

TEACH**TO**LEAD

ANNUAL  
REPORT  
2014-15





# A LETTER FROM SHAHEEN

**“This little light of mine,  
I’m gonna let it shine  
Let it shine  
Let it shine  
Let it shine”**

In 2009, we founded Teach For India with the question, “how can we start strong.” Five years later, this shifted to the question we’re spending all our waking hours thinking about: “how can we deepen our impact”.

Deepen for us meant a focus on Fellow Development, evidenced by the rollout of Teach For India’s Leadership Development Journey (LDJ). The LDJ gave us a common language around what we needed to develop in our students – academics, values and exposure – and what we needed to develop in our Fellows – the Commitment to Personal Transformation, Collective Action and

Educational Equity. Deepen meant a focus on our culture, on exploring gratitude, love, and a many-to-many ecosystem where each of us is responsible to support, inspire and challenge each other. Deepening meant a focus on our team, on finding, developing and retaining the most exceptional staff members.

Deepen for us meant finding our brightest spots and amplifying them. Through the search for our strongest teaching practices, the Transformational Impact Journey, we entered the world of classroom excellence. We were humbled by Jai’s student who today sits on the School Management Committee, and the fact that all parents in the school now conduct city conferences at the school for each other, sitting panels that discuss gender equity and talking about how to improve their school. We were inspired by Pooja’s young students, who sitting on a field, confidently discussed the world’s problems and what they would do about them. And then the bright spots of our Alumni.

We were humbled following Arnab’s journey teaching in remote Sikkim, in a school where he juggles walking to the forest with his kids to chop wood, to being their math teacher, to teaching them music. Or by Ashish’s struggle to run a Fellowship program in Naxalite Chattisgarh, where children when asked about their dreams today either say they’d like to be a police officer, or a Naxalite.

Deepen for us meant pushing our bar. After an 18 month journey, the curtains opened in November on Maya, a journey and musical that became for us a stunning example of what kids can make possible. Maya left us with the evidence that transformation is possible and worth it, that courage, compassion and wisdom are values that can change lives, and that the arts can unleash a power to create and move that is unparalleled.

This was a year of light.  
Of finding, and then spreading, our light.

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# ON THE PATH



When I stepped into a Teach For India classroom for the first time in 3rd grade, I was very scared.

On my first day of school Gowtham Bhaiya made us play a game called Bingo. Unfortunately I couldn't play because I couldn't understand English. I was astonished that everyone else could understand him. I had only missed one month of school - how could they learn a new language in such a short period of time? I asked my friend, Twinkle, how had she learnt English so fast. She told me that we were now in a Teach For India classroom, and we had Teach For India Didis and Bhaiyas as our teachers. This had made all the difference.

The next day, Gowtham Bhaiya asked us to take out our Phonics book. I did not know what a Phonics book was because no teacher had ever taught us Phonics before. I found it hard to understand what he was teaching us in class and could not keep up. Bhaiya stayed back with me after school to go through the lesson again

and help me understand and learn. I began to start understanding and grasping new concepts.

I got many opportunities because of Teach For India like Model United Nations, debating society — Halla Bol and many other things that I could never do in my life. Through one of these extracurriculars activities, I went to colleges like GLC and IIT. That changed my ambition from becoming an IAS officer to becoming a lawyer who would help poor people.

I find a lot of difference in myself and my sister who studies in a non Teach For India classroom. She just mugs up things but she can't understand what she is studying, she can't write on her own, she gets hit in her classroom. I am lucky because I got a chance to be in a Teach For India classroom.

## SWATI

TEACH FOR INDIA STUDENT

## OUR VISION

ONE DAY ALL CHILDREN WILL ATTAIN  
AN EXCELLENT EDUCATION



## OUR MISSION

TO BUILD A MOVEMENT OF LEADERS WHO WILL  
ELIMINATE EDUCATIONAL INEQUITY IN INDIA

# 2014-15 GOALS

- 1** Recruit, select and develop Fellows with the potential to become leaders who will work relentlessly to eliminate educational inequity.
- 2** Place every child that Teach For India directly works with on a different life path through a focus on rigorous academic growth, values and mindsets, exposure and access.
- 3** Inspire, network and catalyze Alumni who are at the forefront of the educational reform movement, working across sectors to ensure every child attains an excellent education.
- 4** Generate national focus around the educational crisis in India, the importance of educational equity, and the role every person has to play in solving it.
- 5** Build Teach For India into a great, enduring institution that has the talent, passion and resources needed to reach our vision.

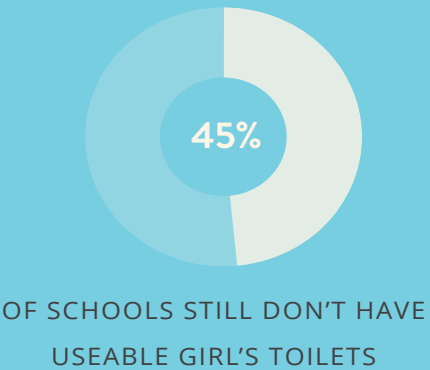
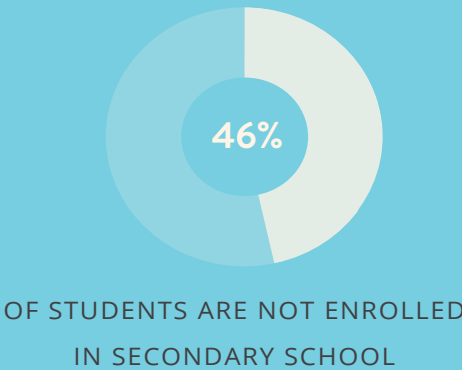
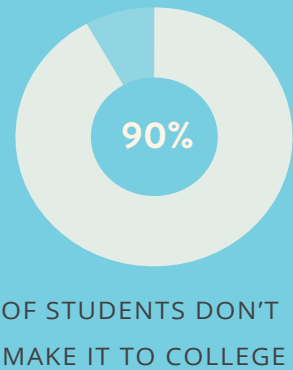
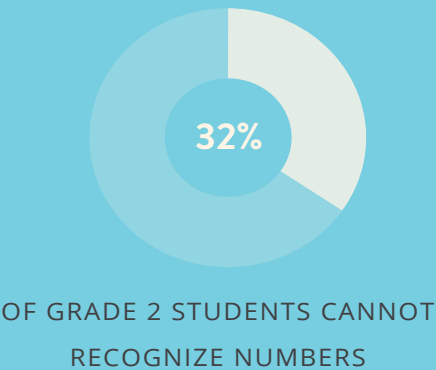
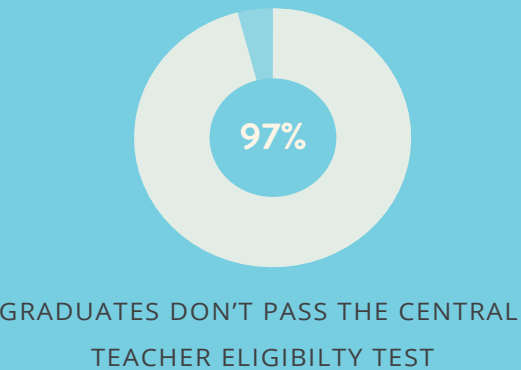
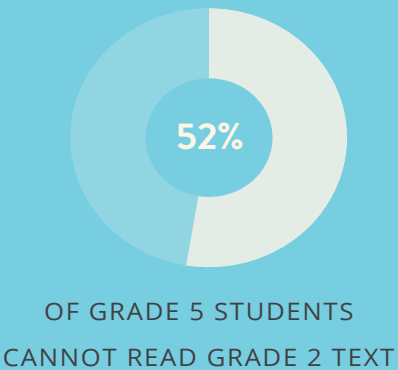


# THE CRISIS





**The education crisis is a complex puzzle with layers of issues from attendance to teaching quality in classrooms.**



**Underlying these issues is a lack of leaders committing to resolve the issues.**

SOURCE :: ASER REPORT 2014



# THE THEORY OF CHANGE

**In the short term**, the Teach For India Fellowship places outstanding professionals and college graduates to teach full-time in low-income and under-resourced schools for 2 years. They get exposed to the realities of educational inequity and their classroom becomes a platform for leadership learning.

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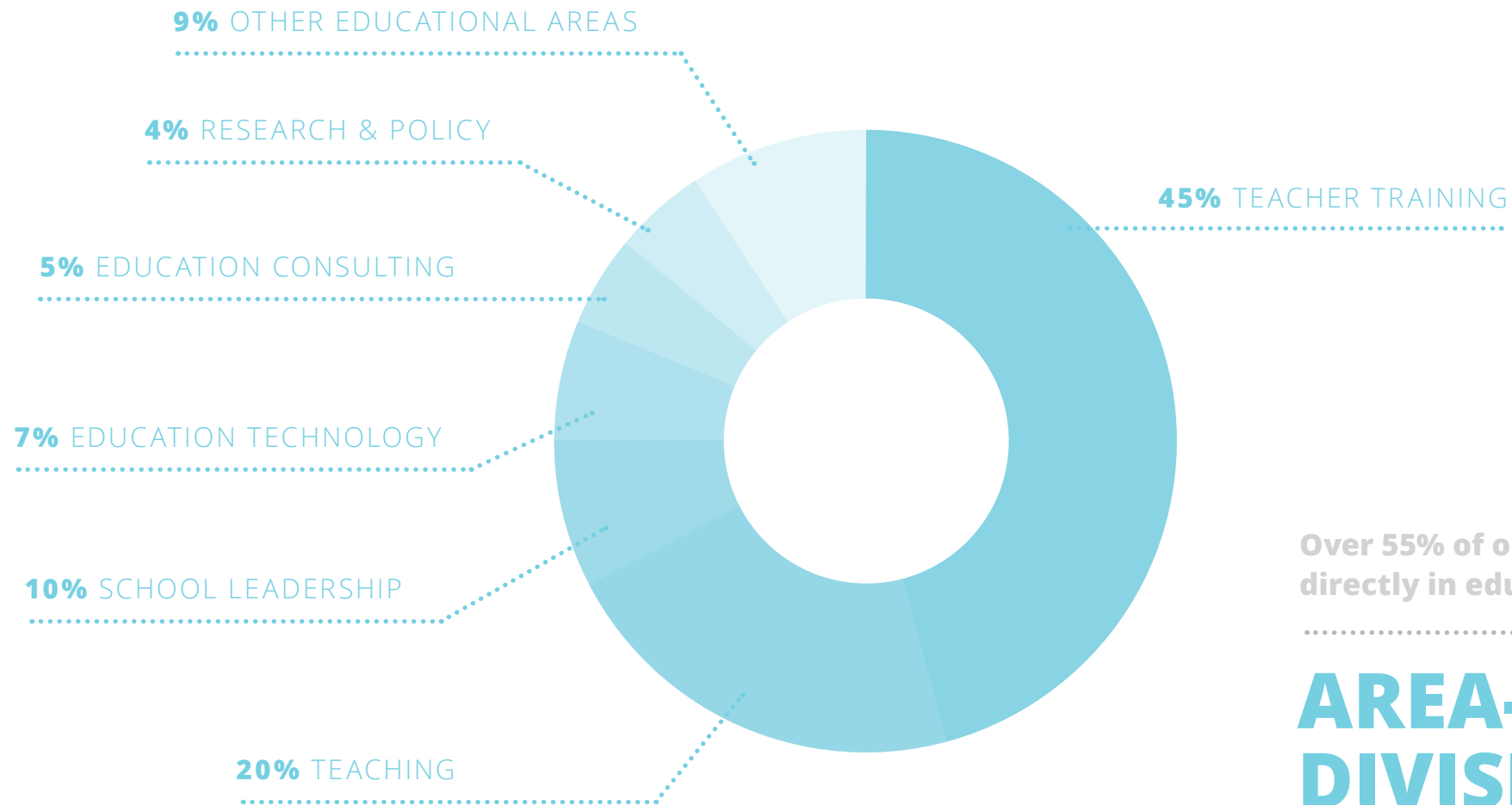
**In the long term**, our Alumni, informed by their experiences and insights, fuel the movement towards educational equity through long term systemic change.



# THE ALUMNI MOVEMENT







Over 55% of our Alumni are working directly in education

## AREA-WISE DIVISION OF ALUMNI IN EDUCATION



# ALUMNI IN FOCUS



**SHASHANK SHEKHAR SHUKLA**

FOUNDER AND CHAIRMAN,  
GURUKUL GROUP OF INSTITUTIONS

Gurukul Group of Institutions comprises of Gurukul Public School from Nursery to Class 10th, an Undergraduate College and a Teacher Training Institute. Shashank is the head of the organization and he presides over all management decisions.

**“The Fellowship gave me the skills of community mobilization and public leadership through community visits and projects. Most importantly, it gave me 2 key mindsets — Whatever it takes, till the last child.”**



**KAREN D'SOUZA**

SENIOR MANAGER OF CURRICULUM & TRAINING,  
LEADERSHIP BOULEVARD

Karen works with a diverse range of schools from urban to rural settings and develops academic and non academic curriculum for primary years. She also conducts Teacher Training sessions and provides on going support to build the capability of schools to run independently.

**“My Fellowship journey taught me that education is the most powerful tool that equips you to chart your own destiny. Even today, what drives me at work is not what I do, but why I do it every single day.”**



**CHARAG KRISHNAN**

ASSOCIATE,  
MCKINSEY & COMPANY

Charag is currently helping solve a variety of issues for corporations, governments and non-profit agencies involving some complex strategy decisions, challenging business situations, data analysis and organizational change management.

**“The Fellowship taught me to dream big and to believe. It continues to inspire me to work towards my vision of greater corporate involvement in international development, access to education and basic healthcare for every child on the planet.”**

# ANOOP PARIK'S STORY



Anoop Parik completed the Teach For India Fellowship in 2010 and currently continues to work as a full-time municipal school teacher at Geeta Vikas Vidyalaya, Mumbai. It was while he was working as an academic counsellor at the College of Wooster, Ohio, when friends at Teach For America as well as Teach For India inspired Anoop to join the Teach For India Fellowship. In the two years of the program he made significant impact on his kids. Post the Fellowship, Anoop decided to remain a teacher at his placement school simply

for the sake of his students. "I love my kids – just like a parent or an elder brother would. And I won't abandon them mid-way – the plan is to see them through their board exams at the very least. My destiny brought me to Geeta Vikas; my resolve to ensure a bright future for these children has made me stay."

From staying back after school hours to coach the kids who need additional help with their studies, to holding gender equality sessions with the older boys in the school, Anoop clearly exemplifies how teachers form the biggest piece of the educational equity puzzle. He constantly pushes his kids towards excellence and believes that nothing could possibly be more prestigious than being able to inspire 40-50 young lives onto a better path every year.

"The vision of one day all children attaining an excellent education is not overly ambitious. I definitely believe that together we can make it happen." he says, "For me, that day will be the day when all children will have the freedom

to choose their own destiny irrespective of their background. Maybe it won't be a one generation change but as long as we're all able to join this movement and work towards this goal it'll all be worth it in the end."

.....

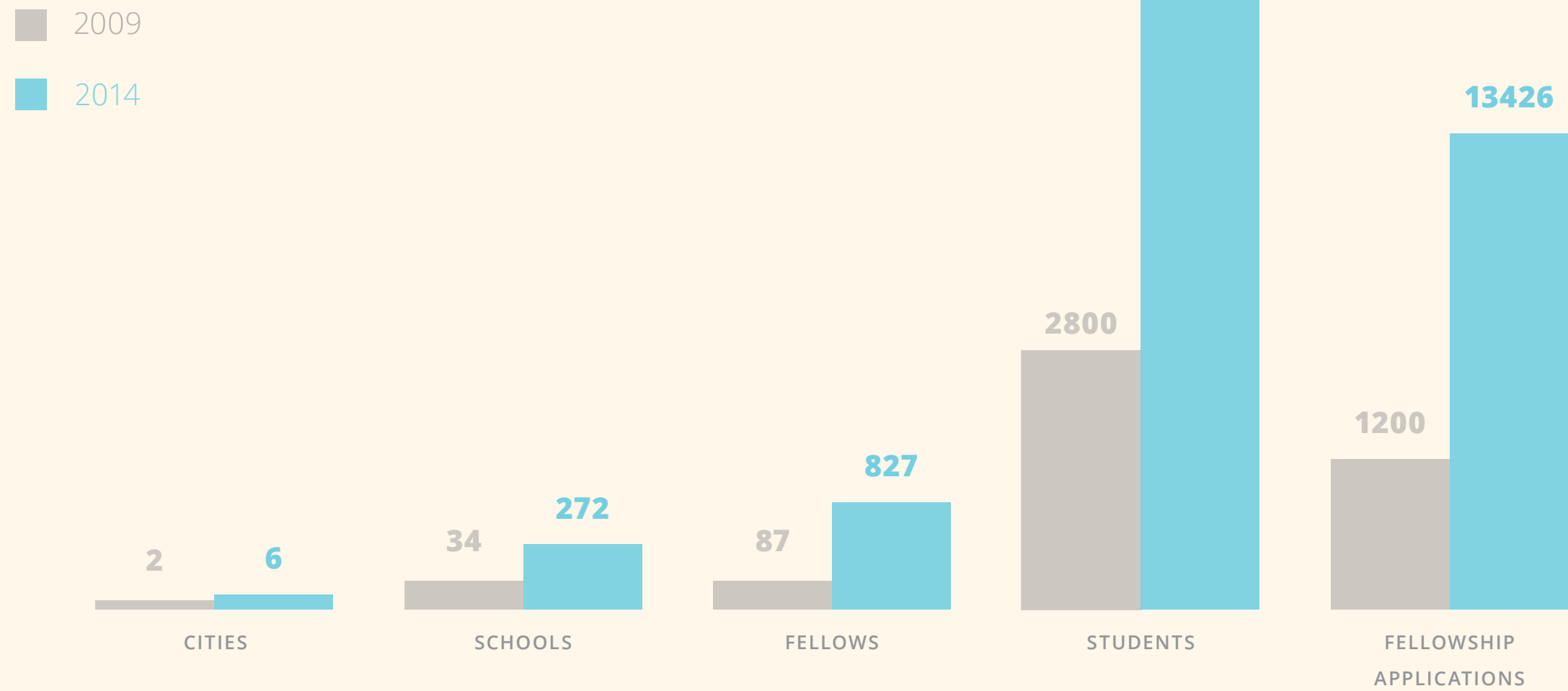
**"The children keep me inspired—  
their desire to learn, their ability  
to keep questioning things around  
them, and their boundless energy  
for doing new things"**





# THE FELLOWSHIP

# OUR GROWTH



# STUDENT IMPACT

Teach For India's student vision for excellence in education includes academics, values and mindsets, and exposure and access. Our student outcomes are measured on these three pillars.

## ACADEMICS

### [Longitudinal Study:](#)

A comparative study of Teach For India and non-Teach For India classrooms over time, done in collaboration with Columbia University. This year, Teach For India students showed 7.6% growth in language and a 3.1% growth in math over non-Teach For India students.

### [Math:](#)

Our students are learning to recall and apply knowledge and skills appropriate to their level. This has led to a 48% grade level mastery on math at the end of the year versus 20% in the beginning of the year.

### [Reading:](#)

On average, Teach For India students show a 1.1 year of growth in reading level, which means that they have achieved over a full year of reading ability.

## VALUES & MINDSETS

In addition to academic achievement, our internal student vision scale measures our students learning in values and mindsets. This year 88% of our classrooms demonstrated teaching student values.

**"Be respectful to your community and you will receive the same. Humility and the chain of happiness will inspire thousands"**

**PRANALI**

## EXPOSURE & ACCESS

60% of our classrooms show evidence in building students' awareness of strengths and goals, and exposing them to opportunities through projects and experiences outside the classroom.

Mumbai and Pune students participated in the [Model United Nations](#)

Mumbai students facilitated the [global Teach For All conference](#)

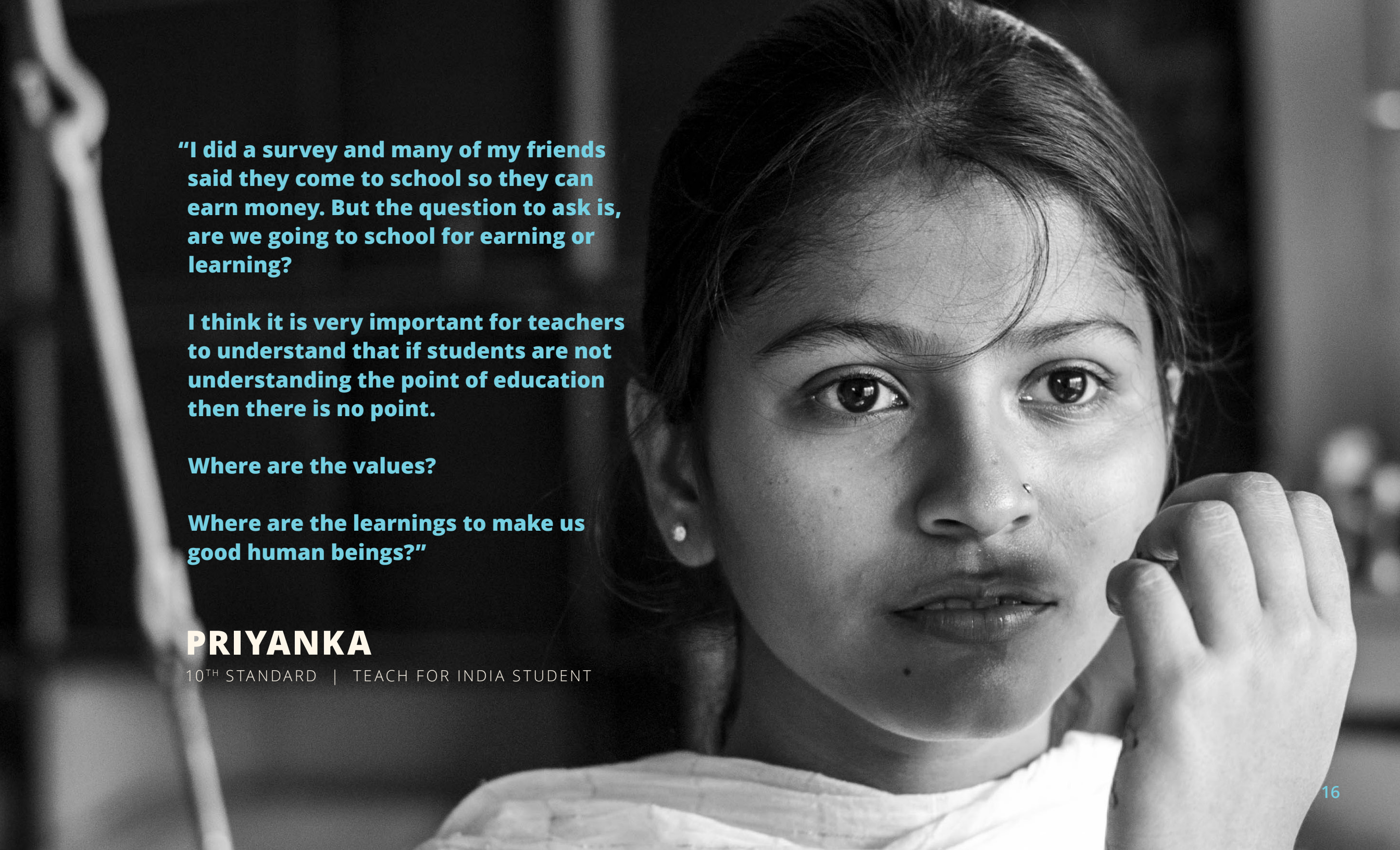
Delhi students conducted the [ASER report](#) in their community and hosted the largest educational conference in the city — [inspirED](#).



## **STUDENT LEADERSHIP STORY:** ACHARYA VINOBA SCHOOL

Until Teach For India and Akanksha set up the first-ever English-medium government secondary schools in Pune, students had no school to go to. Led by Teach For India Alumni Saurabh Taneja and staffed with Teach For India Fellows and Alumni, everyone worked tirelessly to set each student up for success.

98% of our students passed the SSC with over 54% of them having scored a first class or distinction.



**"I did a survey and many of my friends said they come to school so they can earn money. But the question to ask is, are we going to school for earning or learning?"**

**I think it is very important for teachers to understand that if students are not understanding the point of education then there is no point.**

**Where are the values?**

**Where are the learnings to make us good human beings?"**

**PRIYANKA**

10<sup>TH</sup> STANDARD | TEACH FOR INDIA STUDENT

# FELLOW IMPACT

In addition to direct impact on our children, Teach For India’s long term theory is to develop leaders who will continue fighting towards educational equity. The impact of the Fellowship on developing Fellows is measured through their growth on the three pillars of personal transformation, collective action, and commitment to educational equity. Every Fellow’s Leadership Journey is assessed on a Fellow Commitment Scale and the Transformation Impact Journey through the 2 years of the program.

Our Fellows are graduating with the competencies to seek out experiences to grow, build relationships and mobilise a diverse group of stakeholders and work relentlessly towards their vision and goals. They are aware of the problem of inequity and are beginning to gain clarity on the long term role they will play in the movement.

On a scale of 1 to 5 in growth towards the three commitments, 75% of 2013 Fellows were over the expected scale of 3. 75% of 2014 Fellows were at a score of 2.8.





**“When didi first came she was very shy. She would only talk a little bit. But now she has become really productive and she is teaching us how to be productive.”**

**SANDHYA**

5<sup>TH</sup> STANDARD, TEACH FOR INDIA STUDENT



# TRANSFORMATIONAL IMPACT JOURNEY

## **ABOUT THE TRANSFORMATIONAL IMPACT JOURNEY (TIJ)**

The Transformational Impact Journey showcases Teach For India's best teaching and leadership examples. Over the year, Teach For India studies and documents over 100 nominated classrooms through classroom videos, interviews with Fellows, students, parents, Head Masters. It identifies the strongest examples of Fellow Impact that are then shared with the larger community for learning best practices, inspiration and training.



# JAI MISHRA

2014 FINALIST



In addition to leading his class to dramatic outcomes on a number of international assessments, Jai redefined what's possible with community engagement and empowerment. His initiatives have the potential to ensure all 360 parents within his school will be leading their students' educational futures for years to come.

.....

**“What I want for my students, suppose they are 25 and I am meeting them, I would love to hear from them that they are transforming their communities and working for their communities.”**

JAI

**SHIVANI AGARWAL** 2014 FINALIST



In countless ways, Shivani pushed our vision of instructional excellence, our understanding of rigor, and our insights into personal leadership. Her classroom vision was found in essentially every corner of her classroom, which ensured that her students achieved growth that was both enduring and dramatic.

.....

**“I want them to have really high expectations for themselves and I want them to be really happy with where they are.”**

SHIVANI

## POOJA CHOPRA 2014 FINALIST



Within the classroom, Pooja exemplified the best practices of excellent teaching and student leadership. Her students demonstrated what it means to own and drive their learning. Outside of the classroom, Pooja initiated an innovative and impactful parental empowerment program for the mothers of her students.

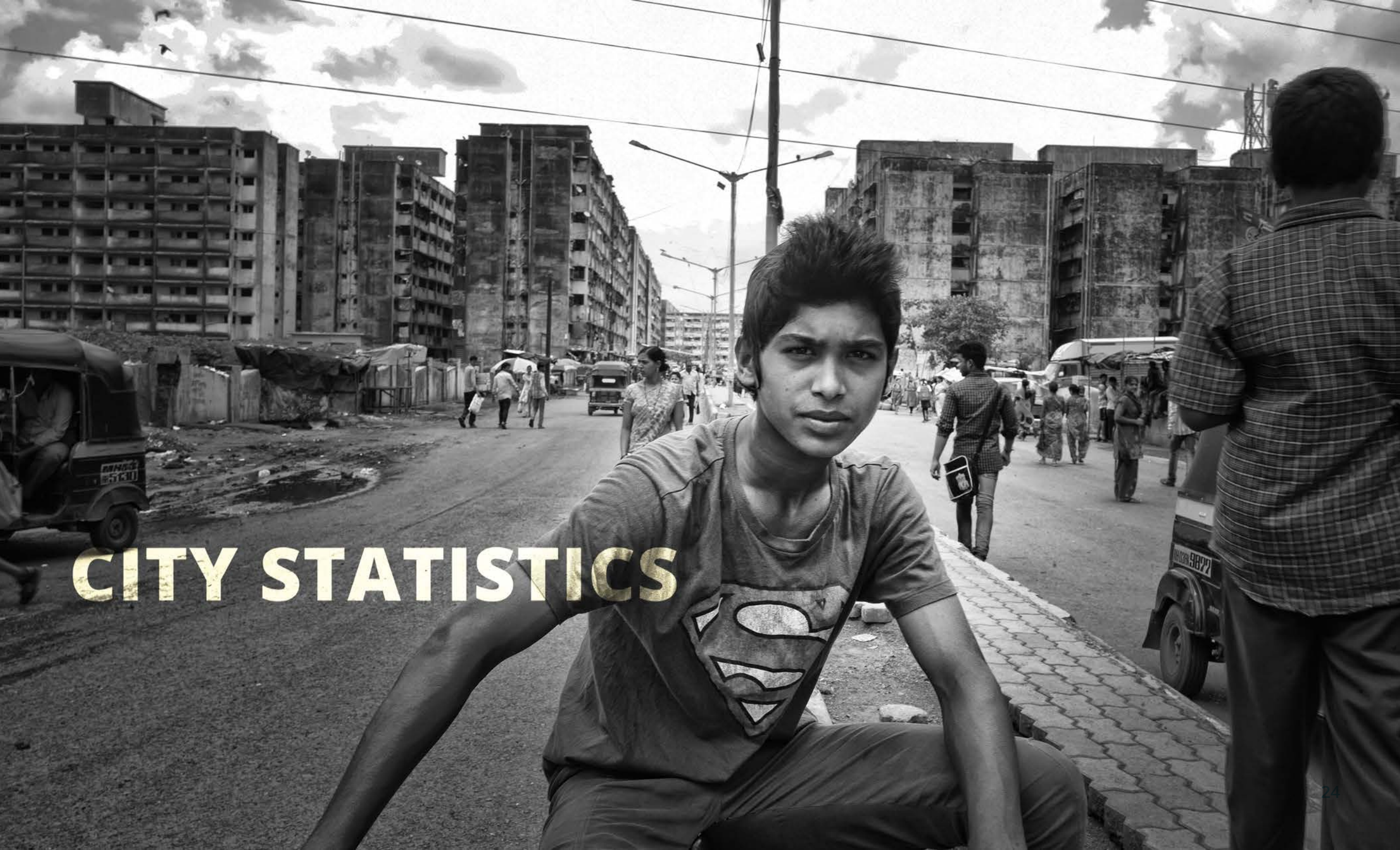
**“Never will I force anything on my students. If I have a vision, they should tell me theirs and it should be an integrated vision of the whole class, not just mine.”**

POOJA

**“Pooja didi wants for everyone to reach their goals. Those who have reached their goals can help those who are at 0 or 0.5 so that we can all reach our goals together. Team work is very important.”**

POOJA'S STUDENT





# CITY STATISTICS

## PUNE

---

**49**

SCHOOLS

**208**

CLASSROOMS

**7091**

STUDENTS

**169**

FELLOWS

## MUMBAI

---

**54**

SCHOOLS

**135**

CLASSROOMS

**6765**

STUDENTS

**178**

FELLOWS

## DELHI

---

**80**

SCHOOLS

**232**

CLASSROOMS

**10440**

STUDENTS

**231**

FELLOWS

## CHENNAI

---

**33**

SCHOOLS

**93**

CLASSROOMS

**2907**

STUDENTS

**98**

FELLOWS

## AHMEDABAD

---

**18**

SCHOOLS

**42**

CLASSROOMS

**1422**

STUDENTS

**40**

FELLOWS

## HYDERABAD

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**38**

SCHOOLS

**121**

CLASSROOMS

**4334**

STUDENTS

**128**

FELLOWS





**OUR INITIATIVES**



# THE MAYA MUSICAL




MAYA, THE MUSICAL

Maya is a project in Teach For India’s student vision that started in May 2013, and resulted in a spectacular  
broadway musical called ‘Maya’ in November 2014. It is a demonstration of what is possible for children  
with no previous exposure to the arts. It is a symbol of the kind of education that all children deserve –  
one that integrates academics, values and mindsets, and exposure and access.



IN COLLABORATION WITH ASTEP  
BROADWAY COMPOSED MUSIC  
MEDIA COVERAGE ACROSS 6 NEWSPAPERS, 2 RADIO SHOWS  
DOCUMENTARY IN NEWS CHANNEL :: TIMES NOW  
OUTREACH FROM THE SHOW :: 10,000 PEOPLE  
RAISED 9 CRORES (INR)





**"Before Maya, I was very shy. Now as the Zara character I have to be funny, so I have changed my personality and I am much more confident and friendly and I make people laugh."**

**HOMI**

MAYA STUDENT

**“I said to Shaheen, through my tears, after I saw the Maya show that I don’t know if I’ve ever seen a more powerful testimony to the truth that art has the power to change the world, than my experience with Maya. The most amazing part for me was not the show. It was watching the children’s reflection after the show in their community circle where we could see the belief in their eyes that there is not a single challenge they can’t take on because if they know they can step up and do Broadway scale productions, then med school ought to be easy. When I think about what I want the next 10 or 15 years of our work in America to look like, the vision I have is Maya.”**

## **MICHAEL JOHNSTON**

STATE SENATOR, COLORADO | TEACH FOR AMERICA ALUMNI

**“It was fantastic. It brought tears to my eyes.  
It shows what human beings are capable of doing.”**

**ANU AGA**

FORMER EXECUTIVE CHAIRPERSON OF THERMAX GROUP

.....

**“It’s not just about 80 kids on the stage. It’s an inspiration to all kids.  
It’s an inspiration to everyone who’s trying to reform education in  
India and a demonstration of what the arts can do.”**

**MALLIKA SINGH**

DIRECTOR INVESTMENTS, OMIDYAR NETWORK



# INSPIRED CONFERENCE



## InspirED CONFERENCE

The InspirED conference aimed to bring awareness and a deeper understanding of the educational landscape in India and the urgency of the crisis of educational inequity. It provided a platform to connect people, spark ideas, and start dialogues that will solve the problem.

**400**

PARTICIPANTS

**85**

ORGANIZATIONS

**30+**

SPEAKERS

**16**

NEWSPAPER ARTICLES

.....

KEYNOTE SPEAKER | **ARVIND KEJRIWAL**, CHIEF MINISTER OF DELHI

This year in Delhi, we had a panel discussion on the vision for education in Delhi that was aired on TV news channel Headlines Today. Hosted by anchor Rahul Kanwal, the panelists included Dr. Nalin Kohli (Bharatiya Janta Party), Yogendra Yadav (Aam Admi Party), and Manish Tiwari (National Congress Party).

For the first time this year, inspirED hosted sessions for children and parents as well.

**“I’m not the type that expects immediate results. We are not thinking that tomorrow the educational system is going to shift completely. But for 5 generations from now, this InspirED would have played a role in changing the education system.”**

## **NIMESH PATEL**

InspirED SPEAKER | FOUNDER, EMPTY HANDS MUSIC



**“I have loved my experience with InspirED and in India as a whole. It’s been really eye-opening for me. And the theme of discovering light, I feel like I have been discovering the light of Indian education while I’ve been here.”**

## **SETH ANDREW**

InspireED SPEAKER | FOUNDER, DEMOCRACY PUBLIC SCHOOL



**MEDIA**



**157**

ARTICLES PUBLISHED

**1,28,000**

TWITTER FOLLOWERS

**6,03,273**

FACEBOOK LIKES

## CELEBRITY TWEETS

.....

**RAHUL BOSE**

After three years of seeing TFI Fellows,  
wish I had done this! Apply! @teachforindia Fellowship

**DIYA MIRZA**

#OneDayAllChildren will achieve an excellent education!  
Apply to the @TeachForIndia 2015 Fellowship

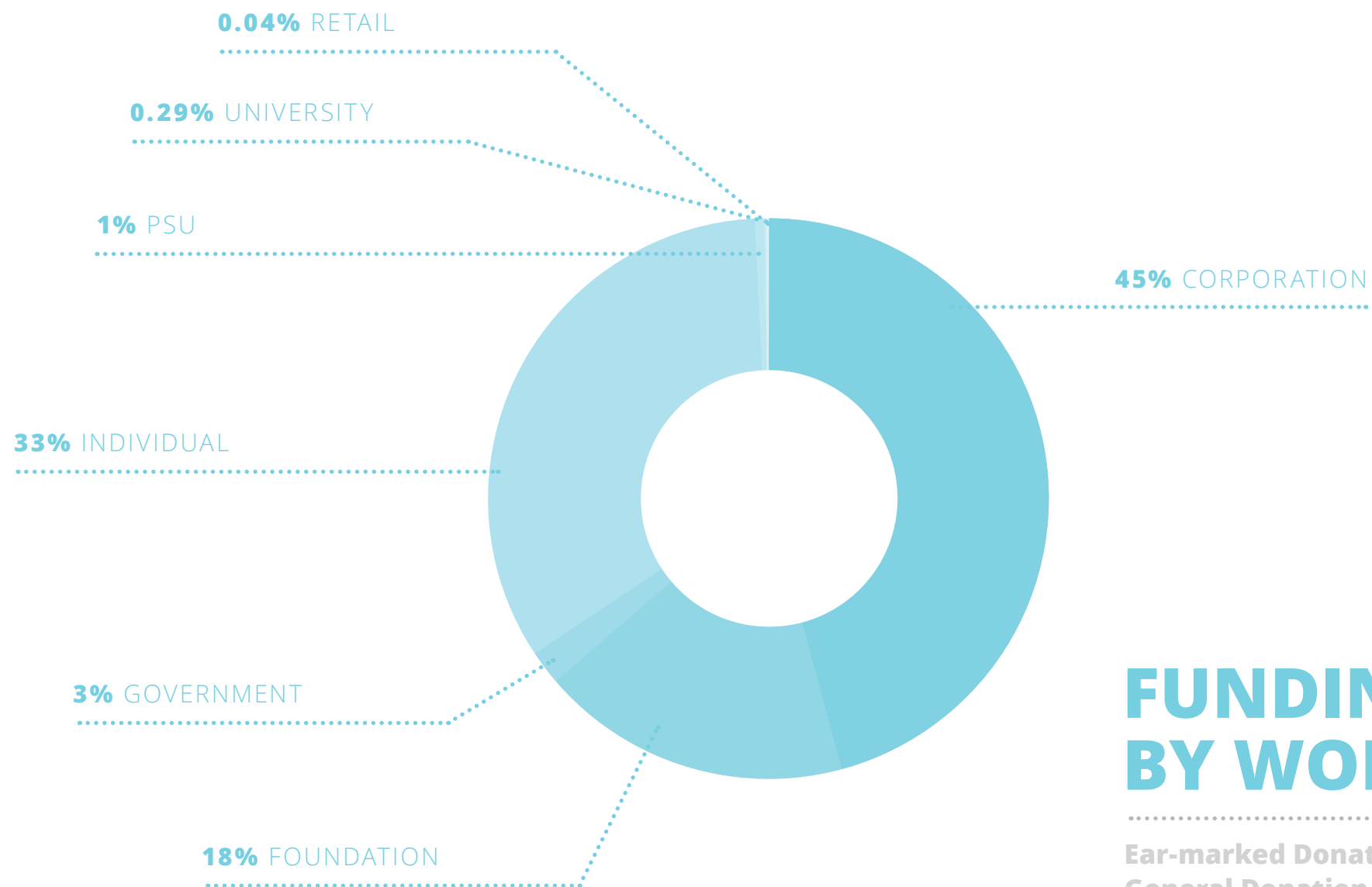
**BOMAN IRANI**

Awed by what you all @TeachForIndia have done with the kids  
to put up #MayaMusical . Was wonderstruck and humbled!



# OPERATIONS





## FUNDING BY WORKSTREAM

Ear-marked Donation :: 3,19,33,541 (INR)  
General Donation :: 24,08,68,478 (INR)

# DONORS

## PLATINUM

Anu Aga  
Meher Pudumjee  
Omidyar Network

## GOLD

Acacia Partners, L.P.  
Deutsche Post DHL  
HDFC Ltd.  
Pirojsha Godrej Foundation  
Porticus  
Thermax Social Initiative Foundation

## SILVER

Bank of America Merrill Lynch  
Barclays Bank, Barclays Technology Centre  
Barclays Shared Services Pvt. Ltd,  
Bloomberg L.P.  
BNP Paribas India  
BNP Paribas India Solutions Pvt. Ltd.  
BNP Paribas Sundaram Securities Operations -  
Pvt. Ltd.  
Chell India  
Corporation of Chennai  
Credit Suisse

## BRONZE

ICICI Bank  
Indira Foundation  
Rural Electrification Corporation

## FRIENDS AND SUPPORTERS

Amit Chandra  
Cognizant Foundation  
Deloitte Shared Services India Pvt. Ltd.  
Emcure Pharmaceuticals  
Genpact India  
Godrej Industries Ltd.  
HSBC Bank India  
JP Morgan Chase  
KPMG  
McKinsey & Company  
Microsoft Corporation  
Murugappa Group (AMM Foundation)  
NYK Line (India) Pvt. Ltd.  
PWC Foundation  
Tabassum Inamdar  
The Allan and Nesta Ferguson Charitable Trust  
UBS  
Western Outdoor Interavtive (WOI) Pvt. Ltd.  
Western Union Foundation





# BOARD OF TRUSTEES

## ARNAVAZ AGA

Age - 72, Female

Position in the Board - Chairperson

Date elected to the Board - December 2008

Board of Director of the Akanksha Foundation  
and the Thermax Social Initiatives Foundation

## SHAHEEN MISTRI

Age - 43, Female

Position in the Board - CEO

Date elected to the Board - December 2008

CEO Teach For India. Founder,  
Akanksha Foundation

## DEEPAK SATWALEKAR

Age - 66, Male

Date elected to the board - 28th March, 2009

Ex-Managing Director and CEO of HDFC  
Standard Life Insurance Co. Ltd.

## ASHISH DHAWAN

Age - 45, Male

Date elected to the Board - 4th August, 2011

Co-founder of ChrysCapital

## NISABA GODREJ

Age - 34, Female

Date elected to the Board - 22nd June, 2010

President, Human Capital & Innovation  
for Godrej Industries and Associate companies

## NEEL SHAHANI

Age - 45, Male

Date elected to the Board - December 2008

Director, Global Distribution, Barclays Securities

## NANDITA DUGAR

Age - 44, Female

Date elected to the Board - December 2008

Ex-consultant, Boston Consulting Group

## MEHER PUDUMJEE

Age - 48, Female

Date elected to the Board - 8th September, 2010

Chairperson of Thermax Limited

## S. RAMADORAI

Age - 70, Male

Date elected to the Board - 15th February, 2012

Advisor to the Prime Minister of India

in the National Council on Skill Development

## ZIA MODY

Age - 58, Female

Date elected to the Board - 22nd June, 2010

Indian Legal Consultant.

Senior Partner at AZB and Partners

- \* All the Board members are Indian nationals.
- \* None of the Board members are related to each other except Arnavaz Aga & Meher Pudumjee, who are mother & daughter.
- \* None of our Board members hold political/religious office except Arnavaz Aga & S. Ramadorai who are MP, Rajya Sabha member & Advisor to the Prime Minister of India in the National Council on Skill Development, respectively.
- \* None of the Board members except Shaheen Mistri receives monetary or other compensation from Teach For India.

# EXPENSES AND DISCLOSURES

## EXPENSES INCURRED TO THE BOARD OF TRUSTEES

All remuneration / re-imbursements made to trustees or CEO :: 39,56,130 (INR)  
International travel cost staff personnel :: 2,73,581 (INR)  
International travel cost for trustees (including CEO) :: No cost incurred

## DISCLOSURES

Highest Paid (CEO) :: 39,56,130 (INR)  
Lowest Paid (Assistant) :: 1,61,420 (INR)



# BALANCE SHEET

SCHEDULE VIII  
(Vide Rule 17(1))

Bombay Public Trusts Act, 1950  
The Public Trust — Teach To Lead  
Balance Sheet as on March 31, 2015

Registration no: E-25360 dated December 24, 2008  
FCRA registration No. 83781358 dated January 11, 2013

<b>FUNDS &amp; LIABILITIES</b> <b>Trust Funds or Corpus</b> Balance as per last Balance Sheet	in rupees	in rupees	<b>PROPERTY &amp; ASSETS</b> <b>Immovable Properties (At cost)</b> Additions during the year Less: Sales during the year Depreciation upto date	in rupees	in rupees
<b>Other earmarked funds ( Annexure A )</b> (created under provisions of the trust deed or scheme) Local FCRA	24,44,877 1,23,67,235	1,48,12,112	<b>Investments</b> <b>Fixed Assets (Annexure C)</b> Balance as per last Balance Sheet Additions during the year Less: Deduction during the year Less: Depreciation upto date	30,88,244 28,69,736 23,40,238	36,17,742
<b>Loans (Secured or Unsecured)</b> From Trustees From Others			<b>Loans (Secured or Unsecured) : Good</b> Loans Scholarships Other Loans		
<b>Liabilities ( Annexure B )</b> For Expenses For Donations received in advance	1,27,48,840 7,11,03,199	8,38,52,039	<b>Advances (Annexure Di)</b> To Trustees To Fellows for projects To Contractors To Lawyers To Others	1,82,543 29,73,166	31,55,709
<b>Income and Expenditure Account</b> Balance as per last Balance Sheet Add: Deficit (as per Income and Expenditure Account)	16,76,78,272 (14,02,24,413)	2,74,53,859	<b>Income outstanding (Annexure Di)</b> Interest Income receivable	94,316 39,18,361	40,12,677
			<b>Other asset receivable (Annexure Dii)</b> Deposits TDS Receivable Others	3,06,000 17,32,943 88,466	21,27,409
			<b>Cash and Bank Balances (Annexure E)</b> a) In Saving account In Fixed Deposit account b) With the Trustee c) With the Manager d) Other (Cash in hand) Closing stock	3,81,84,601 7,50,00,000 20,372	11,32,04,973
<b>Total</b>		12,61,18,510	<b>Total</b>		<b>12,61,18,510</b>

Notes to Accounts (Annexure- H)  
The Annexures referred to above form an integral part of the Balance Sheet

Place: Mumbai  
Date: 8th August, 2015

For Haribhakti & Co. LLP  
Firm Registration No. 103523W, Chartered Accountants

For Teach to Lead

Atul Gala | Partner  
Membership Number: 048650

Trustee

Trustee

CFO

# INCOME & EXPENDITURE

SCHEDULE IX  
(Vide Rule 17(1))

Bombay Public Trusts Act, 1950  
The Public Trust — Teach To Lead  
Income and Expenditure for the year ended March 31, 2015

Registration no: E-25360 dated December 24, 2008  
FCRA registration No. 83781358 dated January 11, 2013

EXPENDITURE		in rupees	INCOME	in rupees	in rupees
To Expenditure in respect of properties			By Rent		
Taxes and cesses					
Repairs and maintenance					
Salaries					
Depreciation (by way of provision of adjustments)					
To Establishment Expenses (Annexure Fi)		4,17,32,271	By Interest (Annexure G)		
To Legal Expenses			On bank deposits		
To Remunerations to Trustees		39,56,130	Accrued	1,04,795	48,38,348
To Remuneration paid to Auditors			Realised	47,33,553	10,85,973
To Contribution and fees ( Paid to Public Administration Fund)			On Savings bank account		
To Amount written off:			By Dividend		
Bad debts					
Irrecoverable			By Donations in cash or kind (Annexure Gii)		
Other items			Local	9,02,57,189	
To Miscellaneous Expenses			FCRA	15,06,11,289	
To Other expenses - depreciation on fixed assets (Annexure C)		23,40,238	Local Earmarked	1,02,64,925	27,28,02,019
To Amount transferred to reserve or specific funds			FCRA Earmarked	2,16,68,616	
Earmarked Funds transferred to Balance Sheet		3,19,44,013	By Grants (Annexure Gii)		
To Expenditure under objects of the trust			General		
Religious			Earmarked		
Educational (Annexure Fii)		34,84,88,885	By income from other sources (Annexure Giii)		
Medical relief			Incentive received	45,405	
Relief of poverty			Miscellaneous Income	7,862	
Other charitable object			Interest on refund of income tax	18,735	95,10,784
			Reimbursement from schools	94,38,782	14,02,24,413
			By Balance carried over to balance sheet		
Total		42,84,61,537			42,84,61,537

Notes to Accounts (Annexure- H)  
The Annexures referred to above form an integral part of the Balance Sheet

Place: Mumbai  
Date: 8th August, 2015

For Haribhakti & Co. LLP  
Firm Registration No. 103523W, Chartered Accountants

For Teach to Lead

Atul Gala | Partner  
Membership Number: 048650

Trustee

Trustee

CFO

# NOTES TO ACCOUNTS (1/2)

Teach To Lead

Annexure forming part of the Accounts for the year ended  
31st March, 2015

## ANNEXURE – H

Significant Accounting Policies and Notes forming part of the  
Accounts for the year ended 31st, March 2015

### 1. SIGNIFICANT ACCOUNTING POLICIES

#### (i) Basis of preparation of Financial Statements

The financial statements comprising the Balance Sheet and the Income and Expenditure account are prepared under the historical cost convention, on the accrual basis of accounting. In the absence of any authoritatively established accounting principles for the specialised aspects related to charitable trusts which do not carry out any commercial activity, these statements have been prepared in accordance with the significant accounting policies as described below.

#### (ii) Use of estimates

The preparation of the financial statements in conformity with the generally accepted accounting principles requires estimates and assumptions to be made that affect the reported amount of assets and liabilities on the date of financial statements and the reported amount of revenues and expenses during the reporting period. The Board of Trustees ('Trustees') believes that the estimates used in the preparation of financial statements are prudent and reasonable. Future results could differ from these estimates. Any revision to accounting estimates is recognised prospectively in current and future periods. All amounts are stated in Indian Rupees, except as otherwise stated.

#### (iii) Fixed Assets

Fixed assets are stated at cost of acquisition less depreciation. Cost includes taxes, duties, insurance and other incidental expenses for bringing the asset to its present location and working condition for its intended use. Donated assets are valued at prevailing market values on the date of such donation

#### (iv) Depreciation

Depreciation on fixed assets is provided on the Written Down Value Method at the following rates:

Asset Category	Depreciation Rate
Office equipment	15%
Software	60%
Furniture fixtures	10%
Computer	60%

Fixed assets each costing Rs.5,000/- or less are fully depreciated in the year of purchase or in the year in which it is donated.

#### (v) Donations and Grants

Donation received in cash or in kind is recognised as income when the donation is received, except where the terms and conditions require the donations to be utilised over a certain period. Such donations are recognised rateably over the period of usage and recorded as Donation received in Advance under Current Liabilities . Donations made with a specific direction that they shall form part of the corpus of the Trust are classified as corpus donations, and are directly reflected as trust fund receipts in the balance sheet. Grants are recognised as income when received. Interest on deployment of funds is recognised using the time-proportion method, based on underlying interest rates.

#### (vi) Employee Benefits:

##### a. Defined Contribution Plan

Contribution towards the Employees' Provident Fund is made on monthly basis with relevant Government authorities. The Trust has no further obligation beyond making its contribution which is charged to Income & Expenditure A/c in the year to which it pertains.

##### b. Defined Benefit Plan

Liability of Leave Encasement is provided on the basis of management estimate and charged to Income & Expenditure account. Liability of Gratuity is provided on the basis of actuarial valuation carried out by an independent actuary as at the year end using project unit credit method. Actuarial gains / losses are charged to the income and the expenditure account.

#### (vii) Taxation

The Trust is registered under Section 12A of the Income tax Act, 1961 ('the Act'). Under the provisions of the Act, the income of the Trust is exempted from tax, subject to the compliance of specific terms and conditions specified in the Act.

#### (viii) Provisions and Contingencies

Provisions are recognised only when there is a present obligation as a result of past events and when a reliable estimate of the amount of obligation can be made. Contingent liability is disclosed for (i) possible obligation which will be confirmed only by future events not wholly within the control of the Trust or (ii) present obligations arising from past events where it is not probable that an outflow of resources will be required to settle the obligation or a reliable estimate of the amount of the obligation cannot be made. Contingent assets are not recognised in the financial statements.

### 2. NOTES FORMING PART OF THE ACCOUNTS

(i) Donation for community project comprises of funds raised by Fellows towards their classroom /community projects. The same has been incurred towards expenses like classroom supplies, books for library, painting of classroom etc. During the year, Teach to Lead has received donation of Rs.58,11,497/- towards the classroom/community projects and had an opening balance of Rs.58,82,555/- and out of which Rs.1,01,11,934/- has been spent for the above mentioned purpose and Rs.1,82,543/- has been advanced towards the same as on 31st March 2015 resulting in a closing balance of Rs.13,99,575/-.

(ii) As per the Bombay High Court Order passed on 25th September, 2009, the Charity Commissioner's office has been restrained from collecting administrative funds from charitable trusts across Maharashtra. Teach to Lead has, therefore, neither paid nor provided for contribution to the Charity Commissioner.

#### (iii) Employee Benefits

The Trust has classified various employee benefits as under:

##### (A) Defined Contribution Plans

###### Employee Provident Fund

The Trust has recognized the following amounts in the Income and Expenditure Account for the year:

Contribution to Provident Fund — Rs.1,31,66,481/-

##### (B) Defined Benefit Plans

###### Gratuity

Valuations in respect of Gratuity Liability have been carried out by independent actuary, as at the Balance Sheet date.



# NOTES TO ACCOUNTS (2/2)

Major assumptions for the purpose of Actuarial valuation are as under:

	Gratuity Unfunded
Discount Rate (per annum)	7.74%
Attrition Rate	25%
Salary Escalation Rate	6.50%

- a. The liability for Gratuity at the year end is Rs.11,41,399 which is provided for and disclosed under liabilities for expenses.
- b. The liability for leave encashment at year end is Rs.28,12,733 which is provided for and disclosed under liabilities for expenses.
- (iv) During the Financial Year 2013-14, a courier containing three salary cheques issued to our Delhi staff was stolen and the cheque instruments were fabricated for the drawee name and were presented to our bank for payment. Total amount involved was Rs.88,466. Our bank honoured them based on CTS clearing. On realisation of the fraud, a FIR was lodged by us, as well as by our bankers and the courier company with the South Delhi / Okhala Police station. Inquiry is on and the matter is yet to be resolved. We believe that the amount is recoverable and accordingly the same is being shown under "Other Assets Receivable".
- (v) The attached Balance Sheet and Income & Expenditure Account including Notes to Accounts represents state of affairs of the trust including FCRA accounts as on March 31, 2015.

**Signatures to the Annexures A to H forming part of the Financial Statements.**

For Haribhakti & Co. LLP  
Chartered Accountants  
ICAI Firm Registration No.103523W

For Teach To Lead

Atul Gala | Partner  
Membership No. 048650  
Place: Mumbai  
Date: 8th August, 2015

Trustee

Trustee

CFO



# TEACHFORINDIA

[www.teachforindia.org](http://www.teachforindia.org)

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