



**ANNUAL REPORT
2011-12**





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ABOUT US

'CAP FOUNDATION' is a registered non-government organization focussing on end-to-end solutions to link learning and market-oriented livelihood for disadvantaged young people and women. In 1997 CAP (Communities and Progress) Foundation was founded in the city of Hyderabad, India as a citizen based initiative and began working with the Andhra Pradesh Police Department to remove children-at-risk from hazardous or abuse labour conditions and rehabilitate them into mainstream education through the innovative 'bridge school' concept. CAP was registered as an independent Trust with its Income Tax exemption status in 2003.

MISSION:

Our mission is to build safer, healthier and productive communities of young people capable of supporting self-directed growth and positive citizenship.

VISION:

Our vision is to be an end-to-end community based solutions provider in linking quality learning and sustainable livelihood for vulnerable communities of children and young people.

APPROACH:

We facilitate exchange of resources, opportunities and competencies between businesses, communities through public-private partnerships that contribute to long term sustainable livelihood development benefiting the difficult-to reach sections of young people.



FROM THE CHAIRPERSON'S DESK

Looking Back:

2011-2012 was a very eventful year for all of us here at CAP Foundation. This year saw CAP take major strides in expanding its reach to focus on challenging geographies and vulnerable communities. CAP Foundation has moved to providing employability skills training in some of the most backward rural districts in such as in Left-Wing Affected Regions to promote inclusive growth and provide skill development for deserving minority groups such as women and youth belonging to SC/ST communities.



Another feature of 2011 – 2012 has been that CAP has facilitated the institutionalization of some of the initiatives like the ECCD project under the Integrated Child Development Scheme (ICDS), Self Help Groups (SHG) initiative has also been brought under Mission for Elimination of Poverty in Municipal Areas (MEPMA). A systematic effort has been made to empower the stake holders to own the responsibility for continuing the efforts for these initiatives

2011-12 also saw our partnerships with European Union, Ministry of Rural Development, Plan India and Gujrat Urban Development Mission continue to strengthen. The year also the start of many new partnerships and programs which take CAP to line of control border villages in Jammu and Kashmir under the 'Himayat Project' and select tribal and backward regions under the 'Integrated Action Plan'. We are looking forward to being able to work with the youth in these communities and help them in their transition from learning to livelihood

Though with over 10,000 successful enrolments into CAP-IGNOU Community College, the challenge to innovate newer and better methods to linking learning and livelihood remain; this must continuously be looked into and be addressed by sustained and strategic efforts.

As always the true heroes and leaders of our programs are the young, bright and fearless students who inspire us with to aim higher and push ourselves harder. Their stories encourage us to understand that desire and determination can beat all odds. In this report, our endeavour is to capture the tangible difference our programs have made in the lives of various age groups – children, adolescents and youth.

We are truly grateful to them for their continued support in contributing towards our efforts to building an inclusive, positive and productive young India.


Dr. Nalini Gangadharan

CHILDREN



CHILD CENTERED COMMUNITY DEVELOPMENT (CCCD) ACTIVITY REPORT

The Right to Protection from abuse and exploitation:

Awareness Session on Rights of Children, learn without fear, gender discrimination and child rights	2250 community people, teachers and children
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Right to Early childhood Development and Quality education:

A. Early Childhood Care and Development:

Training courses on Pre-school education and early child care aspects	55 Anganwadi workers from 55 Anganwadi centres
Institutional support	55 Anganwadi centres
Teaching & learning materials provided	55 Anganwadi centres, 1975 children and mothers

B. School program (Govt. Schools):

Trainings on Using instructional tools as subjects for achieving learning out comes	80 Govt teachers from 32 Govt schools
Teaching & learning materials provided	23 primary and 9 secondary schools
Capacity building sessions on 96 sessions on strengthening and accessing Govt schemes	960 community people, teachers and children
Networking and sharing of best practices	500 children from 32 Govt schools

The Right to Optimal health:

Professional health workers training on HIV and health aspects	55 Anganwadi workers and 25 PU staff from 32 communities
Capacity building sessions Health, nutrition and early child care aspects	282 pregnant women from 32 communities
Capacity building sessions on Nutrition, universal birth registration, immunization and health	800 mothers and 640 women from 55 centres

The Right to Drinking water and clean environment:

Awareness Sessions on hygiene practices , water and sanitation facilities	1600 students from 32 Govt schools
Support for sanitation facilities	1000 children from 1Govt school

The Right to Children's participation as active citizen:

Awareness session on rights of children and Life skills	1260 children from 32 communities
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The Right to Life with dignity during Emergencies and preparedness:

Awareness raising on participatory vulnerability analysis in communities	450 women from 32 communities	On participatory vulnerability analysis in communities
Schools trained	420 school children and teachers from 12 Govt schools	Mapping of the schools

EARLY CHILDHOOD CARE AND DEVELOPMENT AND CHILD COUNCILS



The early years are crucial in the development of intelligence, personality and social behavior of children who will one day become the leaders and role models for their communities. Early childhood education and care has shown to have several benefits in that it reduces inefficiencies in school education, health care costs through preventive measures introduced at this stage.

Thus, with the aim of ensuring proper child care, a right's based Child Centred Community Development approach is employed in which children, families and communities are active and leading participants in their own development.

CAP currently operates in 32 suburban slum communities in Shapur Nagar and Bala Nagar where a majority of families who belong to these communities work as daily wagers in the industries, small businesses, constructions, mobile vendors and domestic help. Their incomes are barely sufficient to make two ends meet which compels the children to enter the workforce at a very young age. For many of the women in these communities, lack of access to

Nirmala sent her daughter, Navyashree, to the angawadi pre-primary center but was initially not very involved with the activities and workshops. However she started noticing that her daughter was becoming more active, sharper and was learning faster. Curious, she started attending the meetings and workshops and discovered that she could learn so much about nutrition and sanitation. She learnt about the importance of birth registration, immunisation and optimal health practices for her family. Now she uses the knowledge she has gained here to inform others in her community.

“I am glad I attended these meetings and workshops as I now know how I can help my family lead a healthier and happier life”

micro finance, inadequate income enhancing opportunities for these women has affected their economic empowerment. Further cultural beliefs, values, traditions, and the fact that many of the women members are mothers tending to young children, had an adverse impact on these women and their children. As a result the children grow up in families / communities with low income and are excluded from socioeconomic opportunities and hence their right to adequate standards of living is denied.

However through the Child Centred Community Development, the mothers and care givers of children below 6 years were gathered in ECCD centers and facilitated to form into a committee to gain empowerment and to help for information to larger groups in the community. This has led to the communities having developed a sense of ownership and a desire to build and change their communities.

The opening of these ECCD centers and their activities have benefitted the community on several aspects, including better health, enrolment into schools, sensitization to social and gender issues like early marriage, gender discrimination and so on. On the education front, the inputs provided in these centers will go a long way in the head start for the future educational attainment of the children.

The Anganwadi centers adopted by CAP in these communities also actively work towards improving the nutritional and health standards of young children and pregnant women and spread general awareness on the importance of personal hygiene and balanced nutritious diet. The centers have regular meeting with the parents to ensure that the parents are well aware of the proper child care practices and the overall holistic development of the child.

As an Anganwadi worker I was very confused about how to approach engage children. I was unaware of what kind of knowledge and awareness I needed to impart to the children and the community. I focused only on providing supplementary nutrition. However, after attended the training session I have become very confident about what kind of pre-school activities need to be conducted and how these programs should be implemented at the pre-school centres. I will promote these activities at my center and help prepare the children for enrolling in primary schools. Training sessions such as these are very valuable and provide us with so much knowledge. I would like to thank CAP - Plan project for providing us with support to improve our communities

**-Arundathi,
Anganwadi worker**

SCHOOL DEVELOPMENT COUNCIL

In these communities children are often not seen as individuals in their own right but as objects within the family whose rights can be overlooked. They are taken out of school to work as unskilled labourers in often dangerous industries. These children are vulnerable to various forms of exploitation like child labour, violence, early marriages etc. Thus, School

Development Committees have been set up by CAP to identify the problems of the school and the community and are trained to make necessary representations before the authorities in charge and sensitize the media in charge in order to deal with the issues identified and mobilize resources to resolve them

Child Councils have been set up for students and they are encouraged to make sure that their school provides a child friendly atmosphere and has safe guards for their development. Training and capacity building sessions for various resource persons have been conducted, so as to share valuable ideas on what type of materials and which methodologies will be useful when facing future academic challenges

This has helped to create self-reliant village communities based on active participation of the people in development work and to create an environment where a child is assured of safe, healthy and dignified life.

Students who have attended workshops conducted by these child councils stated that they had acquired valuable information on various topics such as nutrition, HIV, child rights, gender equality and have been inspired to translate the knowledge they have gained into steps which will help in the holistic improvement of their community. The young students have taken it upon themselves to educate their parents and community members on child rights, gender sensitivity and other issues they face. As a group they counsel other students who have dropped out of school and push school staff and district corporations to maintain certain standards of teaching and environment. They are unafraid to take on even the some of the most daunting challenges such as speaking up against child marriage, physical abuse and exploitation. These young students truly display the will, intelligence and courage of strong leaders.

U sowmya: “I first learnt about important issues like child rights, sanitation and disaster management when I joined the child council. I believe that we have to take the responsibility for changing our community and finding solutions for our problems. A few months ago, I noticed that the mid-day meal that was provided to us at school was not very good. There were small stones in the rice. So we approached the ayah in-charge of the catering and explain the problem, but she wouldn’t listen to our complaints and requests. So we decided to write a petition to the Modal Educational Officer and I even spoke to him directly about the issue. They issued a warning to the caterers and since then we have been getting really tasty food. As part of the child council my classmates and I have spoken to parents about their children dropping out of school and have counselled some of our friends who have dropped out. Being in the Child Council has taught me that to be aware of my surroundings to use the voice our group to bring about change.”



ADOLESCENTS



TEEN CHANNEL ACTIVITY REPORT

Total Enrolment	2115
Total Appeared	2063
Total Pass	1908
Average Percentage	92.40%

VOCATIONAL COLLEGE ACTIVITY REPORT

	Shapur Nagar	Kukatpally	Patancheru
Total No of Students Enrolled	123	105	70
Total No of Students Appeared	112	98	50

Total No of Students Passed	98	70	32
Pass %	88%	71%	64%

Distinction above 75%	31	24	7
B grade below 75%	52	38	24
C Grade below 60 %	15	8	1

TEEN CHANNEL

The Teen Channel and Vocational College program aims at reaching adolescents aged 13 – 20 years in particular the adolescents who are out of school, school drop outs and potential drop-outs.

The Teen channel is a holistic education module for high school level academic certification with life skill modules and career exploration

opportunities. The model is effectively addressing the issues affecting their quality of life and future in an enabling environment that addresses students learning needs – academic, vocational, and occupational. In the last four years, over 6000 adolescents have accessed the program with 76% completing elementary and high school State Board examination.



VOCATIONAL COLLEGE

The Vocational Jr College for adolescents and young people from disadvantaged communities between the ages of 16-18 years who wish to complete high school and aspire for higher education with specialization in vocational streams

Vocational College provides the students with a pathway to employment through development of specialized knowledge and saleable skills. The instruction gives emphasis mainly to the development of basic skills, technical knowledge and occupational information.

CAP Foundation has initiated many youth groups in order to improve individual and family bonds of the students and their responsibility towards their own Community. These groups have also facilitated the development of the leadership capacities of the youth who undergo Teen Channel and Vocation Jr College. Currently there are 30 youth groups consisting of 10 to 15 students which have been formed. Through meetings and workshops with the students their knowledge of various government schemes and their rights and duties has increased.

Encouraged by these interactions the students have actively started participating and taking responsibility in building their communities. They help promote social change and help their communities accept and adopt new ideas. They have developed the capacity to work together and with others to address causes and seek solutions for various problems. They are transforming their lives and the lives of people around them by active and conscious spokespersons for various causes. These young leaders have taken up many issues and have helped sensitize youth on various aspects such as life skills required to face challenges in day to day life, solve problems among themselves. They have also raised awareness and sensitized community members on important topics such as Child Protection, Quality Education (Back to School), Malnutrition and Child growth and early child Marriages and so on.

Teen channel and Vocational College has made significant progress this year. Apart of academics, sports, life skills education and library activities, students have gained an intensive exposure towards career exploration through industrial visits and Career Melas organized in Hyderabad.

Siva Shanker's father is a daily wage worker at a construction site. "We never experienced any stability in our life. My parents shifted from one work site to another carrying my brother and me along with them. After I completed my 8th std I had to drop out not only because of financial burdens but also because I was afflicted by polio." Devastated, Siva Shanker used to cry incessantly and his friends were fed up of his negative attitude. One fine day, his friend came running to him after he saw a road show of Teen channel program. He wasted no time in enrolling.

"After joining, I attended classes in which the facilitators taught us the basics of different subjects. I improved a lot by listening to the important points like 'time varies life' and skills like Money Management. After completing the syllabus the Facilitator arranged a guest lectures to help our communication skills in Telugu, Hindi and English. I am very happy that I have joined the CAP foundation. It was very difficult for me to write the 10th class Exam. I went to many schools, but no one would write them for me as I can't do so myself. Now, Thanks to CAP foundation, I have completed my exam and am working. I don't get one single negative thought nowadays."



Devi dropped out of School in the 7th due to the high financial cost of her brother's operation. She stayed at home to help her parents with the household chores and spent her free time trying to find a way back to school. When she heard about teen channel she knew it was her ticket to completing her schooling. However she received a lot of opposition from her family. They told her that most people who have studied right up to the 10th had failed the exam, with her mere 7th pass knowledge she was sure to fail. She took it on as a challenge

and she joined teen channel and worked twice as hard, determined to prove her family wrong. She passed her 10th board with flying colour. She was confident that she could get any job she wanted. However she decided to come back to Vocational College to continue with her studies as she felt that it would help her access better job opportunities. Here, she joined a youth groups and is currently working on a project to develop libraries in the schools in and around her community. Despite not getting any help from the local government Devi was not discouraged and decided to slowly build the library with books donated by her community members.

Malikarjun attended govt. school till the 9th standard. He Describes the school as a nightmare as the principal used to beat the students and the atmosphere of the school was disheartening. His decision to move to CAP Teen Channel was because his family ran into financial problems. As soon as he joined Teen Channel he felt a difference in the environment of Teen channel. Feeling motivated and confident after a long time he secured a job working. He felt himself change and began to dream of bigger things.

Pleased with the environment that he had experienced in Teen Channel he decided to



come back to Vocational College to study further. The flexibility of timings allowed him to continue with his part time job. Here in the vocational college he joined the youth groups and soon became the leader for his group. He was determined to use the voice of this group to change and develop Govt Schools. To spread awareness of sanitation, need for education and how to create a facilitative environment in Schools.



YOUNG ADULTS



CAP COMMUNITY COLLEGE ACTIVITY REPORT

Admission Cycle	Program	No of students Enrolled	No of Students Appeared for Exam	No of students Passes Exam	%
Cycle-July 10	Certificate Program	3345	2760	2660	96.4
	Diploma Program	444	444	391	88.1
	Associate Degree Program				
Cycle-Jan 11	Certificate Program	2180	2012	1848	91.8
	Diploma Program	849	654	620	94.8
	Associate Degree Program				
Cycle-July 11	Certificate Program	2389	2087	1987	95.2
	Diploma Program	1314	Due for Exam	Due for Exam	
	Associate Degree Program	28	Due for Exam	Due for Exam	
Cycle-Jan 12	Certificate Program	4038	Due for Exam	Due for Exam	
	Diploma Program	934	Due for Exam	Due for Exam	
	Associate Degree Program	5	Due for Exam	Due for Exam	

BASIC EMPLOYABILITY SKILLS TRAINING (BEST) ACTIVITY REPORT:

No of Trainees Trained Under BEST	18304
No of Trainees Placed	14805

CAP COMMUNITY COLLEGE

CAP Community College courses train students for an employment in a range of industries. It also offers life-skills courses which help students manage their finances, access jobs or equip themselves for self-employment.

The major objective of Community College is to provide the students an opportunity to acquire functional skills and desired work habits that will enable them to be productive members of the community and society.

BASIC EMPLOYABILITY SKILLS TRAINING (BEST)

Basic Employability Skill Training (BEST) is a new economy livelihood promotion training program which is exclusively designed for the school drop outs / unemployed secondary school graduates / street youth / retrenched workers / migrant youth / resettlement community members from the poorest 15 % of the Indian population. The program supports both employment opportunity oriented workforce preparation as well as tiny and micro

enterprise development that is specifically and clearly oriented to identified labor market requirements and opportunities. The curriculum and practical training modules are based on variable inputs from businesses, Corporate, NGOs and networks. The Workforce Development Initiative (WFDI) is the apex institution for offering design and support services through advisory councils and is also the program management unit.

This program has demonstrated new partnership strategies to provide an integrated and placement linked employability skill development program for out-of-school and at-risk young people. Developed through a broad range of stakeholders including industry professionals and business leaders, skill councils, youth workers, citizens volunteers, local state education and vocational training departments, the model has demonstrated a new paradigm in terms of community based sustainable replicable vocational training for advancing livelihood promotion opportunities for youth

Students of the community college and BEST are more confident about themselves and their skills and are more organised and disciplined. This is reflected in the way they treat their families and contribution they make towards the family income. It can also be observed in the efficiency and dedication they bring to their work.

The alumni of the community college play a major part by acting as role models and help in mobilising other youths in their communities and participate in road shows and help facilitators with door to door mobilizations. Depending on either their residential areas or the workplaces the students are formed into clubs and they spread awareness about the need for vocational training and the advantages of attending community college.

These students also work as active champions of numerous causes. Often, Students in the community college who have also studied in



Karunakar was born in West Godavari District of Andhra Pradesh to a poor farmer. After the untimely demise of his father, he and his mother moved to Hyderabad at the insistence of his cousin. He attended

Govt. school in Hyderabad but was very disappointed with environment and the quality of teaching. He thought that the emphasis was only put on exams and marks and not on learning. He dropped out of school eventually to take care of his aged mother and started working in a restaurant to make end meet. It was at this restaurant that he learnt about CAP vocational college through his supervisor. His supervisor encouraged him to get back to studies.

Even though money was tight and he was the sole earning member in his family he decided to join the Hotel Management course in CAP Vocational College as it allowed him the flexibility to work part time. The facilitative and supportive environment at CAP Vocational College inspired hope within him.

As soon as his shift at the restaurant was over he would make a dash for the college so that he could make it in time for classes. He said that it was the support and financial aid that was provided by CAP that allowed him to complete college.

After finishing college he worked as a chef at the Atria group of hotels so that he could secure his financial status and come back to do the Associate degree in Hotel Management at the CAP Community College. He continued working part time at the Atria group of hotels while attending community college. He and his friend Srikanth heard about walk-in interviews at 5 star Luxury Hotel, The Park Hyatt and decided to attend the interview. His confidence, dedication and skills made an impression on the employers and he got through the interview and was offered a job. Now Karunakar is working as a chef in the Italian Kitchen and earns a salary of Rs. 10,000. Grateful for the opportunity that he was given he encourages other drop outs like him in his community to join CAP so that they too can reach their maximum potential.

the vocational college retain their membership in the youth groups. They continue to attend meetings to discuss their problems and support the youth groups in their various endeavours to develop the communities. The alumni club members meet once in every two months to share the latest industry information, job related information and also will supply the information on market trends. They assist the

program to penetrate deep inside the communities. The training and competencies imparted to the students at the Community College help create confident and dynamic leaders who have a strong commitment towards developing their communities and are on the path to self-directed growth and positive citizenship.



Srikanth is the son of a tailor and lives with his parents and brother in Shapurnagar, Hyderabad. He attended a private school till the 9th standard and then was forced to

drop out due to financial problems.

Unwilling to be a burden to his parents he took up a job immediately to help supplement his family's income. He worked for two years in a 3 star restaurant until he heard about CAP's Teen Channel through some friends. He went to the Shapurnagar center where he was counselled by the facilitators and he got to know about the program and its benefits. Srikanth saw it as an opportunity to finally be able to complete his schooling.

Upon joining Teen channel he saw the vast difference in quality and methodology of teaching. This led him to enrol in the Hotel Management course at CAP Vocational College as soon as he completed Teen Channel.

Initially he faced a lot of criticism for his choice of field from his extended family, but with his parents support he joined the Hotel Management course. Determined to prove that the Hospitality industry was the right choice he worked hard during college and

continued working part time with a salary of Rs 3500 at the same restaurant so that he could pay his own fees.

After finishing vocational college he campaigned for the introduction of an Associate Degree course in Hotel Management. Impressed with his enthusiasm and passion, the course was introduced and CAP offered him a scholarship for the program. For Srikanth, the highlight of the course was the field visits which allowed him to expand his knowledge and business network.

Nearing the end of his training, he and his friend heard about walk-in interviews at the 5 star luxury hotel The Park Hyatt. They decided to attend the interview and were successful in securing jobs. Srikanth works as a chef in the Italian Kitchen and picked up some valuable presentation and communication skills. He is now earning a salary of Rs. 10,000. Recently he has accepted a job on board cruise ship as chef in their Italian restaurant.

“I can finally fulfil my dreams of travelling the world and am looking forward to exploring different cuisines and cultures. Joining CAP gave me valuable industry skills and opened many doors for me for which I am very thankful.”



My father is a driver and an alcoholic. He spends his daily wages on his alcohol. My mother works as a domestic servant. Her salary is not enough to take care of our needs. I had to drop out of school because of that. I have a sister and a brother who are younger to me. I was working in a mobile store as a sweeper when I heard about CAP Foundation's free vocational courses. I jumped at the opportunity and joined the Physician

assistant course. I feel confident about my future and I feel financially secure now that I have started working. I have a strong will to achieve anything in life and want to continue my studies during spare time. CAP Foundation has given me hope, confidence and the freedom to dream of a beautiful future.

Anjali , Physician assistant



S. Sahoo & Co.

Chartered Accountants

FORM NO. 10B

(See rule 17B)

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

We have examined the Balance Sheet of "CAP FOUNDATION", PAN: AAATE1354P, At:101 & 102 Phase-3, GOWRI SHANKAR RESIDENCY, PLOT NO.53/54, KAMLAPURI COLONY, SRINAGAR COLONY ROAD, HYDERABAD-500073 as at 31st March,2012 and the Income & Expenditure account for the year ended on that date which are in agreement with the books of account maintained by the said institution.

We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purposes of the audit. In our opinion, proper books of account have been kept by the head office and the branches of the above named trust/institution visited by us so far as appears from our examination of the books, and proper returns adequate for the purposes of audit have been received from branches not visited by us, subject to the comments given below :-

In our opinion and to the best of our information, and according to information given to us, the said accounts give a true and fair view:-

- (i) In the case of the Balance Sheet, of the state of affairs of the above named institution as at 31st March,2012, and
- (ii) In the case of the Income & Expenditure Account the Surplus or Deficit of its accounting year ending on 31st March,2012

The prescribed particulars are annexed hereto.



CA. Subhjit Sahoo, FCA, LLb
Partner
For and on behalf of
S.SAHOO & CO.
Chartered Accountants
MM NO: 057426
FRN:- 322952E

Place: New Delhi
Dated: 8th August, 2012

CAP FOUNDATION

Annexure to Form No. 10 B

STATEMENT OF PARTICULARS APPLICATION OF INCOME FOR CHARITABLE OR RELIGIOUS PURPOSE DURING THE YEAR ENDED 31.03.2012

i)	Amount of income of the previous year applied to charitable or religious purpose in India during the year.	209,176,982.00
ii)	Whether the Trust has exercised the option under clause (2) of the explanation to section 11(1)? If so, the detail of the amount of income deemed to have been applied to charitable or religious purpose in India during the previous year.	N.A.
iii)	Amount of Income accumulated or set apart/finally set apart for the application to charitable or religious purposes to the extent it does not exceed 15% of the income derived from the property held under trust wholly / in part only for such purposes.	32,415,972.00
iv)	Amount of income eligible for exemption under Section 11(1)©. (Give details)	N.A.
v)	Amount of income, in addition to the amount referred to in item iii above, accumulated or set apart specified purposes under section 11(2)	N.A.
vi)	Whether the amount of income mentioned in the item V above has been invested or deposited in the manner laid down in Section 11(2) ? If so, give details thereof.	N.A.
viii)	Whether, during the previous year any part of income accumulated or set apart for specified purpose under section 11(2) in any earlier year:	
	a) Has been applied for the purposes other than charitable or religious purposes or has ceased to be accumulated or set apart for application thereto or.	N.A.
	b) Has ceased to remain invested in any security referred to in Section 11(2)(b)(i) or deposited in any account referred to in Section.11(2)(b)(ii).	N.A.
	c) Has not been utilised for purposes for which it was accumulated or set apart during the period for which it was to be accumulated or set apart or in the year immediately following the expiry thereof? If so give details thereof.	N.A.




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

- | | | |
|----|--|-------------------|
| 1. | Whether any part of the income of property of the trust was lent, or continues to be lent, or continues to be lent in the previous year to any persons referred to in Section 13(3) (hereinafter referred to in this annexure as such persons)? If so give details of the amount, rate of interest charged and the nature of security, if any. | N.A. |
| 2. | Whether any land, building or other property of the Trust was made, or continued to be made available for the use of any such person during the previous year? If so, give details of the property and the amount of rent or compensation charged if any. | N.A. |
| 3. | Whether any payment was made to any such person during the previous year by way of salary, allowance or otherwise? If so give details. | As Per Annexure-I |
| 4. | Whether the service of the trust was made available to any such person during the previous year. If so give details thereof together with remuneration or compensation received, if any. | N.A. |
| 5. | Whether any share, security or other property was purchased by or on behalf of the trust during the previous year from any such person? If so give details thereof together with consideration paid. | N.A. |
| 6. | Whether any share, security or other property was sold by or on behalf of the trust during the previous year to any such person? If so give details thereof together with consideration received. | N.A. |
| 7. | Whether any income or property of the trust was diverted during the previous year in favour of any such person? If so give details thereof together with the amount of income or value of property so diverted. | N.A. |
| 8. | Whether the income or property of the trust was used or applied during the previous year for the benefit of any such person if any other manner? If so give details. | N.A. |



9. Investment held at any time during the previous year(s) in concerns in which persons referred to in Section 13(3) have a substantial interest. N.A.




CA. Subhjit Sahoo, FCA
MM NO:57426
FRN:- 322952E
Partner
For and on behalf of
S.SAHOO & CO.
CHARTERED ACCOUNTANTS

Place: New Delhi
Dated: 08th August, 2012



CAP FOUNDATION

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