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 unparallelled.

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

A LETTER FROM SHAHEEN

“This little light of mine,
I’m gonna let it shine
Let it shine
Let it shine
Let it shine”
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 extracurricular 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.
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 education crisis is a complex puzzle with layers of issues from attendance to teaching quality in classrooms.

- 52% of Grade 5 students cannot read Grade 2 text.
- 97% of graduates don't pass the Central Teacher Eligibility Test.
- 32% of Grade 2 students cannot recognize numbers.
- 90% of students don't make it to college.
- 46% of students are not enrolled in secondary school.
- 45% of schools still don't have useable girl's toilets.

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.

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

Teach For India Alumni are a networked community committed to educational equity in India. As leaders, they impact various fields (teacher training, school leadership, media, CSR etc.) They also lead the movement of educational equity through mobilising resources and enabling collective action of people to amplify the impact.
Over 55% of our Alumni are working directly in education

AREA-WISE DIVISION OF ALUMNI IN EDUCATION

- **45%** Teacher Training
- **20%** Teaching
- **10%** School Leadership
- **7%** Education Technology
- **5%** Education Consulting
- **4%** Research & Policy
- **9%** Other Educational Areas
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 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 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 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..."
OUR GROWTH

- Cities: 2009 - 2, 2014 - 6
- Schools: 2009 - 34, 2014 - 272
- Fellows: 2009 - 87, 2014 - 827
- Students: 2009 - 2800, 2014 - 30248
- Fellowship Applications: 2009 - 1200, 2014 - 13426
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
10TH 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
5TH STANDARD, TEACH FOR INDIA STUDENT
TRANFORMATIONAL 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.
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
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
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
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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.

75 CHILDREN

18 TRAINING MONTHS

11 SHOWS

2 CITIES

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 aught 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, OMYIDAR 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
InspirED SPEAKER | FOUNDER, DEMOCRACY PUBLIC SCHOOL
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!
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

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Porticus
Thermax Social Initiative Foundation

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Bloomberg L.P.
BNP Paribas India
BNP Paribas India Solutions Pvt. Ltd.
BNP Paribas Sundaram Securities Operations - Pvt. Ltd.
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Corporation of Chennai
Credit Suisse

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KPMG
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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 Interactive (WOI) Pvt. Ltd.
Western Union Foundation
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 renumeration / 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

### FUNDS & LIABILITIES

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### PROPERTY & ASSETS

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<tr>
<td>Other asset receivable (Annexure Dii)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deposits</td>
<td>3,06,000</td>
<td></td>
</tr>
<tr>
<td>TDS Receivable</td>
<td>17,92,943</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>88,466</td>
<td></td>
</tr>
<tr>
<td>Add:</td>
<td>21,27,409</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12,61,18,510</td>
<td>12,61,18,510</td>
</tr>
</tbody>
</table>

**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

Aul Gala | Partner
Membership Number: 048650
## Income & Expenditure

### SCHEDULE IX

(Body 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

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

For Teach to Lead
Trustee
Trustee
CFO

#### Notes to Accounts (Annexure - H)

The Annexures referred to above form an integral part of the Balance Sheet

Place: Mumbai

Date: 8th August, 2015

---

#### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Rupees</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Rent</td>
<td></td>
</tr>
<tr>
<td>By Interest (Annexure G)</td>
<td></td>
</tr>
<tr>
<td>By Donations in cash or kind (Annexure Gii)</td>
<td></td>
</tr>
<tr>
<td>By Grants (Annexure Gii)</td>
<td></td>
</tr>
<tr>
<td>By income from other sources (Annexure Giii)</td>
<td></td>
</tr>
<tr>
<td>By Balance carried over to balance sheet</td>
<td></td>
</tr>
</tbody>
</table>

#### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Rupees</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Expenditure in respect of properties</td>
<td></td>
</tr>
<tr>
<td>Taxes and cesses</td>
<td></td>
</tr>
<tr>
<td>Repairs and maintenance</td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td></td>
</tr>
<tr>
<td>Depreciation (by way of provision of adjustments)</td>
<td></td>
</tr>
<tr>
<td>To Establishment Expenses (Annexure Fi)</td>
<td></td>
</tr>
<tr>
<td>To Legal Expenses</td>
<td></td>
</tr>
<tr>
<td>To Remunerations to Trustees</td>
<td></td>
</tr>
<tr>
<td>To Remuneration paid to Auditors</td>
<td></td>
</tr>
<tr>
<td>To Contribution and fees (Paid to Public Administration Fund)</td>
<td></td>
</tr>
<tr>
<td>To Amount written off:</td>
<td></td>
</tr>
<tr>
<td>Bad debts</td>
<td></td>
</tr>
<tr>
<td>Irrecoverable</td>
<td></td>
</tr>
<tr>
<td>Other items</td>
<td></td>
</tr>
<tr>
<td>To Miscellaneous Expenses</td>
<td></td>
</tr>
<tr>
<td>To Other expenses - depreciation on fixed assets (Annexure C)</td>
<td></td>
</tr>
<tr>
<td>To Amount transferred to reserve or specific funds</td>
<td></td>
</tr>
<tr>
<td>Earmarked Funds transferred to Balance Sheet</td>
<td></td>
</tr>
<tr>
<td>To Expenditure under objects of the trust</td>
<td></td>
</tr>
<tr>
<td>Religious</td>
<td></td>
</tr>
<tr>
<td>Educational (Annexure Fi)</td>
<td></td>
</tr>
<tr>
<td>Medical relief</td>
<td></td>
</tr>
<tr>
<td>Relief of poverty</td>
<td></td>
</tr>
<tr>
<td>Other charitable object</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent</td>
<td></td>
</tr>
<tr>
<td>Interest (Annexure G)</td>
<td></td>
</tr>
<tr>
<td>On bank deposits</td>
<td></td>
</tr>
<tr>
<td>Accrued</td>
<td></td>
</tr>
<tr>
<td>Realised</td>
<td></td>
</tr>
<tr>
<td>On Savings bank account</td>
<td></td>
</tr>
<tr>
<td>Dividend</td>
<td></td>
</tr>
<tr>
<td>Donations in cash or kind (Annexure Gii)</td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td></td>
</tr>
<tr>
<td>FCRA</td>
<td></td>
</tr>
<tr>
<td>Local Earmarked</td>
<td></td>
</tr>
<tr>
<td>FCRA Earmarked</td>
<td></td>
</tr>
<tr>
<td>Grants (Annexure Gii)</td>
<td></td>
</tr>
<tr>
<td>General</td>
<td></td>
</tr>
<tr>
<td>Earmarked</td>
<td></td>
</tr>
<tr>
<td>Income from other sources (Annexure Giii)</td>
<td></td>
</tr>
<tr>
<td>Incentive received</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous income</td>
<td></td>
</tr>
<tr>
<td>Interest on refund of income tax</td>
<td></td>
</tr>
<tr>
<td>Reimbursement from schools</td>
<td></td>
</tr>
<tr>
<td>Balance carried over to balance sheet</td>
<td></td>
</tr>
</tbody>
</table>

---

For Haribhakti & Co. LLP
Membership Number: 048650

For Teach to Lead
Membership Number: 048650

---

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

For Teach to Lead
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

1.1 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.

1.2 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.

1.3 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.

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

<table>
<thead>
<tr>
<th>Asset Category</th>
<th>Depreciation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office equipment</td>
<td>15%</td>
</tr>
<tr>
<td>Software</td>
<td>60%</td>
</tr>
<tr>
<td>Furniture fixtures</td>
<td>10%</td>
</tr>
<tr>
<td>Computer</td>
<td>60%</td>
</tr>
</tbody>
</table>

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.

1.5 Donations and Grants
Donations received in cash or in kind is recognised as income when the donation is received, except when 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.

1.6 Employee Benefits

(a) Defined Contribution Plan
Contribution towards theEmployees’ 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.

1.7 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.

1.8 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) (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
Valuation in respect of Gratuity Liability have been carried out by independent actuary, as at the Balance Sheet date.

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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
This year, 1100 Fellows are directly transforming the lives of 38,000 children. Our mission is to mobilize and inspire a wider movement of leaders that will lead to the same transformation for all children in the country. Contribute and join the movement to fight for educational equity in India. Your donation will fuel a movement of leaders into the action required to reach our goal for all children.

Email :: donate@teachforindia.org
Or log on to our website

The Fellowship is a transformational journey in leadership, impacting children by putting them on a fundamentally different life path. Teach full-time in a low income school for two years to transform the lives of 40-50 children, and become a life long leader in educational equity.

Email :: apply@teachforindia.org
Or log on to our website

We are committed to our vision that all children in India will attain an excellent education. We are chasing big goals and need a diverse group of people to come together with the passion, drive, openness, and care that it takes to realize this vision. If you want to contribute to the success of our movement, join our team.

Email :: careers@teachforindia.org
Or log on to our website

www.teachforindia.org