



# Beyond Classrooms

Masoom  
Annual Report  
2025-2026

# **Beyond Classrooms**

Education, at its heart, was never only about passing an examination. It is about the quiet return of confidence, the doors that open where none seemed to exist, and the chance to build a life shaped by choice rather than circumstance.

A cab driver comes in after a full day behind the wheel. A woman who spends her mornings cleaning other people's homes comes in after that work is done. A transgender student walks into a classroom that, for the first time, doesn't ask her to explain herself. A fifteen-year-old sits beside someone twice his age, both learning to hold a pen the same year. Some of them already have a job and could stop here, but they came back anyway, because a job was never the same as an education.

They enter for a Grade 10 or 12 certificate. They leave with a language they didn't know, a screen they're no longer afraid of, a skill that becomes a wage, a signature where there used to be a thumbprint. Some go on to college, some to a business, some to a job they built from nothing, learning along the way to read a bank statement, protect the earth they live on, and know a child's rights as their own. The classroom was only ever where this began. This report is what happened after it, a rickshaw driver, a domestic worker, a fifteen-year-old, becoming, each in their own way, empowered and responsible citizens.

## **ANNUAL REPORT 2025-2026**

### **Masoom**

Established 2008 | Registered Trust (Bombay Public Trust Act, 1950) |  
FCRA, 80G & 12A Approved

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# Message from the CEO

We have always believed that education is most meaningful when its impact extends beyond the classroom. Learning begins with access to education, but its true value lies in the confidence, opportunities, and independence it creates. This year's Annual Report, reflects this belief and the journeys of learners who continue to show us what education can make possible.

Over the past 18 years, we have seen that educational exclusion is rarely a question of ability. Economic hardship, gender, work responsibilities, and other circumstances can prevent people from continuing their education. At Masoom, we remain committed to ensuring that everyone, regardless of age, gender, identity, or socio-economic background, has the opportunity to access quality education and build a dignified future.

This year, we continued to strengthen the pathways through which learners can access education and opportunity. Our Night School Transformation Program improved learning outcomes across government night schools, while our Evening Learning Centers expanded flexible learning opportunities for underserved communities. Through the Career Cell, learners received support for higher education, skilling, entrepreneurship, and employment, while Tech on Wheels brought digital learning closer to communities. We also identified 12 Role Model Schools to further strengthen the quality of education in night schools.

Behind every achievement are our learners, teachers, program teams, partners, and donors who make this work possible. I extend my sincere gratitude to

State Governments of Maharashtra, Gujarat, and Uttarakhand, night school trustees and headmasters, our donors and CSR partners, government departments, schools, volunteers, alumni, and well-wishers for their continued trust and support. Most importantly, I thank our learners and their families, whose determination continues to inspire us.

While we celebrate this year's progress, much remains to be done. Millions of young people and adults continue to face barriers to education. As we look ahead, we remain committed to our long-term goal of reaching over 30 million out-of-school youth, adolescents, and adults across India by 2040, while continuing to strengthen the quality, reach, and sustainability of our programs.

With gratitude and hope,

**Nikita Ketkar**

Founder & CEO, Masoom



# About Masoom

Since 2008, we have worked to give adolescents, youth, adults, and secondary school dropouts a way back into education, helping them complete their secondary schooling and build pathways to higher education, skills, entrepreneurship, and meaningful livelihoods.

Founded by Nikita Ketkar, we began with a simple yet powerful belief: everyone deserves a second chance at education. What started as an effort to strengthen government night schools in Mumbai has evolved into second-chance

education model serving learners across Maharashtra, Gujarat, and Uttarakhand.

Today, we strengthen government night schools, establish community-based Evening Learning Centers where such schools do not exist, equip learners with life and digital skills, and connect them to higher education, vocational training, entrepreneurship, and employment opportunities. We work alongside government institutions, educators, communities, employers, and partners to build flexible, inclusive pathways that respond to the realities of learners' lives.

## Why This Matters

**30  
MILLION+**

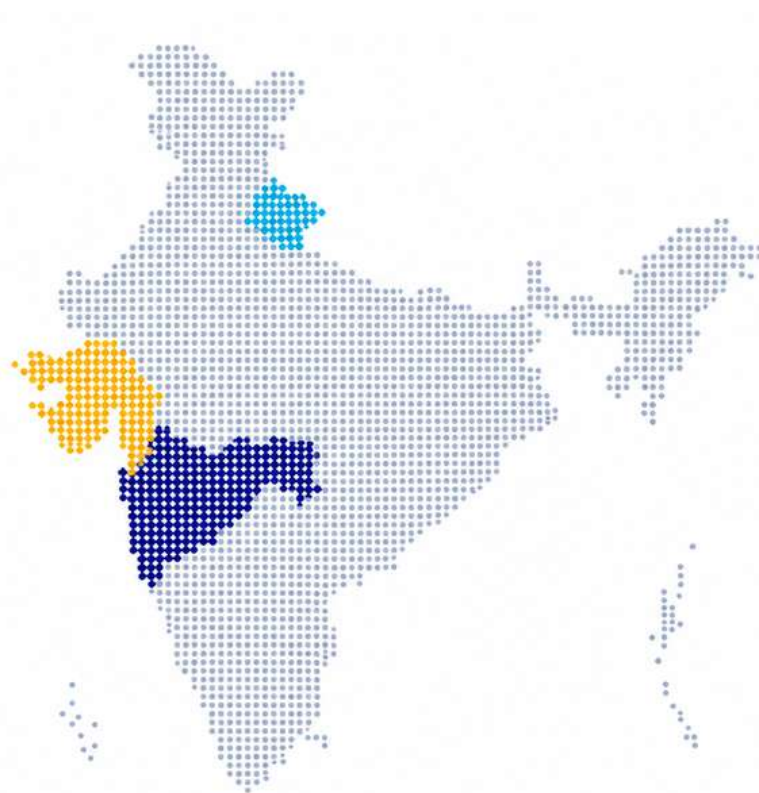
### School Dropouts in India

(Source: [National Education Policy 2020](#))

**More than 30 million individuals in India have discontinued their education due to economic, social, and systemic barriers.**

For many, financial hardship, work responsibilities, migration, gender inequality, disability, and the absence of flexible learning opportunities make completing secondary education difficult.

While government night schools provide an important second-chance education pathway, many continue to face challenges related to quality, accessibility, and learner support, and in many regions such schools do not exist at all.



## Where We Work



Maharashtra

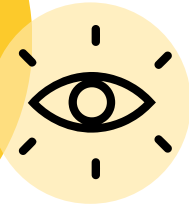


Gujarat



Uttarakhand

## Our Guiding Principles



### VISION

Every school dropout has the right to complete 10th and 12th grade with skilling & livelihood opportunities to shape a better future for themselves and the world around them.

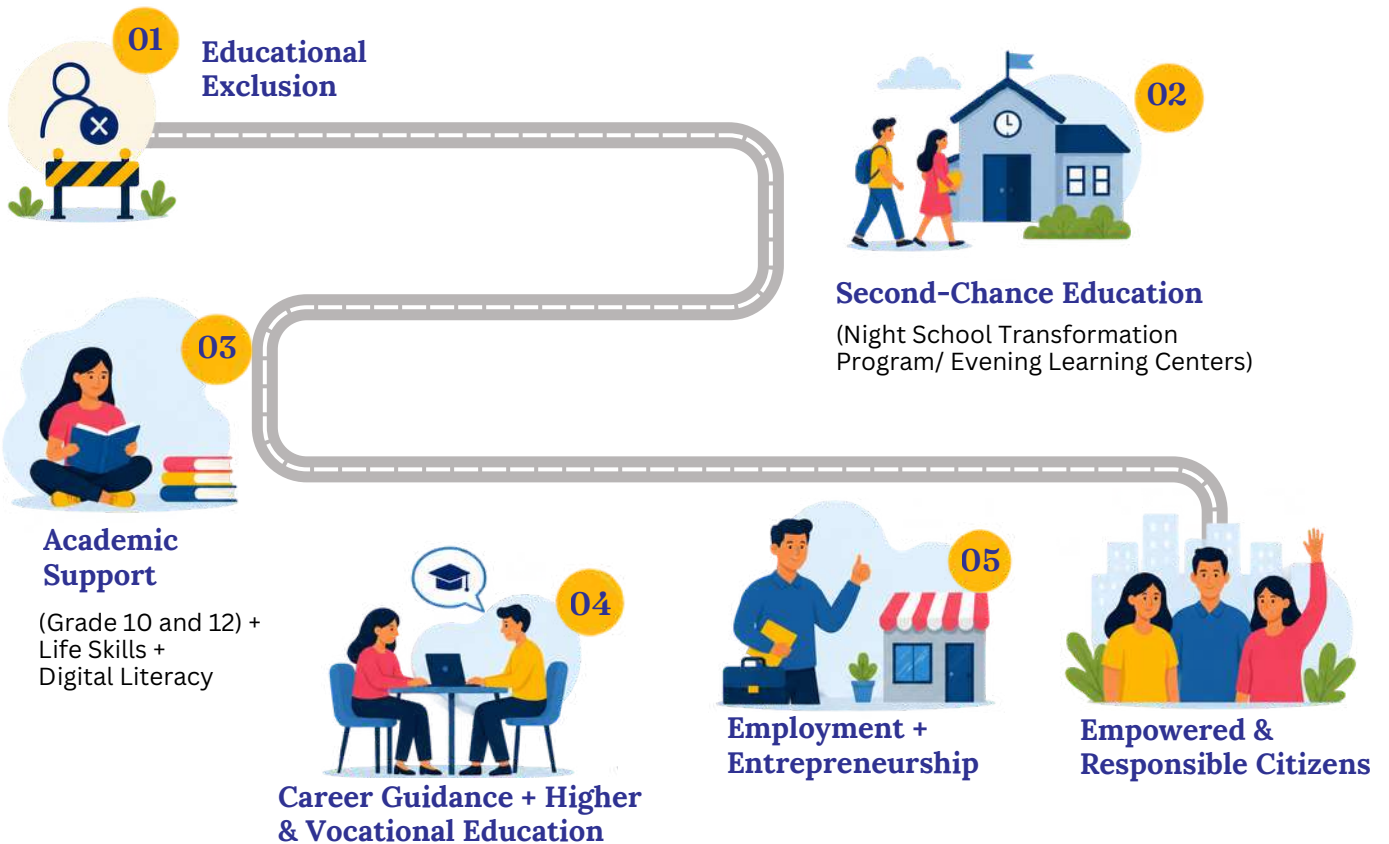


### MISSION

Enroll 30 million school dropouts across India by giving them access to Evening Learning Centers (ELCs) that help them to pass 10<sup>th</sup> and 12<sup>th</sup> grades and facilitate skilling and livelihood opportunities for them by 2040.

## Our Approach

*How we support learners from education to livelihoods.*



# Our Programs

From second-chance education to livelihoods.

### Night School Transformation Program (NSTP)

*Established 2008*

Our journey began by strengthening government night schools, enabling secondary school dropouts aged 14 years and above who work during the day to complete Grades 8–10. Through academic support, infrastructure development, teacher capacity building, and advocacy, we improve the quality and accessibility of secondary education in government night schools in Maharashtra.

100

Night Schools

94,000+

Students Reached

81%

SSC Pass Rate (as of 2025–2026)

### Evening Learning Centers (ELCs)

*Established 2020*

Where government night schools or other formal education pathways do not exist, we establish community-based ELCs. These flexible evening learning spaces enable secondary school dropouts, working youth, and other underserved learners to complete Grades 10 and 12 closer to home.

28

Centers

9,500+

Learners Supported

80%

Pass Rate (as of 2025-26)

### Career Cell

*Established 2012*

Completing secondary education is only the beginning. Our Career Cell supports graduates from NSTP and ELCs in transitioning to higher education, vocational training, entrepreneurship, and employment through career guidance and counseling.

33,000+

Students Counseled

6,700+

Courses Provided

4,500+

Placements

360+

Entrepreneurs Supported

### Tech on Wheels (TOW)

*Established 2015*

Many government schools and underserved communities lack access to computer labs and digital learning. Tech on Wheels brings fully equipped mobile computer labs directly to learners, building digital literacy and future-ready skills through technology-enabled education.

6

Digital Buses

13,800+

Learners Reached

360+

Learning Batches

# Our Journey

**2008**

NSTP piloted in 2 government night schools in Mumbai



**2009**

NSTP expanded to 6 government night schools in Mumbai

**2010**

Expanded to 10 government night schools



**2011**

Expanded to 20 government night schools

**2012**

Career Cell launched



**2013**

Expanded to 30 government night schools

**2014**

Skilling support provided to 450+ students by the Career Cell



**2015**

1st Tech on Wheels bus launched in Maharashtra

**2016**

- Long-Term Education Leadership Academy launched
- NSTP Toolkit developed



**2017**

Memorandum of Understanding (MOU) signed with the Government of Maharashtra to align Masoom's grading tool with Shaala Siddhi



**2018**

- 2nd Tech on Wheels bus launched in Mumbai
- Expanded to 69 government night schools across Pune, Ahilyanagar, and Nagpur



**2019**

- MOU signed with the Government of Gujarat to establish ELCs in Ahmedabad
- First 2 ELCs launched in Mumbai
- Child Protection Policy and Prevention of Sexual Harassment Policy implemented



### 2020

- Expanded to 85 government night schools
- Shifted to online learning during the COVID-19 pandemic
- Career Webinar Series launched



### 2021

- Collaboration with Nagpur Municipal Corporation for NSTP and Tech on Wheels
- 3rd Tech on Wheels bus launched in Nagpur
- Expanded to 16 ELCs across Maharashtra and Gujarat

### 2022

- Certified as a Great Place to Work®
- MOU signed with the Government of Uttarakhand to establish ELCs



### 2023

- Expanded to 25 ELCs across Maharashtra, Gujarat, and Uttarakhand
- Launched the first Online ELC and Grade 12 ELC
- 4th Tech on Wheels bus launched
- Placement Cell launched under the Career Cell
- First 14 entrepreneurs received seed funding through Going to School



### 2024

- LGBTQIA+ Community ELC launched in Mumbai
- 5th Tech on Wheels bus launched in Pune
- Collaboration with Pimpri Chinchwad Municipal Corporation for the Tech on Wheels program

### 2025–2026

- Expanded to 100 government night schools across Maharashtra
- Expanded to 28 ELCs across Maharashtra, Gujarat, and Uttarakhand
- Alumni Association launched
- Certified as a Great Place to Work®
- 6th Tech on Wheels mobile digital classroom launched in Mumbai
- Piloted Grade 12 LGBTQIA+ ELC in Mumbai





# Night School Transformation Program

Government night schools provide a vital second chance at education for young people and adults whose schooling has been interrupted by financial hardship, work responsibilities, migration, caregiving, or other life circumstances. Every evening, thousands of learners across Maharashtra return to the classroom after a full day's work, hoping to complete their Grade 10 Secondary School Certificate (SSC) education and build better opportunities for themselves and their families. However, inadequate infrastructure, teacher shortages, limited learning resources,

and low institutional support continue to affect the quality of education these schools provide.

Recognizing these challenges, the Night School Transformation program (NSTP) was launched in 2008. Today, the program supports 100 government night schools across Maharashtra, working with headmasters, teachers, communities, and government stakeholders to strengthen school infrastructure, improve learning outcomes, build institutional capacity, and advocate for systemic change.

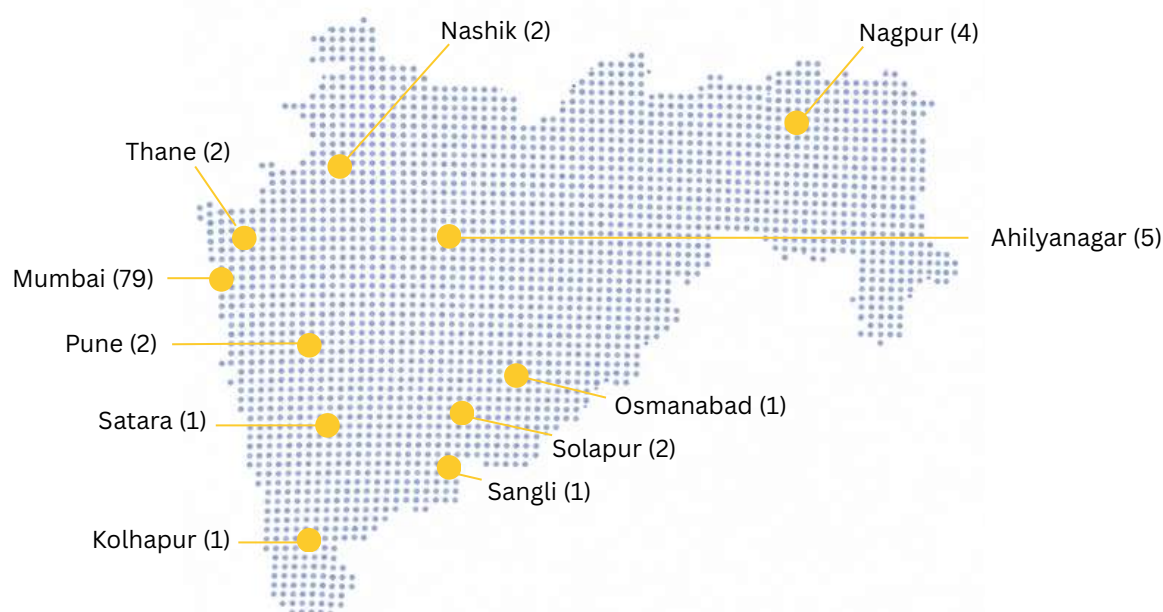
## Our Belief

***Quality education should be accessible to everyone, regardless of age or when life allows them to return to the classroom.***

## Who We Serve

- Secondary School Dropouts (14+ Years)
- Working Youth & Adults
- Women Returning to Education
- Migrant & First-Generation Learners
- Learners from Underserved Communities

## NSTP Across Maharashtra



## Reach at a Glance 2025–2026

| Indicator                | Reach                                  |
|--------------------------|----------------------------------------|
| Government night schools | 100                                    |
| Students Supported       | 10,180                                 |
| Male Students            | 5,323                                  |
| Female Students          | 4,857                                  |
| Male : Female Ratio      | 52 : 48                                |
| Mediums of Instruction   | Marathi, English, Hindi, Kannada, Urdu |

## Impact 2025–2026



**10,180**

Students Enrolled



**65%**

Average Attendance



**81%**

SSC Pass Rate



**12**

Schools in Mentoring Phase II (Role Model School)

## How NSTP Creates Change

Rather than addressing individual challenges in isolation, NSTP works to strengthen government night schools as a

whole. The program focuses on improving learning environments, strengthening school leadership, and supporting policy engagement so that schools can provide quality education and gradually become more self-reliant.

## Three-Pronged Transformation Model

01



### Building & Supporting Educational Infrastructure

We provide resources like nutrition, books, mobile science labs, library books, computers, and audiovisual learning to ensure students have the tools they need for success.

02



### Building Capacity

We work with night school stakeholders through training sessions and workshops that promote quality education, raise resources, engage the community, and develop student skills.

03



### Advocacy

We raise awareness and advocate for policy-level changes to grant night schools the same privileges and facilities as day schools.

## Building & Supporting Educational Infrastructure

For many night school students, learning begins only after a full day of work. Limited financial resources, inadequate infrastructure, and the absence of basic educational facilities often create barriers to meaningful learning. Through NSTP, Masoom works with schools to create supportive learning environments where

students can participate actively, build confidence, and remain engaged throughout their educational journey.

**During AY 2025–2026, these interventions contributed to an average student attendance of 65% across 100 supported government night schools.**

### Learning Materials

Helping students participate consistently in classroom learning while reducing the financial burden on families.

**17,739**

Notebooks  
Distributed

**596**

Grade 9 & 10  
Textbook Sets



### Nutrition Support

Attending class after a full day of work is a daily reality for our students. Meals like pulao, dal khichdi, upma, and poha help them focus and stay present in class.

**2,709**

Students



### Science Practicals

Hands-on experiments transformed science from theory into practical learning through mobile science laboratories.

**2,214**

Sessions

**3,321**

Students



### E-Learning

Interactive digital lessons strengthened classroom engagement and improved conceptual understanding across subjects.

**7,396**

Sessions

**3,321**

Students



### Library Sessions

Regular reading sessions encouraged curiosity, strengthened language skills, and fostered lifelong learning habits.

**2,304**

Sessions

**3,321**

Students



### Inclusive Education

Support for 14 visually impaired learners at Maratha Mandir Night School included:

- Special educator
- Braille learning support
- SSC examination guidance
- Scribes for six students
- Walking sticks
- Sports and co-curricular activities
- Promoting equitable access to quality education for every learner.

### Child Rights & Protection Awareness

Sessions covered child rights, personal safety, unsafe situations, and available support, while sensitizing teachers to create safer, child-friendly environments. During Child Safety Week (14–20 November 2025), Police Didi sessions across 7 night schools addressed cyber safety, child protection, and women's safety, alongside multilingual POCSO Act posters displayed with Arpan NGO.

**98**

Night Schools

**1,868**

Students



## Building Capacity

Lasting school transformation depends on strong institutional leadership and active community participation. Throughout the year, we invested in building the capacities of headmasters, teachers, trustees, alumni, and government stakeholders through dedicated trainings, while strengthening School Management and Development

Committees (SMDCs), the statutory governing bodies that bring these stakeholders together, to improve school governance, institutional planning, and community ownership. These collective efforts enable schools to drive continuous improvement and sustain educational progress over the long term.

### Capacity Building Highlights

| Stakeholder Engagement                                                                     | FY 2025–26 |
|--------------------------------------------------------------------------------------------|------------|
| Common Headmasters' Meetings                                                               | 73         |
| Trustee Meetings                                                                           | 53         |
| Advisory Committee Meetings                                                                | 8          |
| School Leaders' Meetings                                                                   | 94         |
| Alumni Meetings                                                                            | 100        |
| SMDC Meetings                                                                              | 100        |
| Zero Sanctioned Schools Meetings<br>(Schools without government-sanctioned teaching posts) | 16         |

### Key Outcomes

- Strengthened school leadership and institutional planning.
- Improved enrollment strategies and student tracking systems.
- Enhanced stakeholder ownership of school development.
- Increased community participation through alumni and SMDC engagement.
- Improved coordination between schools and education authorities.

## Advocacy

- Prevented the closure of Meenatai Kurude Night School, Wadala, through stakeholder engagement and donor support.
- Helped Kanara Vidyadayini Night School, Fort, secure classroom space in a Brihanmumbai Municipal Corporation (BMC) school through engagement with the BMC and Education Department.
- Supported the continuation of Vidya Vikas Night School & Junior College, Ghatkopar, through discussions with school management.
- Resolved UDISE+, APAAR, Aadhaar verification, and enrollment challenges and oriented around 80 school leaders on NEP 2020.
- Conducted community street plays across 15 Zero Sanctioned night schools, contributing to increased admissions in 12 schools.

## Grading of Schools: Measuring Progress Towards School Transformation

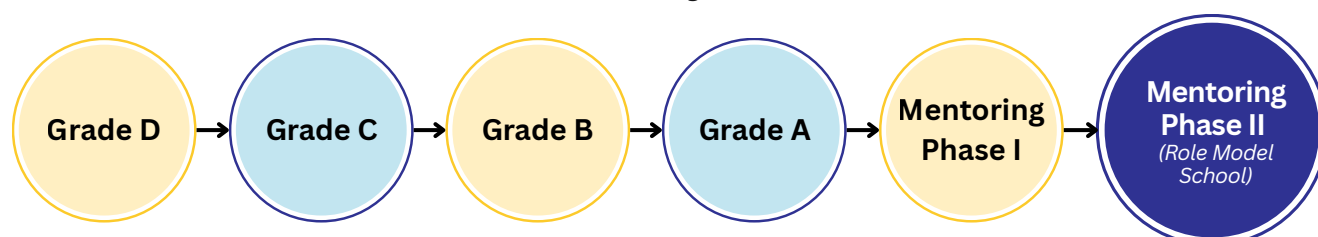
NSTP is designed not only to improve educational outcomes but also to strengthen the long-term capacity of government night schools. To measure this progress, Masoom developed a structured School Grading Framework aligned with the Government of Maharashtra's Shaala Siddhi School Evaluation Framework.

More than an assessment tool, the framework serves as a roadmap for school transformation. It helps schools identify areas for improvement, strengthen governance, and build institutional capacity through stage-specific support and continuous assessment, enabling them to progressively become self-reliant and sustain quality education over the long term.

### School Grading Framework: How Schools Are Assessed

| Assessment Parameter                               | Weightage |
|----------------------------------------------------|-----------|
| Student Enrollment                                 | 20%       |
| Student Attendance                                 | 20%       |
| SSC Results                                        | 30%       |
| School Management & Development Committee Meetings | 10%       |
| Alumni Meetings                                    | 10%       |
| Other Activities                                   | 10%       |

## The School Transformation Journey



Each stage reflects stronger school leadership, better management, improved academic outcomes, and greater community involvement, helping schools become increasingly self-sustaining.



## School Grading Progress 2025–2026

| Grade Category                         | Baseline<br>(Mar 2025) | Midline<br>(Dec 2025) | Endline<br>(Jun 2026) |
|----------------------------------------|------------------------|-----------------------|-----------------------|
| Mentoring Phase II (Role Model School) | 0                      | 0                     | 12                    |
| Mentoring Phase I & Grade A            | 1                      | 10                    | 13                    |
| Grade B                                | 5                      | 59                    | 64                    |
| Grade C                                | 52                     | 26                    | 8                     |
| Grade D                                | 42                     | 5                     | 3                     |

### Role Model Schools

Based on sustained performance across enrollment, attendance, SSC outcomes, school governance, SMDC effectiveness, and alumni engagement, 12 schools have been identified as prospective Role Model Schools.

These schools demonstrate strong leadership, active community participation, and a commitment to continuous improvement. Over the coming year, Masoom will continue mentoring them through Mentoring Phase II, enabling them to become demonstration schools and mentors for other government night schools across the network.

### Towards Sustainable School Transformation

Masoom's vision extends beyond program implementation to building resilient, community-owned institutions capable of sustaining quality education independently. While many government night schools continue to face challenges such as shortages of government-appointed teachers, Masoom is strengthening the capacities of SMDCs, school leaders, trustees, alumni, and local communities to drive long-term school development.

**By strengthening institutions, not just individuals, NSTP is creating a network of government night schools equipped to deliver quality education for generations to come.**



## Strengthening Academic Outcomes: SSC Improvement Program

Strong academic outcomes require consistent classroom support and structured exam preparation. Throughout

the year, we implemented targeted interventions to strengthen learning and improve SSC performance.

### Strengthening Teaching Excellence

#### Mentor Sessions

Subject experts and experienced academicians conducted mentor sessions in English, Mathematics, Science, and Social Science, equipping teachers with innovative teaching methodologies, curriculum updates, examination strategies, and audiovisual learning techniques to enhance classroom instruction.



**238 Teachers Trained**

#### School Leaders & Backup Teachers

To address persistent teacher shortages, Masoom deployed School Leaders and Backup Teachers across supported night schools, ensuring continuity in classroom teaching, timely syllabus completion, and sustained academic support.



**95 School Leaders & 48 Backup Teachers Appointed**

#### SSC Class Teachers' Meeting

A dedicated meeting brought together SSC Class Teachers to strengthen academic planning, monitor student progress, identify learning gaps, and coordinate targeted interventions to improve examination outcomes.



**62 Teachers Participated**

## Personalized Student Support

### Moderator Sessions

Students received structured guidance on answer-writing techniques, examination patterns, time management, and effective revision strategies, helping them approach the SSC examination with greater confidence.



**448 Sessions Conducted**

### Sunday Extra Classes

Virtual Sunday classes bridged learning gaps by providing additional instruction across all major SSC subjects through experienced educators and subject experts.



**1,200 Students per Session  
on Average**

### Focus Student Program

Six intensive learning sessions provided struggling learners with personalized coaching, concept reinforcement, and examination practice, achieving an average attendance of 82%.



**131 Students Supported**

### Bright Student Program

Specialized online batches enabled high-performing students aspiring to score above 60% in the SSC examinations to strengthen subject knowledge through advanced practice, continuous mentoring, and focused academic guidance.



**121 High-Performing Students  
Supported**

## Examination Readiness

### Worksheet Program

Conducted from August 2025 to February 2026, multilingual worksheets encouraged continuous learning, strengthened conceptual understanding, and improved answer-writing skills across subjects.



**2 Subject-wise Worksheets Weekly**

### Open-Book & Preliminary Examinations

Structured assessments familiarized students with SSC examination patterns, identified learning gaps, and strengthened examination preparedness through regular practice.



**100 Night Schools Participated**

### Exam Kit Distribution

Exam kits containing essential stationery reduced financial barriers and ensured students approached the SSC examinations with confidence and dignity.



**1,770 Students Supported**

### SSC Re-Examination Support

A 40-day intensive coaching program provided personalized academic support to 42 students reappearing for one or two SSC subjects, improving their chances of successfully completing secondary education.



**11 Students Successfully Cleared the SSC Re-Examination**

# SSC Results Across 100 Government Night Schools 2025-2026



**1,664**  
Students  
Appeared



**1,343**  
Students  
Passed



**81%**  
Overall Pass  
Rate

## Academic Highlights

**19** Schools achieved a 100%  
SSC Pass Rate

**24** Schools recorded 80% or  
Higher Pass Rates

**31** Students secured Distinction  
(75% and above)

**246** Students secured First Class  
(60% and above)

## Nagpur Municipal Corporation Day Schools

With support from the HCL Foundation, Masoom implemented an SSC Result Improvement Program across 28 Nagpur Municipal Corporation (NMC) Day Schools, extending its academic expertise beyond government night schools.

### Results

**972**  
Students  
Appeared

**882**  
Students  
Passed

**92%**  
Pass Rate

## Top Performers



**88.80%**

**Divya Yadav**  
Rajhans Hindi Night  
School, Dombivli



**88.60%**

**Khan Sirajuddin**  
Peoples English  
Night School, Byculla



**88%**

**Pathan Fatema Zueb Khan**  
Peoples English  
Night School, Byculla

## Celebrating Success Through Events

### Annual Event 2025

Masoom's Annual Event marked the culmination of another year of learning, perseverance, and achievement across the NSTP. Held on 5 August 2025 at B. N. Vaidya Banquet Hall, Dadar East, Mumbai, the event brought together students, teachers, headmasters, trustees, government representatives, partners, and supporters to celebrate the collective achievements of the night school community. The occasion recognized Maharashtra SSC toppers, felicitated high-performing schools, and acknowledged the dedication of educators and school leaders whose efforts continue to strengthen government night schools



across Maharashtra. The event was supported by Deutsche Bank, whose continued partnership has helped expand access to quality second-chance education for underserved learners.

### Annual Sports Event 2025

Held on 10–12 December 2025 at Dattaji Salvi Ground (Godrej Ground), Currey Road, Mumbai, Masoom's Annual Sports Event brought together 1,403 students from 81 government night schools to celebrate teamwork, resilience, and healthy competition. The event was graced by Mr. Udaykumar Shirodkar, Ex-Assistant Commissioner, MCGM, whose presence inspired and encouraged the students. Through Kabaddi, Dodgeball, athletics, and running races, students built confidence, strengthened teamwork, and



developed leadership and sportsmanship, reinforcing Masoom's commitment to holistic development beyond academics.

### Dil Se Event & Project Exhibition

The Dil Se Event & Project Exhibition brought together students, volunteers, donors, and partners to celebrate learning beyond the classroom. The event was conducted for Morgan Stanley on January 20, 2026, and Deutsche Bank on January 27, 2026. The Dil Se Event featured a

fireside chat with senior leaders and a student panel discussion, creating opportunities for meaningful interaction and inspiration.

The Project Exhibition saw the participation of 38 night schools, with 100

students showcasing innovative projects that reflected their creativity, critical thinking, and learning. The events provided donor representatives with a first-hand experience of the impact of Masoom's second-chance education initiatives, while celebrating student achievements and strengthening long-term partnerships.



## Voices from the Field

### Trustee's Reflection



*For over four decades, Pragati Mandal has worked to provide educational opportunities to students from economically disadvantaged communities in the former textile mill areas of Sewri, Mumbai. For the past 15 years, Masoom has been a steadfast partner, providing learning materials, nutritious snacks, additional English teachers, and support during the COVID-19 pandemic through online learning, grocery kits, and smartphones. Its academic interventions, sports activities, and enrollment efforts have strengthened our school and its connection with the community. Today, Masoom is more than a partner—it is a pillar of strength for our institution, and we are deeply grateful for its continued commitment to our students.*

**— Mr. Chandrakant Abajirao Shinde**  
President, Pragati Mandal;  
Management Committee Member,  
Kirti Night High School, Parel

### Headmaster's Reflection



*Masoom has introduced several initiatives that have strengthened our school and created meaningful opportunities for our students. Its enrollment drives have helped increase admissions, while educational visits such as the trip to Nehru Science Center have broadened students' learning experiences. Our second-place finish at the Science Exhibition among Mumbai's night schools boosted students' confidence and creativity, while career guidance and regular SMDC meetings have strengthened community participation and future planning. We deeply appreciate Masoom's continued commitment to improving the quality of education and supporting our students.*

**— Mr. Sunil Namdev Bhosale**  
Headmaster, Gagangiri Night High  
School, Kanjurmarg



# Evening Learning Centers

For many young people and adults, returning to education is not simply a matter of going back to school. In many communities, government night schools do not exist, leaving secondary school dropouts with few opportunities to continue their education while balancing work, family responsibilities, caregiving, or other life circumstances.

Recognizing this gap, Masoom established Evening Learning Centers (ELCs) in 2020 as a flexible, community-based model of second-chance education. Today, 28 ELCs across Maharashtra, Gujarat, and Uttarakhand enable learners aged 14 years and above to complete their Grade 10

through the SSC, Gujarat State Open School (GSOS), or National Institute of Open Schooling (NIOS), and Grade 12 through the Higher Secondary Certificate (HSC) or NIOS.

Beyond formal education, learners are also supported in pursuing higher education, skilling, entrepreneurship, and sustainable livelihoods. Designed around the realities of working youth, women, migrant workers, and other underserved communities, ELCs ensure that education remains accessible, flexible, and relevant to every learner's journey.

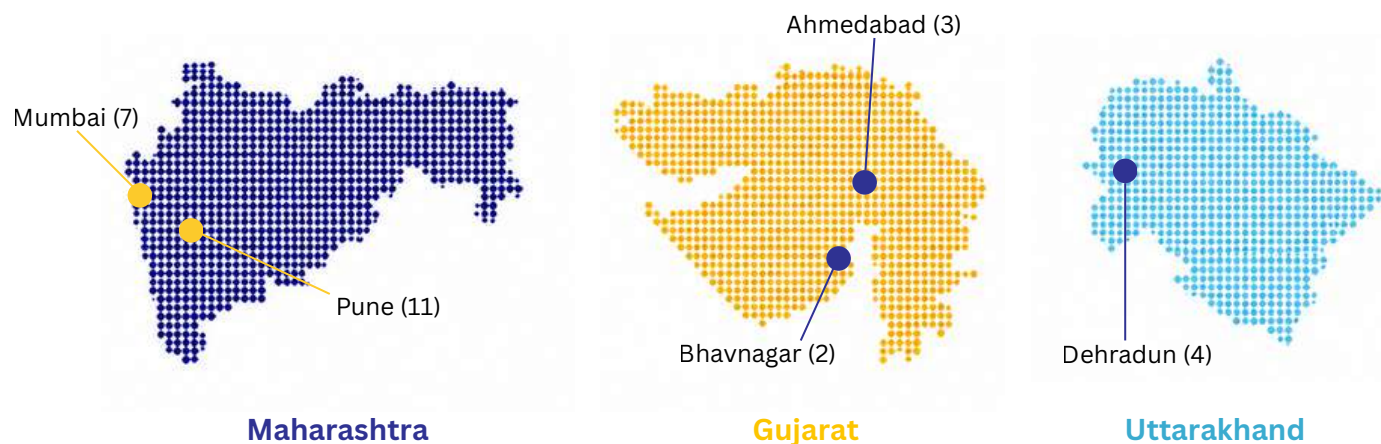
## Our Belief

***Education should never depend on where someone lives or when life allows them to return to learning.***

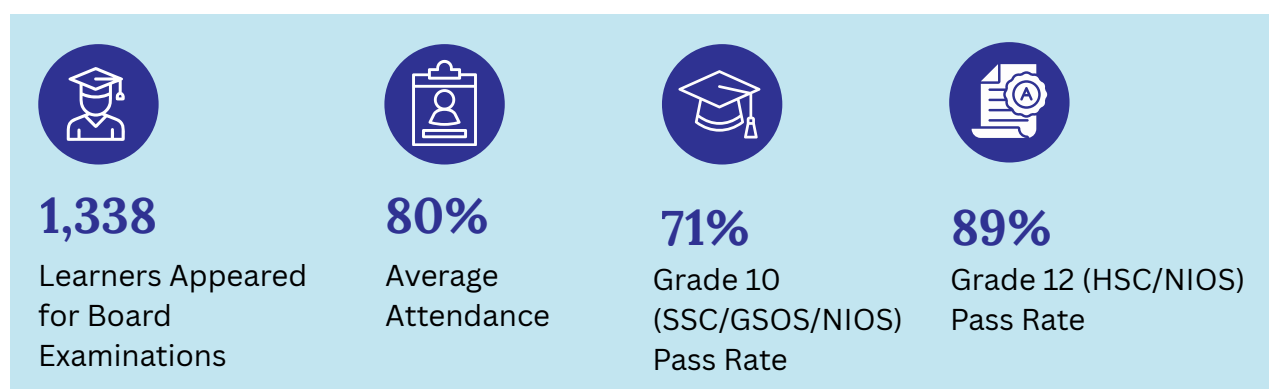
## Who We Serve

- Secondary School Dropouts & Grade 10/12 Re-Examinees
- Working Youth & Adults
- Women Returning to Education
- Migrant, First-Generation & Underserved Learners
- Blue-Collar Workers Seeking Career Growth

## ELCs Across India



## Impact 2025–2026



## Specialized ELC Models

### Hybrid ELC

Piloted in Pune, the Hybrid ELC combines online classes with science practicals and mentorship, enabling students, especially women balancing work or household responsibilities, to complete their Grade 10 education.

**92.54%**

Grade 10 Pass Rate  
(2025–2026)

### India's First LGBTQIA+ ELC

India's first ELC for the transgender and queer community, providing a safe space to complete formal education. What began as a Grade 10 initiative now supports learners in both Grade 10 and Grade 12.

**25%** Grade 10

**89%** Grade 12  
Pass Rate (2025–2026)

### Grade 12 ELCs

Four centers in Pune and Aarey Pada, Mumbai, support Grade 10 graduates who want to continue their education while working. Flexible Arts and Commerce streams help learners balance their studies with work and financial responsibilities.

**92%**

Grade 12 Pass Rate  
(2025–2026)

## Board Examination Results Across 28 ELCs 2025–2026

| Examination              | Learners Appeared | Students Passed | Pass Rate |
|--------------------------|-------------------|-----------------|-----------|
| Grade 10 (SSC/GSOS/NIOS) | 1,095             | 776             | 71%       |
| Grade 12 (HSC/NIOS)      | 243               | 217             | 89%       |

### Top Performing ELCs | Grade 10

| Center           | Appeared | Passed | Pass Rate |
|------------------|----------|--------|-----------|
| Hybrid ELC, Pune | 67       | 62     | 93%       |
| Warje ELC        | 56       | 48     | 86%       |
| Nigdi ELC, Pune  | 57       | 47     | 82%       |

### Top Performing ELCs | Grade 12

| Center                  | Appeared | Passed | Pass Rate |
|-------------------------|----------|--------|-----------|
| Unit No. 22 ELC, Mumbai | 69       | 67     | 97%       |
| Pimpri ELC, Pune        | 62       | 57     | 92%       |
| Yerwada ELC, Pune       | 42       | 37     | 88%       |

### Top Performers | Grade 10 | Maharashtra



**77.80%**

**Shreya Bodare**  
Nigdi ELC, Pune



**76.40%**

**Nisha Raman**  
Ganesh Nagar ELC, Mumbai



**74%**

**Aarti Bablu Verma**  
Gandhi Nagar ELC, Mumbai

**Top Performers | Grade 10 | Gujarat****74.17%**

**Juned Amjadbhai Shaikh**  
Juhapura ELC, Ahmedabad

**73.67%**

**Druvi Makwana**  
Sanjeevani ELC, Ahmedabad

**69.17%**

**Shaikh Moinuddin Irfan**  
Juhapura ELC, Ahmedabad

**Top Performers | Grade 10 | Uttarakhand****83.6%**

**Paras Kumar**  
Rajeevnagar ELC, Dehradun

**76.8%**

**Ritika Gurang**  
Ravi Narang ELC, Dehradun

**76.6%**

**Bilal Khan**  
Bhrampuri ELC, Dehradun

## Top Performers | Grade 12


**82.83%**

**Swati Chopde**  
Pimpri ELC, Pune


**82.83%**

**Suchita Pandit**  
Pimpri ELC, Pune


**78%**

**Chabukshwar Gautam**  
Janata Vasahat ELC,  
Pune


**77.67%**

**Waghmare Uttareshwar**  
Janata Vasahat ELC,  
Pune

## ELCs in Action

### E-Learning Sessions

Interactive digital lessons using audiovisual content, educational games, and quizzes made learning more engaging while strengthening conceptual understanding, analytical thinking, confidence, and classroom participation.


**806 sessions conducted**

### Science Practical Sessions

Hands-on practical sessions enabled learners to apply classroom concepts through science practicals, data entry training, and curriculum-specific activities aligned with their respective education boards, strengthening practical skills alongside academic learning.


**145 sessions conducted**

## Building Life Skills

### Child Rights Sessions

Child rights and protection sessions equipped learners with the knowledge to create safe environments for children while promoting positive caregiving practices, particularly for learners who are parents or caregivers themselves.



**598 participants**

### Financial Literacy Sessions

Learners developed practical financial management skills, including budgeting, saving, banking, expense tracking, and digital transactions, building greater confidence in managing their personal finances.



**438 participants**

### Environmental Awareness Sessions

Environmental awareness activities encouraged sustainable practices through hands-on initiatives, including eco-friendly Diwali celebrations where learners created diyas and lanterns while promoting responsible festival practices.



**726 participants**

### Center Management and Development Committee (CMDC) Meetings

Regular CMDC meetings brought together teachers, parents, alumni, and community leaders to strengthen enrollment, mobilize local resources, and encourage community ownership of each ELC.



**2-3 meetings per center**

## Alumni Association

Every ELC maintains an Alumni Association, giving former students a lasting support network. Alumni take part in mentorship, enrollment drives, and center events, and in turn receive priority access to our Career Cell, tying the ELC and Career Cell ecosystems together.



2–3 meetings per center

## Celebrating Success Through Events

### Annual Day Celebration, Mumbai ELC

On 17 September 2025, students from all six Mumbai ELCs came together in Goregaon West, Mumbai, for the Annual Day Celebration, marking a year of academic achievement, creativity, and community partnership. Cultural performances, recognition of outstanding learners, and appreciation of teachers and supporters created an opportunity to celebrate student progress while strengthening confidence and community engagement.



### Annual Felicitation Ceremony, Uttarakhand

The Annual Felicitation Ceremony, held on 23 September 2025, recognized the achievements of learners from ELCs across Uttarakhand through certificates and awards. Students, educators, government representatives, and community leaders came together to celebrate their progress and encourage them to continue their educational journeys.



## Pune ELC & NSTP Farewell Ceremony

At Acharya Atre Rangmandir, Sant Tukaram Nagar, Pimpri, on 25 March 2026, the Pune ELC & NSTP Farewell Ceremony marked the completion of the Grade 10 and Grade 12 journeys of learners from Pune's ELCs and night schools. Students, teachers, alumni, donors, community members, and Team Deutsche Bank came together to celebrate academic achievements, alumni contributions, and student participation through cultural performances and presentations, creating a meaningful celebration of their second-chance education journeys.



## Inauguration of the Ravi Narang ELC

The opening of the Ravi Narang ELC in Govindgarh, Dehradun, Uttarakhand, on 28 February 2026, marked a new step in expanding second-chance education to an underserved community. Community leaders, supporters, and local residents joined the celebration, reflecting a shared commitment to creating accessible learning opportunities for those who have been excluded from formal education.



## Voices from the Field



*The Pre-SSC program at Masoom helped me strengthen my foundational concepts and overcome my fear of Mathematics, Science, and English. The teachers explained every concept in a simple and effective way, helping me build the confidence to prepare for my SSC examination. Today, I feel confident and determined to appear for my exams. I sincerely thank Masoom for believing in me and supporting my educational journey.*

— **Preeti Borge, Student, Hybrid ELC, Pune (2025–2026)**



# Career Cell

Education opens the door to opportunity, but many learners from government night schools and ELCs face significant barriers after completing their Grade 10 or Grade 12 education. Limited career awareness, financial constraints, and a lack of access to professional networks often prevent capable students from pursuing higher education, vocational training, or meaningful employment.

Recognizing this gap, Masoom established the Career Cell in 2012-13 to support

learners beyond the classroom and into sustainable livelihoods. Today, the program serves students and alumni from government night schools, night colleges and ELCs across Maharashtra, Gujarat and Uttarakhand, providing career guidance, financial support for skilling and higher education, entrepreneurship development, and employment opportunities. By connecting education with livelihoods, the Career Cell ensures that every learner has the opportunity to build an independent and dignified future.

## Our Belief

*Every learner deserves not only an education, but also the opportunity to build a meaningful career.*

## Who We Serve

- Grade 10 & 12 graduates from NSTP and ELCs
- Alumni pursuing higher education
- Youth seeking vocational skills
- Aspiring entrepreneurs and job seekers

## Impact 2025–2026



**12,321**

Students Reached  
Through Career  
Guidance



**1,418**

Students Supported  
Through Short-Term  
Skilling



**829**

Students Supported  
Through Long-Term  
Education



**2,247**

Students Placed in  
Employment



**94**

Aspiring Entrepreneurs  
Supported

## How the Career Cell Creates Change

The Career Cell supports learners at every stage of their transition from education to employment. Through career exploration, financial assistance, skill development,

entrepreneurship support, and job placement, learners receive the guidance, resources, and opportunities needed to build sustainable livelihoods.



### Career Guidance

Career awareness introduces students to pathways available after Grade 10 and Grade 12.

**90** night schools · **28** ELCs ·  
**35** colleges · **12,321** students reached



### Skilling & Higher Education

Skilling, financial support, and academic guidance help learners pursue higher education and build long-term careers.



### Entrepreneurship Program

Training, mentoring, and financial support help learners start and grow their own businesses.

**40** Businesses Established



### Job Placement

Job-readiness support, interview preparation, and employer engagement help learners secure employment.

# Career Cell in Action

## Annual Mega Career Fair

Held on 29 November 2025 in Mumbai and Pune, the Annual Mega Career Fair brought together students, alumni, educational institutions, volunteers, and industry partners to explore higher education, vocational training, scholarships, and employment opportunities. The event was graced by Mr. Shailendra Gaste and welcomed over 1,222 participants, including 1,017 students and representatives from 33 educational and career institutions, providing learners with



direct access to career guidance and future opportunities.

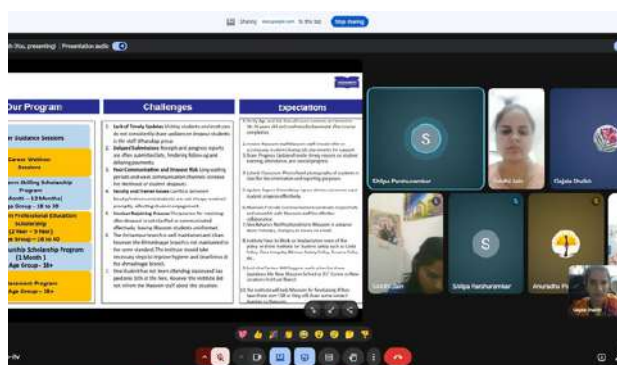
## Alumni Association Meet

Held alongside the Career Fair at Matunga Central Railway Hall, Matunga, the Alumni Association Meet brought together more than 100 alumni and staff members to celebrate alumni achievements and strengthen long-term engagement with the Masoom community. The event provided alumni with an opportunity to reconnect, share their professional journeys, and mentor current students, reinforcing a growing network of empowered learners supporting future generations.



## Career Webinars

Throughout the year, Career Cell organized 28 career webinars, reaching 1,231 learners through sessions conducted in partnership with Disha Computer Institute, JIFSA, Walk In Educate Pvt. Ltd., NIFD, Tech Mahindra, Frameboxx, Livewire, Ashtranga, and Suchit Academy, among other industry and education partners. These webinars provided learners with industry exposure, career guidance, and practical insights into emerging professions, helping them make informed decisions about higher education and employment.



## Masoom Incubation and Skill Center, Dahisar

The Masoom Incubation & Skill Center at Dahisar continued to empower underprivileged youth, community members, and night school students through practical livelihood training focused on tailoring and entrepreneurship. Designed as a 2–3-month intensive program, each batch combines technical training with livelihood planning and enterprise development, equipping learners with the skills and confidence to pursue self-employment and sustainable livelihoods.



## Voices from the Field

”

*"Masoom's guidance and scholarship support transformed my life. Today, I am financially independent and able to support my family with pride."*

— Pooja Manoj Prajapati

(Long-Term Scholarship Beneficiary, Nutan Hindi Night School, Mulund Supported with a 75% scholarship to pursue a Bachelor of Management Studies (BMS) program, Pooja now works as a Team Leader at BIOSASH Business Pvt. Ltd., earning ₹20,000 per month.)

”

*"Masoom gave me the confidence and support to become self-employed. Today, I am running my own business and supporting my family with dignity."*

— Bholelal Sukunlal Paswan

(Entrepreneurship Development Program Beneficiary, Sant Dnyaneshwar Night High School, Kurla. With ₹1,00,000 in entrepreneurial support, Bholelal established Raju Garage in Kurla and now earns approximately ₹20,000 per month through his business.)



# Tech on Wheels

Access to digital education should not depend on where a student studies or what they can afford. Yet for many learners in government night schools and underserved communities, access to computers, digital infrastructure, and formal computer education remains out of reach. Without these essential skills, students are often excluded from higher education and employment opportunities in an increasingly digital world.

Recognizing this gap, Masoom launched

Tech on Wheels (TOW) in 2015–16, transforming buses into fully equipped mobile computer laboratories that bring digital learning directly to schools and communities. Today, six TOW buses across Mumbai, Pune, and Nagpur provide learners from government day schools, government night schools, ELCs, and underserved communities with practical digital skills ranging from basic computer literacy to industry-relevant technical training, helping bridge the digital divide and prepare learners for the future.

## Courses Offered

Web Designing · Digital Literacy · Basic Computer Skills · Tally · Graphic Designing · Cyber Awareness (New)

## Our Belief

***Digital skills should be accessible to every learner, regardless of where they study or the opportunities available around them.***

## Who We Serve

- Students from government and private schools, government night schools, and ELCs
- Children and youth in Child Care Institutions and partner NGOs
- Learners from underserved communities
- Youth building digital and workplace skills

## Impact 2025–2026



**4,370**

students reached across  
night and day schools,  
ELCs, and communities



**47**

Government Schools  
Reached through PCMC  
& NMC Partnerships



**₹1.20 Lakh**

Revenue Generated  
through Community  
Partnerships

## TOWs in Action

### Strengthening Government Partnerships

Partnerships with the Pimpri Chinchwad Municipal Corporation (PCMC) and Nagpur Municipal Corporation (NMC) expanded access to digital literacy and computer education across government schools.



**19 Government Schools in Pune  
28 Government Schools in Nagpur**

### Expanding Partnerships & Community Reach

Through partnerships with 25 government night schools, 21 government day schools, 10 ELCs, and 11 local communities, TOW extended digital literacy and computer education to learners with limited access to technology-enabled learning.



**71 Locations & Communities**

## Enrollment Drives

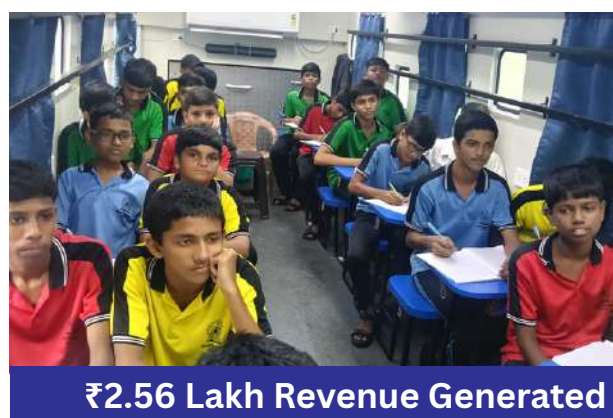
Through enrollment campaigns across Mumbai, Nagpur, and Pune, TOW buses took outreach directly into communities, connecting school dropouts and underserved youth with opportunities to return to education.



**3 Cities Reached**

## Building Sustainable Learning Models

Through community and NGO partnerships in Mumbai, TOW began diversifying its funding while strengthening community ownership, educator capacity, monitoring, and alumni engagement to support the program's long-term sustainability.



**₹2.56 Lakh Revenue Generated**

## Celebrating Success Through Events

### Bus Inauguration

Held on 11 September 2025 in Mumbai, the inauguration of a new NTT DATA-supported TOW bus marked an important milestone in expanding access to digital education. The ceremony brought together Team NTT DATA, Masoom representatives, and program staff to launch the fully equipped mobile computer laboratory, which will extend computer education and digital literacy to government day schools, government night schools, Evening Learning Centers (ELCs), and underserved communities.



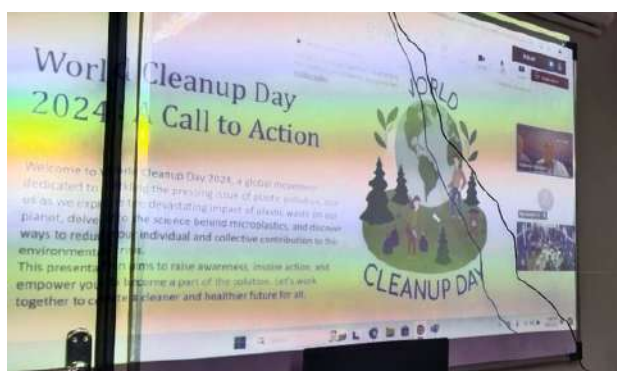
## Certificate Distribution Ceremony

In November 2025, learners who successfully completed Tech on Wheels training programs were recognized at a certificate distribution ceremony. The event brought together learners, Masoom and NTT DATA teams, Founder & CEO Ms. Nikita Ketkar, and partner organizations to celebrate their achievements. Additional ceremonies with AERIES and HCL Foundation also recognized learner progress.



## World Clean-Up Day Initiative

To mark World Clean-Up Day, TOW partnered with NTT DATA to conduct awareness sessions for learners across Mumbai, Pune, and Nagpur. Through interactive discussions on cleanliness, waste management, and civic responsibility, the sessions encouraged students to adopt environmentally responsible practices and become active contributors to their communities.



## Voices from the Field



*"With the help of Masoom and the TOW team, I have learned Basic Computers like MS Word, MS Excel, MS PowerPoint. Thank you so much Red Boys Foundation, Masoom and the TOW team."*

— **Shaikh Sameera**, Student, Red Boys Foundation, Bandra



*"TOW has given many students their first meaningful exposure to computers, building confidence and digital skills while opening new possibilities for higher education and future careers. We deeply appreciate Masoom's commitment to equal access to quality education."*

— **Ms. Sunita Gyaneshvar Tamhane**, Headmaster, Phugewadi PCMC School, Pune

# Education Resource Group

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Supported by Wipro Cares, the Education Resource Group (ERG) strengthens the quality of teaching and learning across Masoom's government night schools and ELCs. By empowering teachers with innovative pedagogical practices, structured academic resources, mentoring, and technology-enabled learning, ERG creates engaging, learner-centered classrooms that improve student

participation, conceptual understanding, and overall learning outcomes.

During the year, the project continued to strengthen educational quality through teacher capacity building, classroom innovation, digital learning resources, and improved academic systems, laying the foundation for sustainable educational transformation.

## Teacher Capacity Building

ERG strengthened teacher capacity by equipping educators with practical tools, mentoring, and learner-centered teaching approaches that improved classroom engagement and instructional quality.

- **Onboarding of Master Teachers** to develop ERG toolkits, structured lesson plans, classroom resources, and innovative teaching strategies.
- **Master Teacher Demonstration Lectures** showcasing activity-based teaching methods, effective classroom management, and interactive learning techniques.
- **Mentor Sessions** under the ERG project to strengthen teacher confidence through continuous mentoring and collaborative lesson planning.
- **Strengthening Teaching Practices** through classroom observations, mentoring, and subject-specific support across Mathematics, Science, English, History, and Geography.

## Classroom Innovation & Experiential Learning

ERG transformed classrooms into engaging learning spaces by integrating experiential learning, collaborative activities, and technology to strengthen critical thinking, creativity, and student participation.

- **Snack Wrapper Analysis (Group Discussion & Project-Based Learning):** Students analysed real-world products through observation, discussion, and reflection to build inquiry-based learning.
- **Co-Curricular Activities:** Competitions, collaborative projects, and interactive activities promoted creativity, teamwork, leadership, communication, and problem-solving.
- **Student Behavior Change:** Project-based learning, science exhibitions, and collaborative classroom activities strengthened confidence, leadership, and active participation.
- **E-Learning, Science Practicals, and Library Sessions:** Interactive digital learning, hands-on experimentation, and reading-based activities deepened conceptual understanding.

- **Environmental Awareness Activities:** Sustainability-focused projects and conservation initiatives encouraged responsible citizenship.

## Strengthening Academic Systems

ERG strengthened classroom quality by developing structured academic resources, assessment systems, and school-wide teaching frameworks that supported consistent and effective learning experiences.

- **Implementation of ERG Toolkits:** Enabled teachers to deliver more learner-centered classroom experiences aligned with students' learning needs.
- **Qualitative Assessments:** Worksheets, open-book examinations, preliminary assessments, and structured feedback strengthened conceptual understanding and improved learning outcomes.
- **ERG Plan for Role Model Schools:** Ensured every class conducted at least two experiential learning sessions each month.
- **Role Model School Exemplar Plan:** Strengthened examination planning, classroom organization, assemblies, e-learning integration, science practicals, library use, and structured timetables.

## Digital Learning & Educational Resources

Technology-enabled learning expanded access to quality educational resources while strengthening blended learning across Masoom's education programs.

- 75 Educational Videos developed in Marathi and Hindi simplified complex concepts and supported examination preparation beyond the classroom.
- Khan Academy Implementation in Role Model Schools introduced personalized, self-paced learning to strengthen conceptual understanding in Mathematics and Science.
- Masoom Project Exhibition provided a platform for students to showcase innovation, creativity, and problem-solving through student-led projects, marking the first time government night schools participated alongside ELCs.

## Looking Ahead

The Education Resource Group project will continue to strengthen teacher leadership, expand innovative pedagogical practices, develop scalable teaching and learning resources, and integrate technology-enabled learning across government night schools and ELCs. By fostering engaging, inclusive, and learner-centered classrooms, ERG will continue to build stronger educational systems that empower every learner to achieve their full potential.



# Stories of Transformation

## NSTP



### Chitra Sahebrao Ahire

Vidya Vikas Night School,  
Ghatkopar | Age 38

Chitra had to leave school as a teenager because her village had no access to higher education. Years later, after marrying and moving to Mumbai, she enrolled at Vidya Vikas Night School, Ghatkopar to complete the education she had left behind, even as her husband's paralysis left the family without its primary source of income. Masoom supported her by covering her examination fees, providing textbooks and notebooks, and offering grocery assistance to ease the family's financial burden while she attended Sunday remedial classes and practice examinations. Today, Chitra has successfully passed her SSC examination and hopes to pursue computer courses and build a career of her own.



*Age is never a barrier to education. If you have determination, work hard, and never stop dreaming, you can achieve anything.*



## ELC



### Aliza (Danish Rashid Shaikh)

LGBTQIA+ ELC, Mumbai | Age 24

Aliza's education came to a halt in 2016 because of financial hardship and the lack of acceptance she experienced at home and in society. At Masoom's LGBTQIA+ ELC in Mumbai, she found a safe and supportive learning environment, while the team also worked closely with her father to encourage greater acceptance. Today, Aliza has passed her Grade 10 National Institute of Open Schooling (NIOS) examination with 74%, ranking first in her class, and is now pursuing Grade 12 as she works toward becoming a nurse.



*I want to prove that no matter what your background or identity is, you have the right to dream, to learn, and to become someone who makes a difference.*



### Career Cell



**Swaranjali Ankush Jadhav**

Sahakar Night High School,  
Lower Parel | Age 32

After separating from her husband, Swaranjali moved into a women's shelter in Goregaon with her two daughters, working as a cook while completing her bachelor's degree and raising her family without any financial support. Determined to pursue a Master of Social Work (MSW), she was unable to afford the next step in her education. Masoom connected her with an individual donor, supported her education, and sponsored a short-term computer course. Today, Swaranjali works as a Field Officer, earning ₹25,000 per month while independently supporting her daughters.

“

With Masoom's support, I completed my courses and received financial assistance when I needed it the most. Today, I am working and supporting my family.

”

### TOW



**Ramesh Maruti Salunke**

Pimpri ELC, Pune | Age 35

Working as a laboratory attendant at AISSMS College of Hotel Management, Ramesh had always wanted to learn computers, but financial constraints kept quality computer training beyond his reach. Through Masoom's TOW program, he learned basic computer operations and cyber awareness, gradually building confidence through regular practical sessions. Today, Ramesh confidently uses digital tools in his workplace and plans to enroll in advanced computer courses to continue building his career.

“

When Masoom introduced computer training, I saw it as a chance to grow professionally. Today, I feel more confident using digital tools and want to continue learning.

”

# Our Path Forward

Masoom's long-term vision is to reach over 30 million out-of-school youth, adolescents, and adults across India by 2040. While the challenge is significant, it also presents an opportunity to strengthen the systems, partnerships, and innovations needed to expand access to quality second-chance education at scale.

In the year ahead, we will introduce a Monitoring & Evaluation Index for our Career Cell to assess and strengthen our network of training partners, ensuring every learner is connected to institutions that deliver quality learning and meaningful employment outcomes. As the world of work continues to evolve, we are also integrating Artificial Intelligence (AI) and emerging digital technologies into our skilling initiatives while encouraging our training partners to do the same, preparing learners for the jobs of tomorrow.

Through TOW, we will further expand access to AI awareness and future-

ready digital skills by bringing technology-enabled learning directly to underserved communities, ensuring that opportunity is never limited by geography.

Alongside program innovation, we remain committed to strengthening governance, data systems, and technology-enabled monitoring to ensure every partnership, every investment, and every program is guided by transparency, accountability, and measurable impact.

Our vision remains unchanged since 2008: every school dropout deserves the opportunity to complete their education and build a future of their own choosing. Every partnership we build, every system we strengthen, and every learner we support brings us one step closer to that goal. We are deeply grateful to our teachers, partners, donors, volunteers, and communities whose continued trust and collaboration make this journey possible.



# Our Governance

We are guided by a dedicated and experienced Governance Team that provides strategic direction, transparency, and accountability across our organization. Bringing together expertise in education,

development, public policy, communications, and finance, the team shares a common commitment to advancing equitable access to quality education.

## **Nikita Ketkar Founder & CEO**

A postgraduate in Political Science from the University of Mumbai, Nikita led a two-year participatory research study on the challenges faced by government night school students. The findings of this research laid the foundation for Masoom's establishment in 2008 and continue to shape the organization's vision and approach.

## **Atul Gandhi**

Chief Operating Officer at EdelGive Foundation, Atul brings over 15 years of development-sector experience, including work with TISS, Pathfinder International, and USAID- and Global Fund-supported programs. He brings expertise in monitoring, evaluation, and program management to Masoom's strategic direction.

## **Ashish Chowdhry**

Director of Corporate Affairs at Vishwa Samudra Engineering and Founder of DISRPTVE Communications, Ashish is an entrepreneur, communications strategist, and advisor. He supports Masoom's strategic growth, fundraising, and partnerships, bringing together storytelling, business, and social impact to strengthen the organization's mission.

## **Vineet V Ketkar**

A Chartered Accountant with an independent accounting practice, Vineet has played a key role in strengthening Masoom's financial systems and governance, ensuring transparency, accountability, and sound financial management across the organization.

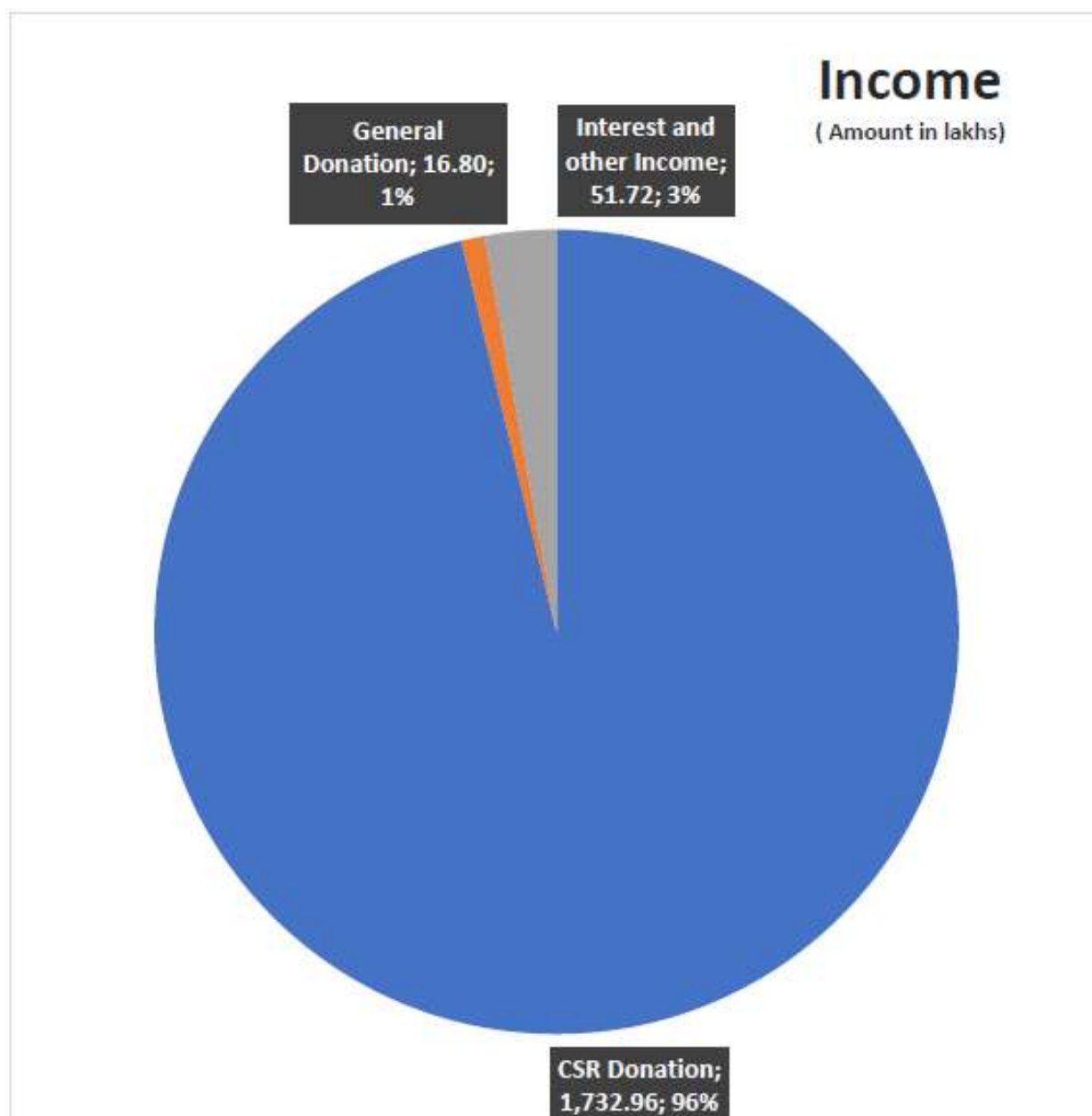
## **Suryakant Yashwant Deshpande**

An academic consultant at Navneet Publications and former Headmaster of KMS Night School, Parel, Suryakant brings extensive experience in secondary education and deep insight into the government night school ecosystem, helping guide Masoom's academic and institutional development.

## **Priti Nair**

Founder of Curry Nation and a creative leader committed to social equity, Priti serves as a Trustee of Masoom, contributing strategic insight, creative thinking, and communications expertise to advance the organization's mission of transforming government night school education.

# Financials

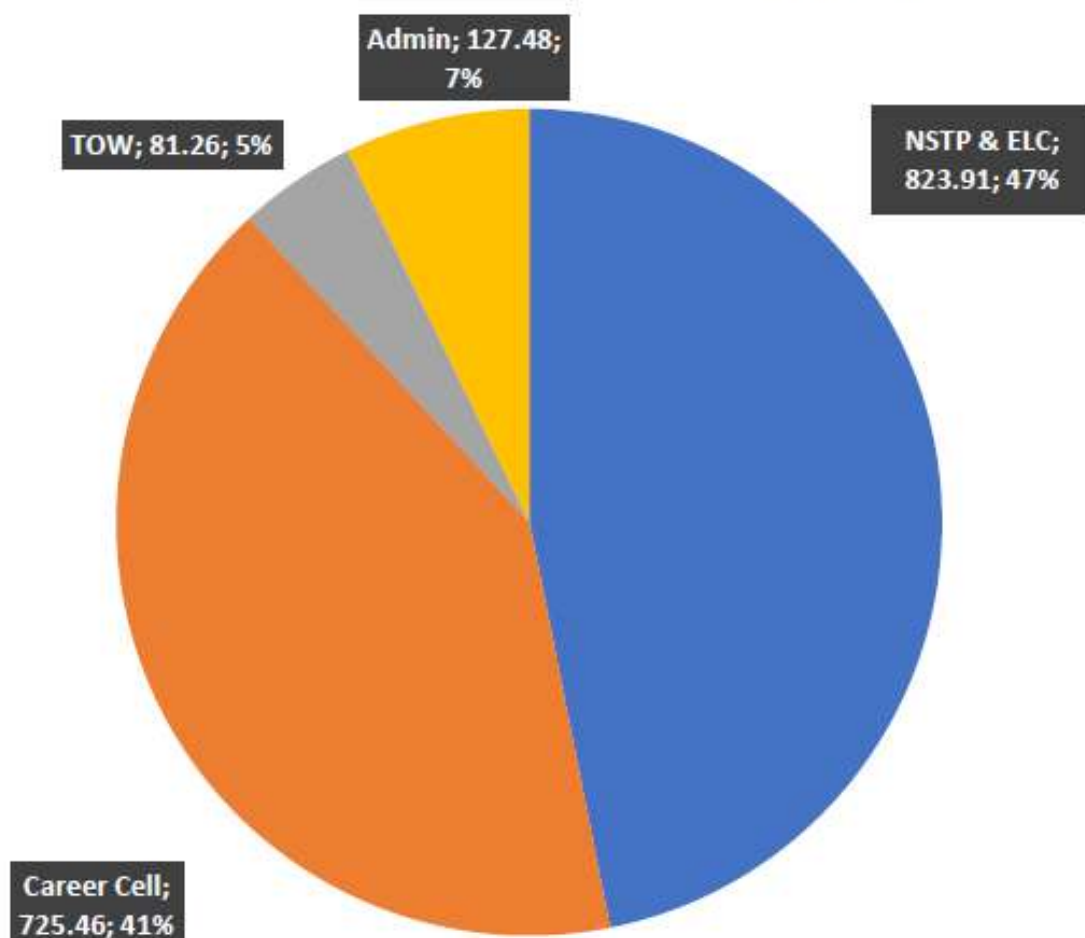


## Income

| Particulars               | Amount (In Lakhs) |
|---------------------------|-------------------|
| CSR Donation              | 1732.96           |
| General Donation          | 16.80             |
| Interest and other Income | 51.72             |
| <b>Total</b>              | <b>1801.48</b>    |

## Expenditure (Without Depreciation)

(Amount in Lakhs)



### Expenditure (Without Depreciation)

| Particulars  | Amount (In Lakhs) |
|--------------|-------------------|
| NSTP & ELC   | 823.91            |
| Career Cell  | 725.46            |
| TOW          | 81.26             |
| Admin        | 127.48            |
| <b>Total</b> | <b>1758.11</b>    |

*Ambavat Jain & Associates LLP**Chartered Accountants***REPORT OF THE AUDITORS RELATING TO ACCOUNTS AUDITED UNDER SUB-DIVISION (2) OF SECTIONS****33 & 34 AND RULE 19 OF THE MAHARASHTRA PUBLIC TRUSTS ACT.**

Registration No. : E - 24715  
 Name of the Public Trust : Masoom  
 For the year ending : 31<sup>st</sup> March 2026

|    |                                                                                                                                                                                                                                                                 |                         |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| A. | Whether accounts are maintained regularly and in accordance with the provisions of the Act and the rules;                                                                                                                                                       | Yes                     |
| B. | Whether receipts and disbursements are properly and correctly shown in the accounts;                                                                                                                                                                            | Yes                     |
| C. | Whether the cash balance and vouchers in the custody of the manager or trustee on the date of audit were in agreement with the accounts;                                                                                                                        | Yes                     |
| D. | Whether all books, deeds, accounts, vouchers or other documents or records required by the auditor were produced before him;                                                                                                                                    | Yes                     |
| E. | Whether a register of movable and immovable properties is properly maintained, the changes therein are communicated from time to time to the regional office, and the defects and inaccuracies mentioned in previous audit report have been duly complied with; | Yes, in digital format. |
| F. | Whether the manager or trustee or any other person required by the auditor to appear before him did so and furnished the necessary information required by him;                                                                                                 | Yes                     |
| G. | Whether any property or funds of the Trust were applied for any object or purpose other than the object or purpose of the trust;                                                                                                                                | No                      |
| H. | Whether any property or funds of the Trust were applied for any object or purpose other than the object or purpose of the trust; The amounts of outstanding for more than one year and the amounts written off, if any;                                         | NIL                     |
| I. | Whether tenders were invited for repairs or construction involving expenditure exceeding Rs. 5000/-;                                                                                                                                                            | No                      |
| J. | Whether any money of the public trust has been invested contrary to the provisions of Section 35;                                                                                                                                                               | No                      |
| K. | Alienations, if any, of the immovable property contrary to the provisions of Sec. 36 which have come to the notice of the auditor;                                                                                                                              | No                      |



Registered with Limited Liability under The Limited Liability Partnership Act, 2008 with Registration No. AAA-7120  
 Regd. Office: 40, Morarji Velji Bldg, 1<sup>st</sup> flr, 9/15, Dr. M.B. Velkar Street, Marine Lines, Mumbai -400002.  
 Tel: +91 22 43153000. Email: [aja@ajallp.in](mailto:aja@ajallp.in)

*Ambavat Jain & Associates LLP**Chartered Accountants*

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| L. | All cases of irregular, illegal or improper expenditure, or failure of omission to recover money or other property belonging to the public trust or of loss or waste of money or other property thereof, and whether such expenditure, failure omission, loss or waste was caused in consequence of breach of trust or misapplication or any other misconduct on the part of the trustees or any other person while in the managements of the trust; | No  |
| M. | Whether the budget has been filed in the form provided by Rule 16A                                                                                                                                                                                                                                                                                                                                                                                   | No  |
| N. | Whether the maximum and minimum number of the trustees is maintained;                                                                                                                                                                                                                                                                                                                                                                                | Yes |
| O. | Whether the meetings are held regularly as provided in such instrument;                                                                                                                                                                                                                                                                                                                                                                              | Yes |
| P. | Whether the minute books of the proceedings of the meeting is maintained                                                                                                                                                                                                                                                                                                                                                                             | Yes |
| Q. | Whether any of the trustees has any interest in the investment of the trust;                                                                                                                                                                                                                                                                                                                                                                         | No  |
| R. | Whether any of the trustees is a debtor or creditor of the trust;                                                                                                                                                                                                                                                                                                                                                                                    | No  |
| S. | Whether the irregularities pointed out by the auditors in the accounts of the previous year have been duly compiled with by the trustees during the period of audit;                                                                                                                                                                                                                                                                                 | Yes |
| T. | Any Special matter which the auditor may think fit or necessary to bring to the notice of the Deputy or Assistant Charity Commissioner.                                                                                                                                                                                                                                                                                                              | No  |

**For Ambavat Jain & Associates LLP**

Chartered Accountants

Firm Registration No.: 109681W


**Sanjay Pawar**

Membership No.: 126305

Place: Mumbai

Date: 3<sup>rd</sup> July, 2026

UDIN: 26126305CSLCJD7293



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# Special Thanks

Masoom gratefully acknowledges the individuals and institutions whose guidance, cooperation, and support have

helped strengthen its educational programs and create safer, more inclusive learning environments for students.

## **Mr. Avinash Randive**

***Computer Programmer, Education Department, Mumbai***

Several Masoom-supported night schools faced administrative and technical challenges related to Zero Sanch Manyata, student overage admissions, Aadhaar name corrections, UDISE data management, and APAAR ID implementation. Recognizing these challenges, Mr. Avinash Randive

provided valuable technical guidance and conducted orientation and capacity-building sessions for headmasters at Lonavala and the Masoom Office. His practical support helped school leaders navigate government procedures, resolve technical issues, and manage school administration more effectively.

## **Mr. Vishal Londhe**

***Assistant Commissioner, Social Welfare Department, Government of Maharashtra, Pune***

The Pune LGBTQIA+ ELC benefited from Mr. Vishal Londhe's support in securing a dedicated space for the center, including the venue used for its inauguration and regular operations. He also facilitated access to relevant data for Masoom's outreach

efforts, helping identify and connect potential learners from the LGBTQIA+ community with the center. His support contributed to creating a safe and welcoming space for learners to continue their education.

## **Mr. Akshay Pralhad Konde, IPS**

***Uttarakhand***

At the Rajiv Nagar ELC, Dehradun, gatherings of individuals under the influence of alcohol near the center during class hours had created an unsafe and uncomfortable environment for students and staff. Following a request from the Center Head,

Mr. Akshay Pralhad Konde coordinated with the local police team to arrange regular police patrols and police van rounds around the center. This timely intervention helped prevent such gatherings and provided students with a safer environment to attend classes.

### **Brihanmumbai Municipal Corporation (BMC) Education Department**

For several years, Kanara Vidyadayini Night High School, Fort, operated in difficult conditions, with students from Grades 8, 9, and 10 sharing a single room in a warehouse-like space. Over the past two to three years, Masoom worked with the BMC Education Department to

advocate for improved classroom facilities. These efforts resulted in the allocation of four classrooms in the Colaba Municipal Secondary School building, giving students and educators a more suitable and structured learning environment.

### **Dr. M. M. Patel, G.A.S.**

#### ***Additional State Project Director, Samagra Shiksha, Gujarat***

Through Dr. M. M. Patel's guidance, Masoom has maintained a transparent and collaborative relationship with Samagra Shiksha, supporting the implementation and monitoring of its educational initiatives across Gujarat. During the reporting year, Masoom submitted its first-quarter

(April–June 2025) and second-quarter (July–September 2025) progress reports directly at the Samagra Shiksha Office in Gandhinagar. When Dr. Patel was on leave during the third quarter, the report was submitted to the Inward Department of Samagra Shiksha, ensuring reporting continued on schedule.

### **Mr. Mandar Shinde**

#### ***Educationalist***

As part of Masoom's long-term educational planning, Mr. Mandar Shinde conducted a session on the National Education Policy (NEP) 2020, helping the team understand its objectives and implications for inclusive education.

He also supported the development of a five-year education roadmap, providing strategic inputs that helped shape Masoom's educational priorities and long-term direction.

# Our Donors & Supporters

## Institutional Support



## General Donors

*(donations greater than Rs. 24,999)*

- Inner Wheel Club
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- Rashesh C Shah
- RB Enterprise
- Srinivasraghavan Srivatsan
- The Bombay Community Public Trust
- The Mehran Edulji Bilimoria Charity Trust
- The Rasta Peth
- Optimum Stock Trading Company Pvt. Ltd.
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- Shailendra Ghaste

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- JP Morgan Chase & Co.

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- Rashid Shaikh

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## Advisors

- Lakshmi Iyer
- Shailendra Ghaste
- Prasad Gadkari
- Shobha Agarwal
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- Vineeta Gupta
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## Auditors

- Ambavat & Jain (Statutory Auditor)
- S. D. Madadkar & Co. (Internal Auditor)

## Advisory Committee Members 2025-26

| Name                           | Designation                                                   |
|--------------------------------|---------------------------------------------------------------|
| Mr. Anand Khankal              | Alumni student, Agarkar Night High School, Worli, Mumbai      |
| Mr. Anil Shukla                | Headmaster, B.V.M Night School, Ghatkopar, Mumbai             |
| Mr. Bhimrao Murlidhar Pardeshi | Headmaster, Dnyan Vikas Night School, Sion, Mumbai            |
| Mr. Dattatray Arun Sonavane    | Headmaster, Sharda Night High School, Vikhroli, Mumbai        |
| Mr. Santosh Bhanudas Kadam     | Headmaster, Tilak English Night School, Chembur, Mumbai       |
| Mr. Sunil Susare               | Headmaster, Bhaisatta Night School, Das Ganu Path, Ahmednagar |
| Mrs. Tabassum Fatma Rizvi      | Headmistress, Anjuman Islam Night School, Grant Road          |
| Ms. Sabha Ansari               | Alumni student, Model English School, Kings Circle, Mumbai    |

### Statutory Registrations

Masoom is a trust registered under the Bombay Public Trust Act 1950 –registration number – E24715. Masoom is also registered under the Foreign Contribution Regulation Act of 2010. FCRA Registration Number – 083781290.

### Tax Exemptions

Donations to Masoom are eligible for deduction under section 80G of Income Tax Act, 1961

### Our Bankers





Plot No. 115, Anant Smruti Building,  
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