

ANNUAL REPORT 2017-2018



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FOUNDER'S NOTE



Angel Xpress Foundation is working to address the gaping social divide in the urban setting in India through redistribution of resources; by using the co-existence of slums and high rises across Mumbai for a unique solution. Besides being home to the world's largest slums, Mumbai is also home to a large populace of the educated affluent with a social conscience. Putting these two together, we

knew we had the perfect opportunity for a citizen-inspired movement for social good. Children from financially-challenged backgrounds often lack the attention, care and education given to children in educated homes. We have sought to address this divide at Angel Xpress Foundation and over 6 years have created a format and delivered a proof of concept.

In 2012, I decided to quit my 20 year old corporate career; having played national level roles at large financial corporates, to embark upon a social experiment; believing that redistribution of resources including knowledge locked away in our homes, in the form of educated stay at home moms and the active retired, is a cost effective solution to help the millions who have too little by way of daily necessities, possessions or even hope for the future. The 3000 + calls received in response to a social media appeal for warm clothes for the few underprivileged children I used to teach on a promenade in Bandra, inspired, and motivated me to take this idea forward. The project undertaken was designed to bring an opportunity for to the educated affluent, to interact with, and help school children from the neighbouring slums at free learning centers operated from available public places like neighbourhood parks, promenades, schools, corporate offices.

In the process I met Beenaa Advani, an educationalist by profession, and together we started Angel Xpress Foundation. Beenaa says "I truly believe that when your intentions are right universe aligns itself to manifest your inner desires."

Six years down the line, Angel Xpress Foundation has provided daily one hour lessons in English & Math with added focus on life skills and values to over 1300 underprivileged children across 12

locations in 2017-18. The number of children benefiting as well as the number of locations and volunteers have grown exponentially year on year.

In 2017-18, we worked with over 300 passionate and dedicated duly trained volunteers who by contributing just 2 to 3 hours a week are going home content to be using their time and education effectively by make a positive impact in the lives of loving and grateful children. They are simultaneously delighted at having a community space where they connect with other likeminded people. The children on the other hand blossom from the attention and not only do they acquire confidence, language and logic skills, they start to do better at school as well as at home with encouraging feedback on their attitudes and behaviour finding its way to us. We find we are able to influence whole families and their attitudes positively through parent teacher interactions.

Today Angel Xpress Foundation is a platform that offers free franchise, consultation and resources to start a learning center in their own neighbourhood to citizen groups across Mumbai. We actively reach out through ALMs, citizen groups and schools catering to the affluent to offer our services.

Our efforts are aimed at laying a blueprint that can help us as a society to look beyond our homes and actively participate in the creation of an aware, responsible and able future generation. Over time we hope to trigger a social movement wherein volunteerism becomes a lifestyle choice for every educated Indian.

INTRODUCTION

Angel Xpress Foundation (AXF), founded by Anubha Sharma and Beenaa Advani in 2012; enables socially conscious educated Mumbaikars to make an impact towards creating a generation of empowered and evolved individuals, who grow up to be aware of their rights and responsibilities. The organisation works towards creating interactive opportunities to bring children in touch with educated and affluent neighbours; with the aim of tutoring and mentoring to improve language, logic, reasoning, and to impart life skills and values through daily lessons in English and Math.

AXF's current projects are supported by institutions like L&T, Raymond Welspun, Union Bank and FICCI.

Angel Xpress Foundation is 12A & 80G certified NGO.

KEY PROJECTS

Learning Center Program

AXF Learning Center program is a community-based program, largely led by educated stay at home mothers, retired people, and conducted in neighborhood parks, or promenades. AXF provides training to these communities to create, and manage free learning centers catering to the underprivileged first generation learner, studying in neighboring schools, and living in neighboring bastis.

Each center provides a daily snack, clothes & toy redistribution drives, medical camps, counseling sessions, extracurricular activities focused on talent development, and fun & educational outings in collaboration with various NGOs and citizen bodies which further helps with enhancing the development of each child.

Today, in its 6th year, AXF is impacting lives of over 1300 children being tutored and mentored by over 300 volunteers in 12 locations. AXF's aim by the year 2022 is to impact 10,000 kids through efforts of over 2000 compassionate volunteers.

In-School English Program

Students studying in vernacular medium schools lack rudimentary English language skills. The urge to learn comes slower in these schools as the students are used to disinterested teachers and it takes time to build interest in learning.

Through “In- School English Program”, Angel Xpress Foundation reached out to these students with daily English lessons inside vernacular medium municipal schools in partnership with the local education department.

The program was conducted in BMC schools that are part of the H-West Ward and K-East Ward. In the academic year of 2017- 18, the program was functional at eleven schools where students from grade 3 to grade 8 in H-west Ward and pre-primary section in K-East Ward were involved. Through this program, AXF reached out to 1700+ students in the past year.

TEACHING METHODOLOGY

English:

The approach of the English curriculum is Communicative Methodology with CLIL (Content and Language Integrated Learning) approach. The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

At AXF, the teaching English is built around meaningful topics; involving student experiences and opinions in the learning process. Through this approach, students not only learn language through meaningful contexts, but learn new information about the world around them at the same time.

Math:

AXF follows the CRA (Concrete – Representational – Abstract) model. This instructional strategy combines effective components of both behaviourist (direct instruction) and constructivist (discovery-learning) practices (Sealander, Johnson, Lockwood & Medina, 2012; Mercer & Miller, 1992).

CRA uses demonstration; modelling, guided practice followed by independent practice and immediate feedback which are aspects commonly found in direct instruction. It also includes discovery-learning strategies involving representation to help students’ transition between conceptual knowledge and procedural knowledge (Sealander, Johnson, Lockwood & Medina, 2012). It

is a sequential three level strategy promoting overall conceptual understanding, procedural accuracy and fluency by employing multisensory instructional techniques when introducing the new concepts. Each level builds on the concepts taught previously (Witzel, Riccomini& Schneider, 2008).

Life Skills:

AXF follows a skill-centered approach towards learning and development with special emphasis put on introducing values of being a good citizen. This helps in the process of emotional and intellectual maturing of the students along with acquiring practical 21st century skills like Critical thinking, Communication, Collaboration and Creativity.

At Learning Centers, special attention is paid to the everyday life of students, and emphasis is laid on developmentally and culturally appropriate life-skills. New ways of thinking and problem solving are taught to the students. Volunteers help the students recognize the impact of their actions and teach them to take responsibility for what they do and how they feel. AXF looks at building confidence both in spoken skills and for group collaboration and cooperation. AXF believes that the rebelliousness that comes from being ignored is weaned from their system and the chances of them growing into unproductive adults are immense. AXF is hopeful that it's focus on student guidance and counseling and attempts at acquainting students with vocational and career options will ensure a direction.

CURRICULUM CHANGES AND ITS IMPACT

Math curriculum changes:

- The Math syllabus was broken down into specific student outcome objectives which helped the volunteers to understand the curricular expectations.
- Worksheet resource bank was developed for each specific objective up to level D. This helped the volunteers support children with Maths practise and revision.
- Assessment papers were changed from achievement test pattern to diagnostic test pattern. For example, in end line assessment each objective was tested to diagnose the student understanding of that particular objective.
- CRA(Concrete, Representative and Abstract) method was introduced or made conscious through training. Teachers were encouraged to teach students in concrete way and then move to representative and abstract levels.

Impact of Math Curriculum:

- In an end line volunteer feedback survey conducted in the month on April 2018, 93% of the volunteers agreed that the student book and the syllabus document which was provided helped them teach their students Maths in an efficient way.
- In the same survey, 87% of the volunteers said the level wise worksheets were helpful.
- Students have shown immense improvement in the rate of solving mathematical problems. For example, many students finished a 1.5 hours paper in an average of 45 minutes.
- Due to objective mapping and assessment pattern change in sample paper and actual assessment papers volunteers have understood the difference in diagnostic test and achievement test. This will help AXF to set a culture of testing for support and remediation rather for only evaluation of the volunteer or the program. The diagnostic test will give us double benefit like measuring the impact of the program and also using the data to remediate & support students who have not mastered the expected skills.

English curriculum changes:

- All English syllabus was broken down into specific student outcome objectives which helped the volunteers to understand the curricular expectations.
- A standardised Reading diagnostic test was introduced for the first time to test Reading fluency levels of the children. This will help the volunteers to understand the grade-appropriate reading levels of children and teach accordingly.
- The end line assessment paper was based on a diagnostic pattern which individually tested Reading comprehension, writing, vocabulary and grammar skills.
- This time both Reading fluency and Reading comprehension were tested separately.
- This year, we standardized the assessment process with rules like no translation of questions to the students during the assessment. All the students had to read the questions by themselves and write the answers (Even the EO children who cannot comprehend were expected to do the paper on their own to maintain the standards and to encourage children & build a culture of valuing reading comprehension)

Impact of English Curriculum:

- In an end line volunteer feedback survey conducted in the month on April 2018, 81% of the volunteers agreed that the student book and the teacher book which was provided helped them teach their students English in an efficient way.
- In the same survey, 93% of the volunteers agreed that English End-line Oral assessment was an effective way of understanding the child's reading abilities. 90% of the volunteers said, "I liked & enjoyed English End-line oral assessment process."
- The high expectation in terms of syllabus and assessment patterns have helped our volunteers understand the importance to teaching all the skills of literacy (Speaking, Listening, Reading and Writing) explicitly to develop student communication skills.
- Majority of the students are able to read at their AXF grade level.

ASSESSMENT MODEL

At AXF, three summative assessments are conducted through the year

- June- Baseline
- November- Midline
- March- End line

During Baseline, the level of the child is diagnosed to assign appropriate level. In Midline, student mastery for the content taught between baseline and midline is assessed. In End line, the complete academic year's student mastery is assessed.

The objectives of these assessments are to diagnose the learning levels of the students in English and Math and to understand the student mastery over a particular level expectation.

Process of English assessment:

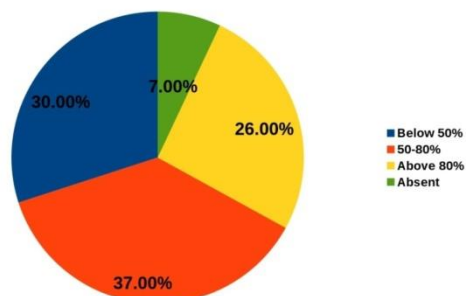
English is assessed both in written format and oral format. Skills like grammar, reading comprehension, vocabulary and writing are assessed in the written summative assessment. Skills like reading fluency and speaking skills are assessed through oral diagnostic assessment.

Process of Math assessment:

Math is assessed completely in written summative format.

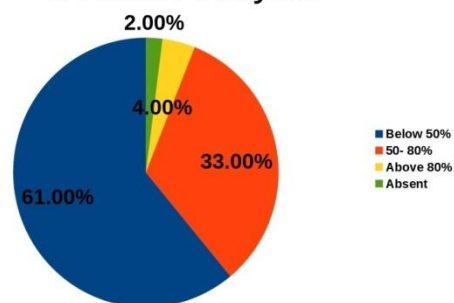
RESULTS AND REVIEW

Andheri Maths Endline Overall analysis



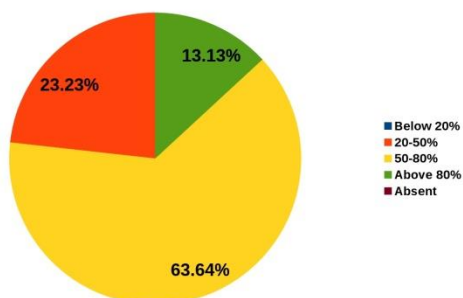
Maths – Overall	Total	Below 50%	50-80%	Above 80%	Absent
No. of students	58	16	20	14	4 Ab / 4 left

Andheri English Endline Written Overall Analysis



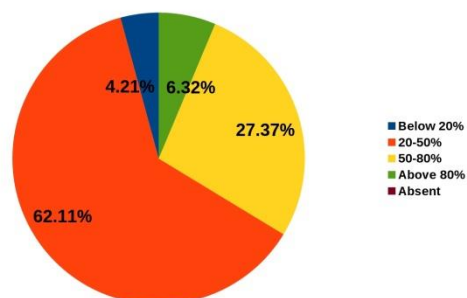
English-Overall	Total	Below 50 %	50 to 80%	Above 80 %	Absent
No. of students	58	33	18	2	1Ab/ 4 left

Bandstand Maths Endline Overall analysis



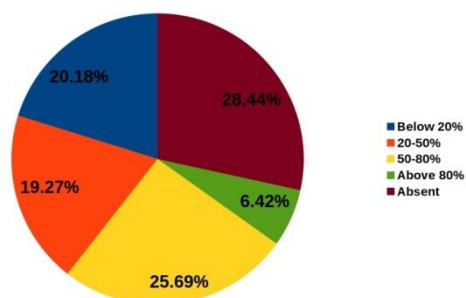
Maths – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	100	0	14	38	8	

Bandstand English Endline Overall analysis



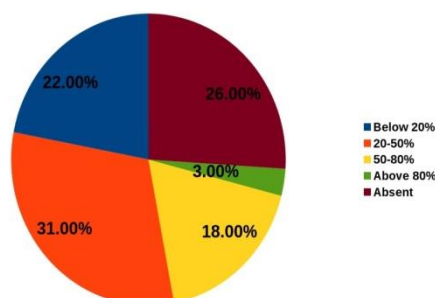
English – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	100	2	32	17	3	

Colaba Maths Endline Overall analysis



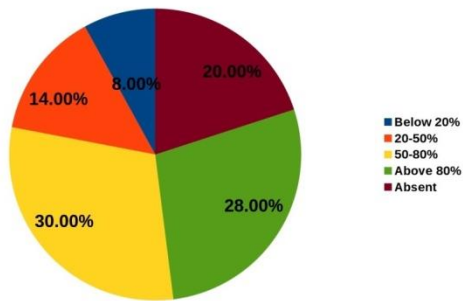
Maths – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	94	12	20	26	7	29

Colaba English Endline Overall analysis



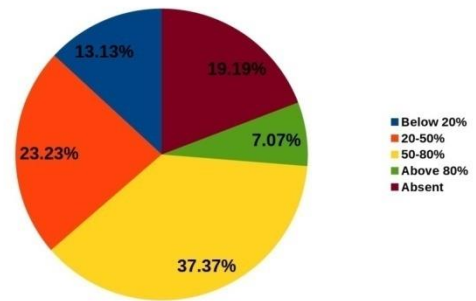
English – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	94	21	29	17	3	24

Goregoan Maths Endline Overall analysis



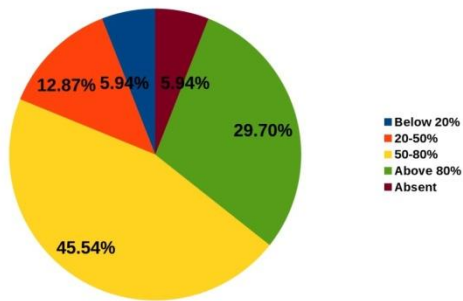
Maths – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	83	7	12	24	23	17

Goregoan English Endline Overall analysis



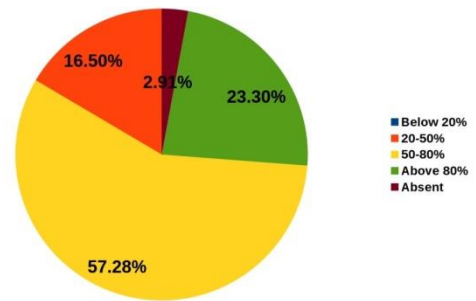
English – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	83	11	19	31	6	16

Juhu Batch 1 Maths Endline Overall analysis



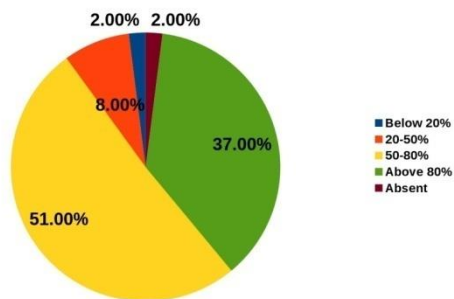
Maths – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	71	4	9	33	21	4

Juhu B1 English Endline Overall analysis



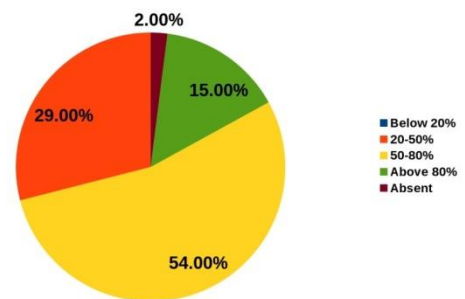
English – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	71	0	10	42	17	2

Juhu Batch 2 Maths Endline Overall analysis



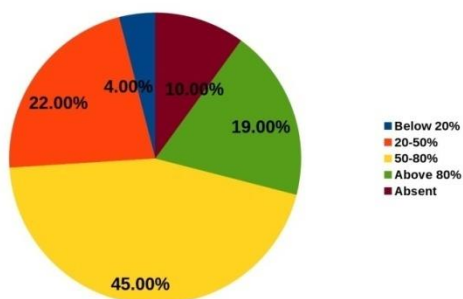
Maths – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	59	1	5	30	22	1

Juhu B2 English Endline Overall analysis



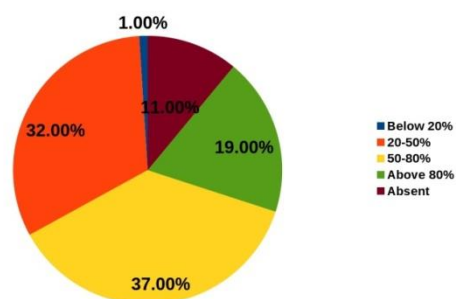
English – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	59	0	17	32	9	1

Malad Maths Endline Overall analysis



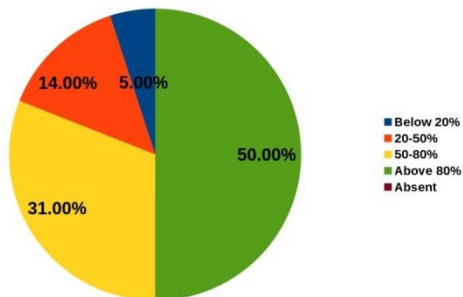
Maths – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	73	3	16	33	14	7

Malad English Endline Overall analysis



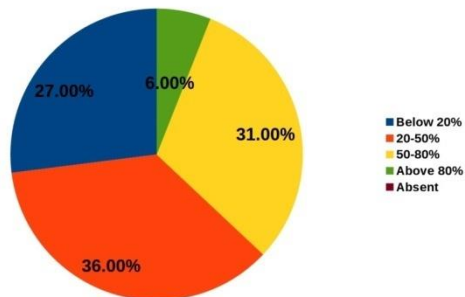
English – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	73	1	23	27	14	8

Powai Maths Endline Overall analysis



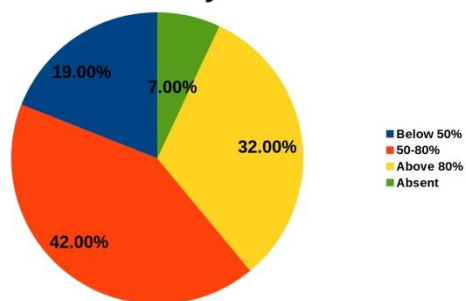
Maths – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	64	3	9	20	32	0

Powai English Endline Overall analysis



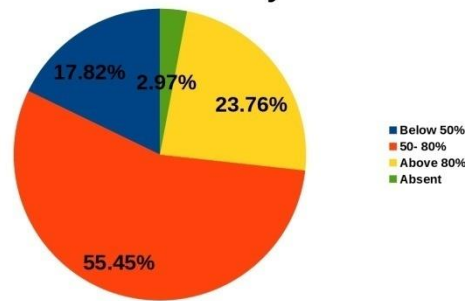
English – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	64	17	23	20	4	0

Sewri Maths Endline Overall analysis



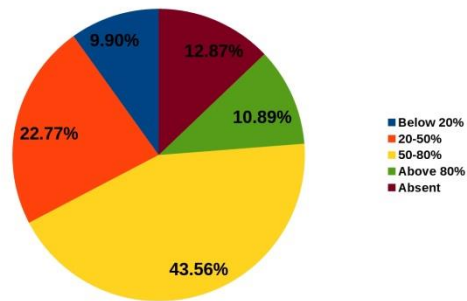
Maths – Overall	Total	Below 50%	50-80%	Above 80%	Absent
No. of students	74	14	31	24	5

Sewri English Endline Written Overall Analysis



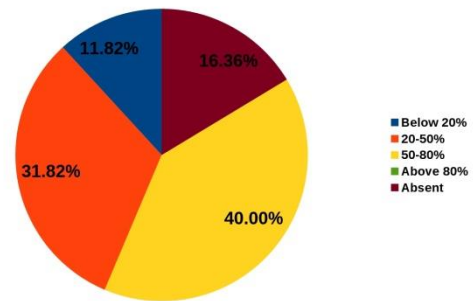
English-Overall	Total	Below 50 %	50 to 80%	Above 80 %	Absent
No. of students	74	13	41	18	2

SC RKM Maths Endline Overall analysis



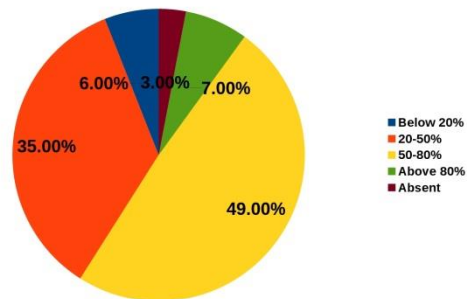
Maths – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	80	8	18	35	9	10

SC RKM English Endline Overall analysis



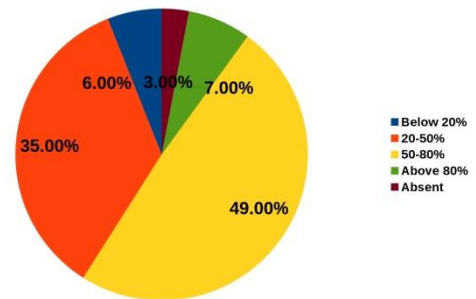
Maths – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	80	10	28	35	0	7

SC RKE Maths Endline Overall analysis



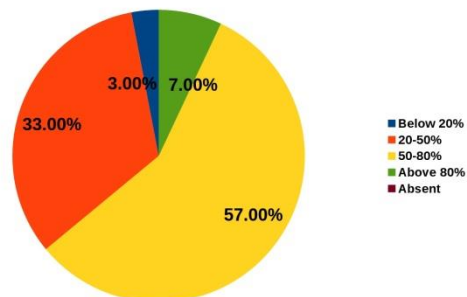
Maths – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	111	7	39	54	8	3

SC RKE Maths Endline Overall analysis



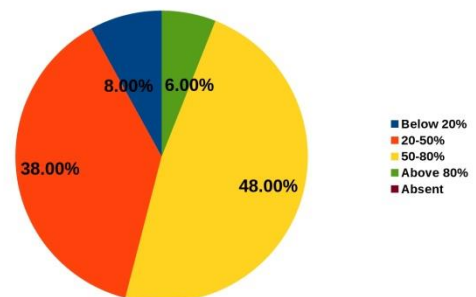
Maths – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	111	7	39	54	8	3

SC BK1 Maths Endline Overall analysis



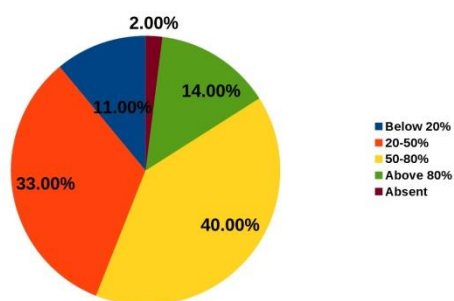
Maths – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	103	3	34	59	7	0

SC BK1 English Endline Overall analysis



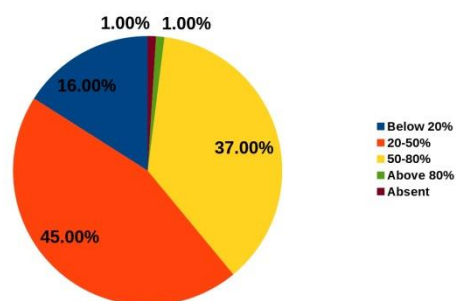
Maths – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	103	8	40	49	6	0

SC BK 2 Maths Endline Overall analysis



Maths – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	100	11	33	40	14	2

SC BK2 English Endline Overall analysis



Maths – Overall	Total	Below 20%	20-50%	50-80%	Above 80%	Absent
No. of students	100	16	45	37	1	1

IMPACT OF AXF INTERVENTION

The curriculum team at AXF conducted a comparative analysis of the academic performance in English between the students who have been a part of the system for a minimum of 2 years against those who are new into to the system. The study was undertaken with the help of graded tests to check the language level of the students. The students were asked to complete a range of vocabulary, grammar and comprehension based questions that were graded from KG to 8th standard level.

About the test:

Grades Assessed: 3rd-8th grade

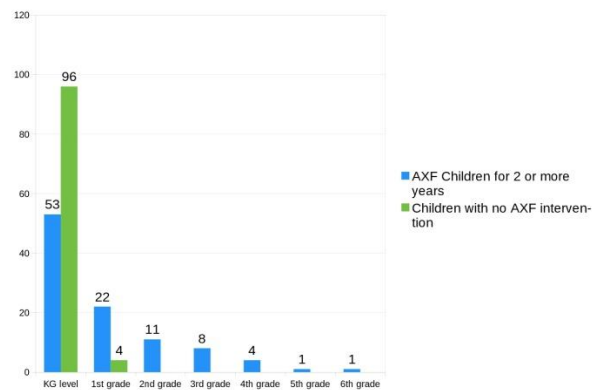
Number of old students: 76

Number of new students: 49

Locations: Goregaon, Juhu, and Santacruz Learning Centers

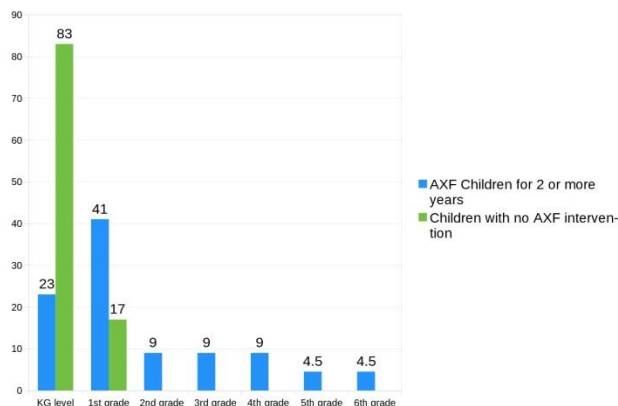
Grade	Number of Old Students	Number of New Students
3	7	9
4	7	3
5	4	16
6	15	10
7	21	5
8	22	6

AXF Impact Analysis



- While 96% of students with no AXF intervention are in KG level only 53% of students at AXF are in KG level.
- Only 4% of new students were able to comprehend at 1st-grade level whereas 47% of old students were able to comprehend at 1st-grade and above levels.

8th grade Analysis



- In 8th standard, 83% of new students are still at KG level. Whereas only 23% of old students are at KG level.
- Maximum level a new student could comprehend is 1st-grade level but old students are able to comprehend upto 6th-grade level.

- 36% of old students were able to comprehend between 2nd to 6th-grade level whereas 0% of new students were able to comprehend between 2nd to 6th grade.

Overall Analysis:

- Most students with no AXF intervention can comprehend only at Kindergarten level.
- Students at AXF can comprehend upto 6th-grade level.
- Average reading comprehension level of AXF students is 1.16, whereas average reading comprehension level of new students is 0.28. That is, students at AXF are almost one academic year (0.88) ahead of students with no-intervention.

Qualitative Changes:

The following is a sharing by, Tushita Agrawal the Center Head of Santacruz Center that showcases the qualitative impact created by AXF:

“During the IPL match, an improvement in student’s manners and behavior was noticed. They were disciplined and followed all instructions given to them for the day. They walked in a line, sat in the designated areas, didn’t go anywhere without informing volunteers and didn’t use foul language. Despite that, they had lot of fun. They danced, screamed on a 4 or 6 and cheered both teams.

On seeing others litter the stadium; the students were surprised and even started a discussion about importance of civic sense and responsibility amongst their group. Incidents like these are difficult to quantify but it certainly demonstrates a change in students’ mindset and sets them apart from their compatriots.”

MANAGER'S REPORTS

Center-wise Manager's Reports can be accessed through the following links

1. Amboli- [Click Here](#)
2. Andheri- [Click Here](#)
3. Bandstand- [Click Here](#)
4. Colaba- [Click Here](#)
5. Goregaon- [Click Here](#)
6. Juhu- [Click Here](#)
7. Malad- [Click Here](#)
8. Powai- [Click Here](#)
9. Santacruz- [Click Here](#)
10. Sewree- [Click Here](#)
11. Versova- [Click Here](#)

THE TEAM AND ORGANISATIONAL STRUCTURE

Board of Directors

Name	Role at AXF	Background
Amit Ratanpal	Honorary, CFO - inputs for accounts and legal	Private Equity Investor specializing in education
Anubha Sharma	CEO, Organisation Development	Senior Financial services professional with 20 years of experience in creating businesses from scratch
Beenaa Advani	COO, Logistics and Accounts	Businesswoman with experience in pre-school franchise

Advisory Board

Name	Role at AXF	Background
Mr R.N.Mukhija	Advisor on board	Retired as board of director at L&T after 49 years of service
Chetan Desai	Advice on Accounts and Audit	(CA) Retired from Haribhakti and Co LLP as joint managing partner

Central Executive Team

Name	Role at AXF	Background
Anwar Shaikh	Finance Manager	Chartered Accountant
Neha Rajadhyaksha	Social Media Manager	Over 5 years of experience in Social media marketing
Tushita Agrawal	Cluster Manager and Center Head at Santacruz Learning Center	Worked as Visiting Faculty, SNDT University, Mumbai and Sr. App Development Specialist, CIGNA, USA.
Pratika Upadhyay	Assistant manager reporting and central coordination	M.A Social Work
Vijay Kumar	Program Manager curriculum development, training and monitoring	Former TFI fellow, Teacher Coach & Curriculum Designer

[Click Here](#) to access the full list of Management Committee at AXF.

AXF STORIES

1) Meet the Master of Many Traits

Amit Prajapati, Grade 11, Santacruz Centre



Jockeying around on the radio

A 90% score in the Grade 10 (SSC) exam and we are still talking about jockeying around? But, that's Amit Prajapati for you. When we see him, he seems like the perfect person to defy the age old adage "jack of all trades and master of none". This boy knows what he's doing. Be it burning the midnight oil to score a 90% in his Grade 10 exams or be it creating other memorable experiences for himself, he believes in creating his own opportunities.

According to Amit, he has found a new home at AXF. He is a master of all the trades he has chosen to show an interest in. Be it dancing and painting or singing and writing. He hasn't left any talent unexplored. And we are not talking about just any kind of writing. Amit is a budding poet who loves putting together beautiful verses.

Just having these interests and talents was not enough for him. So, when he got a chance to perform on Radio Mirchi, he took it and enjoyed it every little bit. While the rest of us were spending time participating in Radio Mirchi trivia contests, Amit actually took the bull by its horns and landed up right at their studio – courtesy: his talents. Not only does he have a performance on Radio Mirchi, but Amit also has another feather in his cap. He has shot a short film at AXF.

On to the science route

Having accomplished all of the above, Amit never side-lined his studies. He comes from a humble background; his father being a tea stall owner and his mother a housewife. Having worked so hard to achieve a 90% in his grade 10 he understands that it will only hold any significance if he progresses further in his studies. Now a science student at Mithibai College, Amit says that while he was good at Math and English, AXF is what led him to excel in these subjects. He found his mentors and the best guides he could have hoped for at AXF. With their guidance and help in Science he strengthened this stream further and decided to continue his studies in the particular stream.

He's now on a new path, exploring this World in one of the leading colleges in the city.

2) Start where you are, use what you have, do what you can

Shiv Kumar Pal, Grade 8, Andheri Centre



Every day is a new opportunity

To quote Bob Feller "Every day is a new opportunity. You can build on yesterday's success or put its failures behind and start with a new game. That's the way life is, with a new game every day."

And that's the way the sportsman in Shiv looks at his opportunities. Shiv has a strong love for cricket but never really got a chance to explore this and take it forward. However, that doesn't mean he has given up just yet. Even though he seems to have accepted the fact for now, he is passionate and determined to make cricket his career.

Shiv's father owns a small shop back in the village and his mother is a home-maker. His quest for studies brought him to Mumbai where he stays with a relative. He is a smart kid who knows all about his two passions- cricket and general knowledge. You don't want to engage with him in a trivia round, for, he'll teach you a thing or two about the current state of affairs in our country.

The power of confidence

When Shiv initially started at AXF, he was extremely shy. His teachers and mentors at the institute understood this and decided to help him overcome his shyness one small step at a time. He didn't

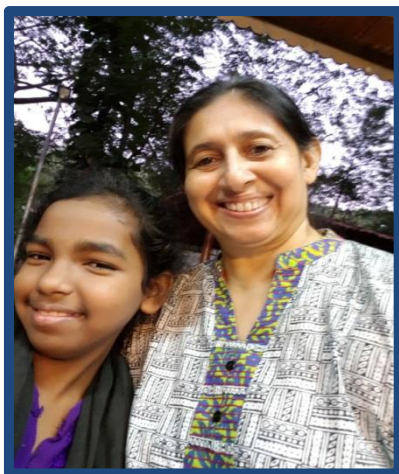
even realize when his teachers started paying more attention to him or when they decided to start giving him small tasks to help him feel important and confident. Everyone around him recognized the boy who knew everything but was too shy to be proactive. And wouldn't it be a waste to know this and not do anything about helping him advance in life? Now, there's no looking back for Shiv.

To quote one of his teachers "I have been teaching Shiv for about a year now. When I began tutoring him last year, he could hardly understand spoken English. But over the year, with a lot of hard work, he understands almost everything he listens to! His confidence levels have increased too and he even tries his best at having conversations in English. I am sure with time and all the efforts he puts in, he will speak fluently." - Zenobia Mody, Andheri East

Our boy now knows what he wants and what he deserves. In fact, if someone makes the mistake of overlooking a well-deserved remark such as "very good" or "excellent" for his assignments, be sure that Shiv will be bold enough to walk up to his teachers and ask for it. He has experienced the joys of subjects such as English and Math at AXF, and is not ready to give up on the new found freedom that his confidence brings him.

3) The Journey from being an onlooker to being a doer

Priti Vishwakarma, Grade 7, Andheri Centre



The one being taught becomes the teacher

Priti started out as a much laid back girl in AXF. The whole concept of studies was a struggle for her, as a result of which she kind of decided to give up. There were kids older than her in the class and they had been around for a lot longer than her at the centre. The medium of teaching seemed to be beyond her understanding. Not only was the medium a problem, but also the interactive way of teaching was difficult for her to grasp. But, that's the whole beauty of a challenge. You just don't give up! And that's what Priti's

teachers at AXF did. They decided not to give up. They dealt with her patiently and overlooked all her yawns and bored expressions. A one-to-one interaction to understand her hurdles took them a long

way. Her teachers realized that Priti would need repeated explanations of the same topics and that's what they did.

And doesn't hard work always pay off? Just like it did in Priti's case. Now she presents a different picture in her class. Always cheerful and ready to step up at any given time. She understands her subjects well and doesn't miss any chance to proactively participate in her group.

Not just that, Priti now enjoys teaching other younger kids at the centre. She recognizes the efforts put in by her teachers and wants to do the same for kids who are younger than her and might be struggling with issues similar to hers.

The dancer in Priti

Don't we all have talents that we are unable to hone either for the lack of opportunities or time? In Priti's case it was dancing. The daughter of a watchman and home-maker, Priti knew that AXF was the place that would give her the stage to showcase her talents and learn more. She not just loves dancing and singing, but wants to work hard on her dancing skills and earn a name for herself in this arena.

Not only does Priti accredit AXF for her renewed interest in studies, but also loves her centre for the new avenues it has created for her. She is now on to conquer her world one dance at a time.

4) She Turned her Cants into Cans and Dreams into Plans

Arti Jha, Grade 7, Santacruz Centre



Dancing with the stars

Dancing with the stars and soaring with the clouds, is how Arti's journey can be summed up. What if you woke up one day in your everyday life and all your dreams started to fall in place? This is how Arti's experience at AXF can be described. Her strength and passion have been acting. And like all kids everywhere in the World she had her

aspirations woven around this passion. Little did she know that she would get a chance so soon to prove it to herself and those around her.

Mobius Films approached AXF to look for acting talent. It was a beautiful journey and Arti shone like the true star that she really is. Mesmerised by her auditions, she was whisked off by the team to act in their Bhojpuri film “Jhalki”. But, never one to ignore her first and foremost love (that of studies), Arti’s acting stint took place over her summer vacations.

Come summer, and she flew off in an aeroplane. No big deal for a lot of us. But, for Arti it was something she had only dreamt of. Never thought she would ever get to travel on an aeroplane. And then came the long summer days of shooting for the film in U.P. Long days, but filled with fun and laughter and experiences to last her a lifetime. Being the child lead in “Jhalki” brought her all this happiness and more.

The girl who didn’t give up on her dreams

Arti started her journey at AXF in Grade 3. The daughter of a salesman and a housewife, she started to grow under the guidance of her teachers. Not only academically, but also exploring her other strengths. Now in grade 7, and already a shining star, she gives equal importance to her subjects. Arti feels confident about Math and understands the universal language of communication – English - very well.

She believes, where else would she get a chance to hone her skills in singing, dancing and painting along with her studies? With strengths and a talent like hers there’s no stopping this girl from dreaming and achieving more!

5) If it doesn't challenge you, it doesn't challenge you

Monika Gopal Ganjve, Grade 7, Versova Centre



Monika's road to 100% awesomeness!

Monika's journey to 100% attendance is a testimony to her unwavering commitment to change her life for the better. It's just not an award in name. She has weathered all storms (literally, what with the Mumbai rains) and the harsh sun to achieve this milestone. No illness managed to stop her either.

The youngest of three siblings, Monika was one and a half years old when she moved from her village in Pune to Mumbai. She lost her father early on in life, when she was just in the 1st standard. Today, her mother works as a housekeeper and dreams of giving Monika the education she deserves.

Living with her maternal uncle and his family, Monika is an inherently shy girl. But looks are deceptive. Despite all her circumstances and her quiet nature, Monika is sure of what she wants in her life. Or rather what she wants from her life. Initially reluctant (like all of us when it comes to change) to even attend AXF, she has indeed come a long way and is now the proud recipient of the 100% attendance award. It was an achievement that caught her by surprise, but not her teacher. "This is nothing but a manifestation of her love for learning," says her teacher.

The dreamer and the doer

Monika is taking small steps one day at a time to achieve her dreams. Still so young, but she understands the value of the opportunities she has been given. She wants to learn English and Math well enough to be able to teach others when she grows up. She excels not only in academics but also sports and extra-curricular activities. Having won races in her school for two consecutive years, her love for running has even led her to participate in the 2K segment of the Mumbai Marathon.

Her love for dancing is also something she is exploring at AXF. Among the many forms of dancing, she especially enjoys the Maharashtrian Folk Dance known as *lezim*. She believes that with AXF she's got a stage where she can perform and hone her skills to her heart's content and achieve anything.

PLANS FOR UPCOMING YEAR

Academic

For the academic year 2018-19, we are aligning our levels according to the national standards suggested by NCERT in the document, "Learning outcomes at the Elementary Stage (2017) for both Math and English. Broadly, the AXF levels are linked to the following grade level objectives

English:

AXF Levels	Level according to National Standards	Book used to implement the curriculum
EO	Grade 1	Raindrops 1 (Special Series by NCERT for children from no English background)
E1	Grade 2	Raindrops 2 (Special Series by NCERT for children from no English background)
E2	Grade 3	Marigold 3
E3	Grade 4	Marigold 4
E4	Grade 5	Marigold 5
E5	Grade 6	Honeysuckle

Math:

AXF Levels	Level according to National Standards	Book used to implement the curriculum
Pre A level	KG	Navneet Golden Mathematics Series KG 1 & 2
A	Grade 1	Navneet Golden Mathematics Series 1
B	Grade 2	Navneet Golden Mathematics Series 2
C	Grade 3	Navneet Golden Mathematics Series 3
D	Grade 4	Navneet Golden Mathematics Series 4
E	Grade 5	Navneet Golden Mathematics Series 5
F	Grade 6	Challenge Mathematics 7 Macmillan Series

Non-Academic:

AXF was started with the intent to infuse skills that would help students from underprivileged background find a potentially better future. AXF plans to achieve this by helping students find their best potential through the following initiatives:

1. An academic orientation through counselling and mentoring by a socially conscious educated adult.
2. Build on students' confidence and communication skills to help them become socially well adjusted through constant interactions aimed at opinion building along with the ability to discern right from wrong during English lessons.
3. Become logical and aware through lessons on applying Math in day to day life
4. Develop a sense of responsibility, sincerity, hard work and commitment through a deliberate focus on values.

We are now getting ready to build on this foundation by adding the following layers to the program in order to handhold them through the process of finding gainful employment.

1. Life skills training in collaboration with Dr Swaroop Rawal, PhD in learning life skills through drama. WHO strongly prescribes inclusion of life skills in education, she will share content that we can include in our curriculum and will train 25 volunteers to implement this program across our centers.
2. Student counselling by experienced counsellors and aptitude testing for vocational training has been initiated in 2017-18.
3. We are in the process of piloting a monthly program that will cover life skills as well as vocational counselling through activities for students in grades 11 and 12. This should culminate into admission of students into various degree or diploma programs after grade 12

FINANCIAL REPORT

Angel Xpress Foundation			
Statement of Income and Expenditure for F.y 2017-18			
Sr.no	Particulars	31st March 2018	31st March 2017
A)	Contributions & Incomes		
1	Donations		
i)	Donation from General Public	20,14,331.00	22,21,241.00
ii)	Donations from Body Corporate	105,63,754.00	72,86,507.00
2	Interest from Bank	4,29,642.00	3,36,970.00
Total		130,07,727.00	98,44,718.00
I.	Centre Expenses		
1	Salary	27,59,971.52	19,16,409.00
2	Food Expenses for children	9,73,141.00	5,39,066.00
3	Non Food Distribution to Children	41,911.00	10,748.00
4	Conveyance	2,50,051.00	3,41,939.00
5	Children Outing & Awareness Exp	2,47,916.00	2,06,410.00
6	Curriculum & assessment material	6,01,962.05	2,44,184.00
7	Volunteer Training & Meeting Exp	4,04,657.32	1,70,669.00
8	Uniform & Bags for Kids	5,97,054.00	1,46,672.00
9	Shed Hire charges	50,000.00	50,000.00
10	General Project Management Exp	1,45,180.55	2,31,863.00
Total of Centre Exp (B)		60,71,844.44	38,57,960.00
II.	BMC Program Direct Expenses		
1	Teacher's Salary	11,76,012.00	8,83,271.00
2	Conveyance	7,231.00	7,251.00
3	Curriculum & assessment material	13,185.00	11,140.00
Total of BMC School Exp (C)		11,96,428.00	9,01,662.00
III.	Administrative & Management Exp		
1	Salaries	24,66,000.00	14,49,000.00
2	Conveyance	33,666.00	16,406.00
3	Electricity charges	11,168.00	7,218.00

4	Internet charges	16,076.00	42,126.00
5	Office Rent	2,64,000.00	2,47,743.00
6	Telephone Exp	29,649.00	47,269.00
7	Sundry Expenses	1,704.70	20,987.00
8	Legal & Professional Fees	31,100.00	61,152.00
9	Printing & Stationary	1,998.00	14,581.00
10	Depreciation	59,612.60	29,047.00
IV.	Marketing Expenses		
1	Social Media & Promotion Exp	2,74,451.34	2,89,439.00
2	Marketing & Promotional Event Exp	6,81,063.87	2,11,435.00
	Total of Administrative Exp (D)	38,70,489.51	24,36,403.00
	Grand Total of Expenses (A+B+C+D)	111,38,761.95	71,96,025.00
	Excess of Surplus over Expenditure	18,68,965.05	26,48,693.00

Angel Xpress Foundation			
Balance Sheet as on 31st March 2018			
Sr. No	Particulars	31st March 2018	31st March 2017
	<u>Equity and Liabilities</u>		
I.	Shareholder's Funds		
1	Share Capital	73,000.00	73,000.00
2	Reserves and Surplus	103,42,112.83	84,73,149.00
II.	Current Liabilities		
1	Short Term Borrowings		
2	Trade Payables		56,735.00
3	Current Liabilities	76,976.00	1,921.00
4	Short term provisions	27,500.00	10,000.00
	Total	105,19,588.83	86,14,805.00
	<u>Assets</u>		
III.	Non Current Assets		
1	Fixed Assets	3,65,006.00	2,57,957.00

2	Non-Current Investments	55,28,753.00	34,73,727.00
IV.	Current Assets		
1	Current Investments		
2	Trade Receivables	9,49,840.50	9,68,262.00
3	Cash and cash equivalents	33,16,864.33	36,63,019.00
4	Short term loans and advances	3,59,125.00	2,51,840.00
	Total	105,19,588.83	86,14,805.00

THE END

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