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**AKSHARA
FOUNDATION**

**ANNUAL
REPORT**

Akshara Foundation

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Akshara Foundation

Every child in school and learning well



annual report 2007 - 2008



strategic objectives

Letter from the Chairperson

Dear Friends,

The past year at Akshara Foundation has been a very important one in our eight year journey. It has been a year of many transitions, and the deepening of many of our intentions.

The most important of these is perhaps that we have been able to work extremely productively with government schools and teachers in many parts of the State. The Education Department has taken our help in rolling out its massive programme of remedial education, Kalika Andolan. We worked very closely with them to monitor the programme across the State and provided timely reports to them on the way the programme was being implemented.

We are very happy that in spite of many delays (for the very important process of generating consensus and mutual understanding), the Reading Programme will finally be rolled out across the State. We spent a considerable amount of time working with the government to co-create new reading cards for the programme which will now be in the hands of all the children who need that little extra help with their reading skills. This material will complement the existing teaching programme and provide a little more colour and a little more diversity in the daily regimen of the children.

Another achievement of the past year is that we have been able to consolidate our Library Programme, especially in Bangalore, as you will read about elsewhere in this report. The 200 libraries we have established in the city's government schools will soon expand to 400, and will cater to almost all the children studying in greater Bangalore, across 1400 schools. Right now, these libraries are being staffed by our own volunteers. Class by class, children get access to the books and the computers and other learning material that is placed there, both for the joy of learning and also for extra help with the curriculum. The ultimate goal of the Library Programme – and of course Pratham Books plays a big role in creating good content for children as well, is to have excellent libraries in every single school in the State, which are more than just one cupboard of books, which attract children to come browse the book shelves and also, hopefully the Internet. We need that goal to become a reality, as soon as possible, with the proper budgetary and human resource backing from government. Our children deserve nothing less, if they are to fulfill their dreams.

Our other transitions are also noteworthy. We have been able to create many new education entrepreneurs, who run their own preschool centres in the slums and villages of Karnataka, charging modest fees but generating important surpluses to put back into the quality enhancement of the preschool. We are also very involved with helping enhance the learning experience of those children who attend the thousands of government run anganwadis in the State, with our volunteer programme. Akshara has always believed that we need a diverse set of creative options, in order that the vision of every child in school and learning well becomes a reality.

On a final note, one more transition happened in these past months. As of July 1, 2008, Akshara gets a new Chairman in Ashok Kamath, who, as Managing Trustee, had been already been ably leading day to day operations, technology initiatives and much more, over the past three years. And Kanchan Bannerjee, who has been with Akshara from the very beginning, has taken over as Managing Trustee.

I have been Chairperson of Akshara for six years, and involved with Akshara since 2000. It was a good time to step down and put into place new leadership and new thinking for the Foundation. All organizations need change to stay vibrant and connected. With Ashok Kamath and a great team in place, Akshara is poised for many more years of great work and commitment to the children of Karnataka. And for myself, I can say that I have learnt a lot and been humbled, often, by the incredible capacity of children to learn, to share and also to teach us about childhood, creativity and freedom.



Rohini Nilekani
Chairperson
June 1, 2008



community ownership

The Balwadi Programme

Akshara Foundation's balwadi programme has morphed from a subsidy based model to a self-sustaining one, supported by the community it serves. Akshara started to gradually withdraw subsidies and encourage the balwadi volunteers to become preschool entrepreneurs four years ago. Today we can confidently say that the balwadi model is a success with more than 80% of Akshara's balwadis functioning as commercially viable institutions committed to quality education. As of March 2008, there were 36 Akshara supported balwadis and 547 independent balwadis.

Children do well in balwadis. They are enthusiastic and responsive. They learn more and perform better. The entrepreneurs feel personally responsible for their children's education and future school entrances and have a sense of ownership of their balwadis. Though most of them function out of small rented premises, the balwadis are alive with a wide range of teaching learning material, the walls vibrant with paintings, posters and charts. Some entrepreneurs have even hired trained teachers to teach their children.

As Akshara moves away from directly running the balwadis, we are focusing on training and resource development. Training is a round-the-year feature and we have developed multiple training modules to support the needs of different kinds of balwadis. Trainers work with volunteers to strengthen their preschool skills, marketing and entrepreneurship skills along with their communication and self-development skills.

Our maximum focus is on the training for independent balwadi entrepreneurs. Young women are trained in batches to set up and manage their own preschools and most of them have gone ahead and have reaped success in their efforts. They feel happy

to have undertaken this enterprise and believe that the training provided by Akshara has given them confidence and self-belief. It has sharpened their skills, helped them with the knowledge of interaction and social engagement with parents and the community. Most importantly, they say it has given them an understanding of the importance of maintaining quality in their balwadis. Personally, they are all happy to be standing on their own, independent and capable and their children are turning into little achievers with futures that look hopeful.

In some of the educationally backward villages of North Karnataka, Akshara Foundation has balwadis which are called rural child centres that run along the same pattern as independent balwadis. All rural child centres have libraries attached to them, providing school going children of all age groups with an opportunity for books and reading. For entrepreneurs, they are an additional source of income. They are also encouraged to take private tuitions after preschool hours. Hence the nomenclature, child centre, as it offers a wide range of educational services for children.

Another key difference is that rural child centres are not set up by Akshara Foundation directly, but by a strong network of partner organisations like NGOs, religious associations, corporate houses, educational institutions and self-help groups. Akshara draws them into the field of education and trains them to handle educational programmes. They are organisations working in villages with non-educational programmes or with Akshara's in-school and out-of-school programmes and have deep ties with the community. Akshara expands their capacity and scope and adds preschool education to their existing sphere of work.



innovative methods

Rural Catalytic Programmes

In 2007-08, Akshara Foundation's catalytic programmes in rural areas in North Karnataka covered 67,199 children through creative teaching techniques. We have a presence in 35 backward Blocks in North Karnataka, covering 669 villages. This is an area of low literacy, poverty and rural unemployment. School drop-out rates are high. We believe that our efforts here have made a difference.

Akshara launched the *Model Village Education Project* or *Learning Well Project* in 3 districts in 2007-08. Each centre has 10 feeder villages. The idea is to have every child in these villages in school and learning well. The project started this year with a survey that identified children aged 3-14 years who are out-of-school. Education centres will soon be set up for them. Akshara also worked systematically with children in Std. I and II in government primary schools to build strong foundations for them in the three Rs of reading, writing and arithmetic.

Akshara Foundation's rural programme in team has taken bold, innovative steps to take forward its work for children. Akshara Sirsi developed a training module for anganwadi workers in the belief that enduring change in the anganwadi system can be brought about through a team of motivated anganwadi workers. That, in turn, would make the anganwadi a better place for children. Akshara Sirsi's training programme covered more than 120 anganwadi workers in rural areas in 2007-08 and they are today are a keen and spirited force. Akshara Sirsi now receives requests from other anganwadis to train anganwadi workers there.

One of the innovative efforts in team was a ten-day camp for children in a religious mutt. The head of the mutt, a widely

respected figure in the community, played a role in getting children to participate in the camp. Parents were participants too. Every day, along with the motivation-building, learning, play and fun of a camp, was also a discourse by the head of the mutt on the value of education and why children should be in school. It had a profound impact on both children and parents, besides being a unique way of reaching out to the community. The team observed that most children who had participated in the camp subsequently joined school.

There was also a Best Practices Workshop held where the focus was on working with out-of-school children, always a challenging prospect for the organisation. Children have their own individual reasons for staying out of school and parents have manifold excuses to keep them away. Akshara Foundation invited its volunteers to share their experiences about the persuasive measures they use to bring children into school. One volunteer talked of the colourful kaleidoscope of pictures and alphabets she created to attract children to school. "They would come for that sake," she said.

The most significant aspect of Akshara's work in rural areas is its partnership with 56 organisations in 9 districts. They are local NGOs working on development issues and therefore close to the community. They are keen to work with education and Akshara has built their capacity. Its involvement with partner organisations has kept its programmes cost-effective and expanded its reach to larger numbers of children in far-flung communities in a quick and efficient manner.

The next year will see more innovation, more creative methods of teaching and programme delivery.



A.F. HUBLI

widening horizons

The Library Programme

It is three years since its inception, Akshara Foundation's Library Programme has shown impressive growth. In 2007-08, we had 261 libraries in schools and communities in all 9 Educational Blocks of Bangalore, serving 1012 schools in the city. The libraries have 1,13,736 children as members. There are 3,25,000 books in the system, with over a lakh books borrowed in a month, the average close to one book per child per month.

All Akshara Foundation's programmes are designed on the following vectors.

- The curriculum that the programme delivers to children
- The methodology by which they are delivered
- The assessments that determine whether the programme benefits children.

The curriculum in the Library Programme is the books and CDs the libraries have. They have books that range over different genres - mythological tales, fiction, drama, plays, fantasy, history, nature, sports and wildlife. The concepts in these books, dealt with in an interesting way, are similar to those that are taught in classrooms. The trained librarians at every library make the connection for children, helping them choose books, read and understand. Books are linked to classroom learning and teachers are encouraged to use the library books as resource material.

The Library Programme forged partnerships with Hippocampus Reading Foundation and Kathalaya to help the libraries deliver the curriculum to children. Worksheets were devised for librarians in story telling techniques. Akshara Foundation aims at activity based learning in all its libraries.

While the scale of the programme is impressive, Akshara Foundation also needs to assess whether its broader learning goals are being achieved. An independent research study of 27,000 children across libraries will test their reading abilities and comprehension capabilities. The test also includes a qualitative assessment from teachers and Headmistresses/Headmasters which will validate whether children in libraries are indeed faring better. This is an ongoing challenge for the programme - to assess and really measure impact on learning outcomes among children.

For children, the library is a vibrant place where they get a heightened understanding of concepts and a greater awareness of the world around. The experience is enhanced by the colourful posters that librarians put up and the snippets they have to offer about each book. The librarian is a gentle guide and instructor; she informs children and sets them on the course of knowledge expansion. For children, therefore, the library is where they widen their horizons.

Akshara Foundation has signed an MOU with the Department of Education to set up 400 libraries in schools and communities to serve all 1400 schools in Bangalore through a hub in spoke model. It is the government's continued support and the strong working relationship with it that has given a fillip to the Library Programme.

The Karnataka Learning Partnership website, www.klp.org.in tracks the progress of the Library Programme in Bangalore.

It has been a year of achievement and continuous activity for the Library Programme. The year ahead promises to be just as rewarding.



joyful learning

The Mathematics Programme

2007 - 08 was a year of great success for *Nagu Nagutha Ganitha* (NNG) or the “Joyful Mathematics” programme. Scientific, and academically sound, it is a remedial mathematics programme for children of Std. II, III, IV and V. NNG unfolded as a large pilot in 834 government primary schools in the South Block, Bangalore. 35,768 children enrolled in it and 1,933 teachers implemented it, all of whom commended the programme and the quality of its methodology.

NNG has many features. It is an activity based method that uses concrete tools like a counting board and number grids to explain fundamental mathematical concepts to children. It is versatile, adaptable and truly remedial in nature. It is in line with the school mathematics curriculum but it allowed teachers flexibility and room for imagination. While basic concepts were grounded similarly, no two schools were found doing NNG the same way, going to prove the innovative scope of the programme.

Children found it a thoroughly enjoyable learning process. A pre-test and a post-test measured their progress through the course of NNG. 73% of the children who had scored under 60% in their pre-tests had moved above 60% in the post-tests. Children who had scores below 60% showed a remarkable decrease, from 36% to 7%. Detailed analysis of the results is available on the Karnataka Learning Partnership website, www.klp.org.in.

Divya from Std. IV A at the Government Kannada Model Primary School in Karithimmanahalli, S2, is a shining example of this success. Mathematics had been tedious before NNG. In class she was bored, her face blank. NNG sparked her curiosity and imagination and very early in the programme she was using the mathematics kit in creative ways, devising her own sums in addition and subtraction. Soon, she was the leader of her team,

instructing other children. By the end of the programme her learning curve had shown a steep rise. Her teachers said she was a student who could do mathematics well. Divya is only one of many such children who fared well in NNG.

It was the enthusiasm of teachers and their faith in the programme that took NNG forward. Kamla, teacher at the Government Kannada Higher Primary School, Ramasandra, put it eloquently, “*Nagu Nagutha Ganitha* makes children understand better. It makes explaining easier. For children this encounter with mathematics makes it real. It flows through their hands and into their minds. Their memory power rises and the child least interested in mathematics feels inspired.”

Government officials endorsed the programme’s significance and supported its implementation. As Padmavathy, Block Educational Officer, South 2, Bangalore South, said, “Definitely, children need this programme. It is really helpful for them. It is easy to understand concepts with this programme. It makes it easier for children to learn mathematics. The fear of the subject goes away. Basic mathematics is so essential for children in their day-to-day activities.”

The District Institute of Education and Training (DIET) conducted an independent qualitative analysis of the programme in randomly selected schools. It found teachers to be enthusiastic about the mathematics kit. The frequently mentioned challenge of timing was counterbalanced by DIET’s recommendation that the programme be conducted in spells of shorter duration and NNG be extended if need be. Most teachers felt that the programme should be conducted throughout the academic year. Such unqualified validation is hard to come by for a programme. The future holds many possibilities for NNG.



close partnership

Supporting Government Initiatives

In 2007 - 08 Akshara Foundation worked in close collaboration with the Education Department to monitor Kalika Andolan and develop content for Oduve Nanu, the Reading Programme.

Monitoring Kalika Andolan

Monitoring the progress of Kalika Andolan, the government's remedial teaching programme, in 2007-08 was a short but intensive engagement. Akshara Foundation was asked by the Education Department to monitor the progress of Kalika Andolan in 2500 schools across 202 Blocks of Karnataka. In a short timeframe of three months, from January 1st to March 31st 2008, Akshara Foundation and its partners made 4965 school visits and saw the programme running during 4354 such visits. 40,764 children were enrolled in the classes that Akshara visited and the attendance was 37,509 at the time of the visits.

Akshara Foundation built alliances with partner organisations for this endeavour and held a State level workshop for them where the Director of Sarva Shiksha Abhiyan (SSA) gave them key points to observe while monitoring.

An Akshara Field Coordinator, monitoring Kalika Andolan at a school, covered aspects like how many centres the school had, how many children were present on the day of the visit, the extra children in the group who were not part of the programme, how many teachers took Kalika Andolan classes,

the exact date when the programme started at that centre, when the school conducts the programme and its timing.

Kalika Andolan is expected to commence again in 2008-09 and SSA and Akshara Foundation felt it necessary to consolidate the experience of the year. They held a feedback survey of teachers to get their impressions and their views of the remedial teaching programme. 782 teachers were selected across Karnataka and they were asked to respond to a simple questionnaire designed by SSA and Akshara Foundation. Teachers answered how this programme had helped children learn better. They rated the positive and negative points of Kalika Andolan and gave their suggestions for improving it. Asked to state the percentage of children who had shown improvement, 64% teachers said that more than 61% children had improved.

Planning for a State wide expansion of the Reading Programme

The Reading Programme, Oduve Nanu, is expected to roll out in 11 districts across Karnataka in 2008-09. Akshara worked closely with the Sarva Shiksha Abhiyan to develop and design new story cards for the programme. The team collaborated to create 60 graded story cards in three groups - cards with pictures and words, cards with words alone and cards with stories and rhymes. Sarva Shiksha Abhiyan has printed about 20 million cards as reading support material for the next academic year.

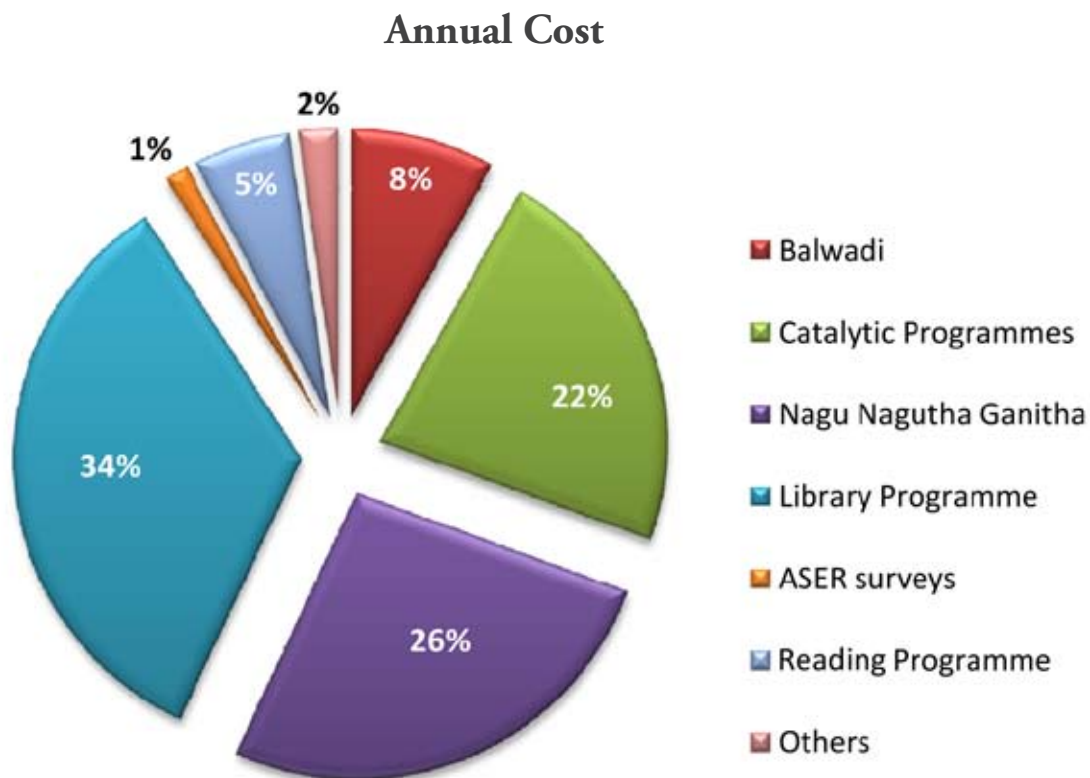


financial statements

Financial analysis

The year saw Akshara Foundation consolidating its skills and scaling up, which is key, in development activities given the fact that universalization of elementary education means that we need to reach out to nearly 9 million children in 29 districts, in 223 Educational Blocks across Karnataka. Obviously, this is not something that we will be able to achieve in a single year or alone.

Akshara Foundation has chosen to work in areas of preschool for children in the age group of 4-6 years. It also works along with the State Government in government primary schools to enable children to learn the simple skills of reading, writing and math. During the year we initiated a path breaking library programme that will by March 2009 cover all children in all government primary schools in Bangalore Urban District and we hope this will encourage the government to extend similar facilities in all schools across the State. The Library programme along with the Math and the Rural Catalytic programmes consumed the bulk of our expenses during the year. Expenses which are part of our fund accounts and related to key programmes totaled to Rs. 60.33 million and the break-up is shown below.



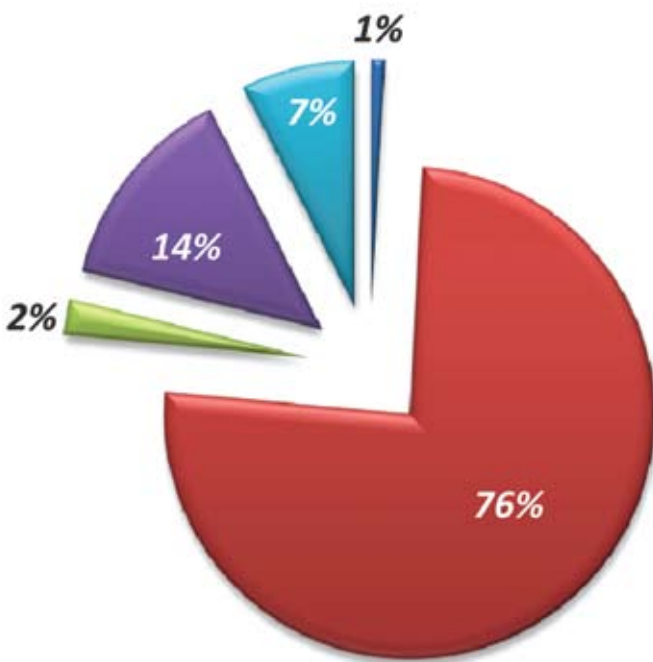
Balwadi Expenses



Akshara’s balwadi programme across the state continue their progress in two significant forms - the first one is the “independent” balwadis where the balwadi teacher is now independent and generates her income from the parents of the children who attend the balwadis; the second form is our involvement in the government’s anganwadi programme. In both models, we have succeeded in increasing both coverage and quality

- Financial Assistance
- Others
- Programme Support
- Teaching / Learning Material (TLM)
- Training, Monitoring & Reporting (TRM)

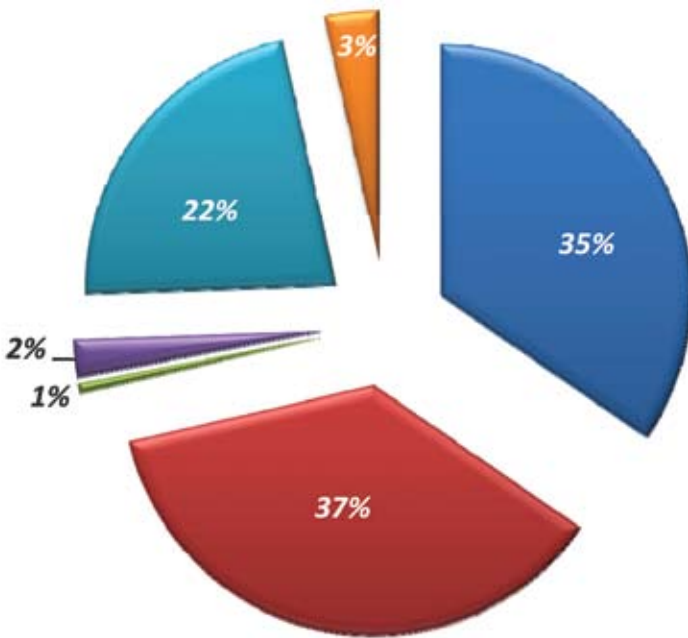
Rural Catalytic Programme Expenses



In North Karnataka, we have been actively pursuing a catalytic strategy and have created a large network of NGO partners who depend on Akshara for content and training and then implement these programmes across urban and rural communities in North Karnataka. Last year saw the formal end of a programme that was funded by REACH India. Catalytic efforts, however, have continued through the financial assistance provided by our Chairperson, Mrs. Rohini Nilekani.

- Financial Assistance
- Programme Support
- Teaching / Learning Material (TLM)
- Training, Monitoring & Reporting (TRM)
- Others

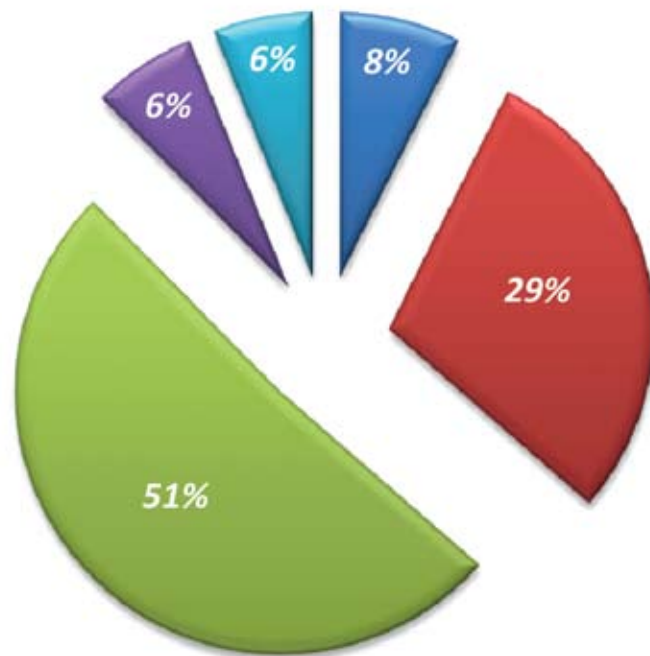
Library Programme Expenses



The Library Programme which was initiated during the year has been our single largest programme and this has been funded by the Michael & Susan Dell Foundation - this programme funding will last for an additional two years by which time all government primary schools in the Bangalore Urban District will be covered and we would have also started the process of transferring the libraries to the government after completing the required training to teachers to maintain and grow the libraries for the benefit of the children. Akshara is grateful to MSDF for making this critical investment in Bangalore.

- Financial Assistance
- Programme Support
- Teaching / Learning Material (TLM)
- Training, Monitoring & Reporting (TRM)
- Depreciation
- Others

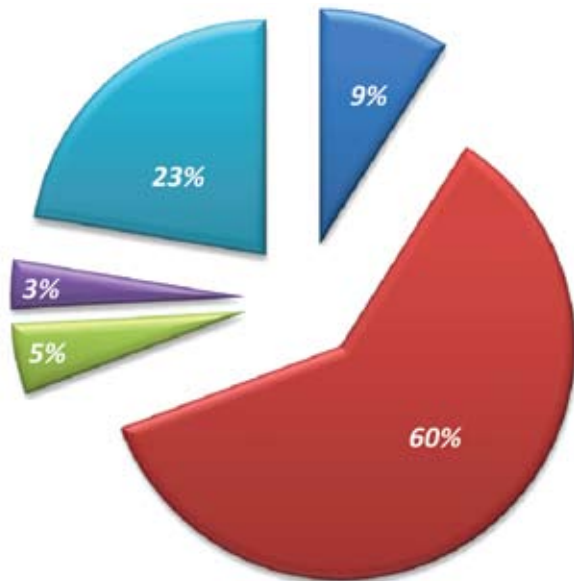
Mathematics Programme Expenses



During the year, we implemented *Nagu Nagutha Ganitha* (NNG) which is a remedial programme for mathematics for lower primary school children. Akshara Foundation implemented this programme for class 2, 3, 4 & 5 across 840 schools, both in Kannada and Urdu medium reaching out to 36,000 children in Bangalore during the year. Akshara spent a total of Rs. 15.90 million on the NNG programme and this has been primarily funded by the GE Foundation as also the ADC Foundation.

- Financial Assistance
- Programme Support
- Teaching / Learning Material (TLM)
- Training, Monitoring & Reporting (TRM)
- Others

Reading Programme Expenses



During the year we worked closely with the Sarva Shiksha Abhiyan (SSA) in modifying some of the elements of the Reading Programme that was implemented across Bangalore in the previous year. We worked on getting a new set of graded reading cards that were finalized and printed by the SSA for use during academic year 2008-09 in 11 districts across Karnataka.

- Financial Assistance
- Programme Support
- Teaching / Learning Material (TLM)
- Training, Monitoring & Reporting (TRM)
- Others

This year, in an effort to bring additional transparency into our accounting we have decided to include the following information:

- The Chairperson, the Managing Trustee and other Trustees who spend a significant amount of their time on the activities of the Foundation are not remunerated. No member of the Board of Trustees has received any remuneration during the year.
- The highest compensated person in the Foundation received a total of Rs 6,00,000 for the year and the smallest honorarium paid out for the year was Rs. 18,000.
- Given below is a table of the remuneration paid out to volunteers, consultants and others involved in the activities of the Foundation:

| Slab of gross monthly remuneration paid | Male Members | Female Members | Total Members |
|---|--------------|----------------|---------------|
| Less than Rs. 5000 | 77 | 607 | 684 |
| Rs. 5000-10,000 | 9 | 25 | 34 |
| Rs. 10,000-25,000 | 7 | 7 | 14 |
| Rs. 25,000-50,000 | 6 | 2 | 8 |
| Rs. 50,000+ | 0 | 0 | 0 |

- There has been no international travel and hence no costs have been incurred on international travel.
- The Foundation spent a total of Rs.1,76,911 on national travel including Rs. 20,362 incurred on the travel of the Managing Trustee on Akshara Foundation's work.
- The Foundation has a well-defined policy for purchase of assets. Quotations for purchase are called for from at least three independent vendors for the purchase of products in excess of Rs. 5000. Selection of the vendor is done on the basis of cost quoted and the quality of the product or service and the reputation of the vendor with regard to performance and support. Assets costing up to Rs. 10,000 are approved by the Director of Programmes. Assets costing over Rs. 10,000 need the additional approval of the Managing Trustee.
- Till date the Foundation has not had the occasion to dispose off any assets.
- The Foundation does not have any investments.

Akshara Foundation

Balance sheet as on March 31, 2008

(All amounts in Rupees)

| Particulars | Sch No. | As at March 31, 2008 | As at March 31, 2007 |
|--|---------|----------------------|----------------------|
| Corpus Fund | | 313,441 | 7,849,508 |
| Fund Accounts: | | | |
| Balwadi Programme | 1 | - | 2,135 |
| Accelerated Learning Programme (Community) | 2 | - | - |
| Catalytic Programme | 3 | - | 2,610,318 |
| Accelerated Maths Programme | 4 | - | 578,148 |
| Library Programme | 5 | 6,922,037 | 2,567,151 |
| ASER survey Programme | 6 | - | - |
| Karnataka Learning Partnership | 7 | - | 505,232 |
| Accelerated Maths Programme (School) | 8 | - | - |
| Out Reach Programme | 9 | - | - |
| PROOF Fund | 10 | - | 27,737 |
| Bal Vikas Training Fund | 11 | - | - |
| Give India Fund | 12 | 55,726 | - |
| Remedial Teaching Fund | 13 | - | - |
| SSA Fund | 14 | - | - |
| Current Liabilities | 15 | 776,333 | 439,933 |
| Swasth Plus Project | 16 | 87,625 | 87,625 |
| Total | | 8,155,162 | 14,667,787 |
| Fixed Assets | 17 | 1,163,505 | 1,413,114 |
| Funded Fixed Assets | 18 | 2,388,256 | 773,207 |
| Deposits | 19 | 1,028,649 | 809,949 |
| Other Current Assets | 20 | 249,176 | 332,998 |
| Cash and Bank Balances | 21 | 3,325,577 | 11,338,519 |
| Total | | 8,155,162 | 14,667,787 |

Akshara Foundation Income & Expenditure for the year ended March 31, 2008

(All amounts in Rupees)

| Particulars | Sch No. | For the year ended March 31, 2008 | For the year ended March 31, 2007 |
|--|---------|--------------------------------------|--------------------------------------|
| Income | | | |
| Donations Received | 22 | 189,878 | 9,699,523 |
| Miscellaneous Income | 23 | 592,594 | 691,599 |
| Total | | 782,472 | 10,391,122 |
| Expenditure | | | |
| Financial Assistance | 24 | - | 126,594 |
| Teaching Learning Materials | 25 | - | 61,257 |
| Administrative expenses | 26 | 389,605 | 604,922 |
| Programme Support Expenses | 27 | 219,809 | 1,788,439 |
| Training Monitoring Reporting | 28 | 18,452 | 153,608 |
| Other Expenses | 29 | - | 62,235 |
| Prior period expense | | 24,810 | 50,100 |
| Depreciation | 17 | 876,974 | 2,142,252 |
| Donation Paid/Financial assistance | | - | 3,968,824 |
| Total | | 1,529,650 | 8,958,231 |
| Excess of Income over expenditure/ (Expenditure over income) for the year | | (747179) | 1,432,892 |
| Add: Opening balance in Corpus fund | | 7,849,508 | 7,717,132 |
| Total | | 7,102,329 | 9,150,024 |
| Appropriated to | | | |
| Balwadi Programme | 1 | 247,072 | 333,366 |
| Accelerated Maths Programme | 4 | 2,971,420 | - |
| Library Programme | 5 | - | 525,453 |
| ASER Survey Programme | 6 | 835,479 | 31,000 |
| Karnataka Learning Partnership Fund Account | 7 | 2,689,463 | 382,551 |
| Out Reach Programme | 9 | 45,455 | 28,146 |
| Excess of Income over expenditure / (expenditure over income) after appropriation | | 313,441 | 7,849,508 |

Akshara Foundation

Income & Expenditure for the year ended March 31, 2008

(All amounts in Rupees)

| Receipts | Sch No. | For the year ended March 31, 2008 | For the year ended March 31, 2007 |
|--|---------|-----------------------------------|-----------------------------------|
| Balance brought forward | | | |
| - Cash on Hand | | 22,243 | 58,486 |
| - Cash at Bank | | 11,015,004 | 6,077,797 |
| Fixed Deposit | | 301,272 | 4,046,787 |
| Donations Received | 22 | 189,878 | 9,699,523 |
| Remedial Education Grant Received in Advance | | - | 145,980 |
| Miscellaneous Income | 30 | 447,228 | 408,532 |
| Fund Accounts: | | | |
| Balwadi Programme | 1 | 4,626,892 | 4,817,536 |
| Accelerated Learning Programme (Community) | 2 | - | - |
| Catalytic Programme | 3 | 10,937,700 | 6,125,000 |
| Accelerated Maths Programme | 4 | 12,311,639 | 1,632,132 |
| Library Programme | 5 | 23,336,307 | 7,909,613 |
| ASER Survey Programme | 6 | - | 706,876 |
| Karnataka Learning Partnership | 7 | 357,000 | 16,458,085 |
| Accelerated Maths Programme (School) | 8 | - | 127,951 |
| Out Reach Programme | 9 | 939,493 | 546,476 |
| PROOF Fund | 10 | 144,629 | 1,242,316 |
| Bal Vikas Training Fund | 11 | 38,500 | - |
| Give India Fund | 12 | 55,726 | - |
| Remedial Teaching Fund | 13 | 113,760 | - |
| SSA Fund | 14 | 65,450 | - |
| Swasth Plus Project Receipts -UNICEF | | - | 600,000 |
| TDS Collected during the Year | | 1,128,194 | 752,797 |
| Deposits received | | 20,000 | 332,751 |
| Sundry Receivables | | 207,044 | 144,797 |
| Advance receivable | 39 | 183,683 | - |
| Fixed Deposit Encashed | | - | 3,500,000 |
| Receipts from Reach India | | - | 72,156 |
| Outstanding expenses | | - | 3,000 |
| Training Expenses Recovered | | - | 124,805 |
| Total | | 66,441,642 | 65,533,396 |

Akshara Foundation Receipts & Payments account for the year ended March 31, 2008

(All amounts in Rupees)

| Payments | Sch No. | For the year ended March 31, 2008 | For the year ended March 31, 2007 |
|--|---------|-----------------------------------|-----------------------------------|
| Financial Assistance | | - | 154,019 |
| Teaching Learning Materials | | - | 61,257 |
| Administrative Expenses | 31 | 376,583 | 632,293 |
| Programme Expenses | 32 | 346,904 | 1,663,557 |
| Training Monitoring Reporting | | 18,452 | 153,608 |
| Fund Accounts | | | |
| Balwadi Programme | 33 | 4,890,418 | 5,148,767 |
| Accelerated Learning Programme (Community) | 2 | - | - |
| Catalytic Programme | 34 | 13,547,677 | 7,668,518 |
| Accelerated Maths Programme | 35 | 15,901,320 | 2,161,234 |
| Library Programme | 36 | 20,500,588 | 6,558,370 |
| ASER Survey Programme | 6 | 835,479 | 737,876 |
| Karnataka Learning Partnership | 37 | 3,289,760 | 20,221,152 |
| Accelerated Maths Programme (School) | 8 | - | 127,951 |
| Out Reach Programme | 9 | 984,948 | 574,623 |
| PROOF Fund | 38 | 164,045 | 1,242,316 |
| Bal Vikas Training Fund | 11 | 38,500 | - |
| Give India Fund | 12 | - | - |
| Remedial Teaching Fund | 13 | 113,760 | - |
| SSA Fund | 14 | 65,450 | - |
| Donation paid/Financial Assistance | | - | 3,968,824 |
| Amount transferred to Non reach project | | - | 72,156 |
| Prepaid expenses | | 9,837 | 169,500 |
| Swasth Plus Project expenses | | - | 512,375 |
| Advance Paid | 39 | 117,731 | 150,577 |
| Fixed Assets | | 627,365 | 884,872 |
| Stamps purchased | | 515 | 127 |
| Fixed Deposit in Bank | | - | - |
| TDS Paid during the period | | 1,056,723 | 718,305 |
| Prior period expense | | 24,810 | 50,100 |
| Other Deposit made | 40 | 205,200 | 562,500 |
| Balance carried forward | | | |
| - Cash on Hand | | 22,971 | 22,243 |
| - Cash at Bank | | 2,804,534 | 11,015,004 |
| Fixed Deposit | | 498,072 | 301,272 |
| Total | | 66,441,642 | 65,533,396 |

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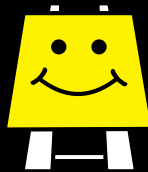
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