Table of Contents

Our QUEST................................................................. 00
About Us................................................................. 01
  Vision and Mission
  Strategic Priorities
  Interventions
Growth and Impact..................................................... 04
Capacity Building of Team........................................... 05
  Student achievers join QUEST
Highlights......................................................................... 07
  Early Literacy Symposium
  Conference
  READING Yatris
Initiatives.......................................................................... 09
  Nisarg Shala
  The Granny Cloud
Interventions...................................................................... 10
  Palavee
  Shikshan Samruddhi Kendra
  Anupad
  Shikshak
  Goshtarang
Development....................................................................... 17
  Picture Talk
  Shared Reading Books
  Assessment on Tabs
  Educational Films
Voices from the Ground.................................................. 21
Visitors............................................................................. 22
Our Supporters............................................................... 23
Way Ahead......................................................................... 24
Governance....................................................................... 25
Audit Report...................................................................... 27
Get Involved.................................................................... 30
Contact Us...................................................................... 32
I remember the day when Atul Kulkarni and Nilesh Nimkar visited my house about 6 years ago. There was a huge concern on their faces over the accounting processes, requirements from regulatory authorities, compliance matters, which were creating a setback on growth opportunities of QUEST. The organization was unable to implement the long list of suggestions given by the auditors, as there was no focus on this function. Majority of the efforts till then had gone into getting projects and implementing them effectively to generate proof of concept, without even thinking if QUEST had the required organizational capacity. Now the Trustees had realized, that organization building was going to be the key pillar for long-term success.

QUEST had technical and academic expertise, but sustainability of their work was possible only with strong and stable organization. They wanted my support to achieve this. I was hesitant, as my whole career has been in the corporate world and wondered whether I could align my experience to QUEST’s requirement. But I agreed and started my journey with QUEST.

My top priorities were accounting processes and compliance. Along with recommendations from auditors, I decided to work on legal and labor compliances simultaneously. In smaller NGOs, these compliances are often neglected and they end up getting into issues which are difficult to manage. To start with, we appointed a professional CA to oversee our accounting and internal audit. Day to day processes, accounting system and reporting were made transparent and real time. We also accelerated audit process for submission of audited financial statements to prospective and existing funding partners well before time. An HR consultant was appointed to handle payroll and labor compliances.

For the next level of improvement, we decided to seek guidance from various experts in this field. This included interactions with Centre for Advancement for Philanthropy (CAP), Credibility Alliance and Guidestar India. All this resulted in getting closer to the kind of organization we had visualized at the outset. The next milestone of this journey is to develop a leadership pipeline and strengthen senior management in the organization. We have already taken small but firm steps in this direction.

These are just some glimpses of the transformation and I would say, we are still learning! Our larger purpose of reaching out to maximum schools, teachers and finally children who would get the benefit of our well tested programs is yet to be achieved. My team is now ready to cope with the upcoming growth challenge. It won’t be easy, but we are confident.

This transformation, however commonsensical it may sound, was not a smooth one. Resource allocation to strengthen these organizational functions has always remained a challenge. We thank our supporters who have extended generous support for this unconventional philanthropic task. This journey would not have been possible without the help of our Trustee Board, who gave me full support to implement what was required. Driving this journey was an experience for me and as an accounting professional I thoroughly enjoyed it.

- Kailas Kulkarni
Trustee
Vision
An egalitarian society where every individual leads a dignified life.

Mission
To enrich the learning experience of under-served children through professional development of teachers and educators.
Strategic Priorities

Demonstrate the replicability of quality education interventions at scale to inform government policy

Develop innovative solutions to bridge gaps in institutions of early childhood and elementary education

Build a team of inspired professionals committed to enhancing the quality of education
Interventions

A programme to strengthen the Early Childhood Education (ECE) Service in Anganwadis through systematic input to AW workers and Supervisors

A Level-based learning programme to address the needs of children who are trailing behind their grade appropriate achievement level by building capacities of teachers

A programme for ongoing professional development of elementary school teachers and educators through blended mode courses (Face-to-face sessions + online mentoring)

Centres to strengthen the foundation of elementary school children through active, collaborative, child centred learning which helps to generate pedagogical knowhow (This program was earlier known as Balbhavan.)
Growth and Impact

Since 2007

64x Grants & Donations
93888 Children
06x Team Size
4851 Teachers

Government Partners (2018-19)

Maharashtra State Council for Education Research and Training (MSCERT)
Tribal Development Department, Nashik
Tribal Development Department, Jawhar
Tribal Development Department, Dhule
Integrated Child Development Services, Vikramgad
Integrated Child Development Services, Jawhar
Department of Social Justice, Maharashtra
Pune Municipal Corporation
Education Department, Wada
Capacity Building of Team

We strongly believe in capacity building of our team, who holds the ground through quality implementation of our programmes and stands as a strong pillar of the organization. A two-month long training programme was conducted for these game changers in Dadhare, a remote village in Wada Taluka. The training focused on addressing the day-to-day needs on the field and enhancing their classroom instruction skills, to enable them to provide onsite support to teachers effectively. One of the objectives was also to establish the interrelations of theory and practice and to instill a meta-awareness of the same while implementing the programmes.

These trainings always boost the confidence of the team members and groom them as skilled professionals.

Empowering Leadership

Growing organisation demands dynamic leadership to ensure successful expansion. Dasra’s Social Impact Leadership Program (DSILP) gives an opportunity for established leaders to understand and hone their skills. Nayana Yeole (Sr. Manager, Operations & Fundraising), who has been with QUEST since its inception, completed the DSILP this year. About her experience in the program, Nayana says, “It helped me deconstruct my leadership style, view our growing organization through different lenses and provided a great peer learning opportunity.”
**Student achievers join QUEST**

**Tejal Raut** was studying in QUEST’s Balbhavan at Sonale in 2008, when she participated in a science project on ‘A study of the weather in Sonale’. This project was selected at the National Level in National Children’s Science Congress. Young Tejal travelled all the way to Nagaland to present the project. Tejal, who had never travelled beyond Wada, was unsure of undertaking this journey. But the QUEST team and her parents encouraged her to go. She not only put Sonale on the Indian map through her presentation, but also received a medal at the hands of Dr APJ Abdul Kalam, which was a glorious moment in her life! Tejal Raut has now joined QUEST as a Balmitra, and she works at the Shikshan Samruddhi Kendra in Moj (Wada Taluka). She wants to provide quality education to the children and it is her dream to support them to participate in such activities.

In 2009, **Bhushan Patare**, a student from Dadhare village, had participated in a research study on ‘Use of efficient lamps for saving energy’. Along with two of his friends, Bhushan conducted a survey of the 36 households in Dadhare village and carried out some experiments. The project was presented at the Local, Regional and the State level and was selected for the National Children’s Science Congress at Ahmedabad in December, 2009. Bhushan and his friends were also interviewed on TV where they explained their findings!

Bhushan Patare has now joined QUEST as a Balmitra. He teaches at the Shikshan Samruddhi Kendra at Viveknagar & Uchaat. Participating in the Science project opened up a whole new world for Bhushan. He hopes that working as a Balmitra will give him an opportunity to instill a spirit of scientific enquiry among his young students!
Early literacy is still an emerging field in India especially in the context of ground-breaking research in Indian languages, for children learning in difficult circumstances. QUEST organized a 4-day 'Early Literacy Symposium' for teachers and teacher educators from Maharashtra in November 2018. It was supported by READ Alliance & Center for Knowledge Societies. Stalwarts from the field shared their work and strategies. It was a rich exchange of academic insights in early grade reading, best practices and present-day research shaping this discipline at the global level. Founders & team members from three organizations, namely, Organization for Early Literacy Promotion (OELP), Language and Learning Foundation (LLF) and Pragat Shikshan Sanstha (PSS) that have worked in different parts of India on Early Literacy shared their experiences. The participants were specially hand-picked to attend the symposium, so that they would serve as leaders in the field and motivate and train other teachers to pay close attention to Early Literacy in their work. It will now be important to keep this group connected and to help them undertake specific work on fostering Early Literacy based on the inputs in this symposium.

The detailed report is here:
http://www.quest.org.in/content/early-literacy-symposium-aurangabad-november-2018
QUEST was one of the organizers of 'Education of Adivasi Children in India', hosted by Azim Premji University at Bengaluru on March 1-2, 2019. This knowledge sharing workshop was a platform to discuss pedagogic, systemic, and social dimensions of education of Adivasi children by a select group of stakeholders - academics, practitioners, and community leaders who have substantially engaged with these issues.

READ Alliance India organized a one-of-a-kind journey across India for professionals to witness various innovations and intervention in early grade reading. QUEST being one of the partners, the 5 READing Yatris visited schools and Balbhavans to understand the interventions of QUEST. An exposure to ground realities and socio-economic issues prevalent in rural education sector gave them a different perspective about the sector.
Considering the urgent need to raise ecological awareness, QUEST has started an initiative called ‘Nisarg Shala’, using a curriculum designed by Oikos, Pune (www.oikos.in). Roopali Bhole, an ecology expert from Pune, visits Sonale every month to conduct sessions with children who live near QUEST’s Sonale Centre. These sessions are designed to sensitize children to plants and animal life in their surroundings, to document their knowledge of local flora and fauna and to lead them towards conservation. The initiative is at a nascent stage involving around 20 children.

Initiatives

‘The Granny Cloud’

QUEST has collaborated with The Granny Cloud (http://thegrannycloud.org), an independent team of volunteers. Grannies who are part of this team reach out to children with limited educational resources around the globe, through an online platform like Skype, and provide them with the opportunity to experience worlds far removed from their own. The idea is connected to the SOLE approach to learning (self organised learning environment). Around 115 children in Wada and nearby villages are getting benefitted through this collaboration till now.

The Grannies’ commitment is quite high, and they have bonded with the children very well. Children eagerly look forward to their weekly meetings with the Granny!
Early Childhood Education (ECE) lays the foundation for lifelong holistic development and has a profound impact on children's achievement in primary schools. QUEST’s Palavee intervention attempts this while transforming anganwadis (AW) into vibrant ECE centres through systematic input to AW workers and supervisors which creates a team of experts within the ICDS department. Last year, the program was expanded to Jawhar and Vikramgad blocks of Palghar district in collaboration with ICDS department, H.T. Parekh Foundation and IRCON.

QUEST also provided consultancy to Muttha Foundation and Agricultural Development Trust to develop their expertise for implementing ECE program in Amravati and Pune respectively.
Impact on children’s learning outcomes

The graph shows the score of the cohorts in study and control groups for baseline, midline and endline on school readiness test. The same cohorts were also tracked for 3 more years, in grade 1, 2 and 3, and their scores on grade appropriate tests are also plotted on this graph.

The baseline, midline and endline results show an increasing gap in scores on school readiness test between control and study groups. This gap is also seen to persist in grades 1, 2 and 3, after the input from the program is over. Between March 2018 and March 2019, both the groups drop in scores but the gap between them still exists. This means two things: First, an ECE intervention has a prolonged effect on educational outcomes and second, the duration of this intervention needs to be calibrated to more than three years.

![Graph showing learning outcomes](image)

Partnership with ICDS strengthened

The long association of QUEST and ICDS department in Palghar has resulted in successful implementation of Palavee programme in the region. By taking the responsibility of providing physical facilities in Anganwadis as part of the program ICDS Dept. has acknowledged QUEST’s work in ECE and has shown ownership towards the program.

Presence of QUEST on national platforms

- Presentation at National seminar on Early Childhood Education at IIE Pune in September 2018
- CECED, Delhi, had created a consortium of organizations working on ECE in Palghar such as QUEST, Gram Mangal, Pratham, Learning Space Foundation and Muktangan. This consortium convened at QUEST’s Sonale campus in December 2018 to refine the monitoring tools developed by CECED.
Research which is currently available on language & literacy and math pedagogy needs to be adapted for Indian regional languages and contexts. In the pursuit of creating this knowledge base, experimentation based on learning theories in the actual field is important. QUEST is generating this knowhow by creating a dedicated learning space called ‘Shikshan Samruddhi Kendra’. This knowhow is shaped into programs which can later be replicated on scale.

In the last 12 years, QUEST has successfully tried and tested various models for improving the quality of education for strengthening of the existing school system for different age groups. Almost all programs of QUEST, be it Palavee for ECE, grade appropriate program for Grade 1 to 4 and Anupad, a level based learning program for grades 5 to 8 or Active Library Program, have been initially incubated in these Centres.

Currently grade appropriate program for grades 1 to 4 and Anupad for grade 5 to 8 is being implemented in these centres to get further insights into the programs.
Various reports highlight the need of addressing the learning needs of children who are lagging behind the basic learning competencies. A specially designed Level-based learning programme, ‘Anupad’, achieves this while building capacities of teachers to provide need-based inputs.

The intervention was continued in collaboration with DBMGF, READ Alliance, Pune City Connect and Leadership For Equity in Dhule, Palghar and Pune respectively. Teachers and HMs appreciated the program.

Last year, the program was expanded to 18 Ashram Schools in Nashik and 52 residential schools of Social Justice Department across 24 districts. The state has also taken up this program in 60 schools of 2 districts on a pilot basis through MSCERT.

Consultancy in Rajasthan and Pune in collaboration with CMF and Shashwat Trusts was continued.
The graph below shows that around 90 percent children scored below 50 percent marks in the baseline test. This means that almost all children were not learning at their grade level. With such a situation, when the program was implemented through teachers, approximately 150 periods spread across two academic years, around 40 percent children moved ahead and scored above 50 percent marks in the end test.

This clearly states the progress demonstrated by children. However, the time required for this progress highly depends on the level of children before they start the program, quality, frequency and regularity of the input and the availability of supportive teaching learning resources.

**Anupad Pre - Mid - End Test Data (Language)**

The State conducted a pilot of the Anupad program through DIECPD members in two districts, Hingoli and Palghar.

Anupad Pre - Mid - End Test Data Grade 5 to 7 (Language) - Hingoli

N=606

The graphs show the test result of language from both the locations. The full intervention is for 120 days but the graphs show outcome after only 30 days of intervention. Children can be seen progressing from the “Below 40%” category to “40 to 60%” category which is the first step towards success.

Looking at the impact of pilot, the State now intends to take it up at scale.
The need for looking at teachers as professionals and the importance of their ongoing professional development has been emphasized in different reports from time to time.

Given this context, QUEST has developed a programme for ongoing professional development of elementary school teachers and educators through blended mode courses (Face-to-face sessions + online mentoring) in math and language pedagogy.

In the previous year, 20 teacher educators from DIECPD had completed the long term course in Mathematics. The MSCERT has now carried forward the initiative by asking these trainers to conduct short term courses for teachers within their jurisdiction.

**IMPACT**

The Maharashtra State Council for Educational Research and Training (MSCERT) has acknowledged the creation of a systematic program for ongoing professional development of teachers as a great contribution. MSCERT has now taken up this program to develop a cadre of mentors at district level which in turn will conduct courses for teachers.
In rural and tribal areas, access to print-rich environment is inadequate. Many children are first generation school-goers and the world of books is relatively unknown to them. As a result, their command on literacy remains quite limited, often not enough to complete schooling meaningfully.

Goshtarang – performing children’s literature – opens the world of books for the children in an effective and interactive way. QUEST has designed a Fellowship programme which gives an opportunity to trained theatre artistes to get a different perspective on using theatre art as a medium for effective education. https://youtu.be/-eQKk-oY7pM

30000 Children

126 Schools

25 Districts

The second batch of Goshtarang Fellows completed their fellowship in March 2019. A felicitation ceremony was held at Kalachhaya Cultural Centre in Pune, in association with International Association for Performing Arts and Research (IAPAR). Renowned actor Sonali Kulkarni graced the occasion as the chief guest.

Here is a short video capturing the event: https://youtu.be/wOeAg9Rejqw

We are happy that some of the Goshtarang Fellows from the previous batches are continuing to use theatre for education through their initiative known as Tiny Tales.
To encourage dialogue and discussion among young children, a simple and effective technique is ‘Picture Talk’. QUEST has designed a set of 10 posters with the support of Centre for Knowledge Societies & READ Alliance. These colourful posters are available in the public domain.
There is a dearth of engaging children’s literature in Marathi based on a balanced literacy approach. QUEST has developed five story books for early readers with simple storylines and colourful illustrations, with the support of Centre for Knowledge Societies and READ Alliance. The books will be published and ready for circulation in the next academic year.
Assessment on TABS

Diagnostic testing has been an integral part of our programs to set the direction of program implementation and to track its effectiveness. Traditional method of paper-pencil testing is human resource intensive and time consuming and also requires printing on a large scale. In collaboration with Driya Interactive, QUEST’s technology partner, and with financial support from TATA Trusts and National Stock Exchange Foundation, a tab-based solution was developed. It was used on the field and proved to be efficient to speed up the process, which in turn helped to save the crucial programme time. It increased the accuracy of data by reducing human errors. It also minimized printing costs and dependence on human resources. This is a path-breaking contribution which can be used to achieve efficiency and scale while keeping the qualitative values of traditional academic activities intact!

Visit this link to see the tab-based solution being used by children:

https://youtu.be/5oRsOWbk8SY
Educational Films serve as a good resource and training material. However, there is a dearth of good educational films in Marathi. Till now QUEST has produced nearly 100 educational films on mathematics and language pedagogy. These films bring actual classroom situation into the workshops. They deepen the pedagogical understanding in the light of different theories.

The films on Language & Literacy were developed recently with the support of Centre for Knowledge Societies & READ Alliance and with technical inputs from Shailaja Menon and her colleagues from Early Literacy Initiative.
Voices from the ground

Kalpana Gavit
Anganwadi worker,
Sarsoon, Jawhar

My Centre was selected as Model Anganwadi under Palavee program by QUEST in 2018. They started training us on ECE which I began practicing with children daily in my Center. The children started liking the activities and began attending regularly. Even the parents observed changes in their children's behavior and learning. Now many of my issues related to children absenteeism, cooperation of community have been solved. Children like to come to the Cente; parents visit and appreciate my work. Even AW supervisor is happy with my work & my Anganwadi is declared as ‘Adarsh Anganwadi’ in Jawhar Taluka and received an award for it! QUEST’s Palavee program on ECE rejuvenated my enthusiasm and made me realize my self-worth as an Anganwadi worker.

Dushila Meshram
Head Master, Social Justice Dept.
Residential Shool, Chimur, Chandrapur

QUEST’s program is indeed beneficial for students and teachers as well. As the Anupad program went on with the unique methodology delivering basic concepts to students who were lagging behind, students started making progress and now the condition has magically changed. The students who were not participating in question-answer sessions, they started waiting for the teacher to start the class. A great change is there in them in all areas. Even the teachers are very much content with this program. According to them, they would like to continue this program till the students become perfect in each aspect of their subjects.

Sanjay Sasane
Block Education Officer,
Manwat, Parbhani

I have been always interested in education field and used to read a lot. I learnt many theories on child development on my own and even heard about it from many educationalists like Mr. Panse. But I didn't know how to use this knowledge in practice. My interaction with QUEST and Nilesh sir cleared all my confusion and gave me a direction how to integrate theory and practice and use it for the children's learning enhancement. QUEST has been a source of inspiration for me to bring out innovative work in the field of education and so far this realization has helped me to be an effective mentor for my fellow teachers.
Our Supporters

A T E Chandra Foundation
Agricultural development Trust
Ajay Arun Chaubal
Amrut Yatra
Anupama Joshi
Anuya Mhaiskar
Aparna Bhole
Aurum Foundation
Bhargave Vrunda Dattatraya
Center for Knowledge Societies (CKS)
Central Square Foundation
Centre for Microfinance
Ceramet Consultants Pvt Ltd
Chandrakant Vishnu
Chatrapati Shikshan Mandal
Civil Society information services india
C.O.E.P. (On Behalf of Jitendra Joshi)
D P Mhaiskar Foundation
Deshbandhu & Manju Gupta foundation
Doorstep School
EKAVYA
Faexeh Jalali
Forbes Marshall Foundation
Ganesh Jadhav
Ganesh Nikam
Gayatree Anant Sevak
Geeta Damle
Geetanjali Kulkarni
Gera Development Pvt Ltd
Gyan Prakash Foundation
H.T.Parekh Foundation
Hiroo Makhijani
Hyundai Construction Equipment India Pvt Ltd
Ipsita Bandopadhyay
Ircon International Limited
Jamsetji Tata Trust
John L. Bissell foundation
Ketan Gala
Kirti Gupte & Ranjana Prakash Desai
Lions Club of Ballard Estate Charity Trust
Lupin Foundation
M G Charitable Trust
Magic Bus India foundation
Maharashtra Academic Authority, Pune
Maharashtra Foundation
M.S.C.E.R.T.
Mastek Foundation
Metros Trust
Mila Desai
Milind S. Shrotri for Friends of QUEST, UK
Mohini Kelkar
Narayan Deshpande
National Stock Exchange Foundation
National Stock Exchange of India Limited
Navajbhai Ratan Tata Trust
Nishad Kapadia
Nitin Vishe
Omkar Traders
PRAJ Foundation
Prakash Shivlal Shah & Chhaya Prakash Shah
Prasad Vinod Pathak
Preeeti Gosalia
Pritam Athavale
Pune City Connect
Radiant Indus Chem Pvt Ltd
Rajan B. Datar
Ranbir Kapoor
Rangmanch (Boston)
Rashmi Batte
Rishabh Agrawal
Ritesh Jogindar Batra
Rotary club of Pune NIBM Charitable Trust
Rotary club of Pune University Charitable Trust
S.P.A. Education Foundation
Sandeepan Reddy
Sandip Bodakhe
SAVE UK
Savitra Bhakare
Seemantini Sherikar
Shantilal Mutha Foundation
Sharad Kanhekar
Shashwat Trust
Sir Dorabji Tata Trust
Sir Ratan Tata Trust
Sondara Gurukulam
Sudhakar Ram
Sumati Narayan Deshpande
Svati Chakravarty
Swapna Amit
Tribal Development Department, Govt. of Maharashtra
Umesh Joshi
UNICEF
Usha Kulkarni
Vijaya Mulay
Vikram Janardan Thete
Vinod Chavan
Waman Hari Pethe Sons Pvt Ltd
We Need You Society
Yeshwant M Deosthalee
Yogesh Sevak

and many individuals who contributed through crowdfunding.
Way Ahead

In the next 5 years

**Impact**
1.5 lakh Children and 3000 Teachers

**Strengthen**
Existing education policies for their implementation

**Demonstrate**
Strategic implementation of 3 scale programs

**Establish**
QUEST as ‘Thought Leader’ in elementary education

**Generate**
Indigenous knowhow in literacy and Math

**Publish**
A collaborative research report to identify the gaps in pedagogy

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**PALAVEE**
5000 Anganwadis
75000 Children

**ANUPAD**
3000 Teachers
75000 Children

**SHIKSHAK**
35000 Teachers
200 Educators

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**Upcoming Initiative**
In alignment with our strategic priorities we are starting an academic fellowship in the name of eminent educator Tarabai Modak
Atul Kulkarni  
(President)  
Manoj Karyekar  
(Vice President)  
Nilesh Nimkar  
(Director)

Trustees: Aparna Bhole, Ketan Gala, Kailas Kulkarni, Anuya Mhaiskar, Nitin Nimkar, Dr Jayashree Shinde

Nilesh Nimkar and Nitin Nimkar are brothers.

## Details of Trustees’ meetings in 2018-19

<table>
<thead>
<tr>
<th>Date and Venue</th>
<th>Important Discussion / Decisions taken</th>
</tr>
</thead>
</table>
| April 22, 2018
Quality Education Support Trust, C/O Suhas P Kulkarni, Flat No/104, Chhabhaiya Park, Kapurbawadi Junction, Thane West - 400607 | - Discussion on registering a section 8 company  
- Revise QUEST’s website  
- Search new land for the QUEST  
- Open new bank account in HDFC, Wada for Anupad project in SJ schools |
| August 12, 2018
Quality Education Support Trust, Row house No-1, Alaknanda society, Near Mantri Park, Kothrood Pune 411038 | - Approach HNI (High Net- worth Individuals) for corpus donation  
- Appoint SSRV & Associates as an auditor for financial year 2019-20  
- Mr. Atul Kulkarni and Mr. Kailas Kulkarni will be the directors of section 8 company  
- Sanction Audit report and Annual report for the year 2018-19 |
| December 20, 2018
233 Vadavali Road Sonale, Tal-Wada, Dist- Palghar, Maharashtra 421303 | - Overview of financial status of the Organization  
- Sanction to use corpus money to purchase new land  
- Gave rights to Mr. Atul Kulkarni as a representative of QUEST for registration of new land |
| January 13, 2019
Quality Education Support Trust, C/O Suhas P Kulkarni, Flat No/104, Chhabhaiya Park, Kapurbawadi Junction, Thane West - 400607 | - Inquiry about IPR of tab based testing  
- Sanction the budget for the year 2019-20  
- Gave rights to Nitin Vishe as a representative of QUEST for registration of access road and shed |
| February 9, 2019
233 Vadavali Road Sonale, Tal-Wada, Dist- Palghar, Maharashtra 421303 | - Brainstorming session on development of new campus |
Transparency Disclosures

No honorarium or reimbursement of any kind was paid to any Board Member in their capacity as Board Members.
Total honorarium paid to Mr. Nilesh Nimkar for his academic contribution as a resource person for workshops and other activities:  Rs. 11,35,464/-. Total costs incurred by QUEST for his domestic travel & lodging-boarding for workshops and other activities during the year amount to Rs. 150,708/-. Around 51% of this cost was paid from project funds and 49% was paid from QUEST’s funds.
No international travel happened during the year.

Honorarium Distribution as on March 31, 2019

<table>
<thead>
<tr>
<th>Monthly Payment + allowances to persons working Part-Time/- Full Time (in rupees)</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tr>
<td>Above 50,000</td>
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<td><strong>Total</strong></td>
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<td>23</td>
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AUDITOR'S REPORT

We have audited the attached Balance Sheet of "Quality Education Support Trust" as at 31st March 2019 & also the attached Income & Expenditure Account for the year ended on that date annexed thereto. These financial statements are the responsibility of the Trust committee. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in India. Those Standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

1. We have obtained all the information and explanation which to the best of my knowledge & belief, were necessary for the purpose of the audit.

2. In our opinion, proper books of accounts as required by, The Bombay Public Trust Act, 1950 and Rules thereunder and Bye-Law of the Trust have been kept by the trust which give all information required by the Act and in the manner so required.

3. The Balance Sheet and the Income and Expenditure Account dealt with by this report are in agreement with the Books of Accounts of the trust.

4. In our opinion and to the best of my information and according to explanation given to us, the said accounts give all the information required by The Bombay Public Trust Act, 1950 and Rules therein in the manner so required and give a true and fair view:

   i) In the case of Balance Sheet of the state of affairs of the Trust as at 31st March, 2019.

   ii) In the case of Income and Expenditure Account of the excess of Income over Expenditure of the Trust for the year ended on that date.

For, SSRV & Associates
Chartered Accountants
FRN: 135901W

Vishnu Kant Kabbri
(Partner)
Mem No: 403437
Place: Mumbai
Date:
<table>
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<tr>
<th>17-18</th>
<th>FUNDS &amp; LIABILITIES</th>
<th>Rs.</th>
<th>Rs.</th>
<th>PROPERTY AND ASSETS</th>
<th>Rs.</th>
<th>Rs.</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td>Land (Corpus Fund)</td>
<td></td>
<td>4,861,696.00</td>
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<tr>
<td>Balance as per last Balance Sheet</td>
<td>8,884,017</td>
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<tr>
<td>Other Earmarked Funds :-</td>
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<td>Immovable Properties :</td>
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</tr>
<tr>
<td>1,565,762</td>
<td>Building and infrastructure (Resource Centre)</td>
<td>4,576,046</td>
<td>4,443,797</td>
<td>4,861,696.00</td>
<td>1,405,186</td>
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<tr>
<td>As per last Balance sheet</td>
<td>1,351,733</td>
<td>1,308,943</td>
<td>1,247,186</td>
<td>1,247,186</td>
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<tr>
<td>Add: Additions during the Year</td>
<td>1,012,547</td>
<td>1,049,186</td>
<td>1,065,762</td>
<td>1,065,762</td>
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<tr>
<td>Less: Depreciation up to date</td>
<td>507,270</td>
<td>498,717</td>
<td>1,251,696</td>
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<td>7,533,042</td>
<td>Building and infrastructure (Dahisar)</td>
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<tr>
<td>As per last Balance sheet</td>
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<tr>
<td>Add: Additions during the Year</td>
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<tr>
<td>Less: Depreciation up to date</td>
<td>470,015</td>
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<tr>
<td>1,465,977</td>
<td>Container Class room</td>
<td>2,184,046</td>
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<tr>
<td>As per last Balance sheet</td>
<td>1,741,500</td>
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<td>Add: Additions during the Year</td>
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<tr>
<td>Less: Depreciation up to date</td>
<td>518,196</td>
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<tr>
<td>905,594</td>
<td>Fixed Assets Funds</td>
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<td>Balance as per last Balance Sheet</td>
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<tr>
<td>Add: Additions during the Year</td>
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<tr>
<td>Less: Depreciation up to date</td>
<td>2,067,220</td>
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<tr>
<td>3,721,213</td>
<td>Reserve Fund</td>
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<tr>
<td>Other Funds - Quest project</td>
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<tr>
<td>Balance as per last Balance Sheet</td>
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<td>Add/Less: Profit/discrepancies</td>
<td>39,402</td>
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<td>311,070</td>
<td>Liabilities :-</td>
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<td>For Expenses (Annexure - 9)</td>
<td>401,080</td>
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<td>Duties &amp; Taxes (Annexure - 10)</td>
<td>100,729</td>
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<tr>
<td>For Deposits</td>
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<td>Salary Payable (Annexure -11)</td>
<td>32,438</td>
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<td>Income and Expenditure Account :-</td>
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<tr>
<td>Balance as per last Balance sheet</td>
<td>4,576,046</td>
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<tr>
<td>Add: Net Profit During the Year</td>
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<tr>
<td>Add: Back Depreciation</td>
<td>1,308,943</td>
<td>1,308,943</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Add: Transfer from Quest Project Fund</td>
<td>1,247,186</td>
<td>1,247,186</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Less: Appropriations</td>
<td>1,286,598</td>
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<tr>
<td>Total Rs.</td>
<td>42,391,888</td>
<td>42,391,888</td>
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</table>

As per our report of even date attached

For Quality Education Support Trust

[Signature]

Treasurer

Date:__/__/___
<table>
<thead>
<tr>
<th>Year</th>
<th>Income</th>
<th>Expenditure</th>
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<tbody>
<tr>
<td>2017-18</td>
<td>4,853,764</td>
<td>42,310</td>
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<tr>
<td>2018-19</td>
<td>6,584,122</td>
<td>42,255,273</td>
</tr>
<tr>
<td>Total</td>
<td>11,437,886</td>
<td>42,597,743</td>
</tr>
</tbody>
</table>

Income:
- Interest accrued on S.B. Account: S.1
- Interest on Current Account
- Income Tax Refunded
- Donations in Cash or Kind
- Grants
- Income from other sources

Expenditure:
- Establishment Expenditure
- Remuneration
- Audit Fees
- Contribution and Fees
- Miscellaneous Items
- Depreciation
- Specific Funds

Total Income: 11,437,886
Total Expenditure: 42,597,743
Get Involved

Sponsor a Shikshan Samruddhi Kendra for our future  - Rs 3.5 Lakh per year

Sponsor a Goshtrang fellow for our world of imagination  - Rs 6 Lakh per year
Get Involved

Sponsor an Academic Fellow for quality education - Rs 7 Lakh per year

Support QUEST

For Donation Contact Person:
Vishakha Virkhare
Junior Coordinator- Fundraising
Contact Number: 7066295329 / 9665674134
Email Address: vishakha.virkhare@quest.org.in

All donations receive tax exemption under 80-G.
QUEST – Saraswati Sadhan Kendra, 233, Vadavali Road, Sonale, Taluka Wada, District Palghar, Pin code: 421303
Contact Person: Nitin Vishe
Mobile no +91 92094 30801 / +91 94232 14935

Website: www.quest.org.in
Email: quest@quest.org.in

QUEST on Facebook
Goshtarang
Shikshak

QUEST on Twitter
QUEST on YouTube

QUEST is accredited by Credibility Alliance under Desirable Norms; Guidestar Transparency key holder; registered with National CSR Hub of TISS.