

Annual Report Format 2020-21

The objective of the report is to share a summary of your organization's journey over the financial year (FY) 2020-21, the present status of your key programs, and future plans.

- Please use the following structure to compile the report. You may add further information if required, but please ensure you address all points mentioned below.
- The report should be approximately 10 pages in length, and if possible, in English.
- Please save your file using the naming convention: **Wipro Annual Report_Organization Name_FY20-21**
- Please upload your Annual Report using the following link
https://docs.google.com/forms/d/e/1FAIpQLSfcdwmgQXxWd4wEQqe5Ary_Pr5yU9F9wLZN6qcfHmKOL4JA/viewform



Annual
report_FY20-21_Final

by **Wednesday 31st March 2021.**

1. Executive Summary (1-2 pages)

Provide a high-level summary addressing the following points, mentioning the impact of the COVID pandemic on your organization/initiative where applicable:

- What your organization/initiative is trying to do and why?
- How? The approach
- Where? Locations i.e. city/district/blocks

Vidya Mytri, founded in October 2015 and operating in Koppal, Karnataka aims to work towards education of the children from vulnerable communities. The founders of the organization include people with long years of experience and expertise in early childhood and primary education and working extensively in the North Karnataka regions towards teacher capacity building. The basis of Vidya Mytri's work is the personal research of one of its founders, K T Margaret, into how and what children learn, which is documented in her book, *The Open Classroom* published by Orient Blackswan. Provide professional development support for govt. schools in the block Kushtagi.

1. Through education we reach out to the children of the vulnerable communities, and help develop their self-confidence, discover their abilities and skills and develop them to the maximum each one could, to become a contributing member of the society, as agents of social change in their community.
2. By strengthening and stabilising the government school teachers to improve their understanding of how children learn and apply this understanding in a practical way in their classrooms and experience some achievements and satisfaction in their work.
3. To develop a resource centre where other organisations and groups and schools interested in conceptual learning could come together share exchange and discuss their thoughts and ideas about children's learning and use them in their schools.

Reasons for selecting this particular area.

We have been working with children of devadasi families in the surrounding villages of Tavaragera village, and with government primary school teachers and children in this area earlier and realized the need for a good learning centre for this area.

We focus on these children because from our experience in teaching we found that these children are innately intelligent, warm, sincere, creative, companionate and generous but due to suppression and exploitation of the society they have lost touch with their true nature and have developed a low self-image of themselves resulting in low performance in schools and eventually become drop outs.

About their community.

- This community is being oppressed and vulnerable so have a low image of themselves.
- They are unable to see the value of education which can uplift them and make them persons of self-worth.
- They are willing workers but work as they understand the work given to them. They are afraid to think, take initiative in a work and be responsible. This character of the community is reflected in the children also.
- The children of this community are in government schools and also 70% enrolment of the government school have children from vulnerable community from urban and rural.

By providing a conducive environment at the residential centre for children to acquire a good foundation in basic learning skills, and to strengthen children's self-confidence, we noticed a remarkable change in the children, in their learning interest and as well as in their personality.

- **how** (the approach)

1. Vidya Mytri's Program Model:

- I. Develop a process and model of working with teachers at a cluster level so that the work with schools and teachers can be expanded to more schools in a more sustainable and systemic manner. Work with a cluster of schools as a unit instead of working school by school.
- II. Starting with 1-2 clusters in year 1, expand to work with 4-5 clusters in the block by year 3.
 - a. Develop one or two schools as model schools in the cluster. Work closely with these schools and teachers to support them in improving their classroom practice
 - b. Engage with whole cluster of schools/teachers, through multipronged approach involving periodic workshops, demonstration classes, preparing work plans together, discussions on teaching resources and practices, assessing children's learning, engaging with community and so on
- III. Strengthen the organizational aspects of Vidya Mytri to

- a. Augment the current 3-member education team by adding 2-3 more trained team members within year 1 or year 2
- b. Build financial stability and financial strategies to secure sustained funding for both learning centre and the work with govt. schools
- c. Strengthen organizational capacities further to evolve appropriate strategies and plans and effective execution for long term improvement in the educational capacities of schools and teachers and learning levels of children in Kushtagi and Koppal

- Working area-

The trust works in North Karnataka – its main work is in Tavaragera and the surrounding villages of Kushtagi Taluk in Koppal district North Karnataka.

2. Detailed Report for Financial Year 2020-21

Provide detailed information regarding the **operational**, **educational** and **organizational** dimensions of your work, highlighting the linkages to your overall objectives as an organization, where appropriate. Please also mention the impact of the COVID pandemic on your organization/initiative where applicable.

a) Operational

- i. List and briefly describe all key programs/initiatives run by your organization.

| SL No | Name of Program | Description of Program (Objectives, target group, operational model, # of schools/learning centers, # of children/teachers reached, # of team members involved etc.) | Primary Funder |
|-------|---|---|------------------|
| 1 | Covid relief work | Government school underprivileged families - 1000 | Wipro foundation |
| 2 | Government school supportive project (Cluster level one model school concept) | 1) Kushtagi Taluk Tawragera, Killaratti, Jumalapura, Mudenoor clusters. 2) Government school Teachers and children. 3) VMT team Teach demonstration class. Observe govt. teachers class, guide and follow up. | Wipro foundation |
| | | | |

- ii. Mention any program/s that were closed down in this FY, reasons for the decision, and learnings from the experience.
- iii. Has your overall operational/intervention model changed over the last year? If yes, how and why?
- iv. Please complete the following outreach summary table to indicate the number of learning centres, schools, teachers, students and other key stakeholders that you worked with last year. Please also explain the reasons behind significant changes in numbers, if any.

We continued to work according to what we planned till march 2020 (refer the annual report 2019-20) we were satisfied with the work and hoped from April 2020 we could continue with the next step of our plan.

But this didn't takes place because of the unexpected lockdown for the pandemic Covid-19. So all of us were in lockdown.

It was very frustrating time for children, parents, community, schools, teachers and also our staff.

We sat quietly for few days not knowing what to do and how to go forward. Then we realised we cannot sit like this let us do something about it. Over the phone we spoke to each other about this situation and we planned to contact government school teachers and the children, through the phone, we did speak to the government school teacher about how we could contact the children and give them some support to face this unexpected pandemic.

The government school teachers and our team members suggested, that at present neither government school teachers nor the Children of the government schools and the community are in a position to take educational support from us. Their immediate need was their survival. So the government school teachers and our team suggested, if vidya mytri trust could help in providing some essential food materials, the government school teachers and the community will cooperate with this work.

So our team discussed how to get financial help to provide this need of the community. we tried to contact some of our friends for help.

This is the time Wipro asked us if they support financially, whether we could help the community. We were happy.

Covid-19 relief work.

Wipro initiated this programme and donated Rs. 9.1 Lakhs, and also two teachers Mrs. Nagini Prasad and Mrs. Kamala Mukunda from CFL(Centre For Learning) Bangalore donated personally Rs.5000 each.

We distributed 1000 food kits to 1000 families in Tawaragera and surrounding villages in Tawaragera where we work. We were able to complete this work without any problems, by taking the help of our government school teachers and the Police.

Once the Covid-19 Pandemic was in control, schools partially opened. Our main concern was the school children who had no classes and no learning then we thought of planning some online classes, offline classes for the children. We contacted children through the government school teachers over the phone and got some response-

Education in government schools.

We tried to take online class for government school children. In this process we faced many problems.

In spite of these problems we initiated the online class with 2 schools, we took only 7th standard. Out of 97 children only 15 have smart phones. We started with 8 children to teach mathematics and science subjects one class daily. But this didn't work because. -

- a) Most of the rural areas do not have internet connection.
- b) 70% government school children are first generation learners in our working area.

- c) Most of the interior villagers rarely have smartphones. Because of financial problems most of the TV sets are stopped.
- d) Parents are reluctant to give their smartphones to the children.

Next we planned to make offline class – we made videos of the class and sent them through WhatsApp and also upload in the YouTube channel. And also share notes and exercises of the subjects.

Initially we were hesitant to plan these classes because of the present financial situation. But a surprise gift (donation) from Pelican Infotech Bangalore of Mr. Krishna an old student of TNCC (Tilaknagar Children Centre) Bangalore donated Rs.25000 along with the donation of Wipro foundation for this term helped us to go ahead confidently, with what we were trying to do.

For 2 months we did these classes from our office. We also kept our contact with the government school teachers.

During this time Government initiated a good programme called VIDYAGAMA.

Our Team worked with 6th and 7th standard children in all the 4 clusters to support Government VIDYAGAMA programme – Taking classes and implementing our conceptual teaching-Mathematics and Language subject, following Covid guidelines.

We initiated in these schools Tawaragera, Killaratti, Jumalapur and Mudenoor clusters

- | | |
|-------------------------|------------------|
| 1) MHPS Tawaragera | 6) HPS Madapur |
| 2) LPS Vittalapur | 7) HPS Jumalapur |
| 3) LPS Kanya Tawaragera | 8) HPS Jalihal |
| 4) HPS Kalamalli | 9) HPS Teggihal |
| 5) HPS Amarapur | |

This year we will be able to coordinate the teachers and have periodic meeting discussion about teaching, and motivate them to get involved fully in the work.

Tawaragera cluster-

- Sharanabasava – MHPS Government school Tavaragera – English Teacher and computer teacher

Kiallaratti cluster-

- Basavaraj – HPS government school Kalamalli – Mathematics Teacher
- Madu – HPS government school Kalamalli – language Teacher. And Nali Kali Teacher
- Sarasvathi – HPS government school Amarapur Language and Nali Kali Teacher
- Sadashiva – HPS government school Amarapur – Mathematics Teacher

Jumalapur cluster-

- Anitha – HPS government school Jumalapur – Mathematics Teacher
- Rukhiya Begum – HPS government school Juamalapur – language Teacher.
- Shilpa – HPS government school Madapur Language.
- Basavaraj – HPS government school Madhapur – Mathematics Teacher.

Mudenoor cluster-

- Jagadeswarayya – HPS government school Jalihal – Mathematics Teacher
- Mallappa – HPS government school Jalihal – language Teacher.
- Channabasayya – HPS government school Theggihal Language.
- Rehemana – HPS government school Theggihal – Mathematics Teacher

Outcomes of this year -

- **Children Learning -**

Our conceptual teaching method of teaching helped the children. Great improvement in children's learning and attendance, in spite of 3 months gap of schools.

- **Government school Teacher learning** – improvement in the teachers motivation to teach.

Three teachers are appointed by DIET as resource persons to give training to government teachers.

- 1) Sharanabasava - Language resource person (MHPS Tawargera) -Tawargera cluster
- 2) Basvaraj – Social science resource person (HPS Kalamalli) – Killartti cluster
- 3) Sharadamma – Mathematics resource person (LPS Vittalapur)- Tawargera cluster

- **Our team members learning**

Able to understand the realistic situation to learning in government schools. Problems faced by government teachers and also children.

Main learning is the importance of conceptual teaching methodology.

This helped us to work with government teachers with compassion and cooperation resulting in positive work.

Classroom learning environment - Changed from monotonous rote learning to active participative learning.

b) Educational

- i. Have the founders and/or the leadership team (program management level) engaged directly with students, content/curriculum, teachers, and other key stakeholders in this period? If yes, please describe this engagement.
- ii. How has the educational understanding/expertise in the team evolved over the last (few) year(s)? Please provide specific examples to illustrate your comments.
- iii. Provide details of training courses/workshops attended by core team members, and any other steps taken to enhance the core educational expertise within the team (e.g. visiting any other resource organization, inviting resource persons to your location for

staff training etc.) Also, mention any trainings/support that your organization may have provided to other NGOs (if not covered in 2. a) above).

i.ii. – have already been mentioned in the previous section.

iii. not done because of covid-19.

| SL No. | Name of training course and organization providing the training | Details including: purpose/objectives, who were the facilitators, # of days, location, key learnings, impact on your work. | Which team members attended? |
|--------|---|--|------------------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |

iv. For the key capacity building engagements this year, please share aspects of learning that have had a significant impact on your work.

v. What are the domains/areas/processes, in which your organization’s capacity could be further improved or strengthened? What sort of training would be helpful?

c) **Organizational**

i. **Legal Status:**

- Kindly share the **current status** of your organization with respect to legal compliances (for instance, organization’s registration, 12A, 80G, FCRA registration and other relevant registrations/certifications).
- Mention any **significant updates** to the legal status, in the last year.

We got 12A certificate, ITR filed the financial year 2019-20, also applied 80G certificate,

ii. **Organizational Structure and Culture:**

- Provide the profile of the leadership team, including program management level (background, their current roles and responsibilities, how long they have been with the organization etc.) and any significant changes in the last year.
- Does your organization have an identified second-line of management, if yes, please provide details (include name, profile, how long they have been with the organization, primary role, area of work etc.).
- Describe efforts taken to develop a shared vision and positive culture in the organization.
- Mention any attrition and growth in the core team (i.e. how many people/at what position have left and how many new team members have joined?).

Margaret’s history and work

Margaret is basically a teacher, committed herself to education of children and a constant seeker of the environment, which will liberate the person of the child from all the social and emotional hurdles which block their growth.

She has worked for the past 52 years as a teacher in the field of education at different levels with different categories of children and teachers.

She was also NCERT - national focus group member in position paper 2005.

For more details refer to her books on education

- 1) The Open Classroom - K.T. Margaret (Orient Black swan Publishers – 1999)
- 2) Learning For Life - K.T. Margaret (KSSP- Kerala Sasthra sahita Parishad - 2013)
- 3) The Substance of Play - K.T. Margaret (Orient Black swan Publishers – 2018).

Prakash's Background and work

After completing his graduation in (psychology and Education) 2002 he joined the NGO Samuha and worked as a teacher in one of the villages where Samuha had supplementary schools. Samuha is a developmental organisation and education was part of their program. They had supplementary schools attached to government schools in about 25 villages in Deodurga taluk, Raichur district. Margaret worked as a resource person for education in Samuha.

She gave training for young men and women who worked in Samuha's supplementary schools and Prakash was one of the teacher trainee of the group.

After undergoing the training for one year (2003-2009) Prakash assisted Margaret in conducting teachers training programme for Anganwadi workers and helpers (ICDS) in 80 villages in Koppal district. Prakash was motivated to be a teacher and dreamt to start a school and apply Margaret's methodology and values of education.

During the teacher training programme for ICDS workers, children from Pampanagar were brought for teaching demonstration classes for the trainees. These children were from the supplementary school of Samuha in Pampanagar. Thus Prakash had contact with the children of Pampanagar. During this period, he felt within himself that these are the children for whom he wanted to begin a school and teach.

Once the Anganwadi programme completed, Prakash expressed his desire to begin a learning Centre for these children and asked Margaret for her help and guidance. Margaret agreed.

Prakash assisted Margaret in conducting education training programme in APD Bangalore in (2009- 2010)

Thus the teacher–student started the Pampanagar (Devadasi Community) Children's Centre on 22nd February 2010- with a few dropouts and young children of the age group 2+, 12+, years.

In 2013 started residential learning for these children with the some of the Reasons this learning center stopped in 2018. Then started working in government schools.

We also gave training to our staff for the past 2 years and helped them develop program of work, syllabus, lesson plans, test materials, worksheets, for classes 1-3 in English

mathematics and Kannada. We selected these subjects because the government school teachers needed help in these and asked for support in developing these.

Besides this our team took regular classes in government schools guided by Prakash and Margaret K T and learned to record observation records of their teaching. These records helped them to deeper the understanding about how children learn, how to build a rapport with government school teachers in order to work effectively. We also have these records.

Also records of children learning hand writing, group work individual learning and testing. Records of government school teachers. But all these documents are in Kannada and need time to be translated into English. They also prepared teaching aids for class teaching, group work, and homework.

Fathima I

Government school project cluster in charge

Finished her BA graduation and Joined our team and trained by Margaret KT she is working with our team over 4 years, she is showing interest in work, but unfortunately she left our team because she got married.

Savitri B M

Government school project cluster in charge

Finished her MSW postgraduation and Joined our team and trained by Margaret KT she is working with our team over 3 years, , she is showing interest in work, but unfortunately she left our team because she got married.

Nagaraj H

Government school project cluster in charge

Finished his BA B.Ed. and with 7years experienced in administrative field and teaching field and working with our team over 2 years. He took Mudenoor cluster with the guidance of Prakash.

Yankamma B

Government school project cluster in charge

Finished her BA B.Ed. and Joined our team and getting training by Margaret KT she is working with our team over 1year

Gousiya Begum

Government school project cluster in charge

Finished her BA B.Ed. and with 4years experience in teaching field and working with our team.

- iii. **Capacity Enhancement:** Describe systems and structures for systematic capacity building of the team. E.g. is there a formal training needs' assessment conducted? If yes, how is it done? What kind of processes does the team follow to share learnings (from regular field-work as well as other capacity building engagements)?
- iv. **Governance:** Please mention the governance structures, processes and practices that you have at your organization. For instance, is there an advisory/governance

board (or, if the organization is new, do the founding team members have regular mentors); were Annual Reports published in the last three years (Please provide a web-links, if yes); do you have the standard organizational policies in place (such as say for Human Resource Management). Please provide your response in terms of:

- Current Status
- Significant changes in the last year

Vidya Mytri Trust Governance –

Our Trust has 7 trustees.

Once in a year we have regular Trust meeting.

This year we did not have physical meeting because of covid-19 but we had an online trust meeting.

Our trustees are interested in our trust projects and they all take the responsibility of the trust work.

Vidya Mytri Trust Mentors-

We have regular mentors –

Mr. Pradeep T who is the founder of Samuha is concerned and interested in our education work. When he gets time he gives us some suggestions and guidance which are helpful to us. also the director of Samuha Mr. Narayanaswami. And Mrs. Mary George from Jomythri Trust also give us support and guidance.

- 1) Mrs. Usha who was the assistant director of APD (Association People with Disabilities) Bangalore also gives us guidance regarding organisational structure and plan.

- v. **Financial Overview:** Please share your annual budget for last 3-years; list of funding partners and their contribution; funding strategy you have followed and how it has evolved, availability of audited financial reports.



Audit Report
2018.pdf



Audit Report
2019.pdf



Audit Report
2020.pdf

For this financial year April 2020 to March 2021 our financial status has to be send to the auditor for auditing.

Our financial status for the financial year Apr-2020 to Mar2021 is –

| | |
|-------------------------------|--------------|
| Total donation and Bank int – | 25,04,687-00 |
| Total expenses – | 22,93,804-50 |
| Balance – | 2,10,882-50 |

(From this expenses for the month of April2021 to be deducted approximate expenditure for April2021 – 1,60,000-00)

Total balance - 50,882-00

- vi. **Other Partnerships**, not covered in earlier sections (i.e. non-funded, such as for knowledge sharing, program implementation etc.): with other civil society organizations; engagement with government departments or officials (BEO/DEO/CRP/BRP/SIs etc.). Please also briefly explain the nature of engagement, i.e. if you've held regular meetings with them, what was it for, how was it useful etc.

We meet BEO, CRP and BRP once in a month and update our work and discuss regarding our work and improvements in government school teachers classroom practises.

vii. **Communications/Outreach**

- Describe any outreach events organized, other than for stakeholders you regularly work with;
- Provide details of your organization's website and social-media presence (including links to your website, Facebook, YouTube, Instagram etc.)
- Mention any coverage of your work online/in print/other media (Please provide web-links or images of the articles published)

Not yet ready for this at present.

3. Plans for next 1-3 years

Please provide a high-level summary of your plans for the next 1-3 years and a detailed plan for FY 2021-22; addressing the educational, organizational and operational aspects of your work.

- To continue this government school supportive project with a new plan and to build Government school teachers to a sustainable resource in each cluster.
- To continue this government school supportive programme our concept is to setup a model school in each cluster. Now we covered 4 clusters out of 20 clusters in one block Kushtagi taluk. Our target is to build this in each cluster. With new plan and new structure.
- Find out a talented teacher in language and mathematics from the government school teachers and build and strengthen their capacity in conceptual teaching and to share with their community of teachers what they learnt.
- Vidyamytri set up a Model school in our own premise for practice and to provide others to give training – this will work as a training resource centre.
- Documentation of all these work.

4. Nature of Support

Describe the nature of future support you would like to request from Wipro, apart from funding.

- Wipro's trust in us helped us to put into practice our objectives, values, and beliefs in education with confidence
- To face failures and disappointments realistically and go forward with courage
- We will be happy to have your suggestions to look at the future plan objectively and if you are convinced, and if you think what we plan for the future is necessary in the field of education we need your financial support for a specific period.

5. Images

Please upload 5-8 high-quality images/videos, representative of your work over the last year, in the Google Form (link has been shared above), as per the guidelines below. Selected images/videos will be featured on Wipro Foundation's website, social media channels, and in newsletters.

Themes that we are looking for:

- Your stakeholders (children, teachers, parents, staff etc.) engaged in meaningful activities
- Images that show the context of your organization and program (schools/learning centres/communities you work with etc.)
- Moments captured at key events of your organization
- Portraits of stakeholders
- Organizational leaders in action

Guidelines:

- Please ensure you take the consent of people in the images before sharing.
- Please shortlist images that show subjects in a respectful/positive way
- Share only those images for which you own the copyright & which are related to your organization's program
- Please ensure that images do not feature any logo/brand other than that of your own organization
- Ensure that each image is between 3-5 MBs
- Before uploading, please make sure that the images/videos are clear and in focus
- Please avoid sending group photos shot at events or images that appear as 'setup'