

Report

December 2024

*Towards a Just, Equitable,
Humane and Sustainable Society*







Azim Premji Foundation

Report - December 2024



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01

The Foundation





Contributing towards a just, equitable, humane and sustainable society is the vision that guides the Azim Premji Foundation.

The Foundation was established on 18 February 2000 by Azim Premji. Since then, he has irrevocably donated a substantial portion of his wealth to create the philanthropic endowment of the Foundation. We work in India.



1a Approach and Objective

Our vision guides us to work towards equity, justice, humaneness and sustainability, through a range of initiatives; trying to make a difference to the lives of the people of our country and contributing to developing a society that we have pledged to ourselves in our Constitution.

To fulfil these objectives, we work on two dimensions:

- For people to get the basic necessities of life – dignity, safety, health, food, basic livelihood, shelter, education, etc. This is the ‘needs’ dimension of our work.
- For people not to be subjected to injustice, discrimination or exploitation; and for people to live in peace and harmony and act with humaneness and empathy. This is the ‘values’ dimension of our work.

One way of looking at our work is to map it to these two dimensions. For example, education is both a basic need today and shapes values; food and shelter, homes for the homeless serve the most basic and important of needs while work with youth groups on social consciousness and living in harmony shapes values. Needs and values scaffold each other. When needs are addressed, it empowers the marginalised and gives them a voice and when values are acted upon, it leads to a more dignified life for all.

Our work is informed by some basic beliefs and shaped by our learnings from both, our experiences and those of others. Some key ones are:

- Individuals, communities and societies are shaped by social-human processes and forces which are complex, continually evolving and only partially understood.

- Societies are forever in flux. Nothing is ever 'settled', nor is the work ever 'done'. The arc of history has to be continually worked upon to make it bend towards justice.
- Real changes need intense, deep, continuing effort at the grassroots. Strong organisations on the ground make all the difference.
- High-quality public systems are critical in key areas, such as education, health, food and social security, and infrastructure.
- Civil society institutions play a crucial role in a democratic society. They are the fifth pillar of a democracy. Setting up and running vibrant institutions is very important.
- Specific needs of the most vulnerable are worth serving in themselves, for example, homelessness or women at risk of violence. Making a difference to the needs of people, even to small groups, is a huge difference for them, and is hence worthwhile.
- Expertise, which must be as close to the ground as possible, matters. Expertise is of (at least) three types: technical, social-human and operational. All work requires all three to different degrees. Passion and commitment provide the energy for expertise to contribute.
- Simplicity and directness are important; with the flux and change all around, simple and direct approaches have the best chance of making a difference.
- Rigour and quality of work must lead to effects that are useful and valuable to individuals, communities and society.
- There are distinct limits to what we can do and what our work can contribute to. This must not limit the efforts to contribute maximally, without getting ensnared by unreal ideas, such as 'with our smarts and money, we can change all systems and soon the world'. In other words, we need humility in ample measure, because in the vastness of this world and its long history and future, we have a lot to be humble about.
- Purposefulness and values are the core. Means matter as much, if not more, than the ends.

More detailed descriptions follow, but our work, in brief, ranges from deep on-the-ground work; both our own and that of partners, to setting up and running institutions with social objectives, including universities. We also support governments to formulate and implement policies and to improve public systems.



Reach, Outreach | Effects, Impact

With everything that we do, or we help to do, we try to make some difference to the lives of some people or bring about some change that is useful for society. So, to understand whether we are making a difference or not, and how much and under what conditions, we try and study things carefully. We assess and measure the effects of our work as well as the milestones along the way. More than giving us satisfaction, such an assessment is useful for improving our work. On this matter, we have learnt a few things:

- We prefer to use the word 'effect' instead of 'impact'. Partly because impact has a very hard, almost aggressive connotation, and partly because all work has many kinds of effects, some intended and some unintended, while impact conjures imagery of mechanical systems, with great control and intentionality, which is unreal for social-human situations.
- We avoid using descriptors or measures such as 'reach' and 'outreach'. In our experience, these are all fraught with definitional errors. For example, in our school education work, we can define our work as only to be in those schools where we work directly. Then, our reach will be

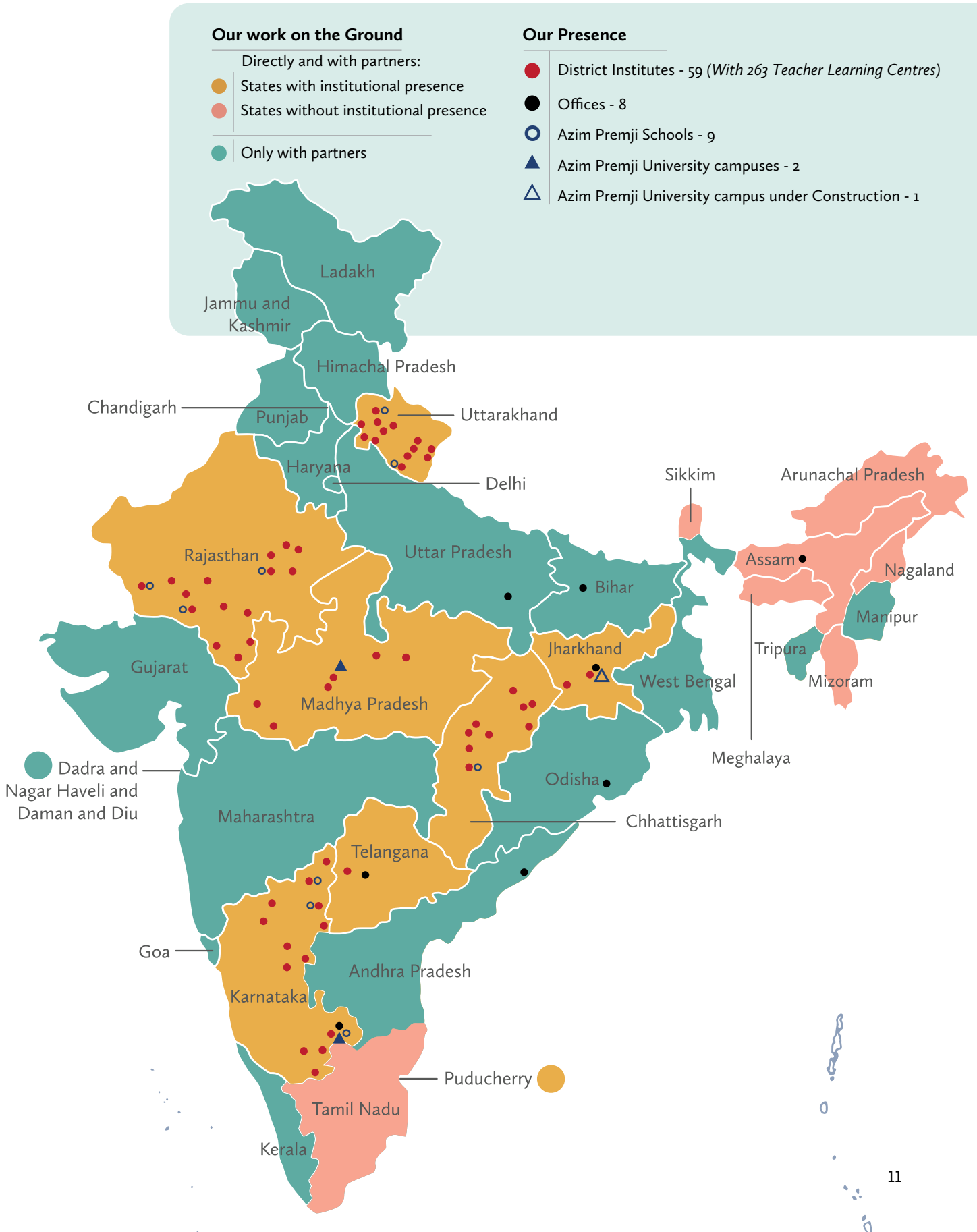
65 lakh students. If we could define it to be schools where teachers are trained through our systems and by master trainers trained by us, then, our reach will be 3 crore students. If we look at our overall work, through our Field Institutes, our partners and our university, we can justifiably claim an outreach of a few tens of crores of people. But such claims seem an overreach to us, so we avoid them as much as possible.

- We have known and with each passing year, our experience reinforces that what matters most in life for individuals and societies, often cannot be measured. Dignity, empathy, care, courage and resilience cannot be measured with any degree of validity or fidelity. This does not mean that there are things that cannot be measured; children learning basic language and math can be measured and must be, while remembering that it is almost impossible to measure how the same children are learning to care for each other or to be inclusive cutting across caste, gender, religion in their lives. So, we measure and yet never forget that what matters most cannot often be measured.



1b Foundation – Few Snapshots

Over 2,400 members and 940 partner organisations working across India.



Our Direct Work

Education

Upper Primary School Teachers: **1.12 L**



Teachers directly engaged:

Primary School Teachers: **1.73 L**

2.85 L



Students covered:

63.85 L

Upper Primary School Students: **24.98 L**

Primary School Students: **38.87 L**

Anganwadi workers directly engaged

1 L



No. of Children covered:

22.66 L

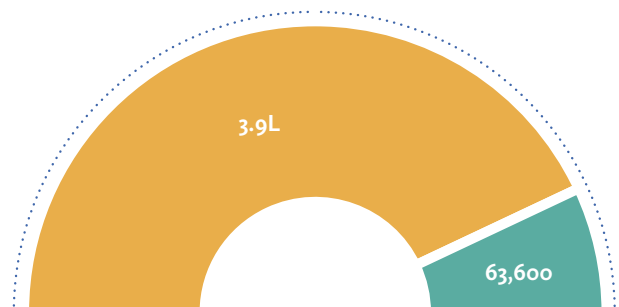
All figures are for a rolling 12 month period. Numbers indicate direct work with unique individual teachers.

Work started in 2022

Health



Population covered by



Creche



Number of operational creches spread across Chhattisgarh, Jharkhand and Odisha:

489

Number of children covered:

6,700

Livelihoods



Chhattisgarh

40 villages | **2,300** households

Jharkhand

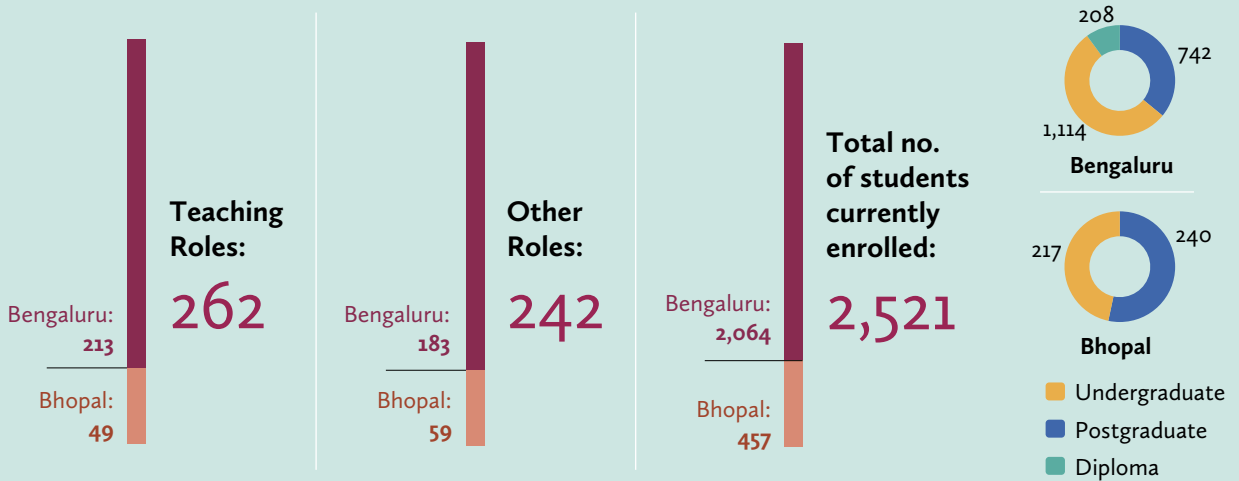
47 villages | **3,800** households

All figures as of September 2024

University



4 PG Programmes | **13** UG Programmes,
5 Diploma/ Certificate programmes |
100+ professional development programmes



All figures as of September 2024

Campus size:



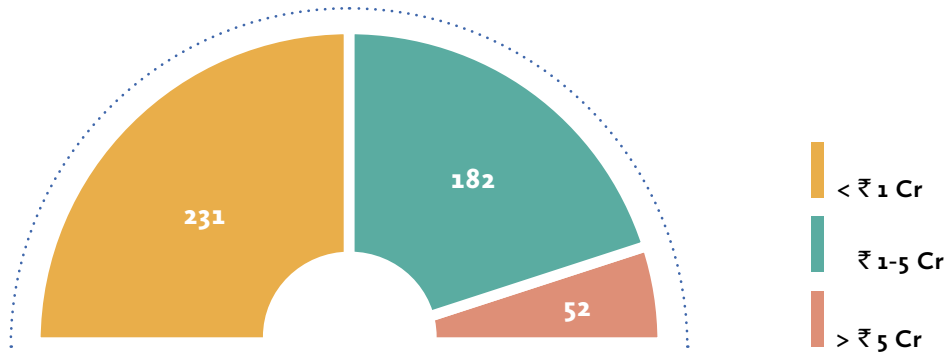
Over **4,300** students graduated



over **6,000** participants in professional development programmes

All figures as of September 2024

Grants



Grants approved in FY 23-24:

465

Value of grants committed in FY 23-24:

₹ 1,422 Cr

Value of grants disbursed in FY 23-24:

₹ 934 Cr

Partners active in FY 23-24:

940

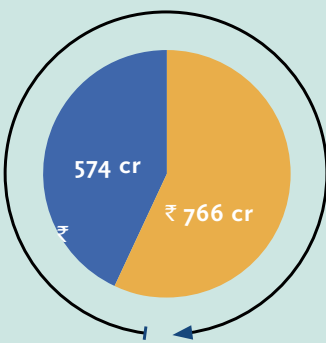
Average duration of our grants:

3.3 years

Summary of Total Spends

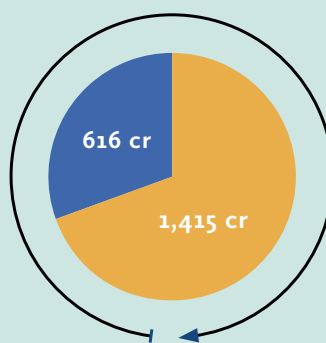
■ Direct work
 ■ Grants
 ■ Total spends

FY: 21-22*



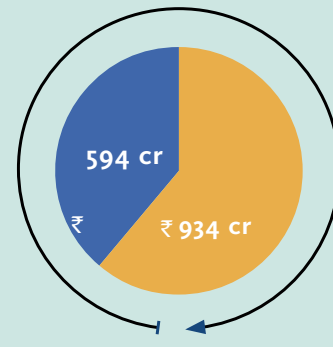
₹ 1,340 cr

FY: 22-23*



₹ 2,031 cr

FY: 23-24



₹ 1,528 cr

*includes spends to help tackle COVID-19

Our spends are supported by the returns on the endowment funds

Our Organisation

Our organisation has three parts:

- **Operating units:** Which is how and where we do our work. Our three operating units are:
 - **Field Institutes:** Our institutional presence on the ground through which we do a range of our own work, from education to health, livelihoods and more; and also work with partners.
 - **Grants:** Where we provide financial grants to our Partners (other NGOs) to do their work.
 - **University:** Our University across multiple campuses is run with the purpose of contributing to the social sector.
- **Expertise verticals or groups:** The different areas of our work – education, health, livelihoods, and more – require relevant expertise.
 - Verticals or groups ensure the acquisition and development of such expertise and its integration in our work closest to where the work happens – in the Field Institutes, with Partners, and in the University.
 - Based on our assessment of the growth of our work in an area, and the centrality of technical expertise (not only operational and social-human) for that area, we have a range of structures – education and health are verticals, livelihoods is in formation, and others, such as disability and gender issues, art and culture, are constituted as groups.
- **Enabling functions:** These are functions, such as Communications, Finance, Information Technology, Infrastructure Management and Development, Knowledge Management, New Initiatives and People Function (Human Resources), which ‘enable’ and work with the entire organisation.
- **Endowment Office:** A professional investment team manages our Endowment.

2a Field Institutes

Our Field Institutes are in 59 districts of seven states and one Union Territory. Over 1,700 of our team members work in these institutes, living in over 320 towns within these districts, in each of which we also run at least one 'Teacher Learning Centre'. This grassroots organisation that we have built over the past 20 years enables us to do intense, deep and continuing work.

Such ground-level institutional presence has also made us a part of the local community. This enables us to engage with issues and priorities in a relevant and precise manner. These Field Institutes were built with our work to help improve the quality and equity of the public education system. As a part of this work in education, we also run 9 Demonstration Schools.

With this institutional network, we have been able to expand our work to other areas, such as Health (including the running of creches), Livelihoods and Youth Engagement. The spread of our teams in these seven states enables our work across the entire state. Most of our work is in collaboration with state governments, and to help improve public systems.

The work done by our Field Institutes includes:

- Capacity development of cadres, such as teachers, principals, panchayat functionaries, community and primary health workers, block- and district-level functionaries, and state-level administrative leaders.
- Engagement with youth for social action.
- Projects with farmers, communities and panchayats on livelihoods.
- Range of support to institutions, such as Cluster and Block Resource Centres in education, District Institutes of Education and Training, Primary and Community Healthcare Centres, Boards of Secondary Education and State Councils of Education Research and Training.
- Development of curriculum and textbooks, improvement in assessment and examinations, and formulation of policy and its implementation.

In addition to the seven states where we have Field Institutes, we currently work in 10 other states, on similar matters, with our teams regularly visiting and continually engaged.

“Our Field Institutes are spread across 59 districts in seven states and one Union Territory, directly engaging 2.85 lakh elementary teachers; 1 lakh Anganwadi workers”



New Initiatives

We have started a few new initiatives, that will, over time, become significant. Three of these are:

- **Creches:** We have set up and are running over 480 creches, most of these in small villages in Odisha, Jharkhand and Chhattisgarh, and in some urban areas. The creches serve the local community for care of children in the age group of 6 months to 3 years, providing good nutrition, multi-dimensional stimulation for development, and a safe and happy environment. The first 1,000 days of a child's life have the most crucial bearing on their overall life outcomes. The creches help significantly with this, since they serve families with highly inadequate resources, who struggle for livelihoods. They also enable mothers to participate in economic activity outside homes while also helping ensure that elder siblings are not kept away from school to provide childcare. Once we stabilise our operating models, we intend to scale up the number of creches to a few thousand.
- **Strengthening nutrition in mid-day meals:** We have collaborated with the Government of Karnataka to provide eggs (or its substitute) to school children going to government schools in the state, as a part of the mid-day meal. We have committed INR 1,500 crores to this programme to provide eggs 4 days a week to over 55 lakh children for three years. We are in discussion with other states for similar programmes.
- **Scholarship for girls:** We are providing INR 30,000 per annum scholarship to girls who have studied in government schools and have procured admission in a bona-fide college programme. The scholarship will be provided to support the out-of-pocket expenses for every year of their programme. This year has seen a pilot launch in Madhya Pradesh, parts of Rajasthan, Uttar Pradesh and Jharkhand. We are expecting to offer the scholarship to 20,000 – 30,000 girls this year. In the next two years, we will expand this programme countrywide.

Glimpses *from the Ground*

Addressing learning loss due to pandemic-induced school closures

The COVID-19 pandemic forced widespread school closures, leading to significant learning loss among students. Our Field Study, 'Loss of Learning During the Pandemic', revealed a trend that was of grave concern: students were not only falling behind in the current academic year but had also forgotten foundational concepts from previous grades, particularly in language and mathematics. These findings were corroborated by multiple other studies, including more recent ones, underscoring the severity of the situation.

To address this, we developed and supported state-level programmes aimed at recovering lost learning. These programmes were adopted by all the states we work with, and a similar basic design was disseminated by the Government of India, allowing many other states to implement it as well. Our recovery programme included the development of an appropriate syllabus, workbooks for students and training materials for teachers. While state governments deployed these programmes, we played a direct role in districts where we have a presence, methodically training almost all

teachers in these locations and providing need-based support to a significant number of teachers through various modes. This extensive effort began in January 2022 and continued till the close of the academic session of 2023-24.

Our on-the-ground comprehensive involvement in execution and dissemination of these programmes helped with significant improvements in the learning of children. Our studies indicate substantial improvements in learning across grades, especially primary grades – in terms of students achieving competencies that they had lost in language and mathematics – for around 65 lakh children in the areas where we work on the ground, recovery was about 3 times more as compared to places where we have no intervention. A much larger number of children in multiple states where we do not have on-the-ground teams were helped by this learning recovery approach, training and curriculum, from the support we could provide to relevant institutions and cadres in the education system.



Glimpses from the Ground

Barmer District Institute (DI)

Our District Institute (DI) in Barmer, Rajasthan was established in 2012 and currently has 52 members operating from it.

Located in Barmer town, it serves the entire district of Barmer with our work in education and other initiatives.

Primarily focused on our work in education, the DI offers development programmes for primary and upper primary school teachers, head teachers and Anganwadi workers.

These programmes are often facilitated in partnership with the District Institute of Education and Training (DIET) and other bodies of the education department of the Government of Rajasthan.

A wide range of activities are undertaken and run from the DI, the more prominent ones being:

- Workshops and voluntary forums for teachers on subject-specific content and pedagogical practices
- Teacher seminars where teachers share their good practices with each other



- A district-level annual literature festival and book fair in which, along with teachers, students, and functionaries of the education department, community members also participate

The DI also serves as a space for our members to engage in periodic district-level capacity-building engagements.

The DI houses a library that has a collection of over 3,500 books, magazines, and teaching-learning materials that is used extensively by the district's teachers, students, and even community members.

An integral part of the DI is the Azim Premji School. The school currently has 16 teachers and 300 students in classes 1-8.

Overall, in the district, we engage with over 11,300 teachers in primary and 7,400 teachers in upper primary schools. Through these teachers, we cover 2.7 lakh elementary-grade students.

Our interventions so far have led to better teaching practices and improved learning outcomes for students in the district.



2b Grants

We support grassroots civil society organisations across India with financial grants.

We support organisations of various sizes – from small and very early stage ones to those that are large and mature. Thus, our grant sizes vary from a few lakh rupees to a few tens of crores; as do tenures from 1-10 years, with most being between 3-4 years.

The work of our partner organisations is across a wide range of areas, some of which we have grouped together and call ‘themes’. We are open to and continually adding new areas of work that make a real difference in the lives of vulnerable and disadvantaged people.

We are setting up teams closer to our partners, which enables us to focus on certain geographies in addition to the states where we already have institutional presence. This includes Eastern Uttar Pradesh, Bihar, Odisha, Northeast India, Telangana and Andhra Pradesh.

We have also worked with multiple partners and state governments to develop a few specific programmes. Some of these are for:

- Improvement in child nutrition in a few districts in Odisha
- Yield and cost improvements for small and marginal farmers in Andhra Pradesh
- Justice for undertrials in Maharashtra
- Effectiveness of panchayat functioning in Jharkhand
- Access to welfare entitlements and basic services in settlements in Bengaluru

Some of our ‘Themes’:



Gender Justice

Gender-based violence, issues around adolescent girls, gender and sexual minorities



Disability & Mental Health

Vulnerabilities of persons with physical or intellectual disabilities, mental health issues



Urban Initiatives

Issues affecting vulnerable people in urban spaces, including homelessness, identity/age-based discrimination, violations of labour rights, lack of access to welfare entitlements



Children

Working on vulnerable children's needs and rights for survival, development, protection and participation



Governance

Improving last-mile access to welfare services, access to justice for the vulnerable, strengthening local democracy



Health & Nutrition

Supporting the public system at all levels – community health, primary healthcare, secondary hospitals – by improving their capacity and functioning



Land, Water, Forest

Issues of small and marginal farmers, landless, water deficient communities, Adivasi communities, pastoralists' land, and 'denotified' groups



Strengthening Civil Society

Building institutional capacity and programmatic understanding and delivery of CBOs and early-stage CSOs, and strengthening CSOs in the area of leadership, governance, basic systems and processes



Constitutional Values

Fellowships and youth programmes to promote values enshrined in the Constitution



Glimpses *from the Ground*

Gender and governance in Uttar Pradesh

Gramin Vikas Sansthan (GVS) is one of our partners. Established in 1989 by Shameem Abbasi and a few committed citizens, GVS works on gender and governance, integrated child development, sustainable livelihoods, promotion of constitutional values and democratic rights, and social cohesion in seven districts of eastern Uttar Pradesh. Its work has helped more than 1 lakh women and 45,000 girls across 800 gram panchayats.

Over the last eight years, the Foundation has supported GVS in its work with adolescent girls on their education, health, safety and career development, and with fellows for creating changes in social practices. Our support has helped GVS establish a skill development centre for girls from marginalised groups. The organisation is also enabling access to welfare schemes by women in the community.

“

Gramin Vikas Sansthan has helped over 1 lakh women and 45,000 girls across 800 gram panchayats.

”



Glimpses *from the Ground*



Community work in Nagaland

Eleutheros Christian Society (ECS) is another of our partners. ECS was established in 1993 by Dr Chingmak Chang, and works on healthcare, education, livelihoods and building of community institutions in five districts of eastern Nagaland. The work of ECS has covered over 1.1 lakh people through various interventions across 100 villages.

Over the last three years, the Foundation has supported ECS in its work with small and marginal farmers on livelihood enhancement, and with the community on healthcare and strengthening of community institutions.



Eleytheros Christian Society has reached over 1.1 lakh people through various interventions across 100 villages in Nagaland. With our support, they have expanded the Maternity Unit at the Primary Health Centre and set up a residential skill centre and a farm school.





2c University

Our university campuses are in Bengaluru and Bhopal; we are in the process of setting up our third campus in Ranchi.

The teaching and research programmes of the University are designed to contribute towards equity, justice, humaneness, and sustainability — the vision of the Foundation. We offer a range of undergraduate and postgraduate programmes, as well as continuing education programmes for working professionals. We also have a range of publications and resources.

Our programmes are in areas of social and human development, such as education, teacher education, early childhood education, development, public health, livelihoods and employment creation, sustainability and climate change, technology for social change, and social sector leadership; as also in disciplines across the physical and social sciences

and humanities, such as economics, biology, math, physics, history, English and philosophy. Our students are from across the country and reflect the socioeconomic diversity of our country. Over 50 percent of our students are provided with scholarships that include 100 percent tuition and accommodation fee waivers. Our continuing education programmes have a diverse set of participants – from teachers and senior government officials to members of civil society.

The University, the Field Institutes and some of our partners work in an integrated manner to provide students with the richest possible curriculum, including deep field immersion. This integrated working also enables the development of knowledge through grounded research and contributions to policy and its implementation.

Glimpses from the Ground



Winds of change in Chhattisgarh: Bastar se Bazaar Tak

Bastar se Bazaar Tak is our alumnus Satendra Singh Lilhare's (MA in Development, Batch 2014–16) initiative to enhance the livelihood of Bastar region's forest dwellers. The participatory model provides additional income with 100 days of employment opportunities to the community in Chhattisgarh's densely forested area. Lilhare's effort is to enable the people of these communities in Bastar to leverage their expertise and participate in market opportunities outside this region.

Lilhare and his team built a model to generate value and employment through commercial trading of seasonal forest produce. Lilhare plans to expand the project and make it more sustainable by planting trees.

The initiative began with 1,175 farmers from 17 villages of Bastar. It has since expanded to include 120 farmers from 4 villages in Gadchiroli, Maharashtra, and 120 farmers from 4 villages in Gumla, Jharkhand. Lilhare plans to work in the Sukma region of South Chhattisgarh by 2025.

The team also seeks to train and guide members in business-related aspects of the model and is planning to set up a factory.





03

Our Work

3a Education

The goal of our work in education is to help improve the quality of and equity in the public schooling system. We started this work in 2002, and have learnt and refined our approach in these past two decades, having tried many things, many of which failed, some worked partially and a few were effective.

Our work in school education rests on and is informed by our understanding of education which we have developed over the years. Some of the more important aspects of which are:

- School education is perhaps the most important organised social process for developing the individual and society.
- Education must develop knowledge, capacities, and values – in individuals, which then form the society.
- Education is a deeply social-human process and therefore the human beings involved in it matter the most – students, teachers, school leaders and others.
- Teachers are central to good education; school leaders also matter significantly, therefore, human capacity is at the heart of improving education.

- The culture of the school is an integral part of the curriculum.
- Improvement in equity leads to improvement in quality.
- The home and community environment of the students, including access to resources, nutrition, and care, have direct and significant effects on learning; schools can and should attempt to compensate for this as much as possible.
- The education system is a part of the overall political-economic-societal system of the country, therefore, many aspects of the education system cannot be changed in isolation.
- Good policies matter, however, implementation matters even more; the real issue is on-the-ground capacity.
- Education is a matter of deep expertise. It is about developing the hearts and minds of human beings – the most complex of human processes. Too often there is a staggering underestimation of the requirement of expertise in education.

Informed by these ideas our work has multiple dimensions.

We have attempted to contribute to all aspects of education, ranging from curriculum development and policy formulation to

examination reform and human capacity. Our attempt has been to contribute to the development of human capacity at every level of the education system – from the Anganwadi and the school, to state- and national-level institutions – because human capacity is the key, particularly in the frontline.

Our institutional presence on the ground through our Field Institutes is what enables our work on the capacity development of teachers and others. Like all our work in education, this is also carried out in collaboration with the state governments.

Capacity development of teachers takes place through multiple modes of engagement, for example, short and long workshops, peer learning groups, on-site demonstration workshops, in-school support and more. Our methods and curriculum for teacher development are continually refined based on our experience and learning. The nine schools that we run provide us with first-hand experiences, which are then used by us to help improve our overall work. We also research and explore issues that are important to the real world of teachers and students, which we also publish for dissemination.

Continuous engagement with teachers is essential to developing their capacities and changing their perspectives, which is what requires proximate on-the-ground presence.



In any given 4-week period we likely engage with more than one lakh teachers. We have a similar approach for our engagement of capacity development of school leaders and other functionaries.

We work with the state government and its institutions, such as the District Institute of Education and Training, State Council of Education Research and Training and Boards of Examinations, to enable similar capacity development in places where we do not have on-the-ground presence.

We also systematically support various state governments, the central government and their institutions on matters of curriculum, textbooks, examinations, teacher education and policy formulation. While our Field Institutes are in 7 states, we work with the school systems of 17 other states across the country.

Our deep engagement on the ground informs research that enables both policy and improvements in ground-level work. At the University, we offer a range of programmes to build the capacity of the education sector and

prepare teachers with Master's in Education and Early Childhood Care and Education; Diplomas in Inclusive Education, Learning Disabilities, Early Childhood Education, and Assessment; and Bachelor's in Science and Education.

Over the years, we have seen significant improvements in the learning of students and the capacity of teachers – not only on the content of subjects but also on matters of inclusion, equity, justice, and development of values.

Our experience continues to energise us because there are large numbers of people amongst teachers and others who have a deep commitment to improving education and the future of our children.



3b Health

We work to improve the health of vulnerable households – from remote Adivasi communities to urban informal settlements. Health is a public good, and our work is guided by a few principles:

- Our aim is to help families live healthy lives; it is not about access to healthcare services alone.
- It requires a strong frontline community health system, backed by primary and secondary healthcare services.
- Only an effective public health system can achieve this by reaching every corner of the country, and in a manner that is affordable and sustainable over decades.

Currently, our work in Health is focused on five aspects:

- Urban Health work in Bengaluru
- Work in the Central Adivasi belt
- Health Grants
- Research
- Public Health Education



Urban Health work in Bengaluru

Our comprehensive primary programme covers 15,000 households in informal settlements.

This includes:

- Community health work
- Primary health centres with general physicians, laboratories and pharmacies
- Referral helpdesks in government hospitals

Work in the Central Adivasi belt

We are currently working in two blocks (Dharamjaigarh and Lailunga) of the Raigarh district of Chhattisgarh and two blocks (Bero and Itki) of the Ranchi district of Jharkhand.

Our team of health professionals on the ground in these areas supports the government to improve the frontline health system.



Health Grants

We give multi-year grants to non-profit organisations that work to improve the health of vulnerable communities in their respective geographies.

Research

We undertake and fund independent research studies in public health. These studies seek to improve the understanding of the health realities of underserved communities. Apart from direct studies being carried out as an integral part of our fieldwork, we support other organisations through research grants.

Public Health Education

We offer a full-time Master of Public Health (MPH) programme, with a focus on practice and competencies from Azim Premji University's Bhopal campus.

In addition to these initiatives, we are actively working on two other key initiatives:

- Operating over 480 creches that cover 6,700 children in Chhattisgarh, Jharkhand and Odisha.
- Supplementing nutrition in the mid-day meal of every government school student in Karnataka.

We started our work in Health in 2022 and are now rapidly expanding this work to other parts of the country.





3c Livelihoods

We want to help make significant and sustained improvements to the household incomes of some of the most vulnerable communities of the country.

To do this, we work closely with these communities to explore ways of enabling economic development that spans sectors and is based on and aligned to local resources, strengths, and culture, while accessing

external markets. This also involves improving incomes from existing livelihood options as well as creating new opportunities across levels.

Beginning in 2022, we have taken our first steps in working towards sustainable livelihoods in the central tribal belt in the Raigarh and Gumla districts of Chhattisgarh and Jharkhand, respectively.



3d Other Areas

The Foundation works in diverse areas through partners – some of these areas that we call ‘themes’ are detailed in the section on Grants. Our initiatives span from offering shelter to the homeless in Bengaluru to enhancing access to essential services by Adivasi communities in Andhra Pradesh and Jharkhand.

We also work to strengthen civil society and its institutions in India, through capacity building, enabling networks of advocacy and supporting government initiatives.

Our work in Art and Culture takes the purpose of the Foundation to the people of India through stories. These stories are delivered through various channels and forms: radio and podcasts, art, music and film.

Much of our work is with and for public systems. So, we work in close collaboration with government functionaries – from teachers and ASHA workers to leaders at district, state and national levels. The competence and dedication of a large number of these functionaries across levels, geographies, and institutions, are exemplary. This greatly enhances the effectiveness of all our work.





04

Future

The Foundation remains deeply committed to working towards equity, justice, humaneness and sustainability, across the widest possible range of initiatives, and to try and make a real difference to the lives of people of our country, and thus contribute to developing a society that we have envisioned in our Constitution.

We will try to expand and deepen our work as much as possible and support our partners in the same. Fully accounting that in societal work, changes, including expansion and deepening, are effective when they happen organically.



Our Values

- ☒ *Contribute to social change*
- ☒ *Take ownership for significant lasting effect*
- ☒ *Act with unyielding integrity and courage*
- ☒ *Treat each person with respect*



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