

# Annual Report 2016-17



building skills for life

# Content

01

Letter from the CEO

02

Us in a Nutshell

03

The Year in Numbers

04

Education begins at Home

05

Teaching – Not a Lost Art

06

Shorter Act, Deeper Impact

07

Working with Youth

08

Little Champs – Annual Service Learning Celebration

09

Launching the Apni Shala Fellowship

10

Campaigns

11

Community Support

12

Financial Reports

13

Identity

01

Letter from the CEO

It is one thing to have a sure and definite dream. It is another to have a sure and definite journey towards it!

2016-17 was a year that brought to my attention the importance of asking the question ‘What if?’

What if we had more time to work with children? What would we then do differently? What if we had dedicated resources for every activity. How would we improve our programme?

This year, we got together as a team and resolved to experiment, re-evaluate and try new approaches in the hope of creating deeper impact in the environment of every child we work with. But we had to do this with a careful understanding of the risks and challenges involved. What if these changes did not work?

One such new approach was the introduction of the Apni Shala Fellowship – a refreshingly new and focussed approach towards recruitment, development and retention of aspiring educators. The fellowship meant that 4 individuals, passionate about working with children, would commit one year to self-development, learning and unlearning at Apni Shala. This transformational journey would take place not only through intensive training session but also while simultaneously facilitating social emotional development sessions for children / youth. This radically new approach could either ease our human resource challenges or fall flat in its face and create a delivery gap in our programme operations! But as it turned out, the ‘experiment’ with the fellowship programme worked

beautifully and we found significant answers to crucial questions about human resource and development of the organization.

In the same spirit, other new concepts, structures and content were introduced across the board in our programmes serving teachers, parents, children and youth.

These changes were challenging yet important to attempt. Looking back, I find that it was the sincere, open and collaborative effort of every member of the Apni Shala team that created a supportive environment for us to grow by means of these new experiences. As a result, 2016-17 was a year where our engagement with the 2203 children and 860 parents and 179 teachers was even better fitted and connected to our community’s strengths and resources, then it ever was before.

The Apni Shala team is now certain that learning happens only when we are willing to talk, when we are willing to question, but most importantly, when we are willing to listen.

I proudly present an overview of this year gone by.

Yours truly,  
  
Amrita Nair

# 02

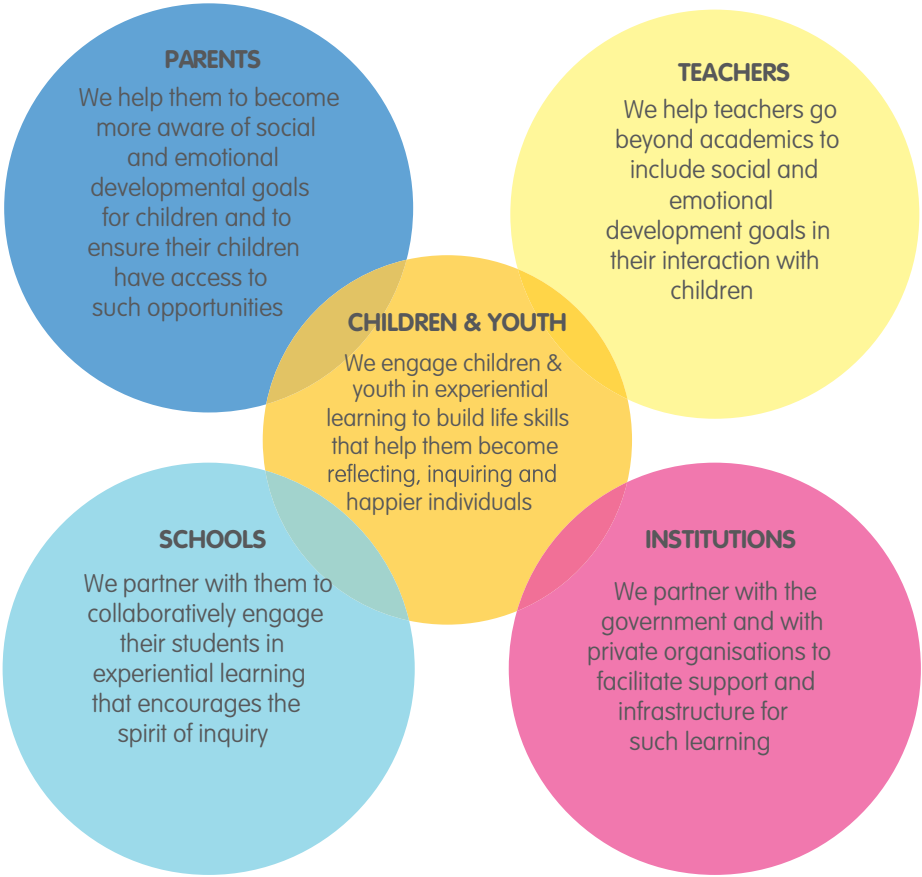
## Us in a nutshell

### Vision

All children are equipped with the skills and attitudes they need to bring about positive change in their lives and in society.

### Our philosophy

Education goes beyond academic goals. Aims of education are known to ensure each child is developing socially, emotionally and cognitively. In other words, education must address and serve the mental wellbeing of individuals. It absolutely must lead those engaged in it to develop skills that will help them be confident, to nurture healthy relationships and to lead healthy lives.



# 03

## The year in numbers

Name of school & NGO	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Total	Teachers/ TOP
Khardev Nagar Marathi Shala Kr. 1	--	15	10	16	-	-	41	4
Ghatla Hindi UPS	--	25	21	19	--	--	65	8
Collector Colony Hindi UPS	--	--	55	55	--	--	110	5
Chembur Naka MPS	22	24	23	17	--	26	112	9
Tilak Nagar MPS	64	70	60	--	--	--	194	6
Nehru Nagar MPS	--	88	79	71	--	20	258	17
Mohili MPS	--	48	43	--	--	--	91	
Kajupada MPS	--	--	--	32	24	--	56	10
Mohili Hindi UPSI	52	54	51	-	--	--	157	10
Nehru Nagar Hindi UPS	--	40	54	--	--	--	94	4
Aachrya Vinobha bhav Hindi school	--	30	29	--	--	--	59	11
Acharya Vinobha Bhave Urdu School	--	--	55	--	--	--	55	7
Udaan India	--	--	64	--	--	--	64	
Guru Nanak School (Rotary Club - Worli)	--	49	58	58	--	--	165	8
VIDYA	--	--	103	--	--	--	103	
Door Step School	--	104	--	--	--	--	104	
Each One Teach One	--	15	24	--	--	--	39	
Total children							475	
Total engagement in year long programmes							1767	99

T H E M E - B A S E D   I N T E N S I V E   W O R K S H O P S	
VIDYA, Mumbai	19
Door Step School, Mumbai	27
Tata Institute of Social Sciences, Tulzapur	143
Association for Promotion of Creative Learning, Patna	80
Abhyudaya (S P Jain Institute of Management and Research), Mumbai	137
Nareshwadi Learning Centre, Dahanu	30
<b>Total engagement in intensive workshops</b>	<b>436</b>

**Grand Total**  
2203

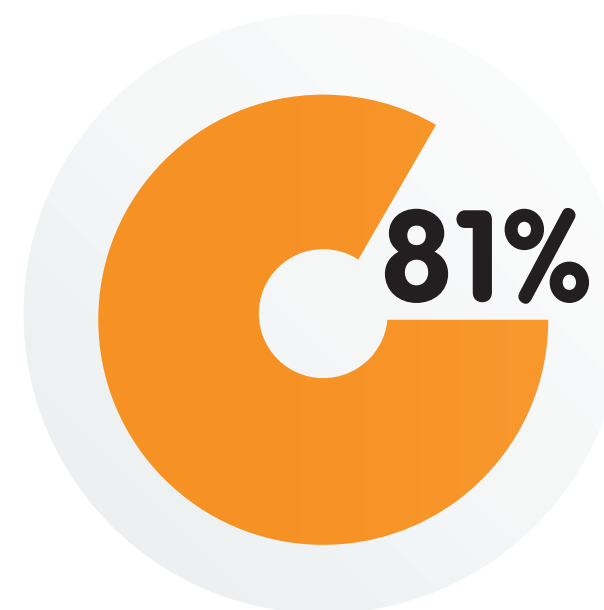
T E A C H E R   D E V E L O P M E N T   P R O J E C T S	
Hunar Ghar, Buja, Rajasthan	20
Save The Children, Mumbai	30
Door Step School, Mumbai	30
<b>Total engagement in teacher development projects</b>	<b>80</b>

**Grand Total**  
80

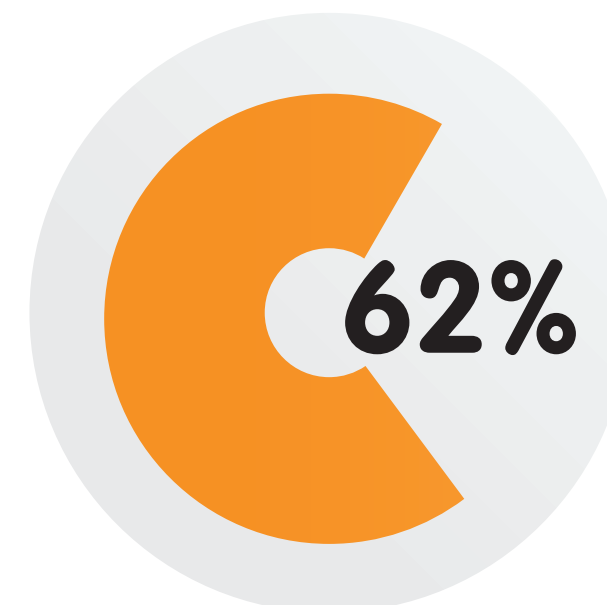
P A R E N T S   E N G A G E M E N T   P R O G R A M M E	
Phase 1	209
Phase 2	430
Phase 3	221
<b>Total</b>	<b>860</b>

**Grand Total**  
860

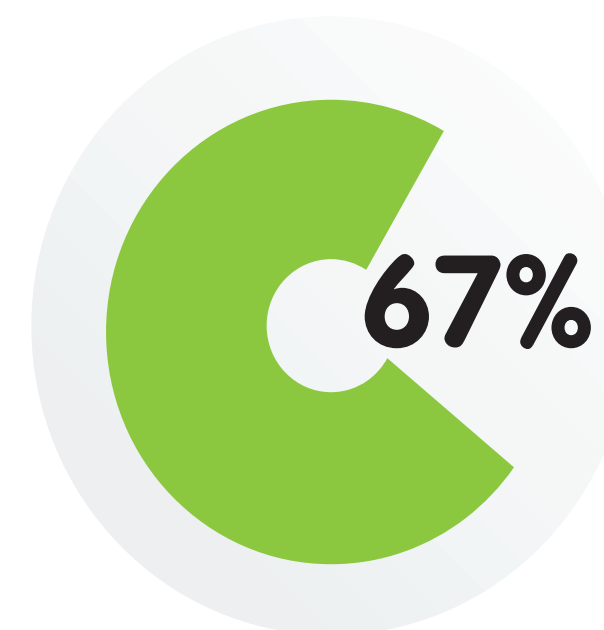
## Social Emotional Learning: Impact



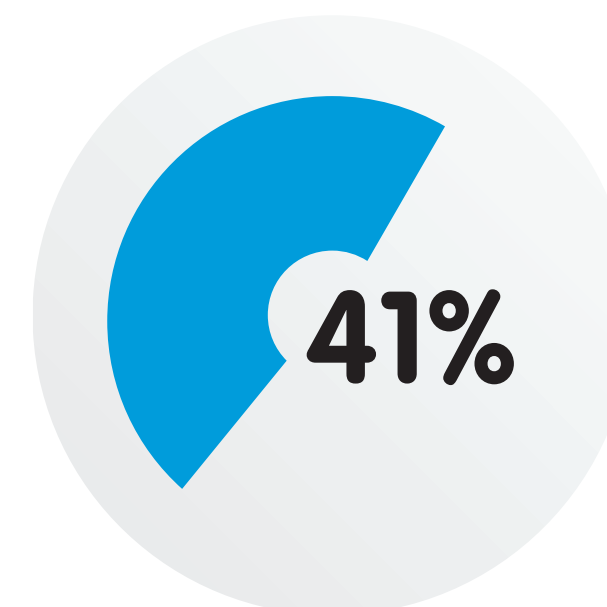
children showing increase in at least 1 skill



children showing increase in confidence

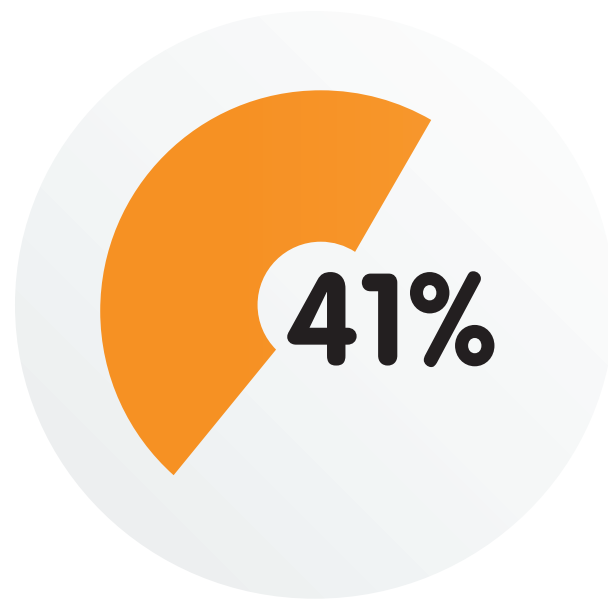


children showing increase in communication

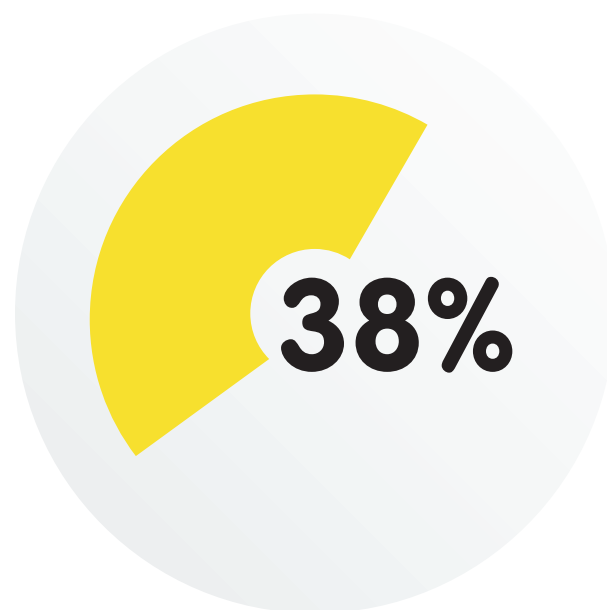


children showing increase in leadership





children showing increase in empathy



children showing increase in teamwork

# 04

## Education begins at home: Parents Engagement Programme



Home is our first school, and that makes parents or guardians a child's first teachers! A school being a universe in itself lays the foundation of the child's future. In this context, the caregiver-child relationship is a very important one and is also our door into the child's world. It is therefore essential that we have our own relationship with them and gain their trust for the program to succeed.

We entered the second year of our Parent Engagement Programme in 2016-17. We interacted with 670 parents – which is an attendance increase of 4 times compared to the previous year! The overwhelming response has helped us reach our primary objective, which is to help a child's caregivers better understand what we do, and how this impacts their child positively. Caregivers went beyond the role of listeners or observers and stepped forward to take equal responsibility in achieving our learning goals. By orienting them and helping them understand our role and theirs, we have been able to deliver a deeper, more profound impact in the child's environment through this programme.

### 3. Phase 3: Review the year gone by

This year, besides having conversations with them, we engaged them in the same games and activities that we usually engage their children in! This made meeting the caregivers was as refreshing and insightful as meeting their children!



#### How does it work?

We meet them 3 times in a year, to:

1. Phase 1: Introduce ASF and Set Programme Expectations
2. Phase 2: Share Updates, and discuss feedback





**“ Who dares to teach must never cease to learn.”**

*- John Cotton Dana*

Great teachers help create even greater students.

Training teachers has always been a significant aspect of our life skills education program. Since inception we have been working with various teachers, schools and educational institutions in tandem, to help share our learnings across communities. Towards this, we offer teacher development programmes of varying lengths, primarily 1) 3 days long and 2) 6-8 months long.

This year we reached out to a total of 92 teachers with institutions like Hunar Ghar (Rajasthan), Door Step School and Save the Children. We also trained students of School of Human Ecology in Tata Institute of Social Sciences. Theatre, games and reflection circles are the primary methods we use to engage participants in learning. Themes like self-awareness and exploration, role of empathy in teaching, child development theory, power dynamics in school systems, as well as integration of life skills with academic subjects

like History, Maths and Science were explored.

The primary objectives of these programmes has been to capacitate teachers to conduct their own life skill sessions with the children they work with. Our participants actively participated, enjoyed themselves, and also shared how these experiences helped them realize what it means to be a student in a classroom!

At the end of a long-term project at Hunar Ghar, here's what the staff shared with us: "We believe the games and sessions facilitated by Apni Shala will help our rural teachers not only integrate life skills in their classrooms, but also help us get closer to our goal of making the process of learning fun and empowering".

It's always great to know what the community has to say!



अपनी शाला की ट्रेनिंग बहुत महत्वपूर्ण थी। उसी के साथ 'बाल विकास' के बारे में थ्योरी के उद्धारण के साथ स्पष्टीकरण से समझने में आसानी हुई और नयी सोच के लिए प्रेरणा मिली. गुरुप वर्क क्या है ? और स्टैजेस ऑफ़ गुरुप वर्क से लगकर जानकारी मिली , वह भी बहुत महत्वपूर्ण थी. जिसका उपयोग बस्ती में करने के लिए और भी मदद रहेगी.

– Door Step School

कोणत्याही गोष्टीकडे एकाच बाजूने विचार न करता त्याचा वेगवेगळ्या पद्धतीने विचार केल्यास ती गोष्ट (संकट) आपण सहज सोडवू शकतो . प्रत्येक गोष्टीतून मार्ग शोधून काढणे.

– Save the Children

## Teacher Testimonials

सजीव कवि नर्जीव वस्तूमध्ये असलेल्या गुणांची तुलना आपण स्वतः मध्ये असलेल्या गुणा बरोबर संबंध जोडायला शकिलो. एखाद्या वस्तूकडे प्रत्येकाचा बघण्याचा दृष्टिकोन वेगळा असतो.

– Save the Children



06

## Shorter Act, Deeper Impact

### Intensive Workshops

Intensive workshops were started with an aim to reach those children who couldn't be a part of our year-long engagement programmes. The more concise and focussed format of these workshops helps us make our work accessible to children from across the country.

This year, we worked with 436 children through summer camps with Abhyudaya (SPJIMR, Mumbai), Association for Promotion of Creative Learning (Patna), Tata Institute of Social Sciences (Tulzapur), Door Step School, VIDYA and Nareshwadi Center for Learning that engages Warli children. The workshops spread anywhere between 3-10 days, and were tailored to the needs of the organisation, focussing on specific areas of child development including Coping with Emotions, Leadership, Teamwork, Conflict Resolution and Self-Awareness.

Not only did the children enjoy attending the workshops, but their wholesome participation and enthusiasm was a strong indicator of the programme's success. One of the students in the workshops expressed how she had become more aware of herself, her surroundings, how to take care of herself and interact in a group. A center manager at VIDYA talked to us about



the change she saw in her students and how they were becoming more confident in their dealing with peers. She also noticed that even outside the center for e.g. while playing in their neighborhood the children were starting to take the lead in solving problems!

These workshops may not engage children all year-long, but still create a deep impact in children's understanding and development of social emotional skills! In the coming year we aim to reach larger groups of children, and to regions or communities where there is limited access to avenues for such learning.



We engaged

436

children in

4

cities

Dahanu

Patna

Tulzapur

Mumbai

Across

6

communities

## We talked about

Coping with emotions

Taking initiative and being leaders

Working well in teams

Resolving conflicts with peers and family

Understand ourselves better



## 07 The Youth Project



Apni Shala's Youth Project (ASYP), is a weekly youth leadership initiative, that has successfully completed two years engaging youth. Started as a 4-month long pilot project, this year the program was offered for 6-months thanks to the feedback and response from our first batch of student. We received 53 applications – a huge jump from 17 last year! The applications were received from organisations such as Teach for India, The Akanksha Foundation, Happy Feet Home and other individual references. Similarly, 11 children graduated this year from ASYP as compared to 7 in 2015-16 with an overwhelming attendance of 93% overall.

Through this annual project, the 14 to 18-year-olds, explored issues faced by their own surroundings that improved their understanding of gender roles, corruption, education systems, pollution, building their career paths, while learning better decision making. The students looked back upon their own personal experiences and used them to gain a deeper insight into these issues.

**Among the highlights this year, the programme introduced students to various forms of reflection and healing tools, strategies and practices:**

- Expressive Art sessions to explore the self, relationships and emotions, conducted by Pravin Madur, Art Therapist
- Drum Circle conducted by Sheetal Jain from Taal Inc. Sheetal herself has an inspiring story of transforming her life from being a girl from the red-light district of Mumbai, to a Drum Circle facilitator
- Yoga by Camille Costamailere, a yoga and art therapy facilitator from California, USA
- Expressive Writing: Several practice session were conducted for students to explore this tool, a form of writing therapy developed primarily by James W. Pennebaker

An Expression Studio was set up for them to work with experts from different disciplines, including Mr. Pasad, theatre personality and educator who helped with storytelling, Shor team, a poetry group that helped with poetry, and Mr. Krishna from Happy Feet Dance Academy, who worked on dance with youth. Finally, students performed their piece on the day of graduation!

At the graduation ceremony, the youth presented their entire journey through storytelling, poetry, music and dance and engaged in discussions with their guardians and parents. A wonderful end to the year!





# 08

## Little Champs

### Annual Service Learning Event



Continuing a tradition, we entered the second year of hosting our Service Learning Programme annual event named 'Little Champs' on 15th April 2017. The event was hosted at Collector Colony Municipal school, Chembur amidst great fanfare. The event served as a platform for children to present and discuss the community projects they worked on throughout the year. Some of the topics covered this year by the students included sexual harassment, wastage of food, alcohol addiction, violence, substance abuse, cutting down of trees, tobacco and its detrimental effects.

The event brought together all the students, teachers, facilitators and volunteers from various schools and NGOs across the city, who have been an active part of the SLP projects. It was attended



by over 200 people which included the children, resource persons, guests and enthusiastic volunteers from the likes of WeKare society, Capgemini India Pvt. Ltd., Nirman, Each One Teach One, ConnectFor, independent volunteers and the Apni Shala team.



The event was designed in a conference like format, wherein the kids got an opportunity to present their findings as well as become a live audience in other presentations and ask questions. The students shared their analysis and learnings on the topics they had chosen throughout the year. The groups were assigned a panelist (educators, media professionals, entrepreneurs, and NGO representatives) who provided valuable feedback and asked the right questions that helped the students reflect on their overall experience. They were assessed on three parameters which included their original research, confidence and communication skills. These qualities had improved significantly from the beginning of the year till date.



Simultaneously, workshops were conducted by experts on the themes of environment , waste management , water rights and conservation , substance abuse or addiction , peace/violence , sexual harassment etc. The expert team included the likes of Mr. Pravin Madur (Sampurn(e)arth) , Mr.Janak Daftari , Mr. Amor Tayde, Mr. Julius Rego (Green Souls) , Mr. Rama (Saher) and , Ms.Aparna (TISS). These workshops by resource persons help widen the scope of the children's understanding on the same topics.

A gallery walk was also put up , wherein students had prepared a pictorial representation in the form of posters and charts for their topics. The participants and guests were able to walk through and gain a deeper understanding of the projects as well as interact with the children representing those topics.

The event also included an exclusive art activity, wherein the children let their creative juices flow. Each child painted on a bag with the word KHOJ (exploration) written on it – an apt end to a programme built on curiosity and exploration. The Little champs event was a success - celebrating an entire years of relentless dedication to community research, improved understanding of complex issues and development of implementation methods to drive change in society.





Here's how children celebrated a year dedicate to community research and driving social change:

### Who attended?

160

children presented the research they conducted during the Service Learning Programme

12

field experts

30

volunteers

10

teachers, principals and partner leads

### Themes for Research:

- Sexual harassment
- Wastage of food
- Substance abuse
- Alcohol addiction
- Communal violence
- Cutting down of trees
- Tobacco addiction

### Who they engaged with:

Panel of experts in areas of waste management, urban farming, social service among others

### How we celebrated the children's work:

- Presented their research process and findings
- Engaged in in-depth discussions about their work
- Attended informative workshops on peace, water rights, conservation and sexual abuse

09

## Launching the Apni Shala Fellowship



***“The most powerful method of improving education is to invest in the improvement of teaching and the status of great teachers.”***

*- Sir Ken Robinson*

With the objective to reach out to more children, schools and communities, Apni Shala's co-founders brainstormed new ideas for the new year. After exploring various options, it was decided that we would experiment with a new approach to organization growth - and the idea of the Apni Shala Fellowship was conceived.

The Fellowship programme is a year-long, full-time engagement programme, where youth from diverse educational backgrounds would work directly with children and be the frontrunners of our life skills education programmes in schools and communities.

This Fellowship was designed to be an individual's first step in the field of education, wherein they could challenge current norms and change the way children learn. The purpose of the Fellowship would be to foster a journey of reflection, learning and unlearning for each of the Fellows. It would be an opportunity for them to hone their skillsets and transform into effective facilitators and leaders of change not only in the classroom, but in their own lives, as well as in society.

Following our announcement of the Fellowship, we received an overwhelming response number of applicants. Finally, four fellows joined our team in June 2016, and began working in Apni Shala classrooms. The fellows who embarked





upon this exciting journey and joined our team were Meghna, Kushal Pahuja, Pavitra Kumar, and Shraddha Jilla. Our four fellows underwent a rigorous training programme and became actively involved not just with children, but parents, teachers, headmasters, and the community itself. At every step the fellows received expert guidance from Apni Shala in their year long journey of self-awareness and discovery.

The Fellowship programme turned out to be a great way for Apni Shala to reach out to individuals aspiring to be educators and mental health professionals. The 'experiment' was definitely worth it every bit of risk it involved, and has paved the way for our organization's growth.

## हफ्तों बाद भी उन्हें याद थी वह कहानी

- By Kushal Pahuja  
Apni Shala Fellow 2016-17

हफ्तों बाद भी उन्हें याद थी वह कहानी,  
यह देखकर जाने क्यों होती है हैरानी?  
“वह ना... उसमें एक बिल्ली थी, एक चूहा था, एक कुत्ता था और...”  
“नहीं, उसमें कुत्ता नहीं था! उसमें था एक सूअर, एक गाय, एक मक्खी”  
“और?”  
“और एक मुरगी!”  
“सात जानवर एक साथ क्या कर रहे थे?”  
“एक छाते के नीचे बारिश से बचकर खड़े थे,”  
“और बताओ, क्यों आने दिया उन्होंने एक दुसरे को?”  
“उन्होंने सोचा क्यों किसी को बारिश में भीगने दे,  
किसी को जुकाम न हो जाये।”  
बता दिया सब कुछ बना किसी परेशानी,  
हफ्तों बाद भी उन्हें याद थी वह कहानी।  
“वह लड़की चुप थी क्योंकि उसके आगे के दो दांत टूट गए थे।”  
“फरि?”  
“उसके दोस्त ने सोचा कि उसे हसाना चाहिए।”  
“क्या किया उसके दोस्त ने?”  
“एक मेंढ़क को उसकी तरफ उछाला और जब उसने पकड़ लिया तब वह हंस पड़ी।”  
आज भी यह बातें लगती नहीं पुरानी,  
हफ्तों बाद भी उन्हें याद थी वह कहानी।

*\*About the Author : Apni Shala's in-house poet Kushal Pahuja pens on the surprising impact that his story left on his children. Kushal Pahuja joined Apni Shala as a programme fellow after finishing his Masters in Clinical Psychology from Pune University. When he is not in class building life skills with children, Kushal enjoys reading about psychology, and writing poetry.*

# Journey of a fellow 'What Apni Shala taught me'

- By Meghna N  
Apni Shala Fellow 2016-17

I remember the first time I set foot in the Apni Shala office in July 2016 – rain coming down hard outside, and the office smelling of freshly brewed coffee. I was welcomed by a team of 11, all huddled in one room, having a meeting. After a brief introduction, Swetha, the co-founder, gave me a little tour of the snug, homely office space, made more cozy by the overcast sky outside.

Come August, I officially joined Apni Shala as a 2016-17 Fellow. And this is where I pay homage to the wonderful time spent under this foundation's tutelage.

The initial days of my fellowship were spent with the entire team coming forth and orienting this wide-eyed girl with the work. This slowly progressed into me accompanying other fellows to the field and observing how they facilitated life skill sessions with children from our partner organisations. Having joined Apni Shala almost two months after the other fellows, I missed the formal induction and training. In spite of that, the enthusiasm with which I was welcomed and inducted, even though they had to do everything all over again, made me feel encouraged and at home.

"I have my own classes now?!" I exclaimed when I learned that I had been assigned classrooms and centres, and was to start facilitating sessions from the coming week. Up until then I had only wondered if I really will be able to do justice to the work that the organisation does, and that like other facilitators, if I too will be able to establish a connect with the children. So when I learned that

I finally will be able to work with children, it was hard to suppress the excitement.

\*

The first session I ever facilitated was with a chirpy, vibrant group of 10-12 year olds who instantly welcomed me and washed away all my uncertainty and fear. I exited the classroom with the widest grin I had worn in a long time, constantly gushing to my mentor (who observed my session) about how happy I felt. It felt like this was what I was meant to be doing. I was surprised at how just the start of my time at Apni Shala had given me this sense of direction that had been missing in my life. She couldn't help but grin back at me. This gave me a lot of hope.

The following weeks and months at Apni Shala were filled with the same passion and drive that I had felt in my initial days. The liberty that the organisation allows its team to experiment while delivering the programme – customised to cater to different student groups, is challenging and thrilling at the same time. It made the work dynamic and new each day. And I believe that this sentiment will be echoed by all of us working at Apni Shala.

Multiple workshops on subjects relevant to the work we do, from Teacher Language to Child Sexual Abuse, ensured all of us were on the same page and were prepared for whatever challenges the field might throw. Plus, weekly meetings with the team, and with individual mentors, where we discussed the week gone by – what worked,

what didn't, what questions we have, what can we do differently, et al – motivated the team and created an environment of accountability. It encouraged us to work efficiently, take initiative and be creative.

This made the fellowship a huge learning curve for each one of us.

\*

Since this was my first stint of working with children, I had decided to have zero pre-conceived notions about my work. In hindsight, I feel that it was the right thing to do because it let the reality design my reactions. I had done my homework, of course, and I had been observing sessions facilitated by my peers. But it is a completely different story when you're in charge of delivering a life skill session to a group of 25-30 children; when you realise that you're doing something important, something you've wanted to, and that you can't afford to not make it work – simply because you want it to work. With this conviction comes the courage to take decisions in the face of unprecedented challenges. How am I going to make this work if 40% of my children are absent? How will I make this work if my session space is occupied today and we have no space to sit and conduct a session? How will I make this work if the group is not enjoying this elaborate activity that I planned? How will I make this work when I can see that the children are distracted and disinterested today? How will I make this work if I myself am not in the required headspace?



Participating in a short-term camp in Patna

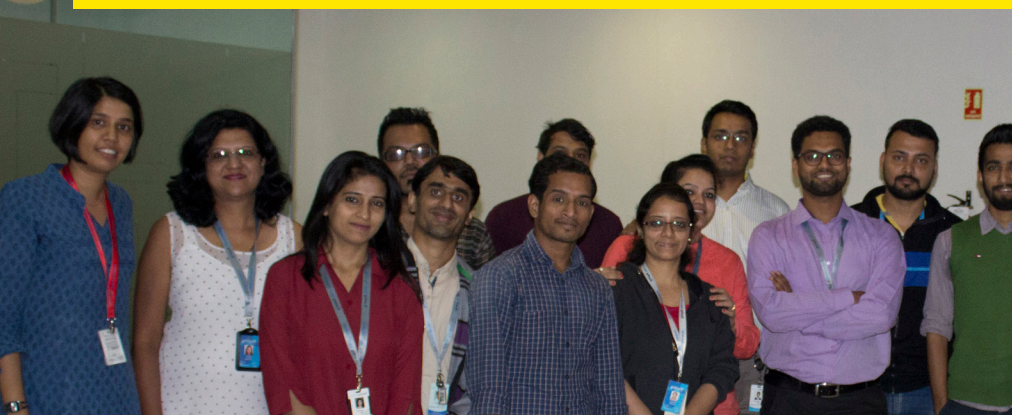
Thinking about it now, I can see how the information that I received from the organization helped me feel prepared enough to face these challenges head-on. It enabled me to make decisions on the spot, and decide how I can make the particular situation work in favor of the children and I. This in turn gave me the confidence I needed to wake up every day, go out on field, and see children make things take shape – whatever shape it may be; whatever they want it to be.

And this would probably be my takeaway from the year I spent at Apni Shala as a Fellow – being prepared, having faith, and letting life design itself, for me and for others. After all, that's what this organisation did for me. It let me shape myself, color myself with whatever shade I fancied. And everyday I wonder if I could succeed in doing that for all the children I worked with. To be honest, I'm still baffled by how much I've learned from my time here; by how satisfying and at the same time, disquieting my work has been. Nevertheless, much to the dismay of my cynical friends, the "honeymoon period" of my job never really ended – still hasn't.

*About the author: Meghna holds a Bachelor's degree in Political Science, Economics and Sociology from University of Lucknow. She has worked as a public policy intern at Rakshak Foundation, and joined Apni Shala's fellowship straight out of college*



# 10 Campaigns



## Revisiting your childhood Children's Day

To celebrate children's day, November 14, 2016, Apni Shala recreated its classroom experience for some of its corporate partners. We worked with a group of employees from Janalakshmi Financial Services and Sterling Talent Solutions organizations actively participated in the workshop. The workshop lasted for 90 minutes and included activities around social-emotional learning. A wide range of intrapersonal and interpersonal skills relevant to the participants were covered – skills like leadership, self-awareness, teamwork and empathy.

Apni Shala strongly believes that social-emotional learning is not just restricted to children, but is an essential part of adulthood. An adult's daily is full of experience that shape his personal and professional lives. Apni Shala believes these experiences can be used to reflect and build their social-emotional competencies.

One of the participants felt that it was a refreshing break from her mundane life, and was ready to restart with more positivity and enthusiasm. Another participant added that she could understand her daughter even better through the learnings of this workshop. Similarly, many participants thanked Apni Shala for taking them back to childhood and relive beautiful memories.



## Mumbai Marathon



The year 2016-2017 marked the first year of collaboration between Apni Shala and the organizers of the Standard Chartered Mumbai Marathon. The Mumbai Marathon being Asia's largest marathon and philanthropic event, provides runners and NGOs a great platform to advocate for and support causes.

On 15th January 2017, Apni Shala was represented by 11 runners who had collectively raised close to INR 4.5 lakhs. These funds helped Apni Shala runs its programmes with over 700 children from schools and NGOs across Mumbai.

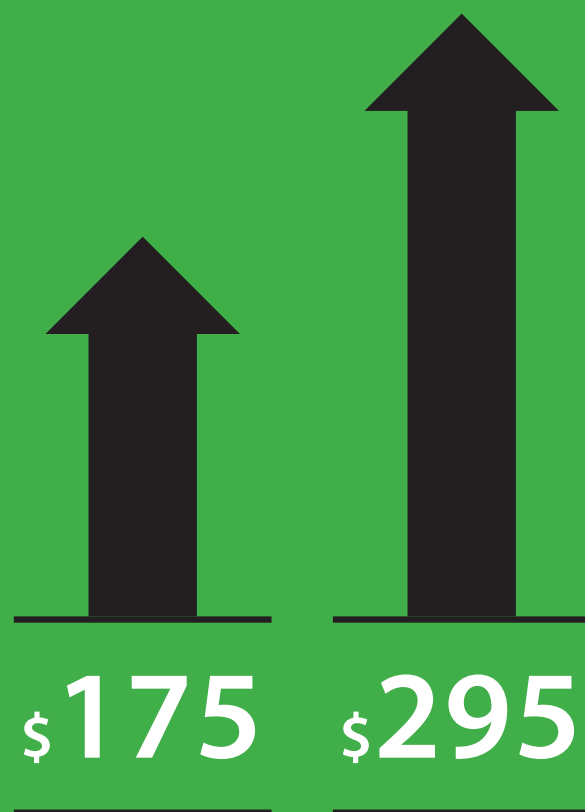
The runners set up their own crowdfunding campaigns through domains like Milaap and United Way of Mumbai, where they spread awareness of Apni Shala's work. Through their dedicated efforts, Apni Shala's runners kept raising the funds via active social media campaigns for over 2 months. This was a strong reflection of their faith and undying support in the cause that we stand for.

Apni Shala is very grateful to have had such an enthusiastic team of supporters and ambassadors of our work. A lot of runners spoke of the satisfaction they felt at the finish line - that of not just completing a marathon, but also knowing that through their efforts over 700 children would now have access to social-emotional learning programmes.

Apni Shala owes a big thank you to all the runners, without whom we wouldn't have been able to do the work we do. We would also like to thank everyone who supported each of the crowdfunding campaigns. Your support and encouragement means a lot to a young team like us.



## Secret Santa



Our friends Abhishek Kolwalkar and Smita Kamath conducted a crowdfunding activity called 'Secret Santa' in the USA (December 2016). Through the crowdfunding platform Milaap, they pledged support to raise funds for 44 children who were a part of the Apni Shala life skills programme. Both Abhishek and Smita were successful in raising \$175 and \$295 respectively. We thank them immensely for their love and support towards the cause.

## 10 Community Support

The community has been and continues to be the biggest stakeholder of our work. Parents, teachers and citizens of the neighbourhoods we work in are always engaged in our programmes one way or another. However, this year we have also had a number of well-wishers step forward to raise resources and funds for our work. Through successful online crowd funding campaigns during Christmas, Bengaluru Marathon 2016 and

the Standard Chartered Mumbai Marathon 2017, we saw our message reach people from across the globe and eventually draw their support.

Countless individuals have also helped us directly through financial support, and in their own way have helped us reach our goals

## Our Supporters



**We are grateful for the generous support of our donors and friends:**

Madhu Gopinath  
Vasundhara Vedula  
Jayashree Nair  
Sai Prasad Pydisetty  
Sapna Prahlad Gulrajani  
Vaishali Nambiar  
Prabha Kumari  
Vasudev Manjrekar  
Hema Ranganathan  
Lata Sanjay Desai  
Sanjay Shridhar Desai  
Sumit More  
Sapna Prahlad Gulrajani  
Rishi Vishwambharlal Malik  
Sanjiv Marathe  
Lavanya Shanbhogue-Arvind  
Jaishree Rao  
Gopalakrishna Shenoy  
Raghuvir Shankar Varvatkar

**And to our spirited Marathon Runners**

Lavanya Shanbhogue-Arvind  
Rosetta Mendes  
Karthik Subramanian  
Nafisa Lokhandwala  
Nikhil Pinto  
Anand Nair  
Siddharth Raman  
Ami Misra  
Rashmi Ramesh

**And to our amazing volunteers!**

Sakshi  
Bharatbhushan  
Bharath  
Meghana  
Anibir  
Sandhya  
Prashant  
Shweta  
Somesh  
Aditee  
Ankima  
Shauryaaditya  
Priyanka  
Palak  
Tushar  
Namandeep  
Sushant  
Niranjan  
Nikhil  
Varsha  
Rekha  
Sheetal  
Maithili  
Shailesh  
Shital  
Pranali  
Pooja  
Rashmi  
Akshada  
Aanchal  
Archika  
Deepti  
Nishit  
Krishna  
Pranita  
Aryan  
Aditya  
Abhijeet  
Talal

12  
**Finances**  
Income and Expense



**RAJESH K. JAIN & CO.**

**Chartered Accountant**  
Office No.75, Ground Floor, Goyal Trade Centre, opp. HDFC Bank,  
Shantivan, Borivali (E), Mumbai-400066  
MOBILE 9321 937 052, 9022 276 249

**AUDITOR'S REPORT**

**The Trustees,  
APNI SHALA FOUNDATION**

We have examined Balance Sheet of **APNI SHALA FOUNDATION** as at **31<sup>st</sup> March, 2017** and the Income and Expenditure Account for the year ended on that date, which are in agreement with the books of account maintained by the said Trust. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with the generally accepted auditing standard in India. These standards required that we plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatements. We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purposes of our audit. In our opinion, proper books of account and records as necessary have been kept by the Trust, so far as appears from our examination of those books

In our opinion and to the best of our information and according to the explanations given to us, the accounts give a true and fair view:-

- (i) In the case of the Balance Sheet, of the state of affairs of the Trust as at 31st March, 2017. and
- (ii) In the case of the Income & Expenditure Account, of the deficit for the year ended on that date.

For Rajesh K. Jain & Co  
Chartered Accountants

SD/-

Rajesh Jain  
Proprietor  
Membership No: 135295  
Place: Mumbai  
Dated: June 22, 2017

**The Bombay Public Trusts Act, 1950.** [ Vide Rule 17 (1) ]

**Name of the Public Trust : APNI SHALA FOUNDATION** **Registration No. - E - 29950 (MUMBAI)**

**Balance Sheet as at 31.03.2017**

As per our report for even date		
For Rajesh K. Jain & Co		
Chartered Accountants		
Firm Registration No- :131463W		
SD/-	SD/-	SD/-
Rajesh Jain	Trustee	Trustee
Proprietor	(Disha Nawani)	(Chetna Vinod Duggal )
Membership No. : 135295		
Place: Mumbai		
Dated: June 22, 2017		

**The Bombay Public Trusts Act, 1950.** [ Vide Rule 17 (1) ]

**Name of the Public Trust : APNI SHALA FOUNDATION** **Registration No. - E - 29950 (MUMBAI)**

**Income and Expenditure Account for the year ending 31.03.2017**

As per our report for even date		
For Rajesh K. Jain & Co		
Chartered Accountants		
Firm Registration No- :131463W		
SD/-	SD/-	SD/-
Rajesh Jain	Trustee	Trustee
Proprietor		
Membership No. : 135295	(Disha Nawani)	(Chetna Vinod Duggal )
Place: Mumbai		
Dated: June 22, 2017		



APNI SHALA FOUNDATION			
INCOME TAX ASSESSMENT YEAR 2017-2018			
(PREVIOUS YEAR ENDED 31st MARCH, 2017)			
SCHEDULES FORMING PART OF ACCOUNTS FOR THE YEAR ENDED 31ST MARCH 2017			
Schedules	Particulars	Amount	Amount
A.	Grants		
	Janalakshmi Financial Services Limited	916,314	
	BCPT	225,000	
	Wekare Society ( An initiative of Capgemini Employees)	390,912	1,532,226
B.	Establishment Expense		
	Bank Charges	69	
	Communication And Fund Raising Expense	272,499	
	Conveyance Expense	3,088	
	Electricity Expense	4,480	
	Office Expense	8,188	
	Repairs And Maintenance	146,057	
	Welfare Expense	19,929	
	Printing Stationery Expense	17,170	
	Professional Fees	93,742	
	Rent Expense	174,066	
	Contractual Payments	125,113	
	Software Expense	16,500	
	Telephone Expense	5,982	
	Travel & Food Expense	19,890	
	Website Expense	3,630	910,403
C.	Depreciation		
	Depreciation on Computer @60%	54,947	
	Depreciation on Project Books @60%	1,512	56,459
D.	Educational Expenditure on object of the Trust :-		
	Communication Expense	12,261	
	Curriculum Development Cost	146,000	
	Event Expense	24,450	
	Learning Material Expenses	21,431	
	Printing Stationery Expense	28,207	
	Contractual Payments	1,751,002	
	Team Travel & Food Expense	108,507	2,091,858

Address

Registered:  
201, Anand Villa, Buddha Mandir Road, Parel (E),  
Mumbai – 400 012

Contact:  
96/B, 1st Floor, Kamgar Nagar, S G Barve Marg,  
Kurla East, Mumbai – 400 024

Financial Details

Bank:  
YES Bank, Ground Floor, Shrikant Chambers, Adj R K  
Studio, Sion Trombay Road, Chembur, Mumbai - 400 071

Auditor:  
For Rajesh K. Jain & Co  
Chartered Accountants

Firm Registration No - :131463W

PAN: AAETA 0041 P

Trustees

Dr. Disha Devi Prasad Nawani  
Age: 47  
Occupation: Associate Professor, School of  
Education, Tata Institute of Social Sciences

Amar Deep Singh  
Age: 32  
Occupation: Senior Business Development  
Manager, Amazon.in

Shachi Wadhawan  
Age: 36  
Occupation: General Manager and Head, India  
Access Strategy and Development for Tata  
Communications

Chetna Duggal  
Age: 39  
Occupation: Assistant. Professor, Centre for  
Human Ecology, Tata Institute of Social Sciences

Advisory Board Members

Kavita Anand  
Executive Director,  
Adhyayan Quality Educational Services

Sheetal Shah  
The Akanksha Foundation

Caroline Nagar  
Director, Student Enrichment  
The Akanksha Foundation

Executive Team

Full-time employees: 11

Part-time employees: 3

Volunteers: 41

# Get Involved

Be a part of our growth story and help us make a real impact in the lives of thousands more children. You can get involved in several ways.

## Volunteer

Apni Shala is a young organization, constantly learning and growing. Whatever your interests and hobbies are - whether photography or writing, teaching or digital design - we are constantly looking for volunteers who can help us get better at we do. Sign up on [apnishala.org/volunteer](http://apnishala.org/volunteer)

## Make a donation

You can make a direct contribution to our children's fund. All donations made receive tax benefits under Section 80G of the Income Tax Act. For more details on direct donations, please visit: [apnishala.org/donate](http://apnishala.org/donate)

## Help raise funds

Build our community of supporters - help us raise funds through a marathon run or absolutely anything you love doing - we're always open to new ideas!

## Get In Touch

Visit us at [www.apnishala.org](http://www.apnishala.org)  
Send us your questions at [contact@apnishala.org](mailto:contact@apnishala.org)

Facebook: [@apnishala](https://www.facebook.com/apnishala)  
Twitter: [@apnishala](https://twitter.com/apnishala)  
Instagram: [@apnishala](https://www.instagram.com/apnishala)

Subscribe to our newsletters at [www.apnishala.org](http://www.apnishala.org)  
Catch stories from the field, on our blog: [apnishala.wordpress.com](http://apnishala.wordpress.com)