OUR MISSION

The School Project aims to create a model for high-performing schools that redefines what is possible for children from low-income communities and has the potential to drive wider systemic reform.
Dear Friends of Akanksha,

The year 2016-17 went by not without its share of highs and lows. At the start of the year, I was serving as a School Leader at Acharya Vinoba Bhave School in Pune. As an organisation, we were actively involved in strengthening school processes across all Akanksha schools. As a School Leader, I asked myself two questions:

1) **How can I understand my school in the context of the organisational vision?**

2) **How can I understand my school in the context of its own unique mission?**

A detailed and rigorous School Development Review (SDR) provided a framework for each Akanksha school to understand its impact in accordance with the organisation’s vision. Parallelly, each school individually focused on setting a vision for itself, as a strong school model is one that responds to its environment. We are always reminded that our schools are not in isolation, but come as a whole social order with the communities where they are located. In our effort to align school processes, we became aware of the strong force our parents have become in this journey with us.

We proudly serve over 7,000 children today. However, as an organisation with a vision to see all children empowered with education, we had to understand scalability of our work in the context of a country that is home to almost half a billion children. What can we do to reach out to many, many more children? Well, to begin with, we can share what we know.

By the 30th of June, 2017, I transitioned out of my role as a School Leader and into my role as CEO of the Akanksha Foundation. I begin my tenure on the brink of a powerful thought that arose organically from an organisation that has been in education for the underprivileged for 25 years – to share what we know. The most important question nonetheless remains: How?

I am deeply passionate about making Akanksha the most innovative school network in the country, so as to really push the imagination of people about what a school in the 21st century can look like: a school that develops mastery, autonomy and a sense of purpose for our children, that has excellent and effective classroom instruction, that holds high expectations of all children, that is accountable and that is a part of the community.

Now, we move forward as an organisation on a parallel path of setting up more proof points and simultaneously sharing our best practices. We are excited to move Akanksha in a direction that gives us the opportunity to influence state and national level policy. In the next decade, India is estimated to have a working age population of 1 billion, and the mantra for success in the coming decade will be the ability to adapt to an ever-changing world. Akanksha schools will stay committed to the vision of developing empowered individuals who, with their creativity, compassion and resilience, will serve the society in their unique way.

Saurabh Taneja
CEO, The Akanksha Foundation
All around the world, there is a profound investigation being conducted into the purpose education must serve today and how it can do so. This conversation has reached every corner of Akanksha as well. For the past several years, we have been working on developing our schools into laboratories of effective and progressive instruction. The significance in defining and exemplifying our school model and teaching methods is in its potential to then influence the wider public-school system.

The Akanksha instructional approach is created in response to the needs we see in our students and communities. We are working in a public system that serves students from a variety of backgrounds, so we have set two principles in our instructional approach in response to this challenge. We promote “differentiated learning”, an instructional setup that allows children to learn at their own individual pace. Alongside this, we also focus on “fostering independent learners”. The tremendous value of working independently, necessarily from a very young age, goes beyond competence in the classroom and into the world at large.

With overarching principles guiding the school model inside and outside the classroom, we have embarked upon an ever-evolving, ever-growing search for the definition of a truly effective public school that imparts an excellent and high quality education. We hope that one day, we can share that definition with a wider education system for greater impact.
OUR FIVE PILLARS

The Akanksha School Model has been adapted from best practices of high-performing schools in India and around the world and from Akanksha’s own experience in education, gathered over its twenty years of serving some of the poorest urban slum communities in Mumbai and Pune. Our Five Pillars represent the guiding principles of The School Project and the core of what Akanksha believes drives the success of its schools.
The impact of a teacher is at the heart of a school structure, which makes Excellent Educators the very first pillar of an Akanksha school. We focus on structured professional collaborations for teachers that are designed to foster an inquiry-based approach, distributed leadership and a continuous emphasis on student learning.

**EDventures**

Every year, Akanksha conducts its annual teacher-training program for the new teachers. In this weeklong conference, our new teachers learn the Akanksha method of instruction from the older and more experienced teachers and the curriculum team. They learn methods of how to tackle the classroom effectively, teach subject matter in a way that sustains the children’s interest and ensures proper learning for all students.

**Community Day**

At the start of the new year, Akanksha hosts an event to mark the new beginning, called “Community Day”. This event is held in each Akanksha school individually, a few days before schools open. School teachers put up displays featuring the materials and methods they use in the classroom. Various talks, sessions and activities on classroom instruction, run throughout the day, all in anticipation of the first ring of the school bell.

**Weekly and Monthly Staff Meetings**

While the Professional Development sessions allow for a centralised understanding of instructional approaches to use in the classroom, the schools also host regular meetings of their own. These school staff meetings occur in different formats, both weekly and monthly. Weekly meetings are used as an informal way for teachers to recognise each others’ efforts and strengthen their bond. Monthly meetings are held by the School Leader in a more formalised manner. These meetings allow the teachers to feel a part of a family and feel supported.

**Central Professional Development (PD)**

PD sessions are held two Saturdays a month in each school. The session is conducted by the Network Support Team and the focus is to understand and tailor the assistance that the central team can provide to each school. The sessions cover classroom content which can become subject specific as the school requires, general pedagogical practices and child development.

“A teacher affects eternity; he can never tell where his influence stops.”

Henry Adams

| Teacher Attendance Rate | 93% |
| Teacher Retention Rate | 75.5% |
| Teacher – Student Rate | 1:21 |

RTE Required 1:30
PILLAR 2
PROGRESSIVE PEDAGOGY

A skills-based approach and rigorous standards drive student learning.

A Progressive Pedagogy brings alive the act of learning. Every day in our classrooms our teachers design engaging, rigorous lessons that contain a variety of instructional methods (e.g. modelling, group activities that allows every student to reinforce what is being learned).

Enquiry-based Learning for Science and Math
Science and Math have often proved to be some of the more difficult subjects that require significant understanding of the abstract. It has now become common practice in Akanksha schools to take these concepts from the concrete to abstract. By using various materials to do math sums, the students understand what is happening in that sum conceptually. Similarly, science classes include designing experiments and other forms of hands on learning.

Buckle Up and Read Program (BURP) Libraries
Inculcating a love for reading must be a cornerstone of a holistic educational experience. This is why each Akanksha school strives to build an impressive library. Once the library is set, the schools then introduce a structured reading program, termed “BURP” which stands for “Buckle Up and Read Program”. For example, in KC Thakeray Vindya Niketan School in Pune, children each read over 17 books a year, as opposed to 1 book a year before the launch of the program.

Learning Languages (Hindi, Marathi) Differently
A unique approach for languages focuses on building a holistic relationship with the language from the beginning. This means teachers do not follow the traditional method of learning all the letters first and then words; instead children learn how to read words alongside learning the alphabet of that language.

Technology
Akanksha uses technology to improve learning in classrooms. Through the use of tablets and computer labs we have seen students inclined to work independently. It also assists in differentiated learning, which is crucial for classrooms with varied learning levels.

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”
Benjamin Franklin
PILLAR 3
ACCOUNTABILITY TO LEARNING

Frequent, comprehensive assessments gauge student learning and allow each individual and team to drive continuous improvement across schools and teams.

There are two forms of accountability that we consider in our third pillar. The first form is the sense of ownership the student takes over his or her own learning. The second form focuses on measuring the impact of our work, using a variety of data sources, including assessments. Assessments help identify both strengths and learning gaps. While we use several forms of internal assessments, the SSC exams remain a crucial indicator for us. Our students have not only seen 100% pass rates, but have also performed exceptionally well.

“All 3 Akanksha SSC Schools achieved 100% pass rate”

96% of Akanksha students have achieved second class or above

2014-15
- Pass Class: 6%
- Second Class: 27%
- Distinction & First Class: 61%

2015-16
- Pass Class: 5%
- Second Class: 25%
- Distinction & First Class: 62%

2016-17
- Pass Class: 7%
- Second Class: 28%
- Distinction & First Class: 54%

“Accountability breeds response-ability.”
Stephen Covey
Our students’ parents have become an important partner in our movement. With a strong and dedicated team of Social Workers, we develop initiatives that make a positive impact in the community, oversee the creation of parent forums, and plan initiatives designed to improve the quality of school services.

**Community Engagement**

Each Akanksha school is linked to the communities its students come from. Over the years, we have learned the value of reaching out to and empowering these communities as a whole. For instance, 2015-16, Akanksha led the creation of women’s groups in schools. Around 150 women from 6 communities participated in Akanksha’s awareness sessions designed to improve their self-confidence.

**School Management Committee (SMC)**

As mandated by the Right to Education Act of 2009, each school is required to form an SMC made up of the parents of school students. The Akanksha Social Workers lead the SMC for each school, and the SMC groups have become a way to impact school matters and empower the parents. We also reach out to SMC groups from other schools and share best practices of Akanksha SMC’s. For instance, last year, DN Nagar Mumbai Public School’s SMC facilitated the implementation of a nutrition program in a neighboring school. They helped screen children for malnutrition and hold awareness sessions for parents.

**Central School Management Committee (CSMC)**

The centralisation of all SMC groups to create a central SMC is a uniquely Akanksha approach. The Central SMC (CSMC) is made up of members from every SMC group from all our schools in one city, and was conceived as a way to further empower the parents by allowing them to work with the government on a policy level. In the past year, the CSMC identified common concerns across the Akanksha schools as well as other medium BMC schools, and decided to take up advocacy for these issues. They worked across schools and collaborated with Education Committee Chairman Mrs. Ritu Tawade to resolve various school-related issues.

“Change is the end result of all true learning.”
Leo Buscaglia
At Akanksha, we strive to create a model that is both resourceful and enhances student learning, such that it can be replicated across government schools.

Implementing Student Enrichment Activities

The first focus of this pillar is to successfully implement Student Enrichment Activities for all stages of development and ensure that services are guaranteed to the student throughout the entire academic year.

The Lighthouse Project is a not-for-profit in Mumbai that connects working professionals and college students with children from under-resourced communities, through one-on-one mentoring in a safe environment. We have established a significant and valuable partnership with the Lighthouse Project, which has brought the mentorship program into our schools. Today, there are 280 mentees and mentors across three Akanksha Mumbai Schools, in classes 8, 9 and 10. Mentors also work with Akanksha Alumni in the 11th standard. The organisation is wholeheartedly invested in our work, and we look forward to building on this partnership to bring the mentorship program into all our schools.

Maintaining relationships with the government

The second focus of the pillar is to manage resources and budget to promote a progressive vision that is aligned, yet influences local, state and national government officials. Maintaining a healthy relationship with the government is key in helping us contextualise our work within the framework of the public system.

We have received very positive support when we have taken our requests to the Education Department. Last year, the Department helped us acquire a new building for our school in Wadibunder, Mumbai. They also helped us address pressure from various political organisations requesting us to amend admission processes to Akanksha schools. The Education Department’s support has allowed us to keep our process of the lottery system as mandated by the Right To Education Act for admission into our schools.

“What I’m trying to do is maximize every day.”

Brock Osweiler
OUR ALUMNI

In the past year, we have seen some of our Alumni set their keen sights overseas for higher studies. Their impressive adaptation and natural integration into a completely new world has set an example for us all. They share stories from their lives with us through various social media and we see them celebrating their culture and expressing a genuine enthusiasm for other cultures.
Namrata Khanvilkar

Namrata Khanvilkar was an exceptional student in her school days at Acharya Vinoba Bhave School in Pune, and is still trail-blazing as an Akanksha Alumni. She gained admission on a full ride scholarship to St. Olaf College in Minnesota, starting in Sept. 2017. She has been studying for the last two years at UWC in Armenia, again on a full scholarship. Namrata has become the first Akanksha Alumni to attend an American college.

Swapnil Chavan

Our alumni Swapnil Chavan who has also been an SSC (94.6%) and HSC (86.62%) topper has raised his own bar of excellence yet again. He has made the cut in reputed IT colleges such as Sardar Patel, NIT Nagpur and has now picked NIT Suratkal to further pursue his engineering dreams. Our alumni continue to make us proud with such milestones! We wish Swapnil the best of luck.
There is a scholarship program in place for students graduating from Akanksha schools. The primary focus of the program is to ensure higher studies are not disrupted due to financial concerns.

Every year, we start spreading awareness about the program in the higher classes so that students and parents are prepared accordingly and encouraged to pursue higher education.
Our programs aim to develop well-rounded students by exposing them to new activities and opportunities.
The Centre Program

The Centre Program, Akanksha’s oldest program, has reached its final stages in the organisation. As we look back upon the last year, we see a burst of hard work and play. Come June, the center students who had sat the SSC exams were met with excellent results and the rest of the month was spent in celebration and reflection. In the following months the students were taken on interesting field trips. These ranged from science themed trips at the CST station to see the “Science Express Train”, to Piramal Art gallery for an art workshop then drama workshops. The students also participated in a social initiative of NTPC on anti-smoking.

The Service Learning Program

The Service Learning Program has been a part of Akanksha for well over a decade now. It aims to build a high level of self-awareness and social awareness in young adults and teenagers. The program is a year and half long and divided into three segments. The first 6 months are spent in classroom discussion, focusing on recognising one’s strengths and understanding the delicate complexities of social issues. The students then spend 6 months interning with an organisation of their choice. In the final part of the program, the students carry out "self-projects", with a plan of action to tackle a social issue. The year ends with another batch of children presenting their projects, along with thoughts on how they have been impacted by their own efforts.
For children in Akanksha schools, art can be a vehicle through which children speak their mind, paint their world and dream of a very different life for themselves.
Art for Akanksha has been reintegrated back into The Akanksha Foundation.

AFA developed a Math Art Curriculum, which brings together two subjects that don’t usually go together. This will be used in all schools, and the artwork will go onto the next collection of products.

The Art for Akanksha team was in 16 Home Bazaars, reaching over 650 families who bought Rs.15 lakhs worth of products.

AFA’s Alumni collection of 2016-17 included stories and art by Akanksha alumni who were a part of the art lab, and continue to stay connected through art.

AFA created a partnership with NCPA to bring a theatre program and dance program to 2 schools with the aim of a performance as a culmination at the NCPA.

Students gave the intermediate art exams across Bombay and Pune.

Abhyudaya Nagar Mumbai Public School participated in the 2017 Kala Ghoda Arts Festival and won second place, and Wadibunder Mumbai Public School won the popular award. For the last 3 years, an Akanksha-run school has been winning a spot in the top few installations.

Students painted Grant Road Station.

7,000 Akanksha children create art through school classrooms, while alumni are supported through financial aid, internships, career guidance and job opportunities. Art and designs from the art classes find their way onto products which are sold to generate revenue, and each product carries the story of the artist. Akanksha products aim to be high quality, creative and a fun way to add colour and spunk to any space.
Since 2007, Akanksha has focused on creating proof points across Mumbai and Pune that demonstrate our School Project model in action. With this goal in mind, Akanksha has grown from its first school in 2007, to running a network of 20 such schools in 2016. Akanksha now runs the largest network of private-public partnership (PPP) schools focused on quality in urban India.
When articulating Akanksha’s unique value to the wider educational system, the focus must be on how to leverage our strengths and expertise to create impact within and outside of its own school network. In other words, how do we impact the children that are not in our direct care? Akanksha aims to carry this forward with the help of 3 key levers.

**Prove**

We believe that central to this mission is the existence of high-performing schools within the public system that change mindsets about what is possible for children, and that it is essential to have more such schools across India to be catalysts for systemic reform. Akanksha is therefore committed to driving the growth of such schools both through its own network, as well as through the creation of new networks around the country.

**Multiply**

We believe in an open approach to sharing any of the systems, strategies and practices developed in the Akanksha system that are delivering impact for children, families and communities. The best practices we share would be anchored to the Five Pillars representing the guiding principles of The School Project. We call this Multiply, as the work we do here could help us expand and spread the best practices driving the Akanksha schools to an audience we don’t directly work with.

**Advocate**

Akanksha’s aim for systemic reform is to articulate and seek answers for wider impact. We are looking at identifying policy and research gaps at the state and the national level and commission research with an aim to use evidence generated by research to inform policy at all stages of the policy cycle, including agenda setting, policy formulation and implementation and monitoring & evaluation.
Anuj Malhotra  
Ex-Partner, Point State

Anu Aga  
Director and Ex-Chairperson, Thermax

Meher Pudumjee  
Chairperson, Thermax Ltd.

Nandita Duggar  
Ex-Consultant, Boston Consulting Group

Neel Shahani  
Executive Director, Head of Equities, J.P. Morgan

Saurabh Taneja  
CEO, The Akanksha Foundation

Shaheen Mistri  
Founder, Akanksha; CEO, Teach for India

Srila Chatterjee  
COO and Executive Producer, Highlight Films

Vandana Goyal  
Ex-CEO, The Akanksha Foundation
Akanksha Fund US
Apeejay Surrendra Park Hotels Limited
Arisaig Partners Foundation
Atlas Equifin Private Limited
Bai Navajbai S Dubash Charity Trust
CAF India
Corning Technologies India Pvt. Ltd.
Credit Suisse
DSP Merrill Lynch
Empathy Foundation
exl Service.Com (India) Private Limited
Franklin Templeton Asset Mgmt (India) Pvt Ltd
Give Foundation
Guru Nanak Vidyak Society
HDFC Investments Limited
Imperial College India Foundation
Indians for Collective Action (ICA)
IREP Credit Capital Private Limited
Jethmal Thakursingh Lalvani Memorial Trust
Juniper Networks India Private Limited
Kids In Need Of Education (KINOE)
L & T Infrastructure Finance Company Limited
Lalji Mehrotra Foundation
Leherchand Uttamchand Trust Fund
Macquarie University
Mangalam Drugs and Organics Ltd
Michael And Susan Dell Foundation (MSDF)
Mohta Sita Sohanlal Dharmarth Trust
Motivation for Excellence (MFE)
Next Radio Limited
Oracle
RG Manudhane Foundation for Excellence
Saint Gobain India Foundation
SDU Travels Private Limited
Small Change
Societe Generale Securities India Private Limited
Tata Power Community Development Trust
Technia Transcat AB
The Ammado Foundation
The Mrs Madhuram Narayanan Charitable Foundation
Thermax Foundation
TMF Services India Pvt Ltd
United Way of Mumbai
United World College of South East Asia
UTI Asset Mgmt Co Ltd
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As per our report of even date
For Haribhakti & Co LLP
Charted Accountants
ICAI Firm Registration No.103523/W/100048
## SCHEDULE IX

**INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED MARCH 31, 2017**

Registration no: F-14568 dated April 15, 1991

Bombay Public Trusts Act, 1950

The Public Trust:- The Akanksha Foundation

**Snehal Shah, Partner**

Membership No. 048539

Place: Mumbai

Date: 26th September 2017

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<td>8,59,574</td>
<td>Irrecoverable</td>
<td>1,310</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63,66,323</td>
<td>To Other expenses - Depreciation on Fixed Assets</td>
<td>76,17,668</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18,47,6401</td>
<td>To Expenditure under Objects of the Trust:-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18,47,6401</td>
<td>Religious</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18,47,6401</td>
<td>Educational</td>
<td>21,97,99,981</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64,92,883</td>
<td>To Balance carried over to balance sheet</td>
<td>(15,188,568)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

<table>
<thead>
<tr>
<th>AMOUNT (₹) 2015 - 16</th>
<th>TOTAL</th>
<th>AMOUNT (₹) 2016 - 17</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>22,05,58,380</td>
<td>24,99,95,796</td>
<td>22,05,58,380</td>
<td>24,99,95,796</td>
</tr>
</tbody>
</table>

By Interest

<table>
<thead>
<tr>
<th>AMOUNT (₹) 2016 - 17</th>
<th>AMOUNT (₹) 2015 - 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>54,54,829</td>
<td>32,73,578</td>
</tr>
<tr>
<td>68,63,572</td>
<td>17,45,236</td>
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</table>

By Donations in Cash or Kind

<table>
<thead>
<tr>
<th>AMOUNT (₹) 2016 - 17</th>
<th>AMOUNT (₹) 2015 - 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,53,01,691</td>
<td>2,45,22,698</td>
</tr>
<tr>
<td>7,63,752</td>
<td>31,13,582</td>
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</tbody>
</table>

By Grants

<table>
<thead>
<tr>
<th>AMOUNT (₹) 2016 - 17</th>
<th>AMOUNT (₹) 2015 - 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>15,94,19,212</td>
<td>20,87,80,650</td>
</tr>
</tbody>
</table>

By Income from Other Sources

<table>
<thead>
<tr>
<th>AMOUNT (₹) 2016 - 17</th>
<th>AMOUNT (₹) 2015 - 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,36,727</td>
<td>1,03,738</td>
</tr>
</tbody>
</table>

As per our report of even date

For Haribhakti & Co LLP

Charted Accountants

ICAI Firm Registration No.103523/W/100048