



Atma

Quality Education for All Children

Annual Report

2013-14

**Vision**

Quality Education for All Children

Mission

Building capacity of education NGOs to achieve organisational sustainability and scalability thereby enabling delivery of quality education

Atma Values

Partnership: We believe in creating a safe space for collaboration through which true social change can happen.

Accountability: We work to maintain the highest standard of NGO accountability, setting an example for other organisations in the social space. We are accountable to donors and Atma partners to provide sustainable, impactful services.

Diversity: We believe collaboration of diverse cultural backgrounds, experience, skills, and professional backgrounds united towards a single cause can create the best possible solutions to the challenges faced by Atma and Atma partners.

Life-Long Learning: We believe in continued innovation, learning and sharing of ideas that will help us respond to the changing environment. Atma constantly reviews, renews and builds upon our model and practices.

Entrepreneurship: We believe in the power of entrepreneurship as change agent. We actively encourage entrepreneurship and foster dynamic and entrepreneurial approach to challenges internally and within the social sector as a whole.

Content

Board of Trustees - 4

Message from the Executive Director - 6

About Atma – 7

The Accelerator Program – 8

Atma Impact

Apni Shala – 12

Bright Future – 13

Mann – 16

Mimaansa – 19

Muskaan – 22

OSCAR – 25

Sahyog – 28

Sol's ARC – 31

Vidya – 35

Umang – 38

Volunteer Program – 41

Volunteer Speak – 42

Fundraising – 43

Get Involved! – 45

Financial Audit – 46

Board of Trustees



Mahesh Rathod

Mr. Rathod worked for the Government of Mauritius as Regional Director and is also a board member of ANZBAI (Australia New Zealand Business Association of India) and the Education Committee of MEDC (Maharashtra Economic Development Council). He is one of Atma's founding trustees and at present is the Country Head (Investment) for the Australian Trade Commission, the Australian Federal Government's Trade and Investment Agency.



Dr. Rahul Sood

Dr. Sood is a Mumbai native. He studied Economics at Elphinstone College, Mumbai. Later, he earned his BA in Film at Stanford University, a MS in TV-Radio at Syracuse University, and a PhD in Communication Research from Stanford University. After returning to Mumbai from the US in the mid-90s, he focused his career on pro-social TV serials. Upon witnessing the true need of Mumbai's NGOs and a brief encounter with Atma founders Hayley Bolding and Adrienne Van Dok, Dr. Sood agreed to support Atma's vision.



Naresh Kripalani

Mr. Kripalani has been an Atma supporter right from its inception. After obtaining an engineering degree from Indian Institute of Technology (IIT) he pursued Masters in Operations Research from University of California at Berkeley. After a long stint with IBM in San Francisco, he returned to India in the early 90s to start a series of SAP (software) Training Centres. He joined Atma as an advisor since he identified with the organization's approach to addressing the lack of quality education. Mr. Kripalani became an Atma trustee in March 2012.

**Amit Murugkar**

Mr. Murugkar is Founder & Director at Evolve – an organization that provides training and consultancy services to improve personal and managerial effectiveness. A motivational trainer, Amit received his post-graduate degree in Sales and Marketing from Tack Training International, UK. He has previously worked with Pfizer, Baxter and Johnson & Johnson in various leadership roles. Amit's association with Atma began in 2007 as a volunteer. Over the years his commitment to Atma and the cause of Quality education deepened with him donning various hats as a Volunteer, Advisor and now a Board Member.

Message from the Executive Director



Dear Atma Family!

We are proud to present to you our work for the 2013-14 year. It has been an incredible learning year for us!

2012-13 was the year we added many new partners to our programme and we learnt a lot through that process about how Atma is the most effective and the type of impact we want to make on the education of India's youth. In 2013-

14 we worked on working with these numerous new organisations, understanding their challenges, passions and drive. We are blessed every day to work with the amazing individuals who lead our partner organisations and teach in their classrooms – everyday overcoming obstacles of bringing education to those who previously have no access to quality education.

Delivering quality education on a shoe string is not an easy feat, making partnerships like the ones Atma forms even more important. One of our biggest achievements for this year was the formation of a special project in cooperation with the Canadian Government Fund for Local Initiatives. This project brought together young women from the community of Sneha and Atma Partner Sahyog, technology learning platform Zaya another Atma Partner, and Hippocampus. Through this partnership 30 young women were trained to fill ready teaching roles at both Zaya and Sahyog as learning facilitators and librarians. Three of young women have already gained employment through this programme.

As we close the year we want to thank all of our supporters from around the world including our international chapters in Canada, Australia, and the Netherlands.

Yours in education,

Mary Ellen

About Atma

Atma strengthens and leverages high potential education NGOs to help overcome India's education gap. We believe that innovative NGOs can lead the way in reforming education but faced with a severe lack of financial and Human Resources they are unable to realise their true potential. This is why, despite the existence of over 1500 education NGOs in Mumbai alone, gaps in education persist.

Education NGOs that are selected to be a part of Atma's portfolio receive hands-on support and guidance in both management and education to become effective, productive and sustainable. Support from Atma typically lasts three years before the organisation graduates from Atma's Accelerator Program.

Atma was founded in 2007 as a Charitable Trust. From April 2012 to March 2013, Atma grew its portfolio size from 6 to 35 education NGOs and social enterprises. It has reached out to 60,000+ beneficiaries.

The Accelerator Program



VIDYA's Director of Operations and Strategy Manvi Singh receives the Atma certification for VIDYA from Atma's Executive Director Mary Ellen Matsui.

The Accelerator Program identifies high-potential education non-profits and inducts them into the Accelerator Program for a period of 3 years. During this period Atma provides them with 1200 hours of expertise, 1 dedicated Portfolio Manager and 3 volunteers with relevant skill-sets to match the projects that they need to undertake.

A non-profit partnering with Atma goes through the following process:

Organizational Life Stage Survey: Organizational Life Stage Survey (LSS) help organizations delve into their organizational strength areas and give ratings across: Governance, leadership, staffing, finances, administration, fundraising, monitoring and evaluation, programs, marketing, and strategy. These ratings help organizations navigate and overcome the systemic issues challenges that hold them back from providing sustainable high quality education programs. The LSS takes only a few hours with each organization and is repeated annually.

Timeline: *At baseline and repeated in January each year and as an end line.*

Program Health Check Up & Literacy Level Checks: A per program assessment of the organization helps to identify needs of the organization's program at a more macro view as an aggregate and decide their program need priorities. The tool looks at: teaching and leadership, curriculum, learning environment, learning opportunities, evaluation of learning, and impact and overall program development (in terms of program depth and breadth, gender equity, scale) and assesses a sample set of student literacy levels. These assessments form the basis of each organization's improvement map and prioritize issues in classroom and at a student level accordingly. The assessment takes a few hours on site and is repeated annually with the organization.

Special focus on literacy: The efforts of the organizations' program improvement planning will bring special focus on literacy levels, and achievement of grade level proficiency.

Timeline: *At baseline and repeated in January each year and as an end line.*

Planning Process: Business Planning: Each organization is asked to complete a 3-5 year business plan in order for Atma to understand their vision for the growth of their organization. This process is workshopped with the organizations and a group of business planning consultants who help with the creation of the plan and the budgets and financial projections. The business plan will be revisited each year to make amendments based on changes in the organization.

Timeline: *Two months to write the business plan and create a final pitch presentation. One week in each subsequent year for revising the plan.*

Annual planning: Along with the business plan each organization develops an Annual Implementation plan and Annual Impact Plan. These two documents provide the framework for organization capacity improvement and program strengthening. Special focus on literacy: The efforts of the organizations' planning improvements will bring special focus on literacy levels, and achievement of grade level proficiency.

Timeline: *Completed along with business planning*

Project Definition: Based on each organization's Annual implementation and impact plans, Atma defines the scope of organizational development and learning projects to be implemented within each organization. The projects for the year are devised annually and revisited quarterly in Atma's quarterly Sync-ups.

Timeline: *Six days throughout the year*

Project Execution: All projects are then executed on the basis of previous planning. The human resources and required materials are organised and managed by Atma. On average 15 various projects are implemented throughout the financial year.

Volunteer recruitment and placement: Volunteer recruitment is carried out on an ongoing basis. Volunteers are recruited through a strong referrals program and online advertising and placed in professional roles that suit their specific skills set.

Timeline: *Each volunteer is recruited 2-3 months ahead of their placement with an organization and placed with the organization for a minimum period of 3-4 months.*

Trainings and Workshops: Training topics are selected based on the skill needs of the employees and/or leadership of the organization. These sessions are facilitated by an external trainer to Atma. Workshops are designed to be sharing sessions on strategic or programmatic challenges faced by organizations. There is special focus on literacy, the training topics focus on common need areas of organizations to boost literacy outcomes.

Timeline: *A training or workshop is held once every 6 weeks throughout the Accelerator Program.*

Resource Mobilization: Each organization's annual planning documents, resource requirements (financial, advisory and in kind) are compiled into a proposal format. The Atma Resource team then aid the organization in pitching their programs to various funders.

Special focus on literacy: Each organization will take up at least four projects focused specifically on improving their literacy outcomes.

Monitoring and Evaluation: Annual assessments of the organization's programs and impact are completed and given to the organization as a third party assessment.

Timeline: *Once annually*

Accelerator Program in Annual Report 2013-14: Atma had partnered with 21 NGOs until Oct 2013. The partners are Aashansh, AAWC, Apni Shala, Avanti, NRI, Disha, FMCH, MAD, Masoom, Mimaansa, Muskan, Oscar, Sahyog, SCET, Sols Arc, Sparsha, Sprouts, Udaan Umang, Vidya & Zaya. Post Oct 2013, organisations such as Mann, St Willibrord International School joined. This report lists Atma's impact on select 10 organisations only to present a more comprehensive report on Atma's impact.

Apni Shala



Project details

Status: Active

Project period: March 2013-
March 2016

Annual operational budget: Rs
1,800,000 (2014-2015)

Total beneficiary reach: 700
students

Number of centres: 6

Introduction

Apni Shala was founded in 2004 to support the social and emotional development of children from low-income communities in Mumbai through experiential learning programs.

Vision: All children are equipped with positive attitude and behaviours so they can effectively deal with life's everyday challenges.

Mission: Engaging children in life skills education through fun and interactive school programs that leverage the power of drama, games, films and art, and developing a replicable model for implementation in government and affordable private schools.

Background

The problem: Children from low-income communities face a number of challenges on a day-to-day basis. These include domestic violence, neglect, abuse and other hardships due to low family income. These experiences make children vulnerable to adopting negative attitudes and behaviour. Education policies in India state that the role of the school goes beyond academics to include the behavioural and social development of children. However, most of the government and private schools government that children with low-income backgrounds attend do not have the infrastructure to cater to the social and emotional developmental needs of children.

How Apni Shala is helping: Apni Shala's goal is to support children's holistic development. They fill this education gap through offering experiential learning programs through which children learn to problem-solve, nurture healthy relationships and become more confident individuals. Apni Shala currently runs life skills programs for low-income students in 6 centres in Mumbai.

Impact

Annual Budget (2013-14)	Projected Budget (2014-15)	Projected Change in budget (in %)
1,206,000	1,800,000	49.25%
Total Enrolment (2013-14)	Total Enrolment (2014-15)	Total Change in Enrolment (2013-15)
280	700	150.00%
Total Staff (2013-14)	Total Staff (2014-15)	Change in teaching staff (2013-2015)
3	7	130.00%

Stories of impact

"I think that the stage in which Apni Shala got support from Atma was very critical, because that was when we were just starting out and I think in almost all aspects of organisational development, we were almost at zero. There were multiple areas that we needed help with and needed direction with, so that's where it was really necessary to have support from an organisation like Atma. One of the biggest areas was to actually make an implementation plan, which made clear what is expected of each of us at the organisation to help achieve what we are setting out to do. It really helped to have that outsider point of view and to have someone question us about what we were doing and help us get where we wanted to go." - **Amrita Nair, Co-Founder of Apni Shala**

"We became associated with Atma when we were right in our pilot phase. Now it's our third year with Atma, and so much has happened since our partnership. The major change has been that we definitely have a lot of systems in place because of Atma, like our HR system, fundraising and due diligence. Because we didn't have expertise in these areas, Atma helped get us associates and experts who did all the research work and helped us with forming those documents for Apni Shala. Finally I feel that Atma has been a mentor to our organisation. Anytime we have wanted any advice, we have gone to Atma." - **Anukriti Goyal, Co-Founder of Apni Shala**

"I would say that the major change would be that the children have become more expressive than they were earlier. 6 months ago, the children in the classrooms would not want to participate: they were scared about whether they would be rejected, whether they would be accepted by the group and things like that. However, when you relentlessly engage with everybody in the classroom, they all become really expressive when they have something to say. Everybody raises their hand, they all want to participate and there is a lot of energy in the classroom. We have also heard that children are more vocal at home as well, so what they are learning isn't just restricted to what happens in the classroom. For instance, our leadership module is about actually going into the community and planting trees or thinking about the water problems in their area. By actually doing something related to their community's problems, the children really were really applying their skills to their world." - **Lavanya, Teacher at Apni Shala**

"If Apni Shala would not have been here, I would never have had a chance to read books and learn more about our environment, traffic, cleanliness, wastage of water and managing waste. I also would have never understood the problems that people face. Through Apni Shala, I got to learn about how people litter and also waste water in our surroundings. My classmates and I did research: we went around different areas like Mukti Nagar to understand the problems people face with water, and I feel we definitely learned from this process. Since Apni Shala started coming in here, I feel I am more informed now and understand issues better. The stories which I read from the story books from Apni Shala, I narrated those to young kids in my neighbourhood to share the information so they could learn it too." - **Swaraj, Student at Apni Shala**

"I never used to discuss much before in class, but now I talk and discuss more with people, because my general knowledge has increased through the Apni Shala classes. For example, I know now how waste accumulates in our surroundings. I remember one activity from last year very well, in which we all wrote our names on ice cream sticks and decorated them with designs. Without Apni Shala, my communication skills would not have improved and I would not have known about different things happening in Mumbai. I would not have become as knowledgeable as I am right now." - **Nilesh, Student at Apni Shala**

Bright Future



Project details

Status: Active

Project period: July 2012-July 2015

Annual operational budget: Rs 5,000,000 (2014-2015)

Total beneficiary reach: 700 youth

Numbers of centres: 2

Introduction

Bright Future (formerly New Resolution India) was founded in 2009 to support disadvantaged youth in Mumbai by connecting education with meaningful employment.

Vision: Equal employment opportunities to all.

Mission: To provide a nurturing environment for children and youth from marginalized communities to transform their passion into gainful employment through career guidance, life skill development, mentorship and placement opportunities.

Background

The problem: In February 2009, Bright Future conducted research in south Mumbai's urban communities on the issue of 'aimless education'. They found that 90% of children in this area were first generation learners, 87% had no career guidance, and 85% of youth attending college did not know what they were planning to do for their careers. This research highlighted the reality that despite being able to access education, most of the youth in south Mumbai's urban community do not receive support in career planning. Without information and resources on selecting a meaningful career, many youth are at risk of unemployment even after completing their education.

How Bright Future is helping: Bright Future aims to address the gap between education and employment by providing programs and resources to equip youth in making career decisions. They work with teachers, parents and students to create a positive and career-conscious learning environment that will lead to meaningful employment.

Partnership goals

Bright Future became an Atma Partner in July 2012. Our initial goals for the partnership were to strengthen Bright Future's financial processes to increase their annual operational budget and enable them to reach greater numbers of beneficiaries, and develop their HR systems for effective staff management.

Annual Implementation Plan – Projects completed over the Atma Partnership

Year 1:

- strengthened the organisation's brand and messaging
- developed a new tagline
- wrote a brochure
- developed website content

- developed an elevator pitch

Year 2:

- developed a new logo
- conducted an audit
- shared financial best practices
- conducted an organisational values exercise
- built an HR Process Manual
- built a business plan and budget
- consulted on board structure
- created a fundraising plan
- created an annual implementation plan

Year 3:

- implemented the fundraising plan
- completed the budget
- built a central filing system
- wrote an accounting handbook
- completed a monitoring and evaluation assessment report

To date, 7 Atma volunteers have been allocated to the Bright Future partnership to complete projects for their organisational growth.

Highlights and achievements

Through the Atma Partnership, Bright Future's annual operational budget has grown 5 times larger. They have tripled their number of teaching staff and are serving 40% more beneficiaries. We are extremely excited about Bright Future's incredible progress and look forward to their continued growth.

Atma's Impact by the Numbers

Annual Budget 2012-2013	Annual Budget 2013-14	Projected Annual Budget 2014-15	Projected Change in budget size (in percentage)
XXX	850,000	5,000,000	488.24%
Total staff size (2012-2013)	Total staff size (2013-14)	Total staff size (2014-15)	Percentage Change in staff-size
XX	4	14	250.00%
Total Enrolment (2012-2013)	Total Enrolment (2013-14)	Total Enrolment (2014-15)	Percentage Change in Enrolment (2013-15)
XX	500	700	40.00%
Total Centres (2012-2013)	Total Centres (2013-2014)	Total Centres (2014-2015)	Percentage change in centres (2013-2015)
XX	1	2	100%
Total Teachers (2012-2013)	Total Teachers (2013-14)	Total Teachers (2014-15)	Percentage Change in teaching staff
XX	3	13	333.33%

Stories of impact

“It’s been 2 months since I joined Bright Future, and I’ve learned a lot here. At first, my family did not want me to go to classes or go far from home. But after joining Bright Future, there were changes in me. Before I had trouble speaking, but now I don’t hesitate anymore. I can speak to others. Earlier I was also too shy to go out of the house alone. But after coming to Bright Future I started going to distant places on my own, such as for an interview and a bank visit. Now my family appreciates the change in me, and I feel very proud of myself.” – **Afsari, Bright Future student**

“In my house, only my brother and I work while my mother and father stay at home. I came to Bright Future to learn computers, as well as excel basics and how to prepare presentations and powerpoints. However, I think that learning how to speak to the person before you and how to give interviews has resulted in a lot of changes in me. Now people look at me differently. I feel like wherever I go, people see me through a better, more positive lens. I feel very good after coming to the Bright Future program, as though I am doing something in my life. Earlier, people used to see me as someone who is uneducated and lacks wisdom. But now, masha-allah, they see me as someone who is well read and educated. I feel so good about that.” – **Qureshi, Bright Future student**

“I’m a housewife, and when I first heard about Bright Future I felt uncomfortable because I wasn’t sure if my husband would want me to attend. But then I thought ‘I should become something: I should do something in the future.’ So I came to Bright Future, and a lot of changes happened for me. Just coming to their course for the first time, I felt something different. I felt like I could do something. I have now developed a lot of confidence.” – **Asmita, Bright Future student**

Mann



Project details

Status: Active

Project period: June 2014-
June 2017

Annual operational budget:
Rs 2,500,000 (2014-2015)

Total beneficiary reach: 55
young adults

Numbers of centres: 2

Introduction

The Mann Centre for Individuals with Special needs (Mann) was founded in 2004 to support the education and growth of children and adults with special needs, including intellectual disabilities, autism, Down syndrome, multiple disabilities and attention deficit hyperactive disorder.

Vision: A future in which every young adult with special needs is empowered to lead a happy and productive life.

Mission: We improve the quality of life of adults with special needs by providing skills training, vocational support, physical well-being support, social skills training and parental involvement.

Background

The problem: Young adults with special needs face a variety of sensory, neurological and/or psychological issues. Some have developmental delays, limited communication or interpersonal skills, and limited mobility, and some may require support for activities of daily living. Due to a lack of resources and general awareness, young adults with special needs are often less able to access education and employment. This means that young adults with intellectual disabilities, autism, Down syndrome and other special needs are often socially excluded. However, with tailored learning opportunities and dedicated support, young adults with special needs can attend school and access employment, becoming productive and independent citizens.

How Mann is helping: Mann aims to bridge the existing gap for young adults with special needs through two centres in Mumbai. They provide functional training, need based programs, job specific training, placement and employment opportunities for each individual so that they may develop a positive self-image and become empowered to live as independently as possible.

Partnership goals

Mann became an Atma Partner in June 2014. The main initial goals of the partnership were to develop the organisation's model and support their students' craft store in bringing in greater revenue.

Annual Implementation Plan - Projects completed over the Atma Partnership

Year 1:

- developed their organisational model
- wrote an operations manual

- consulted on their pricing model for their craft store
- assisted with their database
- built a website
- produced a promotional video

To date, 2 Atma volunteers have been allocated to the Mann partnership to complete projects for their organisational growth.

Highlights and achievements

Since the Atma Partnership began, Mann has been able to expand their programs' reach. They have added one more centre, serve 22% more beneficiaries and employ 25% more teachers. Atma is so honoured to have been a part of Mann's growth and vision for individuals with special needs, and look forward to what they will achieve in the years to come.

Atma's Impact by the Numbers

Annual Budget 2013-14	Projected Annual Budget 2014-15	Projected Change in budget size (in percentage)
2,100,000	2,500,000	19.05%
Total staff size (2013-14)	Total staff size (2014-15)	Percentage Change in staff-size
9	11	22.22%
Total Centres (2013-14)	Total Centres (2014-15)	Percentage Change in centres (2013-2015)
1	2	100.00%
Total Enrolment (2013-14)	Total Enrolment (2014-15)	Percentage Change in Enrolment (2013-15)
45	55	22.22%
Total Teachers (2013-14)	Total Teachers (2014-15)	Percentage Change in teaching staff
4	5	25.00%

Stories of impact

“My son Arif has been in this centre for three months, and he has developed a fair bit. He used to get annoyed and angry often, but now when he talks to people, he feels free. Initially he would hesitate, but now he gets along very well with people. Arif has developed a lot as a person and I can see it in him. The teachers here are very good: if a child makes a mistake, they are taught what to do with dedication and how to do it. Because of that, Arif doesn’t get annoyed, and likes how the teachers teach him. He has learned a lot here.” – **Father of a Mann student**

“My experience with Atma has been quite an enlightening one. When we started at Mann we were actually just trained as special educators and we wanted to do something different, so initially we started off with a smaller group of kids. But as we started growing, that’s when we realized that we are good as teachers, but maybe not equipped to run an organization. That’s when we started training with Atma, and we’ve learned so much. There was one area wherein Atma played a very important role. We have this whole line of products that are hand-made by our students. Initially, people doubted whether our students really made them: they wouldn’t believe that kids are capable of doing such good work! But we would still sell them at reasonable rate, like an NGO normally would, and people would buy them out of pity or because they were made by special children. But that’s when Atma encouraged us. They helped us believe in ourselves and realize that the products are really amazing, and they totally worth an increase in their rates. Atma helped us to redo the entire price calculation, and now we’ve been able to give the students a higher stipend every month because we are getting so much revenue from these sales. We are so happy for our association with Atma: we don’t think that we would have gotten this kind of information anywhere else or experience anywhere else.” – **Beverly, Mann, Founder**

“At Mann, we do exercises like making posters; we learned how to make plates and dolls. I passed English, maths, social science and science. I like my teachers and they help me, and I have really good friends. I now work in society stores: I help customers, clean the baskets, and put things on shelves. I go to the store alone by train, and come back by bus.” – **Deepak, Mann student**

“I feel that for Deepak, Mann has brought out his abilities. He became familiar with the wonderful teachers here, and was quite happy to come. Deepak had also been to many hiring workshops through other schools. But my concern was that in most places, the students were divided into needlework or woodwork or food processing, and were only doing that job. That I found to be a very boring atmosphere, to be doing the same thing over and over again. But here in Mann, students are not confined to a particular job: they give everyone jobs according to their skill set. It’s one of the positives. I think this place is a rewarding, wholesome opportunity for development. Most recently, they were very helpful in finding a job for him: they put him in training for 6 months at a supermarket. Now, he doesn’t even want to miss one day of work. We were very reluctant to let him travel alone, but Mann helped him out during the first month with their helper, accompanying him and bringing him back. A very, very positive thing is that he has learned to travel himself..” –

Deepak’s father

“My name is Gloria and I have been a teacher for two years at Mann. We teach the students individually based on their challenges and abilities. Here at Mann, we never used to document anything. We would assess the child and work gradually. But now, we write everything on paper so we would know better what that progress the child has achieved and what levels they have reached. We also call the parents for meetings to tell them about the progress of their child, which also helps them to know what their capabilities are so they can also do things at home. This is what helps the students grow.” – **Gloria, Teacher at Mann**

Mimaansa



Project details

Status: Active

Project period:

August 2012-August 2015

Annual operational budget:

Rs 1,200,000 (2014-2015)

Total beneficiary reach: 850 students

Numbers of centres: 5

Introduction

Mimaansa was founded in 2012 to address the lack of awareness and resources for students with learning disabilities in government schools in Thane, a suburb of Mumbai.

Vision: All government schools as meaningful and inclusive spaces for learning and personal development of students with learning disabilities.

Mission: To strengthen government schools by providing exemplary remedial education and counselling services, and to advocate for systemic change to create an integrated environment for children with learning disabilities.

Background

The problem: Due to a lack of resources and general awareness of different learning disabilities, most of Mumbai's government schools are not equipped to support the unique needs of children with learning disabilities. This means that children with learning disabilities, despite attending school, may benefit less from their education because they require specialized support that is typically unavailable in government schools. This can lead to social exclusion and the children's failure to thrive and grow. However, with additional tailored educational support, children with learning disabilities can achieve academic excellence.

How Mimaansa is helping: With the holistic development of children as its main aim, Mimaansa aims to bridge the gap between the capabilities of children with learning disabilities and the expectations others have of them. Mimaansa currently runs specialized remedial education programs in two Municipal schools in Thane.

Partnership goals

Mimaansa became an Atma Partner in August 2012 when Pooja Joshi, Mimaansa's founder, approached Atma. Our initial goals for the partnership were to strengthen Mimaansa's monitoring and evaluation systems to ensure that they could accurately track their impact as they grew.

Annual Implementation Plan - Projects completed over the Atma Partnership

Year 1:

- created a fundraising system and strategy
- implemented fundraising initiatives through the Mumbai Marathon
- created marketing materials
- provided logistical support
- developed a budget
- wrote grant applications
- supported registration for 12A and 80G certificates

Year 2:

- built a fundraising proposal and calendar
- created a business plan
- built a donor management system
- wrote an operations manual
- advised on meeting structure
- assisted with curriculum framework
- completed advisory board planning
- completed an annual implementation plan

Year 3:

- created a Centre Model to assist with the running of each centre
- finalized an HR system
- built a central filing system
- finalized a board policy and advisory board
- created an employee performance management system
- built a monitoring and evaluation assessment report
- created a website
- launched social media pages

To date, 10 Atma volunteers have been allocated to the Mimaansa partnership to complete projects for their organisational growth.

Highlights and achievements

Since the Atma Partnership began, Mimaansa has created strong systems for Monitoring & Evaluation and for volunteer management, which allowed them to capitalize on existing resources and grow their impact. They have expanded from 1 to 3 centres, more than doubled their total staff size, and serve 42% more beneficiaries. Atma is extremely proud of Mimaansa's growth and is excited to see what they achieve in the future.

Atma's Impact by the Numbers:

Annual Budget 2012-13	Annual Budget 2013-14	Projected Annual Budget 2014-15	Projected Change in budget size (in percentage)
XXX	850,000	1,200,000	41.18%
Total staff size (2012-13)	Total staff size (2013-14)	Total staff size (2014-15)	Percentage Change in staff-size
XX	3	7	133.33%

Total Enrolment (2012-13)	Total Enrolment (2013-14)	Total Enrolment (2014-15)	Percentage Change in Enrolment (2013-15)
XXX	600	850	41.67%
Total Centres (2012-13)	Total Centres (2013-14)	Total Centres (2014-15)	Percentage Change in centres (2013-2015)
XX	2	5	150.00%
Total Teachers (2012-2013)	Total Teachers (2013-14)	Total Teachers (2014-15)	Percentage Change in teaching staff (2013-2015)
XX	3	6	100.00%

Stories of impact

“Atma came to Mimaansa when we were just learning to stand. We knew what we wanted to do, but we weren’t too sure how we were going to do it. We started with Volunteer Management, looking at how to manage volunteers meaningfully and how to engage them. Though we have evolved into an employee run program, all of that is still super handy because we have interns coming in and all the things that they taught me then are being implemented with our interns. We also worked on Monitoring and Evaluation and impact assessment. At the very beginning there was this phenomenal Atma volunteer called Jose, who came in and he ran me through things for 3 months on Monitoring and Evaluation. He taught me that whatever we do at Mimaansa has an impact, and that I needed to start recording it: not for donors, but just for myself, to know the program’s impact and feel positive about it. What has been beautiful with Atma is I have only had to say what we needed and Atma has coached me and help put those things together.” –**Pooja, Executive Director of Mimaansa**

“My name is Vishwa and I’m studying in 5th standard. I have been coming for Mimaansa classes for 2 years and I like doing art and drawing the most. I have also learned multiplication in maths from my Mimaansa teacher. I share with my friends what I learn over here, in letter writing and the multiplication work. Two years back, before coming to Mimaansa, I used to fail in class. Now, I actually get good scores.” – **Vishwa, student at Mimaansa**

“My name is Soni and I’m in 8th class. What I like most about Mimaansa class is that we play here, we have a lot of fun, and when teachers teach, I understand. When I come here I feel good. I get a better education here: I like the way they teach. Earlier I used to be very weak in my studies, now I have a lot more confidence. I used to be weak in Maths, but now, because of the way my teacher helps me, I like doing Maths. Now I can do Maths well. So these classes have helped me a lot.” –**Soni, student at Mimaansa**

“I enjoy working with kids here: everyone comes up with new ideas, even in the way that we teach. I feel like kids are also involved and more interested in learning because our focus is so different from the schools they attend. The changes that I have observed are minor, but still I feel they are credible because it’s just been a year. There’s one child in my class from 3rd standard, his mom had told me that he doesn’t know anything, he couldn’t even recognize alphabet. Now he knows the phonic sound of the alphabet, and he can answer verbally: he’s recognizing the letters. So, those are the changes I’ve observed in students, and it’s encouraging to see that impact.” – **Mrinmayee, intern at Mimaansa**

Muskan Foundation



Project details

Status: Active

Project period: June 2012-June 2015

Annual operational budget: Rs 4,200,000 (2014-2015)

Total beneficiary reach: 40 children

Numbers of centres: 2

Introduction

The Muskan Foundation was founded in 2009 to address the lack of services, awareness and support that limit mainstream opportunities for children with multiple disabilities and vision impairment (MDVI). Muskan works in two centres in Mumbai, providing full time therapy and special education programs to children with multiple disabilities.

Vision: Every child with multiple disabilities should be able to live an independent, confident and happy life.

Mission: To maximize the potential of children with multiple disabilities, by providing a nurturing environment that offers customized services and equips parents with the knowledge and confidence to sustain the child's development.

Background

The problem: Children with multiple disabilities face a variety of sensory, neurological and/or psychological issues. Most have developmental delays, limited communication and interpersonal skills, and limited mobility. Children with multiple disabilities typically require support for activities of daily living, and are often withdrawn and isolated. Due to a lack of resources and general awareness of different disabilities, most schools and education centres in Mumbai are not equipped to support the unique needs of children with multiple disabilities and vision impairment (MDVI). This means that children with multiple disabilities are often excluded from educational opportunities, which leads to continued social exclusion and the children's failure to thrive. However, with tailored learning opportunities and dedicated support, children with multiple disabilities can attend school and experience a normal childhood.

How Muskan is helping: Muskan aims to bridge the existing education gap for children with multiple disabilities through a full time special education program and a therapy program. Through supporting the children's social, emotional, cognitive and physical development with one on one teaching and educating their parents and communities, Muskan allows children with multiple disabilities to develop to their fullest potential.

Partnership goals

Muskan became an Atma Partner in June 2012 when Muskan founder Dipti Gandhi approached Atma for support in growing their organisation. The main initial goals of the partnership were to support Muskan's financial management systems and develop their fundraising plans.

Annual Implementation Plan – Projects completed over the Atma Partnership

Year 1:

- developed a financial management system
- created a fundraising plan
- opened a new centre
- built a volunteer program
- hired additional staff
- created HR systems

Year 2:

- wrote an employee handbook
- completed an organisational values exercise
- wrote a business plan
- created a budget

Year 3:

- created an operations manual for their model
- built a monitoring and evaluation system
- set up an advisory board
- created an annual implementation plan for the future
- formed a partnership with Wadia hospital

To date, 4 Atma volunteers have been allocated to the Muskan partnership to complete projects for their organisational growth.

Highlights and achievements

Since the Atma Partnership began, the Muskan Foundation has been able to expand their programs' reach. They now serve 21% more beneficiaries, employ 12% more teachers and have grown their annual operating budget by 17%. Atma is honoured to have been a part of Muskan's growth and look forward to witnessing their achievements in the future.

Atma's Impact by the Numbers

Annual Budget 2012-2013	Annual Budget 2013-14	Projected Annual Budget 2014-15	Projected Change in budget size (in percentage)
XXX	3,600,000	4,200,000	16.66%
Total staff size (2012-2013)	Total staff size (2013-14)	Total staff size (2014-15)	Percentage Change in staff-size
8	17	19	11.76%

Total Enrolment (2012-2013)	Total Enrolment (2013-14)	Total Enrolment (2014-15)	Percentage Change in Enrolment (2013-15)
64	33	40	21.21%
Total Teachers (2012-2013)	Total Teachers (2013-14)	Total Teachers (2014-15)	Percentage Change in teaching staff
10	13	15	15.38%

Stories of impact

"I have been working in Muskan for 8 years, since it was founded. As I was part of Muskan from the very beginning, we were just slowly learning what we were supposed to do. But then we had our first meeting with Atma, and it is still a very memorable moment for me. Atma directed our attention to other things - *you do work, but have you prepared any vision or mission statement yet?* We did have a vision and mission statement, but when it came to its wording and language... Atma worked with us on that. Then, they asked, *how can you go about organizing funding and awareness?* So all of these important questions, we got to thinking of because of Atma. In addition, as teachers, it had never occurred to us to develop the goals of being a teacher. Atma asked, *if you are a teacher at Muskan, what goals should you have in your own life?* They conducted a training where all of us set goals. This was probably the first time where us teachers, as a team, developed our goals. I really liked this." - **Sushma, Muskan Head Teacher, Goregaon branch**

"I believe that Atma has really, really helped bring that whole organizational concept to our NGO. There is a lot of great work done here, but little documentation of how things are done at Muskan. In the past year, I have seen so much change. Atma helped us do our HR manuals. This might seem like a simple thing, but we never really had that kind of documentation. They also helped us with our volunteer program and created our 5 year business plan, and they help us do our Annual Implementation Plan every year to see what kind of goals we should set. We looked at our goals, which quarter we were hoping to achieve them, the people responsible for them, and the resources we would require. Finally, we worked with them on the Monitoring and Evaluation of our programs. There has been a lot of structure that has come into the organization now. That's very important: why? Because now, we are growing. We really are growing." - **Vaneeta, Muskan Communications Officer.**

"When Becky (*Muskan student*) came here, she had so many problems that I had to actually hold her and sit with her. For her to sit and work on a task was a very difficult feat. But as we started working with Becky, she started progressing despite her autism and visual impairment. Now when I see her study I feel so happy, because at that time I would have never thought that she would be able to do all this. For me, you could consider her to be a 'miracle child' because she has progressed so much." - **Sushma, Muskan Head Teacher, Goregaon branch**

"It's now been 4 years since Becky joined Muskan and we have seen a lot of improvement. Becky had multiple problems - she couldn't talk, she couldn't bear sound, and she didn't want to have anybody near her. Now, slowly with all that they have done at Muskan, Becky has experienced a vast improvement. She is not afraid like she was before. Now she is much, much better." - **Esmie, Becky's grandmother**

The OSCAR Foundation



Project details

Status: Active

Project period: April
2013-April 2016

Annual operational budget: Rs
5,100,000 (2014-2015)

Total beneficiary reach: 2100
students

Numbers of centres: 11

Introduction

The Organisation for Social Change, Awareness and Responsibility (OSCAR) was founded in 2006 to provide high quality football coaching to underprivileged children in Mumbai and across different areas of India.

Vision: To create a world that enables youth to become role models through sport, to take active roles in various community initiatives and to mobilise other members of their community by using sport for positive social change.

Mission: To use sports to teach life skills, positive values and enable active citizenship, and to make children and youth aware of their rights and their responsibilities within society or community.

Background

The problem: Children from low-income communities face a number of challenges on a day-to-day basis. These include domestic violence, neglect, abuse and other general hardships due to low family income. These issues, coupled with a lack of leadership and mentorship, make children vulnerable to adopting negative attitudes and behaviours, and to abandoning their studies early.

How OSCAR is helping: OSCAR believes that in order to become leaders in their communities, children need more than just an education. They run a unique programme that not only teaches sport to children and youth, but also helps them to understand the value of education. OSCAR's programs support children and youth to stay in school and provide the mentorship they need to become responsible and well-rounded citizens.

Partnership goals

OSCAR became an Atma Partner in April 2013. The main initial goals of the partnership were to increase OSCAR's operational budget so that they could expand their outreach programs, and to support the organisation's branding and marketing.

Annual Implementation Plan – Projects completed over the Atma Partnership

Year 1:

- created Logic Models for all programs
- wrote an operations manual for a mentoring program
- conducting an audit
- shared a best practices accounting guide
- streamlined marketing and messaging
- completed an annual implementation plan

Year 3:

- built a fundraising plan

- wrote a fundraising proposal
- implemented fundraising activities
- completed a business plan review
- initiated a monitoring and evaluation assessment report
- completed a budget

To date, 10 Atma volunteers have been allocated to the OSCAR partnership to complete projects for their organisational growth.

Highlights and achievements

Since the Atma Partnership began, the OSCAR Foundation has more than doubled their annual operational budget and has been able to expand their programs' reach. They now serve 20% more beneficiaries and have opened 3 additional centres. Atma has been ecstatic to witness OSCAR's continued growth and we look forward to seeing where they are able to go next.

Atma's Impact by the Numbers

Annual Budget 2013-14	Projected Annual Budget 2014-15	Projected Change in budget size (in percentage)
1,400,000	5,100,000	264.29%
Total Enrolment (2013-14)	Total Enrolment (2014-15)	Percentage Change in Enrolment (2013-15)
1,750	2,100	20.00%
Total centres (2013-2014)	Total centres (2014-2015)	Percentage change in centres (2013-2015)
8	11	37.50%

Stories of impact

"When we joined Atma, OSCAR was at its initial stage. We were running different programs and raising funds individually through events, etc. At the time, we had information about the OSCAR program but nothing was in place. That is when Atma taught us how to structure the organisation in terms of proper documentation and more. They assigned two volunteers specifically to work with OSCAR - Heidi and Tia- and they were great to work with. Tia built our marketing master file on our brand and our logo, and Heidi helped us with the filing system and the curriculum. Working on those areas helped us create strong documents for our organisation, and we gained confidence to ask for sponsorships from corporates based on this. They also raised funds for us: forty thousand initially for OSCAR programs. Now we are also working on monitoring and evaluation. These are the elements that help make us a strong organisation and this has also helped boost our confidence. Currently we are in a position where if we are asked any questions, we are ready with answers. Atma has given us much more clarity in our direction." – **Ashok, Founder at OSCAR**

"My name is Fardin and I have been with OSCAR since the very beginning. After three years, the program for Young Leaders began. In 2010, I went to Goa for the first time for training. I learnt a lot more than just about the coaching and have seen an improvement in me ever since. I currently teach the Under 12 kids: I have trained them at many such Centres such as Mumbai Central, Mahim, Matunga and the community here in Cuffe parade. There have been many changes in the kids here as well. Before, the kids had shortfalls and they did not know how to play. In the trainings attended, I

was taught how to deal with different kids differently and how to give them the right practice to notice an improvement in them. I have worked to give them all the benefits and have noticed a real change in them. All the students have started respecting their parents, coaches and everybody around. They have also started arriving before time for their football practice sessions. They would be there at 8am for an 8:30am session because they love football so much. They really have fun and have also changed in many ways through football.” – **Fardin, Active Young Leader at OSCAR**

“Atma has helped OSCAR with many things. We learned about the Mumbai Marathon and the ways in which we could participate. I have also attended meetings and workshops held by Atma. In them, I met a lot of people, including those that Atma supports. For example, I met Atma’s partners and learnt how they work in their organisations impact their communities. From them, I also learnt how to make changes in our community. Atma has shown us that to make a change in the people of the community, we first have to change ourselves. So Atma has introduced many new ideas to OSCAR.” – **Govind, Active Young Leader at OSCAR**

“Initially, I was part of another sports program. But I left because of some friends that I had, and I started drinking with them. Then I met Ashok Sir: at the time he had just founded the OSCAR Foundation. He asked me if I wanted to play for OSCAR, and I replied saying no. He asked me a couple of more times after and I started playing for the Senior Team. After six months, the training for young leaders began and Ashok Sir helped me join it too. We were taken to Goa for the Young Leader Training and were given proper training there. We came back to Mumbai, and brought a lot of kids together from nearby localities and formed teams. We started giving them practice. Initially the kids were very naughty: they would not go to school, would swear at each other, and did not respect elders. Now the children have learned to respect the elders, they come to practices regularly, attend school and also pass with good grades. This is what OSCAR has done for them, and also for me. I am currently a young leader in OSCAR. Nobody knew me at the start, but since the time I have been coaching kids, a lot of people know me.” – **Santosh, Active Young Leader at OSCAR**

Sahyog



Project details

Status: Active

Project period:

November 2012 –

November 2015

Annual operational budget: Rs 5,500,000 (2014-2015)

Total beneficiary reach: 60 students

Numbers of centres: 3

Introduction

Sahyog was founded in 2000 to address the lack of educational resources and awareness about opportunities for women, girls and children with developmental disabilities in marginalized communities in Mumbai. Sahyog is committed to building community based models by linking education to the community's needs and concerns.

Vision: To create a secular, progressive and empowering space which enables young people to envision a world in which they have the freedom to think, express and make their own choices.

Mission: Extending access to education, skills-training and rehabilitation to vulnerable young people by creating alternative community based models, and nurturing self-confident, skilled and socially committed young women who are role models for their peers and who work for social change.

Background

The problem: In many disadvantaged communities in Mumbai, large numbers of girls drop out of elementary education because of poverty, inadequate secondary schools in their neighbourhoods, and rigid social norms surrounding the education of girls. Girls experience the greatest limitations in access to education, employment and empowerment because they are typically responsible for housework and childcare. In addition, children with developmental disabilities are at risk of being excluded from educational opportunities due to resource constraints in schools and a lack of awareness of different disabilities.

How Sahyog is helping: Sahyog believes that through community-based education and empowerment, women and girls have the capacity to change themselves, their families and their communities. They conduct skills training to develop in them a critical understanding of their environment, equip them to become valuable members of their families and communities, and introduce them to opportunities in the social sector. Sahyog also conducts special education programs to support children with developmental disabilities and integrate them into the community.

Partnership goals

Sahyog joined as an Atma Partner in November 2012. Our initial goals for the Atma partnership were to increase Sahyog's annual operational budget to allow them to grow their programs and reach greater numbers of women and children.

Annual Implementation Plan - Projects completed over the Atma Partnership

Year 1:

- created process maps to identify existing gaps
- wrote program documents
- created a process manual
- hired new staff

Year 2:

- created operations manuals
- developed a marketing and communications strategy
- built a website
- launched social media channels
- assisted with publishing an annual report
- created a brochure
- completed a programme audit and documentation process
- created an annual implementation plan
- created a business plan

Year 3:

- completed model and programme documentation
- created organisational development indicators and a reporting system
- initiated a programme survey
- completed a monitoring and evaluation assessment report and manual
- created an annual implementation plan
- created a budget
- conducted an online fundraising campaign
- created a fundraising proposal

To date, 5 Atma volunteers have been allocated to the Sahyog partnership to complete projects for their organisational growth.

Highlights and achievements

Since the Atma Partnership began, Sahyog has been able to expand their annual operational budget. They now serve 33% more beneficiaries, employ 80% more teachers and have grown their annual operating budget by 22%. Atma is so happy to have been able to assist with Sahyog's growth, and we look forward to witnessing their achievements in the future.

Atma's Impact by the Numbers

Annual Budget 2012-13	Annual Budget 2013-14	Projected Annual Budget 2014-15	Projected Change in budget size (in percentage)
XXX	4,500,000	5,500,000	22.22%
Total Enrolment (2012-13)	Total Enrolment (2013-14)	Total Enrolment (2014-15)	Percentage Change in Enrolment (2013-15)
XXX	45	60	33.33%

Total Teachers (2012-13)	Total Teachers (2013-14)	Total Teachers (2014-15)	Percentage Change in teaching staff
XXX	5	9	80.00%

Stories of impact

“When Sahyog’s centre opened in 2000, I was one of the first students there. I have since completed my 10th standard and have taken admission in 12th standard. So along with my studies, I began to work here at Sahyog in 2002 work with children with speech disabilities. I now even work on an outreach basis: for instance, I do home based therapy also for children with speech conditions. A lot of changes have happened since Sahyog has worked with Atma. Many documents like the Annual Report and a book on all of the activities at Sahyog have been prepared, so now we can communicate all of this information to people. We got a lot of help from Atma, and it has been a positive change.” – **Asiya, former Sahyog student and current teacher**

“My daughter’s name is Mamta and she has been at the Sahyog program for 3 years. Her studies are going very well. Before, Mamta could not hear at all. Sahyog gave her a hearing aid and now she can hear everything and is able to learn. Prior to coming here, she couldn’t speak much, but now she has started speaking a little. Here the teachers are so good, and it was here that my daughter’s destiny opened. Mamta has been able to shift to a Marathi medium school, where she learned to read and write. The staff at Sahyog helped her to achieve that: it is they who got my daughter admitted to such a good school. Finally, my daughter has also learnt how to dance, and they had arranged small performances for my daughter in different places. I know that because of the Sahyog teachers, my daughter will continue to learn well.” – **Swarna, mother of a Sahyog student**

Sol's Arc



Project details
Status: Active
Project period:
 April 2013-April 2016
Annual operational budget: Rs 3,200,000 (2014-2015)
Total beneficiary reach: 850 students
Numbers of centres: 5

Introduction

Sol's Arc was founded in 2003 to provide equal educational opportunities to children with special learning needs.

Vision: Transforming education for all children and youth with special needs.

Mission: To nurture the innate abilities of children and youth with special needs through a research based approach of curriculum development, implementation and therapy.

Background

The problem: Due to a lack of resources and general awareness of different learning disabilities, most of Mumbai's government schools are not equipped to support the education of children with special learning needs. This means that children with special needs, despite attending school, may benefit less from their education because they require specialized support that is typically unavailable in government schools. This can lead to social exclusion and the children's failure to thrive and grow. However, with tailored learning opportunities and dedicated support, children with special needs can achieve academic excellence.

How Sol's Arc is helping: Sol's Arc aims to address the sub-optimal education that children with special needs receive through services tailored to help each child thrive. Sol's Arc begins with professional assessment, and then offers remedial education, parallel school, therapy and training services to support these students in achieving academic excellence and integrating in their communities.

Partnership goals

Sol's Arc became an Atma Partner in April 2013. Our initial goals for our partnership were to identify the gaps in Sol's Arc's organizational development and strengthen their HR and finance processes to ensure a strong structure for their future growth.

Annual Implementation Plan - Projects completed over the Atma Partnership

Year 1:

- conducted an audit
- shared a best practices accounting guide
- set up a financial management system
- wrote programmes' operations manuals
- wrote an accounting manual

- created a business plan
- created an annual implementation plan
- wrote job descriptions for board members
- supported board recruitment
- created an HR management system

Year 2:

- created and implemented a fundraising plan
- aided with staff recruitment
- underwent a logo redesign and branding change
- created a fundraising proposal and prospects list
- completed a programme research paper
- created an annual report
- wrote a brochure, a newsletter and one pager
- launched social media channels
- produced a promotional video

To date, 4 Atma volunteers have been allocated to the Sol's Arc partnership to complete projects for their organisational growth.

Highlights and achievements

Since the Atma Partnership began, Sol's Arc has created strong systems for Monitoring & Evaluation and for financial management. They have increased their annual operational budget by 25% and serve 22% more special needs students. Atma is honoured to have been a part of Sol's Arc's growth, and we are excited to witness what they achieve in the years to come.

Atma's Impact by the Numbers

Annual Budget 2013-14	Projected Annual Budget 2014-15	Projected Change in budget size (in percentage)
2,550,000	3,200,000	25.49%
Total Enrolment (2013-14)	Total Enrolment (2014-15)	Percentage Change in Enrolment (2013-15)
450	550	22.22%

Stories of impact

"There have been a lot of workshops which Atma have done with us. This has been a learning process for all of our staff, and there has been a lot of motivation and inspiration. Initially, there was a gap between the school staff and the head centre because what happened was that our teachers would not come to the head centre. But after we collaborated with Atma, we had these workshops where everyone discussed the objectives and the vision of Sol's Arc. Through this we all saw the organization in a bigger picture, and we were able to build that rapport with the staff. Everybody realised why they are here, rather than just coming for a job: we had a vision and a larger picture behind Sol's Arc. So as an organization we have evolved and grown, and that's what I have seen since we partnered with Atma." –Farzana, Principal at Sol's Arc

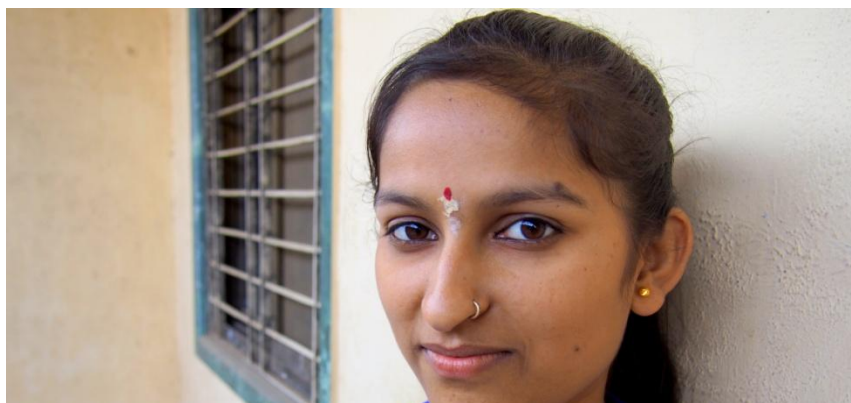
“When we started our centre, we were only carrying the title of a special educator and remedial centre. We were not like entrepreneurs or people who were running an organisation. Our only focus was children and working with them on their skills. But Atma has changed our outlook completely. Earlier there were lot of aspirations, but collaboration with Atma has given us that ladder, and said “Okay: you can do it”. The most important thing that they helped us to do was streamline our HR and accounts. Atma has also helped us to connect and network with many other people in our field as well as other NGOs. When I started with Sol’s Arc, we were only 3 people working here. Today, there are around 22 of us. So with the sudden growth, and managing the staff, the HR policies, communication with staff and parents, and managing the admin, it was lucky enough that Atma got involved and we are implementing these structures. It is a fantastic journey that we are right now on, and I’m really looking forward for achieving our goals for education.” **–Jinisha, Director at Sol’s Arc**

“None of us directors of Sol’s Arc have an administrative or management background. We are all experts at what we do, which is education. But when it came to all of the other aspects, something is simple as having a vision, having predetermined set goals, knowing what you’re working towards? We have been doing working for many years, but I felt that there was no clarity in terms of where we wanted to go. Atma has helped us to find our direction.” **–Sakina, Director at Sol’s Arc**

“My son Vihaan is 7 years old and has been attending Sol’s Arc for two years. He is a slow learner and had some behavioural problems: his major problem is that he did not want to leave me for even a second. He used to hang onto me; he didn’t want me to go. He used to never mix with his friends or talk to anyone in the family, and in school he used to cry like anything. I used to think ‘how is he going to sit for two, three hours in school?’ It was a tough time for me. But gradually with counselling sessions, this has stopped. Now he’ll say on his own, ‘Now you can go wherever you want to’. And academically he’s better, much better. He is doing remedial therapy and did occupational therapy also. With friends also he’s become very comfortable; he has made many friends. For Vihaan, I am so thankful that he has really changed. I used to be very disturbed; I’d think ‘what will happen?’ But now his behaviour has settled: he is a calm boy, much better than before. He’ll understand if you tell him ‘this is wrong, you shouldn’t have done this.’ So I’m very happy with this progress and the way they are teaching him. Not everybody can do this: at Sol’s Arc they are special teachers. They’ve done a great job with my son.” **–Shikha, mother of a Sol’s Arc student**

“My child has ADHD and some other problems which were quite bad before coming to Sol’s Arc. Now he is going very well and studying very well. His confidence is growing and he is polite with his friends and his school teachers. He used to be afraid of loud noises, like during Diwali time, but now he’s no longer scared. He is mixing well with his friends and enjoys Diwali firecrackers with us. I am very thankful to Sol’s Arc for supporting my child. I’m confident that with Sol’s Arc my child will continue to become well.” **– Suresh, father of a Sol’s Arc student**

Vidya



Project details

Status: Active

Project period:

October 2012-

October 2015

Annual operational budget:

Rs 13,000,000 (2014-2015)

Total beneficiary reach:

20,000 women, youth and children

Numbers of centres: 17

Introduction

VIDYA was founded in 1985 to educate and empower disadvantaged children, youth and women. Their programmes include schools, remedial education, computer training, adult literacy, skills training, microfinance and social entrepreneurship initiatives in Delhi, Mumbai and Bangalore.

Vision: An India where every child gets an education, every youth an opportunity to succeed, and every woman the right to equality.

Mission: Educating and empowering the less privileged through integrated methods and initiating and implementing progressive social change.

Background

The problem: Disadvantaged communities face many challenges, including issues of substance abuse, petty crime, malnutrition and lack of sanitation. The issue of gender inequality is amplified in poorer communities, and women and girls experience the greatest limitations in access to education, employment and empowerment. Because women and girls are typically responsible for housework and childcare, they have few opportunities for education or employment and are thus financially dependent on others.

How VIDYA is helping: VIDYA believes that many of the issues faced by underprivileged communities can be addressed by empowering mothers to be economically independent and educating children and youth. Through unique programs to support children through school and career counselling and encouraging women in entrepreneurship, VIDYA helps individuals gain control of their lives and become social leaders in their own communities.

Partnership goals

VIDYA entered in an Atma partnership in October 2012. Our initial goals for the partnership were to strengthen the organization's monitoring & evaluation systems and structures to allow VIDYA to serve greater numbers of beneficiaries.

Annual Implementation Plan - Projects completed over the Atma Partnership

Year 1:

- developed a fundraising strategy
- developed a fundraising toolkit, presentation and proposals
- consulted on donor engagement
- created a donor management system
- explored sustainable funding channels

Year 2:

- built a monitoring and evaluation database
- instated a financial management system
- created a 3 year budget
- created an HR report
- conducted performance appraisals
- wrote an employee handbook
- conducted HR training
- completed an organisational values exercise
- built an annual implementation plan
- created a business plan

Year 3:

- created a branding and communications plan
- built a website
- wrote an annual report
- assisted with programme operations manuals
- developed a budget

To date, 8 Atma volunteers have been allocated to the VIDYA partnership to complete projects for their organisational growth.

Highlights and achievements

Since the Atma Partnership began, VIDYA has strengthened their Monitoring & Evaluation and HR processes and expanded their programs' reach. They now serve 33% more beneficiaries, employ 15% more teachers and have grown their staff size by 19%. Atma is so happy to have been able to support VIDYA's growth, and are excited about their continued impact in the lives of women and children.

Atma's Impact by the Numbers

Annual Budget 2012-2013	Annual Budget 2013-14	Projected Annual Budget 2014-15	Projected Change in budget size (in percentage)
XX	12,000,000	13,000,000	8.33%
Total staff size (2012-2013)	Total staff size (2013-14)	Total staff size (2014-15)	Percentage Change in staff-size
XX	77	92	19.48%
Total Enrolment (2012-2013)	Total Enrolment (2013-14)	Total Enrolment (2014-15)	Percentage Change in Enrolment (2013-15)
XX	15,000	20,000	33.33%
Total Centres (2012-2013)	Total Centres (2013-14)	Total Centres (2014-15)	Percentage Change in centres (2013-2015)

XX	15	17	13.33%
Total Teachers (2012-2013)	Total Teachers (2013-14)	Total Teachers (2014-15)	Percentage Change in teaching staff (2013-2015)
XX	65	75	15.38%

Stories of impact

“For me, our Atma partnership has been a golden phase for VIDYA because that’s when we could bring in real systems, processes and structures: all the things that are really essential for an organisation. The first piece we took up was monitoring and evaluation, which gave me an in-depth perspective of how everything that we do on the ground has an impact. We built an M&E database, and seeing all that data consolidated and extractable gave me a lot of satisfaction. This is something that NGOs really lack - they have so much work going on on a daily basis, but they don’t always keep track of it, so this was important. The second biggest piece that we worked on was HR and fundraising, and for the first time, we built a fundraising strategy. These are some of the biggest pieces, but Atma has also helped us with communications, in rebranding our website, designing collaterals, financial management and governance. The association with Atma has also been a golden period in my own professional life, because of how I have grown and learned. I am ready to look at the organisation as a whole, with a 360 view, because of working with Atma.” – **Manvi, program leader at VIDYA**

“What Atma has done is brought structure to VIDYA. They’ve put procedures in place and everything is well documented, so even if I am not there, someone can take my place. They’ve taken each area, such as finance, HR and operations, and they’ve documented it so that anyone who walks in will know exactly what is to be done. Even volunteer management: earlier it was quite messy, and now we have a lovely document for the orientation of volunteers, forms for meetings once in a quarter, feedback forms and certificates. We’ve done a lot in the past 15 years, but now that we have these processes in place, I believe we will achieve the same impact in the next 2-3 years. Working with Atma has made a remarkable change in VIDYA, and I think if we follow this change, we can take it forward and really grow.” - **Vaishnavi, staff member at VIDYA**

“I think VIDYA is a very beautiful organization. It has a lot of potential, it can do a lot. Because of Atma’s help, we now have a wider reach, and the best part is that we *are* in the community, on the ground level. We have community workers who are influencing people to become better. With more structure and certain systems in place, we are now able to do a great deal more.” –**Pritee, staff member at VIDYA**

Umang



Project details

Status: Active

Project period: November 2012-November 2015

Annual operational budget:
Rs 5,000,000 (2014-2015)

Total beneficiary reach: 125 children

Numbers of centres: 3

Introduction

Umang was founded in 2003 address the lack of services, awareness and support that exclude children with autism and special needs from accessing quality education.

Vision: Creating an inclusive world for developmentally disabled children and their families.

Mission: To integrate autistic children and slow learners into regular curriculum in regular schools and help them adapt to their social environment.

Background

The problem: Children with autism and other special needs face sensory, neurological and psychological issues. Most have limited communication and interpersonal skills, and developmental delays. Children with autism and special needs may require support for activities of daily living, and are often withdrawn and isolated. Due to a lack of resources and general awareness, most schools and education centres in Mumbai are not equipped to support children with autism and other special needs. This means that these children are often excluded from educational opportunities, which leads to continued social exclusion and the children's failure to thrive. However, with tailored learning opportunities and dedicated support, children with autism and special needs can attend school and experience a normal childhood.

How Umang is helping: Umang aims to bridge the existing education gap for autistic children through special services to children and families, including psycho-educational assessment; counselling and guidance; occupational therapy and sensory integration; cognitive and speech training; social skills and prevocational training; and parent support groups. Through supporting the children's social, emotional and cognitive and educating their parents and communities, Umang allows children with autism and special needs to develop to their fullest potential.

Partnership goals

Umang became an Atma Partner in November 2012. The main initial goals of the partnership were to generate more diverse income channels for Umang so that they would have regular funding,

enabling them to expand their programs. We also aimed to develop stronger monitoring and evaluation systems so that the organization could better track its impact.

Annual Implementation Plan - Projects completed over the Atma Partnership

Year 1:

- conducted an HR audit
- created an HR strategy
- conducted an organisational values exercise
- created job descriptions
- built an HR policy
- wrote an employee handbook
- created a performance appraisal system

Year 2:

- developed fundraising proposal
- offered fundraising implementation support
- wrote a letter of intent
- created a business plan
- created a budget
- aided with marketing initiatives
- improved meeting structures and time management
- conducting training programme design and documentation.

Year 3:

- finalized programme model
- created reporting structures
- developed job descriptions and team roles
- built an annual implementation plan

To date, 2 Atma volunteers have been allocated to the Umang partnership to complete projects for their organisational growth.

Highlights and achievements

Since the Atma Partnership began, Umang has been able to expand their programs' reach and has nearly doubled the number of beneficiaries they serve. They now employ 31% more teachers, have added one new centre, and have grown their annual operating budget by 28%. Atma is honoured to have been a part of Umang's growth, and we are so excited to witness what they achieve in the future.

Atma's Impact by the Numbers

Annual Budget 2012-2013	Annual Budget 2013-14	Projected Annual Budget 2014-15	Projected Change in budget size (in percentage)
XXX	3,900,000	5,000,000	28.21%
Total staff size (2012-2013)	Total staff size (2013-14)	Total staff size (2014-15)	Percentage Change in staff-size
XXX	26	34	30.77%

Total Enrolment (2012-2013)	Total Enrolment (2013-14)	Total Enrolment (2014-15)	Percentage Change in Enrolment (2013-15)
XXX	85	125	47.06%
Total centres (2012-2013)	Total centres (2013-2014)	Total centres (2014-2015)	Percentage change in centres (2013-2015)
XX	2	3	50.00%
Total Teachers (2012-2013)	Total Teachers (2013-14)	Total Teachers (2014-15)	Percentage Change in teaching staff
XX	19	25	31.58%

Stories of impact

“Umang’s aim was to set up a charitable center for autistic and slow learner children to receive the best therapy and education irrespective of the income group they belong to. Treatments for these children require specially trained teachers, caretakers, psychologists, a good infrastructure and convenient facilities. Needless to say, finance was our main concern. Our association with Atma has resulted in increased donations, as the awareness was spread across a wider audience. The added finance has helped us to invest in state-of-art facilities for the progress of autistic kids, which has also enabled Umang to reach out to many more kids. Atma has also helped us with our employees’ handbook, which has allowed Umang to follow a specific system for our staff. Umang has also benefited from the business planning workshop and has incorporated many Atma processes into our system. Now we feel that our Monitoring & Evaluation system is also better managed. We are very pleased with our Atma partnership.”- **Bhawana, Executive Director at Umang**

“My daughter Andrea has been with Umang for one year now. Andrea was born with hyperglycemia and she had a restricted supply of blood, and because of that she used to get convulsions quite often until the age of five. Her milestones were delayed because of that and we met with doctors. They advised us to put Andrea in a normal school, not for the education, but more because of the social life, where she would go and meet other children. I did try that until Andrea was around eight years old, but I was worried because she wasn’t progressing. A good friend of mine suggested Umang School. So, it’s one year now that Andrea is here, and there has been a tremendous change in Andrea’s behavior and her approach toward education. She used to be unhappy in going to school, because she was not able to cope with other students. Here, she is socializing more because she is finding friends that are like her. What I like best about Umang is their teacher to student ratio, which I feel is two or three per class, which I think Umang does very well. This is why the child has a special connection with the teacher. The individual education program which Umang has designed has been very beneficial to my child.” – **Angello, father of an Umang student**

“My son Viranis studies at Umang. Before Umang, my son went to English schools but we didn’t see any improvement. In fact, he would just go to school and come back: there was no improvement in his studies or behaviour. And so we found Umang through one of our doctors, and once he started there, there was lots of improvement. His behaviour at home is much better, and he also focuses on his studies. Earlier he could hardly write up to 50th number, but now he writes up to 100. The teachers and staff over at Umang school are fantastic, they are very good. It is not easy to handle these, so I salute them. The way they behave with the children is excellent.” – **Balveer, father of an Umang student**

Volunteer Program

Volunteering is one of the key elements of the Atma Model. Atma volunteers contribute to the organisational development of Atma portfolio organisations. Atma matches the interest, motivation and expertise of each volunteer to a specific project that has concrete, measurable outcomes. Well-defined volunteer roles ensure an extremely meaningful experience for the volunteer and significant impact for the Atma portfolio organisation.

Atma volunteers, work as consultants or interns as defined below:

Atma Consultants

- Have several years of professional experience
- Help in management aspects of the organisation
- Interface with multiple stakeholders of the organisation including board members, external consultants and staff

Atma Interns

- are students or recent graduates
- are closely managed by Atma and the Atma portfolio organisation
- use their Atma volunteerships to fulfill course requirements

During the year 2013-14, **86 Volunteers** from different parts of the world helped Atma's partner NGOs in 10 organisational development areas.

Volunteer Speak: Joanna San Pedro, Philippines.



After a brief stint volunteering for an informal classroom for the children of the Rohingya refugees in Malaysia, I knew that I wanted to get involved in the education space once again. Unlike other internships I've had in the past, Atma has allowed me to take ownership of various projects that I have taken on. As an associate that proved invaluable to me because it helped me exercise skills such as leadership, time management and decision making amongst others. Professionalism was paramount in such that we were held up to certain standards that ensured we took the work and our time at Atma seriously.

Working at Atma:

At the very start of our experience, every associate takes on the infamous Dharavi tour to get a better understanding of the circumstances being faced by those living under the poverty line. After having gone on that tour, I learned of the successful and growing businesses that thrive within the cramped nooks and crannies of Dharavi. They were driven by a resourceful, hardworking and resilient work force that make the most of the opportunities given to them. And in a way I think that is what Atma works hard to do.

Joann has a Bachelors in Developmental Studies from Ateneo De Manila University in Philippines. She hopes to pursue a Masters degree in the future and make use of the experience she has from her experience in India for developmental work.

Fundraising

Atma raises funds for its programmes from events, organisations and individual donors. Here is a break-down of funds/donations received during 2013-14 through Marathon, UNITE Party, Individual Donors, Workshops, Corporate Donors and through International Chapters in Australia and Netherlands.

Workshops	33600
Mumbai Marathon	1374750
UNITE Party	131716
Events	44500
Sales	2,000
General Donations	497410
Foundations	0
Corporate	1424503
Online	25300
Partner Fees	174000
International Chapters	5724641
Foreign Funds	213500

Amount in INR



A training session in English language, technology and women entrepreneurship at the Atma office is in progress. This training was supported by Canadian Government Fund for Local Initiatives (CFLI).



Supporters from Cathay Pacific at the Mumbai Marathon 2013



Individual runners supporting Atma at the Marathon

Get Involved

We count on your support to develop our programs and make a real impact in the lives of children and young adults across Mumbai. There are several ways for you to help make Atma's vision of Quality Education for all children a reality.

Donate

The Atma Monthly Giving Program allows you to make a commitment for a monthly donation in an increment of your choice. Funds directed to the Atma Monthly Giving Program go directly to support Atma's partnerships.

All donations made to Atma receive an 80G tax certificate. Cheques should be made in favour of 'Atma Education.' Learn more about donating at www.atma.org.in/donate

Atma has FCRA registration and can accept foreign contributions in all currencies.

Our FCRA A/c No. 02911170000017


Learn more about the Atma Volunteer Program at

www.atma.org.in/volunteer

Follow

There are many ways of engaging with our organisation:

- Like our facebook page at www.facebook.com/atma.org.in
 - Twitter @atmaorg
 - Visit us at www.atma.org.in
- Become an Atma Sole – Run for education in the Standard Chartered Mumbai Marathon. For more information on running for Atma in the Mumbai Marathon, email us at resources@atma.org.in

FORM ITR-V	INDIAN INCOME TAX RETURN VERIFICATION FORM [Where the data of the Return of Income in Form ITR-1 (SAHAJ), ITR-2, ITR-3, ITR-4S (SUGAM), ITR-4, ITR-5, ITR-7 transmitted electronically without digital signature] . (Please see Rule 12 of the Income-tax Rules, 1962)				Assessment Year 2014 - 15	
PERSONAL INFORMATION AND THE DATE OF ELECTRONIC TRANSMISSION	Name			PAN		
	ATMA EDUCATION			AABTA9802H		
	Flat/Door/Block No	Name Of Premises/Building/Village		Form No. which has been electronically transmitted	ITR-7	
	82-B	ANITA				
	Road/Street/Post Office	Area/Locality				
	B-HIRE MARG	MALABAR HILL		Status	AOP(Trusts)	
	Town/City/District	State	Pin			
	MUMBAI	MAHARASHTRA	400006			
	Designation of AO (Ward / Circle)			Original or Revised		
	ADI EXEMP CIR 2(2),MUMBAI			ORIGINAL		
E-filing Acknowledgement Number			Date(DD-MM-YYYY)			
375642250300914			30-09-2014			
COMPUTATION OF INCOME AND TAX THEREON	1	Gross Total Income			1	0
	2	Deductions under Chapter-VI-A			2	0
	3	Total Income			3	0
	a	Current Year loss, if any			3a	0
	4	Net Tax Payable			4	0
	5	Interest Payable			5	0
	6	Total Tax and Interest Payable			6	0
	7	Taxes Paid				
	a	Advance Tax	7a	0		
	b	TDS	7b	24035		
	c	TCS	7c	0		
	d	Self Assessment Tax	7d	0		
	e	Total Taxes Paid (7a+7b+7c +7d)			7e	24035
	8	Tax Payable (6-7e)			8	0
	9	Refund (7e-6)			9	24035
VERIFICATION						
I, <u>NARESH KRIPALANI</u> son/ daughter of <u>JIVATRAM KRIPALANI</u> , holding Permanent Account Number <u>AGDPK2712Q</u> solemnly declare to the best of my knowledge and belief, the information given in the return and the schedules thereto which have been transmitted electronically by me vide acknowledgement number mentioned above is correct and complete and that the amount of total income and other particulars shown therein are truly stated and are in accordance with the provisions of the Income-tax Act, 1961, in respect of income chargeable to income-tax for the previous year relevant to the assessment year 2014-15. I further declare that I am making this return in my capacity as <u>Trustee</u> and I am also competent to make this return and verify it.						
Sign here		Date		Place		
		30-09-2014		MUMBAI		
If the return has been prepared by a Tax Return Preparer (TRP) give further details as below:						
Identification No. of TRP		Name of TRP		Counter Signature of TRP		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> For Office Use Only Receipt No Date Seal and signature of receiving official </div> <div style="width: 45%;"> Filed from IP address 115.97.84.120 </div> </div>						
 AABTA9802H07375642250300914306435F496A8146B53C69B7210D20A9DF2B76552						

Please send the duly signed Form ITR-V to "Income Tax Department - CPC, Post Bag No - 1, Electronic City Post Office, Bengaluru - 560100, Karnataka", by **ORDINARY POST OR SPEED POST ONLY**, within 120 days from date of transmitting the data electronically. Form ITR-V shall not be received in any other office of the Income-tax Department or in any other manner. The confirmation of receipt of this Form ITR-V at ITD-CPC will be sent to the e-mail address admin@atma.org.in

5/11

S. P. GUPTA & ASSOCIATES

CHARTERED ACCOUNTANTS

S.P. GUPTA B.Com., F.C.A.

8 / 10 Govind Nagar,

88 Dixit Road,

Vile- Parle (East)

Mumbai - 400 057

Phone: 26116374- 26120042

September 29, 2014

The Dy. Charity Commissioner.

Mumbai.

Dear Sir,

Reg: Shri ATMA FOUNDATION.

Reg. No. E 24614 (BOM)

Sub: Submission of Audited Accounts year ended March 31, 2014

We are submitting herewith the following for your record.

- 1] Balance sheet as on 31st March 2014
- 2] Income & Expenditure account for year ended 31st March 2014.
- 3] Audit report for year ended 31st March 2014.
- 4] Schedule IX C for year ended 31st March 2014.

Please acknowledge the receipt.

Thanking you,

For S. P. Gupta & Associates

S. P. Gupta

Chartered Accountants

Encl: As above

Sal
10/10/2014

RECEIVED
10/10/2014
Dy. Charity Commissioner
Mumbai

FORM NO. 10B

[See rule 17B]

Audit report under section 12A(b) of the Income-tax Act, 1961, in the case of charitable or religious trusts or institutions

I have examined the balance sheet of **ATMA EDUCATION**, **AABTA9802H** [name and PAN of the trust or institution] as at **31/03/2014** and the Profit and loss account for the year ended on that date which are in agreement with the books of account maintained by the said trust or institution.

I have obtained all the information and explanations which to the best of my knowledge and belief were necessary for the purposes of the audit. In my opinion, proper books of account have been kept by the head office and the branches of the abovenamed trust visited by me so far as appears from my examination of the books, and proper Returns adequate for the purposes of audit have been received from branches not visited by me, subject to the comments given below:

In my opinion and to the best of my information, and according to information given to me, the said accounts give a true and fair view-

(i) in the case of the balance sheet, of the state of affairs of the above named trust as at **31/03/2014** and

(ii) in the case of the profit and loss account, of the profit or loss of its accounting year ending on **31/03/2014**

The prescribed particulars are annexed hereto.

Place **MUMBAI**

Date **30/09/2014**

Name

SHASHIKANT GUP

TA

Membership Number

031899

FRN (Firm Registration Number)

103445W

Address

**8/10 GOVIND NAGA
R, DIXIT ROAD, VIL
E PARLE (E)**

ANNEXURE

Statement of particulars

I. APPLICATION OF INCOME FOR CHARITABLE OR RELIGIOUS PURPOSES

1.	Amount of income of the previous year applied to charitable or religious purposes in India during that year (₹)	8436463
2.	Whether the trust has exercised the option under clause (2) of the Explanation to section 11(1) ? If so, the details of the amount of income deemed to have been applied to charitable or religious purposes in India during the previous year (₹)	Yes 1362599
3.	Amount of income finally set apart for application to charitable or religious purposes, to the extent it does not exceed 15 per cent of the income derived from property held under trust in part only for such purposes. (₹)	Yes 1454810
4.	Amount of income eligible for exemption under section 11(1)(c) (Give details)	No
5.	Amount of income, in addition to the amount referred to in item 3 above, accumulated or set apart for specified purposes under section 11(2) (₹)	0
6.	Whether the amount of income mentioned in item 5 above has been invested or deposited in the manner laid down in section 11(2)(b) ? If so, the details thereof.	No
7.	Whether any part of the income in respect of which an option was exercised under clause (2) of the Explanation to section 11(1) in any earlier year is deemed to be income of the previous year under section 11(1B) ? If so, the details thereof (₹)	No
8.	Whether, during the previous year, any part of income accumulated or set apart for specified purposes under section 11(2) in any earlier year-	
	(a) has been applied for purposes other than charitable or religious purposes or has ceased to be accumulated or set apart for application thereto, or	No
	(b) has ceased to remain invested in any security referred to in section 11(2)(b)(i) or deposited in any account referred to in section 11(2)(b)(ii) or section 11(2)(b)(iii), or	No

(c)	has not been utilised for purposes for which it was accumulated or set apart during the period for which it was to be accumulated or set apart, or in the year immediately following the expiry thereof? If so, the details thereof	No
-----	---	----

II. APPLICATION OR USE OF INCOME OR PROPERTY FOR THE BENEFIT OF PERSONS REFERRED TO IN SECTION 13(3)

1.	Whether any part of the income or property of the trust was lent, or continues to be lent, in the previous year to any person referred to in section 13(3) (hereinafter referred to in this Annexure as such person)? If so, give details of the amount, rate of interest charged and the nature of security, if any.	No
2.	Whether any land, building or other property of the trust was made, or continued to be made, available for the use of any such person during the previous year? If so, give details of the property and the amount of rent or compensation charged, if any.	No
3.	Whether any payment was made to any such person during the previous year by way of salary, allowance or otherwise? If so, give details	No
4.	Whether the services of the trust were made available to any such person during the previous year? If so, give details thereof together with remuneration or compensation received, if any	No
5.	Whether any share, security or other property was purchased by or on behalf of the trust during the previous year from any such person? If so, give details thereof together with the consideration paid	No
6.	Whether any share, security or other property was sold by or on behalf of the trust during the previous year to any such person? If so, give details thereof together with the consideration received	No
7.	Whether any income or property of the trust was diverted during the previous year in favour of any such person? If so, give details thereof together with the amount of income or value of property so diverted	No
8.	Whether the income or property of the trust was used or applied during the previous year for the benefit of any such person in any other manner? If so, give details	No

III. INVESTMENTS HELD AT ANY TIME DURING THE PREVIOUS YEAR(S) IN CONCERNS IN WHICH PERSONS REFERRED TO IN SECTION 13(3) HAVE A SUBSTANTIAL INTEREST

S. No	Name and address of the concern	Where the concern is a company, number and class of shares held	Nominal value of the investment(₹)	Income from the investment(₹)	Whether the amount in col. 4 exceeded 5 per cent of the capital of the concern during the previous year-say, Yes/No
			0	0	
Total			0	0	

Place **MUMBAI**
Date **30/09/2014**

Name

S. P. Mup
SHASHIKANT GUP

TA

Membership Number

031899

FRN (Firm Registration Number)

103445W

Address

**8/10 GOVIND NAGA
R, DIXIT ROAD, VIL
E PARLE (E)**

Form Filing Details	
Revision/Original	Original

ATMA EDUCATION
PAN NO. AABTA9802H
ASSESSMENT YEAR 2014-15
STATEMENT OF INCOME

Gross receipts from various sources

INTEREST	298310
DONATIONS	10953552
OTHERS	2010
GROSS RECEIPTS	<u>11253872</u>

Less : ESTABLISHMENT AND OTHER EXPENSES	<u>1555138</u>
	9698734

ADD: OPTION EXERCISED U/S 11(1)(2) IN ASS: YEAR 2013-14	0
---	---

TOTAL INCOME	<u>9698734</u>
--------------	----------------

LESS: STATUTORY DEDUCTION OF 15% OF INCOME OF ASS YEAR 2013-2014	<u>1454810</u>
--	----------------

TOTAL INCOME AFTER DEDUCTION	8243924
------------------------------	---------

LESS: INCOME SPENT ON THE OBJECTS OF THE TRUST	6713495
--	---------

LESS: INCOME SPENT ON ACQUIRING FIXED ASSETS	<u>167830</u>
--	---------------

TOTAL AMOUNT APPLIED FOR CHARITABLE PURPOSE	<u>6881325</u>
---	----------------

1362599

LESS : OPTION EXERCISED U/S 11(1)(2) FOR ASS : YEAR 2014-15	1362599
---	---------

TAXABLE INCOME	<u>0</u>
----------------	----------

TAX	NIL
-----	-----

TDS	<u>24035</u>
-----	--------------

REFUND DUE	<u>24035</u>
------------	--------------

For ATMA EDUCATION


TRUSTEE / AUTHORISED SIGNATORY

For ATMA EDUCATION


TRUSTEE / AUTHORISED SIGNATORY

The Bombay Public Trusts Act, 1951
SCHEDULE - IX C
(Vide Rule 32)

Statement of income liable to contribution for the year ending 31 MARCH 2014

Name of Public Trust : ATMA EDUCATION

Registered No. E - 24614

PARTICULARS		Rs.	P.	Rs.	P.
I. Income as shown in the Income and Expenditure Account (Schedule IX)				11,253,872	-
II. Items not chargeable to Contribution under Section 58 and Rules 32 :					
(i) Donations received from other Public Trusts and Dharmadas			NIL		
(ii) Grants received from Government and Local authorities			NIL		
(iii) Interest on Sinking or Depreciation Fund			NIL		
(iv) Amount spent for the purpose of secular education			NIL		
(v) Amount spent for the purpose of medical relief			NIL		
(vi) Amount spent for the purpose of veterinary treatment of animals			NIL		
(vii) Expenditure incurred from donations for relief of distress caused by scarcity, drought, flood, fire or other natural calamity			NIL		
(viii) Deductions out of income from lands used for agricultural purposes:-					
(a) Land Revenue and Local Fund Cess			NIL		
(b) Rent payable to superior landlord			NIL		
(c) Cost of Production, if lands are cultivated by trust			NIL		
(ix) Deductions out of income from lands used for non-agricultural Purposes :-					
(a) Assessment, cesses and other Government or Municipal Taxes			NIL		
(b) Ground rent payable to the superior landlord			NIL		
(c) Insurance premia			NIL		
(d) Repairs at 10 percent of gross rent of building			NIL		
(e) Cost of collection at 4 per cent of gross rent of buildings let out			NIL		
(x) Cost of collection of income or receipts from securities, stocks, etc. at 1 per cent of such income			NIL		
(xi) Deductions on account of repairs in respect of buildings not rented and yielding no income, at 10 per cent of the estimated gross annual rent			NIL		
Gross Annual Income chargeable to contribution Rs.				11,253,872	0

Certified that while claiming deductions admissible under the above Schedule, the Trust has not claimed any amount twice, either wholly or partly, against any of the items mentioned in the Schedule which have the effect of double-deduction.

Trust address :
82-B, Anita Bldg.
Bhauasaheb Hire Marg, Malbar Hill
Mumbai 400 006

For S. P Gupta & Associates
Chartered Accountants
F.R. No. 103445W

Proprietor
Shashikant Gupta
Mem. No. 031899

Dated : 29/9/14



For ATMA EDUCATION
Rohit Singh
TRUSTEE / AUTHORISED SIGNATORY

For Atma Education
For ATMA EDUCATION
Trustee *[Signature]*
TRUSTEE / AUTHORISED SIGNATORY

Registration No. E 24614

Name of the Public Trust : ATMA EDUCATION

For the year ending 31ST MARCH, 2014

(a) Whether accounts are maintained regularly and in accordance with the provisions of the Act and the rules :	Yes
(b) Whether receipts and disbursements are properly and correctly shown in the accounts;	Yes
(c) Whether the cash balance and vouchers in the custody of the manager or trustee on the date of audit were produced before him;	Yes
(d) Whether all books, deeds, accounts, vouchers, or other documents or records required by the auditor were produced before him;	Yes
(e) Whether a register of movable and immovable properties is properly maintained, the changes therein are communicated from time to time to the regional office, and the defects and inaccuracies mentioned in the previous audit report have been duly complied with;	N.A.
(f) Whether the manager or trustee or any other person required by the auditor to appear before him did so and furnished the necessary information required by him;	Yes
(g) Whether any property or funds of the Trust were applied for any object or purpose other than the object or purpose of the Trust;	No
(h) The amounts of outstanding for more than one year and the amounts written off, if any;	Nil
(i) Whether tenders were invited for repairs or constructions involving expenditure exceeding Rs. 5000/=	No
(j) Whether any money of the public trust has been invested contrary to the provisions of Section 35;	No
(k) Alienations, if any of the immovable property contrary to the provisions of Section 36 which have come to the notice of the auditor;	Nil
(l) All cases of irregular, illegal or improper expenditure, or failure or omission to recover monies or other property belonging to the public trust or of loss or waste of money or other property thereof, and whether such expenditure, failure, omission, loss or waste was caused in consequence of breach of trust or misapplication or any other misconduct on the part of the trustees or any other person while in the management of the trust;	Nil
(m) Whether the budget has been filed in the form provided by rule 16A;	No
(n) Whether the maximum and minimum number of the trustees is maintained;	Yes
(o) Whether the meetings are held regularly as provided in such instrument:	Yes
(p) Whether the minute books of the proceedings of the meeting is maintained;	Yes
(q) Whether any of the trustees has any interest in the investments of the trust;	No
(r) Whether any of the trustees is a debtor or creditor of the trust;	No
(s) Whether the irregularities pointed out by the auditors in the accounts of the previous year have been duly complied with by the trustees during the period of audit;	N.A.
(t) Any special matter which the auditor may think fit or necessary to bring to the notice of the Deputy or Assistant Charity Commissioner.	Nil

Dated at 29/09/2014



For S. P Gupta & Associates
Chartered Accountants
F.R. No. 103445W

S. P. Gupta

Proprietor
Shashikant Gupta
Mem. No. 031899

THE BOMBAY PUBLIC TRUSTS ACT, 1950
SCHEDULE IX [Vide Rule 17 (1)]
NAME OF THE TRUST:- ATMA EDUCATION
Income and Expenditure Account for the year ending 31 MARCH 2014

EXPENDITURE	INR		FC		Total		INCOME		INR		FC		Total	
	Amt. in Rs.		Amt. in Rs.		Amt. in Rs.				Amt. in Rs.		Amt. in Rs.		Amt. in Rs.	
To Expenditure in respect of properties :-														
Rates, Taxes, Cesses	-		-		-		By Rent (accrued) (realised)		-		-		-	
Repairs and Maintenance	-		-		-		By Interest (accrued) (realised)		-		-		-	
Salaries	-		-		-		On Income Tax Refund	690			-		690	
Depreciation (by way of provision or adjustment)	-		-		-		On Bank Accounts	55,750			182,263		238,013	
Other expenses	-		-		-		Fixed deposit with Banks	20,334			39,272		59,606	
To Establishment Expenses	1,552,308		2,830		1,555,138		Quantum optima deposits	76,775			221,535		298,310	
To Remuneration to Trustees (incl. Reim. Of Convoy Exp.)	-		-		-		By Dividend	-			-		-	
To Remuneration (in the case of a math) to the head of the math including his household expenditure, if any	-		-		-		By Donation in cash or kind	3,465,948			7,487,604		10,953,552	
To Legal Expenses (including Professional fees)	-		-		-		By Grants	-			-		-	
To Audit Fees	-		-		-		By Income from other sources	2,010			-		2,010	
Internal Audit Fees (Including Service Tax)	-		-		-		Other incomes	-			-		-	
Statutory Audit Fees	-		-		-									
To Amount written off :														
(a) Bad debts	-		-		-									
(b) Loan scholarships	-		-		-									
(c) Irrecoverable rents	-		-		-									
(d) Other Items - Fixed Assets	-		-		-									
To Depreciation	38,619		-		38,619									
To Amount transferred to Reserve or Specific Funds	-		-		-									
To Expenditure on objects of the trust														
(a) Religious	-		-		-		By Transfer from Reserve				-		-	
(b) Educational (See Annexure 1)	2,289,495		4,424,000		6,713,495		By Deficit carried over to Balance Sheet				-		-	
(c) Medical Relief	-		-		-						-		-	
(d) Relief of poverty	-		-		-						-		-	
(e) Other Charitable Objects	-		-		-						-		-	
To Surplus carried over to Balance Sheet	-335,689		3,282,309		2,946,620									
Total Rs.	3,880,422		4,426,830		11,253,872		Total Rs.		3,544,733		7,709,139		11,253,872	

As per report of even date attached
For S. P. Gupta & Associates
Chartered Accountants
F.R. No. 103445W

For Atma Education

For Atma Education

Naresh Kripalani
Trustee

Rahul Sood
Trustee



S. P. Gupta
Proprietor
Shashikant Gupta
Mem. No. 031899
Place: Mumbai
Date: 29/09/2014
Chartered Accountants
MUMBAI-19



Place: Mumbai

Date: 29/09/14

THE BOMBAY PUBLIC TRUSTS ACT, 1950
SCHEDULE VIII [Vide Rule 17 (1)]

Name of the Public Trust : ATMA EDUCATION

Balance Sheet as at 31 MARCH 2014

FUNDS & LIABILITIES	Total	PROPERTY AND ASSETS	Total
Head Office Account		Immovable Properties:- (at cost)	
Corpus Fund	3,000		
Other Earmarked Funds : (Created under the provisions of the trust or scheme or out of the Income)		Fixed Assets (ANNEXURES A)	227,246
Depreciation Fund		Investments :	
Sinking Fund		Fixed Deposit with HDFC BANK	2,687,046
Reserve Fund	1,718,703	Other Deposits	300,000
Loans (Secured or Unsecured) :-		Loans & Advances (Secured or Unsecured)	47,269
From Trustees	-		
From Other	-		
Liabilities :-	10,381		
For Expenses			
For Advances			
For Rent and Other Deposits			
For Sundry Credit Balance			
Provision for expenses			
Income and Expenditure Account :-		Cash and Bank Balances :-	
Balance as per Last Year	63,616	Bank Accounts	1,479,492
Surplus / Deficit for the year	2,946,620	Cash In Hand	1,268
	3,010,236		
Total Rs.	4,742,320	Total Rs.	4,742,320

As per report of even date attached

Shashikant Gupta
Mem. No. 031899
F.R. No. 103445W

Proprietor
Shashikant Gupta
Mem. No. 031899

Place: Mumbai
Date: 29/09/14

For Atma Education

Rahul Sood
Trustee

Place: Mumbai
Date: 29/09/14

For Atma Education

Nareesh Kripalani
Trustee



Name of the Public Trust : Atma Education
Annexure - 1
Previous Year 2013-14

Expenditure for the objects of the trust	Amt	Amt
	NFC	FC
Communication	171,569	
Donor Management	7,276	
Donations	68,500	
Fundraising	177,711	
Hospitality	73,651	
Maintenance	41,593	
Marketing	140	
Memberships		
Personnel Salaries	1,216,521	2,459,819
Professional Fees Paid	228,500	246,000
Training	161,652	1,717,701
Local Conveyance	86,065	
Volunteer Management	5,513	
Staff welfare expense	15,136	
Travel Fare	35,668	
Others		3,309
	2,289,495	4,426,829

As per report of even date attached
For S. P Gupta & Associates
Chartered Accountants
F.R. No. 103445W

For Atma Education

For Atma Education

For ATMA EDUCATION

For ATMA EDUCATION

Rahul Sood

Naresh Kripalani

TRUSTEE / AUTHORISED SIGNATORY

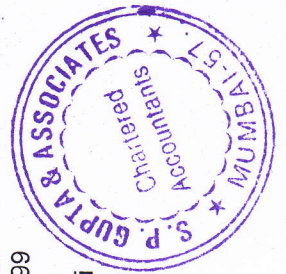
TRUSTEE / AUTHORISED SIGNATORY

Rahul Sood
Trustee

Naresh Kripalani
Trustee

Proprietor
Shashikant Gupta
Mem. No. 031899

Place: Mumbai
Date:



Name of The Public Trust : ATMA EDUCATION
Annexure A - Fixed Assets

(Amt. In Rs.)

Particulars	Dep Rate	Opening Balances	Additions		Donation in Kind	Total	Depreciation	Net Block
01.04.13								
31.03.14								
Computers		18,425	22,815		-	41,240	17,900	23,340
Desktop	60%	12,000	9,470		-	21,470	10,041.00	11,429
Laptop	60%	4,800	13,345		-	18,145	6,884.00	11,261
Printer	60%	1,625			-	1,625	975.00	650
Furniture & Fixture		23,418	143,565		-	194,983	16,380	178,603
Office chairs , tables	15%	10,838	133,075		-	143,913	11,606.00	132,307
Storage Racks	15%	4,080	1,690			5,770	739.00	5,031
Office grill	15%		8,800			8,800	660.00	8,140
Water Tanker	15%	8,500				8,500	1,275.00	7,225
Electrical Material	15%		28,000			28,000	2,100.00	25,900
Office Equipment		28,192	1,450		-	29,642	4,339	25,303
Air Conditioner	15%	7,239				7,239	1,086.00	6,153
Desk Phones	15%	7,225			-	7,225	1,084.00	6,141
Fans	15%		1,450		-	1,450	109.00	1,341
Refrigerator	15%	10,838			-	10,838	1,626.00	9,212
Split Air conditioners	15%	2,890			-	2,890	434.00	2,456
Total		70,035	167,830		-	265,865	38,619.00	227,246

For S. P Gupta & Associates
Chartered Accountants
F.R. No. 103445W

For Atma Education

For ATMA EDUCATION

For Atma Education

For ATMA EDUCATION

Proprietor
Shashikant Gupta
Mem. No. 031899



Place : Mumbai
Dated :

For Atma Education
Trustee / AUTHORISED SIGNATORY

For Atma Education
Trustee / AUTHORISED SIGNATORY

Rahul Sood
Trustee



September 29, 2014

TO,
The Income Tax Officer (Exempt) – II (1)
Mumbai.

Dear Sir,

Sub: Option under clause (2) of explanation to sub-section (1) of section 11 of the
Income tax Act, 1961 for Assessment year 2013-14
Ref: Atma Education : AABTA9802H

The assessee is a Trust for Charitable purpose. The income of the trust for the previous year ending 31st March 2014, relevant to assessment year 2014-15 comes to Rs.9698734/- and 85 percent thereof is Rs. 8243924/-. The trust has applied Rs. 6881325/- for the Charitable purpose.

As the income of the previous year above said applied to Charitable purpose comes to less than Rs. 8243924/- by an amount of Rs. 1362599/- we take this opportunity of exercising the option under clause (2) of the explanation to sub-section (1) of section 11 of the Income Tax Act, 1961, the amount to be applied for following previous year i.e. the previous year ending on 31st March 2015. An amount of Rs. 1362599/- representing the deficiency in the 85% as above said is to be taken to have been applied for the said purpose during the current previous year ending on the 31st March 2014 and such amount shall not be taken into consideration in calculating the amount of income applied to the said purpose during the previous year ending on the 31st March 2015.

Yours faithfully,
For Atma Education

For ATMA EDUCATION


TRUSTEE / AUTHORISED SIGNATORY

Trustee

For ATMA EDUCATION


TRUSTEE / AUTHORISED SIGNATORY