YEARS OF

Aah! Aha! Ha-Ha!

ANNUAL REPORT 2018-2019

AGASTYA INTERNATIONAL FOUNDATION
SUPPORTED BY R. JHUNJHUNWALA FOUNDATION & OTHERS
<table>
<thead>
<tr>
<th>Who we are</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairperson's message</td>
<td>4</td>
</tr>
<tr>
<td>20 Years of Agastya - A Timeline of Highlights</td>
<td>5</td>
</tr>
<tr>
<td>2018-19 At a Glance</td>
<td>8</td>
</tr>
<tr>
<td>Agastya's Impact</td>
<td>9</td>
</tr>
<tr>
<td>Highlights from our Hubs</td>
<td>13</td>
</tr>
<tr>
<td>Highlights from our Spokes</td>
<td>19</td>
</tr>
<tr>
<td>Digital Initiatives</td>
<td>27</td>
</tr>
<tr>
<td>Science, Art and Innovation Fairs</td>
<td>29</td>
</tr>
<tr>
<td>New Initiatives</td>
<td>33</td>
</tr>
<tr>
<td>Partners and Collaborators</td>
<td>35</td>
</tr>
<tr>
<td>Our People</td>
<td>39</td>
</tr>
<tr>
<td>Media Mentions</td>
<td>41</td>
</tr>
<tr>
<td>Looking Forward</td>
<td>44</td>
</tr>
<tr>
<td>Financials</td>
<td>45</td>
</tr>
</tbody>
</table>
WHO WE ARE

The idea of a Agastya evolved from spirited debates between a number of accomplished individuals, all of whom had a singular vision — to transform India’s education system. Since it was founded in 1999, Agastya has managed to address the gaps in the public education system and augment the existing school curriculum by promoting hands-on science and arts programs.

Over the years, we have built a growing network of Mobile Science Programs, Science Centers, night community centers and a 172-acre Campus Creativity Lab in Gudupalli, Andhra Pradesh, all of which contribute to expanding opportunities for underprivileged children across the country.

The Agastya model is designed in a manner that ignites the spark of curiosity and makes them go Aah!, create an environment in which their creativity can run free and come up with new ideas – the Aha! factor – all the while ensuring that they enjoy the process and gain confidence to express their ideas without fear – the element of Ha-ha!

During our 20-year-long journey, we have managed to travel to most corners of the country, adding more miles and reaching more communities everyday, building towards our mission.

Our Vision
Build a new India of Tinkerers, Creators, Solution Seekers and Innovators.

Our Mission
Spark curiosity (Aah!), nurture creativity (Aha!) and instill confidence (Ha-ha!) in economically disadvantaged children and government school teachers through hands-on education.

OUR REACH

21 STATES

CHILDERN
12 MILLION

TEACHERS
250,000
CHAIRPERSON’S MESSAGE

Twenty years ago, five of us — my father K.V. Raghavan, Dr. PK Iyengar, Dr S Balasundaram, Mahavir Kumar and I — met in Bangalore to register Agastya as a charitable trust. We dreamt of creating a foundation that would unlock the creative potential of millions of children and teachers across India and had just taken an important first step on the path to achieving our quixotic goal.

During Agastya’s early years I remember setting a goal of achieving 50 million children exposures by 2020. It seemed like an extraordinarily audacious goal. Twenty years on, I am thrilled that we have not just managed to reach our target but have surpassed it, establishing a number of innovative channels for distributing Agastya’s creative hands-on learning methods rapidly and cost-effectively to children and teachers.

It was the founders’ dream to create an organisation that lived and breathed the spirit of innovation. I recall Dr. PK Iyengar telling me, “Make sure Agastya doesn’t become a copycat. Create a model whose ideas and innovations are admired and emulated by people and organisations across the globe.” With this aim we have been on a quest to create a unique identity for Agastya as an innovative organisation spreading creative, hands-on learning at scale to underprivileged children and government school teachers.

The early years of Agastya involved much deliberate thinking, including meetings and brainstormings with a divergent group of advisers. Seven years into its existence an MoU signed with the R. Jhunjhunwala Foundation helped Agastya to build a 172-acre campus creativity lab. This, along with an MoU with Sarva Shiksha Abhiyan, Karnataka, fueled the momentum for scaling Agastya’s programs.

An indicator of Agastya’s success in developing and delivering innovative learning methods to millions of its beneficiaries is the awards that it has won, including the Marico Innovation Foundation’s Innovation for India Award, the Google Global Impact Challenge Award and – Agastya’s recognition in being featured in – the Rockefeller Foundation’s NextCentury Innovators Gallery. Through Sarga Samvad Agastya has welcomed innovators and educators from across the globe to its campus creativity lab. The visitors have shared their knowledge with Agastya and gained knowledge and inspiration in turn from Agastya’s work and methods.

Hundreds of transformational and uplifting case stories of children and teachers reached by Agastya, as well as studies measuring Agastya’s impact, demonstrate that Agastya has successfully forged a path to achieve its stated mission “to spark curiosity (Aah!), nurture creativity (Aha!) and instil confidence (Ha-Ha!) in underprivileged children and government school teachers” across twenty one states in India. Agastya’s many achievements, some failures, and many learnings are only the beginning, however, of an even bigger and more exciting journey to build a movement for creative learning across the world.

My heartfelt thanks to all Agastya employees, and to our partners, who include millions of children, their parents, teachers and headmasters across India, local and state governments, the Government of India, social investors, corporate organisations, foundations, education institutes, scientists, artists, architects and educators in India and abroad whose help, support and generosity has made Agastya’s dream move closer to reality.

Ramji Raghavan

Ramji Raghavan
AT A GLANCE

As we stepped into our 20th year, having successfully scaled our operations over the past few years, the focus remained on expanding the radius of our programs and taking them to children and communities in the country we hadn’t impacted before.

As we reached out to these communities, we also realised the importance of equipping them with the skills and knowledge to seek solutions to the issues in their surroundings. And so, over the course of the year, Agastya incorporated an important component into its pedagogy --

Design Thinking to enable Creative Problem Solving.

To this end, we have also integrated design thinking in the activities undertaken at several Operation Vasantha centers.

With the launch of the Math Lab-on-a-Bike in Gujarat,

our mobile science programs also added more miles to their odometers. And with dedicated math labs in five of our Science Centers, more children will find that mathematics can be fun too!

Meanwhile, Mumbai witnessed its first Anveshana, one Agastya’s innovation fairs, as a part of our efforts to take it across the country.

On the organisational front, stringent measures were taken to implement guidelines issued under The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 and The Protection of Children from Sexual Offences Act (POCSO Act) 2012 to ensure a

Safe Work Environment for all Employees.

Happay cards were introduced in order to streamline expense management and ensure transparency.
AGASTYA'S IMPACT

Quantitative Assessment

Most of the children have a childhood curiosity of knowing about some natural phenomena which many of them lose by the time they are adults. A major reason for this are the methods of teaching adopted in the educational institutions they attend as they grow up. This is where Agastya’s Science-on-Wheels, Science Centers, Lab-on-a-Bike and night community center programs add value for the current education system. They are designed in a way that encourages children to think independently and learn by experimenting by themselves.

The curriculum is also evolving to ensure that the lessons benefit children in the best way possible. This is facilitated by our in-house impact assessment team which administers periodic tests and assessments to gauge their impact. We use a framework designed by IIM-Bangalore and after a lot of careful deliberation, five parameters were defined as the measurable outputs of the impact assessment framework: awareness about its teaching method, curiosity, creative problem-solving ability, confidence and scientific knowledge.

They are defined as:

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>AWARENESS</td>
<td>Knowledge among relevant stakeholders of alternative methods of learning and teaching science that are preferred</td>
</tr>
<tr>
<td></td>
<td>Pre 40.03% Post 58.30%</td>
</tr>
<tr>
<td></td>
<td>15.27%</td>
</tr>
<tr>
<td>CURiosity</td>
<td>Behaviour characterized by exploration, investigation, observation, and a desire to learn more about new, incongruous, or unknown elements</td>
</tr>
<tr>
<td></td>
<td>Pre 46.83% Post 61.60%</td>
</tr>
<tr>
<td></td>
<td>14.77%</td>
</tr>
<tr>
<td>CONFIDENCE</td>
<td>The ability to stand up and speak their mind, consciousness of their own ability and demonstration of the same</td>
</tr>
<tr>
<td></td>
<td>Pre 47.53% Post 61.53%</td>
</tr>
<tr>
<td></td>
<td>14.00%</td>
</tr>
<tr>
<td>SCIENCE KNOWLEDGE</td>
<td>Understanding of scientific concepts and application of the same</td>
</tr>
<tr>
<td></td>
<td>Pre 19.61% Post 28.30%</td>
</tr>
<tr>
<td></td>
<td>8.69%</td>
</tr>
</tbody>
</table>

The assessment was conducted for three of Agastya’s flagship programs, Mobile Science Labs, Labs-on-bikes and Science Centres. Children were asked a set of questions over two consecutive academic grades - 6 & 7 and 8 & 9 and their answers were assessed based on the set parameters to determine the effectiveness of the programs. Two tests were conducted in each grade - pre Agastya’s intervention and after they became a part of our programs. An analysis of the results revealed that awareness improved the most among children in all three programs.
Qualitative Assessment

While our programs expose the students to hands-on learning to achieve high levels of leadership, problem solving, creativity, curiosity and awareness, these skills bring about five important behavioral shifts – from saying ‘Yes to Why’, from ‘Looking to Observing’, from being ‘Passive to Exploring’, from being ‘Textbook bound to Hands-on’ and from ‘Fear to Confidence’.

These behavioral shifts are captured by mapping testimonials of students using a behavioral matrix.

This year 610 testimonials were assessed to find the percentage of children who showed these shifts and indicators after Agastyas intervention.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Persistence</td>
<td>40%</td>
</tr>
<tr>
<td>To try without giving up</td>
<td></td>
</tr>
<tr>
<td>Active Participation</td>
<td>11%</td>
</tr>
<tr>
<td>To actively involve i.e., being able to concentrate in whatever they are involved in</td>
<td></td>
</tr>
<tr>
<td>Generation of Ideas</td>
<td>15%</td>
</tr>
<tr>
<td>Ability to think-out-of-the-box</td>
<td></td>
</tr>
<tr>
<td>Development of Ideas</td>
<td>10%</td>
</tr>
<tr>
<td>To be able to develop their ideas into models, experiments or inventions</td>
<td></td>
</tr>
<tr>
<td>Linking Ideas</td>
<td>9%</td>
</tr>
<tr>
<td>To be able to apply the acquired knowledge/skill(s) in their day-to-day life</td>
<td></td>
</tr>
<tr>
<td>Attentive (Self-Regulatory)</td>
<td>5%</td>
</tr>
<tr>
<td>The ability to do something without any distraction(s)</td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>1%</td>
</tr>
<tr>
<td>The ability to carry everyone in the team (family, class, friends and community) together</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>8%</td>
</tr>
<tr>
<td>The ability to stand-out and stand-up</td>
<td></td>
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Nestled right at the point of confluence of Andhra Pradesh, Karnataka and Tamil Nadu, Agastya’s Campus Creativity Lab has established itself as a beacon of education and innovation for children and teachers in all three states and beyond.

The 172-acre campus is home to more than 20 labs, which ensure that there is a constant flurry of activity. The curriculum and events at the campus, like all of Agastya’s programs, supplement the syllabus in schools and are bespoke to get children to experience the Aah! Aha! And Ha-ha! of hands-on education. From looking through the lens to capture the world around them in the MediaArts Lab to brainstorming solutions to the problems in their surroundings, each lab provides a unique experience to children who visit from the nearby schools. Our instructors act as catalysts for this process and also undertake outreach programs in communities.

The ecology in the campus, restored with great care by ecologists and environmentalists, serves a dual purpose -- maintaining the integrity of the natural ecosystem and teaching children about a variety of flora and fauna.

Between 2018-19, the campus was the center for more than 18 events like science and art fairs and workshops, new initiatives and campaigns as well as visits by several accomplished individuals to experience our programs.

- Swacchta Pakhwada, a massive awareness campaign to discourage the use of plastics and improve cleanliness and hygiene, was launched in the schools and communities surrounding the campus. As a part of the initiative, a campaign called “Say ‘No’ to plastics” was launched in partnership with HPCL. A variety of events were held under this campaign.
- Recognising that teaching science in isolation is not enough for the overall development of children, we tried to use science models to teach human and moral values to children at our Humanity Fair. The fair was led by Young Instructor Leaders of Kasturba Gandhi Balika Vidyalaya Gudupalli.
- Instructors in the campus underwent training in labs other than their primary area to learn best practices and prepare for rotation.
- A new Creativity Corner was inaugurated in the campus.

* An exposure is used to measure Agastya’s reach. It can be defined as the number of times Agastya has face-to-face interactions with an individual (child/teacher/community member). Each exposure is 2-3 hours in duration.
The campus is divided into six clusters, Navarachana or Innovation Hub, Bio-Discovery and Chemistry Centers, Arts, Discovery Center, Creative Corner and Ecology, with each of them contributing to provide the child a multisensory learning experience. This year too, a host of activities took place in all the clusters that added to the knowledge gained by children and teachers in regular sessions.

**ARTS**

**Library** 14,054
**Creative Corner** 31,158

The Arts Lab, Media Arts Lab, Library and Creative Corner constitute the arts cluster at the campus and augment lessons in STEM subjects through lessons in photography, art fairs and promotion of community libraries among other things. With regular sessions and workshops, they also provide an environment for creativity to flourish. During the course of the year a number of exhibitions, fairs and training sessions were held in all the labs. Some of these include:

- A workshop conducted by the Industrial Design Centre, IIT Bombay, for instructors from the Media Arts and Arts Labs and Library.
- A books acquisition drive, organised to collect reading material for 10 Operation Vasantha centres in Tamil Nadu and 15 centres in North Karnataka region.

**BIO-DISCOVERY**

**Chemistry Lab** 14,142

At the Bio-Discovery and Chemistry Centers, children learn that science is not restricted to just labs and classrooms – exploring nature and observing simple everyday activities are equally effective teachers! This year too, the children visiting the labs walked out with their minds buzzing and curiosity tingling, thanks to the addition of new models, awareness programs and competitions that were held. Key highlights include:

- Workshops introducing children to Foldscope, a DIY foldable microscope created by Stanford, awareness programs on snakes and microorganisms.
- Workshop by PhD students from National Center for Biological Sciences, Bangalore, for Biology and Chemistry instructors.

**DISCOVERY CENTER**

**Exposures** 37,790

True to its name, the Jhunjhunwala Discovery Center lets children explore science through durable, large-scale exhibits in a hands-on manner. GuruGruha or the Astronomy Center and the Physics Lab are also a part of the cluster. The past year saw more inquisitive minds visiting all the components of the cluster and finding out that complicated scientific concepts were not so complicated after all!

- The instructors at the Discovery Center developed prototypes of models that would teach kids concepts like reflection of light and sound and density of liquids.
- Several workshops were conducted for school teachers at GuruGruha on how to use telescopes and other tools to study the skies and learn about astronomical phenomena.

**RAMANUJAN MATH PARK**

**Exposures** 30,292

A common behavioral phenomenon observed among children is a sense of fear and dislike towards mathematics. The Ramanujan Math Park, consisting of Indoor and Outdoor and Digital Math Labs at the campus, has been set up to extinguish this fear and ignite fondness towards numbers. These efforts continued in the year of 2018-19, augmented by several events including:

- A Mega Maths and Science Fair, conducted to reach out to a larger number of children in the villages around the Campus.
- Celebration of several important days like Pi Day and Fibonacci Day.

**ECOLOGY**

**Exposures** 7,782

It is no exaggeration to say that ecology is the beating heart of the campus. Once an arid piece of land, vegetation and animal life was painstakingly restored over the years, leading to a thriving natural ecosystem. The campus also exemplifies sustainable practices like usage of solar and wind power and water recycling. Some key highlights of the cluster in the past year include:

- The Rainbow Garden, filled with plants bearing seasonal flowers matching the colours of a rainbow set up.
- A teaching aid was developed on Environmental Science for the NGO IMPACT.
SCIENCE CENTERS

Nestled in urban and semi-urban and rural areas, our Science Centres are the nucleus of innovation and interactive science learning for nearby schools. The instructors augment the syllabus taught in schools through science models and encourage children to develop their own low-cost experiments to understand and retain concepts better. Apart from children and teachers, the Science Centres also attract a large number of visitors from every field throughout the year, all of whom get to experience the Aah! Aha! and Ha-ha! of education. During 2018-19, in centers across the country we have recorded:

<table>
<thead>
<tr>
<th>HOURS IN SESSIONS</th>
<th>STUDENT EXPOSURES</th>
<th>TEACHER EXPOSURES</th>
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<tr>
<td>53,462</td>
<td>1.4 MILLION</td>
<td>58,892</td>
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Apart from the regular sessions, several special programs were held at the Science Centers, some of them being:

SCIENCE FARS

A staple of Agastyas programs, Science Fairs have proved to be an effective means of capturing the attention of even those who have not had the opportunity to visit our Science Centres. This year too, several of these fairs were conducted in all the regions, with our children displaying low-cost models and explaining the concepts they had learnt through them to visitors. A special attraction was the Robotics and Technology Fair conducted in Hubli, Karnataka.

TEACHER TRAINING

Like every year, Teacher Training sessions were conducted at the centers to give educators ideas on how to build their own labs and employ the constructivist approach in their lessons.

COMMUNITY VISITS

The activities of the Science Centers were taken out of the four walls and into the community in several places, including the White Desert in Dhordo, Gujarat, to bring awareness about Agastyas activities and encourage community participation.

Core Science Activity Centers (CSACs)

<table>
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<tr>
<th>Student Exposures</th>
<th>Schools</th>
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<td>480,000</td>
<td>400</td>
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Spread across the region of North Karnataka (Hubli, Bagalkot, Shivamogga, Vijaypura and Bidar), CSACs act as outreach facilities in the areas. The activities and curriculum employed in CSACs are at a more advanced level than a regular Science Centre. They also boasts of jumbo-sized science models on display and have dedicated labs for each subject.

CASE STORIES

NOVEL METHODS TO LEARN SCIENCE

For 14-year-old Rajesh, Agastyas classes are like “food for his brain”. Having been exposed to several of Agastyas programs, he is very confident that hands-on science learning, coupled with the support of his family will help him reach greater heights.

Thanks to the classes he attended at an Agastyo Science Center, he happily declares that he can make low-cost scientific models. In fact, he, along with his friend, built a model to explain “power loss” and a water piston model, which he proudly demonstrated to his friends and classmates.

Since his trust with Agastyo, his confidence has since increased multifold and he plans to devise new methods of learning science. This, he says, will be activity-based with an emphasis on creating models. Rajesh loves football but wants to master the subject of physics and become a scientist like Dr. CV Ramman or Blaise Pascal. He looks up to Swami Vivekananda and believes that in order to maintain peace and balance in the world, all countries should be friendly with each other and help one another.
HIGHLIGHTS FROM OUR SPOKES
At the core of Agastya’s operations are its mobile science programs, which are based on a simple philosophy: if the kids cannot come to Agastya, Agastya will go to them! The Mobile Science Labs traverse the length and breadth of the country, carrying simple scientific models and experiments which promote experiential learning in the communities they reach. Several events, workshops, and fairs were also conducted under the program. Here are some highlights:

- **Teacher Training:** The teachers in the schools that our MSLs covered received training in creative teaching methods adopted by Agastya. This year, training sessions were held in collaboration with District Institution of Education and Training (DIET) in several areas, including Kheda, Gujarat.
- **Design for Change:** As many as four projects made by Agastya’s children with the help of our instructors were submitted to Design for Change’s I CAN: Stories of Change. In these projects, children identified the problems in their surroundings and proactively came up with ways to solve them.
- **Competitions and exhibitions:** Low-cost model making contests and Science Fairs were held under the MSL program in all regions. Many children, mentored by Agastya, also participated in inter-school and collegiate science exhibitions and were awarded prizes.
- **Special Days:** Important days like World Environment Day, Literacy Day and birth anniversaries of inspiring individuals like Dr. APJ Abdul Kalam were marked with celebrations that included relevant games and activities.

**LAB-ON-A-BIKE**

In some parts of the country, the nature of the terrain might render it difficult for our Mobile Labs to reach. This is where our Labs-on-Bikes come in. They act as the carriers of Lab-in-a-Box, combining its portability with the mobility of a motorbike and promote digital literacy and hands-on education in the remotest of areas. The Google award winning program expanded its reach this year and branched out to include a special mathematics LOB.

Special activities and events conducted under the program include:

- **Math LOB:** The first Math Lab-on-a-bike was launched in Gujarat to enable learning math in a hands-on way and drive away the fear of the subject from children’s minds.
- **Quiz competitions:** Under the program, several quizzes were conducted at the local level to decentralize the program and give more children an opportunity to participate.
- **Special events:** Similar to the MSL program, our instructors commemorated special days in the schools they visited by organizing related activities.
The Young Instructor Leader Program is a crucial building block of Agastya. This program redefines the traditional relationship between teachers and students, as well as, among the students themselves – through peer-to-peer learning. The students are not limited to being on the receiving end but also get to help their peers, which offers them a more interactive environment. In the process of peer-to-peer teaching, it is easier for the students to grasp and retain concepts when they learn from their fellow students. The YILs get an opportunity to enhance their communication skills and deepen their understanding of concepts.

Our YILs also get the exposure of community visits, Science Fairs, meeting influential people in the field of science and much more!

- In Mysore, the YILs had an opportunity to interact with scientists from Mysore University.
- YILs in Hubli were given a career guidance session, which truly helped them recognize their goals and how to reach them.
- The YILs have also had the opportunity to interact with various visitors who have in turn appreciated the program.
- As a part of community visit, YILs of Gujarat got a chance to see the Rani Utsav.
- In Kutch, Gujarat, volunteers from DP World visited a class and interacted with the students who were excited to talk and learn from them. These interactions made an environment where questions are welcome and learning is made fun for all!

“Anjali
Class 8 - Govt. Senior Sec. School
Khandia, Haryana

Previously I would answer teachers’ questions with hesitation. With the help of hands-on activities, I have better understanding of concepts and earned the confidence to answer without any inhibitions.”

OPERATION VASANTRA

Number of OV Centres
686

Poverty has been a dominant issue in our country and the surest way out of poverty is education. However, due to poverty and a lack of education opportunities for many rural India, there is a high dropout rate. Once they leave school behind it becomes difficult to get back on track and re-establish their academic base. We took this as a challenge and looked for ways to enable these children to resume learning. The solution was rather simple: we decided to start a center post working hours, to help those who have to decide between working to meet their needs and studying to better their future.

The program was initially aimed at dropouts. But it has now evolved into one with the community’s and students’ involvement – including parents who are positively changing their attitudes towards education.
ACHARYA INITIATIVE – TEACHER TRAINING PROGRAM

Early on in our journey, we realised that in order to provide holistic education to children, we must catalyse and transform teachers’ attitudes towards learning and teaching. The Acharya Initiative, Agastyaa Teacher Training Program, was set up with this aim and has since been instrumental in training thousands of educators.

The curriculum is designed in a way that ensures teachers are equipped with tools and techniques to conduct classes using the ‘Constructivist’ approach (constructing knowledge out of experiences) and enables them to develop low cost models and teaching aids. This empowers teachers to facilitate ‘knowledge construction’ in children.

The 4-day long residential workshops are held at the Campus Creativity Lab and have become so popular that teachers from all over the country actively seek out an opportunity to participate.

Here are some snapshots from the year:

- **Ahoy! Tamil Nadu**: The program sowed its first seeds in Tamil Nadu, with the state government sponsoring the training of 120 District Institute of Education and Training teachers.
- **Expanding across regions**: The Agastya TTP team also conducted orientation sessions for new teams from New Delhi and Maharashtra to take the programs further in the regions. They also started developing models for abstract concepts in Maths, to engage teachers who are interested in the subject.
- **Understanding ‘Nai Talim’**: In collaboration with Mahatma Gandhi National Council of Rural Education, Ministry of Human Resource Development, Govt. of India and State Council of Education Research and Training, Tamil Nadu, a 5-day long workshop was conducted on Mahatma Gandhi’s view on education and the concept of ‘Nai Talim’.
- **Prolific names in the field of education**: Hema Ramanathan, Associate Professor, Dept of Education, University of West Georgia and experts from the Art Council of Wales and Creativity Culture and Education (CCE), London, conducted special workshops for the teachers.

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**THE LIBERTY TO EXPLORE**

As a science teacher at Government Morarji Desai School in Yelkiuru, Karnataka, Poornima has spared no effort in converting her classroom into a space for children to learn and discover by experimenting. Her method of allowing children to come up with their own activities to learn concepts better has earned her the tag of ‘favourite teacher’ in the school.

Poornima credits Agastya Teacher Training Program in Gudupalli and IISC training program in Chalkalure for enabling the transformation. “I learnt during my training in Agastya, how a small shift in teaching can make a profound impact on children. Doing an experiment to discover the relation is more meaningful for children than conducting an experiment to substantiate what is already stated in text,” she says.

Instead of just stating that the average temperature of human beings is 37 degree Celsius, she gives thermometers to children to record their temperature and calculate the average temperature of the whole class. This way, she allows children to experience the joy of exploration, thereby imparting skills like observation, recording, calculation, and presentation.

“It was a whole package for me!” says Poornima. “As the training helped me keep the children central to our teaching while promoting content enrichment. Even after completing the training, Poornima regularly discusses and picks up tips from Agastya instructors on how to conduct experiments the right way to ensure maximum learning is imparted. She says it has also complemented the new syllabus of NCERT, which lays emphasis on activity-based learning.

Currently, Poornima is in the process of developing models on the subject of ‘Electromagnetism’ with the support of Agastya TTP team. “It is necessary to facilitate students understanding these very abstract principles,” she says.
DIGITAL INITIATIVES

IMOBILE

Through our digital initiatives we are bridging the digital divide in schools and integrating technology into education. To take this forward, the iMobile program addresses the lack of science and computer labs and focuses on integrated learning by creating a link between science, technology and the existing school curriculum.

Children from class 7 are chosen to be a part of the program. Over one academic year, their literacy levels are improved in domains like science, digital competency, language and numeracy. They identify opportunities where technology and science skills they have learnt can be leveraged to improve their everyday life, both in school and out of school. Here are some highlights:

- **Tech Fair:** The first tech fair under the iMobile program kicked off in Pune, giving children the opportunity to explore not just what happens on the screen of a computer but what happens inside it too. Rows of computers and their parts were on display, and visitors were made to understand the basics of programming languages like Scratch and softwares like Sketch Pad and Tux Typing. Awareness was also created on the harms of e-waste and e-pollution.
- **Community visits:** Our instructors and children also went on visits to spread digital literacy among those in their community.

LAB-ON-A-TAB

Along with hands-on science kits, Agastya’s science centres carry tablets to encourage children from government schools to learn on a variety of topics in Physics, Chemistry and Biology through interactive lessons and with contextual examples and explanations in local languages. It combines the excitement of using touch-screen technology, with easy-to-learn science content to provide a self-learning platform for children. LoT also triggers the belief in the child that they can learn on their own and thereby builds confidence to further explore and learn unaided. Some key milestones in the program:

- A kiosk has been set up in the teacher training area of Campus Creativity Lab to measure the effectiveness of the program & content.
- A pilot session was conducted in Mysore and Bengaluru to integrate iMobile and Lab-on-a-Tab.

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Dronavali
Class 6 - ZPF School, Ahmednagar, Maharashtra

While I initially preferred learning only from the textbook, after participating in the interactive platform provided by Agastya, I have started solving topics on learning and have also gained confidence.
JIGNYASA

With an objective to foster scientific curiosity and creativity among students and providing them with a platform to exhibit their knowledge of science through innovative models and interaction with their peers, we expanded our initiative Jignyasa -- which means "the inner urge to learn." Jignyasa is a state-level science model making competition for students to learn by doing and exhibiting. We have various interactive sessions, activities, and workshops for encouraging a scientific attitude in students and visitors.

- In Mysuru, a program to demystify miracles, 'Pavada bayalu' was organized and awareness was raised about self-proclaimed bogus godmen. A vast space was dedicated to art and craft, where Agastya’s experienced instructors encouraged students and visitors to try their hand in drawing, painting, pottery and photography.

- In Pune, participating students and teachers got an opportunity to listen to some the eminent scientists and scholars on different subjects like a session on Kaizen by SB Singh (Former Director, DRDO), Innovations in daily life by Dr. AA Natu (Scientist at IISER), Life Sciences by Dr. Milind Wawe (Scientist at IISER) and Design Thinking by Mr. Natesh (Head, Innovation Hub, Campus Creativity Lab).

ANVESHANA

Born out of an idea to develop innovation and foster creativity in students, our science and engineering fair, Anveshana, has spread its wings and become a household name. While Anveshana had its origins in Karnataka, it is now a nationwide program. At the mega fair, two engineering students are paired with two high school students who share their expertise and learn from each other while finding a solution for a problem on a selected topic.

QUIZ

To encourage students to look beyond their textual knowledge and establish critical thinking, we organize Quiz competitions for students which helps them develop better understanding and mental skills. Quizzing also ensures that children are able to access knowledge on a particular subject on cue and promotes a healthy debate and teamwork amongst participants. The winning team is awarded a trophy and a cash prize.
KALAKOOTAMI

Kalakootami, our arts and creativity fair, is a unique interactive platform for students to display their innovative and imaginative works in the field of media and arts. Every year, thousands of children participate to create and share ideas with their peers, teachers and visitors. Kalakootami has come a long way since its inception. Evolving and growing through each edition, the fair has traveled greater distances and reached newer corners of India, spreading the joy and wonders of arts, media, and books.

Number of Fairs
7
Locations
Gurugram, Chennai, Hyderabad, & Nelamangala.

Dhanalakshmi
Class 7– GMS, Karunkoil, Thanjai Nadu

I want to become a doctor to help the poor and needy and for that I know that I have to study well and excel in science. Whatever I have studied up till now at the Agastyas Science Center has helped me take the first steps towards this goal.

UNDERSTANDING THE POTENTIAL OF SCIENCE

With an inquisitive mind and a scientific bent, Monika, a 12-year-old from Dhanbad, believes science can be made interesting by using activity based learning techniques. Having been part of Agastyas programs, Monika’s progress within a year has been remarkable. While initially she found it difficult to participate in group activities, she has been able to get rid of her hesitations and become more confident after participating in Science Fairs. She appreciates the knowledge she has gained through Agastyas interactive sessions.

Learning about the human anatomy using the demonstrations of internal body parts is something that caught Monikas attention, as she had never learnt about the human body with visual aids which made it much more interesting than merely studying from a book.

Monika was a part of a Science Fair organized by Agastyas, where she presented her model to a large number of teachers, fellow students, as well as community members.

As a responsible citizen, Monika feels the need to spread more awareness in her surroundings regarding cleanliness and the issue of increasing pollution. She believes science has the potential to solve several problems in our daily lives and that we should tap this potential.
SARGA SAMVAD

Over the years Agastya has created several spaces for experts and innovators from all walks of life to come and share their experiences. In 2018-19, we launched a single, formal platform to enable this exchange of ideas -- Sarga Samvad. Held in partnership with the Oberoi Family Foundation, Sarga Samvad provides these innovators, reformers, creative thinkers, scientists, teachers, artists, and performers of the world an opportunity to experiment, empathize and express while engaging with children, teachers, social entrepreneurs of India along with Agastya’s staff and partners.

26 workshops, lectures and visits were organised in the first edition of Sarga Samvad at the Campus Creativity Lab, which gave Agastya’s beneficiaries an introduction to modules in fields like Visual Arts, Elementary Engineering, Design thinking, Biomimicry and Music education. Some key workshops include:

MATH LAB-ON-A-BIKE

Agastya’s outreach programs expanded to include a Lab-on-a-bike program dedicated to teach and strengthen children’s fundamental Mathematics through experiential learning. 6 math centres are currently running in Karnataka and math labs were installed in all the CSACs. A recent addition to this is the Math Lab-in-a-Box, a set of suitcases on specific topics such as arithmetic, algebra, geometry, fractions. Similar to Lab-in-a-Box, an instructor takes these kits to schools on bike to train students and teachers.

The first Math Lab-on-a-Bike was inaugurated in September 2018 in Dholka, Gujarat.

NEW INITIATIVES

- ‘Engineering is Elementary’: Workshop by the Museum of Science, Boston, USA, facilitated by: Annette Sawyer, VP, Education and Enrichment Programs and Pete Sobel, Director, Partnerships and Market Development.
- Workshop on Foot Painting, facilitated by Sheela Sharma, a disabled artist from Uttar Pradesh.
- Workshop and interaction with the Expo, Boston on Observation, Questioning and Problem Solving, conducted by experts Moira Kelly, President and Executive Director, and Dave Hamilton, Creative Director, EXPLO Studio.
- Workshop on fostering creativity by the Arts Council of Wales, UK, conducted by Sian James, Program Manager, Daniel Trivedy, Regional Officer, Jen Angahard, Creative Agent and Movement Artist.
- Google India workshop on Open Data Kit tool, conducted by Devaja Shah and Pratap KS.

“Vijayalakshmi’s mother
Class 10 – SIRC Nooli, Hubli

I am very proud of my daughter because she has always been good at studies but now that she is in high school she has developed more confidence, creativity, leadership qualities, and her communication skills have improved. She has also started helping me in my work and mingles with everyone.”
PARTNERS

A number of dedicated and benevolent corporations, social enterprises and individuals are the driving force behind our programs.

Aegus Solutions
AMD
AM Murugappa Foundation
ANZ
Arunachalam Trust
ASIM Technologies
Australian Consulate
Avaya
Balarampur Chini mills
Bata
BlueDart
BORL
Broadcom
Concur SAP
Crompton Greaves
DC Saraswati
DC Sirica
Deshpande Foundation
Dr. Reddy’s Laboratories
EdelGive
Emerson
Expleo
Fidelity International Foundation
Franklin Templeton
Global Giving
Government of Karnataka
Hiralal Bhogwati Charitable Trust
HT Parekh Foundation
Impact
IMTMA
Ingersoll Rand

Kapodwari Keluvani Mandal
Lakireddy & Hanilreddy
Laurus Labs
Mindtree
MoneyGram
Morgan Stanley
Mundra International Container Terminal
Murthy Nayak Foundation
Narita Gandhi
National Council for Science Museums
Novartis
Novozymes
NTPC
Omega Healthcare
Oberoi Family Foundation
Oracle
Piaggio
Pragati Foundation
Qualcomm
RGSM Sukma and Dantewada
Salesforce
Saraswati
Silicon Valley Community Foundation
Sony
Suven Life
Tata Consultancy Services
Thomson Reuters
Truetschler India Pvt Ltd
Unisilk
Venkat Katineni
VMware
Wells Fargo

We added some new names to the list of our partners last year, like Government of Telangana, Australian Consulate, Sonata, Norura, Nice Interactive Solution, The Doon School and

We are ever so grateful to the
R. JHUNJHUNWALA FOUNDATION
and our other long-standing partners for their unwavering support.

NEW PARTNERS

LONG-STANDING PARTNERS

LARSEN & TOUBRO
Public Charitable Trust

Honeywell

Synopsys®

BOSCH

Dow®

ABB

35

36
COLLABORATORS

Agastyaa collaborated with several organisations to come up with new and exciting projects and improve our existing programs.

- Asli Shiksha Bengaluru and Agastyaa partnered to develop self-learning as a pedagogy, for primary children. The project was piloted with children from five different schools around the Campus Creativity Lab.
- Story Book Making workshop at Kadapalli Govt. High school (along with IDC team (LETS) from IIT Mumbai).
- Agastyaa was the knowledge partner of Einstein Hunt, which was hosted for the first time in 2018 by Cognizant Outreach in 9 locations across India. Our volunteers from Cognizant worked with children to mentor students working on science models aimed at finding solutions for a real world challenge.

“Bhumika
Class 8 – Govt. Senior Sec. School Khanda, Haryana

Once, I was having trouble with a question in my exam and it struck me that we had done an experiment on it with Agastyaa models and I remembered the answer!”

LEAVING BEHIND ALL HESITATIONS

Prasod, whose father is a factory worker, has five siblings. The empathetic and thoughtful 15-year-old understands the effort behind the herculean task of feeding a family as large as his on a minimum wage. There are times when Prasod cannot afford to buy his books and this is when the pocket money he diligently saves comes useful.

When he learnt about Agastyaa teaching methods, Prasod was very pleased. The use of projector to explain the concepts, teaching science through hands-on experiments, and the learning-by-doing philosophy motivated him to learn more.

The first time he saw the stomal on a leaf through the microscope, he says he remained transfixed. He loved learning about plant tissues and animal tissues and he talks about the food chain to anyone who would listen.

As a part of Agastyaa’s Science Fair, Prasod got an opportunity to explain his models to visitors, which, according to him made him feel like a teacher! This participation not only furthered his knowledge in science but also triggered a very important change in his attitude and behavior. He is now comfortable working with teams. It is his life’s goal to become a doctor and help the poor.

Prasod is grateful for the impact Agastyaa has had on him. He says he would like to help bring in more donors so that more children can have the same opportunity he had.

He worries for the poor and feels that they should be provided more jobs. Prasod learnt from his teachers and parents that as a first step of humanity, one should respect all others.
OUR PEOPLE

The Agastya family is a tight-knit group of passionate individuals who are dedicated to serving our beneficiaries and stakeholders. As our family grows larger by the day, here’s a look at the current

**BEST PRACTICES**

**TECHNOLOGY AND TRANSPARENCY**

As our movement adds more numbers every year, we are also putting in place new processes to ensure smooth functioning of all arms of the organisation and, more importantly, to maintain transparency and accountability at every level.

**MOBILE APP FOR INSTRUCTORS**

The scale of our operations made it difficult to keep track of data on our programs and beneficiaries. An app was developed to address this discrepancy, which allows instructors to enter the data on the move and helps get error free data on daily sessions — like the name school, type of activity, number of children and exposures. Following the sessions, feedback can also be collected. The app also shows schedule for the entire month. From a managerial standpoint, its benefits include the fact that it can compare region-wise data and data for the entire financial year. Vehicle management has also improved since the app was started.

**ADOPTING ENTERPRISE RESOURCE PLANNING SOFTWARE**

Earlier, multiple softwares were used for accounting, inventory, payroll, HRMS, TDS and CRM. All these modules are now part of a single database after the implementation of Microsoft Dynamics AX 2012, an Enterprise Resource Planning software. The entries made from different locations are updated in the system instantly and reports are generated from are on a real-time basis. This also ensures security and confidentiality of data.

**EXPENSE MANAGEMENT SOLUTIONS— HAPPAY CARDS**

Choosing smarter alternatives for cash, debit and credit card advances, our employees were given Happy Cards for business expenses. These cards have allowed for immediate fund transfers, pre-authorisation and control over work-related purchases. This has reduced out-of-pocket expenditure of employees while capturing real-time spending and digitising paper receipts. The data thus collected can also be exported to the ERP.

**POSH AND POSCO AWARENESS WORKSHOPS**

As employees of an educational organisation, our people are constantly interacting with stakeholders and beneficiaries of various age groups, genders and sexualities. It was thus important that they develop respect for women and girls and practise appropriate workplace behaviour. Awareness training workshops on the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (POSH Act) and The Protection of Children from Sexual Offences Act 2012 (POCSO Act), were conducted for our staff. These participatory workshops include group discussions, role plays by participants, video analysis, history of the Act, planning for individual action to improve the situation and dissemination of what they have learnt.

**INSTRUCTOR MASTER TRAINERS**

While our instructors leave no stone unturned to maintain the quality of the lessons they impart to the children, they also receive support and training through the Instructor Master Training program. Master trainers conduct regular sessions on not just academic topics but also teaching methods and classroom practices. They also conduct regular on-site classroom observations to find out areas of improvement.

In 2018-19

39 IMTs trained

2,234 instructors

“A4I! Class 8: Radhakrishna Vidyalaya, Pune, Maharashtra

Allowing us to perform experiments makes science a lot of fun. More importantly, my instructors teach in a friendly way, and are not angry when suits me well, and also encourages me to study more.”
**MEDIA MENTIONS**

Agastya International was recognized in the regional and national news papers in over 60 different articles this year. Here are just a few snippets.

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**BusinessLine**

**Wednesday, August 14, 2019**

Sonata Software to partner with Agastya Foundation to offer ‘Lab on Tab’ platform

**Our Bureau**

Hyderabad, August 13

IT major Sonata Software and Agastya International Foundation have joined hands to build ‘Lab on Tab’, a platform to showcase science innovations in rural schools.

They will provide access to mobile science labs to school children and extend digital content for quality education in government schools.

“A project was launched at Agastya Foundation’s 172-acre campus in Chittoor district, where it has a Creativity Lab. Sonata Software is funding Mobile Science Lab Vans and other support in the venture,” said Srikanth Reddy, Managing Director and CEO, Sonata Software.

The Lab on Tab platform will enable conversion of laboratory experiments to apps will be launched by the end of 2019, he said.

The company has also initiated science popularisation efforts in Rolak, Karnataka.

Agastya Foundation runs a large science outreach programme reaching out to thousands of teachers and millions of children since it was founded in 2001.

Sonata has about 200 mobile science vans. Each van has two teachers and covers 20 schools.

Similarly, we run 75 labs on motorbikes and 100 small science centres to carry out activities, said Ramlal Baglahavan, one of the founders.

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**The Times of India**

**Unions**

United News India

Honeywell & Agastya expand Science prog in NCR

India, Feb 4 (ANI) To commemorate National Science Day, Agastya International Foundation and Honeywell India on Thursday announced the expansion of their experimental science education programme to government schools in four more cities, including Noida.

**THE TIMES OF INDIA**

**Unions**

**The Times of India**

**Honeywell & Agastya expand Science prog in NCR**

India, Feb 4 (ANI) To commemorate National Science Day, Agastya International Foundation and Honeywell India on Thursday announced the expansion of their experimental science education programme to government schools in four more cities, including Noida.

During the programme's expansion event at Rajiv Gandhi Institute College, students learnt how to make simple scientific experiments such as air pressure and friction, and learnt about safety and the importance of innovation through simple experiments.

"Since the programme's launch in 2004, Honeywell Nutrition Congress India has been a unique example of integrating science education into the daily curriculum of students in the NCR region," said Srikanth Reddy, Managing Director and CEO, Sonata Software.

"The programme is a unique initiative that enables rural children to access high-quality science education, which is crucial for their overall development. Through the expansion of this programme to four more cities, we aim to provide more children with the opportunity to explore their scientific interests and passion for learning," he added.

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**China Daily**

**Aha moments**

By Yang Hang in Fuching, Malaysia

Indian school children now have access to science education to nurture curiosity and creativity among poor children.

The best way to encourage a child’s learning is to find his or her own natural curiosity, and it’s how Ramlal Baglahavan has done so in India with his concept of "Lab on Tab".

"Lab on Tab" is the vision of Baglahavan’s non-profit organisation, the Agastya Foundation. The organisation has been providing science education to children in India’s poorest urban and rural areas since 2001.

The programme targets children from low-income families and those living in remote areas where access to formal education is limited.

They are taught science through mobile vans equipped with laboratory equipment, digital technologies, and interactive multimedia resources.

"The programme not only provides access to science education, but also helps children develop critical thinking and problem-solving skills," said Ramlal Baglahavan.

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**The New Indian Express**

**Agastya International Foundation**

"I aspire to be a teacher when I grow up. Agastya’s innovative ways of teaching have inspired me and will help me become a good teacher and also ensure education for the poor."

Suri Kokalanur

Class 7, GVPSS Gopanakoppa, Karnataka

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LOOKING FORWARD

As our movement progresses full-steam ahead, we have a number of pit stops along the way which will help us assess and expand the scope of our existing programs while keeping an eye on the road ahead.

Our priorities for the upcoming year are set clear as we aim at sparking not just curiosity and creativity but also the vital quality of humanity in the children and communities we reach. Parallely, we are aiming at encouraging more questions in the classroom, creating an environment with no hesitations, inhibitions and fear for the students.

On the programs front, we have a number of exciting names from around the world visiting Agastya to share their knowledge and experiences as a part of Sarga Samvad. As a part of our drive to promote design-thinking, 2019-20 will see the launch of mobile innovation labs and the Innovation Carnival, a mega fair with STEAM-based exhibits and workshops. We are also launching Mini-Innovation Hubs - an extension of Navrachana in the Campus Creativity Lab - in several locations across the country and furthering the geographic reach for our Innovation fairs Anveshana, Jignyasa and Quiz programs.

In order to streamline internal processes at every level, we are launching programs for capacity building of our Area Leads and Program Managers. The initiatives undertaken for process simplification will be taken forward by ensuring the implementation of ERP and other technology solutions. An overarching goal is to amplify Agastya’s message on a global level and encourage more spirited individuals and organisations to be a part of our growing movement.
## AGASTYA INTERNATIONAL FOUNDATION

**#101, Varsav Plaza, 12, Jayamahal Main Road, Bangalore - 560046**

**Income & Expenditure Account for the year ended 31-03-2019**

### INCOME:

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>Sch</th>
<th>NON-FCRA</th>
<th>FCRA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donations / Foreign Contributions</td>
<td>11</td>
<td>1,56,83,184</td>
<td>33,67,204</td>
<td>1,90,50,388</td>
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<tr>
<td>Interest received</td>
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<td>2,77,85,539</td>
<td>48,79,103</td>
<td>3,26,64,642</td>
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<tr>
<td>Other income</td>
<td>12</td>
<td>51,440</td>
<td></td>
<td>51,440</td>
</tr>
<tr>
<td>Mobile Lab &amp; Science Fair &amp; Program Receipts</td>
<td>12</td>
<td>13,49,39,056</td>
<td></td>
<td>13,49,39,056</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>(A)</td>
<td>17,84,59,219</td>
<td>82,46,306</td>
<td>18,67,05,526</td>
</tr>
</tbody>
</table>

### EXPENDITURE:

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>Sch</th>
<th>NON-FCRA</th>
<th>FCRA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus, Science Centres &amp; Mobile Lab Expenses</td>
<td>15</td>
<td>12,38,43,137</td>
<td>1,50,47,790</td>
<td>1,38,89,927</td>
</tr>
<tr>
<td>Fund Raising &amp; Donor Relations Expenses</td>
<td>14</td>
<td>1,34,05,659</td>
<td></td>
<td>1,34,05,659</td>
</tr>
<tr>
<td>Office &amp; Administrative Expenses</td>
<td>13</td>
<td>3,45,34,787</td>
<td>2,61,637</td>
<td>3,47,96,425</td>
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<tr>
<td>Depreciation</td>
<td>16</td>
<td>3,22,88,951</td>
<td>69,63,075</td>
<td>3,92,52,026</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>(B)</td>
<td>20,40,72,534</td>
<td>2,22,72,502</td>
<td>22,62,45,036</td>
</tr>
</tbody>
</table>

### Excess of Expenditure Over Income:

| A - B                                          | (2,56,13,315) | (1,40,26,196) | (3,96,40,511) |

THIS IS THE INCOME AND EXPENDITURE ACCOUNT REFERRED TO IN OUR REPORT OF EVEN DATE

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**for H. C. KHINCHA & Co**  
**CHARTERED ACCOUNTANTS**  
**Firm Reg No. 0017935**

**MANAGING TRUSTEE**

---

**H SWARUPCHAND KHINCHA**  
**PARTNER**  
**M.No. 8150**

---

**AGASTYA INTERNATIONAL FOUNDATION**

**#101, Varsav Plaza, 12, Jayamahal Main Road, Bangalore - 560046**

**Balance Sheet as at 31-03-2019**

### SOURCES OF FUNDS:

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>Sch</th>
<th>NON-FCRA</th>
<th>FCRA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building, Equipment Fund</td>
<td>1</td>
<td>32,03,30,867</td>
<td>10,12,63,799</td>
<td>42,15,94,666</td>
</tr>
<tr>
<td>Building, Equipment Fund (35AC)</td>
<td>2</td>
<td>7,51,87,000</td>
<td></td>
<td>7,51,87,000</td>
</tr>
<tr>
<td>Corpus Fund A/C</td>
<td>3</td>
<td>16,58,92,907</td>
<td>23,03,475</td>
<td>18,81,40,382</td>
</tr>
<tr>
<td>Endowment Fund</td>
<td>4</td>
<td>7,00,00,000</td>
<td></td>
<td>7,00,00,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>63,14,10,774</td>
<td>10,34,67,274</td>
<td>73,48,78,048</td>
</tr>
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</table>

### APPLICANT OF FUNDS:

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>Sch</th>
<th>NON-FCRA</th>
<th>FCRA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed Assets - Gross Block</td>
<td>16</td>
<td>40,42,73,301</td>
<td>11,15,11,568</td>
<td>51,57,84,869</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>28,23,61,470</td>
<td>6,67,60,070</td>
<td>34,90,81,540</td>
</tr>
</tbody>
</table>

### CURRENT ASSETS:

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>Sch</th>
<th>NON-FCRA</th>
<th>FCRA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash in Hand</td>
<td>5</td>
<td>1,40,953</td>
<td>25,430</td>
<td>1,66,383</td>
</tr>
<tr>
<td>Cash at Bank</td>
<td>6</td>
<td>12,96,82,113</td>
<td>1,43,83,628</td>
<td>14,40,65,740</td>
</tr>
<tr>
<td>Stock in Hand</td>
<td>7</td>
<td>2,29,78,076</td>
<td>14,691</td>
<td>2,29,92,766</td>
</tr>
<tr>
<td>Advances, Deposits &amp; Receivables</td>
<td>8</td>
<td>47,83,21,642</td>
<td>10,25,08,884</td>
<td>58,08,29,526</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td></td>
<td>63,11,22,783</td>
<td>11,70,22,632</td>
<td>74,81,45,416</td>
</tr>
<tr>
<td>(A) Grants</td>
<td>9</td>
<td>76,35,70,674</td>
<td>7,52,71,772</td>
<td>83,88,42,446</td>
</tr>
<tr>
<td>(B) Other Liabilities</td>
<td>10</td>
<td>1,76,39,648</td>
<td>2,49,63,064</td>
<td>1,26,02,712</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>34,99,12,462</td>
<td>1,67,87,795</td>
<td>36,17,09,257</td>
</tr>
</tbody>
</table>

### EXCESS OF EXPENDITURE OVER INCOME:

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>Sch</th>
<th>NON-FCRA</th>
<th>FCRA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surplus left from last year</td>
<td></td>
<td>2,64,76,473</td>
<td>59,53,214</td>
<td>3,23,29,687</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>8,63,15,986</td>
<td>(1,99,79,409)</td>
<td>(1,99,79,409)</td>
</tr>
</tbody>
</table>

THIS IS THE BALANCE SHEET ACCOUNT REFERRED TO IN OUR REPORT OF EVEN DATE

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**for H. C. KHINCHA & Co**  
**CHARTERED ACCOUNTANTS**  
**Firm Reg No. 0017935**

**MANAGING TRUSTEE**

---

**H SWARUPCHAND KHINCHA**  
**PARTNER**  
**M.No. 8150**

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45

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46
13-year-old Sandhya's greatest desire is to become an IPS officer and fulfill her father's dream. An ardent admirer of Viswas Nangare Patil, the Commissioner of Police of Nashik, she considers him to be her role model and aspires to end corruption in our country.

As someone who does not hesitate in speaking up, Sandhya always has questions to ask in class and her teachers welcome more questions, answer them, and also help her find out the answers herself. She says that she got to work on a laptop at Agastra, something she had never had the opportunity to do before. She also participated in a Science Fair organized by Agastra where she presented a model on the fundamentals of air pressure. Sharing her experience about presenting her model, Sandhya spoke about her initial hesitation, which she overcame, after presenting to a large number of people.

She says she also learnt other small but useful skills from Agastra's instructors, like using a calculator, painting in a computer and making crafts out of wood and clay. She is proud of being appreciated by her parents and teachers for her achievements.