



Protecting and empowering children since 1989

Annual Report

2024-25



Adding Wings to Dreams

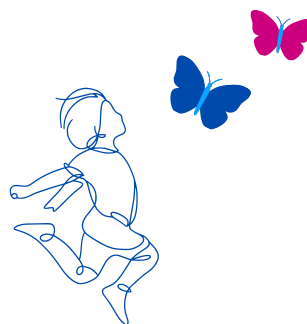


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Societies Registration No. S-20202/89.

ALL DONATIONS EXEMPT U/S 80G.

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From the Director

Dear Friends,

The core focus of our work is the child; we respect the uniqueness and agency of each child and mentor them through their journey of adolescence and becoming a young adult. Our primary focus is education, including life skills education that supports them to achieve their goals in life and transform their life narratives.

This year, we witnessed major educational milestones among our children, with 92% of students successfully passing their exams and progressing to the next academic level. All 19 adolescents who sat for their 12th-grade examination passed it with a high percentage of marks. Labi, an adolescent girl from the INA market contact point, secured 90% marks in the 12th board exams. Harsh, an adolescent boy from Sadar Bazaar, cleared his NEET examination (a medical school entrance examination) and will be joining a medical college this fall. The resilience and self-confidence of the children to reach for their dreams and goals fill our hearts with contentment and an appetite to keep strategising new approaches and maximising our efforts in facilitating the future of children for a world where everyone thrives.

As the Butterflies team continues to put their collective efforts every day in standing hand in hand with the children in their transformative journey, it is possible because of your unstinting support, which keeps us striving ahead in today's changing world with strength and commitment.

Our education programme reached **1,750** children across Delhi and Uttarakhand, while 800 out-of-school children in Uttarakhand were successfully mainstreamed into formal schools. Additionally, **480** children across **12** government schools were provided life skills education, enabling them to make informed decisions and build emotional strength.

Children's participation remains central to our work. This year, **1,703** children participated in our Children's Cooperatives, learning financial management and collective decision-making. A total of **115** child leaders were elected and trained in the Children's Development Khazana (CDK) and Child Health and Sports Cooperative (CHSC), strengthening their leadership and civic engagement skills. Our Child Health Educators responded to **601** first aid cases, demonstrating how children, when equipped with knowledge, can care for and protect one another.

Through our Butterflies School of Culinary and Catering, **20** adolescents—both girls and boys—received vocational training, preparing for dignified and sustainable livelihoods. In addition, **725** children from **14** organisations are members of the Delhi Child Rights Club (DCRC). The core group of DCRC developed its annual plans, which were reviewed regularly. DCRC organised 'emotions matter', an awareness-raising cultural event on mental health wellness, on October 10th, the International Mental Health Day at Central Park. It was well received by the public.

We are especially proud of the **20** radio episodes produced by Butterflies Broadcasting Children. The programme was aired through All India Radio's FM Rainbow Station—an incredible platform where children share their stories and ideas with the world.

These outcomes are the result of children's ownership of the programmes, the passion and commitment of the Butterflies Team of professionals and the unwavering support from our partners, well-wishers, and friends. As the world around us changes rapidly, the need for sustained and inclusive efforts grows stronger. We remain deeply committed to walking alongside children on their journey of transformation—and we know that with your continued support, we can keep the momentum going.

Let us come together to ensure that every child not only dares to dream but also finds the wings to soar.

With Warmth and Gratitude

Rita Panicker
Founder Director



Introduction



Butterflies is a registered charitable organisation dedicated to supporting the most vulnerable groups of children, particularly street-connected children, since its inception in **1989**. Employing a rights-based, non-institutional approach, Butterflies focuses on providing education and life skills to these children to foster self-reliance and disrupt the intergenerational cycle of illiteracy and poverty that affects generations. Additionally, the organisation encompasses a research, advocacy, and training portfolio to enhance understanding of social issues. This wing also captures insights from its initiatives, through action research, and process documentation to help the organisation evaluate its programmes, on what is working well, what the challenges are, and what needs to be done differently. We share our learnings with local civil society organisations, government agencies, and academic institutions for further deliberations.

Butterflies is a member of Family for Every Child (FFEC), a global alliance of **40** local civil society organisations from **51** countries. FFEC is united in its mission to enhance the lives of vulnerable children and families globally. Additionally, Butterflies is a member and serves as the Secretariat for the India Alternate Care Network (IACN), a collaborative network of practitioners, national agencies, and academics to promote the agenda of family-based alternative care for children separated from their families.

Butterflies is committed to innovating and refining strategies and approaches for engaging children. Through its Children's Cooperatives initiatives, namely the Children's Development Khazana (CDK) and the Child Health & Sports Cooperative (CHSC), and Cooperative Learning, Butterflies has shared its technical expertise to local grassroots organization to initiate CDK in their organizations. The organization makes continuous efforts to innovate and enhance the relevance, effectiveness and efficiency of its interventions.



Our Vision



A world where every child is loved and respected regardless of race, ethnicity, religion, caste or disability. Is fed, clothed, and housed within a caring family environment. Has free access to quality education and training in line with her or his abilities and interests. Has free access to quality health care. Has free access to the right to play and leisure. Has a voice and can speak out without fear of the consequences. Is free from exploitation and abuse and from direct or indirect effects of armed conflict or communal violence. A world where every child is free to be a child and live in dignity and has a hope for the future. Butterflies addresses the challenge of making the Constitution of India, laws of the land and UNCRC a reality, particularly for those children who are most vulnerable, neglected, abused and exploited. Butterflies is committed within its mandate to work towards solidarity among voluntary organisations, with the government and all Civil Society Organisations for addressing the concerns of all children.



Our Mission



Butterflies will continue to work with the most vulnerable groups of children.

- To ensure that such children have the opportunities to reach their full potential, whatever that might be.
- To give children a voice and tools to raise issues that have a bearing on their lives and to facilitate the changes that will enable them to become valued and productive citizens.
- To encourage children to have confidence and motivation, and to make the world a better place for themselves and for their children.
- To work in partnership with the government and promote policies, laws, and programmes that affect children.
- To work in partnership with practitioners and key stakeholders to raise awareness of problems that affect marginalised children everywhere.
- To use the Constitution of India, laws of the land, and UNCRC to advocate for children's rights.

Our Impact in 2024-25

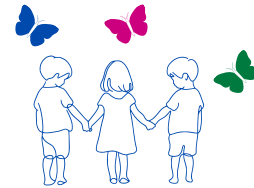
1750

Children in our education programme in Delhi and Uttarakhand



1703

Children are members of Children's Cooperatives



20

Radio Episodes produced by Children and broadcasted through All India Radio (Rainbow Channel)



601

First aid cases were addressed by Child Health Educators of Child Health and Sports Cooperative (CHSC)



115

Child leaders elected and trained in Children's Development Khazana (CDK) and Child Health and Sports Cooperative (CHSC)



480

Children of 12 government schools provided with life skills education



20

Adolescent girls and boys studying culinary at Butterflies School of Culinary and Catering (BSCC)



725

Child members of Delhi Child Rights Club facilitated by Butterflies



Education & Life-Skill Education programme



**Education
& Life-Skill
Education
Programme**

The education programme aims to ensure that the children who are mostly first-generation learners not only access formal education but also maintain quality learning outcomes consistently and stay engaged in the learning process. Butterflies uses the cooperative learning concept to impart education to children. The concept and methodology are participatory, creative, open-ended, and analytical, and involve children in grade-specific groups to enhance learning and achieve common goals. To support each other in learning and understanding a lesson, wherein the educator not only teaches a lesson but also encourages children to study, question and reflect on the lesson taught in their cooperative group. The approach aims to improve the learning outcomes of the children and develop a curious mind to learn more.

Periodic tests are conducted to assess the learning levels of children in various subjects. The program also gives equal emphasis to life skills education to enhance resilience, to make informed choices, self-confidence, and social-emotional well-being. Children who are out of school are enrolled in government schools to continue their education.

The programme operates primarily in open, community-based settings - such as parks, playgrounds, market areas and open spaces - where street-connected children and adolescents live with their families, and independently living and working adolescents live.

Butterflies currently implements the programmes in **9** locations (which we call contact points) across Delhi: **Chandni Chowk, Dayal Singh Camp, Hathi Park, INA Market, Sadar Bazar, Jama Masjid, Nizamuddin Dargah, Okhla Mandi, and Badarpur Border**. Through these contact points, the organisation reaches over **771** children daily, offering both academic support and life skills education with contextually relevant and effective approaches, strategies and social work methods. The programme is implemented by a team of qualified and experienced educators and subject specialists.



Year In Review



Education
& Life-Skill
Education
Programme

771

children (423 boys and 348 girls) accessed our education and life skills programme through 10 street contact points.

92%

of students successfully passed their exams and progressed to the next academic level.

44

children appeared for the 10th and 12th board exams this year, with 91% (40 students) passing and moving forward.

90%

marks in 12th board exams was secured by a girl from the INA contact point.

10

children from Butterflies won **first** and **third** prize at a painting competition on the theme “Creating Better Cities by Engaging Youth” organised by HUDCO and awarded by **Minister of Urban Development, Govt. of India.**

19

students (10 boys and 9 girls) who passed the 12th grade were felicitated by the organization at a children’s cultural programme.

200

children (aged 10–17) from 9 contact points and 30 staff members participated in a two-day educational tour to the Taj Mahal, Agra Fort, and Fatehpur Sikri.

50

small and 4 big Bal Sabhas held at all Contact Points, provided an space for children to exercise their agency and participation.

155

home visits were conducted by programme officers to engage parents, share updates on children’s progress, and encourage regular attendance.

184

children from various contact points attended a workshop on the Cooperative Learning Approach in June 2024.



59

parents, attended a career guidance session on 19th January 2025 to help them support their children’s higher educational journey.



Protecting and empowering children since 1989

Workshop on Cooperative Learning

Butterflies organised a workshop on the Cooperative Learning Approach, attended by **184** children from various contact points. Along with principles and values of the Cooperative, the children learned about the techniques of cooperative learning.



Education
& Life-Skill
Education
Programme

Bal Sabha

50 small Bal Sabhas and **4** big Bal Sabhas were conducted across contact points with an average participation of **40** children per session, with **42%** girls. At some contact points, the participation of girls was **60%**. Key issues discussed in these Sabhas were related to health and hygiene, environmental issues, review of the performance of roles and responsibilities by children elected in different positions. Children raised concerns about an open drain causing mosquito breeding. They wrote to the Municipal Corporation of Delhi (MCD), which responded by spraying DDT in the area.

Engagement with School Management Committee

In October 2024, a training session for SMC members was held with 19 participants. The session focused on the significance of SMCs and their role in supporting school development.

Interface with the Cabin Crew of British Airways

Adolescent boys and girls studying in secondary and senior secondary schools had an opportunity to interact with crew members of British Airways on 29th March 2025. The workshop, facilitated by a team of Captain and Cabin Crew leaders and members, aimed to inform the participants about the aviation industry, flight management, roles and responsibilities, and necessary skills and employment opportunities in the airline industry. The resource team covered several key areas and expertise essential for aspiring professionals in the field. The topics emphasised the importance of a positive attitude and qualities such as honesty, integrity, punctuality, and confident body language for a successful career in the airlines. Basic grooming standards and the significance of communication skills were also discussed, which play a vital role in the profession. Participants were given an overview of the cabin crew's role through a practical demonstration by the crew members. The adolescent participants were thrilled to know that an airline is managed by a variety of professionals and that there are multiple career opportunities. They also learned about essential skills for a successful professional career in the sector.

Interface with the Cabin Crew of British Airways



Education
& Life-Skill
Education
Programme



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Meeting with NIOS Associates

Butterflies is an accredited agency of the National Institute of Open Learning (NIOS) for the Open and Basic Education programme. In addition to supporting out-of-school children, the organisation also supports other local grassroots organisations to enhance quality education support to children, and provide access to the NIOS OBE program to children who cannot join regular schools. In these efforts, a meeting was organised on 7th January 2025, to discuss the teaching and learning curriculum of the OBE program, the role of the Accredited Agency, and the evaluation process. The meeting was attended by 13 representatives from **10** organizations.

Community Engagement and Home Visits

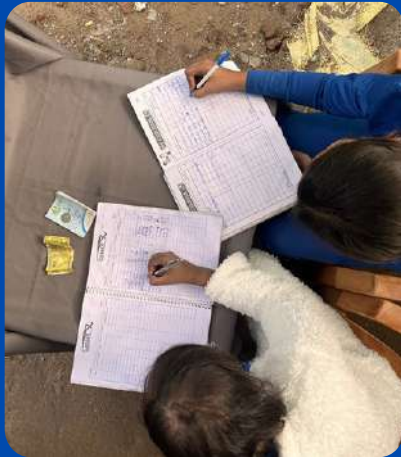
Community engagement is an important activity of Butterflies. Community meetings and night outreach activities are conducted to engage community members and encourage participation. This year, **3** community meetings were held, averaging **30** participants per session. Discussions focused on creating a protective and caring environment for children at home and in the community. Similarly, home visits are undertaken to the families of children when children are not regular or are not making progress in academic learning. **155** home visits were conducted by programme officers to engage parents, share updates on children's progress, and encourage regular attendance.

Excursion Visits

Butterflies organises educational tours and excursions for children in its program, aiming to raise awareness about history, culture, and topography. This year, a two-day educational tour was conducted to the Taj Mahal, Agra Fort, and Fatehpur Sikri on October 24–25, 2024. The destination and itinerary were finalised through detailed discussions with the children, incorporating their ideas and suggestions. A total of **200** children (aged 10–17) from **9** contact points, along with 30 staff members, participated in the tour.



Education
& Life-Skill
Education
Programme



Photography used with consent from all children.



Education
& Life-Skill
Education
Programme

Stories of Change



Stories of Change

Shoaib's Dream Came True

In the busy city of Delhi, filled with different people and cultures, Shoaib had moved from Uttar Pradesh with his family for a better life. Shoaib grew up facing many challenges, but he also had dreams and hopes for a better future.

From a young age, Shoaib lived only with his father, while the rest of the family members came later. His father was a hardworking tailor, but was constrained to work in a shop as a daily wager since he could not find a job according to his tailoring skills. The shop was near our contact point. One day, he brought Shoaib to our contact point at Chandni Chowk.

Shoaib was studying in the 5th standard when he first joined Butterflies in 2015. Initially, Shoaib was not interested in academics and was an introvert by nature. When his father first came to us, he had aspirations for his son and wanted him to become an educated person. Initially, Shoaib did not pay attention to his studies, but he was good at sports. Gradually, as time went on, he became familiar and started interacting with his peers. Shoaib said, *"Butterflies has provided me with an environment that helps me to grow. I find the way of studying in a group very interesting; through this, I was able to mix with other friends, and it also gave me the confidence to express myself. Every child learns and progresses simultaneously."*

Shoaib participated in various programs - cultural afternoons, sports, and media programmes, and attended the workshops organised by Butterflies from time to time. Once he got a chance to participate in a photography workshop, from then on, his camera became an extension of himself, a tool through which he could narrate the stories of his community. From there, he got an aspiration to pursue his career in the field of photography.

He passed his 12th grade in the year 2022 and joined Habitat Learning Centre (HLC), one of the Butterflies' associates that provides free six-month courses in computer applications. Shoaib joined an advanced computer course, followed by skills development courses in the basics of visual documentation. After completing the courses and observing Shoaib's interest, confidence, and learning progress, HLC offered him an internship in visual documentation. This was a paid internship, with a stipend of Rs. 10,000 per month. It provided him an opportunity to sharpen his skills in photography and video documentation, which was his area of passion and interest.

Presently, Shoaib is working with a production company as a camera person for digital marketing. With a dedicated focus on his career goal, he is moving toward a successful photography career.

Uttarakhand Education Programme for Out-Of-School Children



Uttarakhand
Education
Programme for
Out-Of-School
Children

The programme for out-of-school children in Uttarakhand aims to mainstream out-of-school children in formal schooling at an age-appropriate level following a preparatory bridge learning process. The program is being implemented in partnership with the Directorate of Samagrah Siksha Abhiyan, Government of Uttarakhand, and reaches out to and supports the out-of-school children in Dehradun, Haridwar, and Udham Singh Nagar. The teaching and learning activities conducted at the community-based Non-Residential Special Training Centre provide academic and life skills education using a formal syllabus developed by the SSA. The program significantly contributes to achieving the objectives of the Right to Education in the state of Uttarakhand. Through this programme, **728** children were mainstreamed in formal schools in these three districts.

Butterflies is also implementing a similar education programme in Haldwani for children of Building and other Construction Workers. With support from the BOCW Welfare Board, the program reaches out to the out-of-school children of parents involved in construction work in the city. A total of **252** children were provided with teaching and learning support through this project

Children's Cooperatives (CDK & CHSC) are operational in the districts of Haridwar and Dehradun. From this year, the cooperatives were extended to six more contact points in Uddham Singh Nagar District, bringing the total number of cooperatives in Uttarakhand to **14**.



Uttarakhand Education Programme for Out-Of-School Children



Uttarakhand
Education
Programme for
Out-Of-School
Children

980

out of school were prepared and mainstreamed at age appropriate levels in formal school in three districts of Uttarakhand.

171

first aid cases were addressed by Child Health Educators CHSC.

84

child leaders elected and trained in CDK and CHSC.

252

Children of BOCW were provided education support at six communities in Haldwani.





Uttarakhand
Education
Programme for
Out-Of-School
Children



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Children's Development Khazana (CDK)



Children's Development Khazana (CDK), conceptualised and initiated by Butterflies in **2001**, is a life skills education program aimed at empowering children (ages **9–18**) with financial management skills and cooperative, democratic values. Through practicum, it teaches children to prioritise their needs, budget, save, and manage finances as essential skills to support themselves and family members in emergencies, and more importantly to plan for their future goals, thereby breaking the cycle of poverty and becoming self-reliant.

Children between the ages of **8 to 18** become members of **CDK**. It is child-led, with members organising meetings, electing volunteer managers, and advanced committee members democratically for a period of six months. The elected child leaders are trained in basic accounts, bookkeeping, to assess advanced applications, management and leadership to perform their roles and responsibilities effectively and efficiently. Conceptually as well as operationally, the programme is structured following the framework of cooperatives.



Major Activities of Children's Development Khazana (CDK)

₹ 4,85,615

is total **savings** of active children in CDK in **Delhi** has on March 31st, 2025.

₹ 2,85,682

is total **savings** of active children in CDK in **Uttarakhand** has on March 31st, 2025.

687

children are the member of Children Development Khazana (**DELHI**). This includes **388 Boys & 299 Girls**.

1016

children are the member of Children Development Khazana (**Uttarakhand**). This includes **554 Boys & 462 Girls**.

107

child leaders elected and trained in **Children's Development Khazana (CDK)**.





Stories of Change



Stories
of
Change

Cycling his to way Education: Children's Development Khazana (CDK) support in continuing Ramu's Schooling

Ramu is a 13-year-old boy from Sadar Bazar's Contact Point who is studying in grade 8 in 2025. He joined Butterflies in late 2023. His father works as a street vendor and earns money daily, and his mother is a homemaker. His mother is occasionally involved with a local vendor in making rubber bands at home for wholesale.

He is the youngest among all his five siblings (three brothers & two sisters). All his siblings were already in our program and attended our contact point, except his elder brother. The family is from the state of Bihar and lives in a rented room near the railway track. He wants to be a policeman so that he can help people. He also helps his mother work at home to make rubber bands. He has served as an ACVM on the contact point.

He earns little money by helping his mother and saves it in CDK. He says that before joining Butterflies, he used to spend his earnings easily on unnecessary items. He wanted to buy a bicycle, but he failed to save money for this purpose. He desperately needed a bicycle to go to school, which is a distance from his residence. It was especially difficult to walk in summer. His family could also not buy a bicycle because of their small income and no savings. After joining CDK, he started saving for a goal of getting a Bicycle, and within a year, he had 4200/- INR in his account. This was enough to purchase a new bicycle without much burden on his parents. The bicycle enabled his smooth journey to school and even made the journey enjoyable as he cycled his way to school and back.

The CDK program not only enabled Ramu to save money for a goal but also to learn financial management, budgeting, and savings. He learned the importance of budgeting, saving, and managing his finances effectively. This was evident when he decided to save money to buy a bicycle, a necessary item for him to travel to school, rather than spending his earnings on unnecessary things.



Child Health & Sports Cooperative (CHSC)

Child Health and Sports Cooperative was established in **1995** to facilitate children in street situations to lead safer, healthier, and emotionally well lives. CHSC provides a safe and supportive space to children where they can share their issues & address them. Over the course of so many years, this platform has helped children demonstrate improved mental and physical health-seeking behaviour, increased confidence in their ability to make change, and built resilience to lead safe and positive lives.



Child
Health &
Sports
Cooperative



Child Health & Sports Cooperative (CHSC)



Child
Health &
Sports
Cooperative

95

child leaders in
Child Health and
Sports Cooperative
(CHSC).

214

children
participated in
Football for
Change in March
2025.

94

parents participated
in Sports Day
conducted in
February 2025.

133

parents participated in
Football for Change
conducted in April 2025.

02

Football For Change
sports events were
organised.

02

Sports For Fun
sports events were
organised.



Sports for Children



Child
Health &
Sports
Cooperative



Photography used with consent from all children.

Sports for Parents



Child
Health &
Sports
Cooperative



Photography used with consent from all children.

Stories of Change



Stories
of
Change

Story of a Father who made his Neighborhood win the Trophy

Jahir, 35, is the father of 4 children (3 daughters and a younger son). He lives with his wife and children in Gandhi Camp at the INA market. His hometown is Calcutta, but he migrated to Delhi in 2008 when he was 20 years old. He is an E-rickshaw driver and drives his e-rickshaw from INA to Kotla. His wife works as a cook in a couple of the households living in the apartments situated next to Gandhi Camp.

Jahir migrated from his village to Delhi at a very young age, leaving behind his love for football in search of a job so that his family's condition could improve. Remembering the memories of his childhood, he says, *"I loved playing football. My friends and I used to play football in open, uneven spaces & large fields in our village. However busy everyone was, we all used to assemble at the ground at 4 PM to play, but good things are always short-lived, and so were these memories. The acute poverty and financial conditions of my family forced me to work and start earning."*

That love for football was rekindled in him when he settled in the Gandhi camp at the INA market. Here, he saw children (enrolled with Butterflies) playing football. He watched the children playing football in the adjoining park for many days, but was hesitant to go and talk to Butterflies Staff. Gradually, he mustered the courage and spoke to the Butterflies' Programme Officer that he is a footballer and his interest is to coach the children. He joined them and coached the children; he enjoyed his time with them. Jahir got to know of Butterflies through the mobile school that used to go to his neighbourhood and engage with children. His children were enrolled here and started receiving educational support.

His knowledge and expertise in football were not known to many in Butterflies until last year, when Butterflies organised a Football tournament (Delhi Children's Football League) for Junior Boys at Commonwealth Stadium in Delhi. It was a league tournament for boys between the ages of 9 and 13 years across various contact points of Butterflies. When he heard about the tournament, he decided to mentor the children from INA. In his own words, *"I coached INA's team during the DCFL (Delhi Children's Football League) tournament last year. Being their coach, I myself have never imagined that our children would beat the strongest team of the tournament, Nizamuddin Strikers, and lift the trophy in the final match because players from the INA team were weak in passing the football."*

Stories of Change



Stories of Change

Jahir was impressed to know that Butterflies organizes sports day for the parents also. Jahir makes a point that he goes to a nearby park every Friday and plays football. He believes that no matter what kind of sport it is, everyone should play a sport because it gives happiness, improves health.

His children have improved in their studies over time. He says all of this has happened because of the all-round support provided to children by the organization, taking children on excursions or even support programs during the Covid-19 crisis.

Jahir's story is an inspiring example of parents playing an active role in the development of not only their own children but also taking up the responsibility for the betterment of the children of the entire neighborhood. Further, it also serves as an illustration of how sports can be a crucial aspect of parenting. Support received by parents like him provides strength to Butterflies to create a child-friendly atmosphere in vulnerable communities.

"I have never seen any organisation that organises a Sports Day for Parents. What a day it was! It took me back to those carefree days of my childhood when I played football with my friend. In the Sports day organised by Butterflies, we parents played a variety of games, got to know parents from other contact points of Butterflies, and bonded with them. Our lives are filled with worries of livelihood and financial security, but participating in sports rejuvenated me for some time. I think such tournaments should be organized from time to time for us."

- Jahir

Mental Health Wellness



Mental
Health
Wellness

Butterflies has been a strong advocate of preventing and protecting children from abuse, neglect, and exploitation, as well as getting opportunities and support to enhance their mental health. Freedom from discrimination and violence is widely recognised as an important social determinant of mental health. Although protection issues and mental health concerns cut across all sections of society, children and adolescents from marginalised and vulnerable groups face multiple forms of violence and deprivation, which hinder or minimise their opportunities to grow in a safe, supportive, and protective environment. This gap raises the demand for facilitating and supporting children and adolescents to enhance their mental health and emotional well-being.

Butterflies take a holistic approach, with the individual child as the central focus. Collaborating with parents, families, community members, teachers, schools, and other stakeholders, the Child Protection and Mental Health (CPMH) program employs various strategies, social casework, and social group work as the therapeutic approach. The overall objective of this program is to support children when they are under emotional stress, anxiety, and work with parents who have anger management and violent communication issues, through family therapeutic care sessions with them. The mental health wellness initiative is to create an environment that supports children's emotional well-being, prevents and addresses violence against children, and provides therapeutic care to those facing emotional and behavioural challenges.



Major Activities in Mental Health Wellness



**Mental
Health
Wellness**

Life Skills Session at Contact Point

A total of **49** life skills sessions were conducted, reaching over **400+** children and adolescents across **9** contact points. These sessions focused on building interpersonal relationships, anger management, resilience against bullying, and mental health awareness. The sessions also covered key topics such as understanding healthy vs. unhealthy relationships, helping children recognise how certain relationships can impact their emotional well-being, social life, and academic performance. Sessions on managing examination stress and fear were held in response to children and adolescents' shared concerns. Subjects such as the importance of effective communication within and outside the family were discussed to help children build stronger, more supportive connections and confidence.

Life Skills Session in Government and Aided Schools

A total of 5 sessions were conducted in government-aided schools of Delhi's North District, engaging **160** students (113 boys, 47 girls) and 9 teaching staff members. These sessions focused on anger management, Safe and Unsafe touch, and bullying, which were designed and decided in consultation with the teachers and principals. Furthermore, the age-appropriate session plans considered the different age groups of children. For example, the life skills sessions for primary classes aimed at building safety awareness empower children to identify unsafe situations and encourage them to seek help from trusted adults. At the higher secondary level, sessions were held on anger management and bullying. These sessions helped students recognise emotional triggers, learn coping strategies to manage anger constructively, and understand the impact of bullying both as victims and bystanders. Emphasis was placed on empathy, respect, and healthy communication, encouraging students to reflect on their behaviours and build positive peer relationships. The sessions were participatory in nature, incorporating group discussions and reflective exercises. The presence and involvement of teaching staff also helped reinforce key messages.

During this period, the mental health team, along with the Street Education Programme team, made **27** school visits in twelve government and aided schools near contact points in Delhi with two main objectives: to seek permission for conducting life skill sessions with students and to facilitate the enrollment of three out-of-school children.

Major Activities in Mental Health Wellness



Mental
Health
Wellness

Strengthening Community Participation

Butterflies engages communities through organised participation of community members in creating a safe, supportive, and caring environment in the communities. Child Social Protection Committees have been constituted in communities with representation of children, parents, community members, and other stakeholders. These committees are strengthened by organising orientation, training, and periodic reviews. During this period, a total of **31** CSPC meetings were organised at **11** locations in Delhi, including an introductory meeting at the new contact point in Khanna Market, engaging **195** community stakeholders. These meetings aimed at sensitising the community to their role in fostering a safe and supportive environment for children. Key topics included effective communication with adolescents, strategies for balancing work and family responsibilities, and encouraging father involvement in both school and community activities to support children's development. During these meetings, the major discussions took place on collective responsibility for child protection, addressing issues such as substance use, mobile addiction, and inappropriate behaviour among children.

Buddies Training

Buddies play a crucial role in identifying peers experiencing emotional or social challenges and encouraging them to seek help from trained social caseworkers at the Butterflies Mental Health Program. After careful selection, they are provided orientation and training on observation, basic communication, and process reporting to the Caseworker for professional support. This year, 28 Buddies were provided training in 2 six-monthly training sessions. This training aimed at equipping them with essential skills such as basic communication, empathy, and peer support strategies.

World Mental Health Day Celebration

A series of activities was organised to observe World Mental Health Day 2024. It began with a half-day internal workshop on "Mental Health and Well-being at the Workplace" on October 19, 2024, focusing on the theme "Mental Health and Well-being at the Workplace". The session aimed at promoting mental health and well-being in the workplace and building a supportive work culture through interactive activities and mindfulness exercises to provide practical tools for managing workplace pressures.

Major Activities in Mental Health Wellness

The weeklong observation involved awareness sessions at the Departments of Social Work, University of Delhi, and Jamia Millia Islamia, and culminated with a half-day celebration at Central Park, New Delhi. To mark the day on 10th October, children from the Butterflies program and other organizations representing Delhi Child Rights Club performed cultural activities, art and craft, painting, and fun activities to mark the day.



**Mental
Health
Wellness**

External Collaborations

Butterflies was invited as a resource organization for a life skills session on positive parenting skills for a group of mothers from the Young Women's Christian Association (YWCA) on March 6, 2025.



Butterflies School of Culinary and Catering (BSCC)



Butterflies
School of
Culinary &
Catering

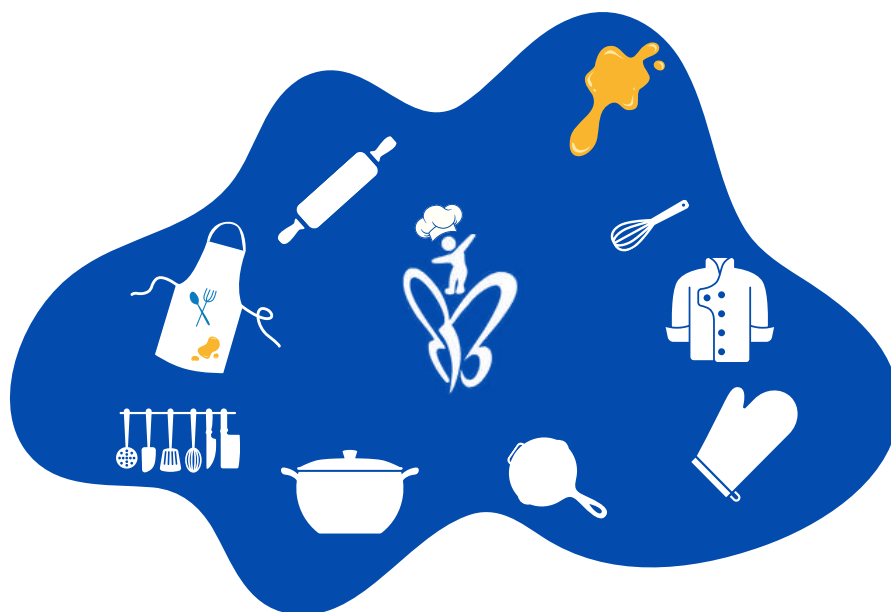
The **Butterflies School of Culinary and Catering** stands as the pioneer institution in the country, providing culinary education to adolescents facing challenging circumstances. It is equipped with the necessary infrastructure, tools, and equipment, mirroring a commercial kitchen's requirements. The students are provided exposure to industry through exposure visits to five-star hotels and placement in an internship with prestigious five-star hotels, enhancing learning in real-world settings.

Professional Training

This year, 7 students of Butterflies School of Culinary and Catering completed their professional course. During the training, exposure visits were organized to five-star hotels for industrial visits and orientation.

Relationship with Government Child Care Institutions

As one of the most significant achievements of the year, the school could establish a relationship with the Government-managed Child Care Institutions for providing training opportunities to adolescents in institutional care. Visits were made to two CCIs for the introduction of the course to the adolescents and employment opportunities. Formal meetings were held with the superintendents and with the Child Welfare Committees for approval and directions. Potential candidates in the aftercare program were shortlisted for admission in the school during these visits.





Photography used with consent from all children.



Children's Media



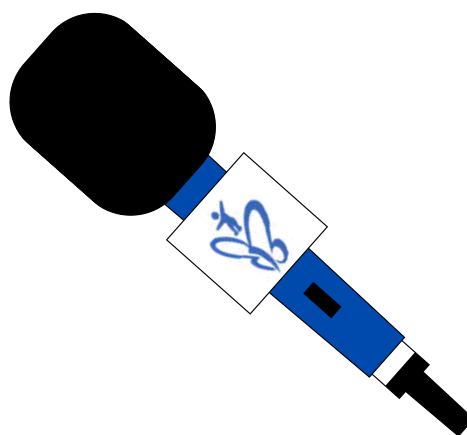
Children's
Media

Children's participation is the core philosophy for Butterflies' programmes. It is the basic premise on which programmes are designed and developed. Children's participation is manifested in the entire process of planning and implementation of programmes. Building on the right of children to express their thoughts, participation and access to information, the Children's Media program was initiated by Butterflies in the year 1996.

Butterflies Children's Media gives children the space to create their very own media that gives expression to the unheard voice of children. It develops children's confidence and provides opportunities for children to train and participate in the production of their newspaper, radio programs, digital stories and theatre to highlight their issues & concerns.

It is a life skill education that helps children to be analytical, improve general knowledge, and form their informed views and opinions.

Children produce a weekly radio program "Bachhchon Ki Nazar se" under the banner of Butterflies Broadcasting Children (BBC) and bring out a fortnightly newsletter "Bachpan Express".



Major Activities in Children's Media



Children's
Media

20 Radio Episodes Produced by Children and Broadcasted through All India Radio (FM Rainbow Channel)

Twenty engaging radio episodes were conceptualised, scripted, and produced by children, giving them a platform to voice their thoughts and creativity. These episodes were broadcast on All India Radio's Rainbow Channel, reaching a wide audience and showcasing young talent in media storytelling.

28 Children Trained in Basic Media Skills at IIMC

Thirty children received hands-on training in basic media skills at the Indian Institute of Mass Communication (IIMC). The program introduced them to the fundamentals of journalism, radio production, and media literacy, empowering them with essential tools for effective communication and expression.

2 Editions of the Bachpan Express were conceptualised, written, and produced by children over the year, encouraging children-led storytelling and promoting active participation in media creation.





Photography used with consent from all children.



Children's
Media

Children's Media



Children's
Media

“The training organised by Butterflies at IIMC has opened a new career path for me. I am fascinated by the radio and print training and how the radio and print journalists function. I would seriously look forward to make a career in journalism in future.”

- Gungun, Okhla Mandi

Delhi Child Rights Club (DCRC)

The ‘Delhi Child Rights Club’ is a democratic forum of children that was initiated by children associated with Butterflies and other NGOs working with children in Delhi. With adults’ failure to protect children’s rights and no space for them, the children took it upon themselves to ensure action to promote and protect their rights. Children pledged to form a citywide “Delhi Child Rights Club” as one mechanism whereby they could work together towards the creation of a child-safe and friendly city.

The name “Club” was proposed and agreed upon by the children themselves, which truly represents the children’s perspectives and distinguishes it from the conventional networks of children driven by adults’ perspectives. The Club enables children to exercise their right to participation in a democratic and autonomous space and collectively seek solutions for their problems. They meet to find ways to increase awareness and action about their rights. It seeks recognition as a forum of children who should be consulted whenever city policies or decisions are being made that affect them. Children have developed the vision, mandate and working strategy with a democratic functional structure.

Children prepare their Annual Program Calendar at the beginning of every year and try their best to implement it. The club has a core group of three child representatives from each DCRC member NGO. The group meets once in two months to review their plan, share their issues, plan and re-strategise their actions if necessary. The members undertake actions for awareness to promote their rights using different methods like discussions, workshops, cultural forms, and children’s media. They have also conducted studies on issues concerning their lives and shared them with decision-makers and the media. The Club has been a truly participatory space with a sense of agency, autonomy, and teaching democratisation values to children.

Children from 22 organisations are engaged in the Club activities.





Major Activities in Delhi Child Rights Club (DCRC)

Monthly Meeting

- 44 children from 12 organisations had attended the meeting
- Selection of the new core group and editorial board.
- Defined the roles and responsibilities of the core group members and editorial board.
- Finalised the Action plan for the next six months.

Participation in “World Mental Health Day” Program:

- 154 Participants from seven organisations were attending the event and performing skits, group dance and songs on the theme of emotion matters.

Children’s Day Celebration-Online Drawing and Painting Competition “Colors of Joy”

A total of 93 children (51 junior & 42 senior) participated in the competition, from nine organisations. Three children from each category won the first, second and third prizes.

Winners:

Junior Category (8-13 years)

- 1st Place: Abdullah, Navjyoti India Foundation, "My Favourite Childhood Memory"
- 2nd Place: Deepshika, Angaja Foundation, "Celebrating Children's Rights"
- 3rd Place: Golu, Sadar Bazar-Butterflies - "Dreams for a Better World"

Senior Category (14-18 years)

- 1st Place: Mohin, Deepalaya- "My Favourite Childhood Memory"
- 2nd Place: Pawan, Udayan Ghar- "My Favourite Childhood Memory"
- 3rd Place: Lovely, Dayal Singh Camp-Butterflies - "My Favourite Childhood Memory"

Research Training & Knowledge Development



Research
Training &
Knowledge
Development

The Research, Training, and Advocacy Unit (RTU) at Butterflies is the knowledge hub of the organisation that conducts scientific (participatory) research, training on issues of children & childhood, and advocacy activities for influencing the state and other stakeholders in transforming the lives of children and their families, thereby striving to ensure a safe and protective environment for them. The RTU was set up recognising the need to evolve and improve our programme interventions with children and families in order to respond to the rapid changes in socio-economic, technological, and political situations of our country and the world.



Research Training & Knowledge Development



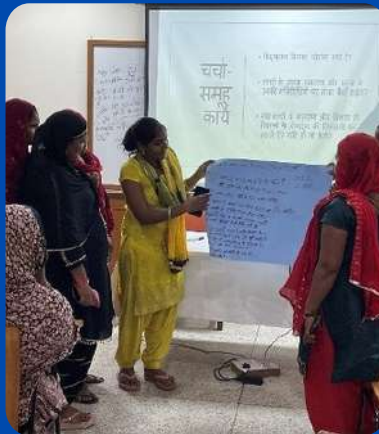
Research
Training &
Knowledge
Development

- A meeting of Family for Every Child (FFEC) was held in Delhi at the India Habitat Centre from 13th to 16th April 2024. Butterflies was the host of the meeting.
- Participated in the capacity-building workshop for Modules & 2 on 'Establishing a safe environment for vulnerable groups in India against sexual abuse and exploitation' organised by Karl Kuber Foundation (KKF), in August and September 2024, respectively. This workshop was attended by Misereor's partner organisations from across the country.
- Butterflies organised a workshop on the School Management Committee (SMC) held on 1st October 2024 at the Indian Social Institute (ISI) in Delhi. The workshop was attended by 19 parents who were past SMC members, present SMC members, and aspiring SMC members.
- Session with **38** Parents on 'Shaping Career Choices of Children' was held on 19th January 2025.
- Between the months of November 2024 and April 2025, **16** students from various universities across the country completed their internship, which included **4** students of the Master of Social Work from the Department of Social Work, Delhi University, and the Department of Social Work, Jamia Millia, for the concurrent field work. Similarly, **7** students of the Bachelor of Social Work, Aditi Mahavidyalaya, University of Delhi, were also placed for the concurrent field work.
- A total of **9** students of Master's in Social Work were provided block internship from Sree Sabareesa College of Social Work, Kerala, and Bharat Mata College of Social Work, Kerala during the year.
- 35 students from Bavarian Elite Academy and Faculty Prof. Johannes Wallacher visited on 22nd August 2024.
- Industrial visit by **12** students from the University of Applied Sciences, Erfurt Germany on 21st March 2025.

Research Training & Knowledge Development



Research
Training &
Knowledge
Development



Photography used with consent from all children.

An Interview with a Social Work Practitioner

Sharfe Alam



An Interview
with a
Social Work
Practitioner

Q1. Why did you choose to work in the development sector?

I have always wanted to create a meaningful transformation in people's lives, and that's why I decided to pursue a career in the development sector. I believe that change starts at the community level through education, empowerment, and effective communication.

With a background in Social Work (Master of Social Work), Education (Bachelor of Education), and Mass Media, I prepared myself for making a difference.

My studies in social work groomed me to see individuals within the context of structural inequalities and personal struggles. Through my B. Ed, I learned that education can be a transformative tool, especially for children who lack access to resources, encouragement, or opportunities. My diploma in Mass Media equipped me with the skills to amplify voices, raise awareness, and use storytelling as a means to challenge stigma and inspire change.

I am not only applying my skills; I am also constantly learning, growing, and contributing to society. For the past decade, I have held various positions at Butterflies, and I am happily and satisfied with my work here.

Q2. What is your role at Butterflies?

At Butterflies, I am responsible for implementing programs in the community and ensuring that my efforts result in transformational changes. For that, I actively work with children and their families to drive holistic development while teaching academic subjects and essential life skills through programs like the Child Development Khazana(CDK) and the Child Health and Sports Cooperative (CHSC), the Children's Media program. Skills learned through these programmes empower children to make informed decisions and successfully navigate real-life challenges.

As a member of the School Management Committee (SMC), I also give my input to the school management while sharing valuable insights to enhance the educational experience and engage parents through regular meetings and direct interactions, ensuring they are actively involved in their children's education. Furthermore, I build and maintain strong relationships with local government representatives, community leaders, and schools to create effective support systems and opportunities for the children.

An Interview with a Social Work Practitioner - Continued

Q3. How do you choose a contact point? Are there any criteria or set parameters?

The selection of a contact point or working area is guided by specific criteria to ensure our intervention effectively reaches the children and communities in need. The most important factor we take into account is the situation of children and families. We explore an area where children and families face economic difficulties and lack access to essential services, such as education, healthcare, sanitation, and protection.

Secondly, we prioritise locations with a large number of street-connected children, working children, or out-of-school children, as they are the most vulnerable and can truly benefit from our programs.

Secondly, we consult children and families about their willingness to engage and participate. It is important that there is transparent engagement in the beginning, with clarity of our roles and expectations.

We also consider the proximity of a government school, as this facilitates better collaboration and supports children's formal education alongside our interventions.

Once we shortlist an area based on these criteria, we conduct a baseline survey to gather additional data before finalising the contact point.

Q4. How does a day in your life look as a Social Work Practitioner?

As a Social Work Practitioner, my day is organised using a daily work plan, which ensures that I effectively cover all key tasks, including education, community engagement, home visits, life skills development, and games.

Typically, the day starts with a community visit where I interact with children and their families. During this time, I follow up with children who have been absent for the last couple of days. This also helps in maintaining contact with parents and community members. I also take this opportunity to understand any issues families may be facing that could affect the child's well-being or education.

This is followed by a morning education class for children who go to school in the afternoon or are out of school. We follow cooperative learning techniques, such as group discussions, peer learning, and activity-based tasks. These methods encourage children to learn together, build teamwork, and remain engaged.

An Interview with a Social Work Practitioner - Continued



An Interview
with a
Social Work
Practitioner



An Interview
with a
Social Work
Practitioner

The lesson plans are prepared according to the children's learning levels. I also facilitate life skills education sessions, often through CDK (Child Development Khazana) and CHSC (Child Health and Sports Cooperative) programmes. These sessions help children develop essential skills such as financial management, communication, hygiene awareness, decision-making, and leadership. The sessions are interactive and designed to foster confidence and critical thinking in children.

After the morning education class is over by noon, I update the attendance records, prepare reflection notes, and check the CDK books of accounts prepared by the Child Volunteer Manager and the Assistant Child Volunteer Manager. I also review the progress against the daily work plan and prepare for the afternoon sessions.

The afternoon session begins at 2 PM with another group of children after they return from school. Each day, after academic learning, I engage children in indoor or outdoor games, depending on the available space and weather conditions. This is a vital part of their development, as games contribute to physical health, teamwork, discipline, and joy. Additionally, these activities strengthen the bond between the child and the field worker. At the end of the day, if needed, I coordinate with team members for the next day's collective activity or report key observations to supervisors. I support children in organising Bal Sabhas once a month and provide stationery and other support. I also engage children in practising for cultural afternoons occasionally. Children interested in media programs are engaged in writing for "*Bachpan Express*" and the radio program "*Bachchon ki Nazar se.*" So a lot of things happen at the Contact Point.

Q5. At the contact point, can you share some of the challenges children face daily to get access to their basic needs?

Our target group consists of children who do not have a permanent home or a safe space. They face harsh weather conditions and health risks. They lack access to basic needs. They don't have space for play, as most of these are densely populated slums. Parents don't have time to support them. Though access to formal school has improved in recent years, quality learning outcomes are still a challenge. It often leads to demotivation and ultimately school dropout, leading to perpetual and intergenerational poverty and illiteracy. We should also understand that children from such backgrounds also experience stigma or discrimination because of their socioeconomic background. It is not easy for them to change the narratives.

An Interview with a Social Work Practitioner - Continued



An Interview
with a
Social Work
Practitioner

Q6. What are the professional challenges you face?

Building trust with children, parents, and community members is a challenging process that requires time, consistency, and sensitivity to foster genuine relationships. Fieldwork often involves listening to children's voices, their difficult life experiences, such as neglect and extreme poverty, which can be emotionally overwhelming. While I strive to remain strong and professional, it is sometimes hard not to carry this emotional baggage home. In addition, external factors can also impede our efforts, especially when addressing sensitive topics like child marriage, gender equality, and social norms. Convincing parents and the community to engage in these issues requires a lot of patience. There are times when progress feels slow; children may drop out, and parents may return to their previous routines. This can be discouraging, but I remind myself that even small steps forward are still meaningful progress. Finally, I would also like to mention that resources are not available easily. The expectations of the funding partners are sometimes not realistic, which creates a lot of pressure. There are many challenges, but these are some of the major ones that I have shared.

Q7. Can you give a glimpse or share an anecdote from a day in your work with children that brought you a sense of fulfillment?

There are many, but since I must share one, I would like to narrate about a brilliant child. His name is Aarav. He loved reading and writing stories. However, he was extremely introverted and rarely spoke up during class. He often avoided eye contact during group discussions, but the stories written by him were incredible.

One day, when we began preparing for the cultural program, I gently encouraged Aarav to prepare and narrate one of his stories on the stage during the cultural afternoon. Hesitantly, with a soft voice, Aarav said, *"I don't think I can speak in front of so many children"*. I reassured, *"It's not about being perfect. It's about sharing something that you like, and I know you can do it."*

Over the following weeks, we practised together after school, reading aloud and gradually building his confidence. I could see a transformation in him as he started believing that he could do it. On the day of the program, as he stood backstage rehearsing his story, I reminded him, *"You're not alone. Your story is your strength."* When it was his turn, he walked slowly to the microphone. His voice trembled at first, but as he got into the rhythm of his story, something changed.

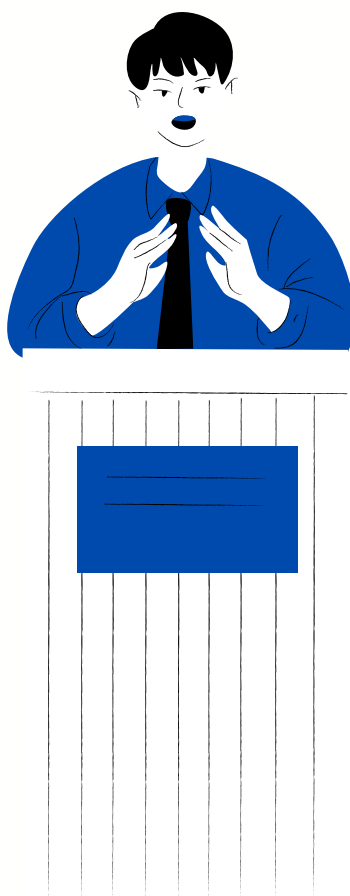
An Interview with a Social Work Practitioner - Continued



An Interview
with a
Social Work
Practitioner

The audience was silent, completely absorbed in his words. He finished telling the story in front of 200 children and my colleagues, and there was thunderous applause from the audience. I caught the small smile on his face as he stepped off the stage. Later, he came up to me and said, ***"I was scared at first, but I'm glad I did it."***

Since that day, Aarav has been unstoppable. He participates in all the activities at the contact points, pays serious attention to each aspect of planning, and prepares for the activities. He now discusses with his friends. Such positive changes in children's lives make a professional like me have a sense of fulfillment.





An Interview
with a
Social Work
Practitioner

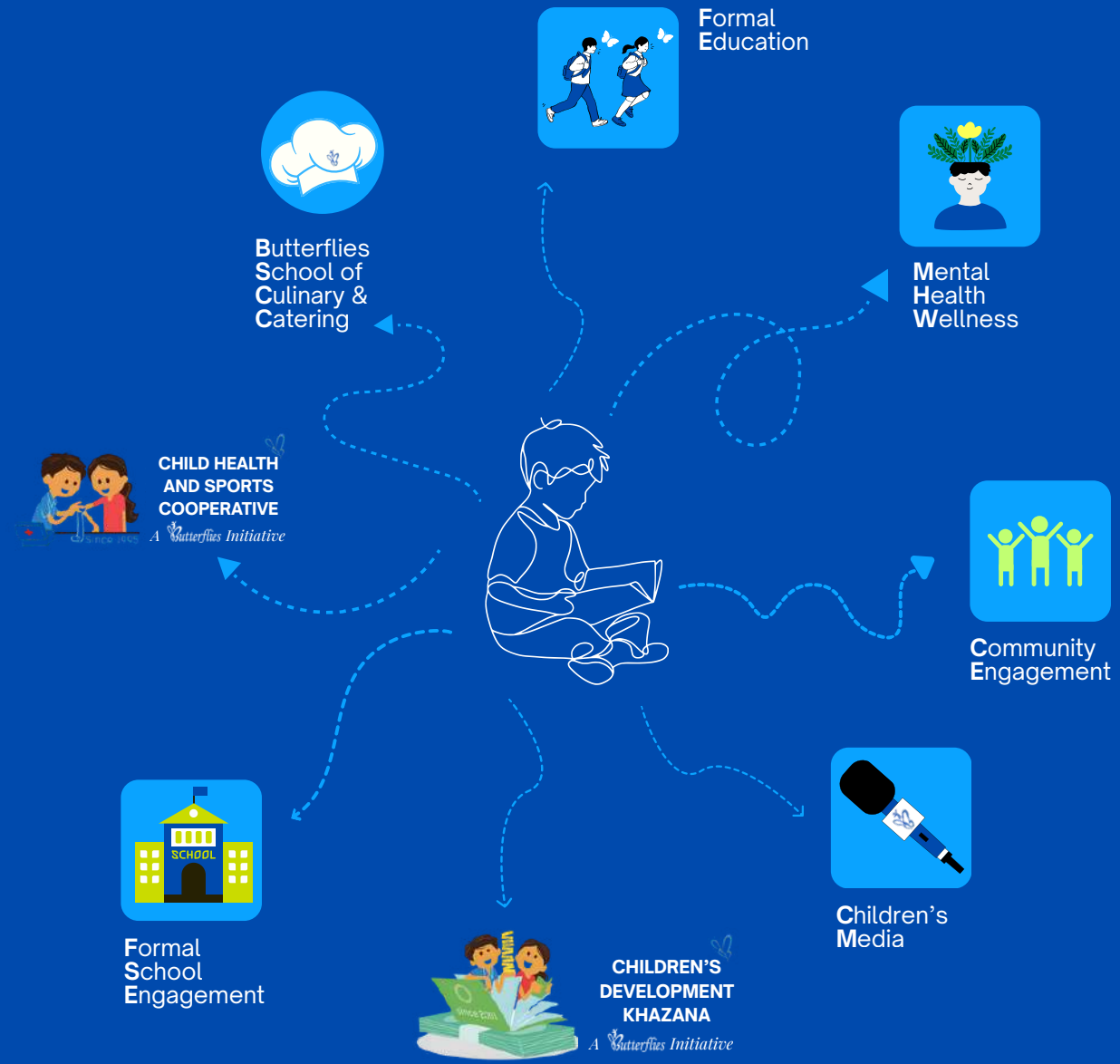


“You're not alone.
Your story is your
strength.”

— Sharfe Alam



Photography used with consent from all children.





Our Supporters 2024-25

Institutional Support



UK ONLINE GIVING FOUNDATION



Corporate Support

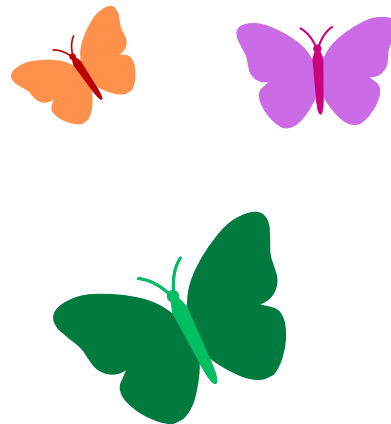




Our Supporters 2024-25

Friends and Individual Supporters of Butterflies

- Abhijeet Bohra
- Aishwarya Vashishth
- Anamika Priyadarshni
- Ashutosh Singh
- Ashwani Shakaya
- Bandana Ray
- Bijay Gurung
- Inder Singh
- Kaartikeya Chauhan
- Mamta Kujur
- Megha Sharma
- Mrunal Chauhan
- Natasha Marwah
- Nishant Mishra
- Piyush Setia
- Pooja Kapoor
- Preeti Sati
- Rajan Das
- Rajeev Daniel Ohol
- Rita
- Shivang Bisht
- T. Gomathinayagam



Members of the Governing Board



Dr. Saju PP
Chairperson



Ms. Rita Panicker
Executive Director



Mr. Manojit Sen
Member



Dr. Kalpana Sarathy
Member



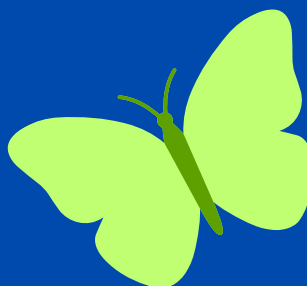
Ashok B Lall
Member



Sujata Khanna
Member



Pushkar Kumar
Member



Butterflies USA Inc

- Dr. Rahul Prasad 
-  • Kyra Buchko
- Shaina Barreto 
- Madhumita Chakrabarti 
-  • Crescentia Coutinho
- George Gerardi 
-  • Joe Gerardi
- Carla Latty 
-  • Kristin McDonough
- Janie Ciquera 

Auditor's Report



INDEPENDENT AUDITOR'S REPORT

To the Members of Butterflies

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of **Butterflies** ("the Society"), which comprises the Balance Sheet as at 31st March, 2025, and its Income & Expenditure Account for the year then ended, and notes to the financial statements.

In our opinion and to the best of our information and according to the explanations given to us, the aforesaid financial statements give a true and fair view in conformity with the accounting principles generally accepted in India, of the state of affairs of the Society as at March 31, 2025, and its income & expenditure account for the year ended on that date.

Basis for Opinion

We conducted our audit in accordance with the Standards on Auditing (SAs) issued by ICAI. Our responsibilities under those Standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Society in accordance with the Code of Ethics issued by the Institute of Chartered Accountants of India together with the ethical requirements that are relevant to our audit of the financial statements and we have fulfilled our other ethical responsibilities in accordance with these requirements and the Code of Ethics. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Standalone Financial Statements

The Society's Board of Member is responsible with respect to preparation of these financial statements that give a true and fair view of the financial position, financial performance of the Society in accordance with Society Registration Act, 1860 (the "Act"). This responsibility also includes maintenance of adequate accounting records in accordance with accounting principles generally accepted in India, for safeguarding the assets of the Society and for preventing frauds and other irregularities, selection and application of appropriate accounting policies, making



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Website : www.servicetax.net, www.aprafirm.com, www.gstgst.in

▲ DELHI ▲ HARYANA ▲ HIMACHAL PRADESH ▲ BIHAR ▲ CHANDIGARH ▲ BANGALORE



Auditor's Report

judgments and estimates that are reasonable and prudent and design, implementation and maintenance of adequate internal controls, that were operating effectively for ensuring the accuracy and completeness of accounting records, relevant to the preparation and presentation of financial statements that give a true and fair view and are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with SAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with SAs, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Society's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Society to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.



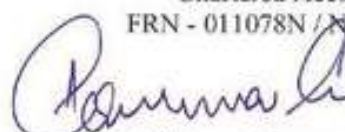
Auditor's Report

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

We also provide those charged with governance with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, related safeguards.

For A P R A & Associates LLP
Chartered Accountants

FRN - 011078N / N500064


(CA Arun Kumar Gupta)
Partner

M.No.089657

Place: New Delhi

Date: 19/09/2025

UDIN: 25089657 BMMMY23700

Auditor's Report

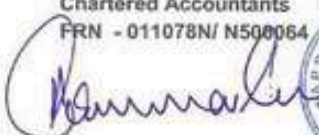
BUTTERFLIES

BALANCE SHEET AS AT MARCH 31, 2025

	Schedule	As at 31.03.2025 Rs.	As at 31.03.2024 Rs.
SOURCES OF FUNDS			
Corpus Fund	A	2,900,000	2,900,000
General Reserve	B	74,225,742	75,471,581
Restricted Fund	C	21,088,612	16,467,964
Loan Funds		-	-
TOTAL		98,214,354	94,839,545
APPLICATION OF FUNDS			
Investment		-	-
Fixed Assets	D		
Net Block		47,101,846	49,640,356
		47,101,846	49,640,356
Current Assets, Loans and Advances	E		
Cash & Bank Balances		51,892,491	41,597,274
Other Current Assets		5,290,293	8,554,899
		57,182,784	50,152,173
Less : Current Liabilities and Provisions	F		
Liabilities		6,070,276	4,952,984
Provisions			
		6,070,276	4,952,984
Net Current Assets		51,112,508	45,199,189
		98,214,354	94,839,545

NOTES FORMING PART OF ACCOUNTS

As per our report of even date attached herein
For A P R A & Associates LLP
Chartered Accountants
FRN - 011078N/ N500064


CA Arun Kumar Gupta
Partner
M No. 089657
Place : New Delhi
Date : 19/09/2025
UDIN: 25089657 BMMMYZ 3700



For Butterflies


Dr. Sate Paracka Poulada
Chairperson




Mr. Rina Panicker Pinto
Director

Auditor's Report

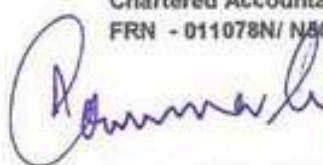

BUTTERFLIES

INCOME & EXPENDITURE ACCOUNT FOR THE ENDED MARCH 31, 2025

<u>INCOME</u>	<u>Schedule</u>	<u>2025</u> <u>Rs.</u>	<u>2024</u> <u>Rs.</u>
Donation and Grants Received	G	5,11,29,472	4,10,94,112
Other Incomes	H	41,52,809	25,21,336
		<u>5,52,82,281</u>	<u>4,36,15,448</u>
<u>EXPENDITURE</u>			
Project and Administrative Expenses	I	4,71,48,174	5,41,02,576
Depreciation		39,64,742	43,51,373
Finance Charges	J	22,737	31,251
		<u>5,11,35,653</u>	<u>5,84,85,200</u>
<u>Excess of Income over Expenditure</u>		41,46,628	(1,48,69,752)
Balance Transferred to General Reserve		<u>41,46,628</u>	<u>(1,48,69,752)</u>

NOTES FORMING PART OF ACCOUNTS

As per our report of even date attached herein
For A P R A & Associates LLP
Chartered Accountants
FRN - 011078N/ N500064

CA Arun Kumar Gupta
Partner
M No. 089657
Date : 19/09/2025
Place : New Delhi
UDIN: 25089657BMMM4Z3700

For Butterflies




Dr. Saju Paracka Poulas Mr. Rita Panicker Pinto
Chairperson Director

Auditor's Report

BUTTERFLIES RECEIPT & PAYMENT ACCOUNT For the period from 1st April 2024 to 31st March 2025			
RECEIPT	AMOUNT	PAYMENT	AMOUNT
Opening Balance		Expenses	
Cash in Hand	3,20,621	Administration Charges- PF	65,816
Cash at Bank	1,68,89,469	Audit Fees	2,04,150
Fixed Deposit	2,36,27,637	Commission/Brokerage	2,371
		CDK Incentive	1,19,019
Income		Computer Repair and Maintenance	3,24,591
Donation	88,85,538	Conveyance & Vehicle Running	12,43,470
Grant Received	4,38,08,572	EDLI-Premium	38,339
Interest from Bank	4,38,555	Education Support	1,00,855
Interest on FD	13,17,161	Electricity & water	4,42,894
Miscellaneous Receipts	5,000	Property Tax	8,006
Interest Received from LIC GGCA	3,08,149	Gratuity	4,49,537
Advance Recovered	20,000	Insurance Expenses	80,281
Interest on TDS Refund	5,61,251	Interest on TDS	45
TDS Refund	14,51,648	Internet Charges	58,640
Group Gratuity Fund	1,33,482	Medical Exp.	2,02,201
		Nutrition Expenses	1,88,948
		Office Expenses	3,36,272
		P.F.Employer	15,19,289
		Postage & courier	7,373
		Printing & Stationary	2,31,225
		Professional Fees	53,57,226
		Programme Expenses	76,01,456
		Rent - Dehradun	90,000
		Rent - CDC	1,80,600
		Repair & Maintenance	4,92,304
		Salaries and wages	2,41,22,390
		Staff Group Medical Insurance	1,76,989
		Telephone communication	1,25,667
		Travelling Expenses	10,56,102
		Vehicle Repair and Maintenance	4,28,328
		Security Service Charge	2,76,120
		Website and Maintenance Charges	76,700
		Finance Charges	-
		Bank Charges	22,737
		Current Assets	-
		Group Gratuity fund	1,87,298
		Welfare Advance	12,358
		CDK Member Payment	1,97,739
		Security Deposit CAU Sports DDA	20,000
		Fixed Asset	-
		Eriga	13,25,937
		Closing Balance	-
		Cash in Hand	2,11,314
		Cash at Bank	1,08,35,924
		Fixed Deposit	3,93,41,591
TOTAL	9,77,43,082	TOTAL	9,77,43,082

As per our report of even date attached herein

For A P R A & Associates LLP

Chartered Accountants

FRN - 011078N/ N599064


CA Arun Kumar Gupta
Partner
M No. 089657
Place : New Delhi
Date : 19/09/2025
UDIN: 2508965784MMYZ 3700



For Butterflies


Dr. Sajid Paracka
Chairperson

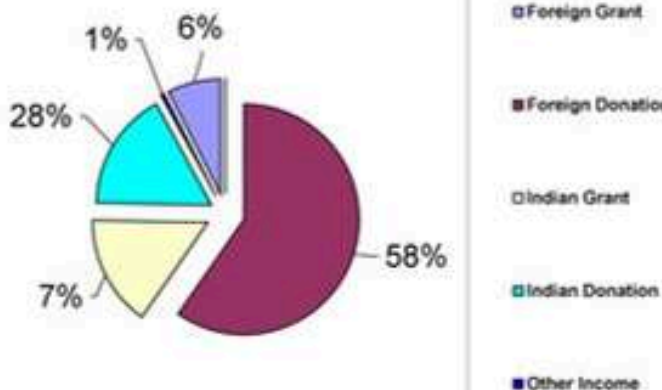



Ms. Rita Panicker Pinto
Director

Financials

Butterflies Society Income 2024-2025

INCOME :	in Rs Lacs
Foreign Grant	330.01
Foreign Donation	86.28
Indian Grant	92.43
Indian Donation	2.57
Other Income	41.53
Total	552.82



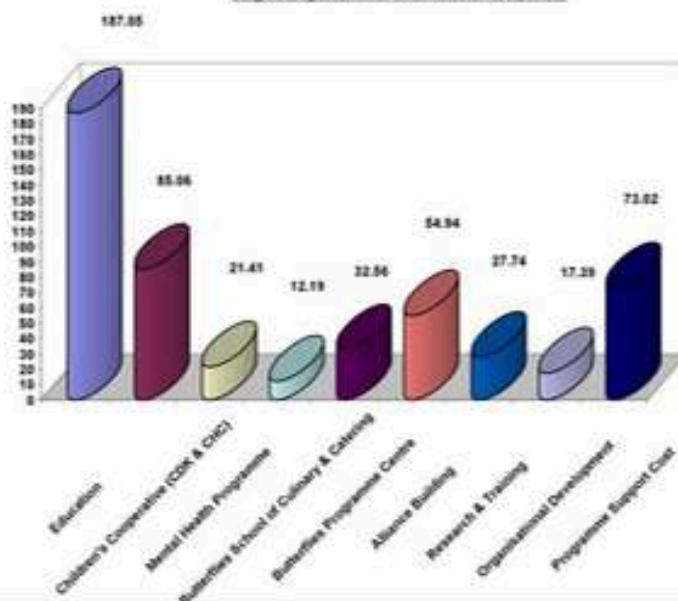
Butterflies Society

Expenditure 2024-2025 (Figures in Lacs in Indian Rupees)

EXPENDITURE :	in Rs lakhs
Education	187.05
Children's Cooperative (CCR & CHC)	85.06
Mental Health Programme	21.41
Butterflies School of Culinary & Catering	12.19
Butterflies Programme Centre	32.96
Alliance Building	54.94
Research & Training	27.74
Organisational Development	17.29
Programme Support Cost	73.02
Total	511.36

Expenditure 2024-25

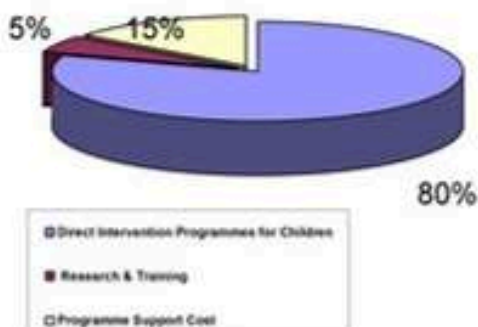
(Figures given in lacs in Indian Rupees)

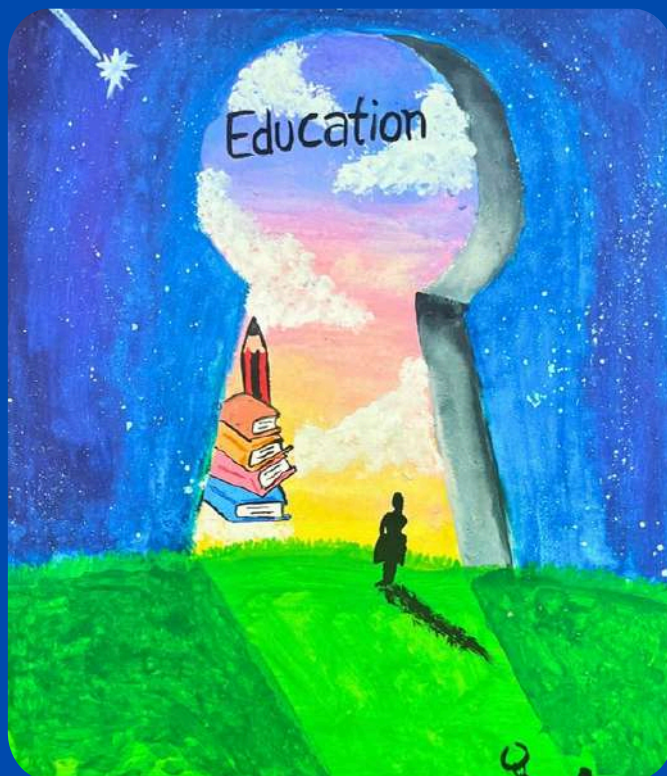


Expenditure 2024-2025 (Figures in Lacs in Indian Rupees)

EXPENDITURE :	in Rs lakhs
Direct Intervention Programmes for Children	410.00
Research & Training	27.74
Programme Support Cost	73.02
Total	511.36

Expenditure 2024-25 (Figures given in lacs in Indian Rupees)





We look forward to your feedback and suggestions.

Do write to us at: connect@butterfliesngo.org



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<https://butterfliesngo.org>



**Butterflies**
Protecting and empowering children since 1989

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