



Annual Report Year 2018-19

The Good Human Being Foundation

Arbuda School Campus, Near Bus Stand, Jawanpura, Idar, Sabarkantha, Gujarat

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From The Founder

“ My 2020 Vision for India is to transform it into a developed nation.
That cannot be abstract; it is a lifeline. ” - APJ Abdul Kalam

Dear All,

This year 2018-19 has been both satisfying and exciting for our team. We continued to explore and deepen our interventions, which we strongly believe for the rural and tribal areas.

TGHBF has been working with Opportunity Education Foundation (OEF) for five years. It has indeed been a great learning curve for us as cluster coordinators to ensure quality English medium education to serve 10 participating schools.

It was indeed a responsibility and honor to work at a national level as a partnering organization for ensuring participation from innovative educational institutions in the Conference cum Exhibition mega organization: Gyanotsav. It was a great opportunity to learn from each other and take Quality Education to the next level.

Our journey for creating maker spirit in the region reached new milestones with the enthusiasm of students for the Community Makerspace and a memorable and grassroots level learning experience through the first-ever MakerYatra of its kind.

This year, exploring the environment and eco sensitization through eco-school programs led us to learn many things to preserve planet earth. It was indeed an honor and satisfaction to receive Green Flag and great recognition from CEE and FEE, Denmark.

Assessment of our work was due after six years of existence of the foundation. IITE expert's Impact Assessment and third-party Comparative analysis have given us validation, insights, and understanding of our purpose through their analysis of the outcomes of our efforts. The remarks and suggestions mean a lot to us as an organization to align us further for more impact and reach.

This year brought many awards, recognitions, and case-study presentations of our work from the United Nation to Vibrant Gujarat Global Summit and Yale University (USA). We humbly take note and feel that it is the dedication and hard work of our team members and many partners we work with.

With profound gratitude,

Jitendra Patel
Founder & Managing Trustee,
The Good Human Being Foundation



Who We Are

The Good Human Being Foundation is a Public Trust established in 2012. It pivots around quality education for empowering and accelerating rural development as proposed in PURA (Provision of Urban- amenities in Rural Area), a concept given by Former President and Visionary Dr APJ Abdul Kalam. PURA envisages economic empowerment to a cluster of villages through the provision of physical connectivity, electronic connectivity and knowledge connectivity leading to economic connectivity. The Government of India is taking up this endeavor through Shyama Prasad Mukherji National Rurban Mission (NRuM) through Integrated Cluster Action Plans (ICAPs) .

The founding objective of the Good Human Being Foundation, Gandhinagar is to provide urban-like quality education to the rural & tribal sector at the affordable to the local population. Its sustainable affordable eco school, envisaged to bring digital advantages to rural schools. We also aspire to bring digital advantages to rural and tribal areas as much as possible to bridge the digital divide between urban and rural areas.

Vision

Contributing to the transformation of Rural & Tribal India through holistic and accelerated development for quality education, empowerment, employability.

Mission

Rural development through the deployment of interventions aimed at developing frameworks (such as PURA and RuRBAN) and systems that are scalable and replicable for larger-scale implementations in rural and tribal communities.

Core Values

Integrity

Innovation

Collaboration

Ownership

Empathy

Equity



Highlights of 2018-19

- Community Maker Space was initiated in the Idar School Campus. Students from the community can access the lab and various activities/workshops.
- Fruitful organisation of MakerYatra with participation of varied ages and backgrounds leading to the learning of many new aspects, innovation and challenges of rural areas.
- **Foundation's maker initiatives are discussed as** case studies at United National, General Assembly, ISAM conference - Yale University(USA) and Vibrant Gujarat Global Summit 2019, Gandhinagar.
- Reaching out to many educational institutes throughout India to mobilize and present innovations in the education field as an organising partner of National level Conference and Exhibition: Gyanotsav - New Delhi at Gandhi Smruti, Rajghat.
- Creating a sustainable ecosystem amongst ten English medium participating rural and tribal area schools for the productive usage of resources and systems being provided by Opportunity Education Foundation (OEF), USA.
- Positive and desired outcomes of impact assessment of the foundation interventions by the **study of an expert from Indian Institute of Teacher's Education (IITE)**, Gandhinagar.
- Achieving the Eco-school certification and Green Flag award from Center for Environment Education (CEE) and Foundation for Environmental Education (FEE), Denmark.
- Conclusion of Daramali School project with many learning's and outstanding achievements.
- Key contributor and participant in Gujarat State level educational conference cum exhibition - Gyanotsav **at Indian Institute of Teacher's Education(IITE)**, Gandhinagar.
- Recognition of our consistent efforts: Gujarat State Road Safety Award from Government of Gujarat.

I have visited several schools and educational institutes in my life. I was so encouraged by what I saw here at UniqYOU, starting with the name, where every student is seen as an individual with infinite potential to be treated differently. I wish I had studied here when I was a student. The impact of what you are doing will be loud and clear in a few years when the empowered kids go out and set out to change the world.

With lots of love,

Prof. Rajesh Nair
Massachusetts Institute of Technology(MIT, USA) Scholar
Professor of Practice in Innovation & Entrepreneurship
Asia School of Business (MIT—Sloan)



Focus Area: Quality Education

Every girl and boy in India has the fundamental right to quality education. An education that helps them to acquire basic literacy & numeracy, enjoy learning without fear, and feel valued and included irrespective of where they come from.

Quality education provides the foundation for equity in society. It not only enlightens but also empowers citizens and enables them to contribute to the maximum extent possible to the social and economic development of their communities. Even though we are one nation, we continue to have a rural-urban divide in every aspect and education also falls in that sphere. Several studies have demonstrated a wide gap coming in between rural and urban education.

We, therefore, believe that active involvement and close association with several different schools can help us understand, research, and contribute to quality education in rural and tribal areas.

Current schools are either managed or associated with: Shri K B Desai ArbudaSchool(K-10, Gujarati Medium, GSEB), UniqYOU International School (K-10, English Medium, GSEB), and Shri Bar Gol-KadvaPatidar School, Daramali Village(K-5, Gujarati Medium), CountryKids. Other 10 schools in Khedbrahma, Vadali, Vijaynagar, Idar, and Vadnagar taluka of Sabarkantha and Mehsana District with Opportunity Education Foundation(OEF), USA. Other adopted schools: Government Primary school - Jawanpura and two Anganwadis(Jawanpura-1 & 2).

Gyanotsav: National Conference cum Exhibition for Innovation in Education

Foundation has worked as a partner organization to mobilize the participation of educational institutes from across India in Gyanotsav, which was organized at Gandhi Smriti, Rajghat, New Delhi. It was indeed a unique occasion to interact and learn from the many educational institutions working far corners of India. Gyanotsav was organized by Shiksha Sanskriti Uthan Nyas, New Delhi.

This mega-scale national exhibition gave us many opportunities to share our learning working in rural and tribal areas with many other organizations doing similar work. It gave not only a sense of satisfaction but also a lot of new learnings for the interventions and rural dynamics.



Maths

Every year lakhs of students fail in grade 10 board examinations in Gujarat. Secondary level students facing challenges for maths were focused to enable them in the most common areas of maths where they lacked understanding and practice. This gave them much-needed confidence for maths. To encourage peer-to-peer learning, help classes were arranged to ensure students teach topics to other weaker students in maths.

Maths lab activities increased this year and its reach was increased by involving other adopted schools. Over 550 students of standards 1 to 8 carried out more than 40 activities with 8 teachers under this initiative.



Science

School Space club was established with the help of Vikram Sarabhai Community Science Center (VSCSC) and oracle under the program 'Innovation in science and mathematics Education'. The space club was made available to any students who would like to explore space-related activities.

Efforts for engaging students with science were carried out by giving platforms for participation in science fairs, field visits, Indian National Science Congress, Science Center, Quizzes, and Competitions at various levels.

To develop the mindset of a young scientist, this year special focus was given upon “science experiments”. A total of 620 students participated in 74 experiments with the help of 7 teachers. Over 3630 man-hours were invested for this initiative.

English

Vidhyabhala Project Phase 2, focused on speaking & listening, was executed for students of Gujarati medium standards 5 to 8. A higher level of engagement and interest was noted in the students. Students of the vernacular medium could read & speak English effectively as a second language.

Language lab activities for phonetics, pronunciation, listening, and grammar practice was introduced for the students of standards 3 to 9. Digital smart class, audio devices such as Bluetooth radio with Pendrive were used to ensure correct pronunciations, etc.

Special activities were carried out for enriching vocabulary. Reading comprehension, recitation, & writing tasks of higher-level introduced in standards 3 to 9 in the academic calendar. Parents acknowledged the improvement in the students.



Competitive Exam Foundation:

Foundation organized the Gandhinagar Top Olympiad for more than 15 educational institutes for secondary school students. Students, later on, appeared for the next round of competitive exams at Gandhinagar to expose them to state-level competitions.



Over 600 students from standards 3 to 10 were trained year-round for various competitive exams. A total of 25,440 man-hours were involved in training to build capacity for competitive exams. Students appeared for various competitive exams like ISO, GK-IQ test, NAAT, JNV, NTSE.

Sudoku activities of higher levels were introduced. Students were encouraged to support peers & teach family members Sudoku. To enhance the capacity of speed & accuracy, keeping in mind future competitive exams students from std 2 to 10 in both mediums trained in Speed math & Vedic math. Vedic math training was arranged for 10 school teachers. Gujarati grammar was also taught to the students with the perspective of competitive exams like GPSC that they may face in the future.

Early Childhood learning

A pilot project of giving exposure to the 3 to 6 years of kids and their parents under “ Majja J Majja Camp ” for three days was organized successfully. We felt that even these three days engagements can bring some timely changes for the upbringing of kids in the period of maximum brain development. This intervention benefited over 100 kids for 3 days and 950 man-hours involved.

With the help of world-class teaching-learning material provided by Opportunity Education Foundation(OEF), we focused on exploring sensory and language teaching using proven pedagogies to aid in maximizing brain development. Parents gave encouraging feedback of better confidence and learning of their child in comparison to peers studying in bigger cities.



Teacher's Training & Exposure

To strengthen our efforts to enable self-directed learning, teacher's training on "Nurturing Independent learning" was held during the year with teachers of various schools. Case studies of some of the potential students were also observed during the year regarding self-directed learning. Some training related to the internet for Independent learning was also provided.



Teachers' training for academics, skill-specific, management, and holistic development of students were organized with the help of partner organizations like Shiksha Sanskruti Utthan Nyas, Midas touch Academy, GETI, Central for environment education, MAA Foundation, Heartfulness organization, Opportunity Education Foundation (OEF). Total 38 training programs were organized and over 2400 man-hours were engaged.

Feedback from a few parents suggested that students have become self-learners and without any extra outside coaching they performed well in various examinations.

Parental Engagements

To make aware of the aspects of educational pedagogy and how children learn, an initiative called '**Prayas**' was organized last year. In this continuation "**Prastuti**" was organized for parents of junior and middle school children. Parents were exposed to newly acquired skills & attitudes of students, and teachers demonstrated various pedagogies used in the classroom. Parents were further trained to create a supportive ecosystem for "nurturing" Independent learning at home.

Parents were encouraged to help students with their competitive examination preparation. They were involved in the felicitation program of the Top olympiad program in the presence of the government. Officers, and experts. Parents were exposed to how they can help students at home for enriching current affairs by developing good habits

An important outcome was noted that even parents with limited formal education also get **involved in supporting children's quality learning and self-directed learning** at home.



Scholarships

Scholarships can provide an opportunity for students to earn an education. Foundation has always valued timely help to the underserved communities for quality education. From the inception, the foundation has offered fee waivers, resource help and any other assistance as and when required and was financially viable.

During the year 2018-19 foundation has provided over Rs. 7 lac scholarships for 181 students. 162 students from SC, ST, and OBC were given scholarships worth over Rs. 5,31,200. Similarly, 73 girl students benefited from the scholarship of Rs. 2,85,022. Since its inception (2012-13), foundation has provided scholarships to the tune of over Rs. 29.9 lac to 865 students. A total of 319 girl students and 783 SC, ST, and OBC students were benefited among them.

Focus Area: 21st Century Skills Development

"We are currently preparing students for jobs and technologies that don't yet exist... to solve problems that we don't even know are problems yet." This statement itself values why 21st-century skills are a priority for educating the next generation. We can not afford Rural India to miss this focus so that we ensure equal opportunities despite geographical disadvantages.

Early engagement, collaboration, and then execution of different activities helped build healthy maker ecosystems in rural environments. Underserved communities in developing India are facing **significant barriers to implementing policies to develop an education system that prepares India's** labor force for the 4th industrial revolution.

Foundation strives to develop a model for the concept of community-driven maker spaces to learn new approaches to STEM. Efforts and experience of the last few years by the foundation are now being culmination for scalability, sustainability, and replicability.

Community Maker Space:

To develop a maker attitude and mindset amongst the rural and tribal students, various interventions like zero to maker workshop, Rural Maker Fest, Robotics, self-learning workshop, etc are held.

To initialize the maker movement in the Idar region, one small space was created at the UniqYOU School campus. This center was created with resources like 3D Printer, Arduino, Electronics parts, tools, laptops, etc along with other art supplies. This community maker space is made available to all other students beyond the school campus.

Students are also made aware to think and explore the possible pain points/challenges around them at home, school, society. Idea competitions are also held to facilitate challenges into possible solutions. Various workshops like sensor introduction, Arduino, pottery, carpentry, candle making, agarbatti making, etc were conducted to involve more students in the community in this maker space.



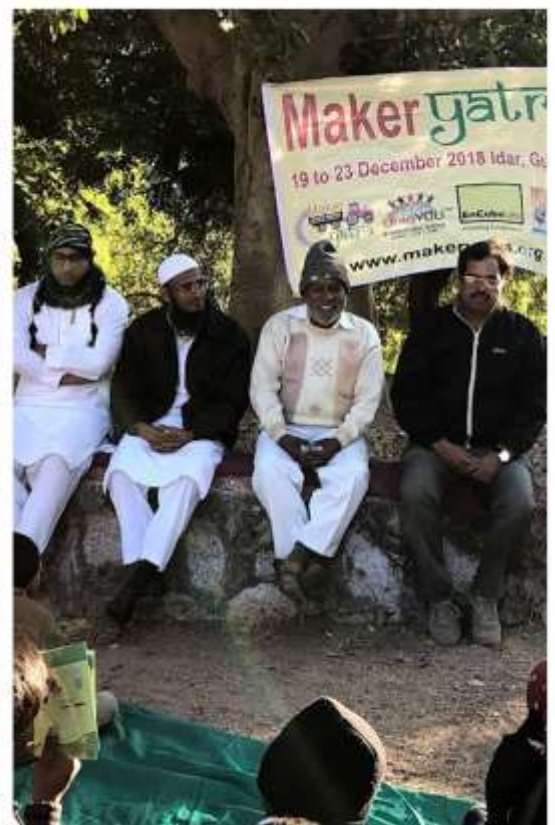
Such community maker spaces can provide a good impact on the maker experience in students from underserved rural/remote communities. This intervention is scalable with the proper involvement of trained local mentors.



MakerYatra | 19-23 December 2018

To further develop a maker attitude amongst the rural and tribal students, to meet and know the local hidden innovators, and to connect the like-minded makers-innovators-entrepreneurs and educators MakerYatra was planned in the lush green and rocky hills of Aravali range of Idar and Vadali taluka.

Maker Yatra was conducted with the view to connect students, innovators, farmers, teachers to understand, sensitize, and come up with possible solutions to the rural challenges. It was organized for five days covering four different routes around Idar and covering over 15 villages. A group of forty students, professors, scientists, innovators & farmers have joined the yatra. In the words of one of the MakerYatri, a young undergraduate student from National Institute of Technology(NIT), Surat - **Sat: "MakerYatra was an enlightening journey to explore, connect and learn from rural India. We explored amazing talents in agriculture, irrigation, robotics, aviation, engineering, supply chain, medicine, defense, and education which was a life-changing experience. From going to an organic farm to visiting a man who created his paramotor (Powered Paraglider), from visiting an ayurvedic medicine production facility to taking a walk in the first village of that area to bring on the drip irrigation system, we had a huge spectrum of experiences. It was a journey to get together to feel what talent is lying unidentified by the world by being a connecting link to take them for scaling up their insight for a larger good by making a connection with the right people at the right time. Participants were from a very diverse background from all walks of life to get insights into the growing rural community thinking for the betterment of rural India. Ranging from a Grade 6 student to a scientist from IPR(Institute of Plasma Research), the participants brought with them their diverse perspectives. We were received warmly everywhere we went. The things we experienced, the people we met, the sights we beheld, would stay with us a very very long time ahead."**



Some of the areas covered in the MakerYatra were: Drip Irrigation, Organic Farming, Mechanical, Seeds Planting, Dairy, Animal Husbandry, Cold Storage, Health Services, Educational NGO, Co-Operatives, Fruit Growing, Vegetable Farming, Vegetable Supply Chain Management, SRP Camp, Forest Produce, etc.

We believe that interventions like MakerYatra can bring all stakeholders for innovations together and create an Ecosystem for fostering innovations to address the local challenges of that region.



Zero to Maker(Z2M) Workshops:

Apart from organizing a few Zero to Maker workshops during MakerYatra, other workshops at the village community level were organized. The concept of MakerToli(A team of children interested in tinkering/STEM/Robotics from a village.) was initiated at Sapawada and Himatpur villages after Z2M workshops.

Prof. Rajesh Nair, MIT(USA) Scholar and now professor of practice at ABS-Sloan School at Malaysia has come to visit and experience our work for creativity and innovations. He has led Design Thinking workshops for rural and tribal children. He has also visited several villages to experience the impact of our interventions. He conducted several workshops and also met local innovators.



Tod Fod Zod (TFZ):

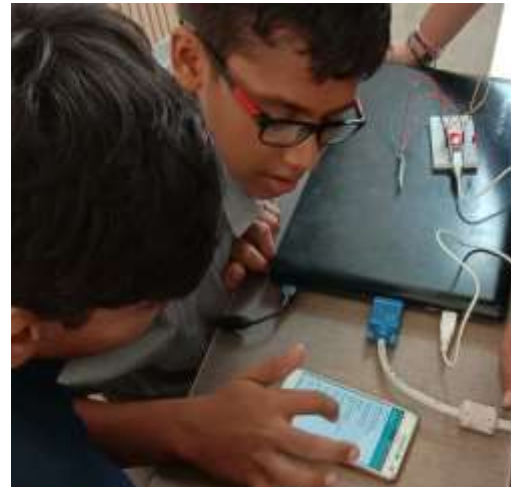
To remove the fear of technology and for hands-on discovery and learning, students are given non-functional e-waste technical gadgets or parts like CPU, projector, camera, mobile, SMPS, printers, radio, RO plant, etc. Using various tools students were asked to open and thereafter re-construct those gadgets and try to understand the multidisciplinary aspects of that product. This intervention led to a lot of curiosity and confidence, especially for the girls' students.



Self-directed learning Skills

To ensure that students become Independent learners, many opportunities and platforms are provided to the students. Training on how they can find out their required knowledge from Google and YouTube was given.

The mindset that is being created amongst the students for 'Learning to Learn at an early age has produced many outcomes. Students not only find about various projects, contests, etc by themselves but ensure the best participation with the learning perspective. Google code participation and performance of students are the results of long-standing efforts for self-directed learning.



Focus Area: Rural Development

Foundation is driven by the PURA concept given by Dr. APJ Abdul Kalam, which proposes better amenities, infrastructure, and connectivity to strengthen village clusters for enhancing the productivity of the village.

Large parts of rural areas in the country are not stand-alone settlements but part of a cluster of settlements, which are relatively proximate to each other. These clusters typically illustrate the growth potential, have economic drivers, and derive locational and competitive advantages. Hence, making a case for concerted policy directives for such clusters. These clusters once developed can then be classified as Rurban. Hence taking cognizance of this, the Government of India, has proposed the Shyama Prasad Mukherji Natinal Rurban Mission (SPMNRuM), aimed at developing such rural areas by provisioning economic, social, and physical infrastructure facilities. This is expected to improve the quality of life in rural India and to correct the developmental imbalances, aiming in the process, to reach out to the most disadvantaged sections of the society. Foundation, under Rural Development, aims at working with other institutions and partners to impact through a cluster approach.



Empowering English Medium Rural & Tribal Schools:

Foundation has been partnering with Opportunity Education Foundation (OEF), the USA for 10 Rural and Tribal English Medium schools since 2015 as a cluster coordinator.

Separate meetings/workshops were arranged at management and teacher's level during the year at Idar, Khedbrahma, and Vijaynagar. A review of the entire program outcome was taken up in the presence of OEF representative Rethish N. Several corrective measures were finalized for the **sustainable outcomes of the productive regular usages of resources and teachers' training.**

Once again, the Demo competition saw very meaningful and effective participation of teachers from all participating schools. Due to the connection of teachers during these events, consistent communication and peer-to-peer learning of teachers from various schools was seen year-round.

With the regular visits and monitoring usages of Teaching Learning Materials (and other resources) year-round with all ten participating schools, the foundation has ensured that best practices and learning are ensured for the students of all participating schools.



Rural School at Daramali Village for exploring Participatory Development:

The foundation has been managing a Gujarat State board Gujarati medium school at Daramali village since 2013-14. Daramali is a small village of approximately 350 households and is located as a center of a cluster of villages.

TGHBF foundation has implemented the empower model with the Shri Bar Gol Kadva Patidar Samaj Vikas Mandal School, Daramali to provide quality education with affordable fees with an even fewer number of students. Effective pedagogies, Teaching Learning Materials, Identifying and preparing locals as effective teachers, E-learning, Exposures, Experiential learning, Montessori **and Multiple Intelligence based Integrated teaching, Teachers' training, etc were implemented for an average of 90-100 students for K-5.**



The Foundation's interventions of Six years with the Daramali school have enabled us to learn the various rural dynamics, challenges, and management systems associated with the village-based schools. This initiative helped us explore the social model of affordable and sustainable rural schools, where community resources can be best utilized with the help of local people, parents, and education experts. From the upcoming academic year 2019-20, the empowered local community team has readily taken up the responsibility of day-to-day management.



Focus Area: The Contributor Personality

Value education also helps the students to become more and more responsible and sensible. It helps them to understand the perspective of life in a better way and lead a successful life as a responsible citizen. It also helps students to develop strong relationships with family and friends. Value-based education is essential for the holistic development of a child. Value education develops a well-balanced individual with a strong character and value.

The Contributor Personality is a person who is creating value for self, others, and society. He/she seeks long-term career success and life fulfilment by making a positive difference. He/she aims to become a change maker creating opportunities and seeing possibilities everywhere.

We undertake many interventions which contribute to Holistic Education, Value Education, Character Building, Patriotism, Nation Building, Social and Civic responsibilities, etc. specifically for students up to standard 8.

Model Centre (Pratiman Kendra):

Foundation-managed schools are a model centre for Value Education at the national level in collaboration with Shiksha Sanskriti Utthan Nyas, New Delhi for exploring various interventions for 'Character Building and Total Personality Development (CB & TPD)' for children and teachers leading to holistic development.



Our interventions and outcomes were displayed in the national level and state level innovation conference and exhibition: Gyanotsav at New Delhi and Gandhinagar. Interventions related to value education were very well received by the participants across India.

Foundation took initiative to establish a sabarkantha, a model district for 'CB & TPD' at the national level, More than 50 educational institutes of a district were empowered to carry out experiments leading to 'CB & TPD'. Case studies of our interventions and their impact on students have been presented nationwide in various workshops including a workshop on 'CB & TPD' at Jhabua, Madhya Pradesh.

Eco school Initiative | Let's Preserve Planet Earth:

A program of the Foundation for Environmental Education (FEE, Denmark), Eco-Schools aims to raise students' awareness of sustainable development issues through classroom study as well as school and community action. The Eco-Schools International Programme was developed as a response to some of the needs identified at the UN Conference on Environment and Development in 1992. Presently being implemented in over 60 countries, the program is now being implemented in India by the Centre for Environment Education (CEE)



This year the foundation focused upon special initiatives for eco preservation as per the structure and guidance from CEE. A team from CEE has trained our 5 team members & empowered our students for waste management & other green initiatives. Various drives were launched for cleanliness, recycling, minimal plastic usage, waste management, compost natural fertilizer, etc. Our efforts were recognized by conferring with Green Flag by CEE under the Eco-schools India Program for the foundation's eco-initiatives.

Other seven schools were given exposure and motivation to join eco-school programs in the region.

This year we have taken up the Stop Food Wastage campaign for mass awareness. We brought the Stop Food Wastage campaign to sensitize over 20,000 people at various 40 community events like samuh lagna in association with 20 social organizations.

Road Safety | RakhiAbhiyan | Sarthi

Many new initiatives like development of crossroad circles, Road safety slogans on various places like bus stand, market and barricade have been taken up by the foundation. Campaign for reflectors on the backside of tractor-trolley was initiated with APMC - Ganjbazar.



This year Raksha Abhiyan was carried out involving more partners, these activities were carried out for various stakeholders viz sarthi, students, teachers, transporter, parents, and society. Students made rakhis and they tied them to drivers. They communicated with them about their importance in road safety and also asked them to pledge for safe driving. Sarthi's (School vehicle drivers) continuous empowerment was also carried out this year. They were given free eye check-up & spectacles. All these interventions inspired Sarthi to take special care for the safe transportation of students & helped develop a good rapport with parents. This bondage led Sarthi to cook and offered lunch to the students in some of the schools.

The Government of Gujarat has recognized our work for Road Safety and awarded a state-level award for our consistent work for Road Safety.

Spreading Gandhian Thoughts:

Value systems can be easily taught to the students from the various incidents from the life of Mahatma Gandhiji. We celebrated the 150th birth anniversary of Mahatma Gandhi under Gandhi 150 Not Out, by arranging Gandhi Samvaad in 8 schools benefiting over 1730 students. Thoughtful interaction was led by Shri Ramesh Vaishnav.



Vacation social work

In continuation with social homework during summer and Diwali vacation, this year over 700 students from different schools were given projects on Road Safety, Save Electricity, Use Cloth Bags, Save Water. Students rescinded very diligently in these projects and have involved family, neighbours, and society. Total 3500 man-hours were invested in these campaigns.



Third-party Assessment of our work

1. Impact Assessment by IITE

Our participation in Gyanotsav (Conference cum Exhibition at national and state level for educational innovation) has led us to meet the vice chancellor of state university - Indian Institute of Teacher Education (IITE). That meeting culminated in an offer by the university for Impact Assessment of our work under PURA for rural and tribal areas. Indian Institute of Teacher Education (IITE) university engaged Prof. Tushar Hathi a renowned Saurashtrian and Ex-Vice Chancellor of Krantiguru Shyamji Krishna Verma Kachchh University has evaluated the several initiatives implemented by the foundation.

Some key highlights of Impact Assessment Report:

Panchkosh: In the First and model school leading experiments based upon panchkosh for Character Building, Personality Development, fearlessness & curiosity is observed along with the following : It is observed that most of the students have developed 1. Self-confidence & fearlessness 2. Innovation & problem-solving mindset 3. Collaboration & skill for working in a team 4. Self-learning temperament 5. Empathy 6. Sensitivity & care for environment 7. Nurtured as a responsible contributory citizen.

PURA: Effort of the GHB Foundation resulted in Providing urban like quality education at affordable fees in rural areas. It has stopped migration & also reversed migration for quality education. Transport connectivity in more than 125 villages, employment generation, supporting rural economy is also notable.

Maker Initiatives: The efforts by the foundation and school for Maker initiatives are commendable and it is in tune with what is to be required by the students in their near future. The way students and teachers have understood the process and the approach it is taken, the impact would be enormous. It is worth noting that a Massachusetts Institute of Technology (MIT) USA professor is working on a full flagged research project here, and will take the initiative on the bigger scope and height. Students of the institute are looking forward and open to new ideas, new challenges and new technology with vigour and confidence.

Sustainable Education: Notable impact is found in Education for sustainable development in the areas of eco friendly initiatives, responsible consumption & waste management. Habit for responsible consumption & eco friendly initiatives are observed in all stakeholders. In Education for Human development habits for yog, pranayama, exercise, nutrition diet & preventive mindset are visible. In the area of education for developing concrete result oriented efforts are noted for SC, ST & OBC, Minority, Divyang & Special need students, special efforts for government schools & other private school students development & support are also observed for society at large also. The GHB Foundation has created impact by providing instructional resources & awareness programs. Eco system has been developed through collaboration.

2. Action Research by Independent Researchers

The outcome of Foundation's intervention were analyzed by three independent researchers in comparison with treatment group and control group. Very encouraging positive findings came up with respect to attitude, habits, abilities, social awareness, emotions and contributory approach.

Stories of Change

Meet Dharmangini... | Gaining Confidence to outclass physical limitations

Dharmangini belongs to small Sherpur village in Idar taluka. Her father is a farmer by profession. He wanted to just ensure that Dharmangini, who is a special needs child, gets some literacy so that she can read the headlines of newspapers.



Although she faced initial challenges related to getting along with the normal children, later on, because of the loving and caring environment and warmth of fellow students and teachers, she got aligned in nicely. She participated in various activities which built her skills and confidence. She even participated in the trekking program and completed it like the other normal children upfront. She subsequently passed examinations (she needed a writer to write her exam) leading to art education at the college level. **Her father says "We are highly obliged for the love and care provided to her. Most importantly, she has the confidence now to face any challenges on her way now."**

Foundation always believes in inclusive education. And such students are the ones who should not be left out for the want of education. It brings all students together, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students.

Meet Oveshbhai.... | Revealing Role model to the local community - an unsung local innovator.

OveshDodiya is a class 9 dropout youth from an interior village called Mangarh in Idar taluka. His father, who is a school teacher, gave him the freedom to explore whatever he wants. He is one great example of self-directed learning without much technical or resource help.

He has made himself a paramotor (Powered paraglider - flying machine with the capacity of two passengers.) after years of experimenting with various models. Even the engine and frame structure is designed and cast by him.

Ovesh aims: "My aim is to develop a 'Made in India' paramotor with the help of which soldiers, who have to constantly secure our borders, can safely fly in the air up to 500 feet and keep a vigil over 5 km stretch," He further adds: "I want to prepare a cost-effective model which can be used by each and every person who wants to get a flying experience,"



We, at the foundation, want to connect the dots for individuals and for the rural community. Oveshbhai should be promoted in local communities as a role model for any budding innovator. Schools and other organizations must join together with such unsung local innovators. We also see our role to connect innovators like Oveshbhai to institutions and authorities so that we can facilitate him to realize his dreams with technical, governmental, and other assistance.



THE TIMES OF INDIA

Student's advocate four R's mantra for waste management



niqYOU International School, Sabarkantha, has been inspired by Dr. Kalam's India Vision: 2020. The School aims to provide 21st Century Skill to rural youth. In order to sensitize and develop eco-friendly habits in students the school has done Eco- School project with CEE – Ahmedabad.

Students have learnt Waste Management by practicing: reuse, recycle, refuse & reduce. Students got practical knowledge about biodegradable & non – biodegradable waste. In school itself students have developed methods of managing this waste in Eco friendly way. Waste collection, distribution to needy & disposing the waste drive was joined by parents, local community and NGOS like Rotary International & Bharat Vikas

Students have learnt Waste Management by practicing: reuse, recycle, refuse & reduce

Parishad.

Students have developed special drive to stop food wastage & they have spread this message in big community functions to more than 20,000 people. Students have developed innovative methods for recycling & reducing use of papers.

Principal Harshad Patel and his team put special efforts to cultivate eco-friendly habits for waste management in student's right from primary education. The school management appreciates CEE (Central for Environment Education) support for entire Eco- School Project.



Government of Gujarat acknowledged our work for the Road Safety by state level award.

Our Partners & Peers



- [Vishwagram Trust, Basna, Mehsana](#)
- Gram Panchayats (Local Self Government Institutions - LSGI)
- [Shri K B Desai Arbuda School, Idar](#)
- Shri Bar Gol Kadva Patidar Primary School, Daramali
- Jawanpura Primary School, Government of Gujarat and Anganwadi No.1 & 2 of Jawanpura.
- Children National Science Congress
- [Swapath Trust, and Aware foundation](#)
- [Discover India Club, Japan](#)
- [Yuva Unstoppable](#)
- All India Ramanujan Maths Club
- Global Education & Training Institute(GETI)
- Vigyan Nagari, Bhavnagar





PATEL & PANCHAL
Chartered Accountants

AUDITORS REPORT

NAME OF THE PUBLIC TRUST:- **THE GOOD HUMAN BEING FOUNDATION**
Registration No : **E/1754/GANDHINAGAR**

We have audited the accounts of the above referred Trust for the year ended and beg to report that :-
ended:- **31 MARCH 2019** and beg to report as under :-

1. That the accounts are maintained regularly and in accordance with the provisions of the act and the Rules.
2. The Receipt and disbursements are properly and correctly shown in the accounts.
3. That the Cash Balance & Vouchers are in the custody of the trustee of trust on the date of the audit and in agreement with accounts.
4. That books, Deeds, Accounts Vouchers and other documents and records required by us were produced before us.
5. That inventory Certified by the trustee, of the moveables of the trust has been maintained.
6. That thranager/ trustee appeared before us and furnished the necessary information required by us.
7. That no property of Fund of the Trust were applied for any objects or purpose other than the objects or purpose of the Trust.
8. That the amount outstanding for more than one year are Rs. NIL and the amount written off are Rs.NIL
9. That no tenders were/were not invited for repairs or construction as the expenditure involved did/did not exceed Rs.5000/-
10. That no money of Public Trust has been invested contrary to the provision of section 35.
11. That no alienations of immovable property have been made contrary to the provision of section 36.

We have nothing further Report that.

DATE: 24-07-2019
PLACE: AHMEDABAD



FOR PATEL & PANCHAL
FRNo : 123744W
Chartered Accountants

Panchal
NATASHA PANCHAL
PARTNER
Mem No:119626
UDIN : 19119626AAAAACD481

HEAD OFFICE :
333/334, Akshar Arcade,
Opp. Memnagar Fire Station,
Navrangpura,
Ahmedabad - 380 009.

KADI BRANCH :
205/206, City Centre - 2,
City Park, Thol Road,
Nr. Railway Crossing,
Kadi-382 715.

ANAND BRANCH :
C/o. I. S. Patel & Co.
Opp. Limdawala Hospital,
Station Road, Nr. Hotel Anand,
Anand-388 001.

Phone : +91-79-2646 3054
+91-79-3002 3054
Fax : +91-79-4004 3054
E-mail : info@pandp.in
URL : http://PandP.in

SCHEDULE VIII

(see rule 17(1))

THE GOOD HUMAN BEING FOUNDATION

Registration E/1754/GANDHINAGAR

Plot No-941/1, Sector - 4D, Gandhinagar, Gujarat - 382006

BALANCE SHEET AS ON 31ST MARCH 2019

Bank Account number of Trust for transaction of foreign contribution : **NOT APPLICABLE**

| FUNDS AND LIABILITIES | AMOUNT | AMOUNT 31.03.2019 | PROPERTY AND ASSETS | AMOUNT | AMOUNT 31.03.2019 |
|--|-------------|----------------------|---|-----------|----------------------|
| TRUST Funds Corpus | | | Fixed Assets | | |
| Balance as per Last Balance Sheet | - | | (As per Schedule - 5) | | 10,08,261 |
| Addition during the year | - | | | | |
| Other Earmarked Fund: | | - | Investments | | |
| Sinking Fund | - | | Market value of the above Investment | | - |
| Reserve Fund | - | | | | |
| Any other Fund | - | | Current Assets, Loans & Advances | | |
| | | | (As Per Schedule - 6) | | |
| Loans (Secured or Unsecured) | | | | | |
| Secured Loans | - | | Sundry Debtors | - | |
| Unsecured Loans | 22,84,950 | | | | |
| | | 22,84,950 | Cash on Hand | 1,804 | |
| Current Liabilities & Provisions: | | | Balance with bank | | |
| Sundry Creditors | 22,67,283 | | In Current Account | 82,136 | |
| TDS | 18,000 | | In Fixed Deposit | - | |
| Deposit | 3,25,000 | | | | |
| | | 26,10,283 | Loan and advances | 20,07,111 | |
| Income and Expenditure Accounts: | | | | | 20,91,051 |
| Balance as per Last Balance Sheet | 4,39,059 | | | | |
| Less: Appropriation if any | - | | | | |
| Add : Surplus/(Deficit) as per Income a/c | (22,34,980) | | | | |
| | | (17,95,921) | | | |
| TOTAL | | 30,99,312 | TOTAL | | 30,99,312 |

In case the accounts are maintained on cash basis, state the income outstanding here below :

The above Balance Sheet to the best of my belief contains a true account of the Funds and Liabilities and of the property and Asset

As per our report of even date

FOR PATEL & PANCHAL

Firm Reg. No. - 123744W

Chartered accountants

Natasha Panchal



CA Natasha Panchal

Partner

Mem No:119626

Date : 24.07.2019

Place : Ahmedabad

UDIN : 19119626AAAACD4812

Note :

1. There is no investment as on the date of balance sheet
2. No investment has been made during the year in concerns in which the trustees are interested

For The Good Human Being Foundation

[Signature]

TRUSTEES

SCHEDULE IX

(see rule 17(1))

THE GOOD HUMAN BEING FOUNDATION

Registration E/1754/GANDHINAGAR

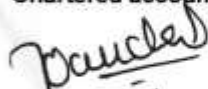
Plot No-941/1, Sector - 4D, Gandhinagar, Gujarat - 382006

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31ST MARCH 2019Bank Account number of Trust for transaction of foreign contribution : NOT APPLICABLE

| EXPENDITURE | AMOUNT ₹ | INCOME | AMOUNT ₹ |
|--|------------------|---|------------------|
| Payment to Employees | 56,20,399 | Direct Income | |
| College Expenses (As per Schedule : 2) | 2,06,085 | Tuition Fees | 57,30,000 |
| Financial Expenses (As per Schedule : 3) | 8,537 | Indirect Income (As Per Schedule :1) | 4,05,087 |
| Other Expenses (As per Annexure : 4) | 23,23,238 | | |
| Depreciation | 2,11,808 | | |
| | | To Excess of Expenditure over Income carried over to Balance Sheet | 22,34,980 |
| TOTAL | 83,70,067 | TOTAL | 83,70,067 |

As per our report of even date attached

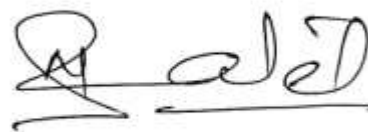
FOR PATEL & PANCHAL
Firm Reg. No. - 123744W
Chartered accountants


CA Natasha Panchal
Partner

Mem No:119626
Date : 24.07.2019
Place : Ahmedabad
UDIN : 19119626AAAACD4812



For The Good Human Being Foundation



TRUSTEES



The Good Human Being Foundation

Arbuda School Campus, Near Bus Stand, Jawanpura, Idar, Sabarkantha Pin 383430

Contact: +91 9426457118 | +91 9979077555

Email: jitendra@tghbf.org | Website: www.tghbf.org