

STORIES *of* CHANGE





Over the past year, our CSR efforts have made a real difference in the lives of the communities we work with. By focusing on education, skill development, and sustainable livelihoods, we have helped individuals build stability, confidence, and a path towards a better future.

This work is made possible through strong partnerships and consistent presence on the ground, enabling us to reach those who need it most and respond in ways that are practical and relevant.

As our work has expanded, we saw the need to bring it together under one clear and cohesive identity. **'nvision'** has been created as this umbrella, bringing all our ESG and CSR initiatives onto a single platform. It gives our efforts a shared direction across people, planet, and sustainable growth, while helping us stay focused on outcomes that improve everyday lives. It also allows us to build continuity, measure progress more effectively, and ensure that what we start today can be strengthened and scaled over time.

This edition brings together a set of stories from the field, each one a reminder that progress is not abstract. It is seen in livelihoods strengthened, opportunities created, and futures made more secure.

As we look ahead, our priority is clear: to deepen our efforts, expand our reach, and continue building outcomes that last.

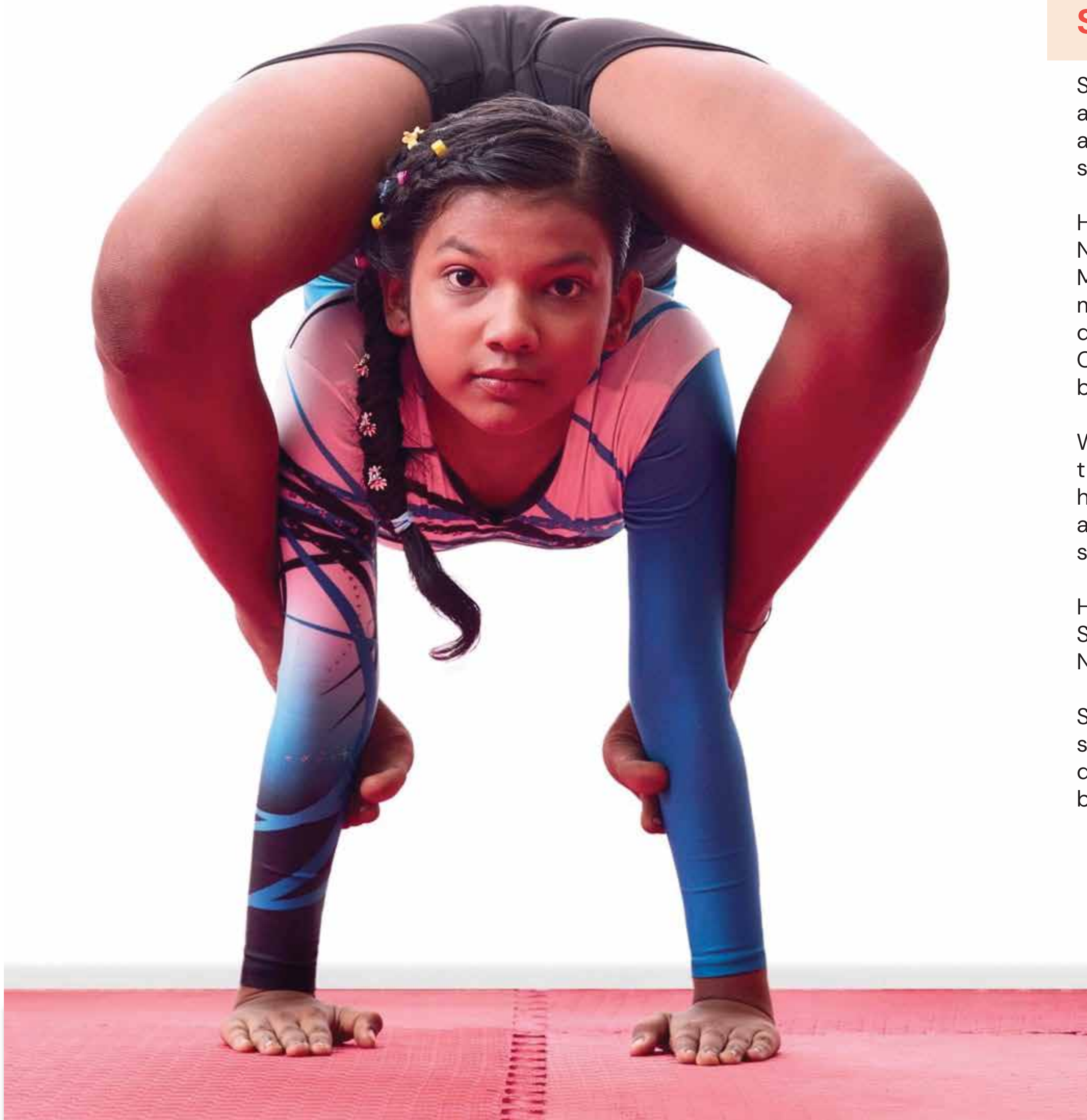
THE AKANKSHA FOUNDATION



PROGRAM OVERVIEW

Nuvama supports The Akanksha Foundation in advancing holistic student development through the School Project and the Sports Program. The School Project covers three Akanksha schools—Natwar Nagar School (447 students), Mahalaxmi Nagar School (434 students), and Savitribai Phule English Medium School (430 students)—reaching over 1,300 students and their families. The focus is on improving academic outcomes, student well-being, community engagement, and teacher development. The Sports Program complements this by reaching over 4,000 students across the Akanksha school network in Mumbai, Pune, and Nagpur, identifying and nurturing student athletes through structured training and opportunities to compete at district, state, and national levels.





STORY OF CHANGE

Shivani Munda, a student of Natwar Nagar Municipal School, has emerged as a promising young athlete through The Akanksha Foundation's Sports Program. With access to structured training and mentorship from Coach Fayaz Jamadar, Shivani discovered her talent in Yogasana and steadily built her skills through consistent practice and competitive exposure.

Her dedication has led to several remarkable achievements. Shivani won a Bronze Medal at the National Yoga Olympiad in Kanyakumari (June 2025) and another Bronze Medal at the Maharashtra State Yogasana Sports Championship in Sangamner (August 2025). She further made history by winning Gold at the DSO Divisional Yoga Championship, becoming the first state qualifier from Mumbai and the Akanksha network that year. Her performance at the DSO State Competition in Chhatrapati Sambhaji Nagar also helped Natwar Nagar Municipal Public School become the first BMC school to qualify for the DSO Nationals in Yoga.

We are extremely proud to share that Shivani brought great honour by winning a Silver Medal at the National Yogasana Championship (SGFI Nationals). Her dedication, discipline, and continuous hard work enabled her to achieve this remarkable success at the national level. This accomplishment has also made her eligible for 25 grace marks and sports quota benefits, supporting her future educational opportunities.

Her achievements were also celebrated on International Women's Day (8 March 2026) at the Sports Authority of India, Regional Centre, Mumbai, where the theme "Strong Women, Strong Nation" highlighted the determination and spirit of young women in sports.

Shivani's journey reflects the impact of sustained mentorship, access to opportunities, and a supportive ecosystem. Beyond medals, her story demonstrates how sports can build confidence, discipline, and resilience—opening pathways for girls from underserved communities to dream bigger and achieve more.



GYAN PRAKASH FOUNDATION

GPF facilitating the initial Parent Teacher Meeting in the school



Anagha Madam explaining the importance and role of portfolios to parents

PROGRAM OVERVIEW

Nuvama supports GPF's work in Maharashtra, focused on demonstration clusters—groups of 15 to 20 schools—to strengthen the implementation of CBE. While these clusters receive intensive, hands-on support, GPF also works with the district academic and administrative system across 17 of the state's 36 districts. This two-fold approach enables proven practices from demonstration clusters to scale systematically, leading to sustained improvements in student learning outcomes across districts.

STORY OF CHANGE

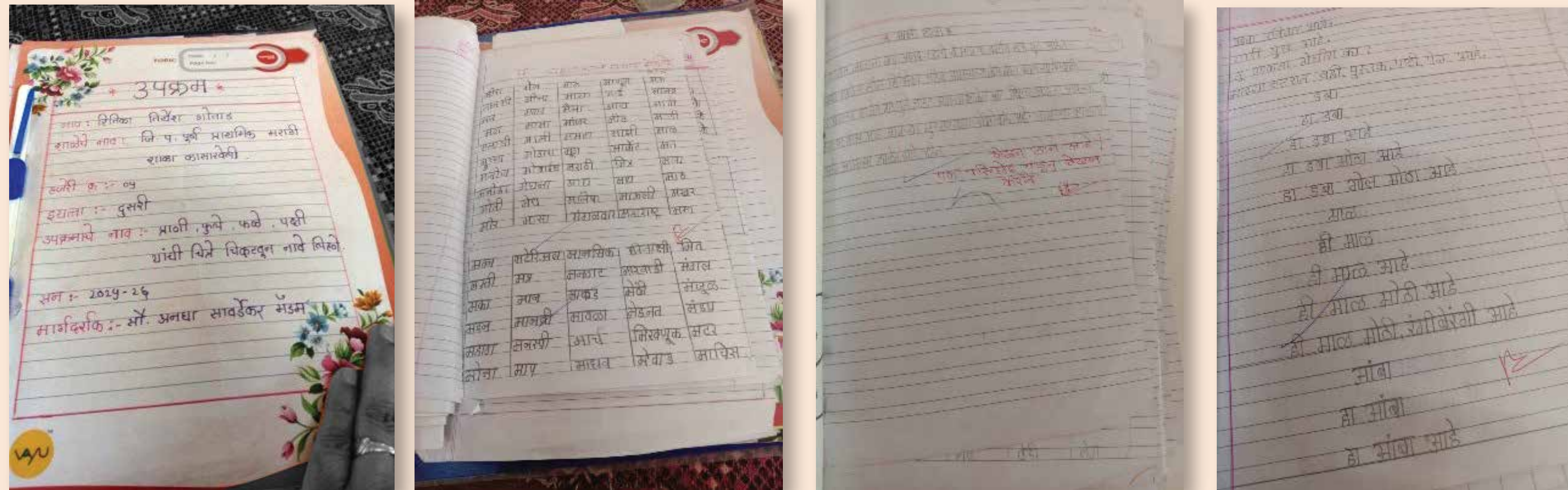
From Files to Formative Assessment: A Teacher's Portfolio Journey in Ratnagiri

When the New Education Policy (NEP 2020) proposed the idea of student-wise portfolios, it was envisioned as a shift—from viewing assessment as periodic testing to understanding learning as a continuous journey. At the school level, however, this idea initially needed clarity.

This transition can be clearly seen through the experience of Anagha Sawardekar, an Assistant Teacher at the Zilla Parishad Full Primary School, Kasarveli, in Ratnagiri district. She teaches grade 1 to 3 and there are 20 students in her class.

In the early stages, portfolios were commonly understood as collections of students' activities. Like many schools, Anagha Madam's school prepared activity files for students in grades 1 to 3. These files were well-organized and visually appealing, containing drawings, craftwork, and information of festivals.

Classwork by each child goes into his/her portfolio file along with teacher remarks. These serve as a good reference during Parent-teacher meetings to understand how much the child has grasped and where the help is needed.



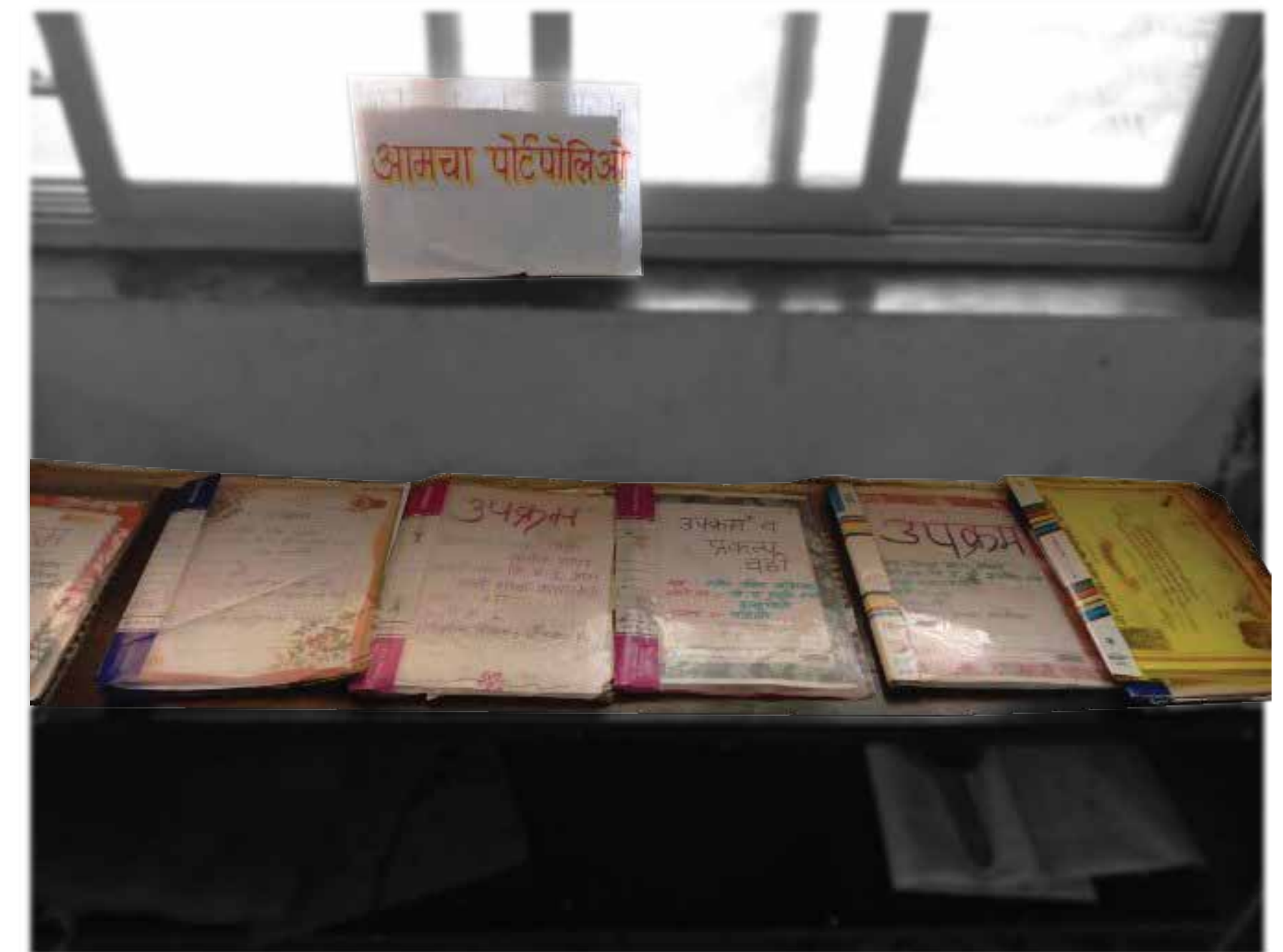
While such files reflect student effort, they largely showcase what children can display, not necessarily what they are learning or struggling with.

As part of Gyanprakash Foundation’s intervention at the district, block and cluster level to institutionalize competency-based education practices in rural primary schools; they supported orientation and capacity-building around portfolio practices. Through school visits and training sessions, teachers were guided to rethink portfolios not merely as decorative records, but as a journey of each child mapped to learning outcomes.

Now Anagha madam started using portfolios more thoughtfully. She started including evidence of progress in Language and Mathematics, documentation of learning gaps and not just achievements, and records showing month-on-month development of the child.

Over time, the portfolios began to clearly surface writing errors and letter-formation issues, gaps in number sense and mathematical processes, fear or hesitation in learning English, strengths in art, craft, and hands-on activities.

As portfolio practices evolved, their value became clearer—not only to teachers, but also to parents. In discussions during parent-teacher meetings, parents were encouraged to see portfolios as tools for understanding where their child needed support.



Portfolio files of each child in the class

Initially, there was hesitation. Parents and students were reluctant to include work that reflected mistakes or low performance. However, once the purpose was clearly explained—that improvement begins with recognising gaps—this mindset gradually changed.

Parents began actively engaging, ensuring that portfolios were regularly updated and supporting children at home based on identified needs.

This shift transformed portfolios into a bridge between school and home.

Selected notebook work, photographs of projects, teacher notes, student self-evaluations, and parent feedback were systematically included. What emerged was a holistic picture of each child’s learning journey.



Children eager to show their classwork to parents



Teacher using portfolio file to discuss child’s learning journey with parent.

The portfolio was no longer a file prepared for inspection—it became a formative assessment tool guiding teaching, learning, and overall development.

For the teacher, one of the most significant outcomes was the change in parental behavior. Parents who had previously remained disengaged began initiating conversations with teachers. Discussions shifted from marks to learning processes, effort, and progress.

While sharing her experience, Mrs. Anagha Sawardekar says, “At first, maintaining student portfolios felt complicated and time-consuming. But over time, both students and parents have begun engaging with them actively. The portfolios now help us clearly see each child’s learning journey and support the development of their skills and abilities.”

Portfolios now answer two critical questions – What has the child learned so far? And what support is needed next? Although the concept of portfolios initially felt challenging, regular and thoughtful use has transformed them into tools that make the learning process more meaningful.



LATIKA FOUNDATION

PROGRAM OVERVIEW

Nuvama supports two key initiatives at Latika. It is enabling the construction of a 950 sq. ft. library at the Center of Inclusion and Influence in Dehradun, designed as a space for children, families, and the community to read, learn, and connect. It also provides partial program support to Latika School, an activity-based Child Development Center that serves 90 children with disabilities (ages 7–14) through individualized education, therapy, and family engagement.



STORY OF CHANGE

In India, the International Symbol of Access appears on buildings, but the disabled have little faith in it. Ramps are too steep, doors aren't wide enough, you can enter a building but not get up the stairs in the lobby. There is almost no building which is genuinely open to everyone. India needs an iconic example that works for all. The Centre of Inclusion and Influence is Latika's bold move to change how disability is experienced in India.

Within this campus, support from Nuvama is helping build a new library — a welcoming space designed for children, families, and the wider community to read, learn, and connect.

Research shows that in the United States, the United Kingdom, and Australia, about 66% of children with intellectual disabilities learn to read. In India, that number drops to around 41%—and among the children we serve in Dehradun, it can be even lower.

We believe that a library should be a place where everyone feels at home and where books are not just read but experienced. Designed to be open and inviting, our library is more than a collection of books—it is a vibrant space where families can gather, explore, connect, and experience the magic of stories.



We believe that a library should be a place where everyone feels at home and where books are not just read but experienced. Designed to be open and inviting, our library is more than a collection of books—it is a vibrant space where families can gather, explore, connect, and experience the magic of stories.

The library greets visitors with an expansive, light-filled environment that encourages curiosity and imagination. It will hold more than **6,000 carefully selected books**, organized by age group and genre and color-coded so children can identify their section and choose books independently.

For many of our children, the first steps are simple yet meaningful: choosing a book, holding it, turning the pages, and exploring the pictures. Over time, these small experiences build confidence and familiarity with books.

The library includes cozy reading areas for children, collaborative spaces for older students, tech-enabled learning zones, and a makerspace for activities. One section will function as an **Active Learning Center**, with a small stage where children can listen to stories, retell them, enact them, and create their own.



Next to the Library is our **family resource center**, where parents and caregivers can attend workshops, engage in discussions, and find support.

One winter morning recently, our terrace was full of Latika mothers sitting in the sun with scissors, tape, and sheets of plastic. They had formed what we call the **Book-Covering Committee**. With hundreds of books arriving from publishers and bookstores across the country, they were carefully covering them.

The library—supported by a generous grant from Nuvama—has quickly become something many families feel they are building together.

The library will also be a place for activity. A small stage will host storytelling sessions where children can listen, retell, and act out stories. Families may drop in to read aloud. This library is not only for just the kids enrolled at Latika. It is for the entire Latika community—siblings, parents, grandparents, volunteers, and visitors.

Together, these efforts are helping create something rare: a place where accessibility, learning, and community come together—showing what inclusion can truly look like in India.



KUPPUSWAMY



PROGRAM OVERVIEW

Nuvama, in association with The Kuppuswamy Naidu Charity Trust for Education and Medical Relief, supports Kids Can Win—a comprehensive pediatric oncology initiative providing curative treatment to children up to 18 years of age from families with a monthly income of ₹20,000 or less.

The program covers the full spectrum of care, including chemotherapy, cancer-related surgeries, radiotherapy, and Bone Marrow Transplants (BMT) for relapsed cancers and severe blood disorders such as Thalassemia Major.

For Nuvama, this initiative reflects a focused approach to deploying CSR capital where it can create measurable, long-term impact. The support is helping improve survival rates in line with global benchmarks, strengthening pediatric oncology infrastructure in Western Tamil Nadu, and building a model that can be scaled over time.

Each child treated represents more than a medical outcome. It means a return to school, financial protection for families, and the restoration of years of productive life.

Through Kids Can Win, Nuvama is working to ensure that a diagnosis does not determine a child's future—because with timely support, every child has a real chance to win.

STORY OF CHANGE

Meena, a four-year-old from Salem, Tamil Nadu, was diagnosed with Acute Promyelocytic Leukemia (APL), a rare and serious form of blood cancer. Her treatment is being supported through a CSR grant from Nuvama Wealth Finance Limited under the Kids Can Win initiative.

In December 2025, Meena began experiencing persistent high fever along with bleeding from her mouth. She was admitted to a local hospital in Salem, where she received emergency care, including blood transfusions. Initial assessments indicated a serious blood disorder, and her family was advised to seek specialised treatment.



She was referred to G. Kuppuswamy Naidu Memorial Hospital (GKNM Hospital) in Coimbatore, where she arrived in critical condition and required immediate admission to the Intensive Care Unit. Detailed investigations confirmed APL, a condition that disrupts the body's ability to produce healthy blood cells, leading to severe risks of bleeding and infection. While rare, APL is one of the most treatable forms of leukemia when diagnosed early and managed appropriately.

Meena's father, a textile labourer earning approximately ₹10,000 per month, had already exhausted the family's savings on initial treatment. With another child to support, continuing care was beyond the family's means.

At this critical stage, support from Nuvama enabled Meena to begin life-saving treatment. She is now responding well, and her condition has improved significantly. With continued care over the coming months, she is expected to return to a healthy childhood.

Meena's journey is a reminder of what timely intervention can achieve. It is not just about treating an illness, but about giving a child her future back and restoring stability for her family.



SALAAM BOMBAY FOUNDATION

PROGRAM OVERVIEW

Nuvama supports Salaam Bombay Foundation in implementing the Skilling for Careers and Livelihood programme for Grade 9 students in municipal schools. The initiative provides structured training in arts, media, sports, and vocational skills, helping students build practical, employable capabilities. After completing school, students receive advanced training, internships, job placements, along with mentorship and seed funding for those interested in entrepreneurship. In FY 2025–26, the programme is expected to benefit around 1,000 students, equipping them with skills, exposure, and clear pathways to future livelihoods.

STORY OF CHANGE

In many resource-challenged neighbourhoods, the future often feels pre-written. Children grow up watching the same struggles repeat across generations, and over time, their dreams are limited by their reality.

Programmes like the one supported by Nuvama begin to shift that pattern. When adolescents gain practical skills, mentorship, and the confidence to use those skills, something fundamental changes. The hope once seemed distant starts to feel achievable. Young people begin to see themselves not just as students, but as individuals capable of earning, contributing, and shaping their own futures.

Students like Seemu Jatoliya know this reality closely.



After losing her father, Seemu's family entered a difficult and uncertain chapter. Her elder brother stepped forward to become the primary earner, leaving school so he could support the household and take on responsibilities far beyond his years. In homes like theirs, choices are rarely simple. Education often gives way to the urgent need to earn. Seemu's path could easily have followed the same direction. But through Salaam Bombay Foundation's intervention, her story began to take a different turn, opening possibilities that once seemed out of reach.

Like many adolescents in homes facing financial difficulties, Seemu knew that survival often comes before dreams.

But when she was in Grade 9, she was introduced to the Beauty and Wellness training offered through Salaam Bombay Foundation's skills@school programme. At first it was simply a class, a chance to learn something new. Soon, it became something more.

With a small starter kit and the encouragement of her trainers, Seemu began offering beauty services to neighbours and friends. When word spread, clients started referring her. The small services she offered turned into steady work.

Today, Seemu contributes to her household income while continuing her education, proving to herself and to her family that another path is possible.

Her story reflects something larger. Across the programme, adolescents are beginning to see their abilities in a new light.

Mohammad Ali, trained in mobile repair, now earns around ₹7,000 a month, helping support his family while working toward his dream of joining the Indian Air Force. Vikas Vishwakarma, trained in home appliance repair, has already earned ₹18,000 through repair work and hopes to open his own shop one day. Vrushali Sunil, trained in beauty services, has built a loyal neighbourhood clientele, generating ₹1.37 lakh in revenue while still studying. These numbers matter. But the deeper change happens inside homes.

When a young person begins earning through skill-based work, something shifts within the household. Financial pressure eases. Younger siblings are more likely to stay in school. Conversations about the future begin to change. Aspirations expand.



Through programmes supported by Nuvama, over 1,000 beneficiaries are currently on this pathway to opportunity.

This year alone, Nuvama's support has reached 100+ young grassroots entrepreneurs.

36 adolescents have been mentored through Dolphin Tanki, 18 of these will receive seed funding to take their ventures forward.

These young people are part of a larger ecosystem nurtured by Salaam Bombay Foundation and Nuvama. Through structured training, adolescents gain practical skills in trades such as beauty services, mobile repair, photography, media production, and appliance repair. With continued support through DreamLab internships, the Entrepreneurship Incubator, and the Dolphin Tanki seed-funding platform, they receive mentorship, exposure, and the opportunity to transform their ideas into livelihoods.

And in communities where opportunity has long been scarce, each of these journeys carries meaning far beyond the individual.

Because when one young person discovers their potential, something powerful begins to shift.

It is the moment a family begins to hope differently. It is the moment possibilities widen. It is the moment when a young person begins to break the cycle.



YUVA UNSTOPPABLE

PROGRAM OVERVIEW

Hi, I am Jyoti Singh, Principal of **Lady Irwin School**, and I am very happy to share that our school is soon completing 100 years. At this special moment in our history, I am delighted to introduce a new initiative supported by Nuvama—our very first Smart Board for the middle school.

This Smart Board will not only benefit our 3,000 girls but will also support our teachers in creating more engaging and interactive classrooms. It is an emotional moment for us. Even after almost a century of serving students, we did not have smart classrooms

until now. As a principal, seeing this change gives me an overwhelming sense of hope and gratitude. It feels truly meaningful to witness a brighter future opening up for our girls.

I know that both our teachers and students will use this technology creatively, making learning more joyful and effective. This marks a unique and important step forward for our school.

My heartfelt congratulations to the entire school community, and a sincere thank you to Nuvama for being an angel to our children.



JYOTI SINGH

Principal of Lady Irwin School,

SAMIKSHA

A student at Cosmos High School



STORY OF CHANGE

Meet ten-year-old Samiksha Mutkule. She has gone through two major surgeries, and even now she cannot stand without support. Two of her fingers are fused, so holding a pencil is difficult for her, and her voice is soft, which sometimes makes it hard for others to understand her. She cannot carry her own schoolbag—someone always has to help her.

At **Cosmos High School**, her favorite place was always the Smart Room. But since there was only one digital classroom for the entire school, she could use it only once a week. She would count down the days until it was finally her turn. For a child whose physical movements are limited, waiting a whole week felt very long.

This week, everything changed. A second Smart Classroom has been set up in the school, thanks to the support from **Nuvama**.

When Samiksha found out that she no longer had to wait a whole week to learn through visuals, that she could access the Smart Room

every day, she was genuinely thrilled.

For a child who struggles to speak clearly, digital visuals help her understand better.

For a child who finds it hard to handle books, the smart board makes learning easier and more engaging.

Thank You to Nuvama

This change has made a big difference in Samiksha's life. By adding another Smart Classroom, you haven't just improved infrastructure; you have made learning easier and happier for her. You have given her more time, more access, and more confidence.

Her smile says everything. She now feels included, excited, and hopeful about her future.

Thank you for bringing this joy to Samiksha and to every child at Cosmos High School.



VINEETA

A student at Lady Irvin School

My name is Vineeta, and I study at **Lady Irvin School**. I have always loved my school, but one thing that made me feel a little left behind was that we didn't have any smart classrooms. Many of my friends from other schools talked about learning through videos and animations, and I used to wonder how it must feel to study like that

This year, something happened that I will remember for a long time.

Our school received its very first Smart Board, supported by **Nuvama**. None of us were expecting it, so when the board was installed, it felt like a festival day. We all quietly gathered around, waiting for the screen to turn on.

The moment the first lesson appeared on the board, I felt something change inside me. I could understand things faster. I felt more connected to what my teacher was explaining. And most importantly, I felt proud.

For the first time, I didn't feel that our school was missing anything. I felt like we had stepped into a new world of learning.

What made it even more special was seeing the happiness on our Principal ma'am's face. She told us that as our school completes 100 years, this is one of the most meaningful changes she has seen. Hearing that made me realise how big this step is for all of us.

Now, when I sit in class, I look forward to learning. The Smart Board has made studies easier, clearer, and much more interesting. My friends and I are already imagining how many new things we will get to explore because of this change.

Thank you, Nuvama, for giving us an opportunity that we always dreamed of but never thought would come so soon. You have made our school feel brighter, and you have made our future feel bigger

HAMARI LAADO



PROGRAM OVERVIEW

NEEV, one of Hamari Lado's foundational programmes, is a 10-week experiential development initiative for girls aged 9–12, culminating in a 5-kilometre run. It is conducted twice a year—July to October, concluding on October 11 (International Day of the Girl Child), and December to March, concluding on March 8 (International Women's Day). With support from Nuvama, the programme is able to expand its reach and deepen its impact across participating communities. Grounded in the Panch Kosh framework and Zones of Growth, the programme focuses on building confidence, resilience, and a sense of achievement, while also fostering friendships, joy, and safer social norms for girls in both private and public spaces.

STORY OF CHANGE

At **Vinayak Vidyapeeth in Bhilwara**, a group of **30 girls** participated in the NEEV programme, beginning their journey with hesitation and limited confidence to express themselves in public or classroom spaces. Coming from rural households where girls are often expected to remain quiet, many of them initially found it difficult to share their opinions or participate actively in discussions. Through the NEEV sessions, they gradually began engaging in activities that encouraged communication and self-expression. Exercises such as interviewing teachers, parents, and local elders helped them interact with authority figures and practice sharing their thoughts with confidence.

Over time, a noticeable shift emerged. Girls who were once quiet started speaking more openly in group settings and began expressing their ideas, questions, and even disagreements when something did not feel right in their context. Teachers at Vinayak Vidyapeeth observed that many girls became more active in classroom participation and showed greater willingness to lead discussions and group activities.

One of the most powerful moments of this transformation was witnessed during the **community 5-kilometre run**, where girls from the school ran through the village streets with determination and pride. For many community members, watching young girls complete the run within a short training period was both inspiring and surprising, challenging traditional perceptions about what girls can achieve.

Role-play activities also played a significant role in shaping aspirations. When girls stepped into roles such as **doctor, sarpanch, police officer, or teacher**, they began imagining possibilities for their own futures beyond conventional expectations. These sessions sparked conversations among the girls about education, leadership, and contributing to their communities.

While the journey has been encouraging, one of the ongoing challenges is ensuring the availability of well-trained local coaches who can effectively understand and deliver the curriculum. When equipped with the right training, these coaches serve as strong role models for the girls.

Today, these girls demonstrate greater confidence, stronger situational awareness, and the courage to express themselves. Their journey reflects how consistent encouragement, supportive mentors, and community engagement can help rural girls recognize their potential and take meaningful steps toward shaping their own futures





LITTLE CHIPPERS

PROGRAM OVERVIEW

The program, supported by Nuvama Wealth Management, is a grassroots financial literacy initiative implemented by Little Future Founders in collaboration with Smriti across the Agra district. Through interactive, child-appropriate workshops, the initiative has reached 5,000+ children in underserved schools and communities. Post-workshop assessments show 89%+ learning comprehension across key concepts, with up to 50-80% improvement from pre-workshop levels in certain areas, demonstrating strong engagement and meaningful learning impact among young beneficiaries.

STORY OF CHANGE

That spring morning felt ordinary. Dolly adjusted her torn uniform. Varun hid his cold feet under the bench, he had no shoes. Srishti was simply happy to be away from the distress at home. Their government school had cracked walls and very basic resources. Teachers were often pulled away for electoral duties. Yet the children still came every day – to play in the large grounds, learn when they could, and for a warm mid-day meal.

Then something unusual happened. A white van stopped at the school gate. People in white hoodies stepped out carrying cartons and a giant speaker. The dusty carpet from the storeroom was rolled out. Only a few grades were invited to join; others leaned through windows and hung from trees to watch. The entire school buzzed with hope. “Will they give us new bags?” someone whispered.

Ms. Sonia stood smiling on the microphone. “Today, we will have fun and learn something new.” She promised. We began with simple game— needs versus wants. How had we never thought about the difference before? She then drew a child on the board. We named her Angel. “Angel has ₹100. How should she spend it?” Hands shot up. “Chola bhatura!” “Chocolate!” “Chowmin!” “Cricket ball!” In minutes we had spent all of Angel’s money – and felt proud. She smiled gently. “What about tomorrow?” Silence.



We tried again. This time, we save ₹50 first. With the rest we suggested two plates of momos and a bottle of water. Brilliant! Ms.Sonia smiled and then pushed us further, “What if a hungry street dog needed food?” Our instinct was to break our savings — or our parents’. She then introduced us to Save. Spend. Share. So simple. Yet none of us had practiced it before. Dolly suddenly remembered how often her mother had to break into her small savings.

Just then, Ms. Sonia appeared in a magician’s cloak and hat. Gasps filled the room. From the cartons she pulled out a book — Marvin’s Magic Money — and promised every child a copy to take home. We read the book together. Through Marvin and his grandmother we learned something we had once laughed at — that money can grow in a bank. Varun, who believed banks only deducted fees, stared in disbelief as the idea of interest unfolded like a magic trick. The coins under our beds suddenly felt small. Unsafe. Idle.

This session had already been the best part of my day but then came the most powerful moment. Ms.Sonia asked us to “Close your eyes and Imagine you are saving for something special.

“Dolly touched the torn edge of her uniform. Varun felt his cold feet. Srishti imagined two new notebooks. Around the room came quiet dreams — a cycle, shoes, a birthday dress, spectacles for my dadaji, kawasaki bike and even a three-bedroom house. The room changed.

It was no longer a classroom with cracked paint and a dusty carpet. It was a room full of dreams. We wrote our goals, estimated their cost, and decided how much we would save each week. No one laughed at anyone’s dream. For the first time, our future did not feel accidental. It felt intentional.

When the team took their bow, we gave them a standing ovation — not because of the magic tricks or the free book, but because something invisible had shifted. We walked back to the same classrooms. But inside us, something had grown.

That evening Dolly ran home to tell her mother about saving before spending. Varun asked his father about opening a bank account. Srishti read the story to her younger brother.

In a world that feels increasingly uncertain, where families everywhere worry about the future, this small lesson may become one of the most powerful gifts a child can receive. Their future did not depend only on circumstance. It depended on choice. And for the first time, that choice had been placed in their hands.

Behind every outcome is a shared belief in
doing what matters.

#LetsDoltRight