



2020-2021

**ANNUAL REPORT
& FINANCIAL STATEMENTS**

Together We Achieve More



Our Mission

At Akshadhaa we believe that every Human Being, including children has a right to contribute and make a positive influence on their surroundings. So, at Akshadhaa we work with children and young adults with diversified needs, enabling them to address their own primary needs, to be cognizant of their surroundings. In addition, depending on their capabilities, we help them acquire technical and vocational work skills which in turn will enable them to live a dignified and content life.

Akshadhaa Foundation is working to address the needs of children with Developmental delays, Speech & Language Difficulties, Downs Syndrome, Intellectual Disability and Autism to supplement them in the targeted areas and make learning effective.



Our Vision

To provide children and young adults with Autism and other developmental challenges, the opportunities, and the means to create better lives for themselves and their families.



To be an enabler to achieve maximum independence, accomplished through a safe and quality program of meaningful education leading to specific lifetime goals, therapeutic recreation and to ensure that all those affected can reach their full potential in a year-round barrier-free environment.



To work innovatively and relentlessly on the aspect of diversity and inclusion of the affected.

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Message From the Founder

The year 2020 started with a lot of speculation, uncertainties and fear among all of us due to the Covid pandemic. The school education system got affected the most due to continuous lockdown and the fear of infection was maximum among the parents due to the vulnerability of the children with special needs. For special children, visits to the therapy center, attending school programs, and having a consistent routine are extremely important to attain life skills, academics and social skills. During

the pandemic it was the most significant transition of the education and therapeutic model that Akshadhaa Foundation has done with their all children with special needs of different age groups and disability conditions. The transition was for the educators too. The entire professional crew went through the training of effective use of virtual platforms, creating online study materials, applying the online learning channels and their educational modules based on the needs and goals of the students. Use of audiovisuals, preparing the parents and home environment suitable for online sessions, making home programs for parents to keep the child engaged during the day etc took the primary seat of training and handholding of the beneficiaries and their families.

The covid time also opened up the opportunity to reach to families residing in other cities and support them with structured education programs.

When we hear other schools talking about the younger children and their inability to participate in online classes, we feel proud about the success we witnessed and the testimonials that we have received from the families, about how the barrier was broken for the younger children with autism and attention deficiency, not only to engage them meaningfully through online mode of learning but making progress in the process. The parents became more confident, proficient co-therapist in this journey where they realised the real challenges of their child and techniques on how to channelise strategies to bring the desired result.

A new chapter added in Akshadhaa Foundation during the pandemic

Equip the Special Million (ETSM) is one of the creative and fruitful project that evolved during the covid time. The project is envisioned to impart research and protocol based Early Intervention strategies to empower parents, community health workers working with children with developmental challenges within the age group of 5 months- 5 year. This integrated approach of intervention strategies are designed to support home based intervention for the parents and up-skill the special educators and community workers with newer techniques and strategies to work effectively with the children with developmental challenges.

From the time of lockdown our resource professionals including special educators, speech therapists, physiotherapists etc. have invested 1200+ hours on online intervention with children, their parents and trainers. This online exposure has made us confident and a robust organization has emerged with thousands of resource learning galleries, which can bring immense benefit to more parents and trainers across the country. We have worked with 7 NGOs in the states of Karnataka, Andhra Pradesh, West Bengal, Jharkhand and Panjab in this year totaling 173 trainers and 52 mothers benefiting through this program.

Sumana Dutta
Founder Managing Trustee

Reach Dashboard 2020 - 2021

Beneficiaries	Capacity building	Sensitization
Reach	Reach	Reach
45	225	1168

Mrs. Viji and Achal

In this new normal situation, we as parents are worried initially as to how our child is going to adapt to this online mode of teaching. Achal has adapted well to this new learning environment which was a huge transition for him.

His interest in gadgets and taking visual inputs made him comfortable sitting in front of the laptop and attending sessions. As the timetable for the class is set, he is prepared well in advance about the session. Once the laptop and materials are set on the table, he understands it's time for his online class. This structure and routine helped him to be organized and during the session he gets a few minutes of breaks of rhymes which are shared by the teacher.

When coming to the new responsibility of shadowing him as a mother during online classes initially it was a challenge as there was no household maid, I plan and prioritize my household work and make myself available for sessions, in fact, I am free of guilt these days as I am able to spend constructive 2 hours with Achal and shadowing him during session enabled to understand more about his abilities and challenges in a better way.

Special educators and therapists are guided in breaking down the goals in steps and working towards those goals in a collaborative manner. Preparation of material with models shown from teachers helped during the session and the lesson plan was designed to fit into the online mode of teaching by teachers was very much useful.



Achal enjoys social group classes as he gets to see his friends on screen, Attention was given to all children in the group. Setting the materials ready for the session made it easy as the list was shared well in advance and the use of available material at home was also encouraged by teachers.

Benefits of online teaching

The session is more interactive from both sides. Knowledge sharing by both parents and teachers. Uniform methods of working with designated materials on both sides help to teach the concept easily which in turn avoids confusion in children. The collaborative approach of both parent and teacher helps to understand the child's abilities and challenges.

Viji Naresh, mother of Achal.





Early Intervention Program (EI)

It is not uncommon for parents and family members to be concerned when their toddler doesn't seem to develop according to the normal schedule of baby milestones. Early intervention at Akshadhaa is a comprehensive service to provide focused stimulation for toddlers and preschoolers with developmental delays, identified high-risk conditions or disabilities. The focus of the Early Intervention program is to help the children learn skills focusing on the developmental domains that typically develop during the first three years of life, namely

- Physical (reaching, rolling, crawling, and walking)
- Cognitive (thinking, learning, solving problems)
- Communication (talking, listening, understanding)
- Social/emotional (playing, feeling secure and happy) and
- Self Help (eating, dressing).

If a toddler or infant has a delay in one or more of the above developmental areas, the child receives tailored service to meet his/her individual needs through

- Assistive technology
- Speech and language therapy
- Physical therapy
- Occupational therapy
- Cognition therapy
- Counseling and training for family

Once an infant/ toddler is referred by a psychiatrist, clinical psychologist, developmental pediatrician, our intra-disciplinary team of professionals evaluate and assess the child's functioning level and set a comprehensive functional Individual Care Plan which is shared with the family members as well.

What can the family expect from the Team of EI program?

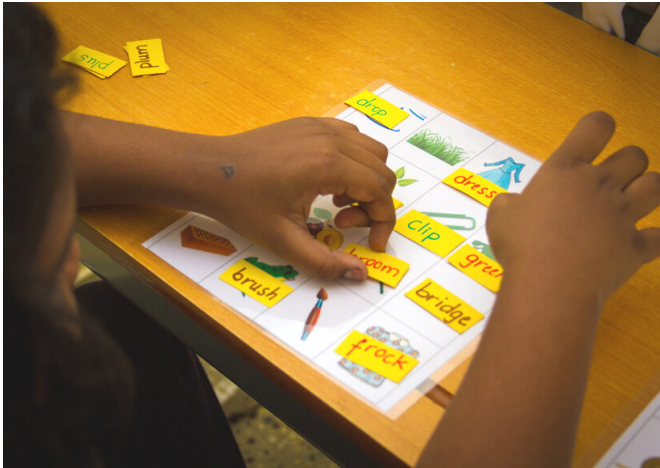
- Individual Therapy program
- Mother-child training
- Structured Home program
- Individualized Family Service Plan (IFSP)
- Periodical evaluation and review

Elementary School Program

Elementary School Program includes Behavioural Intervention, Developmental Intervention and Cognitive Behavioural Interventions. There is considerable overlap in components of the programs, forming unique intervention strategies for the children. The program addresses deficit areas in all the developmental domains, namely motor, language, cognitive, communication and emotional. The one-to-one intervention helps the children to get the concept at their own pace while the task gets broken down into smaller elements. The multi-sensory approach supports the children to activate the learning channels and generalize the concepts in their own environment. The group set up reinforces the implementation of concepts and encourages peer learning and communication.

The Program focuses on using Incidental Teaching, using Behaviour Principles of ABA, within natural learning contexts. The environment includes teaching-learning materials and activities that are appealing to young children and the therapist expands on requests and activities that the child initiates. The program is very structured and works on individual goals within planned activities. Social Pragmatic Communication Approach targets building communication in naturalistic contexts, using facilitative rather than a directive style, providing opportunities for communication and consistently reinforcing communication attempts are emphasized.





Middle School Program

The Middle school program focuses on developmental skills and goals and contains an ongoing objective assessment of the progress. Teaching strategies are designed for generalization and maintenance of skills. The TEACCH program takes a major role where the emphasis is on environmental organization, visual support and teaching of independence and developmental skills. Applied Behaviour Analysis (ABA) based intervention used in one-on-one setting to focus on imitation, interaction, play and response to basic requests, language, description of emotions and academic skills. Furthermore, independence in self-help skills, learning to parallel play and other simple indoor and outdoor games that foster group participation are critically important at this age. Natural environment teaching, discrete trial instruction, and systematic exposure to larger group instruction are some of the instructional strategies used

Each student has an Individualized Education Plan (IEP) that addresses the student's specific needs and teaches functional skills developing the student's strengths. The academic skill focuses on English vocabulary and language build-up, Numerical concepts, and Environmental studies. Reading, writing, analytical skill, strengthening working memory, organizing skill and visual perception gets more important in this program.

Group intervention focuses on co-curricular activities through Arts based therapy, Adaptive sports therapy, music therapy, yoga, and creative movement therapy.

Regular visits to Outdoor sports arena, various indoor events with the simulated environment of movie showcasing, mock shopping, potluck party, field trips and excursions to horticulture space, garden, museum etc. reinforces the learning and generalizes them in a gradual process while desensitizing the overwhelming effect of the real-world space.





Life Skill Program

The Life skill program at Akshadhaa is designed and developed based on Carolina and Portage checklist to bring maximum independence at home, at school and in the community. The program aims to bring productivity among the individuals which increase self-esteem and lead to more happiness in all areas of life. An interdisciplinary team of therapist professionals develops the Life skill program based on the seven components of the life skill program. These seven areas of development are identical for all students, the specific goal of each program varies with the individual student's age, strengths and needs.

The seven components of a Life skill program are:

- Functional academic skills
- Communication skills
- Interpersonal skills
- Independent living skills
- Leisure skills
- Pre-vocational skills
- Vocational skills

The online application of life skill training

During the pandemic time, the life skill program also converted into the online mode where the focus was on the practical application of skills in cooking, housekeeping, self help, managing home and surrounding, helping parents with house chores. With audiovisual, PowerPoint presentations and practical demonstration of the items and activities by the trainers, the students continued learning with the support of their parents.





Here are some words from Mrs. Aruna - Food and nutrition supervisor at ANZ:

"We treat him as any other team member and there are no special considerations given to Naveen. We make him do the same tasks as others and we pay him the same salary as others. We trained him thoroughly on the challenges he had when he joined us and he is now as capable as other staff. He does dishwashing, cleaning of cutlery and crockery, and plate wiping. He also does other tasks that are not part of his job when needed."

And here are the words from Ms. Gayathrie Reddy - Naveen's aunt and guardian

"We as family members are very proud of Naveen for what he is today. We never expected him to work in such a good company with a handsome salary. The family members respect him a lot for his achievements."

Naveen feels proud of himself to be financially independent.

Naveen's Story

We would like to share the success story of "Naveen" who received vocational training here at Akshadhaa foundation. Through exposure to the various activities here, we realized that he had a great interest and skill in housekeeping. So, we focused on developing his skills to pursue a career in cafeteria kitchen housekeeping

We managed to put him to work at Reach Homeopathic where he was doing cleaning and other housekeeping activities on a daily basis. The regular feedback we received about his progress from the doctors there helped us guide him to improve his skills and in turn provided us an opportunity to improve our training plans at the center.

Naveen got an interview call from a corporate company " ANZ " - for their cafeteria kitchen housekeeping. He managed to successfully get through in the interview and got the job. After starting work, we realized that the training he got with us was not enough to keep up the work demand. So, with the help of a job trainer at work, we worked hard to train him to catch up with the skills the company demanded of him. Naveen has successfully completed 1 year at his workplace and is earning a monthly salary of 12600/-. We as a Foundation are very proud of Naveen who was considered a burden for the family due to his special needs condition and is now one of the bread earners of his family. His family now considers him as a productive member.





Hybrid Special Education Sessions

During pandemic of Covid-19, the eventuality was so sudden and the lockdown created a situation with it being the only choice to move, with 'on-line' mode of working.

We worked on capacity building of our trainers to take up online sessions in a short period of time. The logistic arrangement of supporting trainers & therapists with digital gadgets to conduct the classes were done with immediate effect from their own home. All teaching materials had to be made in digital format. As we have worked majorly with hands on teaching materials, the digital move was enormous, but we did it with a war footing approach and our classes began online from April 2020.

This online mode helped our children to continue their classes and therapy sessions without any gap. Parents who became our remote support in enabling our online classes were mentored on how to structure the class environment at home and how to support the child during the session.

As time evolved, knowing that the pandemic is not going away quickly and it could be for a long-lasting period, we gradually opened the offline working in the school premise in the month of June 2020 following all covid protocols and with the consent of parents and guardians.

Some of our children were given home programs, who were not able to take online or physical sessions.

The best part of this pandemic period is that it has opened our eyes, and made us realise how accessible this 'online' medium is. The availability of smart technology has made digital learning very doable.

This has brought about many advantages and kept us connected across distances. Online working has given complete transparency to the program and empowered parents to be the shadow teacher in their own house.

Some of our students have taken to this medium with astonishing zeal. This one-on-one online mentoring has given very impactful results, but for a few this online mode has not been very conducive, especially for those who have limited sitting tolerance, hyperactivity and low focus.

Parents were approaching us to accommodate more students in the physical mode of a session in the school premises. A comprehensive compact 3 hours program was designed to accommodate more students in the physical capacity of the premise and keep the availability of the therapist's time. So, in a rotation timing considering the covid hygiene protocol & social distancing and maintaining the therapist ratio a 3-hour individualized program was made.

Thus, gradually evolved the 'Hybrid' culture of working. So now the parents are having a choice of both online mode and offline mode. This flexibility in choosing the mode is making the program accessible to a larger group of population.

The execution of this 'Hybrid' model is in the hands of a hardworking team of professionals, who meticulously plan the timetable and content of the program. Making the IEP and giving a full scope of learning of academics, functional life skills, perception, cognition, language and communication, vocational readiness training, physical therapy, hand function activities, games, art/craft and social skills both online and offline mode. We currently have 30% of our students in the online mode and leaving the other 70% availing physical or offline mode of learning.

This 'Hybrid' model is a novelty. The experience of handling this mode will help us evolve and tailor make the program suiting the different individual needs of every child and family in the community.





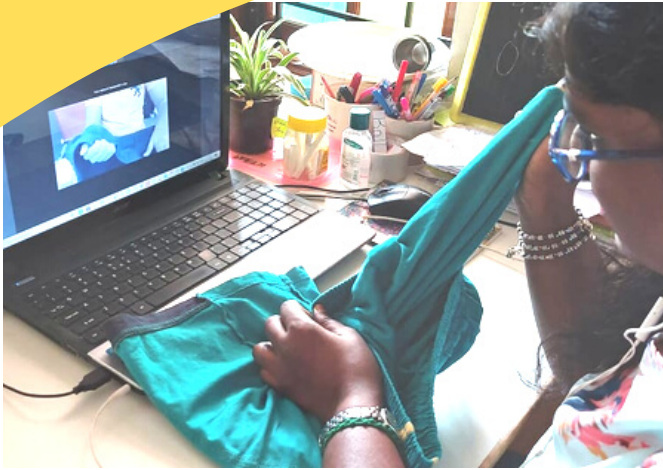
Capacity Building of Community Health Workers, Trainers and Special Educators

Equip the Special Million (ETSM) is one of the creative and fruitful project that evolved during the covid time. The project is envisioned to impart research and protocol based Early Intervention strategies to empower parents and teachers working with children with developmental challenges within the age group of 5 months- 5 years. This integrated approach of intervention strategies are designed to support home based intervention for the parents and up skill the special educators and community workers with newer techniques and strategies to work effectively with the children with developmental challenges. Under the project, different modules are divided for different populations and understanding levels. For the parents the training modules had simpler content with less technical vocabulary, more pictorial and appropriate to apply and provide stimulation at home environment.

From the time of lockdown our resource professionals including special educators, speech therapists, physiotherapists etc. have invested 1200+ hours on online intervention with children, their parents and trainers. This online exposure has made us confident and a robust organization has emerged with thousands of resource learning galleries, which can bring immense benefit to more parents and trainers across the country. This was the seed of thought from which ETSM evolved and from October 2020 to March 2021, we have worked with 7 NGOs in the states of Karnataka, Andhra Pradesh, West Bengal, Jharkhand and Panjab.

Total 174 trainers and 51 mothers were successfully trained through this program. While working with these NGOs we have realised the different needs in terms of disability condition specific challenges, age specific challenges, behavioural challenges and the understanding they are looking for. This project will continue in the year 2021, would incorporate more elements of training and intervention modules and would bring more families and NGOs under the training program.





'The more we connect, the more we learn at Akshadhaa Buddiz club.'

Social Skill Training While Being in 'Quarantine' Time

'Being social is being happy' when we work with special needs children.

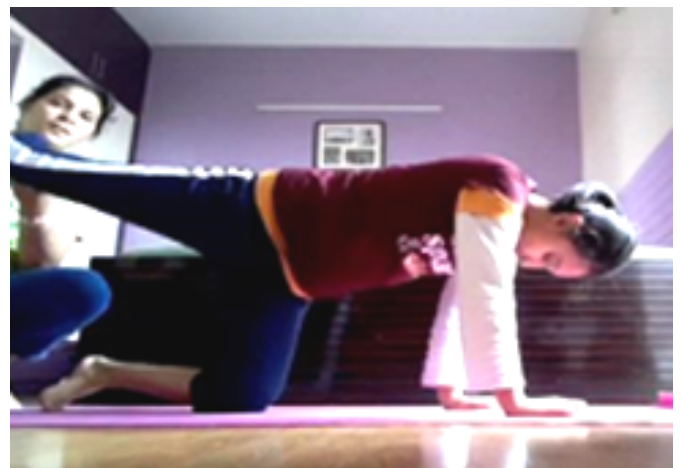
Lockdown would have made us apart physically but not emotionally.

Akshadhaa Buddiz club took the initiative to bring all our children to one platform and get the school environment to their homes virtually. It worked to be a medium where our children could meet and greet each other from different distances.

Cooking simple recipes, cognition/visual perception, drawing, learning different shades of colouring, crafting colour papers, going around a virtual visit to places, playing fun games, celebrating festivals, playing word puzzle and riddles, music and rhythm, storytime, academics games, concept games, hand function, sensory activities, growing plants and many such interesting topics were taken up with creative planning for the sessions with lots of fun. This gave an exposure to our children to learn in a different medium among a wide range of elements.

The learning outcomes are; the children got an exposure to the virtual medium of learning, getting to meet their friends, enjoy different elements of learning, application of the learning in their real life and maintaining the stability in learning through the same medium.

The social group brought the whole community of Akshadhaa; the children, teachers and the parents together to enjoy oneness and stay connected. Akshadhaa's Buddiz club created a unique platform for the children where they could enjoy learning new things virtually.





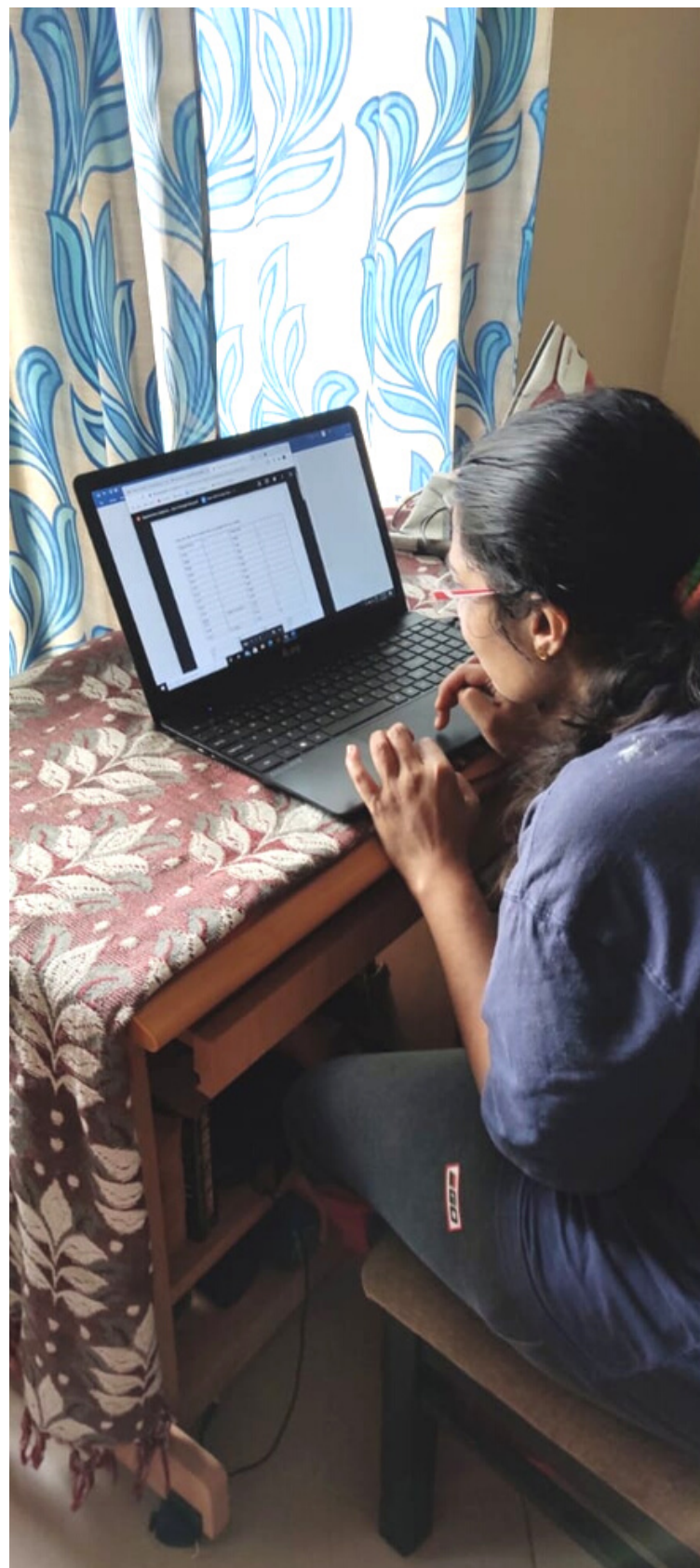
This online class makes her socially active otherwise it would leave her in a lonely vacuum. Our sincere thanks to Akshadha for continuing the on-line program. Keeping up with change and moving on with time is being dynamic and the need of the hour.

- Mohandas and Latha Mohan Parents of Divya

The Vocational Training in Online Mode - The testimonial from parents of Divya

Akshadha's Online Classes Changed Divya's Life.

Divya Mohan a senior student in the vocational training has been attending regular classes at Akshadha foundation since 2016. She was undertaking various skill training but the year 2020 – 2021 changed the scenario due to the pandemic. The lockdown was a serious concern as we parents were worried about 'what next' how we could move ahead? Will she regress? Will this make her feel lonely? Thankfully Akshadha introduced on-line classes. This kept Divya meaningfully engaged and busy, she would eagerly look forward to her class to happen on the next day. The online classes have been very good for us as it has eliminated the terrible travel on Bangalore roads. The Vocational training on digitisation program has also been conducted online. The team of therapists are very dedicated. Divya is kept busy practically with hands-on work assigned with clear dates marked to be submitted on a regular basis. This meaningful work and regular interaction with peer group and mentors keep her socially engaged and active, and this is what our children like her need.



Internship Program for Bachelors and Masters Level Students

Aksahdaa foundation with its nine years of service and networking with the community has been able to establish a good relationship with some prestigious universities in Bangalore, which regularly send their students every year for internships. All interns are provided with experiential learning. They are given an opportunity to support in the classrooms, interact with students in different age groups at junior and senior levels. They are encouraged to support students in special education, physiotherapy, OT and speech sessions, this gives the interns an overall understanding of the whole multidisciplinary approach at Akshadhaa Foundation. Interns are also given the scope to make teaching learning materials (TLM), both in making tangible materials and in making PowerPoint presentations. Apart from TLMs they write reports, case studies and make research studies. All interns are carefully supervised and mentored with hands-on training by our team of qualified professionals. Every internship opportunity gives the intern a complete "know how" of working with special needs students. On completion of an internship, a carefully assessed report and certificate are given to all interns, this adds value to their professional profile. This credit of having gained a fully rounded exposure adds ace to their resume and helps to make a choice of working with special children in the future.

We have college students interning at our premises from Kristo Jayanthi College St Joseph College St Annes College Mount Carmel College and Garden City College It is our endeavour to spread knowledge and also to bring practical awareness, inclusion among college students.



FORM 10B

Name	:	AKSHADHAA FOUNDATION
PAN/TAN	:	AADTA7639L
Address	:	No.235,3RD MAIN,4TH BLOCK,BANGALORE,Bangalore North,Banaswadi S.O,Karnataka,INDIA,560043
Form No.	:	Form 10B
Form Description	:	Audit report under section 12A(1)(b) of the Income-tax Act, 1961, in the case of charitable or religious trusts or institutions
Assessment Year	:	2021-22
Financial Year	:	-
Quarter	:	-
Filing Type	:	Original
Capacity	:	Chartered Accountant
Verified By	:	AZGPD1745G

Place: Bengaluru
Date: 15-11-2021

For Sareedar Mohan & Associate
Partner
M.No: 226545
Firm No. 012722S

Audit Report under Section 12A (b) of the Income-tax Act, 1961, in the case of Charitable or religious trusts or institutions



Report on the Financial Statements

We have performed the audit of the accompanying financial statements of M/s Akshadhaa Foundation, 803, 4th B Cross Road, HRBR Layout 1st Block, HRBR Layout, Kalyan Nagar, Bangalore, 560043 as at 31 March 2021, on that date which are in agreement with the books of accounts maintained by the Trust.

Management's Responsibility for the Financial Statements

The management of the Trust is responsible for the preparation of these financial statements that give a true and fair view of the financial position, financial performance and cash flows of the Trust in accordance with the Accounting Principles generally accepted in India. This responsibility includes the design, implementation and maintenance of internal control relevant to the preparation and presentation of the financial statements that give a true and are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the Standards on Auditing issued by the Institute of Chartered Accountants of India. Those Standards require that we comply with ethical and plan and perform the audit to obtain reasonable assurance about whether the statements are free from material misstatements. An audit includes examination on test basis, evidence supporting amounts and disclosure in the financial statements. An audit also includes assessing the accounting principles used, significant estimates made by the management, as well as evaluating overall financial statements presentation. We believe that our audit provides a reasonable basis for our opinion.

Opinion

We have obtained all the information and explanation, which to the best of our knowledge and belief were considered necessary for the purpose of our audit. In our opinion, the Trust has maintained proper books of accounts.

In our opinion and to the best of our information and according to the explanation given to us, the accounts of M/s Akshadhaa Foundation, 803, 4th B Cross Road, HRBR Layout 1st Block, HRBR Layout, Kalyan Nagar, Bangalore, 560043, give a true and fair view -

1. In case of Receipts & Payments of the State of Affairs of the above-named Trust as at 31st March, 2021.
2. In the case of the Income & Expenditure Account of the Trust for the year ended on that date.

For SREEDAR MOHAN & ASSOCIATES
Firm Registration No: 012722S

Srinath Koppu
Chartered Accountants
(SRINATH KOPPU)
Partner
M.No: 226545



Place: Bangalore

Date: 15th Nov 2021

Akshadhaa Foundation					
803, 4th B Cross Road, HRBR Layout, Kalyan Nagar, Bangalore - 560043					
Balance sheet as on 31-03-2021					
Capital & Liabilities	Amount	Amount	Assets	Amount	Amount
Corpus		99,79,793	Fixed assets:		
Provision for Infrastructure Fund		9,00,000	Gross Block	33,44,234	
			Less: Depreciation	11,33,621	22,10,612
Current Liabilities:			Current Assets :		
Loan from Trustees		12,15,536	Accounts Receivable		3,39,554
Employee deposit		35,645	Loans & Advances		11,61,500
Provision For Audit Fee		25,000	Employee Advance		31,500
Provision for Expenses		4,38,095	Rent Deposit		1,00,000
Accounts Payable		71,404	Chikkaballapur Branch		67,000
TDS Payable		84,616	Bank Account		85,67,339
			Cash		2,72,582
		1,27,50,087			1,27,50,087

For SREEDAR MOHAN & ASSOCIATES
Firm Registration No: 012722S
Srinath
Chartered Accountants
(SRINATH KOPPU)
Partner
M.No: 226545



UDIN : 21226545AAAAANB8974

Date: 15th Nov 2021

Place: Bangalore

Akshadhaa Foundation			
803, 4th B Cross Road, HRBR Layout, Kalyan Nagar, Bangalore - 560043			
Profit & loss account for the period from 01-04-2020 to 31-03-2021			
Particulars	Amount	Particulars	Amount
Expenses:		Donations Received	75,83,998
Audit Fee	1,66,149	Others	13,28,478
Computer and Internet Expenses	46,420		
Depreciation Expense	5,77,681		
Electricity Charges	85,379		
Housekeeping Charges	1,57,880		
Other Expenses	8,92,190		
Printing and Stationery	16,825		
Rent Expense	2,40,981		
Repairs and maintenance	17,549		
Salaries	44,41,019		
Staff Welfare	42,358		
Telephone Expenses	14,321		
Travel Expense	16,451		
Provision for Infrastructure Fund	9,00,000		
Surplus in Corpus Fund	12,97,273		
	89,12,476		89,12,476

For SREEDAR MOHAN & ASSOCIATES
Firm Registration No: 012722S
Srinath
Chartered Accountants
(SRINATH KOPPU)
Partner
M.No: 226545



UDIN : 21226545AAAAANB8974

Date: 15th Nov 2021

Place: Bangalore

Thank You

With the right set of mind, with the right people, with the right support, things happen.

INDIVIDUAL DONORS NAME

Ajith
Akhilan
Amartya Ghose
Ashok
Ashok Kumar
Babu Ramesh
Balaji
Chandra
Dasarathi
Ganesh
Godfrey Prakash D'sa
Harinath
Ibrahim Khaleel Gajaram
Jagannath
Jaison Isaac
Jatinkumar J Mehta
kannan
Kishore
Madhu
Manoj Balgi
Manoj Kumar
Meenakshi sundram
Mithun Devadiga
Mohan Das
Mukund Kulkarni
Murali
Name
Naresh Kumar
Naveen
Padma
Paranthaman
Perumal
Poongumaran
Prashanth
Punit Ghai
Purushothaman

Rajaram
Rajesh
Rakesh kumar Dwivedi
Ravi Raj
Rupali lal
Sadanand
Sandipan Chakraborty
Satish
Sivaaraman
Subramani
Suresh Babu
Swanand S Patil
Sweta Devi
Venkata Kiran
Venkatesh
Vikash Sharma

CORPORATE DONOR

ANZ
REC



ADMINISTRATION DETAILS

Name of the Organization: Akshadhaa Foundation

Registration Details: Trust Registration

SHV-4-00289-2012-13

FCRA Registration

No. 094421792

Registered under 80G of Income Tax Act, 1961

Registered NGO with database of Indian Institute of Corporate Affairs (IICA)

No. 1A Hub code is A000323

Registered Office: # 2C - 720, 2nd Cross, HRBR Layout, Block 1, Banaswadi, Bangalore - 560 043.

Other Centres: # 4 BC - 803, located, 4th 'B' Cross HRBR Layout, 1st Block, Kalyan Nagar,
Bangalore - 560 043.

Telephone, Email & Web: Telephone: (+91) 963222 0375 | 9606700375

Email: info@akshadhaafoundation.org

Website: www.akshadhaafoundation.org

Statutory Auditors: Sareedar Mohan & Associate

Bankers: HDFC | State Bank of India

Office Bearers and Smt. Sumana Dutta Hon. Founder

Members of the Governing Shri Anirban Dutta Hon. Trustee

Board 2020-21: Shri G V Gopala Rao Hon. Member

Shri H A Nagaraj Rao Hon. Member

Dr. Satheesh Gangadharan Hon. Member

Shri Sathya Prasad T Hon. Member

Executive Director: Smt. Sumana Dutta

Acknowledgments

Our grateful thanks to Mr. Praveen Kumar Karnati for his volunteering contribution to preparing this report and so many others who helped in compiling these stories that help us understand the deep bonds between Akshadhaa Foundation employees and their beneficiaries. Thanks also to Mr. Shubhajit for designing this Annual Report with the content editing support from Smt. Sumana Dutta.



Our Campuses

Special School and Rehabilitation Service
#4 BC - 803, located, 4th 'B' Cross HRBR
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