

# **AID INDIA**

## **ANNUAL REPORT 2012-13**



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### Director's Note:

The focus of AID India's work in the financial year 2012-13 has been to consolidate and build on the gains from our different development programs. We continued to work on education in a large-scale in Tamilnadu, while work in other programs and locations has continued in a smaller scale. During this financial year, we were also prohibited from receiving new foreign donations. As a result, we had a reduced inflow of funds and had to substantially scale down programs across states – in Tamilnadu, Andhra Pradesh, Bihar, Odisha and Delhi. At the same time, we have also increased our support base from non-foreign sources, which is overall beneficial to the organization in the long run.

In Tamilnadu, we implemented the **Eureka SuperKidz village education program** in 675 villages in the year 2012-13. In each village, 3 motivated youth are appointed as tutors, who conduct evening support classes for the children, with a focus on improving learning outcomes. We also got parents more engaged with our program and demand better quality for their children. The program reached around 30,000 children in Tamilnadu.

During the past academic year, we have encouraged more local and community participation in the program for long-term sustainability. Panchayat heads, community leaders and local businesses have come forward and lent support and encouragement to the program in various ways. Block and village-level teams have organized various events for the benefit of children, and more local involvement in the program has energized tutors to continue their excellent work.

For the 3<sup>rd</sup> successive year, we had an external evaluation agency (NCIS) conduct an initial and end-line evaluation in sample villages to assess the program impact. The learning levels in villages with the Eureka Superkidz program are significantly better than those in the control villages where there is no program. The evaluation has shown the kind of improvements possible from sustained intervention.

We have also worked on other education programs in Tamilnadu. The Eureka schools have grown in strength and we have observed significant improvements in student learning. We have strengthened our advocacy efforts and facilitated a campaign for quality education. We have trained several NGOs and government and government-aided schools on our materials and methodologies. We have also provided scholarships for poor children.

We continued to work in a smaller scale on integrated rural development initiatives in Bihar, Andhra Pradesh and Delhi. We worked on health programs to specifically address the needs of women and children. We expanded our agriculture initiatives to improve the yield of small and marginal farmers.

During this past year, we spent a considerable amount of time responding to audits and queries by the government. A thorough inspection has found that our books and accounts are in order. These queries took up precious time and energy of core team members. It is a testimony to the strength of our field and state teams that we were able to continue with many of our programs, even if the scale was reduced. Our resolve to improve education, health and livelihood opportunities for the poorer sections of society remains stronger than ever, and we hope that our vision for a just and equitable society will become reality.



-Balaji Sampath

## I. Tamilnadu Work Report

AID INDIA's work in Tamilnadu focuses on improving the learning outcomes for the poorest children. We implement the following programs in Tamilnadu:

1. Eureka SuperKidz Village Education Centers
2. Eureka Schools – Model schools in villages
3. Advocacy for quality education
4. Scholarships for poor children
5. Other Education projects
6. Health education and awareness program
7. Agriculture program to improve the yield of poor and marginal farmers

### 1. Eureka SuperKidz Village Education Centers

The Eureka Superkidz program has been ongoing for 2 years now. In each village of the Eureka Superkidz program, 3 locally-identified Eureka tutors conduct classes for children – one each for classes 1-3, 4-5 and 6-8. Daily after-school classes were conducted smoothly in all these centers with regular attendance.

Last year, we started with a pilot program in 250 villages to better engage with parents. This year, we expanded that initiative to all 675 villages. We have started parent associations, sensitized them about children's learning and got them to visit and track the Eureka Superkidz centers. We also distributed per-child annual report cards to parents and explained their child's learning progress in a simple format. The program impacted 30,000 children in 10 districts, 50 blocks and 675 villages across Tamilnadu.



### Events, Quizzes and Festivals

This year, we have encouraged more local participation and support for the program. In addition to regular classes, we organized declaration events, melas and festivals to increase community involvement. The learning mela is one such event which showcases what children have learnt so far to their parents. During this event, Math, Tamil and English skills of each and every child of the village is demonstrated to their parents.





The entire melatakes place in a festive spirit. At the end of the mela the children are given certificates and learning materials as rewards.



The Eureka Science Quiz 2013 was organized to celebrate National Science Day in all 675 villages. More than 10000 children from classes 6-8 participated in the village-level quizzes. The next round, a block-level event, generated a lot of buzz and helped showcase the SuperKidz program. The quiz culminated with a state-level final held on March 9, 2013, in which over 150 children participated. The event was hosted by volunteers from Infosys at their Mahindra World City campus. All 50 teams competed in a written round in the morning session and the top 6 teams were selected for the final oral round.



Shri. Siva Kumar, Head of the Mahindra World City campus, distributed the prizes. Mr. R. Natarajan, author of popular children's books in Tamil, remarked that while it was common to see city-based students getting opportunities in such events, it was heartening to see that for a change, rural students got to participate in a grand event in a campus like that of Infosys. Overall, the event was very well received and energized our block teams!

### **Recognizing village-level tutors**

This year, we also held a special event to hear from, honour and recognize some of our outstanding Eureka Tutors, who have performed exceptionally well in the programme. The main criteria for selecting such tutors was that they should have achieved more than 90% "ticks" in the skill-chart, and taken classes for at least 15 children. It also gave tutors an opportunity to share how they felt being part of the program. It was truly inspiring to hear their stories, and the commitment and passion they had for the work. Most of the tutors were women, for whom this was their first trip out of their village, and to a city like Chennai. Tutors were felicitated with a memento and cash awards after they shared their experience.



### ***From “Not wanted” to Most Wanted – journey of a Eureka tutor***

*Venda is a tutor in Valandaramam village, Vellore district. “Venda” means “don’t want” in Tamil – she was named so by her parents as they didn’t want an additional girl child but ended up having one! Soft spoken by nature, she was able to capture children’s attention and explain concepts in a way they could understand easily. Her success is obvious from the fact that children of her village started*



*enjoying math, a notoriously disliked subject! She says that due to the support from the program, she has been able to get the materials needed to pursue her hobby – namely drawing and painting. But most importantly, in contrast to her name, “Venda” today feels that she is “MOST WANTED” by the children of her village!*

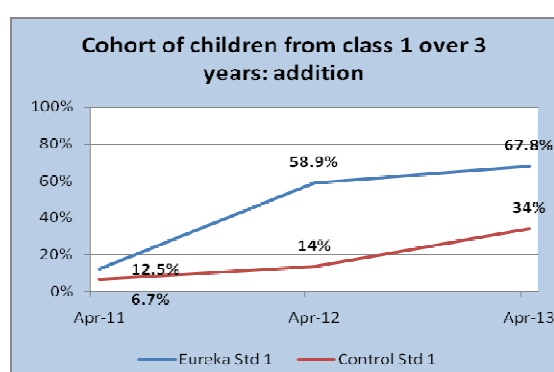
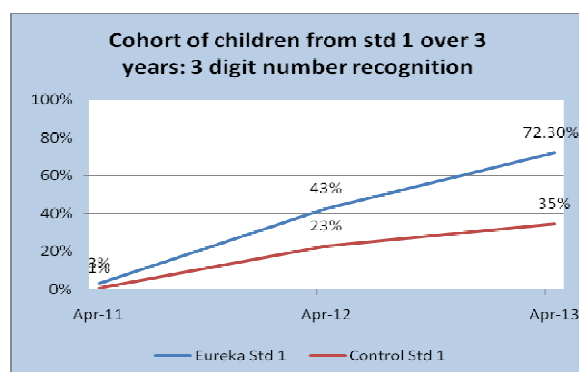
### **External Evaluation**

For the 3<sup>rd</sup> year, an external evaluation agency, New Concepts Information Systems (NCIS), conducted a detailed evaluation of students in a sample set of villages to gauge the effectiveness of the program. This year, they evaluated over 3209 children from 30 program Villages and 1983 children from 20 Control Villages. Children from class-1 to class-8 from the same villages have been assessed over three years on Tamil and Math skills.

Below is a short summary of the key findings followed by detailed graphs and explanations for different classes in Math and Tamil.

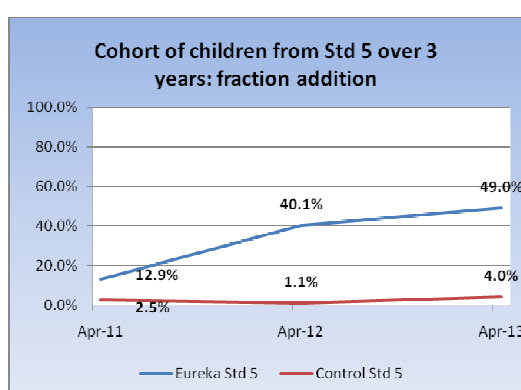
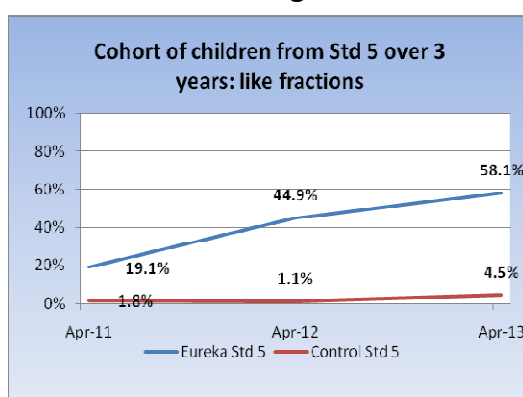
- Overall (in all classes, and in both Math and Tamil), we have seen that children in the Eureka villages continue to perform much better than children from the control villages
- In the Eureka villages, the “jumps” or the improvements made in this academic year (2012-13) have been smaller than in the last academic year (2011-12) in many skills. However, the improvement still compares better to those in the control villages for most skills.
- There have been cumulative improvements for our lower class cohorts in basic skills (like addition and subtraction in Math or reading sentences and stories in Tamil). Children in the control group also pick up some of these skills over the years, but children in the Eureka villages are still significantly ahead.
- In more advanced Math skills (like multiplication, division or fraction addition), children in Eureka villages perform much better than their counterparts in Control villages. More significantly, the percentage of children acquiring these skills seems to be stagnant in control villages – i.e. children are not learning these skills even as they progress to higher classes.

## Maths Evaluation Findings- Number recognition and Addition for Classes 1 cohort



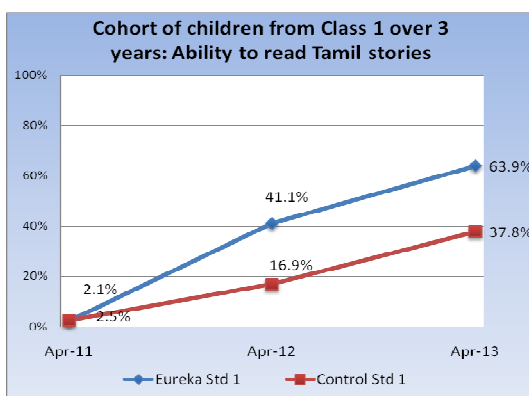
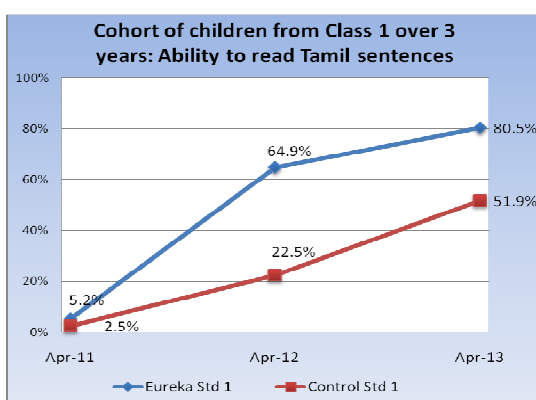
Over the past 2 years, a larger proportion of children in Eureka cohort have learnt to recognize 3-digit numbers and perform addition. The improvement in 3-digit number recognition has been higher in Eureka villages over the past 1 year.

## Maths Evaluation Findings-Like fractions & Fraction addition for Class 5 cohort



In fractions skills, while the control cohort skill levels are flat, there is continuous improvement in the Eureka cohort. Competency in basic skills like addition and multiplication has in turn helped Eureka children to perform well in higher-level skills like addition of fractions.

## Tamil Evaluation Findings- Sentences and Stories for Class 1 cohort



Cumulative progress of children in the Tamil sentence and story reading skills has been markedly better compared with the control group.

## 2. Eureka Schools

Eureka Schools commenced a new school year in June 2012, all geared up to provide quality education to its students for the 7th consecutive year since inception. Eureka School, Koovathur in Kanchipuram District began the school year with 138 students, while Eureka School, Vembakkam in Tiruvannamalai District had 134 students on roll from LKG to Class 5.



- **Learning Materials**

SamacheerKalvi textbooks of the Tamil Nadu State Government have been distributed for Classes 1 to 5 in each term. For KG students, we have supplied our own workbooks covering activities related to fine motor skills and cognitive ability, and also provided pre-writing activity worksheets. We have added a set of English and bi-lingual story books to the library books set in both schools – 350 books to Eureka School, Koovathur and 450 to Eureka School, Vembakkam. These books have been graded according to reading difficulty level by volunteers and interns. Teachers were provided new teaching aids such as maps, reference books on English grammar, phonics, science and arithmetic.

- **Teacher Capacity Building and Exposure visits**

Apart from the regular teacher training sessions for each term, we also had classroom management sessions conducted by external resource persons. We also organized an exposure visit to a school run by IshaVidya.

- **Events**

Annual day was celebrated in Koovathur school on April 17, and Vembakkam school on April 20. Both schools wore a festive look on the occasion and parents and community elders participated with enthusiasm. On Children's Day, Vembakkam School children participated in a variety of competitions (speech, drama, poetry recitation, quiz) and every child got a participation prize. In Koovathur, 23 students received Karate belts and certificates.



- **Projects and Children's assignments**

A socially relevant project - 4th & 5th standard students from both Eureka Schools have been busy since Pongal with their social science project - "Getting to know your elders". Under their teacher's guidance, they identified old single people in their villages, who have little or no support from their kith & kin. Vembakkam students identified 16 people from 4 villages and Koovathur students 7 people from 4 villages.

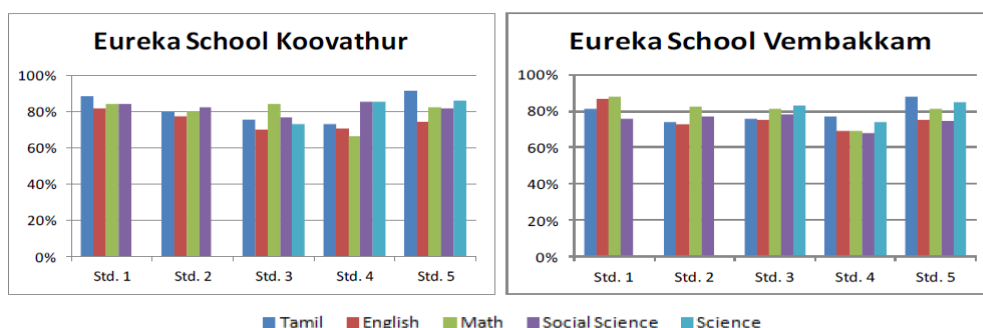


They interviewed these elders and documented various aspects of their lives such as their childhood, likes & dislikes, food habits, occupation, favourite festivals and their current status. They have also documented traditional games, folk songs and home remedies. The students have documented these valuable stories in scrap books and elders were thrilled to see their stories documented.

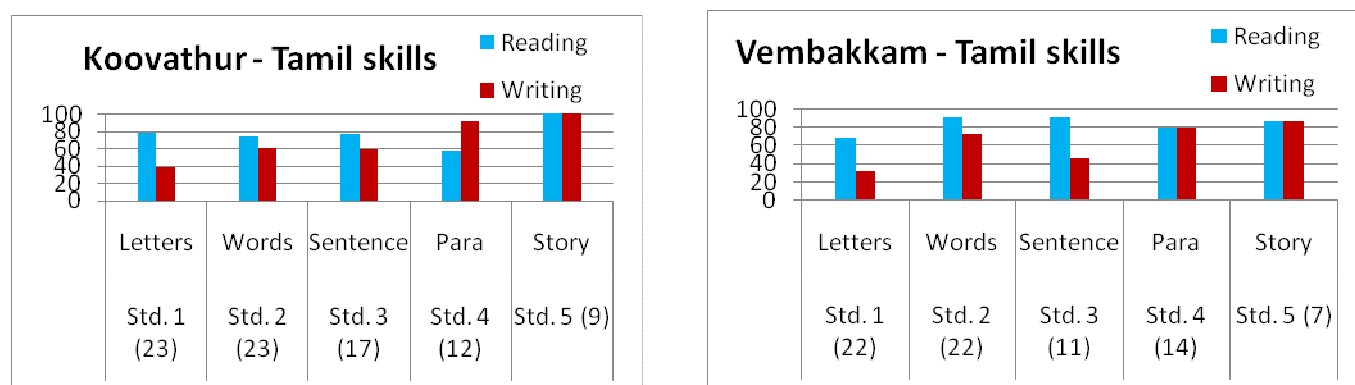


### **Children's learning outcomes**

This year, children in Classes 1 to 5 wrote exams in each term, in line with the SamacheerKalvi expectations. The chart below reflects the average performance of each class subject wise out of 100 marks (40 marks of project work and 60 marks of theory), in the half-yearly exams conducted in December.



Based on this data, teachers focused on children who scored less than 80% in Term-3 to address gaps in learning. Skill assessment of children's learning in Tamil, English and Math were also undertaken. The evaluation was undertaken jointly with volunteers. The results of the December 2012 assessment are shown below for Tamil reading and writing.



Similar assessments were done for Maths and English skills. Subsequent to this assessment, teachers assisted children who required help in achieving specific skills in their subject. During Term-3, remedial classes were conducted for these children for 2 periods every day and teachers brought 80-90% of the children to the desired skill level.

### 3. Advocacy for quality education

In addition to our direct interventions, we have also been advocating for quality education by providing our resources and training for other organizations, schools and institutions. We have organized training programs for 5 NGOs that are part of the CIOSA network and supplied learning materials in Tamil, Math, English and Science. We have also visited their after-school support classes and provided on-field support for the work undertaken by them.

We have also trained tutors to take classes in centers run by Rotary club in Triplicane, Lions club in R.A.Puram using our methodologies and techniques. We have also supported centers run by Pudhiyadhor, an organization that works with underprivileged children in and around Chennai.



We have worked with the teachers of AMM Arunachalam school, a government-aided school in Nagercoil for improving Tamil, Maths, English and Science skills of middle school children. The partnership includes periodic training of their teachers, providing materials and evaluating the students on improvement of skills.

#### **Release of the Annual Status of Education Report 2012 and a call for Quality Education**

The 8th Annual Status of Education Report (ASER) was released in Chennai in February. Mr. Siddharth Varadarajan, Editor, The Hindu, released the ASER Tamil Nadu results and Education Activist Dr. S.S. Rajagopalan received it. The event was attended by educationists, corporate volunteers, media persons and members of the civil society. Dr. Vasanthi Devi, President of AID INDIA, presented the ASER2012 results. Overall the status of reading and math level of children in Tamilnadu were low, and did not improve much from the previous few years. Over 30 non-government organizations took part in the event and joined together for a “Campaign for Quality Education”, pledging to ensure basic reading and arithmetic skills for all children.



### 3. Scholarships

The Eureka scholarship program identifies children from the poorest families who need financial assistance and supports their educational needs. These children are often from single parent families and need external support to continue their education. Children in the scholarship program are enrolled between 6th and 8th standard and are mentored till they graduate from college. Since 2006, 282 children supported by our scholarships have passed the class 10 exam, 199 children have passed class 12 and 66 students have completed their graduation.

#### Highlights

- 288 children from 6 districts (Vellore, Kanchipuram, Thiruvannamali, Krishnagiri, Cuddalore and Chennai) of Tamilnadu, studying between Std 6 and under graduation were given scholarship grants in the academic year 2012-13. Children were also given learning materials, books and notebooks.
- Six students scored above 80% in the HSC and SSLC exams.
- Workshops on how to face exams, career counseling, Painting, Science, Computer skills, were organized with external resource persons.
- Out of the 78 Eureka Scholars who appeared for the Std 12 Board Exam, 22 students secured first class results. Lalitha of Soolagiri & Sangeetha from Vandavasi scored 86% in the exam. Many other children scored close to 80% or above in different subjects.
- Out of the 4 Eureka Scholars who appeared for the Std 10 Board Exam, 2 students secured first class. Anushiya from Chennai scored 88% in the exam.



*Seenivasan resides in Thaatampattu Village, Kanchipuram District. He studied in Govt. VKRT Govt. Higher Sec. School, Anaicut. His father is a painter and his mother works as a domestic help. His grandparents are also residing along with him. His younger brother is studying in 12<sup>th</sup> Std. He had scored 94.4% in his SSLC board exam and secured 2<sup>nd</sup> rank at District level in Kanchipuram. He scored a centum in Science and an overall score of 76% in his Higher Secondary board exam. He has joined B.E (Mechanical Engineering) in Andal Azhagar College of Engineering located at Mamandur. Seenivasan has benefitted from the Eureka Scholarship program for the past 6 years.*





## 5. Other Education Projects

### **Chennai Education Centers and Eureka Run for Children**

On the lines of the Eureka SuperKidz after-school centers in villages, we started a pilot center in Triplicane last year. This year, we expanded the program to 2 more centers in Royapettah and Kotturpuram with support from Chennai-based volunteers, reaching 150 children who learn Tamil, Math, English and science in these centers. We have also started computer education for older children.



Volunteers from Chennai also take Spoken English classes regularly. Apart from these classes, they have also organized several events like arts workshops, health check-ups and summer camps for children. Volunteers also helped organize the Eureka Run for Children in November 2012. This is an annual event to create awareness about the quality of education and organized around Children's day every year since 2010 in Marina beach. In 2012, more than 750 runners from different companies and colleges participated in the run.

### **Integrated Development Project at Nerkunapattu**

The integrated development project at Nerkunapattu village, Kanchipuram was started in 2011 with support from SCOPE. Following up on the needs expressed by the community, a village learning center was constructed and inaugurated this year, and Eureka Superkidz classes are now happening in the premises for around 38 children. Volunteers from SCOPE have been visiting the village regularly to conduct English and Computer classes. An eye camp benefitting 300 people was conducted in association with SankaraNetralaya, to diagnose the presence of cataract and glaucoma and other eye ailments. 200 Teak tree saplings were also given to the community to be planted in the village.



Apart from this, the volunteers have also participated in the 'Every Child Can' campaign, which promotes awareness among the community on the importance of quality education. As a first step, the campaign involves evaluation of children from standards 3-5 in the nearby villages on the basic skills like addition, subtraction and reading simple paragraphs in Tamil. The results of the evaluation are then shared with the parents and community to promote awareness on the learning levels of their children and initiate them to discuss the shortfalls with the teachers in the schools their children attend. 73 volunteers have participated in this effort so far.

### **Learning Center Construction:**

In order to improve the learning environment for the children in the villages, we have built several low-cost learning centers in the villages with support from the village Panchayats who donate the land and the community which helps in construction of the centers. The center has an open design which makes it well ventilated and airy. The design also allows for parents to observe the classes from outside. So far we have constructed 41 ESK centers in various blocks.



### **Toy Joy Project:**

The Toy Joy Project has been initiated with the idea of ensuring that each child has access to at least one toy. The toy boxes are placed for a period of one month at the corporate, school or residential complex premises to facilitate donation of excess or discarded toys, stationery material and books. The boxes are then collected and the toys are sorted, re-organized and distributed in attractive bags to underprivileged children in rural Tamilnadu.



This year, the drive was held at various corporates including R.R Donnelley, Value Source Technologies, Dalmia Cements and Kalpathi Investments, play schools and residential complexes. Toys worth Rs.1,23,000 were collected. 3 bags containing 50 toys each were distributed to children suffering from cancer at the Madurai Meenakshi Mission Hospital.



### **Eureka Science and Maths Resource Center**

The Eureka Science and Math Resource Center, located at Peters Road, Royapettaha partnership project with Chennai Corporation and Cognizant Foundation is being run successfully since Dec 2011. The center aims to spark children's curiosity and communicate the excitement of science through interesting models, experiments and videos.



4000 students from Std 9 from more than 40 schools visited the center in 2012-13. The students learn the concepts through interesting experiments, hands-on models and audio visuals. They are evaluated at the end of every session to determine the extent of conceptual understanding and the feedback is used to improve the sessions. The Chennai Corporation has featured the project in their booklet on ongoing projects. The Joint Commissioner Education has given a very positive feedback about the center and has also renewed the partnership for another 3 years until 2016.



## 6. Health Awareness and Education

We worked on providing health education in 20 villages in Cuddalore and Kanchipuram districts. Classes for adolescent girls were conducted in the community and also in the schools to teach young girls about the changes they undergo during adolescence. School teachers were also trained so that they are better equipped to handle the queries many young girls have. The girls in each of these villages have formed committees that would engage actively in imparting awareness about adolescent health and also act as a free platform for discussion among the young girls.



Health camps were conducted in Kanchipuram district and an eye check-up was done with the help of a team of doctors from Chennai. There were also awareness sessions for children and parents on nutrition and common health issues. We also organized health melas for children of classes 1-8. Children put up stalls that explained the importance of the foods exhibited at their respective stalls to the visitors. Children also measured height and weight of those who participated.



## 7. Agriculture Initiatives

Our agriculture program is aimed at improving the yield of small and marginal farmers. We worked in a total of 6 villages in Kanchipuram and Tiruvannamalai with 50 farmers, on the System of Rice Intensification (SRI) in Paddy. SRI is a different sowing technique in paddy that helps in better use of available sunlight, water, aeration and fertilizers leading to increased tillers and yield. The average yield increase has been 12 to 15%. This has resulted in a net income increase of around Rs. 4000 to Rs. 6000 per acre for the farmers.



Apart from this, we have also helped set up a Vermicomposting organic manure unit in Parameswaramangalam village of Kanchipuram district. The unit produces nearly 4 tons of organic manure per month and serves around 50 farmers in the region.



## II. Andhra Pradesh Work Report

### 1. Hyderabad

In Andhra Pradesh we work with farmers to raise awareness about Govt. schemes that could benefit them. We also work in promoting sustainable agriculture and millet cultivation & processing.

Post the 2010-11 floods, we had also started relief work and long-term rehabilitation efforts. We identified that agricultural land had undergone extensive damage through severe erosion and sand-casting, which put the lands out of cultivation. We supported reclamation of more than 150 acres of land. While initially farmers had given up hope of cultivating the land for 5 years, they could sow new crop within 6 months.



Our intervention in relief and reclamation generated lot of interest among farmers in sustainable agriculture. We initiated a sustainable agriculture project in 10 villages and also started providing services to farmers on sustainable practices.

This year, we also participated in an awareness campaign titled “India for Safe Food”. Studies show that in Hyderabad alone, 65% vegetables are contaminated with pesticide residues. Our volunteers participated in a bicycle rally to raise awareness about this issue and promote organic agriculture.

### 2. Srikakulam

In Srikakulam, we have worked on integrated rural development in 72 villages. In each village, we have been running children libraries. In addition we have also undertaken the following initiatives

- Kitchen Gardens: We have supported 1650 kitchen garden plots. Brinjal has been grown in 650 plots, and we have also provided 2500 tomato plants.
- Nutrition improvements: We have been supplying Ragi flour to 85 children in the age group 0-5 in the different villages we work in. We periodically weigh children to identify those who are severely undernourished and provide them with this flour.
- SRI cultivation: We are encouraging farmers to grow rice using SRI cultivation methods. We have also started promoting organic farming among these farmers.
- Appropriate Technology: We promote the use of technology that is affordable by rural families. In this connection we have a program that helps make rice cookers called “hay box” in the villages using bamboo and hay. We have distributed more than 250 boxes to poor families and also trained many organizations on making the hay box.
- Water Testing: We test water samples from different village wells and hand-pumps periodically or when there is a health issue in a village.
- Legal awareness: We keep village people informed of Govt. schemes like MGNREGS, MNREGA so that they can benefit from these programs.

- Old people's home: We have been running a lunch centre in Kotipalli village which helps about 12 old women in dire need of support. We provide food grains, vegetables and a place for them to meet and eat for a couple of hours every day.

### III. BIHAR: WORK REPORT

In Bihar, we continued to run the libraries established using Rajiv Gandhi Foundation support in 50 villages. Eureka Superkidz program was implemented in 50 more villages apart from the villages which had library support. Children from class 1-5 benefited through the program in 3 districts. A tutor from the community was appointed in every village to conduct classes in the evenings. Materials from AID India were used to train the tutors in the village with the help of Eureka Block Trainers. We followed a model similar to that undertaken in Tamilnadu.

Lots of parents participate in the program during the parents meeting. Some of our children's work got recognized in the Design for Change competition this year as well. Several volunteers have also visited the villages to understand the impact of the program.

### IV. DELHI: WORK REPORT

The team in Delhi comprises mostly volunteers from corporates and colleges in Delhi who devote their spare time in the evenings and in weekends towards community development work. Our various education projects in Delhi & the National Capital Region support underprivileged children in slums.

In Noida, our Prayas initiative reaches out to more than 50 children from migrant worker families. Apart from ensuring quality education for the children, the project also involves parents and builds awareness on the importance of regular full-time education for their children.

In Gurgaon, we have been running several education centers providing non-formal education for slum children from several sectors of Gurgaon. These initiatives – Pragati, Shiksharth, Unnati, Deepshika and Prerna - together reach out to more than 300 children.

Leading corporates like RBS, Mentor Graphics, Sapient engage their employees as volunteers through their CSR initiative in these projects. We also conducted environment awareness drive in partnership with the Rajiv Gandhi Energy Resource Center in Gurgaon. Volunteers contributed in conducting legal awareness workshops for the people in the slums of Bhalaswa.

## Annexure 1: AID INDIA EXECUTIVE COMMITTEE

AID INDIA is governed by a 15 member Executive Committee. The members are:

**Dr. Vasanthi Devi** (President), Former Vice-Chancellor MS University, Former TN Chairperson, State Women's Commission

**Dr. BalajiSampath**(Secretary &Director), PhD, University of Maryland

**Ms. Chandra Anil** (Treasurer), BITS Pilani Alumnus.

**Dr. Ravishankar** (Jt Secretary), IIT Alumnus, PhD CMU, Adjunct Faculty IIT Madras

**Dr. R. Ramanujam**, Chairman NCERT Math Committee

**Dr. Ravi Kuchimanchi**, PhD, University of Maryland

**Mr. K. S. Ramamoorthy**, Former Diplomat UN, Founder, SODEWS

**Ms. SmithaKalyani**, BITS Pilani Alumnus

**Mr. Damodharan**, MA, MPhil, Anthropology, Madras University

**Mr. T. Shankar**, BCom, MCA, Madras University

**Ms. K. Abirami**, BCom, formerly with Oxford University Press, Chennai

**Ms. VasughiAdityan**, MA, Broadcast & Film Communication, University of Alabama

**Ms. V. Samundeeswari**, BCom, Diploma in Nutrition & Health Education, IGNOU

**Ms. D. Bharathi**, BCom, Diploma in Computer Applications

**Mr. JayaramVenkatesan**, MS, University of Cincinnati

## Annexure 2 : Major Supporters

Stones Family Foundation
Association for India's Development
GruppoBancaSella
Douglas B. Marshall Family Foundation
Pricewaterhouse Coopers
Qualcomm
Samsung India
Barr Foundation
Cognizant Outreach
Cognizant Foundation
Sundram Fasteners
Tata Elxsi
MurugappaChettiar Trust
L&T Finance Private Ltd.
IMRB
Rane Holdings
SiegerSpintechEquipments
Scope Aid
Global giving foundation
Leyland Deere India

Apart from corporates and foundations, hundreds of individuals have also contributed to our organization



## Annexure 3 :Financial Statement

### Consolidated Income & Expenditure account for the year ended March 2013

Expenses	Amount (Rs)
<b><u>By Project Expenses</u></b>	
Education Projects	475,47,311
Rural Development Project	20,39,144
Relief and Rehabilitation	58,15,454
Health and Women's Empowerment	3,84,993
<b><u>By Administration Expenses</u></b>	29,51,496
<b>Total</b>	<b>587,38,398</b>
Income	Amount (Rs)
<b><u>To Project Grants</u></b>	
Projects Grants Received	292,71,006
General Donations Received	6,41,867
<b><u>To Others</u></b>	
Interest from Bank and Investments	209,17,067
Income from sale of old vehicles	1,15,436
Miscellaneous Income	2,28,999
<b><u>By excess of Expenditure over Income</u></b>	<b>75,64,023</b>
<b>Total</b>	<b>587,38,398</b>

### Consolidated Balance Sheet as on March 31, 2013

Particulars	March 31 <sup>st</sup> , 2013	March 31 <sup>st</sup> , 2012
<b>Liability</b>	<b>Amount (Rs)</b>	<b>Amount (Rs)</b>
Corpus Fund	12,82,044	12,82,044
Reserves and Surplus	1312,11,598	1387,75,621
Staff Reserve & Project Sustainability Fund	54,92,360	52,19,915
Eureka Education Research Center Fund	291,96,049	291,96,049
Current Liabilities	157,99,000	157,99,000
<b>Total</b>	<b>1829,81,051</b>	<b>1902,72,629</b>
<b>Assets</b>	<b>Amount (Rs)</b>	<b>Amount (Rs)</b>
Fixed Assets	357,58,387	297,80,128
Cash and Bank	301,42,363	493,58,612
Deposits	1132,96,731	1051,76,948
Project & Office Advances	37,83,570	59,56,940
<b>Total</b>	<b>1829,81,051</b>	<b>1902,72,629</b>