

KARUNAR KHETI TRUST



Annual Report & Journal 2024-25

In this Issue:

Special Essay on Curiosity, Freedom, Love, and Education

Livelihood Development through Mushroom Farming

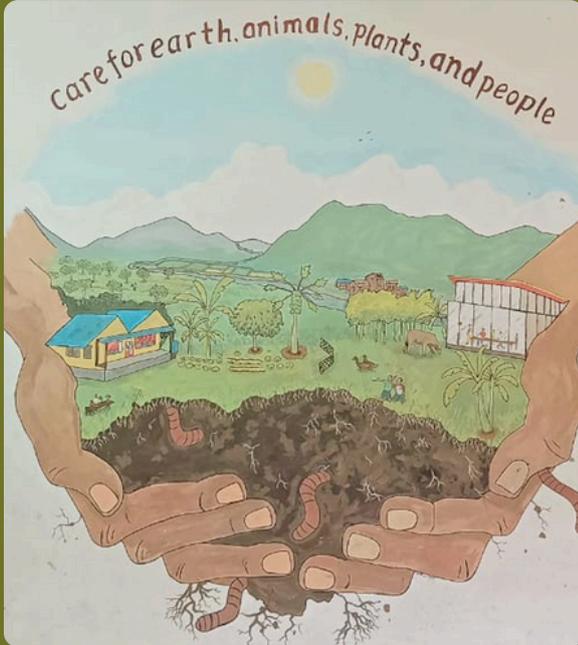
Key Highlights from the Year

Financial Summary

and More

KKT & ITS VISION, ITS PATH & PRINCIPLES OF ACTION

Karunar Kheti Trust (established 2019) is a young, rural community-based non-profit institution rooted in a typical rural area of Assam comprising its tea-plantations and traditional villages.



Art by Matt Kip

Our Vision of Peace

A wholesomely peaceful & prosperous Earth inclusive of all life~non-life in it.

Its Path of Peace through Development as Freedom

On the path of *freedom**, *live with & work for solutions of profoundly difficult & unsolved problems* that are affecting the wholesome wellbeing of our communities & planet by developing *wholesomely empowering development models* at the scale of individuals, communities, institutions, culture & consciousness in the interconnected areas of peace, education, livelihood, environment & rural institution development

* Development as Freedom by Amarty Sen is but one reference for freedoms of the social-political-economic domains that, at least in our worldview, are wholesome with the depths of the freedom of the great interconnectedness of life, of which is but a part the freedom of the heart~body~mind of human beings, and where the life & teachings of Thich Nhat Hanh are but one reference.

Guiding Principles of Action

Our work, as such, is fundamentally grounded by our *Principles of Action* whose *foundational principle* is getting stronger, and on whose bedrock are flowing tributaries of *emergent principles*:

Foundational Principle

1. Develop real-world-applicable practical structures~systems~processes for
 - a. Truth
 - b. Compassion
 - b. *Living wholesomely with the non-human world*, which includes animals, soil, plants, lakes, rivers, and mountains.

Emergent Principles

2. Empower communities directly disempowered by problems to become a part of the solution.
3. Listen to communities to build wholesome empowering movements mindfully of the communities' context, capability & capacity, scale of economy, pace of its culture, and wisdom of its consciousness.

TABLE OF CONTENTS

01	<u>Key Highlights</u>	1-12
	<u>Education</u>	1-5
	<u>Livelihood Development</u>	6-9
	<u>Organisation Development</u>	10-12
	<u>Media Coverage/ Speaking Engagements/ Partnerships</u>	13-16
	<u>Training Calendar</u>	17-21
	<u>A Quantitative Profile of our Work</u>	22
02	<u>Spotlights</u>	23-25
	<u>Sunita & Sakuntala’s Journey with Mushroom Farming</u> — <u>Deba Nayak, Livelihoods Lead</u>	23-24
	<u>Deepening Compassion’s Role in Allowing the Freedom Flow of Education</u>	25
03	<u>In-Depth Section</u>	26-35
	<u>Curiosity, Freedom, Love, and Education</u> — <u>Arjun Trivedi, Founder Managing Trustee & Education Lead</u>	26-35
04	<u>Financial Summary & Audited Accounts</u>	36-38
05	<u>Grateful Acknowledgement</u>	39-40

KEY HIGHLIGHTS

Education

Freedom Flow of Education

Selenghat Valley School (SVS) continued to deepen its founding vision of cultivating the *freedom flow of education*^[1] from the unifying wellspring of wonder & curiosity, confidence, compassion, and creativity, flowing on the bedrock that sustains infinite tributaries of concepts & techniques, concentration & discipline, problem-solving & collaboration, towards the singular & timeless insight of the wisdom of freedom & wholesomeness, peace & joy.

And in such a flow, indivisible are students, teachers, parents, and larger community, and which we are continually trying to make as wholesome in our education frameworks & flows.

Cultivating Conditions to Be Curious, Wonder, Solve Problems, and Live Peacefully

In quarter 3, students across grades explored curiosity-driven hands-on projects ranging from building water filtration systems & waste management solutions, exploring the mathematical power of 10s for perspective on scale of life from everyday to astronomical scales, to conducting social surveys & staging self-written plays.

These were followed by formal assessments by teachers as well as open displays & presentations to parents & the larger community on open days.



Researching the mathematical Power of 10s!



Class 2 students analyzing the design of their water filtration system

[1] A namesake poem by our founder & education lead: <https://arjunasjourney.com/2025/01/19/freedom-flow-of-education/>

In quarter 4, trips were organized to the Gibbon Wildlife Sanctuary, Jorhat, Rainforest Research Institute, Jorhat and Boishabi Tea Estate's factory for students,

teachers, and parents from not just our school, but also from government schools our school is collaborating with.



Glimpses of children, teachers, and parents during their visit to Gibbon Wildlife Sanctuary, Jorhat, Rainforest Research Institute, Jorhat, and Boishabi Tea Estate's factory

(For more see [Education Highlights in our Quarter 3 & Quarter 4 Newsletter](#))

Outliers Program

The Outliers Program (the word outlier is used strictly in a statistical sense as will be made clear shortly) provided individual need-based support to students needing alternative, which includes extremely specialized, pathways, leading to either the assimilation of such students within the

Normal Distribution^[2] (whose parameters we still have to determine) or a deepening of our understanding of pathways that lie at the extremes or beyond such a Normal, and, hence the nomenclature Outlier Program in purely a statistical language.

[2] https://en.wikipedia.org/wiki/Normal_distribution



Students receiving special attention as our friend, Matt Kipp, paints a mural for our school

(For more see [Education Highlights in our Quarter 3 Newsletter](#))

Flows & Frameworks of Assessments

Creating simultaneously bound & unbound, structured & fluid, and calculated & spontaneous flows & frameworks of observation & assessment is an art and a science, and vital in allowing the freedom flow of education. Teachers, while being deeply immersed in building such an internal culture from the ground-up also had the great opportunity to learn from external expertise — Notable highlights included immersive workshops by Mrs. Purnima Contractor (AECED) and engagement with Professor Ambrish



Purnima ma'am & the AECED team with teachers & staff of Selenghat Valley School

Dongre (IIM Ahmedabad), on meaningful approaches to assessment — *from the unboundedness of curiosity to creating finitely bounded yet meaningful quantitative systems of assessments.*



Our Head Teacher with Mrs, Purnima Contractor, AECED during her visit to SVS



Professor Dongre with teachers & staff of Selenghat Valley School

(For more details see [Spotlight on Emergent Competency-Based & Encouraging Learning-From-Failure Assessment Systems in our Quarter 1 Newsletter](#) & [Education Highlights in our Quarter 4 Newsletter](#))

Student Leadership

Qualities of leadership such as responsibility & accountability grounded in the singular unification of its great tributaries of challenges & opportunities in *leading with trust & loving confidence* (in our flow of developing *compassionate leadership*) is being developed through the

platform of Student School Management Committee (SSMC). Children are being empowered to participate in all matters of our school spanning aspects of core education to its management & administration.

The students elected their President and Secretary through a democratic election process and three (3) Student SMC meetings were conducted.

(For more see [Education Highlights in our Quarter 3 Newsletter](#))

Parent & Community Engagement

Parent engagement, which is an immense challenge,^[3] has shown significant signs of improvement this year peaking at 94% in Quarter 3 with strong participation in *Hridaya Kotha* (Conversations from the Heart) sessions, project activities, and cultural events. Beyond these activities, regular sessions were held with parents to share & discuss with them our freedom flow of education and its particular philosophies, curriculums & techniques.^[4]

Two Mothers' Groups were also formed to strengthen parent-led initiatives.



Glimpses of a stage productions by the children & the gathering of Parents & community members during *Silpi Divas*

Community bonds were reinforced through festivals like *Saraswati Puja* and *Silpi Divas*, drawing over 300 participants. It brought local artists and community members together in a vibrant cultural exchange, strengthening bonds through folk music and dance.

(For more see [Education Highlights in our Quarter 2 & Quarter 3 Newsletter](#))

Government School & Anganwadi Collaboration

We have completed over 1 year of collaboration with 2 Lower Primary schools and 3 Anganwadi Centres under our systematic government school engagement program supported by Wipro Foundation.^[5] Some of our interventions like introducing Morning Circle practices & processes fostered improved teacher-student relationships, attendance, and classroom participation. Capacity building in Foundational stages of education, which includes contextual & ground-up, curriculum development and assessments is progressing steadily, with government teachers showing greater confidence in child-centered learning.

(For more see [Education Highlights in our Quarter 1 & Quarter 2 Newsletter](#))



[3] For more see [“Freedom Flow of Education: A Wholesome Effort to Respond to the Crisis in Education”](#), Karunar Kheti Trust, Annual Report & Journal 2023-24, pages 46-47

[4] Deeper report in our [Quarter 3 Newsletter's Education Highlights on Strengthening Parents Engagement](#)

[5] Expected outcomes of this program are outlined on the [Education Highlights of our Quarter 2 Newsletter](#)

Recognition & Outreach

Selenghat Valley School's freedom flow and related tributaries have attracted recognition beyond Selenghat. Our school was invited by Sunbird Trust to share its journey of building a community school at a workshop organized in Majuli, Assam for educators from government & community schools of Arunachal Pradesh and Assam, and our Founder, Dr Arjun Trivedi, was invited to speak on the role of compassion in education at the Association of Early Childhood Education & Development (AECED) National Conference on 'The Early Years' held at University of Rajasthan, Jaipur.

(For more see Education Highlights in our Quarter 4 & Speaking Engagements in Quarter 3 Newsletter)



Our Founder, Dr Arjun Trivedi, speaking at the National Conference on 'The Early Years'.



Our head & senior teachers, Sangita Gogoi & Jyoti Topno (middle row, 3rd & 4th from the left), respectively, honoured the invitation to our school to share its journey at the workshop organized by Sunbird Trust in Majuli for govt & private school teachers

SVS is financially supported by parents & guardians, SSK Exports Ltd, and several individual donors. Our Govt. School Collaboration work is supported by Wipro Foundation.



Livelihood Development

Community-driven livelihood development has been progressing along 3 overarching areas: *oyster mushroom cultivation, tailoring,* and women *Self Help Groups (SHGs)*, and as described below:

Oyster Mushroom Cultivation

Entrepreneurial Self-Sufficiency of our First Trainee Farmer

Mr Samaru Mirdha, who since 2020 led the development of our revenue-generating foundational model-mushroom cultivation unit in our campus premises, moved on to independently set up 3 income-generating units in 3 different parts of a near-by community, and, as a result, also created opportunities for employment. We documented Mr Mirdha's story as a Spotlight in our Quarter 3 newsletter.



Strengthening of Model Mushroom Cultivation Unit

This model unit has been an invaluable laboratory for deep experiential learning which have complemented several training opportunities that it has allowed. Beyond the tip of mushroom-cultivation related movements for livelihood development in our community it has allowed us to go into the depths of the challenges & opportunities of new & alternative livelihood development, especially in the context of the tea-plantations of Assam.



Emergent New Tributaries of Exploration & Development

This model unit has become the basis to empower & allow farmers & other livelihood development staff who worked with Mr Mirdha at various stages of its development to now start making efforts to diversify into new tributaries in the following ways, which we documented in detail in [Livelihood's Highlights in our Quarter 3 newsletter](#). Of such 4 tributaries of exploration & development, 2 have merged into 1, while another one petered out in natural ways, and, as such, the currently flowing 2 tributaries are getting stronger with the promise of becoming thriving rivers, but just like natural processes, little by little, day by day:

1. Development of a Scale

Production Unit

On a relatively large piece of land allocated to our organization by the tea-plantation where we are based for community-rooted development, explorations in developing a scale-mode for mushroom cultivation (among several other explorations as well), after a due course which includes learning through mistakes & failures, the humblest of all teachers, are beginning to show signs of coherent development — related infrastructure has been setup & pilot projects have been undertaken. However, because of an extreme outbreak of green mold (see following section on An Extreme Challenge & Recovery), we could not move along this path nearly as far as we had expected this year.

2. A New Effort Led By Women

Two women, who are also mothers of children going to our school as well as members of SHGs supported by us, having worked as assistants with Mr Mirdha, have currently taken over the model-unit to explore & develop their independent effort/model towards establishing a self-sufficient mushroom production unit.

The efforts of these women cannot be overstated as they have been leading from the front the response & recovery from the extreme outbreak of green mold (see following section on An Extreme Challenge & Recovery) and whose efforts we have highlighted in this report as the [Spotlight on Sunita & Sakuntala's Journey with Mushroom Farming](#).



SHG and livelihood team members Sakuntala and Sunita, and Junaki, respectively, seen preparing & hanging mushroom cylinders



An Extreme Challenge & Recovery

Even as we progressed so towards higher levels of mushroom production through new paths, an **extreme outbreak of green mold destroyed 75% of the potential harvest** — [Highlights on Livelihood Development in our Quarter 4 Newsletter & A Special Essay on Livelihood Development: Challenges & Opportunities](#) in this same newsletter offers tip-level causes to deeper insights on this matter; the former also tabulates our expenditure, income, and losses.

Just as deep as the challenges were the related opportunities, and which we were grateful to be in a position to be able to recognize as the essential yin~yang creators of the stepping stones of the path ahead for us, and which we embarked upon. The immediate steps to the potential trajectories of such a path are also documented in these same references noted in the previous paragraph.

A Silver Lining

Even as outwardly mushroom cultivation was dominantly a failure, there were deeper successes that continued to keep alive the courage & faith required when starting a new venture, such as:

- The little success the A New Effort Led by Women had in their first production was enough for the women to at least recover the cost of their respective salaries for the duration of this production.
- This encouraged one of the women to invest Rs 10,000 of her SHG loan towards the second batch (which unfortunately, resulted in 100% failure due to green mold taking over the entire batch).

Tailoring

Tailoring emerged as a promising alternative livelihood option, building on women's existing skills and cultural acceptance of the activity. An exploratory tailoring unit with 3 women produced steady, even if modest, income through door-to-door orders, supported by small grants and community contributions — enough to start exploring & putting together core underlying structures spanning material to intangibles of confidence & teamwork, towards larger goals

For more please see updates in our quarterly newsletters for this year ([quarter 1](#), [quarter 2](#), [quarter 3](#) & [quarter 4](#))

Self Help Groups (SHGs)

Over 120 SHG members were supported with training, facilitation, and linkages to government schemes (e.g., Swachh Bharat Mission, Sukanya Samridhi Yojana, ration and job cards, etc). Regular meetings, bookkeeping, and member profiling were strengthened to deepen accountability and access to opportunities.

Alongside mushroom cultivation and tailoring, new explorations like pickle-making were piloted with small groups of women. A low-investment trial demonstrated both feasibility and community appetite for diversifying income streams.

(For more please see updates in our [quarter 3](#) & [quarter 4](#) newsletters for this year.)

Looking Ahead

In hindsight, the challenges in mushroom cultivation can be seen as a learning and blessing in disguise which forced us to brainstorm and rethink on our processes and adapt in a short period of time, which will hopefully help us grow to the next stage.

Small successes—such as women recovering their wages from initial batches boosted confidence and encouraged reinvestment. A foundation is established with tailoring and pickle-making creating pathways for diversifications. Our livelihood development leaders have also registered a cooperative society opening up new opportunities and channels for institutionalising our efforts.

The year has reaffirmed that livelihood development in the tea plantation context is not just about profits and losses but also about building the entrepreneurial mindset, rebuilding confidence, fostering leadership, and creating structures that can withstand challenges. As we move forward, the focus will be on strengthening technical capacity, institutional systems, and collective leadership to transform these pilot efforts into sustainable, scalable livelihood models.

Our livelihood development initiatives are supported by Roots to Branches (2020-2023) & Azim Premji Foundation (2023 to present).



Organisational Development

As an grassroots rural-community-led institution, organizational development in the balance of modern compliances & timeless universal integrity of truth has been central to building the foundations of our work. Our focus this year was on creating empowering systems in finance & accounts, governance, HR, monitoring and evaluation, donor accountability, and leadership development, while ensuring these processes grow in sync with the pace and context of tea plantation communities.

Finance & Accounts

- Significant strides were made in **strengthening financial & accounting systems & accountability to our leaders, community, and donors** — we prepared and presented FY 2023–24 budget utilisation reports to our Board of Trustees, and for the first time, reached out to all donors with detailed fund utilisation reports and gratitude letters.
- Our **financial statements reports were finalised in participatory processes** involving our accounting staff and Chartered Accountants as our on-the-job learning-by-doing teachers, reflecting our staff's significant empowerment with respect to a ground-up driven experiential understanding of the complete cycle of basic accounting to the highest-level audit reports that truly reflects the depths of our work.
- **Fixed assets** were physically verified, coded, and recorded for better tracking.
- Preparations for the FY 2025–26 budget were also completed.
- The drafting of our first comprehensive **Finance Policy and Finance Manual**—soon to be finalised—marks a major milestone in codifying systems for long-term institutional sustainability.



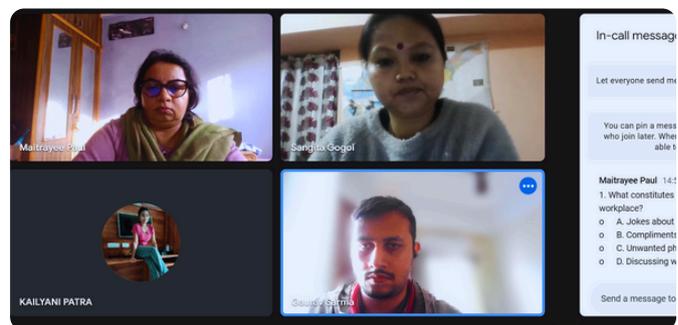
Glimpses from sessions with our OD Consultants- Discussion on Finance Policy (left) & Session on PoSH (right)

Human Resources & Policy Development

- The year saw the first annual review and implementation of our **Personnel (HR) Policy**, leading to signed MoUs with all staff and the upgrading of our payroll structure.
- A **Sexual Harassment of Women at Workplace (PoSH) Policy** was finalised, staff were sensitised, and an Internal Complaints Committee (ICC) was formed with Mrs. Maitrayee Paul, Associate Director, Roots to Branches Foundation as an External Member. This strengthened our compliance requirements.
- **Recruitment and HR systems** were further streamlined through the new hiring processes for various roles.
- **Deep Quarterly reviews by teams** has also been institutionalised, fostering a culture of reflection and accountability.



A Glimpse from the First Annual Review of our HR (Personnel) Policy with staff



During the First Internal Complaints (IC) Committee Meeting with our External Member Mrs. Maitrayee Paul

Community & Stakeholder Engagement

- True to our vision of a community-led institution, we **deepened participatory processes** with SHG members, tea estate management, and union leaders to share updates, gather feedback, and strengthen community accountability.
- **Relationships with district-level government departments** were expanded to support school growth, compliance, and fundraising efforts.



Kailyani Patra, our Executive Assistant presenting a quarterly update on our work to the SHGs that Karunar Kheti Trust is engaged with directly

Leadership & Governance

- Building **second-line leadership** from within the communities has been a key focus of our organisational development work across all areas of our work.
- **Quarterly board meetings** were held consistently, strengthening governance oversight.
- **Compliance** processes were strengthened, particularly with regard to school registration and engagement with government departments.

Communication

- We started publishing deeply written quarterly newsletters this year; our quarter 1 newsletter being the first.

Looking Ahead

The year's work has been about ever-deepening solid participatory processes as the basis for implementing policies, systematising finances and HR, and embedding practices of reporting and compliance, towards building better systems of greater accountability to not just our stakeholders, but, deeply, to all humanity.

Equally, we have remained mindful of pacing our growth in line with community realities, in line with our vision for building a community-led institution.

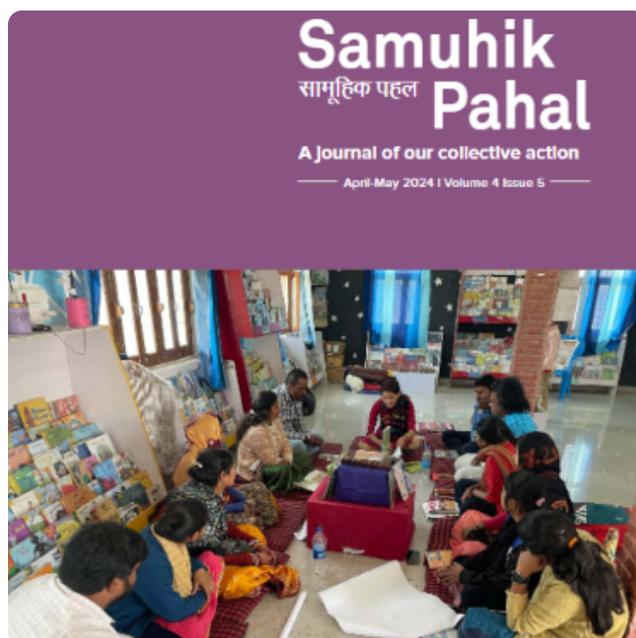
Our Organisational Development efforts are supported by Roots to Branches (2020-2023) & Azim Premji Foundation (2023 to present).



MEDIA COVERAGE/SPEAKING ENGAGEMENTS/PARTNERSHIPS

1

Reflections on our efforts to build a wholesome organization: Our principles of action and our gradual training, article by Arjun Trivedi, published in Wipro Foundation's Samuhik Pahal



2

Education for peace and the wellbeing of humanity, a video clip showcasing our school in DD News Assamese, May 2024

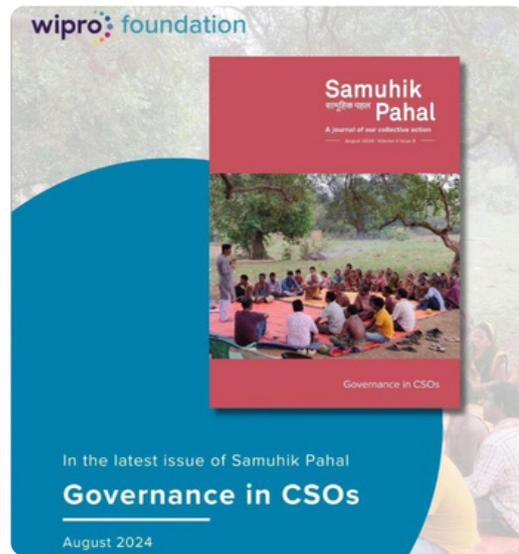


3

'Opening Boundaries with Arjun Trivedi', organized by Sunbird Trust: Arjun was invited to speak to community school leaders under Sunbird Trust, June 29th 2024

4

Governance of CSOs: the importance of community, participation and trust: Our efforts on community & trust based governance in Governance featured in Wipro Foundation's Samuhik Pahal



5

Gaurav Sarma (CEO) presented KKT's work at the **NE-RCRC Partners Meet**, (a regional alliance of NGOs from the Northeast now renamed as **North East Together**) held in Guwahati, 21st-22nd August, 2024

6

Solar Decathlon India: Project partnership with Ecosphere 2.0, a team of 13 students from the B. Arch and B. Tech programs at Jamia Millia Islamia, committed towards sustainability and developing innovative, eco-friendly building solutions



**Solar™
Decathlon
India**

7

Our Founder, Arjun Trivedi, speaking about the **role of compassion** in education as an invited speaker at the Association of Early Childhood Education & Development (AECED) **National Conference on 'The Early Years'** held at **University of Rajasthan, Jaipur, 8-9 November 2024.**

Our Head Teacher, Sangita Gogoi, also participated in this conference.



8

Our Founder, Arjun Trivedi, and Head Teacher, Sangita Gogoi, attended the **Wipro Partners's Forum: Capacity Building for & by CSOs in Azim Premji University, Bangalore on 4-6 December, 2024.**

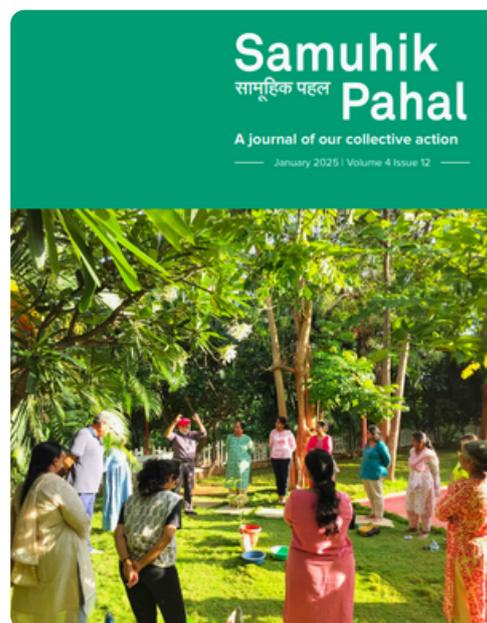


9

Our Founder, Arjun Trivedi, was invited to speak to anthropology students at the **University of South Carolina, USA**, in their class on **Food & Culture**

10

**Curiosity, Freedom, Love
and Education** by our
Founder Arjun Trivedi
published in **Wipro
Foundation's Samuhik Pahal**



TRAININGS, CONFERENCES & MEETINGS

Education

ArtSparks Regional

1

27th April

Conducted By: Don Bosco Institute of Management

Location: Guwahati

Attended By: Math teacher, Class teacher UKG,
Class Teacher Nursery

Policies, Issues and Principles of Assessment

2

22nd-26th May

Conducted By: Azim Premji University,

Location: Bengaluru

Attended By: Head teacher

Competency Based Assessment: Understanding Systemic Reforms

3

18th Oct 2024

Conducted By: Azim Premji University, Bengaluru

Location: Bengaluru

Attended By: Head Teacher

Competency Based Assessment Course

4

21st -25th October 2024

Conducted By: Azim Premji University,

Location: Bengaluru

Attended By: Head Teacher

Wipro Partners Forum

5

06th - 08th December 2024

Conducted By: Wipro Foundation

Location: Bengaluru

Attended By: Managing Trustee & Head Teacher

AECED National Conference on The Early Years: Policy to Practice

6

07th - 09th November 2024

Conducted By: AECED & University of ,
Location: Jaipur, Rajasthan
Attended By: Managing Trustee (Invited
Speaker) & Head Teacher

Capacity Building Workshop on Pedagogical Approachs for the Foundational Stages

7

27th -28th February 2025

Conducted By: Purnima Contractor (AECED) & team
Location: Selenghat Valley School (SVS), Boisahabi
Tea Estate, Assam
Attended By: 13 SVS Teachers and 5 Government
School Teachers

Parent Engagement Session on Pedagogical Approaches, Awareness and Involvement in Foundational Stages

8

27th February 2025

Conducted By: Purnima Contractor
(AECED) & team
Location: Selenghat Valley School (SVS),
Boisahabi Tea Estate, Assam
Attended By: 42 Parents

Capacity building workshop for School Leaders

9

12th-14th March 2025

Conducted By: Sunbird Trust
Location: Majuli, Assam
Attended By: Head Teacher & Math Teacher

Livelihood Development



Organisational Development

Organisational Development Workshop

13-16th June

Conducted By: Fincubator Advisors Pvt. Ltd., Jaipur

Location: Karunar Kheti Trust, Jorhat, Assam

Attended By: Management Team

1

Capacity Building Workshop

23rd-24th July

Conducted By: Azim Premji Foundation

Location: Virtual

Attended By: Finance Manager

2

Corpus Building for Nonprofits

25th July

Conducted By: India Partner Network

Location: Virtual

Attended By: Managing Trustee

3

Community Workshop on Advanced Bamboo Construction Techniques

23rd-24th July

Conducted By: Piyush Sharma, Ekarth Studio & Uday R. Goswami, Studio Vive

Location: Guwahati

Attended By: 12 local artisans

4

Workshop on Form 10B Audit Report

20th September

Conducted By: Azim Premji Foundation

Location: Virtual

Attended By: Finance & Accounts Team

5

Sessions on adjusting the opening and current period balances for the FY 24-25 Balance Sheet

October 2024

Conducted By: Fincubator Advisors Pvt Ltd.

Location: Virtual

Attended By: Finance & Accounts Team

6

Introductory Meeting with External Member of IC Committee under Sexual Harassment of Women at the Workplace Policy of KKT

7

23rd December 2024

Conducted By: Maitrayee Paul, Roots to Branches
Foundation, Guwahati

Location: Karunar Kheti Trust, Jorhat, Assam

Attended By: Internal Complaints Committee Members



A QUANTITATIVE PROFILE OF OUR WORK

These are but only the immediately quantifiable aspects of our work, which like the tip of an iceberg are trivially easily visible and, as such, rest on an *inordinately and profoundly deeper and broader efforts* that can anything but be so linearly accounted for. However, it is our objective to, soon, write about the *impact* of such deep & wide collective efforts so meaningfully and mindfully.

<p>Selenghat Valley School (SVS)</p>	<ul style="list-style-type: none"> • 128 children • 258 parents reached through systematic engagement
<p>Government School Collaboration</p>	<ul style="list-style-type: none"> • 7 Government Schools • 95 children • 12 teachers • ~100 parents
<p>Livelihood Development</p>	<ul style="list-style-type: none"> • 25 SHGs with 317 women • 6 farmers



SPOTLIGHT

Sunita & Sakuntala's Journey with Mushroom Farming —Deba Nayak, Livelihoods Lead

When the APF grant began in August 2023, two women from local SHGs, Sunita Nayak and Sakuntala Sah, stepped into a journey they had never imagined before — mushroom farming. At that time, they had absolutely no knowledge about mushrooms. What they did have, however, was a quiet determination to try something new, to stand on their own feet.

Both women started working almost like trainees — learning by doing, making mistakes, and absorbing everything they could. Occasionally, they received a small stipend from him, though it was irregular and uncertain. Sometimes it came, sometimes it didn't. Yet, what kept them going was not the stipend, but a fire inside them — the passion to create something of their own, to build a livelihood with dignity.



When the lead mushroom farmer eventually left Karunar Kheti Trust in 2024 to start his own mushroom business, the women could have easily given up. But they didn't. Instead, under the challenges of finding new leadership, Sunita and Sakuntala continued with renewed hope of possibly becoming such leaders one day. Amidst such challenges of leadership, mushroom units were expanded, but soon they **faced a crisis that nearly broke their spirits — the deadly green mold infection.**

Green mold destroyed batch after batch of mushrooms, causing huge financial losses for the unit. The impact was so severe that Sunita and Sakuntala's stipends had to be stopped. **For many, this would have been the end. But for Sunita and Sakuntala, it was only another test of their resolve.**

They began experimenting restlessly, refusing to give up. **Sunita even took a bold step — she borrowed ₹10,000 from her SHG to invest in mushroom production.** But tragedy struck again: the entire investment was lost to green mold. For a moment, despair set in. Losing both time and hard-earned savings was painful beyond words. Yet, even then, they refused to let go of the dream.

By early 2025, they realized that what they **lacked was confidence in accurately documenting & systematically following their technical knowledge**, which has been a known challenge of mushroom cultivation. However, having so organically realized so, and with the support of KKT, they attended advanced training at Seba Vikash Foundation, Guwahati, in April 2025, and this time with a **resolve to accurately document their technical knowledge & follow it rigorously**. This decision became the turning point in their journey.



When they returned, everything was different. Armed with knowledge & new techniques, **and increasing development of systems to document & follow them**, and a renewed spirit, Sunita and Sakuntala reorganized their work. They invited two more members to join them, repaired their mushroom infrastructure, and restarted cultivation.

This time, they faced the scorching summer heat of June and July — the toughest months for mushroom farming — yet, against all odds, they succeeded.

Not only did they achieve a healthy mushroom harvest, but they also made double the profit on their investment. **For the first time, in July 2025, they paid themselves salaries directly from their own earnings**. The smiles on their faces were as fresh and full of life as the mushrooms blooming in their sheds.

Today, leadership in mushroom farming may have changed hands — from one person to another — **but what never changed was the spirit of Sunita and Sakuntala**. Their resilience, their refusal to be defeated, and their hunger to learn and grow have carried them through one of the most difficult journeys.

Their story is not just about mushrooms. It is about courage, failure, persistence, and victory. It is about two women who proved that real change does not come overnight, but through struggles that transform weakness into strength.

And as the mushrooms grow, so do Sunita and Sakuntala — stronger, prouder, and ready to inspire many others in their community.



SPOTLIGHT

Deepening Compassion's Role in Allowing the Freedom Flow of Education

From living from the depths of the *inner pristine & unshakeable wellspring of peace, joy, and kindness within each human being* to *building material systems as collectives, spanning those of our science & technology to governance & politics*, and where, as our increasingly fragmented to distressingly polarized, to say the least, times are revealing, such collectives must *increasingly be able to see life as an indivisible & coherent whole*, can *a practical compassionate framework of thought & action* be the much needed radical (in practice) old (in theory) force?

As a school we are trying to *live* — doing & allowing, working hard & being effortless —with such a thesis of exploration and where we are following & not-following paths & non-paths, practices & non-practices, being calculated as well as spontaneous, for *wellbeing of individual hearts~minds~bodies* and its *interbeing with larger life* through *movement~breathing~stillness & caring for earth, animals, plants, and people*.

Such are a part of our *morning process* where we in a delicate balance of structure & fluidity flow with movement, dance & song, breathing & meditations, and mindfully care for the earth by looking after its soil by trying to minimize its tilling & building new soil (composting), segregating inorganic waste & exploring path for its recycling, developing a zero-plastic campus, and all the while including various parts of such knowledge, from its science to faith, empirical evidence to what the heart can sense, in even the most formal aspects of our freedom flow of education.

(For more see [Education Highlights in our Quarter 2, Quarter 3 & Quarter 4 Newsletter](#))

A Glimpse of our Morning Processes



IN-DEPTH SECTION

Curiosity, Freedom, Love, and Education

—Arjun Trivedi, Founder Managing Trustee & Education Lead

(This article was originally written for & published in Wipro Foundation's Samuhik Pahal, March 11, 2025, as an invited contribution for their Organizational Well-being theme)

*“It is, in fact, nothing short of a miracle that the **modern methods of instruction** have not yet entirely strangled the holy **curiosity of inquiry**; for this delicate little plant, aside from stimulation, stands mainly **in need of freedom**. Without this it goes to wrack and ruin without fail.”*

— Albert Einstein ^[1]

*Brand: And that makes me wanna **follow my heart**. Maybe we have spent too long trying to **figure all this out with theory**.*

*Cooper: **You're a scientist, Brand!***

*Brand: So listen to me when I say that **love isn't something that we invented**. It's ... **observable, powerful**. [...] Maybe it means something more - something we can't yet understand. [...] **Maybe we should trust that, even if we can't understand it**. [...].*

— A dialogue between the characters of Brand & Cooper, engineer & scientist, respectively, in the movie *Interstellar* (2014) ^[2]



[1] The Ultimate Quotable Einstein, 2011, Collected & Edited by Alice Calaprice.

[2] <https://www.imdb.com/title/tt0816692/>

Prologue

“No, no, you are not thinking; you are just being logical.” — Physicist Niels Bohr defending “spooky action at a distance”

I am deliberately writing the following more from a *stream of consciousness* than attempts to be complete or comprehensive in any coherent sense for the following overarching reasons:

- The key points, for example *curiosity, love & freedom* and how they can be cultivated in a culture of *well-being*, which also has to be cultivated, I am, at least in our current stage, finding to be fundamentally undefinable in any satisfactorily complete intellectual-logical-written framework.
- Instead, we are fundamentally relying on *practices of wholesome processes* that engage the *heart~mind~body of individuals~collectives* to stir awake, grow & nourish, and keep conditioned the *embodied understanding* of such words.
- And such practices of wholesome processes are, at best, complementary for *wholesome living*, and are anything but a substitute for it. In other words, and I would even say it strongly lest it have the opposite effect of well-being, instead of becoming reliant on such processes & practices they should be explored curiously & with an open heart~mind~body to see if they are helpful towards *living a wholesome life whose meaning is deeply subjective*, which even in the most profound philosophies/frameworks can be anything but defined so objectively so as to be followed prescriptively. This dynamic of *individual subjectivity ~ collective objectivity* is not just the great challenge ~ opportunity of well-being, but of life, its knowledge & related education.
- Even such *wholesome processes we have not yet developed in any coherent manner* because we are *creating them in a ground-up & first principles based participatory process*, which is taking time, as it must; at best, they are currently a very promising mixed bag of processes.
- And towards our envisioned outcomes of such processes, we have *waded only ankle deep in the great ocean of education* and have *relatively fewer firm answers in the midst of processes borne of exploring vast open questions*, which are profound, but anything but uncommon, and which I will note.

I will, however, even if as pickings from this mixed bag viz-a-viz from a comprehensively complete framework, offer key insights, principles, processes & practices, and also learnings that are appearing to become deeply grounding of this great exploration of ours, and lighting promising sparks towards creating glowing embers of increasing critical stability towards are our vision of Education As Freedom, which also I will note, even if tersely.



[3] I am deliberately at the outset not listing particular references lest I already start collapsing this wholesomeness into religion, philosophy, science, etc, and so on ad infinitum. However, over due course of reading, directly or implicitly in my writing, particular references will stand out, but only in the context of such wholesomeness & my personal subjective experiences.

Wonderful Curiosity & the Learning Process

"I think 99 times and find nothing. I stop thinking, swim in silence, and the truth comes to me." — a saying attributed to Albert Einstein

A flow of the learning process is rooted in an almost effortless habit of the heart~body~mind that arises from the *freedom & love* of the *wonderful curiosity of a direct experience of reality*, which can arise in connection with a question or, more powerfully, give birth to it. Such a flow ultimately flows towards its ultimate & numerous tributaries of its great *formal knowledge of concepts & techniques*.

In another flow, the learning process can begin with such formally written concepts & techniques towards such freedom & loving knowing of direct experiences of reality.

Now, one can imagine there to be *a great point of balance between these two flows* which leads to our understanding of *education as freedom* that gives birth to an embodied understanding, wisdom, and related practical skills to live peacefully with life's curiosity-driven to need-driven practical problems, a lot which percolate to settle down with our timeless existential condition.

However, *I find there not to be such a balance but an extreme lopsidedness in favour of beginning with concepts & techniques* to the point that we have lost not just the freedom & love of direct experiences, but also education as freedom.

Why not Begin with Curiosity?

"Have we become more terrified of intimacy than interstellar travel?" — Aaron Stewart-Ahn^[4]

Why do we not even have just about enough examples, relative to the *great scale of humanity impacted by education, of learning in schools* that in a *raw & direct way begins with curiosity*, if not in perfect or the right balance, especially in this day and age when *because of such knowledge that education wishes to impart* we are working on interstellar travel & looking ever deeper inside atoms, contemplating artificial intelligence and analytical understanding of consciousness!

It truly humbles me to ask this question because in its curious exploration we are facing profoundly overwhelming challenges, but not yet without hope for an answer, which, one way or the other, maybe telling about me, us, and our culture.

Maybe it has something to do with our *larger collective practical ability, capacity, and resources to be loving & compassionate*, all of which we have, in the history of humanity, barely been developing in any significant way compared to all our many other great developments? Maybe our priorities, as a larger collective, are not getting aligned with what we all need individually and, now, also for the health of the planet? Maybe that is why we are continually feeling stuck with increasingly, and no longer ignorably, what appear to be complex & complicated unsolvable problems that affect the entire health of the planet,

[4] In "On Interstellar, love, time and the limitless prison of our Cosmos"

from the smallest to largest human~non-human being?^[5]

Or maybe, in some higher order wisdom that we are still to discover, we are on some kind of a right path that we cannot possibly see right now?

In a way, though, I feel like the answer is already “blowing in the wind”; yet, in a way, just like the song by Bob Dylan, as a question always fresh & relevant.

Teaching the Unteachable

“You cannot transmit wisdom and insight to another person. The seed is already there. A good teacher touches the seed, allowing it to wake up, to sprout, and to grow.” — Thich Nhat Hanh

How to not just begin the flow of education with such freedom & love of wonderful curiosity, but bring it into balance with its systems that begin with its emergent ultimate concepts & techniques, is a profound yet simultaneously commonly felt problem and to observe which one has to look no further than such common spaces where this problem is experienced — spanning our hearts to how humanity is struggling with our great common problems spanning that of environment & climate to truth & politics (of religion to science; governance to economy; yin to the yang of wholesome life).

Here I want to take up just one point in the context of this of Samuhik Pahal issue, which is of cultivating a culture of wellbeing that *allows teachers to embody such a boundless power of freedom & love*, literally in experience and within any framework of

its knowledge, to *allow children freedom* to learn with such wonder & curiosity, towards *education as freedom* that can lead to creating a *larger culture of freedom*, which tersely defined, is *freedom from fear*.^[6]

Such embodiment of freedom & love can anything but be taught or trained in teachers in intellectual-analytical frameworks to be followed mechanically to lead to predictable time-bound outcomes; instead, and at best, coherent frameworks based on wholesome processes of individual~collective heart~body~mind can be practiced in attempts to stir awake, grows & nourish, and keep conditioned *our effortless ability to arrive in moments that so allow* us to be set free from the experience of time, space, and events beyond their *narrowly bounded & fragmented* parts, connections, and outcomes to *experience the freedom of their wholesomely boundless interconnectedness* that lead to freedom & love.



[5] Wicked Problems is a currently fashionable to even perhaps the right way to define such problems for our times: <https://www.wicked7.org/>

[6] In the Foreword for our latest quarterly newsletter titled “Development as Freedom Borne of Practical Frameworks of Being Peaceful”, I have attempted to write more deeply about as such freedom from fear.

While there are profoundly elegant examples of empirically-verified logically-coherent frameworks for such great interconnectedness, spanning modern scientific to ancient experiential~meditative,^[7] ***one need look no further than one's own experiences of such loving freedom*** be it triggered by a favorite song, a loving memory, a loving and loyal companion, a moment of great synchronicity, or ordinary presence of powerful depth in a moment, or any experience in the past, present, or imagined in the future that sets our heart~mind~body boundlessly free and full of love.

Shashi in his article for this issue has already brought out with great validation & powerful catharsis for my own experiences for this point using the metaphor of ***an engineer & a gardener***, which I will use below.^[8]

Leadership: Engineer ~ Gardener

My deepest work has been with not just our teachers & school, but each individual of our organization for such wholesome organization development, to ***allow them***

their own respective experiences of opening up to such freedom & love based on my own such personal experiences where in such moments of experience of interconnectedness to synchronicity, I, using the metaphor of a seed, found myself within the right conditions where my seed's shell cracked open to manifest my freedom.^[9]

Therefore, and as Shashi has already noted, with trust in the togetherness of the Universe and myself, and having stocked myself richly with resources of patience & also a great determination and courage that arises from gratitude of such great gifts that the Universe gave to me, I ***engineered*** boundaries of fluid edges bound to a few firm points to create a ***garden***, inside of which I tried to work, above all, as a ***loving gardener***,^[10] to create such conditions for cracking open of dormant, distracted, to even deeply wounded seeds of human beings, including those who, I felt, may have never found the right ecosystem to crack open. It was the ***only way for me to lead and the also the only way I know how to lead*** — by listening to & trusting human beings, and knowing that wisdom as a seed is somewhere inside each one of us, and to keep doing ***my loving best*** to make the garden as ample with diverse nutrients so that as many

[7] General Relativity & Interbeing, by Albert Einstein & Thich Nhat Hanh, respectively, are examples of some of our most profoundly elegant examples of empirically verified logically coherent frameworks for such great interconnectedness that span the furthest depths of the external material world to the deepest internal depths of our hearts.

[8] But mindfully *as only a metaphor* that if used in a static & absolute sense can lead to the very problem that it is currently feeling helpful to solve and which I have noted also in footnote 8. For example, both engineers & gardeners ***allow*** the unteachable to manifest, but in the current modern times of science and where its linearized concepts & techniques grip its popular understanding more than its core of freedom & love, it only helps to use it as such a *mindful metaphor*.

[9] "Because I see it!" is from-a-stream-of-consciousness narration of an immediate experience that literally produced the first crack on my shell. "Arjun, when in a problem, why do you open a book?" is another such hard knock about which I will write another time.

[10] Outside of this garden, I created, to carry on the metaphor, equivalent of engineering spaces, where it is tempting to say that its extent was firm with analytical & its predictive precision, but I will not because, and this is one such point where the logical coherence towards ultimate truth of even this powerful metaphor breaks down — only to a superficial observer can engineering but be so trivially linear! Engineering, or for that matter of fact, any pursuit of life needs equal servings of the metaphorical gardening mindset! Even a gardener's work can be reduced to that of analytical & predictive precision! Please also read footnote 8.

seeds can be so “touched”, as Thich Nhat Hanh so deeply validates me, and wait & listen to the energies of the seeds “*with a silent heart, with a waiting, open soul, without passion, without desire, without judgement, without opinion*”. [11]

Starting Boundary Conditions of an Engineered Garden

These firm points were a few starting conditions, beliefs, principles of action, inputs, and practices & processes, for example:

- **a condition:** starting with the smallest feasible & practical collective of human beings, inclusive of staff & children, so that we all had enough space & time to build a core human capacity of loving freedom that can be developed deliberately & directly from the flow of the heart.
- **a belief:** scale as a high order & non-linear dynamical process based on the stability of a coherent diversity governed by parameters of peace, happiness, and prosperity
- **a principle of action:** try not to act out of frustration, fear, or anger, even as we acknowledge their presence in us
- **an input:** freedom & love as feedback to efforts to try & learn from mistakes
- **a practice & process:** our collective morning process of interoceptive~exteroceptive movement~breathing~stillness, for example mindfulness practices for our inner heart~body~mind to non-human life spanning microorganisms to the energy of cosmic bodies like the sun.

An Overarching Strategy & Mixed-Bag of Related Processes & Practices

In a way, the overall strategy is 2-fold:

1. **Nutrients of Freedom & Love:** To make the garden’s ecosystem as rich as possible with nutrients & related conditions to crack open a diversity of freedom-loving-seeds
2. **Discipline of Freedom & Love:** Once sprouted or even in attempts to make~allow a seed sprout, the garden is made just as rich to give each seed its tangible structure of discipline of freedom to continue to grow or even maximize its efforts to sprout.

The following points are anything but entirely exclusive to either one of the 2-fold strategy points & even cultivated simultaneously — for such freedom-nutrients to crack open the seeds within teachers who are deeply conditioned by fragmented & rote methods of learning is anything but trivial, and, therefore, we do it mindfully by simultaneously also building the counterpart of the *discipline of freedom & love*, so that *even as we listen & wait*, our action to also nudge to even directly *place teachers in unfamiliar to uncomfortable direct experiences*, expecting them to share & act based on whatever they experience, and be open to criticism, is also trusted to be as much an act of loving compassion.

“look at the tree!”

Literally and as one of several word-nutrients to stir the freedom & love of wonderful curiosity and trust its experiential

[11] From the chapter The Ferryman in Herman Hesse’s Siddhartha

flow towards learning experiences, and which goes beyond teachers to all the various program leaders to executive staff of our organization, we invite teachers to *simply directly experience phenomena or life as-it-is* — looking at a tree is but one such example to *ease the burden of having to know & teach it to a child as its academic-rote parts of roots, trunk, branches, leaves, etc ad-infinitum* and, instead, feel the freedom & love of the associated lightness, and then experience how wonderful curiosity naturally leads to such parts and more!

“stop running!”

For the heart~mind~body of teachers, together with students, to *stop running in fear*^[12] and *arrive in loving moments of freedom*, we begin our day with our wholesome morning processes; some of its key & stable practices are noted below.

movement~breathing~stillness

Practices of heart~mind~body that are in the balance of being structured & fluid, planned & spontaneous, and as such include:

- movement to awaken & connect to the body using mindful breath-based movements
- rhythmic breathing exercises
- stillness based on mindfulness of breathing to other contemplations & meditations based on, for example, gratitude and loving compassion to awareness of thoughts, feelings, and other sensations

custodians of our school's spaces

Teachers, students, and staff, together, clean our classrooms, toilets, and other physical spaces, and, as such, no one is professionally hired for such work. The challenge of being

such custodians is but the right opportunity to arrive in a collective humility, and keep conditioned the humanity needed for the highest levels of collaboration, which can anything but be contained in static & formal SOPs etc.

being with & caring for soil, plants, animals, and people

The power of this process is endless, spanning direct experiences of our great interconnectedness to how it gives birth to our greatest knowledge, spanning principles & methods of science to compassion. Such practices include:

- looking after & building soil
- caring for our perennial plants
- cultivating annual vegetables & flowers
- recycling & managing our waste

“breathe-in & breathe-out!”

“Breathing in, I know I am breathing in.

Breathing out, I know I am breathing out”

— A *gatha* for practicing mindfulness by Thich Nhat Hanh inspired by *Ānāpānassati Sutta*^[13]

As we move on in our day and at various points, for example at the start/end of a meeting or a class, or as we feel a lapse in our collective concentration, which includes that of students, or when we need to pause for rest, we are exploring~working to develop our breath as a means and end for restorative concentration as well as to continue to remain in habitual mindfulness of the freedom & love of such concentration. (Not just mindfulness of breathing, but just any practice of a process to restore concentration at various points in the day are being explored)

[12] stemming significantly from fear caused by the pressure of having to know & teach academic-rote-fragmented parts of life & knowledge, which not just teachers but we all also know somewhere deep inside, as an extremely superficial artefact of wholesome life & knowledge, and where lies our freedom

[13] <https://www.accesstoinsight.org/tipitaka/mn/mn.118.than.html>

compassionate problem-solving

This is an overarching process used in meetings or other participatory discussions where innumerable tributaries of storytelling, narrative building, tools etc converge as freedom-nutrients *driven at the tip by solving problems we all face, but grounded at the base by frameworks of freedom & love*. Science & art, faith & reason, modern & traditional frameworks/philosophies, rural & urban realities, analytical positivism & non-analytical wisdom, modern finance/accounts & ecological farming principles/tools, history & politics, etc, *all of which are nothing but stories/narratives that human beings telluse to collectivize for common action are used literally in a black-box problem-solving mode as theories, stories, tools etc as needed* for

building our school & organization, be it developing pedagogy for children, exploring/developing sustainable practices for caring for the earth & people, modern systems of accounting, or livelihood models based on agriculture, but always on the deeper *base of such listening to seed energies* because *we are mindful that our organization is being built by people who are anything but a part of such systems, at least, in their dominant/mainstream ways*, and thus in ways that simultaneously *deeply even question such systems as if we were interacting with them the first time, using first-principles if needed*, and to decide for ourselves their good~bad, rights~wrongs, and numerous yin~yangs.



Our Growing Garden & Gardeners

That our garden is growing can now even begin to be measured by the growing number of gardeners and the many different sprouting seeds, some even developing structure & strength of roots & shoots; not to say that this growth is impactful at the scale of any sizable culture,

but, yes, at least a stable system of significant diversity is palpable in its collective peaceful efforts based on a growing confidence in the flow of wonder & loving curiosity — teachers in our school are, *little by little, day by day*, tilting the lopsided balance towards curiosity-driven

open-ended exploratory problem-solving activities with our young children that is increasingly focussing on their freedom & related discipline — we are increasingly discussing their confidence, happiness, creativity, concentration, collaboration, compassion, and communication than linear outcomes of grades.

A Weary Gardener

“Never give up. No matter what is going on. Develop the heart” — Dalai Lama XIV

I, as a gardener, after 5 years, am beginning to feel extremely weary. I must be honest — the art ~ science of balancing the engineer ~ gardener especially as a leader has been a highly non-trivial challenge, bringing me to the brink of completely eroding & forever losing touch with embodying such wholesome living that led me to so knowing freedom & love of wholesome knowledge, some of which I have tried to encapsulate in previously noted processes that nourish such states of embodiment.

I am deeply grateful for learnings that can only come by attempting to bear such challenges and which give me hope that in my next iteration of attempting this balance, I will better embody the wisdom & practices of my learnings.

I am deeply grateful for the many gardeners who are coming up and under whose leadership I can even begin to contemplate a period of sabbatical from being the lead gardener — I pray I can act so, take a few steps back, and simply make compost to connect again with such states of wholesome embodiment of life, knowledge, freedom, and love.



My Personal Wellbeing Strategy & Related Processes & Practices

My wellbeing strategy and related processes are not in any significant way different from our school's & organization's — it humbles me to share that the creation of our school & organization is in no insignificant way emergent from my need to seek~create a *sangha* because the nature of wellbeing that I am trying to develop cannot be had in isolation.^[14] While the initial seed may have been sowed by me, the garden is becoming emergently-fundamentally richer — I dream of how one day, like in a forest or river where the initial seed or stream of water is lost irrecoverably, my initial contribution will too become so in a flow of, what I imagine to become, *habits of freedom & love*.

Therefore, even as there are particular flavours of my personal practice that are different, in the context of this writing & also in an overarching sense, I want to end by noting that Selenghat Valley School & Karunar Kheti Trust are increasing becoming the *sangha* I need for my wellbeing.

And in this state of being a weary gardener, how often & how much I have relied on this sangha, I can barely recount in words, but note to feel its gratitude.

[14] The Triple Gem of Buddha, Dhamma, Sangha has been in invaluable reference in this regard

Epilogue

“*It's a process*” — Shashi

Freedom, love, calm, and insight would be meaningless if there are not their counterparts of fear, anger, anxiety, and ignorance. This is but a great truth that binds us all. In a way, ***well-being is just a continuous process*** of trying to know this by embodying it, and trying to live in balance.

I want to end this writing in the humility of & gratitude for such wisdom^[15] and dissolve this temporary isolation of my efforts in this great wisdom-sea of humanity.

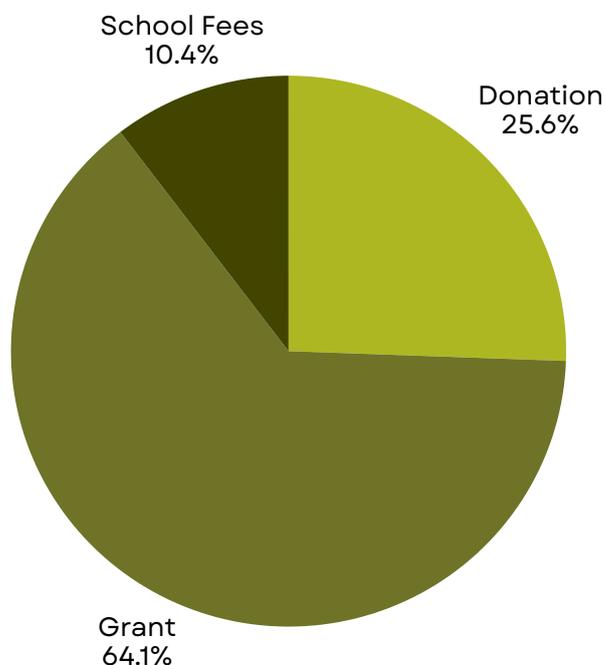
Authorial Note & Dedication

I wish to dedicate this writing to Shashi Nair who made me realize all over again, as if anew, as if I was a reincarnation, the wisdom of *moments of nurturance*. In a way, this writing has been inspired to give myself a note from this wisdom.

[15] One such wisdom is the experiential philosophy of Dhamma that I practically try to follow, even as I realize intellectually that it's essence is the same as other philosophies, which are anything but inclusive to any domain of knowledge, but freely flowing across it, and for me, its singularly unifying thread.

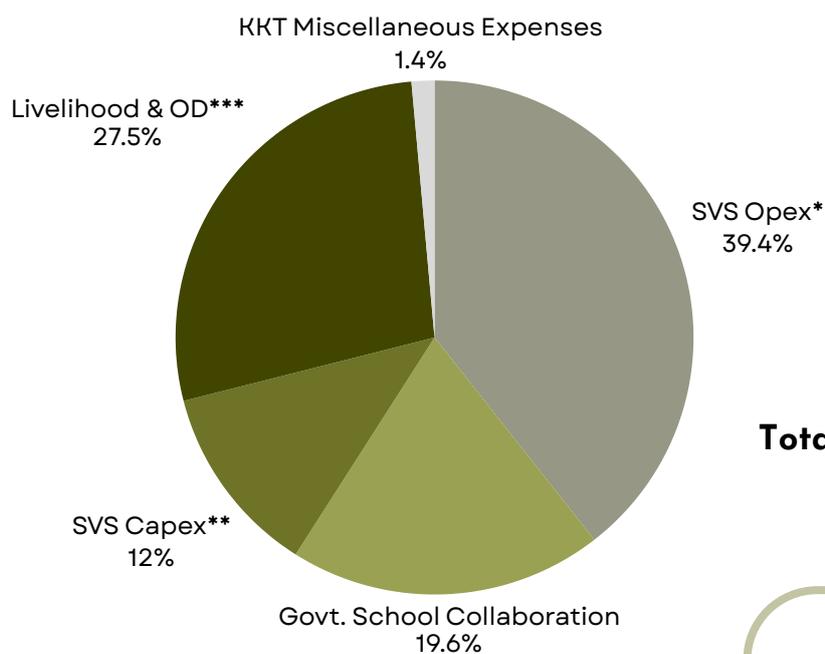
FINANCIAL SUMMARY

Distribution of Income



Total Income in INR: 65,40,198

Distribution of Expenses



Total Expenditure in INR: 64,01,093

**Selenghat Valley School Operational Expenses*

***Selenghat Valley School Capital Expenses*

****Livelihood & Organisational Development*

Balance Sheet as at 31.03.2025

(Amount in Rs.)

Particulars		Schedule	31st March, 2025	31st March, 2024
I. Sources of Funds				
1. NPO Funds		3		
(a) Unrestricted Funds			39,37,732.37	34,15,779.69
(b) Restricted Funds			11,64,564.57	9,16,510.50
			51,02,296.94	43,32,290.19
2. Non-current liabilities		4		
(a) Long-Term borrowings			50,000.00	50,000.00
(b) Other Long-Term liabilities			0.00	0.00
(c) Long-Term provisions			0.00	0.00
			50,000.00	50,000.00
3. Current liabilities		4		
(a) Borrowings			0.00	0.00
(b) Payables			0.00	0.00
(c) Other current liabilities			0.00	11,809.00
(d) Short-term provisions			0.00	0.00
Total			0.00	11,809.00
Total - Rs.			51,52,296.94	43,94,099.19
II. Application of Funds				
1. Non-current assets		5		
(a) Property, Plant and Equipment and Intangible assets			36,03,487.21	30,11,319.43
(i) Property, Plant and Equipment			0.00	0.00
(ii) Intangible assets			0.00	0.00
(iii) Capital work in progress			0.00	0.00
(iv) Intangible asset under development			0.00	0.00
(b) Non-current investments			0.00	0.00
(c) Long-Term Loans and Advances			0.00	0.00
(d) Other Long-Term assets (specify nature)			0.00	0.00
			36,03,487.21	30,11,319.43
2. Current assets		6		
(a) Current investments			0.00	0.00
(b) Inventories			0.00	0.00
(c) Receivables			0.00	0.00
(d) Cash and bank balances			14,94,085.15	12,78,667.76
(e) Short Term Loans and Advances			0.00	0.00
(f) Other current assets		5	54,724.58	1,04,112.00
Total			15,48,809.73	13,82,779.76
Brief about the Entity		1		
Summary of significant accounting policies		2		
The accompanying notes are an integral part of the financial statements				
Total - Rs.			51,52,296.94	43,94,099.19

AUDITOR'S REPORT

Signed in terms of our audit report of even date

For **M.K. BARDOLOI & CO.,**
Chartered Accountants,
Firm Regn. No. :- 315123E

(M.K. BARDOLOI)

Sr. Partner

Membership No. :- 052300

Place :- Jorhat

Date :- 06.08.2025

Income and Expenditure Account for the year ended 31st March, 2025

(Amount in Rs.)

	Particulars	Note No	31st March, 2025			31st March, 2024		
			Unrestricted Fund	Restricted Fund	Total	Unrestricted Fund	Restricted Fund	Total
I.	Income							
	(a) Donations and Grants		26,36,859.46	32,25,498.00	58,62,357.46	41,12,791.50	23,20,300.00	64,33,091.50
	(b) Fees from rendering of Services		0.00	0.00	0.00	0.00	0.00	0.00
	(c) Sale of Goods		0.00	0.00	0.00	0.00	0.00	0.00
II.	Other Income		6,93,016.00	39,634.00	7,32,650.00	3,32,766.00	20,814.00	3,53,580.00
III.	Total Income (I+II)		33,29,875.46	32,65,132.00	65,95,007.46	44,45,557.50	23,41,114.00	67,86,671.50
IV.	Expenses							
	(a) Material consumed/distributed		0.00	0.00	0.00	0.00	0.00	0.00
	(b) Donations/contributions Paid		0.00	0.00	0.00	0.00	0.00	0.00
	(c) Employee benefits expense		20,27,240.00	18,32,775.00	38,60,015.00	25,59,000.00	8,46,550.50	34,05,550.50
	(d) Depreciation and amortization expense		1,77,535.22	0.00	1,77,535.22	2,21,823.17	0.00	2,21,823.17
	(e) Finance costs		0.00	0.00	0.00	0.00	0.00	0.00
	(f) Other expenses				0.00			0.00
	- Religion/charitable expenses		1,33,622.00	10,08,329.26	11,41,951.26	3,14,097.98	5,28,596.00	8,42,693.98
	- Other Expenses (specify nature)		4,69,525.56	1,75,973.67	6,45,499.23	6,33,835.44	49,457.00	6,83,292.44
	Total expenses		28,07,922.78	30,17,077.93	58,25,000.71	37,28,756.59	14,24,603.50	51,53,360.09
V.	Excess of Income and Expenditure for the year before exceptional and extraordinary items (III-IV)		5,21,952.68	2,48,054.07	7,70,006.75	7,16,800.91	9,16,510.50	16,33,311.41
VI.	Exceptional items (specify nature and provide note/delete if none)		0.00	0.00	0.00	0.00	0.00	0.00
VII.	Excess of Income over Expenditure for the year before extraordinary items (V-VI)		5,21,952.68	2,48,054.07	7,70,006.75	7,16,800.91	9,16,510.50	16,33,311.41
VIII.	Extraordinary items (specify nature and provide note/delete if none)		0.00	0.00	0.00	0.00	0.00	0.00
IX.	Excess of Income over Expenditure for the year (VII-VIII)		5,21,952.68	2,48,054.07	7,70,006.75	7,16,800.91	9,16,510.50	16,33,311.41
	Appropriations Transfer to funds, e. g., Building fund				0.00			0.00
	Transfer from funds Balance transferred to General Fund				0.00			0.00
	The accompanying notes are an integral part of the financial statements							

AUDITOR'S REPORT

Signed in terms of our audit report of even date

For M.K. BARDOLOI & CO.,
Chartered Accountants,
Firm Regn. No. :- 315123E

(M.K. BARDOLOI)
Sr. Partner
Membership No. :- 052300

Place :- Jorhat
Date :- 06.08.2025

GRATEFUL ACKNOWLEDGEMENT

**We are Grateful for your Efforts to Build a
Community-led Institution**

Our Board of Trustees

Khogan Patnayak, President
Unoti Kondha, Vice-President
Rajib Patra, Secretary
Arjun Trivedi, Founding & Managing
Trustee
Mineswar Dutta, Co-Founder Trustee
Tinamani Aarchid, Trustee

Our Staff

Arbash Ahmed – Trainee Accounting Staff
Arjun Trivedi – Managing Trustee |
Education Lead | CEO
Banti Gogoi – Class 2 Teacher & Assamese
Subject Teacher
Deba Nayak – School Manager | Junior
Executive | Livelihood Leader
Deepshikha Dutta – Trainee Assistant
Teacher (LKG) / Dance Teacher
Fincubator Advisors Pvt. Ltd. – Leadership
Development Training Program
Gunjan Patra – Sports Teacher / Trainee
School Operation Staff
Jerina Nayak – Program Lead Shadow Staff
& Lead Facilitator
Joyti Kondha – Class Teacher (Class 1)
Jyoti Topno – Class 4 Teacher, Math Subject
Teacher and Govt. School Collaboration
Program Lead’s Assistant & Expert
Facilitator
Junaki Rajuwar – SHG Facilitator
Junali Kondha – Temporary Honorarium
Position – Support for Outlier Students in
Mathematics
Kailyani Patra – Senior Executive & HR
Manager

Kailyani Patra – Senior Executive & HR
Manager
Mahmuda Begum – Class Teacher (UKG)
Milina Dutta Sawra – Class Teacher
(Nursery) | Govt. School Facilitator
Minakshi Mishra – Trainee Accounting Staff
Pradip Singh – Caretaker
Priyanka Rajak – School Office Secretary
Punam Nayak – Part-time SHG Facilitator
Putoli Tandia – Class Teacher (LKG)
Rajib Patra – Agri-Livelihood Development
Leader & Trainee Operations Staff
Ramen Prodhan – Trainee Office/Secretarial
Staff
Rihamoni Dev – Trainee Assistant Teacher
(Nursery)
RintiMoni Pachani – Class 3 Teacher &
English Language Teacher | Block Incharge
Ritesh Nayak – Field Assistant
Sangita Gogoi – Head Teacher / Program
Lead
Swapnadeep Bhorali – Trainee Finance
Manager | Finance & Accounts Lead
Usha Tanti – Trainee Assistant Teacher
(UKG)
Yashmin Begum – Core Education Team’s
Secretary & Assistant

Our Institutional Partners

Azim Premji Foundation
SSK Exports Ltd.
Wipro Foundation

Our Donors in 2024-25

Amitav Shukla
 Arjun Trivedi
 Arvind Kumar Khaitan
 Assam Bengal Nav.Co.Pvt.Ltd.
 Azim Premji Philanthropic Initiatives
 Col Abhiram Bose
 Diganta Barooah
 Diphlu River Lodge
 Kartikeya Narayan Singh
 Major Rohit Lodha
 Manish Mishra
 Milina Dutta Sawra
 Nansi Munda
 Prashant Kumar Pandey
 Priyamvada Trivedi
 Shikhar Vaid
 SSK Exports LTD
 Sudheendra Hangal
 Sunil Amarnath Sahani
 U & N Foundation
 Wipro Foundation
 Yaspal Levin

All Donors & Partners (2019-2025) are listed at the bottom of the [homepage of our website](#)

Our School Management Committee (SMC) Members

Anita Bhumij
 Arjun Trivedi
 Ciyen Nayak
 Dadul Saikia
 Dilip Gogoi
 Junali Kondha
 Junmoni karmakar
 Nondeswar Guwala
 Romesh Gamang
 Rubi Boruah

Our Architects

Uday Ranjan Goswami
 Jayesh Ganesh

Our National Advisory Committee Members

Dr. Gautam Barua, Director, IIIT, Guwahati & Ex-Director, IIT Guwahati
 Krishna Dutta Deka, Senior Lecturer at District Institute of Education and Training (DIET), Jorhat, Assam
 Purnima Contractor, President, Association for Early Childhood Education and Development (AECED), Mumbai

Our Local Advisory (*Poramorxor*) Committee Members

Achyut Gogoi
 Arjun Trivedi
 Dimbeswar Gogoi
 Dinesh Sawra
 Kashinath Patra
 Rana Gogoi
 Sangita Gogoi
 Tarun Rajuwar
 Tushar Pal



EDITORS

Arjun Trivedi
Gaurav Sarma

DESIGNER

Gaurav Sarma

VISUAL IDENTITY

DESIGNER

Anvita Jain

**TECHNICAL
COMMUNICATIONS**

Yusuf Sait

Get in Touch

Karunar Kheti Trust, Boisahabi Tea Estate, Selenghat PO, Jorhat,
Assam 785636

To know more about our work ,
please visit www.karunarkhetitrust.org

or

write to us at karunarkhetitrust@gmail.com

