings reinforce the importance of timely, evidence-based intervention.

Our school and college programmes also demonstrated encouraging behavioural change. Minds Matter expanded from 44 to 81 schools, with participating schools reporting a 24.6% reduction in students identified as high risk for mental health concerns and a 46.6% increase in students reporting no mental health difficulties. Through COPE, students reported greater confidence in recognising emotional distress, reduced stigma and increased help-seeking, demonstrating that mental wellbeing is gradually becoming part of everyday campus culture.

Our helpline reflected another important shift. During the year, it responded to more than 43,000 calls, a 21.5% increase over the previous year. More importantly,

96% of individuals experiencing severe distress reported improvement following intervention, reinforcing the importance of timely, accessible support at moments when it is needed most.

We also continued embedding mental health within institutions. Through Project Mann, more than 1,650 CISF managerial personnel were trained as Mental Health Champions and over 1,100 personnel received suicide prevention training, strengthening the organisation's own ability to identify distress early and respond with care. Alongside this, Youthopia brought together over 7,000 young people. The launch of India's first internationally benchmarked Dialectical Behaviour Therapy programme marked an important step towards strengthening evidence-based mental healthcare.

Our work in menstrual health has also evolved. Through Ujaas, we have learnt that menstrual health is not simply a healthcare issue. It is closely linked with education, livelihoods, dignity, mobility and gender equity.

During the year, Ujaas conducted more than 13,000 awareness sessions, reached over 4.35 lakh people, trained 62,000 Anganwadi workers and 1,700 teachers, while engaging more than 63,841 boys and men in the conversation. Assessments in Delhi Government schools demonstrated measurable improvements in menstrual health knowledge, confidence and behaviour among adolescent girls.

At the same time, Ujaas Green enabled women-led Self-Help Groups to generate over ₹39 lakhs in income, strengthening livelihoods alongside health outcomes. Increasingly, we are seeing communities move from participation to ownership, reinforcing our belief that sustainable progress is created when people become partners in shaping solutions rather than recipients of services.

Looking ahead, our responsibility extends beyond responding to change. We must continue to listen, learn and anticipate what communities will need in the years ahead. As education, mental health and menstrual health continue to evolve, so too must our institutions—remaining inclusive in our approach, holistic in our thinking and steadfast in our commitment to putting people at the centre of every decision.

To our students, parents, educators, partners, governments, communities, supporters and colleagues, thank you for your trust and partnership. Every milestone reflects the collective effort of people who believe that lasting change is built together.

Warm regards,

Mrs. Neerja Birla

Founder & Chairperson
Aditya Birla Education Trust

Board of Trustees



Mrs. Neerja Birla

Founder and Chairperson

Mrs. Neerja Birla is a distinguished thought leader and social reformer, committed to redefining the mental health and education sectors in India. As the Founder and Chairperson of the Aditya Birla Education Trust, she spearheads a range of pioneering initiatives aimed at creating inclusive, accessible, and progressive solutions to advance human potential.



Mr. Kumar Mangalam Birla

As Chairman of the Aditya Birla Group, Mr. Birla has advanced a legacy of institution-building, entrepreneurship, and purposeful philanthropy. Through his leadership of the Group and BITS Pilani, he has fostered innovation, nurtured entrepreneurial talent, and championed the cause of nation-building.



Ms. Ananyashree Birla

Ananya Birla is an accomplished business leader and artist. She believes enduring institutions must create value for stakeholders while championing responsible leadership and innovation, creating opportunities, inspiring progress, and contributing to nation building.



Mr. Aryaman Vikram Birla

A seventh-generation member of the Birla family, Mr. Aryaman Vikram Birla is focused on investing in and building businesses across sectors including renewable energy, hospitality, retail and sports, amongst others. He has also led global partnerships, helping scale ventures that are shaping the businesses and business leaders of tomorrow.



Ms. Advaitesha Birla

Ms. Advaitesha Birla is a young sociopreneur with a strong vision to give back to the society. As the Founder of Ujaas, she leads transformative efforts to tackle period poverty to mobilize communities across India. Driven by commitment to dignity and equity, she continues to inspire action and drive social inclusion.



Dr. Pragnya Ram

With over four decades of experience, Dr. Ram brings extensive expertise in corporate communications, branding, public relations, and social responsibility. Her leadership perspective supports strategic direction and strengthens initiatives that create meaningful and sustainable societal impact.



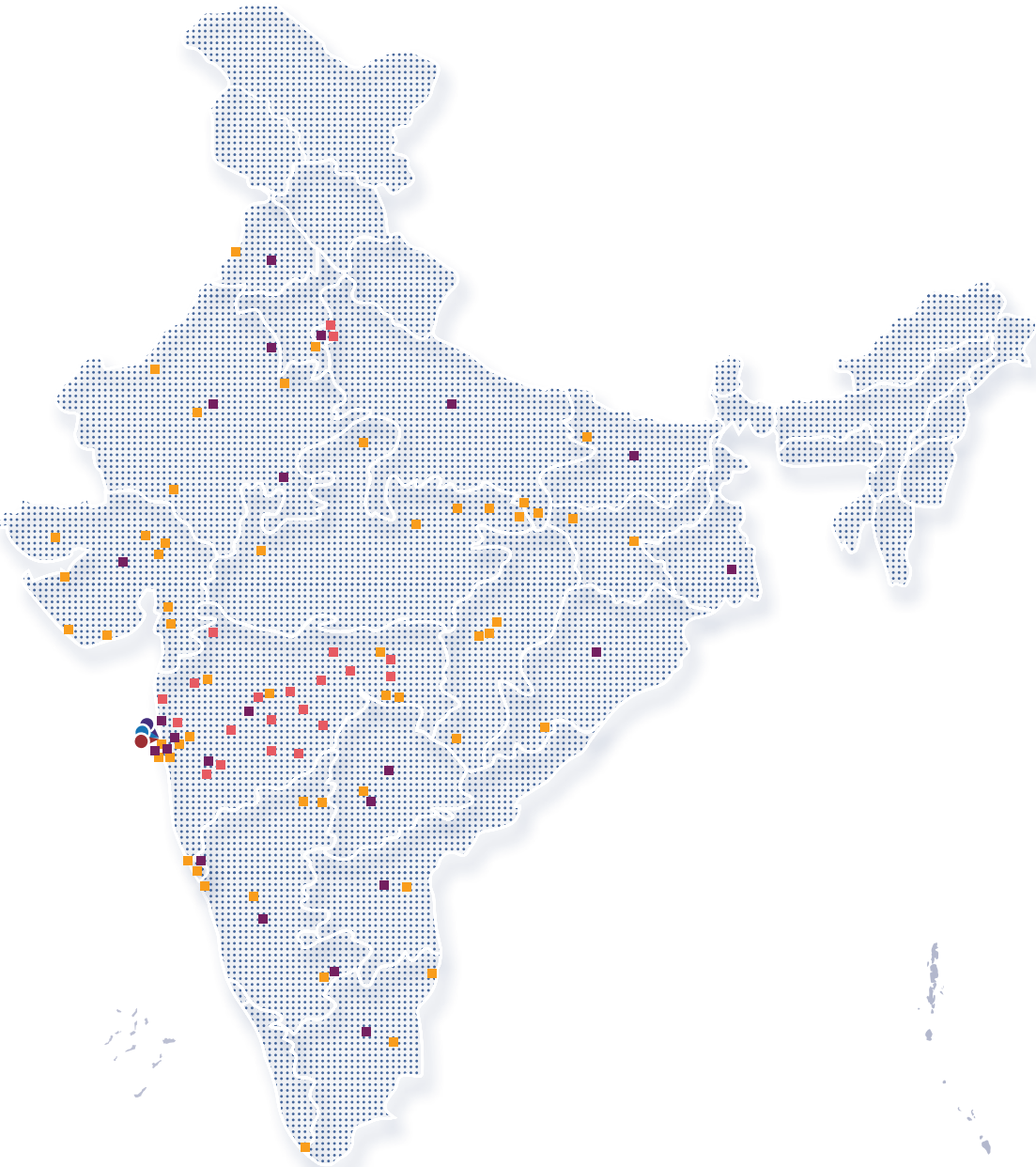
Mr. Aashish Sanghi

With more than 32 years of diverse professional experience, Mr. Sanghi brings valuable strategic insight across business and social sectors. His multidimensional perspective supports informed decision-making and helps guide initiatives that create positive impact across varied communities.

Our Footprint

Growing Our Impact

Across every region we serve, our efforts are rooted in people and progress. By creating supportive spaces, building skills, and working closely with communities and partners, we are turning purpose into meaningful, lasting impact.



- Mpower
- UJAAS
- Aditya Birla Education Academy
- Aditya Birla World Academy
- Aditya Birla Integrated School
- NALANDA

Disclaimer: Illustrative map only; not to scale or for reference. The Company does not assume responsibility for accuracy or use.

700+
Changemakers

Driving intent on the ground, every day



13,200+
Teachers Trained by ABEA

Experiencing inclusive, future-focused learning



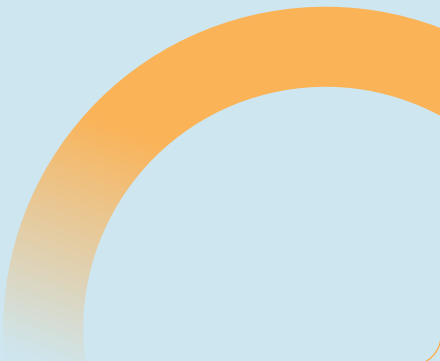
1,087
Students Enrolled
across ABWA, Nalanda and TABIS

Experiencing inclusive, future-focused learning



27,38,901+
Beneficiaries Reached through
Our Initiatives

Amplifying impact across a growing ecosystem



Note: All figures mentioned pertain to the year 2025-26.

Aditya Birla World Academy

Backed by the Aditya Birla Education Trust, Aditya Birla World Academy (ABWA) stands as a leading international school in South Mumbai, committed to shaping learners with curiosity, confidence and character. Rooted in the belief that education must go beyond academic achievement, ABWA creates a nurturing environment where every child is encouraged to discover their strengths, think independently and engage meaningfully with

the world around them. Through a rich blend of academics, co-curricular exposure and experiential learning, the school nurtures creativity, critical thinking, empathy and responsibility. With a strong focus on socio-emotional well-being, ABWA ensures that students feel safe, supported and inspired to grow into mindful, compassionate and future-ready individuals.

Curricula Offered

Addressing the varied academic aspirations of its students, ABWA provides a comprehensive selection of curricula designed to meet varied learning needs:

- Cambridge Primary Programme
- Cambridge International General Certificate of Secondary Education (IGCSE)
- International Baccalaureate Diploma Programme (IBDP)
- Cambridge A Levels

Educational Approach

ABWA provides a nurturing and supportive environment that:

900+

Strong learner's community

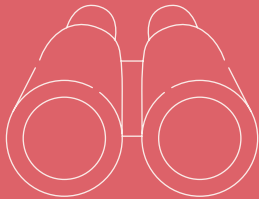
126

Students graduated

Our Vision

A future we believe in

To be the pioneers in education, blending global standards while being grounded in values, empowering future leaders to share the world with compassion, confidence, and vision.



Our Mission

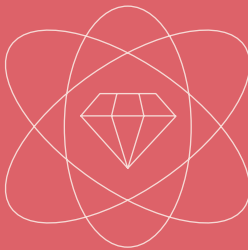
Commitment to every learner

To nurture the innate potential of our students and mould them into passionate, compassionate, competent, sensitive, value-based individuals with leadership qualities.



Our Values

- Commitment
- Respect
- Integrity
- Seamlessness
- Passion
- Individuality
- Dependability
- Growth Mindset



Principal's Message



At ABWA, we believe education must prepare children not only for examinations, but for life.

Mrs. Shalini John
Principal

Dear ABWA Community Members,

As we close another meaningful academic year at Aditya Birla World Academy, I extend my heartfelt gratitude to our students, educators, parents and the wider school community. Your participation, trust and shared commitment have shaped a year filled with learning, achievement, creativity and purpose.

At ABWA, we believe education must prepare children not only for examinations, but for life. Backed by the Aditya Birla Education Trust, our school continues to nurture young learners with curiosity, confidence and character. As a leading international school in South Mumbai, we are committed to delivering a globally aligned education rooted in care, values and holistic development.

This year, our students continued to engage deeply with opportunities beyond the classroom. Our Model United Nations programme was a strong example of student voice, research and global awareness in action. A 10-member delegation represented ABWA at the IIMUN Study Tour in Geneva, Switzerland, earning the prestigious Best Delegate recognition. At JBMUN Conference 2025, our students won several awards, while four were invited to serve as Assistant Directors. At Spring MUN 2026, 11 of our 15 delegates received awards, reflecting their preparation, confidence and ability to lead through dialogue.

Mental health and emotional well-being remained central to our school culture. In collaboration with Mpower, ABWA hosted The Happy Place: Inside Out 2.0, an inter-school festival designed to normalise conversations around emotions, self-expression and help-seeking. Held ahead of World Mental Health Day, the festival brought together 212 students from 16 schools. Through artistic expression, students explored emotional awareness in creative and

meaningful ways. This initiative reflects our belief that emotional literacy is an essential part of growing up with empathy, resilience and self-awareness.

Our flagship mathematics challenge, Infinity, completed its 12th year, reinforcing our commitment to inquiry-led and application-oriented learning. The 2026 edition brought together 120 teams and 360 students from 68 schools across India and countries including the UAE, Qatar, Dubai and Kuwait. Through individual and team-based rounds, students engaged with logical reasoning, conceptual clarity and collaborative problem-solving. Academic engagement with BITS Pilani, Plaksha University and Dr. Mark Saul further enriched the experience, encouraging students to see mathematics as a discipline of creativity, inquiry and real-world relevance.

Our students brought pride to the school through achievements spanning social impact, writing, research and sports. From raising significant funds for a social cause and earning national recognition as young authors, to winning global essay and research honours and securing championship success in international sport, these accomplishments reflect ABWA's commitment to nurturing talent, purpose and excellence across diverse fields.

As we look ahead, our focus remains on deepening experiential learning, strengthening school-home partnerships, expanding global exposure and continuing to build a safe, inclusive and emotionally aware learning environment. With the continued support of our community, ABWA will remain a place where students are encouraged to think independently, express themselves confidently and grow into compassionate, future-ready individuals.

Warm regards,

Mrs. Shalini John
Principal, ABWA

Major Programmes

1

Model United Nations (ABMUN)

ABWA students continued to excel at leading national and international Model United Nations platforms, showcasing diplomacy, research, leadership and public speaking. At the IIMUN Study Tour in Geneva, Switzerland, a 10-member delegation earned the prestigious Best Delegate recognition. At JBMUN Conference 2025, four students were invited as Assistant Directors, while the delegation won awards across Best Delegate, Outstanding Delegate, Honourable Mention and Night Crisis categories. At Spring MUN 2026, 11 of 15 delegates received awards, reflecting ABWA's focus on shaping globally aware, articulate and future-ready leaders.

2

Infinity

Infinity, ABWA's flagship mathematics challenge, completed its 12th year as a platform that makes mathematics collaborative, applied and intellectually engaging. The 2026 edition brought together 120 teams and 360 students from 68 schools across India, the UAE, Qatar, Dubai and Kuwait. Moving beyond speed-based testing, the three-day programme assessed logical reasoning, conceptual clarity, problem-solving and methodological thinking through individual and team rounds. Students explored multiple solution pathways and engaged with academic partners including BITS Pilani, Plaksha University and Dr. Mark Saul. Agastya B. Khare and Yerin Choi were crowned Mathematicians of the Year, reflecting ABWA's focus on strengthening mathematical confidence, analytical thinking and collaborative problem-solving.

3

The Happy Place

The Happy Place: Inside Out 2.0 brought mental health awareness into the school ecosystem through creativity, dialogue and student leadership. Hosted by ABWA with Mpower, the inter-school festival normalised conversations on emotional well-being, self-expression and help-seeking among young people. Centred on the theme 'Inside Out' and held ahead of World Mental Health Day, it brought together 212 students from 16 schools across Mumbai and neighbouring regions. Through drama, dance, poetry, short films, art, singing and extempore speech, students transformed personal reflections into creative expression, helping reduce stigma, build emotional literacy and reinforce mental well-being within holistic education.

4

World Scholar's Cup

The World Scholar's Cup continued to offer ABWA students a meaningful platform to strengthen critical thinking, collaboration, communication and global awareness. In 2026, 41 scholars represented the school at the Regional Round across 11 Junior Teams and 3 Senior Teams, participating in Team Writing, Scholar's Bowl, Team Debate and Team Challenge.

ABWA scholars delivered an impressive performance, winning multiple gold medals, trophies and individual accolades across Writing, Debate, Scholar's Challenge and Champion Scholar categories. Strong podium finishes reflected their ability to analyse, articulate ideas and collaborate under pressure.

The success extended to the World Scholar's Cup Tournament of Champions 2025 in the United States, where ABWA students competed with over 3,000 participants worldwide. They secured gold and silver medals in individual and team events, including a Gold Medal for Champion Scholar, 6th place in the Team Bowl Challenge and 3rd overall in Team Debate.

Visits to MIT, Harvard University and Yale University, along with participation in the Cultural Fair, further broadened students' global perspectives and appreciation for interdisciplinary learning.

5

FETE (Touching Hearts, Impacting Lives)

Held on 12th December 2025, Aditya Birla World Academy's annual FETE 2025 brought together students, parents and the wider school community in a celebration of creativity, collaboration and social responsibility. The event witnessed over 1,500 attendees and featured student-led activities, interactive stalls, performances and the much-awaited art auction. A key highlight was the sale of 42 student artworks, reflecting strong community support for students' creativity and the charitable cause. Funds raised will support NGOs working in education, child welfare and animal welfare, reinforcing ABWA's commitment to nurturing empathy, leadership and social consciousness through experiential learning beyond the classroom.

Our Distinctive Edge

ABWA prioritises a well-rounded approach to learning, placing consistent focus on co-curricular engagement throughout the year to enrich development beyond academics. Its carefully designed calendar of activities provides students with frequent platforms to showcase their abilities, boosting confidence and preparing them for future pursuits.

The school also remains deeply committed to student well-being through its dedicated Pastoral Care function. Led by qualified mental health professionals, it creates a supportive atmosphere where students feel secure, respected, and understood. Programmes such as 'Minds Matter' and interactive sessions with parents play an integral role in strengthening this culture of care.



PRIME: Redefining Education through Holistic Excellence

- P**

Personalised

Every child is unique. We observe their strengths to understand what helps them grow best.
- R**

Report

Offers clear insight into a child's emotional and character growth, benefitting students, parents and teachers.
- I**

Impact

The ways in which students contribute meaningfully to their school and community through leadership, initiative, and service.
- M**

Mindset

How students engage with learning, respond to challenges, and exhibit resilience and a growth-oriented attitude.
- E**

Empathy

How students interact with others, respect diverse perspectives, and foster positive, inclusive relationships.

Demonstrating its commitment to innovation and future-focused education, ABWA introduced PRIME, Personalised Report on Impact, Mindset and Empathy, a first-of-its-kind proprietary framework designed to measure and track student growth beyond academic performance. More than an assessment tool, PRIME reflects ABWA's progressive approach to education, recognising that tomorrow's leaders will be shaped not only by what they know, but by how they think, lead, collaborate and contribute to society. Through this pioneering initiative, ABWA is redefining student success and setting a new benchmark for holistic education, ensuring that learning extends beyond marks to include values, mindset and real-world readiness.

A New Chapter in the Learning Journey: Launch of Nursery

ABWA's launch of its nursery programme marked an important expansion of its learning journey, bringing the school's child-centred philosophy to the earliest years of education. The idea was not simply to introduce a new grade, but to create a thoughtful beginning where young learners could feel safe, curious and ready to explore. With a curriculum designed as a blended programme of Montessori and Reggio Emilia approaches, the nursery programme offers an environment where parents can understand the values, learning culture and educational philosophy that shape their child's first school experience.

To bring this vision alive, ABWA introduced Kinderlogue, an immersive and first-of-its-kind engagement platform for prospective parents. Moving beyond the conventional

admissions process, Kinderlogue transformed parent orientation into an experience of discovery and dialogue. Parents had the opportunity to interact with the school leadership, explore classrooms, understand the learning environment and experience ABWA's educational philosophy firsthand.

Through interactive classroom experiences, meaningful conversations and open engagement with the leadership team, Kinderlogue built trust, transparency and deeper connections with families. Held over two days, the initiative welcomed more than 450 families, reflecting strong parent interest and ABWA's commitment to building a collaborative school-home partnership from the very beginning of a child's learning journey.



Stories of Student Achievements and Meaningful Impact



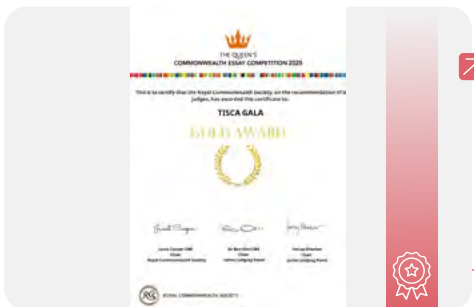
Young Change Champion Making a Powerful Impact

Amyra Ashish Sheth raised ₹25,00,001 for SRLC at Tata Mumbai Marathon 2026, becoming the youngest Change Runner and a Change Investor.



National Best Seller Young Author

Ahaana Changrani secured a Top 10 position in the Pioneer League at the National Young Authors' Fair 2025 and earned Rank 1 as National Best Seller, with her book Magicella's Marine Voyage reflecting her creativity, imagination and purpose-led storytelling.



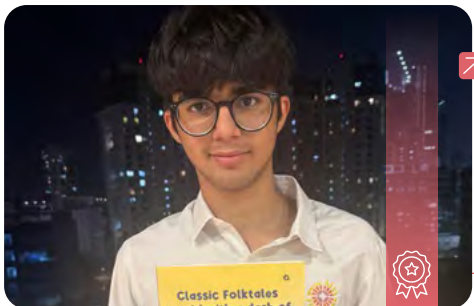
Gold Award at a Prestigious Global Essay Competition

Tisca Gala won the Gold Award at the Royal Commonwealth Society's essay competition, standing out for originality, insight and narrative strength.



Gold CREST Award

Rajveer Agrawal earned the Gold CREST Award for research on gender diversity in fintech leadership, showcasing analytical depth and academic rigour.



Young Author

Agastya Bhandari's debut book blends folktales with mathematics and logic, reflecting creativity, curiosity and an inventive problem-solving mindset.

Global Pathways, Future-ready Choices

The Class of 2026 continued to reflect Aditya Birla World Academy's strong culture of aspiration, academic preparedness and personalised college guidance. Students secured acceptances from leading universities across the USA, UK, India, Australia, Canada, Europe, Hong Kong and UAE, reaffirming the school's ability to prepare learners for competitive higher education pathways across the world.

The acceptance list included globally recognised institutions such as the University of Chicago, Cornell University, Carnegie Mellon University, UCLA, Georgia Institute of Technology, New York University, University of Southern California, Tufts University, University of Oxford, Imperial College London, King's College London, London School of Economics, University College London, University of Warwick, University of Toronto, University of British Columbia, University of Melbourne and the University of Sydney.

Equally significant was the diversity of student choices. Acceptances spanned liberal arts, engineering, business, design, law, medicine, hospitality and interdisciplinary programmes, reflecting the school's emphasis on helping students discover pathways aligned with their interests and strengths. With offers from leading Indian institutions such as Ashoka University, Ahmedabad University, Krea University, Plaksha University, OP Jindal University and BITS Law School, the outcomes also reflected a balanced approach to global and domestic higher education opportunities.



Partnerships and Collaborations

Enabling Mental Wellness through Mpower

Among ABWA's most meaningful partnerships is its association with Mpower, the mental health initiative of ABET. Through this collaboration, a series of programmes have been introduced to build awareness and support student well-being, including the annual Happy Place inter-school competition. The initiative encourages open conversations around key concerns such as digital wellness, while helping students develop the awareness and skills needed to manage stress and maintain a balanced approach to screen use.

Building Strong Foundations through School–Home Connect

Beyond its external engagements, ABWA strongly focuses on nurturing close collaboration between parents and educators. Through regular parent-teacher meetings, interactive forums, and community-driven initiatives, the school ensures open communication and a cohesive approach to student development. This three-way partnership between the school, the student, and the home forms the foundation of ABWA's holistic learning framework, supporting each learner's academic progress as well as emotional well-being.

International Learning Framework through Cambridge and IB

ABWA's academic partnerships play a pivotal role in shaping its globally oriented learning ecosystem. As a Cambridge International School, it delivers a comprehensive pathway from Primary to A Levels, grounded in a framework that promotes inquiry-based learning, critical thinking, and practical application. This equips students with the competence and flexibility to succeed in international academic and career environments.

Additionally, ABWA is an authorised International Baccalaureate (IB) World School, enhancing this approach by fostering intercultural awareness and a student-focused philosophy. Together, these affiliations ensure a well-rounded, rigorous education aligned with global standards.

Recognitions and Rewards

These recognitions reflect ABWA's consistent pursuit of academic excellence, holistic development and globally benchmarked learning. Across leading education rankings and surveys, the school continues to be acknowledged among India's most respected international institutions.

🏆 1st Rank in India School Rankings, conducted by Education World (Category: IVY International Day School)

🏆 Ranked No. 1 in the Times School Survey by The Times Group



The Aditya Birla Integrated School

Nurturing Ability, Enriching Futures.

Every learner brings a unique pace, perspective, and potential, and it is this diversity that shapes the foundation of The Aditya Birla Integrated School. The school is designed to respond to these varied learning journeys through a structured, supportive, and deeply personalised approach, ensuring that each student is able to progress with confidence and clarity, while building independence, self-expression, and the ability to engage meaningfully with the world.



Principal's Message



Every child has a voice. Education is the journey of helping them discover it and the confidence to use it.

Aisha Bharmal
Principal, TABIS

At TABIS, this belief defines our purpose.

We are a learning ecosystem committed to expanding possibilities, where curiosity is encouraged, creativity is nurtured, and every individual is valued. In a world that often limits definitions of ability, we strive to create pathways that enable each child to grow, contribute, and belong.

This year has been one of reflection and forward movement. As a collective, we have revisited the road ahead, aligning on our strengths and co-creating a shared vision for the future. At the heart of this journey are the values of kindness, resilience, and unity, which continue to guide every aspect of learning and development at TABIS.

A key milestone is the progress of our Differentiated Learning Programme (DLP). Our NIOS Board pathway, now in its third year, is an important step towards enabling students with intellectual impairments to complete their 10th standard Board examinations within the next two years. Alongside, our Inclusive Educational Programme (IEP) continues to see steady outcomes, with students consistently appearing for 10th and 12th Board examinations.

We have also strengthened our focus on holistic well-being. The introduction of the Junior School Wellness Programme reinforces the importance of physical health and nutrition in supporting attention and learning, while our Minds Matter curriculum continues to nurture emotional well-being.

As students progress, our focus on world readiness becomes more pronounced. Through structured life skills training, ranging from interview preparation to presentations and CV-building, we are equipping them for independence beyond the classroom. Increasingly, our students are also participating in inter-school and mainstream platforms, reflecting growing confidence and capability.

A defining example of this is a TABIS student being shortlisted as a speaker at a Digital Citizen Conference, a national, mainstream platform. Her ability to address a diverse audience with confidence is a powerful reflection of the journeys our students undertake.

Looking ahead, the successful completion of the NIOS Board examinations by our first DLP cohort will be a significant milestone. At the same time, we remain committed to expanding exposure and opportunities, ensuring our students continue to engage with the world with confidence and competence.

At TABIS, education is ultimately about empowerment, enabling every student to find their voice, and the confidence to use it.

Warm regards,

Aisha Bharmal
Principal, TABIS

Empowering Learners through
NIOS-Aligned Education

At TABIS, expanding access to structured and meaningful academic pathways remains a key priority. Recognising that conventional academic models may not fully address diverse learning needs, the school has strengthened its focus on flexible, individualised, and outcome-oriented frameworks.

A significant step in this direction is the integration of the NIOS (National Institute of Open Schooling) curriculum within the Differentiated Learning Programme (DLP). Designed for students with intellectual impairments, the

programme enables learners to progress at a pace suited to their abilities, while maintaining alignment with recognised academic standards.

Now in its third year, this structured four-year pathway integrates academic preparation with functional skill development, ensuring that learning is both relevant and applicable.

Key Focus Areas

- 1

Individualised curriculum aligned to learner needs
- 2

Integration of functional and academic learning
- 3

Preparation for Class 10 Board certification (NIOS)
- 4

Emphasis on confidence, independence, and future readiness



18

Students enrolled

4:1

Student-educator ratio in the DLP programme

InspireX: Enabling Expression and
Inclusion

TABIS successfully hosted the second edition of InspireX, its signature inter-school platform for students with special needs.

Conceptualised as more than a competitive event, InspireX provides a space for creative expression, peer interaction, and shared learning. Students from multiple institutions participated in a structured yet encouraging environment, where effort, individuality, and participation are equally valued.

Through such initiatives, TABIS continues to contribute to greater awareness and acceptance of inclusive education, while enabling students to engage confidently with a broader community.

Event Highlights

- Platform for inter-school collaboration and participation
- Encouragement of creative and performing abilities
- Focus on confidence-building and peer engagement



5

Participating schools

50

Student participants

Wellness Programme: Strengthening the Foundation for Learning

Recognising the strong link between well-being and learning outcomes, TABIS introduced the Junior School Wellness Programme during the year. This initiative expands the school’s approach beyond mental health to include nutrition, physical wellness, and structured daily routines, all of which directly influence attention, behaviour, and learning capacity, particularly in a special education context.



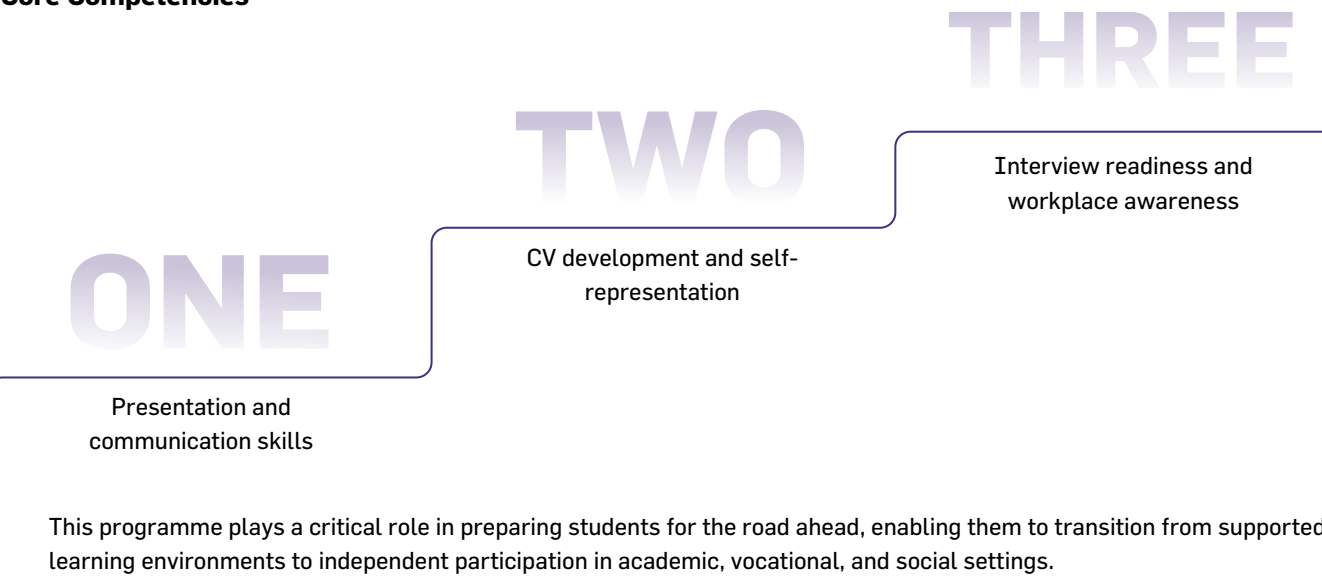
Programme Focus



Life Skills and Projects Programme: Preparing for the World beyond School

As students progress, the focus at TABIS evolves towards enabling independence and real-world readiness. The Life Skills Programme, implemented in the secondary section, equips students with practical competencies that extend beyond the classroom. Through structured exposure and guided practice, students develop the ability to communicate effectively, present themselves confidently, and navigate professional environments.

Core Competencies



Minds Matter: Supporting Emotional Well-being

TABIS continues to implement its Minds Matter mental health curriculum as a core component of student development. Through structured interventions, mindfulness practices, and reflective activities, the programme supports students in building:

-  Emotional awareness and regulation
-  Resilience and self-confidence
-  Positive self-expression

This ensures that students are supported not only in what they learn, but also in how they experience learning and interaction.

Expanding Participation and Representation

A notable shift during the year has been the increase in student participation across external competitions and conferences. By encouraging students to step beyond familiar environments, TABIS enables them to gain:

-  Exposure to diverse platforms
-  Confidence in public participation
-  A stronger sense of belonging and representation

This progression, from participation within structured environments to representation on broader platforms, reflects a growing sense of confidence, ownership, and identity among students.

Engagement through School-Wide Activities

Throughout the year, TABIS curated a diverse range of activities that support experiential learning, social interaction, and community engagement. These platforms provide students with opportunities to apply learning in varied contexts, interact with peers, and build confidence through participation.

450 Students + Parent Participants

Annual concert

350 Students + Parent Participants

Sports day

75 Participants

Investiture ceremony

162 Participants

Art fest

162 Participants

Project day

35 Participants

Edu-tours

123 Participants

Picnic

35 Participants

Annual camp

162 Participants

Award ceremony

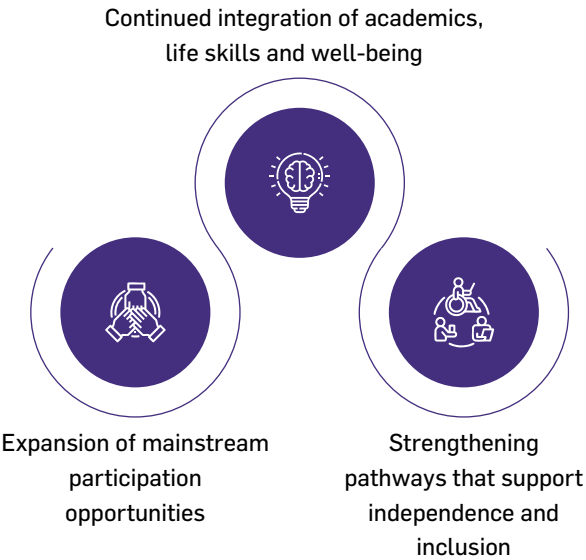
Looking Ahead

TABIS remains focused on enabling measurable outcomes and long-term independence.

A key milestone will be the successful completion of the NIOS Board examinations by the first cohort of DLP students, reinforcing the belief that with the right support, every learner can achieve recognised academic success.



Key Priorities



Success Stories and Recommendations

1

State Level: A student of Grade 6 (Advait Dhoble) was part of the contingent that went to compete in the State-level Gymnastics for over 10-year boys representing Mumbai District. Intra Club: A student of Grade 6 (Advait Dhoble) secured 4 golds and 1 silver in his Intra Club Gymnastics Competition.

2

Samarth Jadhav (a student of DLP- EIP) has secured a gold medal in the skating tournament in the special category.

3

Jaanav Vora (JCL1) - Through Robo Fun Lab (RFL), Jaanav Vora participated in the FIRST Tech Challenge (FTC), a premier international robotics competition for Grades 7-12 that focuses on designing, building, and programming robots to solve an annual themed engineering challenge in an alliance format. As a member of Circuitron #28359, a 15-member mentor-guided team, he first competed in the Western Regional Championship, qualifying for the National Championship in Delhi. From 5th-8th February, he attended the national event, participating in a judges' interview, presenting the team's journey, robot design, strategy, and technical features, and helped manage the team's pit operations. Competing across 68 qualification matches, the team secured an impressive 8th place nationally and received 3rd place in the Innovation Award category for robot design. The experience strengthened his confidence, technical expertise, teamwork, and problem-solving skills under pressure.

Case study



From Finding Her Voice to Owning the Stage

When she joined TABIS in Grade 8, confidence did not come easily. Expression was measured, participation was hesitant, and the classroom itself could feel overwhelming.

At TABIS, her journey began with understanding. Through personalised support and a nurturing environment, she gradually moved from guided participation to independent engagement. Small milestones – speaking up, completing tasks on her own, contributing to discussions, began to build something deeper: self-belief.

By Grade 10, that transformation had taken shape.

She was shortlisted as a speaker at a Digital Citizen Conference, a national platform led by children, for children. Notably, it was not specifically designed for special needs students, but a mainstream forum with a diverse audience and high expectations.

And yet, she stood there with confidence; articulate, composed, and self-assured.

The student who once struggled to find her voice was now addressing a national audience as an equal.

Her journey reflects the core outcomes of a TABIS education:

R



Representation

She did not just participate, she represented. Her presence on a mainstream platform challenged perceptions and expanded what inclusion can look like in real-world spaces.

I



Independence

Moving beyond structured support, she demonstrated the ability to think, articulate, and perform in an environment that demanded self-reliance and initiative.

R



Resilience

Every stage of her journey, from hesitation to self-assurance, was built on perseverance, adaptability, and the courage to step beyond comfort zones.

Her story is not just about personal achievement. It is a powerful example of how the right support system can enable students to bridge the gap between a specialised learning environment and the wider world, equipped to participate, contribute, and belong.

Mpower

A Decade of Championing Mental Well-being

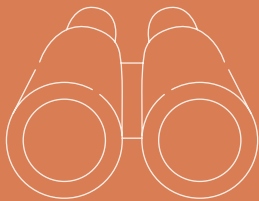
Now in its 10th year, Mpower, an initiative by ABET, remains committed to reshaping India's mental health landscape by building a culture rooted in empathy, awareness, access, and inclusion. Reaching individuals, families, schools, communities, and institutions, Mpower offers an integrated range of support systems that include awareness programmes, capacity-building initiatives, helplines, educational outreach, community interventions, and clinical care.

Each programme works to deepen understanding, build resilience and make mental health a natural part of homes, schools and workplaces, meeting people at every stage of need and treating well-being as part of everyday life.

As one of India's few organisations spanning the full continuum of care, from prevention to treatment, Mpower is making well-being more accessible and openly discussed, challenging stigma and building a society where seeking help is seen as a strength.

Our Vision

A stigma-free world where individuals with mental health concerns can lead meaningful and productive lives with respect and dignity.



Our Mission

Mpower strives to change public perception by creating awareness, fostering education, advocating prevention and providing world-class holistic mental health services, regardless of age, gender, and socio-economic boundaries.



From the Leadership's Desk



Amit Gupta
CFO - ABET
Head - Operations,
Mpower



Melwyn Sequeira
Vice President -
Partnerships &
Programs

At Mpower, we have always believed that mental health must be an essential part of how we care for ourselves, our families and our communities. What began as a commitment to make mental healthcare more accessible and accepted has grown into a movement that is changing conversations, challenging stigma and creating pathways to support across India.

The year 2025-26 marked an important chapter in this journey. As awareness around mental health continued to grow, so did our responsibility to ensure that support reached people where they were. Guided by this purpose, we expanded our initiatives, deepened partnerships and strengthened our impact across communities, institutions and care settings.

At the heart of our work were the individuals and families who placed their trust in us. Through our Centres and Foundation initiatives, thousands accessed professional, compassionate and evidence-based mental healthcare. Behind every consultation was a story of courage, of someone taking the first step towards healing, a family finding understanding, or a community becoming more open to mental well-being.

Youth remained a key focus area. Across schools and colleges, we worked to make mental health support a natural part of the educational experience. Through campus mental health cells, peer-led engagement and awareness programmes, we helped create environments where students felt seen, heard and supported. The COPE initiative expanded to 98 colleges, reaching more than 80,000 students and contributing to healthier campus communities.

We also continued to strengthen public-private partnerships. Project Mann reached more than 1,68,000 CISF personnel across airport and non-airport locations, improving awareness and access to support. The reported 40% reduction in suicide rates among CISF personnel reflected the value of sustained, institutionally integrated mental health interventions. Through Project Saksham, we strengthened trauma-informed counselling within police stations, making mental healthcare more accessible within the justice response system.

As our work expanded, so did our focus on outcomes. Using tools such as the Health of the Nation Outcome Scales, we assessed therapeutic progress across symptoms, behaviour, impairment and social functioning. Clients showed meaningful improvement, with three of four domains recording more than 68% improvement.

Our helplines and TeleMANAS services continued to offer timely first-line support, with TeleMANAS receiving more than 36,000 calls during the year. We also advanced conversations around mental well-being in sports through AMP by Mpower.

As we reflect on the year, what inspires us most is the growing trust in mental healthcare. During the year, 93% of clients indicated that counselling helped them progress towards their mental health goals, while 8 out of 10 clients said they were likely to recommend Mpower's services to others.

Our journey continues with the same purpose: to make support available, dignified and compassionate, so that no one has to face their struggles alone.



Reaching Minds, Transforming Lives.

35,31,099

Lives impacted

8,94,056

Nationwide community outreach

43,315

Helpline

7,375

Minds matter

80,000

COPE

Clinical Services

22,040

Clinical centre sessions

4,910

Clinical cells

13,168

Foundation sessions

143

Sports psychology

13,667

Campus cells sessions

Public Private Partnerships

8,79,925

Samvedna

74,904

Mann

36,054

TeleMANAS

5,044

Saksham

1,491

Masoom

Clinical Services

Mental health has become a critical public health and development priority in India, with evidence pointing to a high burden of illness and a wide care gap. Nearly 80-85% of people living with mental illness remain outside the formal healthcare system, while more than 85% of those with common mental disorders do not receive timely support. Stigma, low awareness, delayed help-seeking and limited access worsen the challenge. With nearly 60% of cases now seen among people below the age of 35, early awareness, counselling, clinical care and digital support are essential.



Services Delivered through Clinical Programmes	Primary Beneficiary Group
Centres	Individuals with the financial means to access professional mental health support
Foundation	People from economically weaker and underserved communities requiring mental health care
Campus Cells	Students and members of colleges and universities with access to on-campus clinical mental health services

Mpower Centres

Mpower's clinical centres are designed to make mental health support empathetic, individualised and within reach. Bringing together psychiatry, counselling and allied therapeutic services in one integrated setting, the centres provide care through a collaborative team of specialists. Their approach goes beyond addressing immediate concerns, guiding each individual towards deeper self-understanding, emotional recovery and the strength to navigate life with greater confidence.

Presence across Key Cities

Mpower brings professional mental health care closer to diverse communities through its centres across Mumbai, Delhi, Kolkata, Pune and Bengaluru.

Care in Familiar Languages

Services are offered in languages that individuals are most comfortable expressing themselves in, including English, Hindi, Marathi, Bengali, Kannada, Gujarati and Odia. This enables more open, familiar and meaningful conversations.

Support across Life Stages

The centres are designed to support children, adolescents, adults and older individuals with care that is sensitive to age, context and personal need.

Well-trained, Experienced, Skill-based Focus

Through trained clinicians and therapists, Mpower offers more than professional guidance. It creates a human connection rooted in trust, dignity and understanding.

22,040

Therapy and clinical sessions delivered

4,345

Individuals supported through the centres

4.5/5

Average feedback score



Outcomes Achieved

Tracking Impact through HoNOS Assessment

To assess progress in a structured and evidence-led manner, Mpower uses the Health of the Nation Outcome Scales (HoNOS). This clinically recognised assessment framework helps track changes in emotional symptoms, behaviour, functional ability and social participation, enabling a clearer understanding of each individual's therapeutic journey.

HoNOS: Improvement in Scores

Category	N	Behavioural	Social	Symptoms	Impairment
Child 1 to 3 months	61	0.25%	8%	13%	13%
Child 1 to 6 months	40	15%	23%	6%	21%
Adult 1 to 3 months	188	43%	40%	32%	59%
Adult 1 to 6 months	128	58%	57%	46%	69%

N: number of respondents



Mpower: The Foundation

Mpower Foundation is dedicated to bringing quality mental health care within reach of communities that have historically had limited access to such support.

Affordable Support for Underserved Groups

Through highly subsidised psychiatric consultations, individual therapy and allied interventions, the Foundation helps close a vital care gap for people facing economic, social or systemic barriers. Its work is guided by the belief that emotional well-being should not be restricted by one's financial circumstances or social background.

ONE

Centres Serving Diverse Communities

With centres located in Tardeo, Virar and Kota, Mpower Foundation serves a broad and diverse population that may otherwise struggle to access timely and dependable mental health services.

TWO

Inclusion, Dignity and Equity

By offering affordable, compassionate and effective care, the Foundation advances Mpower's larger commitment to inclusion and equity in mental health. It ensures that vulnerable individuals and families are supported with dignity, sensitivity and professional care.

THREE

13,168

Subsidised sessions delivered

1,344

Individuals supported through Foundation services

4.5/5

Average feedback score

10 Sessions Annually

Average therapy adherence



Mpower Youthopia: 7,000+ Young Minds at India's Biggest Celebration of Youth Mental Well-being

Mpower Youthopia reimagined how young people engage with mental health. Organised by Mpower, Aditya Birla Education Trust's mental health initiative, the festival was designed as a youth-led movement to make mental well-being open, relatable and stigma-free. Held over two days in December 2025, it brought together more than 7,000 students from over 50 colleges across Mumbai and neighbouring regions.

Anchored in the thought of Unplug, Unleash and Unmind, Youthopia encouraged students to pause, reflect and connect with themselves and their peers. More than 38 curated activities, including experiential zones, workshops, art platforms, performances and intercollegiate competitions, made mental health conversations accessible and engaging for young audiences.

A key highlight was the Mood Parade at B. K. Birla College, Kalyan, which received an Official World Record for the largest student-led Mood Parade. More than 900 students

expressed 12 identified emotions, turning emotional expression into a public and celebratory act.

By blending education, creativity and entertainment, Youthopia moved mental health beyond conventional awareness sessions and into youth culture, creating a safe space for students to feel seen, heard and understood.

A Global Platform for Mental Health Thought Leadership Mpowering Minds Summit 2026

The second edition of the Mpowering Minds Summit reinforced Mpower's role as a leading voice in India's mental health movement. Focused on women's mental health, the national forum placed women's psychological well-being at the centre of India's journey towards a Viksit Bharat, recognising that national progress is closely linked to the emotional health of women across families, workplaces and communities.

Led by Mrs. Neerja Birla, the summit brought together eminent voices from policy, psychiatry, philanthropy, public health, lived experience, sport, business and advocacy.



Anchored in the pillars of Acceptance, Action and Advocacy, the forum moved beyond awareness to examine practical pathways for stronger support systems, institutional accountability and gender-responsive mental healthcare.

The discussions addressed women's mental health across life stages, from intergenerational trauma, maternal mental health and reproductive well-being to workplace burnout, leadership pressures and adolescent mental health. Contributions from clinicians, researchers, policymakers and changemakers helped deepen the conversation around early intervention, inclusive care and psychological safety.

By convening diverse leaders and lived experiences on one platform, the summit strengthened national momentum towards making women's mental health a shared social, institutional and policy priority.

Cycling towards Better Mental Health Ride to Mpower Cyclothon

Ride to Mpower has grown from a public awareness initiative into one of India's most visible community movements for mental health. Built on a six-year legacy, the 2025 edition marked its highest-ever participation, bringing together more than 5,000 cyclists across Mumbai in a powerful expression of collective support for mental well-being.

Organised in November 2025 by Aditya Birla Education Trust through Mpower, the Mumbai Cyclothon took mental health conversations beyond formal spaces and into the public sphere. Students, families, professionals, fitness enthusiasts and community members came together with a shared purpose: to make mental well-being more open, relatable and accepted.

The ride celebrated the deep connection between movement, emotional balance and social belonging. For participants, cycling became more than physical activity. It became an act of solidarity, helping reduce hesitation around mental health conversations and encouraging people to view well-being as part of everyday life.

By combining fitness, advocacy and community participation, Ride to Mpower helped normalise conversations around mental health and inspire healthier lifestyle choices. The initiative reflected ABET's holistic vision of well-being, where physical health, emotional strength and collective action come together to create meaningful social impact.



Bringing Global Expertise to India with DBT

Mpower, an initiative of Aditya Birla Education Trust, advanced its vision of bringing globally benchmarked mental healthcare to India through a strategic partnership with the Behavioral Tech Institute. The collaboration introduced a structured Dialectical Behaviour Therapy programme in India, marking an important step towards strengthening specialised care for individuals at risk of suicide, self-harm and severe emotional distress.

Supported by Marsh India as part of its CSR commitment, the programme began in Mumbai with the first cohort of clinicians from leading public and private institutions, including NIMHANS, Punjab Health Ministry, Sion Hospital, Nair Hospital, KEM Hospital, Thane Regional Mental Hospital, Mindset Wellness and Masina Hospital. Unlike one-time training models, the programme follows a year-long capability-building approach, combining foundational and advanced modules, case-based consultation, team learning and real-world clinical application.

DBT is globally recognised for its effectiveness in reducing suicide attempts, self-harm behaviours and psychiatric hospitalisations. Its introduction comes at a critical time, as India reports over 1,70,000 suicide deaths annually, with nearly 35 to 40% among young people aged 15 to 29.

Over the next five years, Mpower aims to build a strong network of DBT-trained clinicians and support the adoption of structured protocols across healthcare institutions, improving access to evidence-based care for high-risk individuals.

Mpowered Voices: A Safe Space for Stories that Matter

Mpowered Voices, a mental health awareness initiative under Mpower's Volunteering arm, offers a safe, judgment-free space for people to share their personal mental health journeys and stories of resilience, helping break deep-rooted stigma in India. Part of a broader volunteering effort spanning mental health, inclusive education, and mental hygiene, the initiative has brought together men, women, young adults, and children to share their experiences of distress and recovery, normalising conversations around mental health within the community.

To date, 8 sessions have been conducted, engaging 350 participants and 80+ speakers.

Mpowered Voices has fostered empathy, reduced stigma, and encouraged meaningful dialogue.



Celebrating a Decade of Mental Health Advocacy at the Tata Mumbai Marathon

At the Tata Mumbai Marathon, Mpower championed the cause of mental health awareness with employees, volunteers, and students coming together to run for a meaningful purpose. With enthusiastic participation from our team across race categories, the initiative highlighted the importance of recognising mental wellbeing as an essential part of overall health. Through this platform, our message on mental health reached over 70,000 participants, encouraging communities to break stigma and speak more openly about seeking support.



Case study



Disclaimer: The image used is for representational purposes only. It does not depict the actual individual featured in the case study.

Learning to See Herself Clearly

Arriving with Self-doubt and Distress

At 23, M.J. came to Mpower Foundation, Tardeo, with low mood, harsh self-criticism, emotional outbursts and withdrawal from close relationships. Academic pressure felt overwhelming, and passive suicidal thoughts had begun to surface. Therapy became a safe space for her to examine the way she saw herself and begin changing that inner narrative.

A Diagnosis that Reframed the Struggle

M.J. began therapy in January 2025 with clinical psychologist Sareena Daredia, alongside psychiatric care from Dr. Aditya Anvekar. During the process, a psychological assessment revealed undiagnosed Attention Deficit Disorder. This helped her understand that years of inconsistency, poor focus and self-blame were not personal failures but concerns that could be addressed with the right care and treatment.

Progress through Integrated Care

With therapy and medication, M.J. reported improved focus, fewer episodes of emotional distress, healthier relationship boundaries and more balanced self-talk. Her self-esteem improved, and she began feeling more stable, aware and equipped to face challenges.

From Self-blame to Self-understanding

Today, M.J. continues on maintenance therapy, reflecting her progress and commitment to well-being. Her journey shows how compassionate, non-judgmental and integrated care can help a person move from emotional distress towards self-understanding, confidence and resilience.

Mpower Campus Cells

Mpower's Campus Cells operate across six institutions, including BITS Pilani, BITS Mumbai, BITS Goa, BITS Hyderabad, B.K. Birla College and JECRC University. Embedded within academic environments, they provide mental health screenings, individual counselling, teacher training and structured awareness initiatives. By making support available on campus, these cells encourage early help-seeking, strengthen peer networks and create safer spaces for emotional expression. Their work supports students and staff in managing academic pressure, improving emotional regulation and building healthier, more responsive campus communities centred on well-being.

6 Campuses

Mental health support embedded within academic spaces

31,000+

Students having access through on-campus access to mental health services

13,667

Sessions delivered through campus-based interventions

1,882

Students provided direct mental health care during the year

Prominent Emotional Health Concerns among Students

- Anxiety and Stress
- Depression and Suicidal Ideation
- Relationship Issues
- Identity Issues
- Family Concerns
- Insomnia

Self-reported Progress from the Beneficiaries

- 77% of students rated the impact of the intervention as moderate or higher
- 35% of students described the impact as major or life-changing
- 54% of students reported good progress or better through therapy
- 56% of students engaged in 10 or more therapy sessions
- 70% of students said they would have disengaged without access to free on-campus services



Mpower Clinical Cells

Mpower Clinical Cells expand mental health access through partnerships with schools, colleges, NGOs and corporates, delivering doorstep support, strengthening satisfaction, and improving strategies to deepen reach, engagement and impact.

33 Cells

Care points created across partner ecosystems

1,211

Individuals supported through mental health services

4,910

Sessions delivered through the cells



Self-reported Progress from the Beneficiaries

An overwhelming 93% of clients, or their guardians in the case of children, reported that counselling services significantly supported their progress towards achieving their mental health goals.

Additionally, 8 out of 10 clients expressed a strong likelihood of recommending Mpower's counselling services to others in their community, reflecting high levels of satisfaction and trust.

Helpline

A Voice of Care, Available Anytime

For many individuals, reaching out for mental health support is not easy. It may be held back by stigma, hesitation, fear of being judged or uncertainty about whether their concerns will remain confidential. Recognising this gap, Mpower launched India's first dedicated mental health helpline, creating a safe, private and compassionate space for people to seek immediate support.

Key Features of the Helpline



24x7 support



Pan-India availability



Support in English, Hindi and Marathi



Care for youth and adults



Operated by trained psychologists and counsellors

By offering timely care without barriers of location, cost or hesitation, the helpline continues to serve as an important bridge between emotional need and professional psychological support.

43,315

Total calls received

17,827

Unique callers

2,921

Distress calls identified

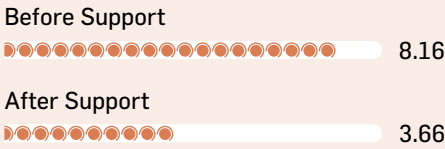
96%

Distress cases improved



Key Outcome

Counselling interventions resulted in a significant reduction in distress levels.



55.1% Reduction in Distress

Outcomes Achieved

The counselling intervention led to a significant immediate reduction in client distress. Average distress scores declined from 8.16 before counselling to 3.66 after counselling, reflecting a 4.50-point reduction, or 55.1%, on a 10-point scale. This demonstrates a strong positive impact on clients' emotional well-being.

Training the Mind to Perform

AMP by Mpower, the sports psychology arm of Mpower, is designed to support athletes in both performance and emotional well-being. Built around the connection between Athlete, Mind and Performance, it recognises that excellence in sport depends not only on physical strength, but also on focus, confidence, resilience and mental readiness.

Personalised Support for Sporting Excellence

Through a holistic and multidisciplinary approach, AMP helps athletes manage anxiety, strengthen motivation, improve concentration and build mental toughness. Its services include individual counselling, team consultations, assessments, performance profiling, well-being support, workshops and helpline assistance for athletes across levels, from recreational players to elite performers.

Building Support beyond the Field

AMP also works with coaches, parents and teams to create a more aware and responsive sporting ecosystem. By combining psychological expertise with compassionate care, it helps athletes handle pressure, recover from setbacks and grow with greater confidence.

4 Sessions Average Therapy

Commitment achieved

20

Sports psychology awareness workshops conducted

703

Workshop participants reached

143

Counselling sessions delivered

35

Athletes supported through counselling

150+

Coaches and parents covered

4.6/5

Average feedback score

Awareness and Outreach

School Outreach Programme

Mpower's School Outreach Programme equips students with the skills and knowledge needed to navigate social, emotional and behavioural challenges. Through standalone Mental Fitness sessions and a structured Mental Fitness Series, the programme promotes resilience, emotional well-being, healthy decision-making and help-seeking behaviours among children and adolescents.

Programme Reach

486

Schools covered through Mental Fitness sessions

60,000

Students reached through Mental Fitness Series

1,34,115

Students reached through Mental Fitness sessions

74

Schools covered through Mental Fitness Series

Mental Fitness Series: Awareness and Behavioural Outcomes

Grade	Theme	Awareness Shift	Behavioural Change
5	Navigating Peer Pressure	+30% recognition of peer pressure and bullying +46% understanding of bullying dynamics	+36% confidence to resist peer pressure +27% willingness to seek support
6	Embracing Body Positivity	+40% body confidence awareness +33% understanding of social media influence	+35% emotional regulation +30% adoption of self-care behaviours
7	Practicing Digital Wellbeing	+38% awareness of screen-time impact +39% commitment to reducing problematic internet use	+38% ability to set digital boundaries +38% increase in taking screen breaks
8	Building Resilience	+36% understanding of resilience +30% understanding of coping strategies	+32% help-seeking ability +36% confidence to overcome adversity
9	Regulating Stress and Emotion	+22% emotional literacy +24% stress-management awareness	+22% emotional expression +29% emotional regulation in practice
10	Self-Regulation	+6% decision-making self-awareness +14% thoughtful life-choice awareness	+17% reflective thinking +5% emotional self-regulation

Key Outcome

The Mental Fitness Series translated awareness into action, with students reporting measurable improvements in resilience, emotional regulation, help-seeking behaviour, healthy digital habits, body confidence and decision-making skills.

Nationwide Community Outreach Programme

The outreach and awareness programme was implemented across 13 states with the objective of strengthening mental health literacy and encouraging help-seeking behaviour among rural community members. The programme used a structured pre-test and post-test design administered during community-level sessions.

13

States covered

25.5%

Composite literacy and help-seeking score (pre-test)

8,94,056

Total direct beneficiary reach (cumulative)

57.0%

Composite literacy and help-seeking score (post-test)

67,580

Total beneficiaries with digitised impact data (7.6% of reach)

+31.5% Points

Net gain

6,758

Pre/post survey respondents (N) (10% sample of digitised data, per programme protocol)



Key Outcome

The sessions demonstrated a clear and measurable improvement in mental health literacy and help-seeking intent across all reporting states. The composite score across the three assessed indicators increased from 25.5% in the pre-test to 57.0% in the post-test, reflecting a gain of 31.5 points and more than doubling participant understanding after the intervention. The strongest improvement was seen in awareness of the difference between a psychiatrist and a psychologist, which rose from 27.0% to 66.2%, a gain of 39.2 percentage points. Conceptual understanding of mental health improved from 22.7% to 51.3%, while help-seeking intent increased from 26.9% to 53.6%. These outcomes indicate that the sessions were effective in addressing common knowledge gaps, improving clarity around mental health support systems and encouraging participants to seek appropriate help when emotionally or mentally impacted.

COPE: Counselling and Outreach for Peer Empowerment

Mental health concerns are rising across India's college campuses, while stigma and limited access continue to restrict help-seeking. Mpower's COPE initiative addresses this gap by embedding peer-led mental health clubs within colleges. These clubs create safe spaces for open dialogue, emotional support, expert-led workshops and structured interventions, encouraging students to build awareness, connect with peers and seek timely help.

98

Total number of active colleges

80,000

Total beneficiaries impacted

1,278

Student first aiders



A Measurable Shift in Campus Mental Health

Improved awareness

77% of students reported better ability to identify signs of mental distress, while 76% felt reduced stigma around mental health.

Stronger help-seeking

78% of students felt more comfortable accessing campus support, and 29% of surveyed students had already accessed professional mental health services.

Healthier campus culture

77% of students felt their college had become more mental health-friendly, with faculty and staff showing greater sensitivity.

Peer support strengthened

81% of Peer First Aiders felt more confident identifying at-risk peers, and 82% felt prepared to provide immediate psychological first aid.

Minds Matter

Minds Matter is strengthening the way schools understand, support and respond to student well-being. Designed for students from Grades 1 to 12 and anchored in WHO's Mental Health Framework for Schools, and aligned with India's Mental Healthcare Act, 2017, National Education Policy (NEP) 2020, and CBSE and NCERT mental health advisories, the programme goes beyond classroom awareness to build social and emotional capabilities across the school ecosystem. Through its structured five-module curriculum, it helps students develop self-awareness, emotional regulation, empathy, relationship skills and responsible decision-making, while also enabling teachers, parents and school leaders to create safer, more responsive and emotionally supportive learning environments.

During the year, the programme's impact was assessed through a comprehensive baseline and endline evaluation across key stakeholder groups. The study covered 7,375 respondents, including school leadership, parents, teachers and students, making it a wide-ranging assessment of both student outcomes and institutional readiness. In addition, the Strengths and Difficulties Questionnaire was administered across five schools in four states, covering 4,042 students and providing a clearer view of changes in student mental health and psychosocial functioning.



7,375

Respondents covered across stakeholder groups

4,042

Students assessed through SDQ

5

Schools covered across 4 states

24.6%

Reduction in high-risk student mental health cases

46.6%

Increase in students reporting no difficulties

4.2%

Reduction in mean total difficulties score

The outcomes reflect meaningful progress where it matters most. The reduction in high-risk student cases indicates improved early identification and support, while the rise in students reporting no difficulties points to healthier emotional and behavioural functioning. Together, these results show that Minds Matter is not only improving awareness but also contributing to measurable shifts in student well-being and building school environments that are better equipped to support mental health.

Mpower’s Public-Private Partnerships in Action

Mpower's flagship programmes are thoughtfully designed to address the unique mental health needs of varied communities, from rural populations to specialised groups such as law enforcement personnel, child care institutes, municipal schools and other underserved segments. Through these partnerships, Mpower is expanding access to care, deepening awareness and creating meaningful impact across diverse social settings.

Mpower x British Asian Trust (BAT)

Mpower, in collaboration with the British Asian Trust, launched a community mental health initiative in Gaya and Darbhanga, Bihar. The programme strengthens mental health support for children and adolescents by training teachers, ASHA workers and NGO staff to identify psychological distress early, build awareness and enable timely access to psychosocial and clinical care through government referral systems.

Mpower x Axis Bank: Project Masoom

Mpower, in collaboration with Axis Bank, continues to expand Project Masoom across Maharashtra. The programme supports children in child care institutions by enabling early identification of mental health concerns, providing trauma-informed counselling, training caregivers, and creating safe, nurturing environments for long-term emotional well-being. It currently reaches 120 child care institutions across the state.

State-wise Reach

State	Workshops	Participants	Screened	% Screened	Impairment
Maharashtra	17,179	8,48,067	3,64,947	43%	13%
Punjab	231	9,013	4,278	47%	21%
Gujarat	219	6,380	3,035	47%	59%
Andhra Pradesh	552	16,465	5,287	32%	69%

Early Identification and Referral

The programme strengthened last-mile linkage to District Mental Health Programme services across Maharashtra, Andhra Pradesh, Punjab and Gujarat. All 5,223 at-risk individuals identified through screenings were referred to DMHP, with 1,784 individuals seeking help, reflecting the role of awareness, screening and referral in improving access to care.



Project Samvedna: Taking Mental Health Care to Rural Communities

Project Samvedna strengthens mental health access in rural communities by supporting the District Mental Health Programme (DMHP) through partnerships with 40 primary health centres across Maharashtra, Punjab, Gujarat and Andhra Pradesh. The initiative focuses on increasing awareness, enabling early identification of mental health concerns and connecting individuals to timely care through existing public health systems.

Through awareness sessions, screening activities and referral support, Project Samvedna helps reduce stigma, promote help-seeking behaviour and improve access to mental health services among underserved populations.

18,181

Total number of awareness workshops

8,79,925

Total number of workshop participants

3,77,547

Number of workshop participants screened

1,784

Individuals seeking help at the DMHP



Strengthening Awareness and Help-Seeking

The programme demonstrated measurable improvements in mental health literacy and willingness to seek support following awareness sessions.

State	Increase in Mental Health Literacy	Improvement in Willingness to Seek Help
Maharashtra	23%	17%
Punjab	28%	26%
Andhra Pradesh	88%	23%
Gujarat	53%	97%



Project Saksham: Trauma-informed Support within the Justice System

Project Saksham addresses the critical need for mental health support within the criminal justice system by offering trauma-informed counselling to survivors of abuse, violence, rape and sexual offences, as well as to alleged offenders and perpetrators of crime. Operational across 100% of police stations in Mumbai and Thane, the initiative creates a system-wide support mechanism for individuals navigating deeply distressing legal and emotional circumstances. Building on its earlier engagement with Mumbai Police's Nirbhaya Pathak, Saksham provides targeted counselling to strengthen emotional resilience, improve coping mechanisms and support psychological recovery. As cases related to sexual harassment, molestation and trafficking continue to surface, the project has expanded its reach through thousands of counselling sessions, addressing concerns such as anxiety, depression and substance use, particularly among justice seekers from lower-income communities.

72

Workshops sensitisation sessions conducted with Mumbai Police

5,044

Participants reached through police sensitisation workshops

3,267

Counselling sessions delivered within police stations

2,552

Individuals supported through counselling

125

Counselling sessions conducted for NSG personnel

96

NSG personnel helped through counselling

23% of police-registered cases moved beyond legal response to receive counselling support, enabling a more compassionate support system.



Project Mann: Strengthening Mental Resilience among CISF Personnel

Project Mann continues to advance mental health support for CISF personnel and their families, recognising the distinctive pressures faced by those responsible for protecting critical infrastructure across the country. The initiative provides a comprehensive care framework that combines mental health literacy workshops, First Aider capacity building, structured screenings, tele-counselling through a 24x7 helpline and in-person counselling sessions. By making support both preventive and responsive, Project Mann helps personnel identify distress early, manage stress more effectively and build healthier coping mechanisms. Its targeted interventions are contributing to stronger emotional resilience, improved well-being and greater preparedness among CISF personnel, enabling them to perform demanding duties with confidence, stability and support.

1,68,000

Personnel covered across airport and non-airport site

1,922

Awareness workshops conducted across airport and non-airport locations

74,904

Participants reached through awareness workshops

25,374

Personnel screened for mental health needs



The programme moved mental health support from awareness to action by equipping 2,774 managerial personnel to recognise distress, respond with confidence and support crisis situations. Improved first-response skills, stronger suicide warning-sign recognition and WHO-aligned training are helping build a safer, more responsive support system from within.

Outcome Achieved

MHCP Training

- 1,657 managerial personnel trained as Mental Health Champions, strengthening their ability to identify distress and offer timely first-level support
- 32% improvement recorded in knowledge and confidence related to critical first response skills
- 57% improvement achieved in factual knowledge, helping address myths and misconceptions around mental health
- 8% improvement observed in understanding the harmful impact of judgmental attitudes

Suicide Prevention Training

- 1,117 managerial personnel trained in suicide prevention, building preparedness to respond to high-risk situations
- 21% improvement recorded in recognising suicide warning signs
- 22% improvement achieved in confidence to hold suicide-related conversations
- 11% improvement observed in practical crisis management skills
- 100% alignment with the WHO LIVE LIFE framework, strengthening the quality, relevance and credibility of the suicide prevention training



Project Masoom: Healing Support for Children in Institutional Care

Project Masoom focuses on strengthening mental health support for children living in Maharashtra's Child Care Institutions, many of whom carry the emotional impact of trauma, neglect and disrupted childhood experiences. Building on the foundation created in earlier years, the initiative continues to provide immediate trauma relief, counselling and emotional support to help children process difficult experiences in a safe and sensitive manner. Through its interventions, Project Masoom seeks to nurture emotional stability, resilience and healthier developmental outcomes for children in institutional care. Mpower, in partnership with the Government of Maharashtra, remains committed to transforming mental health support within CCIs, ensuring that vulnerable children receive timely, compassionate and professional care.

30

Child care institutions covered

1,491

Children reached through the programme

1,225

Children provided immediate trauma counselling

1,149

Screenings conducted to identify mental health needs

835

Children identified at risk

437

Children identified at extreme risk (more than 5 disorders)

Outcome Achieved

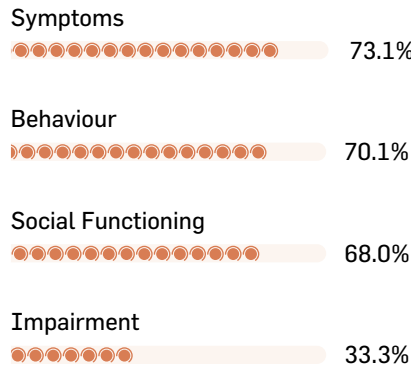
Measuring Therapeutic Progress through HoNOS

To assess therapeutic outcomes in a structured and evidence-based manner, the programme uses the Health of the Nation Outcome Scales (HoNOS), a clinically recognised framework that measures changes in behaviour, impairment, symptoms and social functioning over time. A total of 673 children receiving repeat therapeutic interventions were assessed using the HoNOS tool. The assessed population

was predominantly between 11 and 17 years of age, with a near-equal gender distribution (332 male, 337 female and 4 identifying as other).

The assessment findings indicate consistent reductions in severity across all four domains, demonstrating meaningful improvements in mental health and psychosocial functioning over the course of intervention.

HoNOS Domain





Project TeleMANAS: A Gateway to Timely Mental Health Support

Project TeleMANAS provides immediate, confidential mental health support through a toll-free helpline, especially for remote and underserved communities. Serving mainly individuals aged 18-40, including many young adults, it addresses anxiety, depression, stress and relationship concerns, while connecting callers to formal government mental health services when needed.



36,054

Total calls received through the helpline

15,154

Unique phone numbers distinct callers connected to support

Mood-related concerns, sadness, stress and anxiety emerged as the leading complaints, offering a clear view of the mental health burden and guiding clinical planning for targeted care.

Impact Story

Grief Has No Map

A woman in her late twenties from Pune reached out to the helpline while navigating bereavement and a difficult life transition. Soon after losing someone close, she had to relocate to a new city, away from the familiarity of home and the support systems she had known. Grief, displacement and adjustment began to affect her work, relationships and daily

routine. She felt disoriented and unable to understand why moving forward felt so difficult. At the time of the call, her distress score was 10 out of 10. The counsellor first created space for her grief, validating the depth of her loss instead of treating it only as an adjustment concern. Emotional support was combined with practical problem-solving to

help her begin settling into her new environment. By the end of the call, her distress score reduced from 10 to 4, reflecting a 60% reduction and a clearer path forward.

Rewards and Recognitions

Impact Story

The Weight of Everything: When One Call Became a Turning Point

A young man in his early twenties from Satara reached out to the Mpower Helpline while experiencing severe emotional distress, long-standing depression and suicidal thoughts. Years of low energy, loss of interest, disturbed sleep and emotional heaviness had been intensified by career pressure, family conflict and

strain in a personal relationship. At the time of the call, his distress score was 8 out of 10, placing him in a high-risk category. Recognising the urgency, the counsellor offered calm and compassionate crisis support. A collaborative safety plan was created, helping him feel heard, involved and anchored in the

moment. Coping strategies were introduced, and an emergency referral to a government hospital and psychiatrist was advised for continued care. By the end of the call, his distress score had reduced from 8 to 2, reflecting a 75% reduction and a meaningful shift from crisis towards safety.



BW Well-being Award for 2025 for the Best Well-being and Wellness Organisation of the Year



ET Rajasthan Business Awards 2025 for CSR Initiative of the Year



CSR Times Award 2025 for the Special Category for Armed Forces



ET Maharashtra Business Awards 2026

Aditya Birla Education Academy

Elevating Educators. Enriching Learning.

Aditya Birla Education Academy is the learning and development arm of the Aditya Birla Education Trust, committed to strengthening the education ecosystem by building educator capacity, fostering leadership excellence, and driving innovation in teaching and learning. Through high-quality professional development programmes, strategic collaborations, and system-level interventions, ABEA continues to empower educators and institutions to create meaningful and lasting educational impact.



Program Director's Message



Progress in education begins with empowered educators and evolves through continuous learning.

Prodipta Hore
Program Director, ABEA

At Aditya Birla Education Academy, this belief continues to guide our efforts as we work towards strengthening educator capability and enabling meaningful, future-ready learning environments.

In an increasingly dynamic and interconnected world, the role of education continues to evolve beyond the transmission of knowledge to the development of critical thinking, adaptability, and lifelong learning. At the heart of this transformation lies the educator whose ability to continuously learn, unlearn, and innovate determines the quality and relevance of learning experiences for students.

2025-26 has been a year of significant scale, deeper engagement, and expanding impact. We strengthened our national outreach through our in-service training programmes, engaging approximately 8,000 educators across India. With a focused emphasis on Artificial Intelligence in education, our programmes enabled teachers to integrate emerging technologies into classroom practice, while also supporting them in meeting CBSE's professional development requirements.

A key highlight of the year has been our growing role at a systemic level. Our collaboration with the Gujarat State Government under the Schools of Excellence initiative enabled us to contribute to the development of Mathematics and Science curricula, directly benefiting 21,745 students across 75 schools while strengthening teaching practices, curriculum implementation, and classroom effectiveness across participating schools.

We have also continued to invest in leadership and institutional capacity building, engaging with 150 school leaders across the country. Our ongoing work with Aditya Birla Public Schools (ABPS), now in its fifth year, has further strengthened our approach through a cascade model, enabling trained educators to extend learning within their own institutions and communities.

Our flagship Post Graduate Diploma in Global Education (PGDGE) programme continued to witness encouraging participation, with 60 educators enrolling during the year. The programme continues to equip educators with contemporary pedagogical knowledge, leadership capabilities, and future-ready teaching practices

that empower them to create meaningful impact within their classrooms and institutions.

We also expanded our portfolio with the launch of our Early Childhood Education initiatives, reflecting our commitment to strengthening foundational learning. During the year, the Diploma in Early Childhood Education was announced, alongside programmes focused on curriculum, assessments, and classroom practices, enabling educators to build strong foundations for quality teaching and learning across diverse educational settings.

Strategic collaborations have further enhanced our capabilities. Our partnership with Google for Education, together with our team members becoming Google for Education Certified Trainers, marks a significant step towards strengthening our digital capability and promoting the effective integration of digital tools in teaching and learning. This milestone reinforces our commitment to supporting educators with innovative technologies that enhance classroom engagement and future-ready learning experiences and a technology-enabled learning ecosystem.

As we look ahead, our focus remains on scaling with intent and strengthening our global outlook. The introduction of an additional certificate course for PGDGE participants in collaboration with the Renzulli Center for Creativity, Gifted Education, and Talent Development, University of Connecticut, USA, will further enrich the programme through globally recognised learning opportunities and international academic perspectives.

I extend my sincere appreciation to our educators, partners, and stakeholders for their continued trust and collaboration. Together, we will continue to build an education ecosystem that is adaptive, inclusive, and future-ready.

Warm regards,

Prodipta Hore
Program Director, ABEA

Key Numbers and Impact

13,200+

Total teachers trained in 2025-26

7

Number of programmes

5

Collaborations during the year

350+

Workshops conducted during the year

50+

Cities impacted during the year

950+

Total training hours

Locations



Ahmedabad



Hyderabad



Mumbai



Chennai



Raipur



Nashik



Goa



Gurgaon



Renukoot



Bangalore



Rawan



Veraval



Gandhinagar



Baikunth



Nagda



Navi Mumbai



Awards

The ET: Education Excellence Awards '25 (in CSR): Aditya Birla Education Academy



Transforming Teaching Practice: The ABEA Way

Leading Centre for Educator Development:

ABEA is a trusted institution for educator development in India, known for delivering high-quality programmes aligned with the evolving needs of teachers.

Supporting Career Advancement:

Each programme is carefully structured to support professional growth, enabling educators to build relevant skills and progress in their careers.

Expert-led Learning:

Courses are led by experienced educators with international exposure, offering diverse perspectives and introducing participants to modern teaching practices.

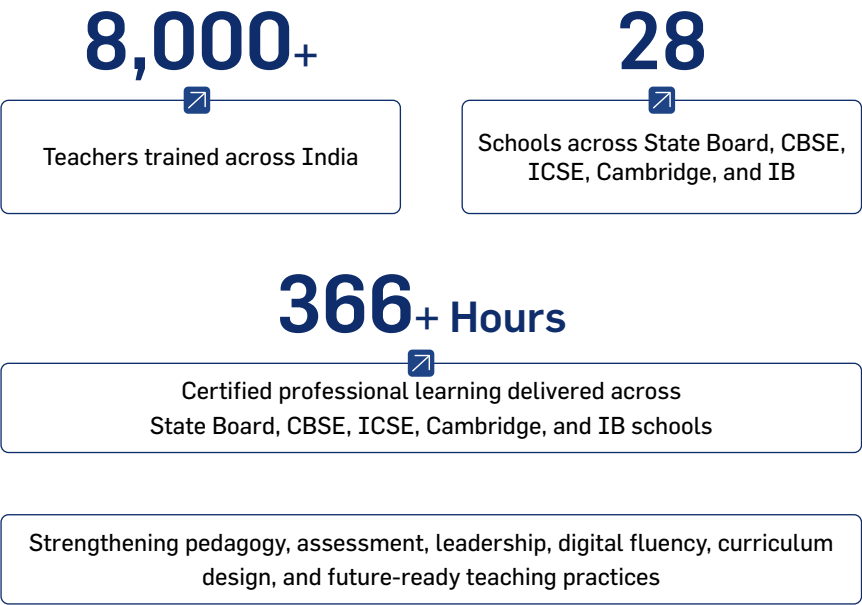
Equipping Educators for the Future:

ABEA promotes contemporary methodologies aligned with global advancements, preparing educators to effectively respond to evolving classroom needs and apply innovative approaches.

These figures reflect ABEA's strong focus on expanding teacher development across a wide scale. They also demonstrate its ability to reach a diverse community of educators through an extensive range of programmes and workshops designed to support continuous professional growth.

Strengthening Classroom Excellence: In-Service Teacher Training (INSET)

ABEA's In-Service Teacher Training (INSET) programmes empower educators and school leaders through customised professional development designed to address contemporary educational challenges. Built on research-driven pedagogy and practical classroom application, the programmes focus on strengthening instructional practices, assessment, leadership, digital fluency, inclusion, student well-being, and future-ready classroom practices. Through tailored learning experiences, ABEA supports schools in building educator capacity and driving sustained improvements in teaching and learning.



Capacity Building
Programme: Strengthening
Teaching Excellence
through Continuous
Professional Learning

ABEA's Capacity Building Programme is a year-long professional development initiative designed to strengthen teacher effectiveness, instructional excellence, and leadership capacity through sustained, curriculum-aligned learning. Delivered across partner institutions, the programme equipped educators with practical, future-ready teaching strategies while enhancing classroom practices, instructional leadership, and student learning outcomes.

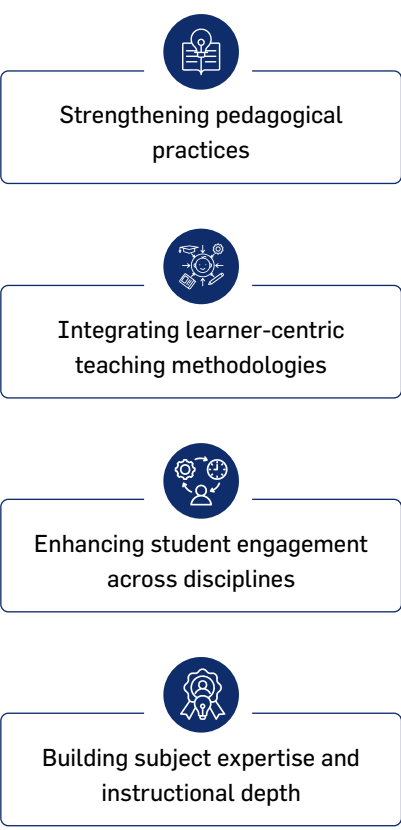
Throughout the year, participants engaged in professional learning focused on competency-based assessment, learner-centred pedagogy, STEM and STEAM education, instructional leadership, School Development Planning, and Train the Trainer (ToT), fostering continuous professional growth and a culture of excellence across participating institutions.

Programme Highlights:

- Competency-based Teaching and Assessment
- Subject-specific Pedagogical Development
- STEM and STEAM Education
- School Development Planning
- Train the Trainer (ToT)
- Instructional Leadership



Core Focus Areas:



Impact Outcomes

- 1

Strengthened teacher capability through sustained professional learning
- 2

Enhanced instructional practices and classroom effectiveness
- 3

Improved competency-based teaching and assessment practices
- 4

Developed teacher leadership through mentoring and Train the Trainer initiatives
- 5

Fostered a culture of continuous professional growth and school improvement

Professional Certificate Programmes:
Advancing Educator Excellence

ABEA's Professional Certificate Programmes are designed to strengthen educator and school leader capabilities across strategic leadership, curriculum design, assessment, and effective classroom practices. Through practical, future-focused learning experiences, these programmes equip participants with the knowledge, skills, and confidence to drive meaningful improvements in teaching, learning, and school effectiveness.



Core Focus Areas:

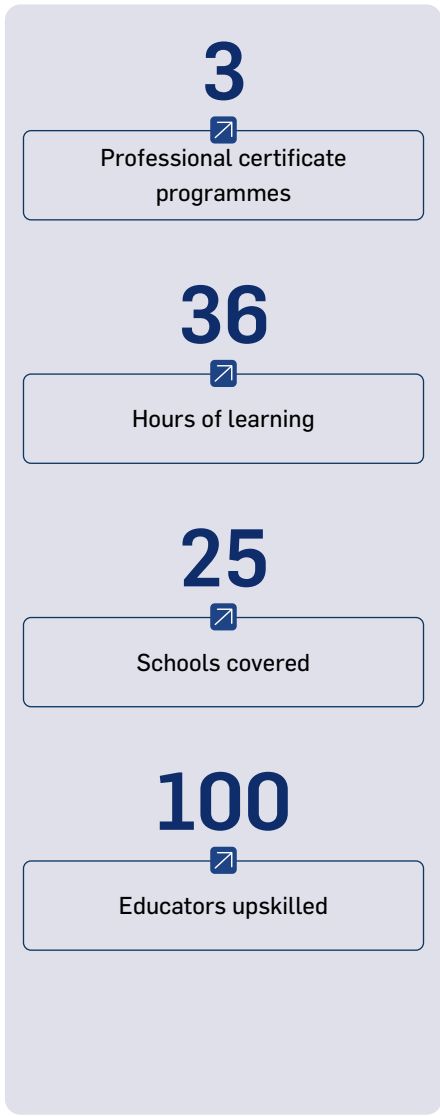
Strategic leadership and school improvement

Curriculum design and innovation

Assessment literacy and effective classroom practices

Learner-centred pedagogy

Future-ready
Teaching & Learning



Impact Outcomes

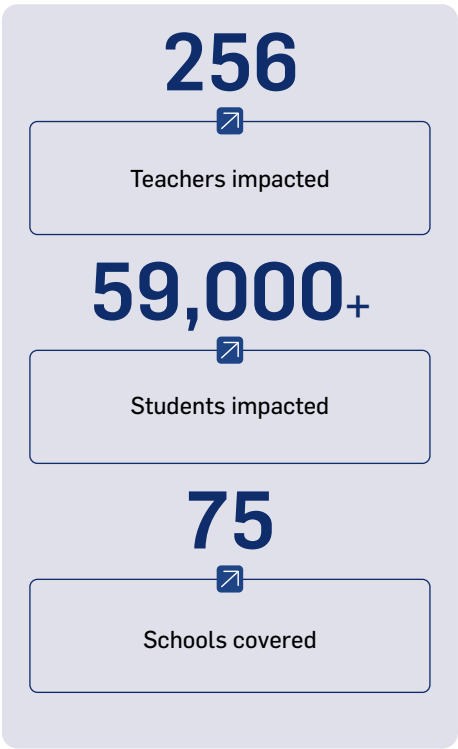
- 1 Strengthened instructional leadership and classroom effectiveness
- 2 Enhanced curriculum planning and implementation aligned with contemporary educational practices
- 3 Improved assessment design to support meaningful student learning
- 4 Increased adoption of learner-centred and innovative teaching methodologies
- 5 Empowered educators with practical strategies to drive continuous improvement in their schools

State Collaboration: Gujarat Schools of Excellence

As part of its commitment to enhancing educational outcomes, ABEA initiated the Gujarat Project to strengthen curriculum quality and improve instructional delivery across partner schools. The programme began with a comprehensive need analysis conducted across participating schools in Gujarat to identify academic priorities and developmental requirements. This was followed by curriculum benchmarking aligned with IB, IGCSE, ICSE, and CBSE frameworks, ensuring coherence with recognised standards. The process enabled the identification of core concepts and key academic focus areas, providing a structured foundation for targeted curriculum enhancement and improved teaching effectiveness.

Core Focus Areas:

- Strengthening academic planning and curriculum alignment
- Curriculum development for Mathematics and Science
- Enhancing instructional delivery through structured lesson design
- Design of assessment frameworks and examination papers
- Promoting deeper conceptual understanding and student engagement
- Translation into Gujarati to enhance accessibility of materials



Impact Outcomes

- 1 Improved curriculum alignment with global standards
- 2 Strengthened teacher planning and instructional clarity
- 3 Enhanced student understanding through concept-driven teaching
- 4 Increased engagement through structured and activity-based learning
- 5 Empowered educators with practical, ready-to-use academic tools

Train the Trainer (ToT): Building Internal Capacity for Professional Learning

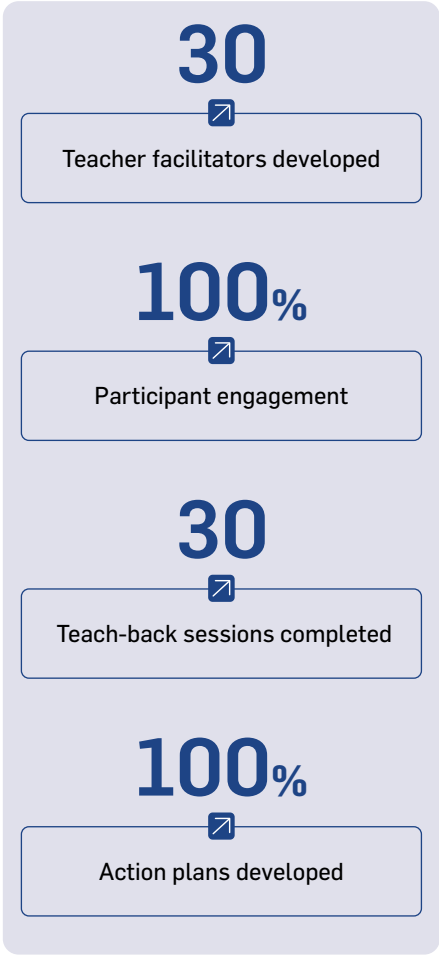
ABEA conducted a face-to-face Train the Trainer (ToT) programme to develop a strong pool of teacher facilitators capable of leading professional learning within their schools. The programme equipped 30 teachers with facilitation, instructional design, coaching, and mentoring competencies, enabling them to effectively design and deliver impactful professional development initiatives. By strengthening in-house expertise, the programme supports schools in fostering a culture of continuous learning and sustained professional growth.

Programme Highlights:

- Adult Learning Principles
- Facilitation and Presentation Skills
- Instructional Design and Backward Planning
- Coaching and Mentoring
- Teach-Back Sessions
- Reflective Practice

Impact Outcomes

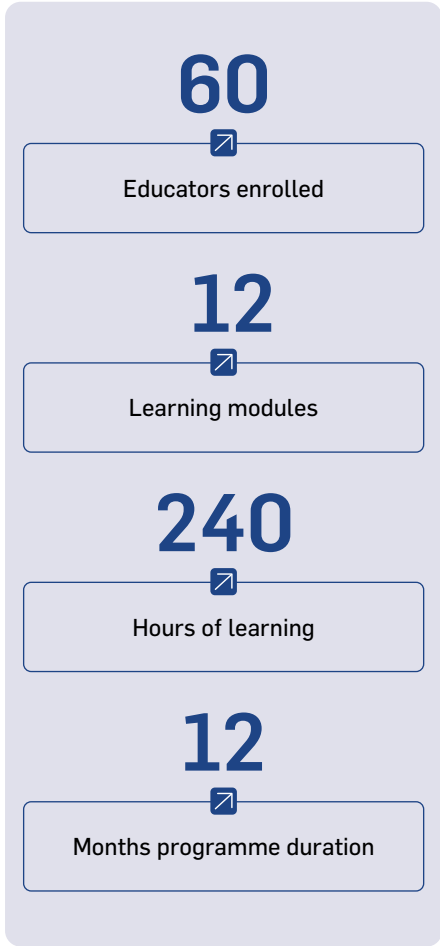
- 1 Developed skilled teacher facilitators for professional learning
- 2 Strengthened facilitation, coaching, and mentoring capabilities
- 3 Enhanced instructional design and delivery practices
- 4 Improved confidence in leading collaborative learning
- 5 Enabled sustainable teacher-led professional development within schools



Post Graduate Diploma in Global Education (PGDGE): Developing Future-ready Educators

The Post Graduate Diploma in Global Education (PGDGE) is ABEA's flagship professional development programme, designed to equip educators with the knowledge, skills, and global perspectives needed to thrive in an evolving educational landscape. Through a comprehensive curriculum integrating contemporary pedagogy, educational leadership, curriculum innovation, assessment, inclusive education, and technology-enabled teaching, the programme prepares educators to create engaging, learner-centred, and future-ready learning environments.

Built on a practice-oriented approach, PGDGE combines expert-led learning, collaborative discussions, reflective practice, practical assignments, and a transformative capstone project, enabling educators to apply learning within their classrooms and institutions while driving meaningful educational transformation.



Core Focus Areas:

- Global education perspectives
- Contemporary pedagogy and learning sciences
- Curriculum design & assessment
- Artificial intelligence and digital pedagogy
- Inclusive education
- Leadership and school transformation
- Innovation, research and evidence-based practice

Impact Outcomes

- 1 Strengthened educators' capability to design engaging, learner-centred, and future-ready learning experiences
- 2 Enhanced curriculum planning, instructional strategies, and assessment practices
- 3 Increased confidence in integrating Artificial Intelligence and digital technologies
- 4 Fostered reflective practice, innovation, and continuous professional growth
- 5 Prepared educators to lead meaningful change and contribute to school transformation



Ujaas

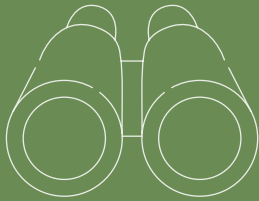
Changing the Narrative on Menstrual Health

Ujaas, a key initiative of ABET, focuses on strengthening menstrual health education and improving access for adolescent girls and women across India. Acknowledging the barriers faced by young girls, particularly in underserved communities, the programme emphasises menstrual hygiene education, reducing social stigma, and enabling access to essential menstrual care resources from an early age.

By building awareness during formative years, Ujaas empowers girls to manage their menstrual health with confidence and self-respect. The initiative engages women across different life stages, while also working with men and boys to build sensitivity, encourage allyship, and promote a more inclusive understanding of menstrual health. Through its varied interventions, Ujaas creates lasting change by reaching thousands and nurturing a more informed, inclusive, and empowered society.

Our Vision

To help adolescent girls and women and transform the perception of menstrual health by creating awareness and encouraging conversations, by dispelling stigmas and misconceptions, by improving access to affordable sanitary products and by identifying sustainable measures of positive intervention.



Our Mission

To create a positive and sustainable impact in the menstrual health landscape in India by reducing period poverty and by empowering adolescent girls and women to adopt effective menstrual health and hygiene management practices.



Numbers that Define Our Progress

4,35,842

Programme participants reached

13,194

Menstrual health education sessions conducted

1,704

Educational institutions engaged

3,72,001

Girls and women reached

63,841

Boys and men reached

6,37,217

Sanitary pad packets distributed

62,794

Key community stakeholders capacitated (ASHAs, Anganwadi Workers & SHG members)

2

Cloth pad manufacturing units established

12,935

Ujaas green cloth pad packets produced

₹39,25,960

Revenue generated through Ujaas green

Founder's Message



During the year, Ujaas expanded its footprint across Maharashtra and Delhi, moving from limited engagements to more structured, scalable interventions.

Advaitesha Birla
Founder, Ujaas

The conversation around menstrual health is gradually shifting, but for millions of girls and women, access to knowledge, dignity and informed choices remains unequal. At Ujaas, we believe lasting change comes not from one-time awareness campaigns, but from sustained education, community participation and the confidence to challenge deeply rooted social norms.

Our commitment at Ujaas continues to evolve with the changing needs of the communities we serve, with a stronger emphasis this year on education, inclusion, and sustained behavioural change. Our focus continues to remain on ensuring that adolescent girls and women, especially in underserved communities, have access to the knowledge, resources, and confidence needed to manage their health with dignity.

During the year, Ujaas expanded its footprint across Maharashtra and Delhi, moving from limited engagements to more structured, scalable interventions. Our programmes are now centred on comprehensive educational sessions that go beyond awareness, equipping participants with a clearer understanding of menstrual health, nutrition, and hygiene, while addressing long-standing myths and taboos.

Align left key shift has been towards in-depth, curriculum-led learning. These sessions are designed to build lasting understanding and encourage informed decision-making. Complementing this, our efforts to create safe spaces for dialogue led to the co-creation of a Menstrual Charter of Rights, placing the voices of adolescent girls at the centre

of the conversation and reinforcing menstrual health as an issue of dignity and equity.

We have also strengthened community participation through initiatives that engage both girls and boys, encouraging shared responsibility and developing more supportive environments. Our SHG-led cloth pad initiative continues to create livelihood opportunities for women while promoting sustainable menstrual practices.

Strategic collaborations with government bodies and institutions have enabled us to extend our reach and embed these interventions within existing systems, ensuring continuity and scale.

As we look ahead, our priority is to deepen impact through structured education, community-led models, and stronger partnerships. Our vision remains to normalise menstrual health across schools, communities, and homes, ensuring that every girl and woman can lead a healthy and confident life.

Warm regards,

Advaitesha Birla
Founder, Ujaas

General Manager’s Message



Every child has a voice. Education is the journey of helping them discover it—and the confidence to use it.

Poonam Patkar
General Manager, Ujaas

Creating lasting change requires more than expanding reach; it requires strengthening the quality of engagement, building community ownership, and ensuring that every intervention translates into meaningful outcomes. Guided by this belief, Ujaas made significant progress during the year by scaling structured programmes that empower girls and women with knowledge, confidence, and agency.

During the year, our interventions scaled from limited outreach models to structured, multi-location programmes across Maharashtra and Delhi, reaching over 4,35,842 individuals. Through these initiatives, participants gained a clearer understanding of menstrual health, hygiene practices, nutrition, and menstrual cycles, while long-standing myths and social barriers were actively addressed.

A key development has been the transition from awareness-led sessions to comprehensive, curriculum-based engagement. With 13,194 structured sessions conducted and 1,74,547 girls reached, these programmes are designed to build deeper understanding and enable informed decision-making. The use of simple, relatable teaching methods has further enhanced learning outcomes and participant engagement.

Through Let's Talk Red, Ujaas created safe and participatory spaces for adolescent girls to lead conversations on menstrual health, dignity and access. The Let's Talk Red I resulted in the co-creation of the

Menstrual Charter of Rights, shaped by adolescent girls who shared their lived experiences and articulated their expectations around equity, respect and menstrual dignity. The Let's Talk Red II deepened intergenerational dialogue by bringing mothers and daughters together for open conversations on menstrual health. As part of this, Period Promises encouraged girls and mothers to make 312 commitments towards healthier practices, empathy and more supportive environments.

At the grassroots level, the SHG-led cloth pad initiative continues to create sustainable impact, with 43 women engaged, 11,432 cloth pad packets sold, and ₹39,25,960 revenue generated by SHG units, supporting both livelihood creation and eco-friendly menstrual practices.

Strategic collaborations, including partnerships with government bodies and institutions, have enabled us to extend our reach across 20 districts, ensuring programme continuity and scale.

Going forward, our focus will remain on strengthening programme quality, expanding structured education, and building community-led models that drive long-term, sustainable change.

Warm regards,
Poonam Patkar
General Manager, Ujaas

Key Initiatives

Innovative Curriculum



Recognising that meaningful learning begins with the right tools, Ujaas continued to strengthen its curriculum and learning resources. During 2025-26, Ujaas worked towards strengthening its curriculum and creating tools and IEC materials to make learning more engaging and exciting for adolescents. The curriculum and the IEC tools adopt creative and relatable metaphors to explain the reproductive system, ensuring that complex biological concepts are communicated in a simple and engaging manner. The content has been thoughtfully

adapted for different age groups and audience profiles, enabling learners to better understand physiological processes while fostering comfort and openness in discussing menstrual health. Through this structured and context-sensitive approach, the programme promotes clarity, knowledge retention, and a more positive perspective towards menstrual health education.

Education over Awareness

Building on the strengthened curriculum, the programme deepened its engagement by moving beyond basic awareness to structured, in-depth educational interventions. This aimed to build a deeper and more meaningful understanding of menstrual

and reproductive health. To make this possible, comprehensive six-hour sessions were conducted to provide participants with detailed knowledge on puberty, menstrual health products, prevalent social and cultural misconceptions, and appropriate practices for maintaining menstrual well-being. By moving

beyond introductory discussions, the programme aims to equip participants with accurate information, practical guidance, and the confidence to make informed choices.

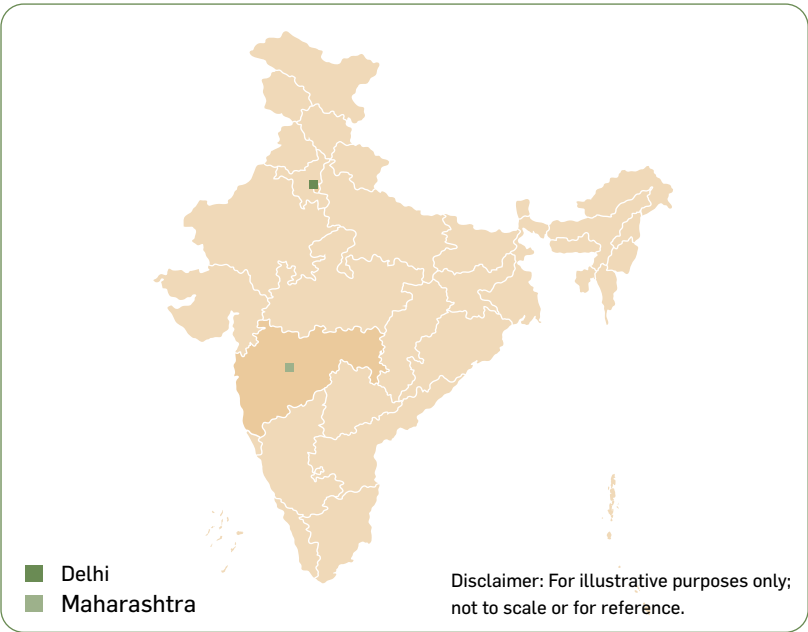
13,194

Number of sessions conducted

4,35,842

Individuals reached

Strengthening Menstrual Health Literacy



During the year, the programme broadened its footprint to cover multiple locations across Maharashtra and Delhi. Structured sessions were conducted to provide girls and women with essential knowledge on menstrual hygiene practices, a clear understanding of menstrual cycles, the elimination of prevalent myths, and the importance of appropriate nutrition in supporting effective menstrual health management. The initiative also focused on creating a supportive and informed environment that encourages open dialogue, builds confidence, and promotes informed decision-making related to menstrual well-being.

Red Talk Series II: Strengthening Mother-Daughter Conversations



Recognising that lasting behavioural change also depends on support at home, Ujaas organised the second edition of the Red Talk Series in the Washim and Palghar districts. On Women's Day, the initiative brought together 156 mother-daughter pairs for meaningful conversations around menstrual health and well-being. The programme witnessed active participation from community stakeholders, including Sarpanches, Anganwadi Sevikas, and ASHA workers, reinforcing the importance of collective support in addressing menstrual health challenges.

The event created a safe and inclusive space where mothers and daughters could openly share experiences, discuss concerns, and build stronger channels of communication. Discussions focused on hygiene, emotional well-being, self-care, and the need for supportive family environments that enable girls to navigate menstruation with confidence and dignity.

The event concluded with mothers and daughters making and exchanging Period Promises, reinforcing their shared commitment to open communication, mutual support, and positive menstrual health practices within their families.

Red Talk Series 1: Adolescence Round Table



8 girls were part of the panel, however over 100 adolescents participated in the event and shared their opinions.

Grounded in the belief that adolescent girls are experts in their own lived experiences, the platform enabled them to shape conversations, influence community attitudes and advocate for menstrual dignity in ways that are meaningful, relevant and sustainable.

A roundtable conference was organised with adolescent girls from slum communities across Mumbai, bringing together girl leaders representing five organisations: Vacha Trust, CORO, PUKAR, Oscar Foundation and CHIP Foundation. The conference provided them with a safe and inclusive platform to share their lived experiences

related to menstrual health and hygiene. Through guided dialogue and participatory discussions, the girls collectively co-created a **Menstrual Charter of Rights**, linking menstruation to the broader framework of human rights.

The initiative aimed to encourage open expression, address stigma, and recognise menstrual health as a matter of dignity, equity, and access. By placing the voices of young girls at the centre of the conversation, the conference strengthened awareness, fostered confidence, and reinforced the importance of ensuring that menstrual well-being is recognised and upheld as a fundamental right.

Male Teachers Breaking the Silence Around Menstruation

In school environments, especially in rural and tribal areas, menstruation is often surrounded by hesitation, misinformation, and silence. Male teachers, despite being important authority figures and daily influencers in students' lives, are often excluded from menstrual health conversations. This limits their ability to respond sensitively to girls' needs, challenge stigma, or support a safe learning environment.

To address this, Ujaas conducted Menstrual Health and Hygiene training sessions for teachers in Ashram schools across Chandrapur district.

During the sessions, male teachers reflected on how myths, stigma, and lack of awareness shape community attitudes. Many shared experiences of seeing girls and women struggle due to misinformation and taboos.

The training helped educators recognise their role in creating safe, supportive spaces where girls can ask questions, seek guidance, and manage menstruation with dignity.

Period Mela



Period Melas served as community-based awareness platforms designed to make menstrual health conversations more open, engaging and accessible. Through interactive formats such as informational stalls, activity-based games, yoga sessions and menstrual product awareness counters, Ujaas created a simple and relatable way for community members to learn about menstrual hygiene management, safe practices, infection prevention and common

myths around menstruation. These events helped bring girls, women, frontline workers and local stakeholders together in a shared space, encouraging dialogue around restrictions, stigma and misconceptions that continue to affect menstrual health. By using familiar, participatory formats, Period Melas helped translate awareness into community-level conversation and supported wider acceptance of menstrual health as an essential part of well-being.

Capacity Building of Frontline Workers



Capacity Building of Frontline Workers is a dedicated Ujaas programme focused on equipping ASHA workers and other community health representatives with the knowledge, confidence and practical tools needed to facilitate sessions and guide women and adolescent girls on menstrual health. During the year, 62,794 individuals participated in structured learning engagements covering menstrual hygiene management, safe practices, infection prevention,

product awareness and myths related to menstruation. The programme recognised frontline workers as trusted community touchpoints who can identify gaps, address misinformation and encourage healthier practices at the grassroots level. By strengthening their understanding and communication skills, Ujaas enabled them to become informed change agents, supporting open conversations and improving access to accurate menstrual health information within their communities.

Ujaas Green Cloth Pad Unit - Women Driving Change



Alongside education and community engagement, Ujaas addressed access and sustainability by creating livelihood opportunities for women through community-led enterprises. The SHG-led model promotes women's economic independence and social support, particularly for single mothers and survivors of abuse, through cloth pad manufacturing and distribution. This year, Ujaas further strengthened the intersection of women's empowerment and menstrual health with the launch of a second Green Sanitary Pad Making Unit in Wardha, scaling both livelihood creation and sustainable access to menstrual health products.

Through the Period Sakhi initiative, community women support SHGs by improving access to affordable, eco-friendly menstrual products while fostering grassroots awareness. By combining skill development, financial literacy and entrepreneurship, the initiative enables women to strengthen their financial well-being and confidence. It also encourages the adoption of reusable menstrual products, contributing to environmental sustainability while advancing dignity, self-reliance and long-term community empowerment.

Wardha Green
Sanitary Pad Making Unit

The launch of the second Green Sanitary Pad Making Unit in Wardha marks a key step in expanding Ujaas' community-led menstrual health model.

₹ 39.26 lakhs

Revenue generated
by SHG units

43

Number of women
employed

780

Period Sakhis

Period Sakhi

The Period Sakhi initiative is rooted in women's economic empowerment and leadership. Anchored in the principle of 'for women, by women, sold by women', it enables community women to support SHGs by improving access to affordable, reusable and eco-friendly menstrual products. Period Sakhis sell the pads within their communities, earning commission while expanding access to sustainable menstrual products. They also conduct awareness sessions, promoting informed, dignified and stigma-free menstrual health practices.



Partnerships and Collaborations

Pune Model School Programme

Ujaas partnered with Zilla Parishad Pune to strengthen menstrual hygiene awareness across government schools in 13 blocks of Pune. Under the collaboration, Ujaas conducted structured Menstrual Hygiene Management sessions, distributed sanitary pads to adolescent girls, engaged students through age-appropriate conversations, and supported implementation through monitoring, reporting and photographic documentation.



Outcomes

In the first phase, the initiative reached 185 schools across Baramati, Bhore, Purandar and Junnar, engaging 6,426 students, including 5,869 girls and 557 boys. Over 23,476 sanitary pads were distributed. The sessions created safe spaces for girls to understand menstruation, encouraged boys to build empathy and respect, and helped students challenge myths and stigma. A dedicated teacher workshop further strengthened school-level support by equipping educators with the confidence and knowledge to guide adolescents with accurate, age-appropriate information.

Tripartite Collaboration in Delhi

Ujaas implemented a school-based Menstrual Hygiene Management programme in collaboration with FICCI YFLO Delhi and the Directorate of Education, NGO Branch. The initiative was designed to strengthen menstrual health awareness among adolescent girls in Delhi Government Schools across Northeast I and II districts, with first-phase implementation focused on North East II.

Ujaas led the programme design, curriculum delivery, and pre- and post-assessments to measure learning outcomes, while FICCI YFLO Delhi supported

permissions, school coordination, and access to sanitary napkins. The sessions were conducted for girls from Grades 5 to 12, with age-appropriate modules for Grades 5 to 7 and Grades 8 to 12. Delivered through four-hour sessions across two days, the programme covered adolescence, menstruation, menstrual hygiene products, safe practices, nutrition, self-care, and myths and stigma around periods. Sanitary napkins were distributed after the sessions to support access and reinforce healthy practices.

Outcomes

The initiative reached 9 schools, engaged 6,317 girls, conducted 187 sessions, and distributed 6,317 sanitary pads. Pre- and post-assessments completed by 1,848 participants showed meaningful improvement in menstrual literacy, attitudes, hygiene practices, and willingness to seek support.

Beyond awareness, the programme created safe spaces for girls to ask questions, address misconceptions, and discuss menstruation without fear or shame. It also highlighted the importance of school leadership, teacher involvement, clean facilities, and continued sensitisation in building a supportive culture of menstrual dignity.

Grow beyond Yourself in Collaboration with Evonik

Ujaas, an initiative of Aditya Birla Education Trust, partnered with Evonik to implement the 'Grow Beyond Yourself' Menstrual Hygiene Management programme across schools in Mumbai and Navi Mumbai. The collaboration focused on strengthening menstrual health awareness among adolescent girls, boys and women through structured, age-appropriate sessions. The programme combined menstrual health education, body literacy, reproductive health awareness, myth-busting and guidance on safe hygiene practices. Girls received information to manage menstruation with confidence and dignity, boys were engaged to build empathy and reduce stigma, and women were supported with knowledge on menstrual health, PCOS, PCOD, menopause and caregiving conversations at home. Reusable cloth pads were also distributed to improve access to safe and sustainable menstrual products.



Outcomes

The partnership reached 5 schools, engaging 929 participants, including 837 students. Of these, 528 girls and 309 boys participated in dedicated sessions, while 92 women were reached through separate awareness sessions. 529 cloth pad packets were distributed. The programme improved understanding of menstrual health, encouraged boys to become supportive allies, reduced stigma-related perceptions and created more open, informed and respectful conversations within school communities.



Case study



Ujaas Cloth Pad Manufacturing Unit

For many women, especially those who have spent most of their lives in unpaid caregiving roles, sudden financial responsibility can become a major challenge. The loss of a spouse often brings emotional distress along with the pressure of managing household expenses, children's education, and personal dignity without a stable source of income.

Seetabai Ram Chapalwad, a 54-year-old woman, spent most of her life as a homemaker. After losing her husband to cancer in 2020, she was left to manage her household and children's education on her own.

Determined to rebuild her life, she joined the Ujaas Green Sanitary Pad Making Unit as a stitching worker. The opportunity gave her a steady income, renewed confidence, and the ability to support her family independently. With her earnings, she also fulfilled a personal wish by undertaking a pilgrimage in memory of her late husband.

Seetabai's journey reflects courage, self-reliance, and the power of new beginnings.



Where Tradition Opened the Door to Change

In many communities, menstruation continues to be discussed in whispers, shaped by hesitation, stigma, and inherited restrictions. For women and adolescent girls, this silence often limits access to accurate information and affects their confidence, health, and dignity. In tribal and underserved areas, these barriers are often deeper, as cultural norms, limited access to menstrual products, and lack of open dialogue influence menstrual practices.

Ujaas works to shift this reality by creating safe, trusted spaces where menstrual health can be understood, discussed, and accepted.

In Maharashtra, one such space emerged through Haldi Kunku, a cherished cultural tradition that brings women together to exchange haldi and kumkum as symbols of goodwill, prosperity, and sisterhood. This year, Ujaas transformed these familiar gatherings into platforms for menstrual health awareness across Nanded, Aurangabad, Chandrapur, Amravati, Beed, and Yavatmal.

Recognising the trust and comfort associated with these gatherings, community members and ICDS leaders invited the Ujaas team to participate in Haldi Kunku programmes.

Alongside the traditional exchange, Ujaas Green Cloth Pads were distributed as *van*, a customary gift offered during Haldi Kunku as a symbol of goodwill, care, and shared blessings connecting a respected cultural practice with the message of health, dignity, and self-care.

The sessions created a safe space for women to ask questions, share experiences, and access accurate information on menstrual hygiene. For many participants, it was the first time menstruation was discussed openly in a community setting. In tribal and underserved areas, where stigma and silence often shape menstrual practices, this marked an important shift in attitude and acceptance.

By integrating menstrual health into a trusted tradition, Ujaas helped communities move from hesitation to conversation. The initiative showed that meaningful change often begins in familiar spaces, where people feel respected, connected, and heard.

Nalanda

Nurturing Potential beyond Barriers

Nalanda, a key vertical of ABET, is a specialised institution dedicated to supporting students with diverse learning needs. For over 26 years, it has enabled learners with learning difficulties, ADHD, and related challenges to grow in a nurturing environment that values individuality and fosters academic, personal, and social development.

During 2025-26, the school broadened its academic scope by introducing Grade 4, thereby extending its structure from Grades 5-12 to Grades 4-12.

Key Student Demographics

Nalanda caters to students that belong to one or more of these focus areas:

- Learning Difficulties
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Slow Learners

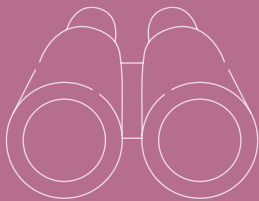
Educational Approach

Nalanda provides a nurturing and supportive environment that:

- Embraces each individual
- Recognises and respects diverse learning needs
- Promotes academic, personal, and social development

Our Vision

To positively impact the lives of people from all sections of society, create a stigma-free world and empower the change-makers of tomorrow.



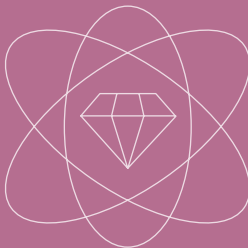
Our Mission

To nurture 21st century inclusive learning in the field of education, to challenge taboos and drive social change around mental health, and to transform the mental health landscape by alleviating stigma and providing world-class care services.



Our Values

- Commitment
- Respect
- Integrity
- Seamlessness
- Passion



Principal's Message



What inspires us most, is the growth we witness in our students every day.

Munazza Siddiqui
Principal

Every child carries within them unique strengths, aspirations, and ways of learning. At Nalanda, our purpose is to recognise these possibilities, nurture them with care, and create an environment where every learner feels understood, valued, and empowered to succeed.

For over 26 years, Nalanda has remained committed to supporting children with diverse learning needs, including learning difficulties, ADHD, ADD, slow learning patterns, and disrupted educational journeys. Our guiding belief has remained unchanged: every child learns differently, and every child deserves an opportunity to discover their potential in a way that is meaningful to them.

During 2025-26, we continued to strengthen this commitment by expanding our academic scope with the introduction of Grade 4, extending our offering from Grades 4 to 12. This milestone allows us to engage with learners earlier in their educational journey, providing greater continuity, personalised support, and a stronger foundation for future growth.

While academic progress remains important, our vision extends far beyond the classroom. We strive to equip students with the confidence and practical skills required to navigate life independently. Through initiatives such as the Life Skill Club, conducted every Friday, students are developing essential competencies in public speaking, health and hygiene, basic cooking, and other everyday life skills. These experiences help build self-confidence, responsibility, and preparedness for the future.

This year also marked the introduction of the Hands-on Learning Programme, a significant step in strengthening our support for students with spectrum disorders and specific learning needs. Through experiential,

activity-based learning, the programme encourages students to build foundational skills and gradually apply them in real-world situations, fostering greater independence and functional understanding.

What inspires us most is the growth we witness in our students every day. Each milestone reflects greater confidence, independence, and possibility. We are equally proud of our alumni, including Raunaq Bhargava, whose entrepreneurial journey stands as a testament to the confidence and self-belief nurtured during their years at Nalanda.

As we look ahead, we remain focused on enhancing the support systems that contribute to holistic development. Initiatives such as Minds Matter, our collaboration with Mpower, expanded speech therapy support, and greater opportunities for public speaking will further strengthen emotional well-being, communication skills, academic planning, and parent engagement.

I extend my sincere gratitude to our teachers, therapists, parents, and the wider ABET community for their unwavering partnership and trust. Together, we continue to create a learning environment where differences are embraced, strengths are celebrated, and every learner is encouraged to move forward with confidence and purpose.

Warm regards,

Munazza Siddiqui
Principal

Major Programmes and Projects

Life Skill Club

Nalanda conducts a structured Life Skill Club every Friday, designed to equip students with practical, everyday competencies. Guided by a thoughtfully developed curriculum, the club covers areas such as public speaking, health and hygiene, and basic cooking. These sessions focus on building confidence, independence, and essential life readiness skills in a supportive, engaging environment.

Hands-on Learning Programme

A newly introduced initiative, the Hands-on Learning Programme is designed to support children with spectrum disorders and other specific learning needs through experiential, activity-based learning. Structured across two levels, 'Foundation' and 'Integration', the programme aims to build core skills in the initial stage and gradually advance towards applying these abilities in real-life contexts, promoting greater independence and functional learning.



Success Stories

Kiara Agrawal

Kiara Agrawal's journey reflects confidence, creativity, and a deep commitment to the performing arts. From an early age, she demonstrated a natural flair for expression, earning Distinction in Grade Initial Speech and Drama from Trinity College London in 2016. Over the years, she continued to refine her talent, progressing successfully to Grade 8 Communication Skills and Grade 7 Plays in Production by 2025.

Kiara has consistently excelled in elocution, dramatics, and public speaking, securing several First Place awards in Inter-House and Inter-School competitions. Her dedication has also earned her recognition as 'Most Consistent Performer' and 'The Champ' at Smaarties, Changing Lives. Her stage presence has shone through memorable theatre productions such as Jungle Book, The Musical, Ramayan Rediscovered, Once Upon a Wish, and her Annual Day performance as Jethalal, for

which she received the Best Actor award. Beyond performing, Kiara has contributed as an intern at Smaarties, supporting activities and mentoring younger students. Her voice work in the film The Face of the Faceless and her selection for stand-up comedy at Stagecraft further reflect her versatility, confidence, and growing creative identity.

Ava Barucha

Ava Barucha's journey reflects the confidence, discipline, and creative spirit that flourish when students are encouraged to explore opportunities beyond academics. Over the past four years, Ava has been an active performer in musical theatre productions with VAIPA, steadily building her stage presence, performance skills, and love for the arts. Her talent has taken her to the prestigious Royal Opera House auditorium, where she

has performed in multiple shows before diverse audiences. Ava has also been part of productions created in collaboration with DreamWorks Animation and Walt Disney, gaining valuable exposure to high-quality theatrical experiences and professional performance environments. Her musical theatre journey includes celebrated productions such as Snow White and the Seven Dwarfs, Shrek the Musical, Madagascar, The Jungle Book, The Little Mermaid, and Jack & the Beanstalk. Each performance has

helped her grow in confidence, teamwork, expression, and stage craft. Ava's Trinity Level 4 Certification in performing arts further reflects her dedication to structured learning and continuous improvement. Her journey is an inspiring example of how creativity, perseverance, and the right opportunities can help young learners discover their strengths, express themselves with confidence, and pursue excellence with joy.



Jinel D'Souza

Jinel D'Souza, a quiet and shy student, discovered her strength through chess. With focus, patience, and strategic thinking, she steadily built confidence on the chessboard. Her dedication led her to secure first place in Chess at the City Academy Interschool Sports Tournament. This achievement marks a proud milestone in her journey, reflecting her growing self-belief, discipline, and ability to shine through sports.

Planned Future Initiatives

Minds Matter

The mental health awareness programme will be integrated into Nalanda, creating a more structured and consistent approach to supporting students' emotional well-being and building greater awareness around mental health within the school environment.

Mpower Collaboration

Psychologists from Mpower will be engaged to design academic roadmaps for students facing learning challenges and to conduct parent workshops addressing concerns at home.

Speech Therapy

The school plans to introduce speech therapy as a structured component within the curriculum.

Public Speaking

Greater emphasis will be placed on providing students with more opportunities to participate in public speaking platforms, helping build confidence and communication skills.

Recognitions and Rewards

Recognition of Academic Excellence

Students demonstrating outstanding academic performance during examinations were recognised by Times NIE and were awarded scholarships.



Case study

Turning Passion into Purpose: The Journey of Raunaq Bhargava

Some journeys begin with a carefully crafted plan. Others begin with a passion that refuses to be ignored.

For Raunaq Bhargava, that passion was music. What started as a personal interest gradually evolved into a vision to create a space where musicians could find not only quality instruments but also guidance, inspiration, and a sense of community.

Over the past 13 years, Raunaq has transformed Musicians Mall into a trusted destination for musicians, artists, and music enthusiasts. Through dedication, perseverance, and a deep understanding of the music community, he has built more than a retail business; he has created a platform that supports creative expression and empowers artists to pursue their craft.

The foundation for this journey was shaped during his years at Nalanda. The school's nurturing environment encouraged him to explore his interests, think independently, and build the confidence to follow his own path. The values of resilience, curiosity, and self-belief that he developed there continue to guide him as an entrepreneur.

Today, Raunaq's story is a testament to how passion, when nurtured with the right support and encouragement, can grow into a meaningful enterprise. His journey reflects Nalanda's commitment to empowering students to discover their strengths, pursue their aspirations, and create lasting impact.



