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Dear friends and supporters,

As we work towards demonstrating that it is possible to deliver a high-quality education within the government school system, Akanksha is on a continuous path of learning and inquiry about what the purpose of education is in a rapidly changing world.

In a country where 50-80% of college graduates are considered unemployable by companies across sectors, mastering the content of textbooks can no longer be the sole focus of school, despite the fact that our board examination system rewards almost solely this skill. We aim for our children to be prepared for these exams, while they develop the values and softer skills such as communication, empathy, problem solving, and teamwork that equip them for the workforce and for life. While these aspirations are often at conflict with each other in the face of limited time and resources with our students, we believe that it is possible and imperative that we achieve both.

We are proud to report that our schools are able to deliver a consistently strong performance. On metrics such as student attendance and retention and parent engagement, Akanksha Schools are achieving 92%, 97% and 85% respectively. Our two schools with students sitting for the SSC board exams have both achieved a 100% pass percentage, with our first school KC Thackeray Vidya Niketan having 93% of their students achieving a first class or distinction. The Acharya Vinoba Bhave Secondary School achieved this 100% result after admitting students in the 9th grade straight from municipal schools, a remarkable feat given they had approximately 1.5 years to bridge several years of learning gaps. Five students from these schools received a full scholarship to Azim Premji University, while 2 students received a full scholarship to UWC to study abroad.

While Akanksha is proud of how far its network of schools has come, it also acknowledges how far we have to go. We believe that the learning taking place in each classroom can be more relevant, rigorous and fun for each child and needs to be better differentiated to address the diverse needs of all the learners in our classrooms. To achieve this, we aim to provide better, more consistent support and development to our school leaders and teachers in schools and through our central support teams that work across the schools, equipping them with the skills and resources they need to work with each child and to improve their practice each day. We want to balance our goals for academic achievement by integrating socio-emotional development into each classroom, as well as into our co-curricular and extra-curricular programming more effectively. We would like to see that
the impact of our schools reaches not just our students and families, but that the schools can become agents of change for wider community development.

As we build systems, resources and processes to provide this consistent support and development to all of our teams ultimately, the quality of what we do is determined by the passion, drive and skills of our people. We continue to invest in both the pre-service professional development we provide (through our three week, intensive summer program) as well as in-service learning, through School Leader Studios, field-based coaching and mentoring and time built into the school day for teacher collaboration and professional learning.

This year, a McKinsey team spent two months on a pro-bono assignment with our leadership team to identify how to streamline our processes and practices to more efficiently and effectively deliver quality and to enable the organization to grow.

The outcome of this McKinsey engagement left us with three big goals for our future: seeing significant improvement in the depth of student learning in our schools each year, developing the talent pipeline and systems to grow the number of schools in our network and working with the government system and partners to share the learning from our schools with the broader educational system.

Each year, Akanksha puts down huge aspirations for quality, growth and systemic impact. We continue to adapt and refine our strategies as we learn lessons along the way, pushing us to adapt and refine who we are as an organization and our culture each day and year as well. While we have been able to retain 86% of our staff team and 78% of our teachers, we aim to build a stronger culture during this time of change that is inclusive, empowering and based on trust and respect across teams and levels. We believe that this culture will form the foundation for us to work towards the ambitious goals in front of us, to enjoy the process and to innovate for the future.

We thank you for your continued belief in our work both in the potential of our students and in the potential of each of us as educators to deliver on our promise to our children and their families. As the Akanksha family grows each year, we will always be connected by our fundamental belief that investing in our children is the most important investment our country can make.

Yours sincerely,

Vandana Goyal
CEO, The Akanksha Foundation
OVERVIEW OF EDUCATION SYSTEM IN INDIA
What is the problem Akanksha is trying to solve?

India is home to 440 million children.

The most recent ASER report shows that 96.7% of India’s children are enrolled in school. It is in fact the 6th consecutive year that has seen an enrolment rate of 96%. The latest ASER reports show that almost half the schools are struggling with overcrowding in the classroom (despite the stipulation of a 1:30 teacher: student ratio in the RTE). It also reports that half of all the children enrolled in standard five can still not read a standard 2 level text a matter of grave concern given that reading is one of the foundational skills upon which future learning is built.

The ASER Report 2014 also highlights that the percentage of children going to private school has been steadily increasing over a period of time, from 18% in 2006 to 30% 2014. However, the state remains the primary provider of education in the country. Therefore the government school system must find a path to ensure access, increase equity and improve quality both in government schools and in the private system.

Sarva Shiksha Abhiyan and The Right to Education Act have been successful in achieving nearly universal primary enrolment. The Guardian called the RTE an “architects brief”, for it outlines the dimensions and parameters for the infrastructure of education but fails to adequately address how to achieve meaningful student learning.

The relatively well-performing states of Himachal Pradesh and Tamil Nadu ranked at the bottom globally in the 2009 Program for International Student Assessment (PISA) test conducted by the Organization for Economic Co operation and Development (OECD). The assessment measures the quantitative and critical reasoning competencies of 15-year-old students across the world. The two Indian States were placed ahead of only Kyrgyzstan among the 74 participating regions, both in the reading and the Math assessment.

So the question remains: the schools are now built, but what is happening inside of India’s classrooms?
AKANKSHA’S THEORY OF CHANGE
Akanksha’s Theory of Change - 2 pronged Mission

Akanksha’s theory of change is that by providing a high quality education to children through its network of public-private partnerships schools, we will play a part in driving wider reform in the educational system for children by demonstrating and sharing effective practice from these schools.

Akanksha seeks to provide students with a holistic education that will equip them to become empowered individuals; we make every effort to create an environment that fosters independent learning so that students learn not because they have to, but because they want to.

As we see how our children blossom under the careful guidance of nurturing adults in their lives, it makes us think about the students who are not in our classrooms. Our aim in 2014-15 was to ensure that our model was strong enough to begin to influence what is happening in classrooms across the country - or at the very least, in the neighboring schools in our cities.
## 5 Pillars

- Excellent Educators
- Progressive Pedagogy
- Parents as Partners
- Maximizing Resources
- Accountability to Student Learning
“If a child can’t learn the way we teach, maybe we should teach the way they learn.”
- Ignacio Estrada

At Akanksha we teach, but more importantly, our students should learn. We believe that for us to be able to give our children the best, we should be continuously learning. Intensive professional development at Akanksha ensures the effectiveness of teachers, school leaders and staff. We endeavor to create a culture where learning is embedded in the DNA of everything we do.

EdVenture:
This is the pre-service training for new teachers. It was designed with a focus on setting up the teachers for success in the first weeks of school, with an emphasis on curriculum and pedagogy as well as exposure to other components of the socio-emotional development of our students and parent and community engagement. The key objective of this summer training was to provide a rigorous and practical experience to new teachers so they are successfully set up for the start of the school year.

Ed Talks:
This is a three-day conference, where the whole organization comes together to invest in their own learning. For teachers, this annual conference combines best classroom practices from our own schools as well as introducing new ideas and concepts. Teachers are facilitators at Ed Talks and simultaneously a number of workshops on key aspects of child development and instruction are conducted.
“It was the first time in the summer training where teachers took the lead on most of the sessions. Surely, the biggest hit of the Ed Talks last year was the teacher led mini session concept - with over 25 sessions across 2 and half days. Along with the expert teachers sharing their best practices across subjects and grades, we also had specific workshops linked to good instruction and pedagogy. To top it all, we had the performance task gallery walk set up where the best of the lot of the performance tasks across schools were put up for others to take note and learn from”

- Aniket Mahulikar (Curriculum Team)

Developing teachers to become leaders:
At Akanksha we have recently created a teacher leader role, a mid-level leadership position based in one school that involves teaching as well as managing and mentoring other teachers. This position is one of the ways in which a teacher can be groomed to take on leadership positions in a school. It also creates a decentralized leadership structure in a school, which further empowers the teacher leader.

Professional Development Opportunities for Akanksha Staff:
The senior leadership and manager team at Akanksha have had the opportunity to attend executive education courses conducted by renowned institutes in India. A few members of the leadership team got an opportunity to participate in courses such as Maximizing Your Leadership Potential and Leadership and Corporate Accountability conducted by the Harvard Business School India Chapter. Others went on to attend short courses relevant to their vertical at IIM in Bangalore and ISB in Hyderabad.

“The training program gave me an opportunity to understand key leadership competencies that contribute to the making of an effective leader. It helped me formulate an action plan to strengthen my own competencies, based on specific feedback provided by my team. It was great to look at leadership from the perspective of industry leaders from different organisations and verticals present at the program.”

- Manoj SK (Operations Pune)

“I attended the American Express Leadership Academy. It was an intensive 5-day training organised by Common Purpose. The most engaging part of the weeklong training was the interaction with other organisations working in the development sector. In addition to this we had workshops, field visits, problem solving sessions and one on one coaching by master coaches. A key element of the week was reflecting and putting down a personal vision for my career. This learning experience helped enrich my knowledge as well as network with other organisations doing great work across the development landscape of India.”

- Kanchan Thadani (Curriculum Director)
We believe that learning is about the process - and by making the process rich and meaningful, the outcome will happen naturally as a result. We are committed to employing progressive pedagogical techniques with the intention of making learning rigorous and relevant, and ultimately, for students to take ownership of their own learning. At Akanksha, we integrate technology, art, sport and leadership into the educational experience of each child.

Building Independence from Day 1:
Teachers and School Leaders are encouraged to foster independent learning and create a positive classroom culture that is conducive to learning. The workstations at Natwar Nagar School in kindergarten are an example where teachers employ creative and different practices to facilitate student learning. The workstations allow the teacher to provide more personalized attention to the students and create a structure that facilitates sharing.

"We believe that to attain mastery of skills we need to give the right sort of opportunities to the children. It is only when children are able to carry out the task independently that they feel confident and successful. In order to make this happen the school has set systems to encourage working independently right from Kindergarten. The task to be performed is displayed prominently and the resources required for the same are kept ready on the stations, which are shared by the children. The tasks are planned at the level of every child and are organized so that the teacher’s intervention is kept to a minimum. The children take their instructions from the management charts pinned up on the wall. In this way for a span of almost 40 minutes the children work on their own. The teachers use this opportunity to guide
and help the children who need extra help. This setup gives the children an immense sense of accomplishment. This also gives the teacher an opportunity to reach out to kids who are struggling without putting extra hours.”

- Rekha Ghelani (School Leader)

Integration of Technology:
The Nalanda Project was launched in Akanksha in the year 2013 -14 with three classrooms in Mumbai and Pune. In the academic year 2014 -15, the project has expanded to 27 classrooms across the two cities, spreading across Grade 4, 5 and 6.

The Nalanda project is supported by the Motivation for Excellence Foundation, and is an innovative initiative to meaningfully improve student-learning outcomes, particularly in the 6 to 16 age group. Nalanda's effectiveness comes from creative use of technology as a tool, which in turn makes possible 4 key drivers: incorporation of interactive content, individualized student learning, customized teaching and student motivation.

“For me, the biggest pluses of the Nalanda project are that every child can independently learn at her own pace without getting sidelined in the classroom, in turn fostering the love for learning and the will to persevere.”

- Aniket Mahulikar (Curriculum Team)

Intervention Program:
The Intervention Program is an example of where educators apply progressive pedagogical techniques to help students who needed additional support. Three schools across Mumbai and Pune were identified for running the Intervention program based on the higher number of children in need of such support. At the outset, we conducted diagnostic assessments, which helped us group the children based on their learning levels. In addition to pulling children out of class for certain times of the week, some children were also required to be a part of one-on-one sessions as they required intensive academic support.

For year one, the main focus for the Intervention teachers was to build basic phonics, reading and Math skills so that in year two, children can use these skills to start reading and comprehending grade level work. However, it will take another year and a half for most children to access grade level curriculum since they started the Intervention program with a learning gap of 2 to 3 grade levels. We were pleased to see that a number of students were able to read fluently as a result of this intervention, and plan to work relentlessly to reintegrate these students into the mainstream classes as soon as possible.
"We at Akanksha have always believed in the infinite potential of each child. The intervention program at SBP has been an attempt to just prove this and to make it happen. It’s led us to academically bridge gaps ranging from 3 to 6 years and philosophically define what is possible, what students can achieve and what commitment can enable. It’s something that’s transformed our vision of student achievement for each child.”

- Rahul Gupta (School Leader)

Burst of Art:

At Akanksha we are making a great effort to integrate different art forms into our schools through forums like the Friday clubs and music clubs. We believe exposing our children to these different art forms will boost their academic performance.

KCTVN Art Teacher, Ullhas, initiated an art project where he painted the Pimpri school with a group of alumni.

"I always wanted my students to have opportunities to explore and experience art and art to be seen as a serious career option for his students. Thus beautifying Akanksha Classrooms and Corridors gives students the opportunity to work at different art sites and try art forms like murals."
Our communities are our partners because they are our children’s homes. It is vital to support these communities to ensure the long-term impact of our program. Through our work with families, schools and communities Akanksha aims to create environments that support student success in schools and beyond.

Strong Central School Management Committee

The central School Management Committee (a collective voice of the parents) plays a crucial role in our engagement with the community. As we centralize our SMCs, they become a more and more powerful force, capable of making an impact strong enough to wield changes at the policy level and becoming crucial partners in our mission.

A number of infrastructural initiatives that our schools have been witnessing have been undertaken by the SMC. The Sitaram Mill Compound School ran an extensive campaign over several months last year, where the SMC put forward a request for restoration work on the school building. After many months of struggle the SMC finally got the Deputy Municipal Commissioner invested in their case and they saw success by the end of the year. The Sitaram School also needed repair work for the road that leads up to school. Here too, the SMC was successful and the road has been repaired, making it less hazardous for children walking to and from school. At the D.N. Nagar School, the SMC was instrumental in the building of a speed breaker for road safety and the construction of a shed for waiting parents.

Central SMC

The Central Management Committee at Akanksha has been a strong voice. Thanks to the dedication
and relentless efforts of the central SMC today the following issues have been taken up by the standing education committee - Identity cards for our students, reduction in weight of bags and provision of the 2.7 basic items as articulated in the Public Private Partnership Policy.

“What the Akanksha system has done for our children is like a dream come true. Today our children teach us about so many things thanks to values they imbibe at school. Akanksha is a support system not only to our students but to the entire family. I am really proud to be a part of the SMC at Sitaram School and contribute to the good work that Akanksha is doing.”
- Parent Shobha Bodke, Member of Sitaram SMC.

For the campaign, a management committee was put together, made up of the parents of our school children and the school Social Worker. 15 people went into every house and spoke to the householders about cleanliness and how to avoid illness. They pointed out how garbage just disposed of outside the door and left there would only rot further, accumulate more filth and spread disease. Even the children, after spending hours playing in the piles of garbage, come home and are not made to wash up at all. Through spreading awareness on waste management, the committee got people of community to set up proper dustbins and dispose of their waste in an organized way.

Empowering Parents

Building life skills and empowering our parents to also live productive lives has always been one focus of our community engagement program. A few initiatives that we have spearheaded across some of our schools are English literacy classes, vocational courses to help women open their own businesses and, in one school, a cooking workshop was organized to enable parents to enter the catering business or open their own individual business.

Swachta Abhiyan

Many of our schools are actively engaged in the Swachta Abhiyan campaign that spreads awareness on matters of community cleanliness and hygiene.
We recognize that we are working in a context where resources in the country to spend on education are limited. We have always believed that it is not just about the amount of resources that we have, but about the way they are leveraged that really creates impact.

Ever since the inception of The School Project, we have been committed to proving that it is possible to deliver a high-quality education within the constraints of the resources the government has to spend. We have aimed and succeeded at keeping our cost per child only 15% above that what the government spends, despite providing numerous additional resources and support to our children and families than what is available in government schools. We are committed to operating within the existing physical infrastructure provided to us by the municipal governments, to prove that learning is driven primarily by the environment and the experience that our educators create. We have had a long tradition of leveraging volunteers to support our team of teachers and staff in and outside of our classrooms to meet our goals.

While this goal is challenging for us to sustain, it is something that we are deeply committed to as an organization - because it is imperative that we demonstrate that it is possible to do much, much better for our children than we are today - even with the resources that we have as a nation to give.
ACCOUNTABILITY TO STUDENT LEARNING

We are committed to holding ourselves accountable to student learning and we conduct frequent, comprehensive assessments that gauge student learning and allow each individual and team to drive continuous improvement across schools and teams.

SSC Results
KCTVN again had a 100% pass percentage, but remarkably with 93% of its students scoring a first class or distinction, and the rest a second class (no students in 'pass' class). This was an amazing growth from last year where 77% of students received a first class or distinction. The team pushed themselves to sacrifice the least possible instructional time to prepare the students for the exam --- following through with their commitment to equip students with the skills and character they need not just to pass an exam but to succeed in life beyond, showing us all that it is possible to do both and not have to choose.

The Acharya Vinoba Bhave Secondary School also achieved a 100% pass percentage, with 52% of its students getting a first class or distinction --- an incredible achievement given that all those students started in the Akanksha school in 9th grade, the team was brand new to secondary education, and the students all entered the school from municipal schools in the city with varying learning levels. They have pushed our thinking as an organization about what is possible.

“Two years ago when we started with this batch, some students could barely read let alone write basics of Hindi, Marathi and couldn't do even solve most basic operations in Math.

My spirited team at Acharya Vinoba Bhave School always stood steadfast in face of such huge learning barriers and focused on smallest gains in
their daily classes.

The team worked for almost 10 hours in a day, sometimes working until late in the evening to support students who needed extra help. This has led to the success, where we have 20% of our students getting distinction, with 50% of students getting First Class Pass. It just demonstrates a tremendous sense of possibility - and what’s possible when a committed teacher supports each and every student. I believe it’s a testament to the hardwork and dedication of our team that has worked relentlessly over past 700-odd days to get this far and we’re confident that having done this once, we can do better every year from now.”

– Saurabh Taneja (School Leader)
ASSET Analysis for a cohort (2011-15)

ASSET stands for Assessment of Scholastic Skills through Educational Testing which essentially measures how well skills and concepts have been learnt by the students.

Akanksha is the only government school network where every single student in its schools takes the exam from Grade 3-10. This test is widely used among the better private schools in the country and helps to benchmark our schools' performance against the top schools of the country.

Given that the Akanksha students are from low income and illiterate households, the Akanksha schools performance is below the National Average in all the subjects. These differences have to be seen in the wider context of background of the students in the Akanksha Schools vs the other comparatively privileged backgrounds of students in other schools.

In Science, the Akanksha Schools have performed 10% (on an average) below the National Average over a period of 5 years.

In Maths, Akanksha Schools are 9% below the National Average in English, the difference stands at 12%.

The ASSET results are being used as feedback to improve the curriculum and instructional model followed in the Akanksha Schools - away from rote based system of learning to a more holistic & practical approach to develop skill sets in students.

Our goal is that by secondary school students should be performing at the national average on this exam.
Academic Goals at a Glance

Commitment to 80% minimum average.

Focus on language acquisition in Kindergarten.

Junior and Senior KG, while structured in a way that yields high results, must also connect with the expectations of 1st standard.

Set up a mechanism by which we can assess the contextual understanding of language.

Address the achievement gaps that are created in grades where new subjects are introduced.
PROGRAMS
Programs

Mentorship Program
In the Academic year 2014-15 we had 11 mentor groups reaching out to 153 students in schools and centers.

We also, partnered with Lighthouse mentor project to introduce mentor programme in Abhyudaya School. The Lighthouse Project is a not-for-profit that connects working professionals and urban college students with children from under resourced communities.

In this year we collaborated with Standard Chartered Bank to start a new corporate mentor group.

Voices

“...there are so many cultural and social differences between us, but we are still very comfortable with each other and that is what I feel is very unique in our relationship. I love the enthusiasm showed by her and its beautiful to just watch how excited she is to meet me.”

-Mentor Shipra

“I have never mentored a child, so this relationship is something that is very new and very special to me and one which I will always treasure. I feel I am my true self when I am with my mentee. He has taught me to be enthusiastic, honest, and just plain cheerful in life”

-Mentor Bhavya

“I love my mentor because she is always with me in every situation and gives me advice on what to do in my life. She has taught me to be self-confident, to trust others and most importantly to respect others.”

- Mentee Sabiha

Scholarships

![Scholarships Image]

Service Learning Program

This year, Akanksha participated in the Design For Change School Challenge Project 2014, an annual
service project organized by Riverside School, Ahmedabad. ‘Help Us Save Us’ project from Muskaan center (Pune) was in the top 100 stories. Students worked towards getting four and three-wheelers to stop plying on a narrow road in the community as it led to many accidents.

The SLP year culminated with pride in the completion of over 9 community projects undertaken by 25 SLP students. Their various projects dealt with issues ranging from Alcoholism to Gender Empowerment, to Education through sports. The students displayed great passion for their undertaking with many of the projects focusing on issues the students identified to be prevalent in their own communities.

The Annual Service Carnival “Come Alive” saw over 400 participants. There were over 14 different activities organized for the morning event, which was led entirely by the SLP students and Alumni. From 9 am to 12 noon, participants were engaged in activities like singing in a home for the elderly, playing with dogs at the shelter, watching art films, sharing poetry and much more.

Akanksha Centers
The Akanksha after school centers, is our oldest project and was the starting point of the Akanksha Foundation. Under utilized spaces are donated for a set period of time, daily, to hold classes in English, Math and general values. At present we have 8 centers and a total of 238 students attending center classes regularly in Mumbai and Pune.

The Mumbai and Pune centers both had a 94% pass percentage, with 52% and 61% scoring a first class and distinction respectively. Mumbai Centers, for the second year in a row had the highest-ranking student across Akanksha. Akash Patil shone with 93.2%. Not just amazing teachers supported these centers, but an incredible team of volunteers, tutors, staff and mentors helped them succeed.
Where Next?

Akanksha today is the largest urban network of schools managed under a public-private partnership in India today. As we continue to aspire to grow our network of schools, and provide a high-quality education to more children – at the end of 2014-15, we are reflecting on how to see that what we are able to do for some children starts to happen in classrooms everywhere – for all children.

Although we see that we have a long way to go in delivering the impact that we want for each child – we also know that there are special things happening in our schools and our classrooms. When we see the alternative that is available to children who do not get admission into our schools – we feel deeply concerned about how we can reach more children.

We close the year reflecting on how to transform our schools into laboratories for other educators to observe and learn from, on how to enable other individuals or organizations to start similar schools in geographies where there is no Akanksha, or how to see that each child in the communities where we work has the chance to go to a good school.

We work with humility, knowing that we do not have all the answers, and that we cannot do it all – and yet also with resolve – knowing that we must also try to do better, faster, and more.
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McKinsey & Company for giving shape and direction to Akanksha's growth strategy.
**Partners**
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Kotak Group

**Special Thank You**
Thermax Foundation
The Thermax Foundation has been a strong supporter of the Akanksha Foundation. Thermax and Akanksha partner in managing six of Akanksha’s fifteen schools. Thermax also provides space in its office in Pune for the Akanksha Pune Office.
1 + 2 = 3
## Income and Expenditure

### Schedule IX
(Vide Rule 17(1))

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<tr>
<td></td>
<td></td>
<td></td>
<td>(Annexure F) (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Contribution and fees</td>
<td></td>
<td>-</td>
<td>By Grants (Annexure G)</td>
<td>76,529,736</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>By Income from other sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Annexure H)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Miscellaneous Expenses</td>
<td>87,802</td>
<td></td>
<td>Other income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Other expenses - depreciation on fixed assets</td>
<td>1,195,412</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(Annexure C)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Amount transferred to reserve or specific funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Expenditure under objects of the trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious</td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational (Annexure E 2)</td>
<td></td>
<td></td>
<td></td>
<td>98,187,948</td>
<td></td>
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<tr>
<td>Medical relief</td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relief of poverty</td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other charitable object</td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Balance carried over to Balance sheet</td>
<td>14,888,175</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>134,257,512</td>
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</tr>
</tbody>
</table>

**Total**

134,257,512

**Total**

134,257,512

Audited by Haribhakti & Co LLP
# BALANCE SHEET

**SCHEDULE VIII**

**(Vide Rule 17(1))**

Bombay Public Trusts Act, 1950  
The Public Trust:- The Akanksha Foundation  
Balance Sheet as on March 31, 2015  
Registration no: F-14568 dated April 15, 1991

<table>
<thead>
<tr>
<th>FUNDS &amp; LIABILITIES</th>
<th>Amount (₹)</th>
<th>PROPERTY &amp; ASSETS</th>
<th>Amount (₹)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trust Funds or Corpus</strong></td>
<td></td>
<td><strong>Immovable Properties (At cost)</strong></td>
<td></td>
</tr>
<tr>
<td>Balance as per last balance sheet</td>
<td>Local 56,700,093</td>
<td>Balance as per last Balance Sheet</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>F.C. 6,965,349</td>
<td>Additions during the year</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>63,665,442</td>
<td>Less: Sales during the year</td>
<td>-</td>
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<tr>
<td>Additions during the year</td>
<td>Local 4,455,005</td>
<td>Depreciation up to date</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>F.C. 300,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4,755,005</td>
<td><strong>Investments (Annexure B) (1)</strong></td>
<td>118,425,657</td>
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<tr>
<td>Other earmarked funds</td>
<td></td>
<td><strong>Fixed Assets:- (Annexure C)</strong></td>
<td></td>
</tr>
<tr>
<td>(created under provisions of the trust deed or scheme)</td>
<td></td>
<td>Balance as per last Balance Sheet</td>
<td>13,682,110</td>
</tr>
<tr>
<td>Depreciation Fund</td>
<td></td>
<td>Additions during the year</td>
<td>1,329,533</td>
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<tr>
<td>Sinking Fund</td>
<td></td>
<td>Less: Deduction during the year</td>
<td>15,011,643</td>
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<tr>
<td>Reserve Fund</td>
<td></td>
<td>Depreciation up to date</td>
<td>44,525</td>
</tr>
<tr>
<td>Any other Fund</td>
<td></td>
<td></td>
<td>11,031,253</td>
</tr>
<tr>
<td>Loans (Secured or Unsecured)</td>
<td></td>
<td><strong>Loans (Unsecured):</strong></td>
<td></td>
</tr>
<tr>
<td>From Trustees</td>
<td></td>
<td>Loans Scholarships</td>
<td>-</td>
</tr>
<tr>
<td>From Others</td>
<td></td>
<td>Other Loans</td>
<td>340,525</td>
</tr>
<tr>
<td><strong>Liabilities :-</strong></td>
<td></td>
<td><strong>Advances:</strong></td>
<td></td>
</tr>
<tr>
<td>For Expenses</td>
<td>33,353,823</td>
<td>To Trustees</td>
<td>-</td>
</tr>
<tr>
<td>(Annexure A)</td>
<td></td>
<td>To Employees</td>
<td>24,646</td>
</tr>
<tr>
<td></td>
<td>33,353,823</td>
<td>To Others (Annexure D)</td>
<td>4,086,228</td>
</tr>
<tr>
<td><strong>Income outstanding</strong></td>
<td></td>
<td><strong>Income outstanding</strong></td>
<td></td>
</tr>
<tr>
<td>Rent</td>
<td>-</td>
<td><strong>Income outstanding</strong></td>
<td>4,110,873</td>
</tr>
<tr>
<td>Interest</td>
<td>2,942,100</td>
<td><strong>Income outstanding</strong></td>
<td>2,942,100</td>
</tr>
<tr>
<td><strong>Other income and asset receivable</strong></td>
<td></td>
<td><strong>Cash and Bank Balances (Annexure B) (2)</strong></td>
<td>85,340,695</td>
</tr>
<tr>
<td>Sundry debtors</td>
<td>827,922</td>
<td>a) In Saving account</td>
<td>85,340,695</td>
</tr>
<tr>
<td>Income receivable</td>
<td>54,819</td>
<td>b) In Fixed Deposit account</td>
<td>43,757,715</td>
</tr>
<tr>
<td><strong>Closing stock</strong></td>
<td></td>
<td>c) With the Trustee</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) With the Manager</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e) Cheques on hand</td>
<td>86,393</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>131,729,803</td>
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<tr>
<td>Total</td>
<td>14,888,176</td>
<td><strong>Closing stock</strong></td>
<td>160,593,294</td>
</tr>
<tr>
<td></td>
<td>160,593,294</td>
<td><strong>Total</strong></td>
<td>262,367,564</td>
</tr>
</tbody>
</table>

Audited by Haribhakti & Co LLP
Mumbai
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Voltas House ‘C’ TB Kadam Marg,
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www.akanksha.org