## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MESSAGE FROM THE CEO</td>
<td>01</td>
</tr>
<tr>
<td>OUR MISSION</td>
<td>02</td>
</tr>
<tr>
<td>WHAT WE DO</td>
<td>03</td>
</tr>
<tr>
<td>COMMUNITIES OF WELLBEING</td>
<td>04</td>
</tr>
<tr>
<td>SELebrating INCLUSION SUMMIT</td>
<td>05</td>
</tr>
<tr>
<td>SEL PROGRAMMES</td>
<td>06</td>
</tr>
<tr>
<td>THE SCHOOL SEL PROGRAMME</td>
<td>07</td>
</tr>
<tr>
<td>SEL WORKSHOPS FOR CHILDREN</td>
<td>10</td>
</tr>
<tr>
<td>SEL FOR CAREGIVERS</td>
<td>11</td>
</tr>
<tr>
<td>SEL FOR EDUCATORS</td>
<td>12</td>
</tr>
<tr>
<td>BE A MENTAL HEALTH AMBASSADOR CAMPAIGN</td>
<td>13</td>
</tr>
<tr>
<td>KHOJ LEARNING CENTRE</td>
<td>14</td>
</tr>
<tr>
<td>A NEW SCHOOL ADDRESS</td>
<td>15</td>
</tr>
<tr>
<td>SELF-LEARNING FOR KHOJ TEACHERS</td>
<td>16</td>
</tr>
<tr>
<td>CHILDREN’S LEARNING ACTIVITY HIGHLIGHTS</td>
<td>17</td>
</tr>
<tr>
<td>COMMUNITY ENGAGEMENT</td>
<td>19</td>
</tr>
<tr>
<td>FUNDERS AND SUPPORTERS</td>
<td>20</td>
</tr>
<tr>
<td>FINANCIAL STATEMENTS</td>
<td>23</td>
</tr>
<tr>
<td>GOVERNANCE</td>
<td>25</td>
</tr>
<tr>
<td>ABOUT</td>
<td>26</td>
</tr>
</tbody>
</table>
MESSAGE FROM THE CEO

The year 2021-22 began for us in very conflicting ways. We began the year celebrating the grand success of our first-ever SELebrating Inclusion Summit, a global online gathering organised in partnership with Ummeed CDC to build larger awareness and advocacy for social-emotional learning and inclusion. A month later, we were hit by the second way of the COVID-19 pandemic. The school year had closed, and the summer break for our students had begun.

Rishabh Lalani, our advisor, asked us, “What are we doing to support our students, their families, and the larger community?”

That led us to design an intentional and strategic response in the months of May and June, to build the online Communities of Wellbeing, in partnership with Atma, Catalysts for Social Action, Narrative Practices India, and The Yellow Umbrella. This was further layered up by individualized support for our students, many of whom had moved to their villages with their families and were further isolated from the community of friends. The loneliness, loss, and grief were on a rise.

Shahbaan Shah, from the Apni Shala team, during one of the debriefs’ shared, “I called up one of my students to check on him. He is in the village. I asked how he was doing. My student went quiet. Then after a few seconds, he asked me if I could call him back in the night as he was not able to think at that moment. When I called him again in the night he shared with me, ‘Bhaiya, in the last so many days I have not thought about how I am feeling. No one has asked me recently, and when you asked me, it reminded me of our class. I don’t know how to respond to you then. So I asked you to call me in the evening. I can tell you now bhaiya how I am feeling. I am feeling happy that you called.’ This is why we do what we do.

This is why we continued to do whatever we did in the year 2021-22. While COVID-19 continued to pose a daily uncertainty, team Apni Shala found many ways to respond to these challenges and co-create opportunities for our students, parents, teachers, volunteers, and other stakeholders to find ways to heal together.

Our incredible team did some phenomenal work in the context of the challenges we were posed with.

We entered into an MCGM partnership to build Khoj, Apni Shala’s SEL-informed school initiative, operationalizing it at MCGM’s Limbuni Baug Mumbai Public School; we kickstarted a 6-months long journey to rediscover Apni Shala’s values with Suchetha Bhat’s guidance and “Compassion, Equity and Trust” showed up for us; and returned to in-person with our school and NGO partners in the second half of the school year.

A team of 25 people have modeled once again for me, what’s possible when we come into community with each other and with those we hope to serve.

With deep gratitude and humility, I present our year 2021-22.

Rohit Kumar,
CEO
Apni Shala Foundation

This is why we do what we do.
OUR MISSION

We build social-emotional learning (SEL) competencies in individuals for a harmonious co-existence.
WHAT WE DO

**Build**
a wholesome Social Emotional Learning (SEL) curriculum and evaluation framework in the Indian context

**Facilitate**
to increase access to SEL for a larger reach

**Capacitate**
institutions and educators for SEL

**Advocate**
with the government and other stakeholders for policy interventions
We started this year in a unique way. The COVID-19 second wave disrupted lives in communities across India. In response to the situation, we launched the Communities of Wellbeing program to extend support to communities by creating safe and open spaces where adults, children, and youth could come together to overcome the challenges that the new wave presented.

We facilitated virtual well-being sessions every week over a number of months so that people could regularly access a safe space to express their feelings, build solidarity through their shared experiences, and co-create spaces of community wellbeing.

COMMUNITIES OF WELLBEING

We started this year in a unique way. The COVID-19 second wave disrupted lives in communities across India. In response to the situation, we launched the Communities of Wellbeing program to extend support to communities by creating safe and open spaces where adults, children, and youth could come together to overcome the challenges that the new wave presented.

We facilitated virtual well-being sessions every week over a number of months so that people could regularly access a safe space to express their feelings, build solidarity through their shared experiences, and co-create spaces of community wellbeing.
SELebrating Inclusion Summit

SELebrating Inclusion Summit envisioned to be an annual SEL and inclusion gathering of organizations, policymakers, schools, educational institutions, families, educators, and any individuals working towards making the education system more inclusive, safe, and focused on the well-being of those accessing it.

In collaboration with Ummeed Child Development Centre, this inaugural summit was held online over two days and in many ways became a much-anticipated and needed gathering of various stakeholders of the SEL movement and conversation in India. We look forward to these gatherings and exchange of ideas and intentions every year.

The theme of this inaugural summit was “Systems, Stories, and Spaces of Wellbeing/ SEL”.

250+ education and mental health professionals and organisations participated in our inaugural summit!
SEL PROGRAMMES

Integrating social-emotional learning in education settings in Mumbai and across the country
The School SEL Programme

The School SEL Programme is the first of two flagship initiatives at Apni Shala, engaging children across schools and NGOs in age-appropriate social-emotional learning sessions throughout the school year.

In 2021/22, COVID-19 exacerbated inequality due to unequal access to technology and other resources that support education. Through creativity and innovation, our team helped the children we serve to continue accessing SEL programmes throughout the year, irrespective of their ability to access resources, supports, and technology for education!

HOW WE FACILITATED ACCESS AND INCLUSION

Hundreds of call-ins and check-ins with caregivers and students
Delivered SEL sessions through live video (Zoom) to children with access to resources and technology
Delivered SEL sessions through asynchronous methods when needed (through Whatsapp) to children with limited access to necessary resources
Engaged caregivers to help meet program goals for the children

19 schools and NGO partners

4500+ students

3100+ SEL classroom sessions
We asked our students:
“Who are our friends, and how do we choose them?”

A student shared:
“I have two friends. One can’t hear. Another can’t speak. I spend most of my time with them and enjoy with them. In fact, I have learned to communicate in signs from them. To tell you the truth, I don’t understand sometimes what are we talking about, but I experience joy with them.”
Impact of the Year-Long School SEL Programme

Percentages of students reporting an increase in at least 1 SEL competency at the end of the year

Data presented is based on responses to self-assessments administered for students of grades 4-7.
SEL Workshops for Children

In line with Apni Shala’s strategic goal to work with students to increase their awareness of SEL competencies and provide them with opportunities to develop these competencies, Apni Shala partnered with NGOs and educational institutions to conduct SEL workshops for children. The themes covered in these workshops were the SEL competencies of self-awareness, self-management, social awareness, relationship skills, responsible decision-making. Children also engaged in intensive conversations and learning around peer relationships, kindness, emotional well-being, dealing with anxiety, unpacking uncertainty and goal-setting during the pandemic, individual differences and diversity, general well-being for youth, self-care and cyber-bullying.

OUR PARTNERS WALK THE SEL JOURNEY

We offered these workshops to children in partnership with

- Oscar Foundation
- Teach for India
- Bajaj Auto Ltd.
- Udaan India Foundation
- Antarang Foundation
- Sir Aurobindo College (NSS Unit)
- Akanksha Foundation
- People for Action

90 workshop hours

1350+ children build SEL awareness and competencies
SEL for Caregivers

Apni Shala recognises the need for SEL intervention in the students’ ecosystem. Important actors in this ecosystem include caregivers and family, and teachers and principals. We conduct quarterly Mental Health awareness sessions with caregivers of students during the school year!

17 partner schools participate

543 caregivers/families build SEL awareness and learn ways to support children’s SEL journey
SEL for Educators

Apni Shala collaborated with various organizations through train-the-trainer initiatives on SEL and/or SEL workshops for the participants and/or organization staff.

CAPACITY BUILDING PROGRAMS AND INITIATIVES WE UNDERTOOK

SEL Shala - professional development for educators in SEL topics
Diversity Shala - professional development for educators in diversity and inclusion themes
Leadership for Equity - online SEL course for teachers and govt. officers

PARTNERS WHO INVESTED IN BUILDING SEL CAPACITY WITH APNI SHALA

Wipro
Ummeed Child Development Centre
Feeding from Far
Adhyayan
Tata Institute of Social Sciences
MCGM schools

298 educators developed skills in SEL, diversity, and inclusion
431 govt. teachers & officers trained in SEL leadership
#BeAMentalHealthAmbassador Campaign

In October 2021, we began brainstorming ideas to better engage with people who felt connected to the cause of mental health. A month later, we launched the "Be A Mental Health Ambassador" with an invitation to individuals to contribute to the cause of children and young people's mental health by building awareness, lending their voices as advocates, and helping build resources and funds.

The final leg of this initiative was an annual crowdfunding campaign in support of our flagship initiatives in Mumbai's government schools. Throughout the month of February, a community of 50+ Mental Health Ambassadors engaged in peer-to-peer fundraising efforts, interacting with their social networks over the phone, email, and social media, sharing their stories and connection to mental health via videos, and making a donation themselves. Also part of this community through their fundraising efforts were Apni Shala's team members, board members, advisors and well wishers.

- 27 lakhs raised for children's SEL
- 50+ individuals signed up as ambassador
- 250 donors - individuals, businesses and foundations
- 900 students supported!
KHOJ LEARNING CENTRE
A lab school for SEL-integrated education in Mankhurd, Mumbai
A new school year...

Social Emotional Learning helps creating educational opportunities and environments that promote learning and practicing social, emotional, and academic skills, all of which are fundamental to healthy human development. This year, Khoj continued to engage the students on their learning journey with much compassion and care through robust partnerships, interactive school events, and updated SEL-integrated curriculum.

... and a new school address!

Khoj Community Learning Centre was established in 201 with the vision to be a school. The team built pathways to work closely with the system and adapt a school and education model that is recognized by the government and the system at large. Years of ideation, brainstorming, and collaboration finally resulted in Khoj becoming operational at Limbuni Baug Mumbai Public School (LBMPS).

In our new partnership with the municipal corporation for LBMPS, the Apni Shala team started providing SEL-integrated teaching-learning support (academic, physical, and psychosocial) for elementary grades (1-3). All students (Khojis) successfully transitioned to the new school address, and the team implemented an integration plan for new and returning students in partnership with Ms. Pramila Dhygude, principal of LBMPS.

As community partnerships have been a pillar for Khoj and the SMC members, the community and parents remained an integral part of Khoj’s decision-making process. The team is deeply grateful to the parents who have shown immense trust in the Khoj-way of teaching-learning. We sincerely acknowledge the donors and volunteers who have ensured that the school had all the support it needed to make this transition possible. We also thank the MCGM officials and the LBMPS team for partnering with Khoj to realize this initiative. A huge shout out to The Akanksha Foundation team for their unwavering support to us in the process. And last but never least, to our wonderful, caring students whose enthusiasm and support gave us the inspiration we needed to create this change!
Self-Learning for Teachers

In the work of SEL where engagement with children and ecosystem are at the core, the team continuously engaged in self-learning and reorienting curriculum, vision and learning modalities. As the Khoj team began preparing themselves for the academic year 2021-22, here are a few training sessions that the team went through:

Orientation to Social, Emotional, and Ethical Learning | Differentiating Instructions to support diverse learning needs/abilities in a classroom | Orientation to Akanksha Curriculum K3 | Identifying Red Flags | Effective Online Teaching/Education | Leadership Development | Diversity and Inclusion training through Diversity Shala | Mindfulness | Introduction to Narrative Practices | Planning Skills; Prevention of Sexual Harassment
Children's Learning Activity Highlights

**ART SYNERGY**

Khoj's new collaboration with Art Synergy helped the children access resources and worksheets to draw pictures using alphabets and numbers. Khoj is also creating a resource bank for junior grades with art worksheets.

**READING CLUB**

Reading club is an engagement programme which took place every week from Monday-Thursday with volunteer support to build students’ interest in storybooks, build vocabulary, and engage in listening and reading activities.

**NUTRITION WEEK**

This was a week-long organized event in which the kids explored the importance of consuming healthy food.

**KHANA KHAZANA**

This event was a virtual food party by the khojis where making KHANA (food) together is celebrated with KHAZANA (treasure) of care. love, joy, and togetherness.
Khoj went from being an SEL-integrated learning centre to a school serving 113 students SEL integrated teaching-learning support (academic, physical, and psychosocial) for elementary grades (1-3). Khoj will not only address the accessibility challenge for quality education but also provide an opportunity for a more wholesome and individualized education that children coming from such linguistically, socially, and culturally diverse backgrounds need.
Community Engagement

A strong community partnership leverages families’ expertise and diversity to ensure that SEL is taught in culturally relevant ways that celebrate the assets, identity, and diversity students bring to school, making SEL more impactful and lasting. Khoj engaged with the community on a monthly basis to build awareness, working together to share perspectives and deciding on what's best for the children.

SCHOOL MANAGEMENT COMMITTEE

The School Management committee continued to be actively engaged in supporting decision-making at the school, as well as participating in learning opportunities. Some of the themes the SMC committee learnt about include SEL competencies such as Social Awareness, Relationship skills, and Responsible Decision-Making.

ENGAGEMENT WITH MCGM

Apni Shala was invited by the Education Officer’s Office, MCGM (BMC) for a consultative meeting to discuss best practices keeping in mind the reopening of schools. As one of the initiatives to support young students’ learning, especially for grades 1 and 2 who may not have been in physical school spaces earlier, MCGM started building forward a bridge program. Apni Shala team took on the support activities to develop this program, along with other NGO partners.

Apni Shala’s wonderful staff of 26 staff and several volunteers not only spearheaded our SEL and Khoj initiatives, but also engaged in a myriad of learning and unlearning workshops that helped nurture our minds and serve our communities better. We thank our team for all they do to realize our complex yet critical mission to nurture mental wellbeing in education and in communities.
FUNDERS AND SUPPORTERS

We are grateful to those who helped us realize our 2021/22 mission:

Our Funders

BONACE ENGINEERS PVT. LTD.
BRIJ DISA FOUNDATION
HASSANAND BODARAM CHAWLA CHARITABLE TRUST
IMPACT FOUNDATION
ION FOUNDATION
JAINEX LTD.
KULDAY TECHNOPACK PVT. LTD.
LIGHTHOUSE ADVISORS INDIA PVT. LTD.
MIV INVESTMENT SERVICES PVT. LTD
N.A. SPORTZ INTERACTIVE PVT. LTD.
OMIDYAR NETWORK INDIA ADVISORS PVT. LTD.
ROTARY CLUB
SHOBIZ EXPERIENTIAL COMMUNICATIONS
SNEHA AND SANAA FOUNDATION
WIPRO

Key Partners

MCGM
AKANKSHA FOUNDATION
THE NATIONAL SEED PROJECT (USA)
GUIDESTAR INDIA
RENSCIENCE EDUCATION
TATA INSTITUTE OF SOCIAL SCIENCES
PROJECT MUMBAI
UMMEED CHILD DEVELOPMENT CENTRE
4AM WORLDWIDE
PRAVAH
CITY AS LAB
UNLTD INDIA
APNALAYA
ATMA
SAVE THE CHILDREN
SEL Program, Prof. Development and Khoj partners

AKANKSHA FOUNDATION (ART FOR AKANKSHA)
ANTARANG FOUNDATION
GURUNANAK HS
HAPPY FEET HOME
INNERSPACE COUNSELING LLP
NARRATIVE PRACTICES INDIA
OSCAR FOUNDATION
ROTARY CLUB OF BOMBAY WORLI
SAFE
SEED PROJECT, WELLESLEY CENTER FOR WOMEN, WELLESLEY, USA
SPARK A CHANGE
TEACH FOR INDIA
TRANSFORM SCHOOLS
UDAAN INDIA FOUNDATION
Many thanks to our donors

A S KARANTH
AFTAB ALA
ALKA JAIN
AMI MISTRY
AMIT CHINCHOLIKAR
AMIT GUPTA
AMRIT LAL WADHAWAN
ARUN AGRAWAL
ARUNA KUMAR GADEPALLI
ASHISH KACHOLIA
BETSY PHILIP
C V RAMANA
CHETAN PRATAPRAI SHAH
CYRUS GUZDER
DIAMOND TRUST BANK
GARIMA MASAND
GAURAV ABHAY CHOKSI
GAURAV VALECHA
H KUMAR BABA
HIMAL TEWARI
J VASUNDHARA
JENNIFER LOBO
JOGESH CHAWLA
JYOTHI PRIYA
JYOTI RAJEEV MENON
KANIKA GUPTA
KHURSHEED PRINTER
LATA RAJESH PILLAI
MADHUSUDAN GOPINATH
MAYANK U GALA
MEGHA MODI
MILI SHAH
MITALI KM
MITALI SARNA
MURALI NAIR
NITA DOSHI
NITIKA PATNI
OJASWINI DATAR
P V HARIKRISHNA
PRABHA KUMARI
RAJAN KUMAR
RAJAT SINGHAL
RITIKA BAHL
RITIKA CHOKHANI
ROHINI NILEKANI
SACHIN NAMBEER
SAGAR PANCHAL
SAKSHI AGARWAL
SANJAY BHANGAR
SANJAY SHRIDHAR DESAI
SANJEEV BAJAJ
SAURABH MINNI
SHARADA KATAGI
SIVARAJA SIVASUBRAMANIYAN
SOURAV KUNDU
SUCHIT SIKARIA
SUNDARRAJ KAUSHIK
SUNITA KAMLESH MANEK
T. M. CHANDRAN
URJA H SHAH
VANITA KARIAPPA
VASUNDHARA VEDULA
VIKRAM LAL
VINITA SINGH
...
AND MANY ANONYMOUS DONORS!
## Schedule XIII

[| LIABILITIES & ADVANCES | AMOUNT (Rs.) | AMOUNT (Rs.) | PROPERTY & ASSETS | AMOUNT (Rs.) | AMOUNT (Rs.) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust Funds or Corpus : -</td>
<td></td>
<td></td>
<td>Immovable Properties : - (at cost)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance as per last Balance Sheet</td>
<td>5,44,100</td>
<td>5,44,100</td>
<td>Balance as per last Balance Sheet</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Add: For Life Membership</td>
<td></td>
<td></td>
<td>Additional during the year</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Embarked Funds : -</td>
<td></td>
<td></td>
<td>Less: Sale during the year</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Depreciation Fund</td>
<td>-</td>
<td>-</td>
<td>Depreciation up to date</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sinking Fund</td>
<td>-</td>
<td>-</td>
<td>Investments : -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserve Fund</td>
<td>-</td>
<td>-</td>
<td>Fixed Deposit with Axis Bank</td>
<td>7,41,491</td>
<td>7,80,119</td>
</tr>
<tr>
<td>Loans (Secured or Unsecured) : -</td>
<td></td>
<td></td>
<td>Add : Accrued interest</td>
<td>38,628</td>
<td>7,80,119</td>
</tr>
<tr>
<td>From Trustees</td>
<td>-</td>
<td>-</td>
<td>Total</td>
<td>1,23,708</td>
<td>2,12,873</td>
</tr>
<tr>
<td>From Other</td>
<td>-</td>
<td>-</td>
<td>Fixed Assets : -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liabilities : -</td>
<td></td>
<td></td>
<td>Balance as per last Balance Sheet</td>
<td>2,10,219</td>
<td>2,12,873</td>
</tr>
<tr>
<td>TDS Payable</td>
<td>47,753</td>
<td>-</td>
<td>Additional during the year</td>
<td>80,122</td>
<td>1,96,936</td>
</tr>
<tr>
<td>Provident Fund</td>
<td>41,250</td>
<td>-</td>
<td>(As per Schedule &quot;C&quot;)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Tax</td>
<td>2,200</td>
<td>-</td>
<td>Depreciation up to date</td>
<td>(77,668)</td>
<td>2,12,873</td>
</tr>
<tr>
<td>For Sundry Credit Balance</td>
<td>32,505</td>
<td>1,23,708</td>
<td>Current Assets Loan Advance : -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision : -</td>
<td></td>
<td></td>
<td>Prepaid Expenses</td>
<td>20,333</td>
<td>20,333</td>
</tr>
<tr>
<td>Provision for Audit Fees</td>
<td>42,834</td>
<td>42,834</td>
<td>Security Deposit for Rent</td>
<td>1,00,000</td>
<td>1,00,000</td>
</tr>
<tr>
<td>Other Provision</td>
<td>-</td>
<td>-</td>
<td>Advance to Creditor</td>
<td>76,603</td>
<td>76,603</td>
</tr>
<tr>
<td>Income and Expenditure Account : -</td>
<td></td>
<td></td>
<td>Income Outstanding : -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance as per Balance Sheet</td>
<td>36,43,551</td>
<td>66,47,525</td>
<td>TDS Receivable</td>
<td>76,284</td>
<td>76,284</td>
</tr>
<tr>
<td>Less: Appropriation, if any</td>
<td>-</td>
<td>-</td>
<td>Fees Income</td>
<td>1,11,995</td>
<td>1,11,995</td>
</tr>
<tr>
<td>Add: Surplus (As per I &amp; E A/c)</td>
<td>30,03,974</td>
<td>66,47,525</td>
<td>Cash and Bank Balances : -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Cash in Hand</td>
<td>9,737</td>
<td>9,737</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) in Saving Account with Yes Bank</td>
<td>37,650</td>
<td>37,650</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Saving Account with Axis Bank</td>
<td>59,30,573</td>
<td>59,30,573</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) With the Trustee</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) With the Manager</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>73,58,167</td>
<td>73,58,167</td>
<td>Total</td>
<td>73,58,167</td>
<td>73,58,167</td>
</tr>
</tbody>
</table>
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31-03-2022

Schedule IX
[Vide Rule 17 (1) ]

The Maharashtra Public Trusts Act 1950
Name of Public Trust: Apni Shala Foundation
Income and Expenditure Account for the year ending 31.03.2022

<table>
<thead>
<tr>
<th>EXPENDITURE</th>
<th>AMOUNT (Rs.)</th>
<th>AMOUNT (Rs.)</th>
<th>INCOME</th>
<th>AMOUNT (Rs.)</th>
<th>AMOUNT (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Expenditure in respect of properties : -</td>
<td></td>
<td></td>
<td>By Rent (Accrued and realised)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rates, Taxes, Cesses</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repairs and Maintenance</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rent Expense</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Expenses</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11,15,697</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Establishment Expense [As per Schedules &quot;A&quot;]</td>
<td></td>
<td></td>
<td>By Donations in cash or kind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Renumeration to Trustee</td>
<td>-</td>
<td></td>
<td>Grants and Donations - Institutions</td>
<td>50,94,485</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Donations - Individuals</td>
<td>48,58,732</td>
<td></td>
</tr>
<tr>
<td>To Audit Fees</td>
<td>42,834</td>
<td></td>
<td>CSR Donations</td>
<td>18,11,000</td>
<td>1,17,64,217</td>
</tr>
<tr>
<td>To Depreciation (As per Schedules &quot;C&quot;)</td>
<td>77,468</td>
<td></td>
<td>By Income from other sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Training Fees</td>
<td>8,15,963</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other Income</td>
<td>-</td>
<td>8,15,963</td>
</tr>
<tr>
<td>To Expenditure on object of the Trust : -</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Religious</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Education [As per Schedules &quot;B&quot;]</td>
<td>85,49,763</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Medical Relief</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Relief of poverty</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Other Charitable Objects</td>
<td>-</td>
<td>85,49,763</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Excess of Income over Expenditure</td>
<td></td>
<td></td>
<td>30,03,974</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,27,89,736</td>
<td>Total</td>
<td>1,27,89,736</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As per audited statements and report prepared by
Rajesh K. Jain and Associates | Chartered Accountants | Firm Registration No. 131463W
**Governance**

**Trustees**
Dr. Disha Devi Prasad Nawani  
Occupation: Associate Professor, School of Education, TISS

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

Chetna Duggal  
Occupation: Assistant Professor, Centre for Human Ecology, TISS

**Advisory Council Members**
Kavita Anand  
Executive Director, Adhyayan Quality Educational Services

Fiona Reynolds  
Deputy Head of School, American School of Bombay

Rishabh Lalani  
Fundraising Expert and Consultant

Anand Nair  
Director-Operations at TAG Vinnatti

Anukriti Goyal  
Co-founder, Apni Shala

Swetha Ranganathan  
Co-founder, Apni Shala
About

Address
Registered:
201, Anand Villa, Buddha Mandir Road, Parel (E), Mumbai - 400012

Contact:
61/C, first floor, D.N. Road, Near Saraswati Mahavidyalay, Kamgar Nagar, Kurla (E) - 400 024

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
Join the movement to promote mental wellbeing in India's schools.

DONATE
VOLUNTEER
JOIN THE TEAM

www.apnishala.org