

Annual Report Format 2021-22

The objective of the report is to share a summary of your organization's journey over the financial year (FY) 2021-22, 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>_FY21-22**
- You can delete the instructions as you are filling the report.

Please upload your Annual Report by **5th April 2022** using the following link:

South: <https://forms.gle/Jx5iazidFCnkjFvd6>

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
- Plan for next 1 -3 year

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 2021-22

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	Government school supportive project	Develop one or two schools as model schools in the cluster. Work closely with these schools and teachers. Engage with whole cluster of schools/ teachers through multipronged approach. 4 clusters , 9 schools, 1752 children and 25 government school teachers. With our 6 VMT staff and 6 volunteers.	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.

Educational

Teaching and guiding which started in the last quarter continues with our regular visits and informal discussions with the government teachers and community, gradually building a trusting relationship, helping us to evaluate interested youth who could work with interest perhaps with commitment too.

In our VMT staff meetings on Saturday in the campus we discussed about these meetings, also planning and preparing educational materials and syllabus. As we worked we realise this method of teaching involve a lot of preparation in order to work effectively in schools so it was necessary one staff takes the responsibility of preparing and planning while the others visited villages and taught in the schools there.

This staff also was given practical training in the campus on how to do this work effectively We were able to plan and prepare sufficient material required for the schools.

Though schools reopening for std. 1-5th from October 15th was a relief and good news we were a bit wary about it. However, beyond all our doubts and fears the schools were filled with children. Teachers and parents now valued the importance of schools and learning.

This also created a big problem. There was a lot of confusion, noise and indiscipline in the classroom which the teachers found difficult to manage. To add to this confusion the teachers were asked to implement the Nali-Kali syllabus. This made it difficult for them to give up their age old method of teaching and adopt this new methodology. They were in a fix, helpless in handling the situation. At this point we realised we could help the teachers since our syllabus and methodology and Nali-Kali have a lot of similarities.

The government teachers whole heartedly accepted our help. Our staff planned that one staff to spend one whole day from 10.30AM. in one school in one village and cover all the villages in one week. This work continues.

Std 1st, 2nd, and 3rd. are together in one class. If teaching follows the natural learning process of the children, that is teaching is within the sphere of interest. curiosity and need of the learner, it is possible even a large number of children of varying age could be helped to learn with discipline. interest and with a purpose of learning.

For this begin with what interest them most and follow the natural learning process of collecting classifying by matching and associating, naming, then read and write creatively. This involves grouping of children.

We helped teachers to divide children into groups by giving names for each group (we started with names of flowers) so when the teacher teaches a concept to one group. the other groups have group educational games. This is rotated and all the groups get individual attention to learn the concepts and learn with interest and with ease.

To understand grouping of children, and implement teaching in this method-required time for the adult teachers though it was easy for children.

In 2 months time the teachers slowly grasped this method accepted it and are applying it in their classes thus coming out of their initial doubt, fear, hesitation and unwillingness.

The learning items we took for the term-

1. Name of the children - to recognise and read.
2. First letters of their names.
3. Words beginning with first letter
4. Hand writing.
5. Games –domino cards, matching cards.
6. Number concept.

Method used

1. Group learning, individual learning, conceptual learning.
2. Tests and evaluation.

Thus this way of teaching create interest, purpose in learning, learn effectively and creatively.

So far we were able to help teachers to help children work in groups.

We hope to cover the planned items by the end of the next quarter.

We faced other problems besides solving the problem of teachers accepting and learning this method.

The community began to question the class teachers when they noticed their children’s learning in this new process. This created insecurity in the class teacher and we solved it positively helping the teacher realise that he is the main person and we are only a catalyst.

Outreach Summary	#	Remarks (Mention frequency/mode/nature of engagement where applicable. e.g. daily through WhatsApp; once a quarter through Zoom; weekly face-to-face interactions etc.)
Community Learning Centers		
Number of community learning centers		
Number of children directly engaged with, in community learning centers, on a regular, ongoing basis		
Number of children directly engaged with, in community learning centers, through workshops/events		

Schools		
Number of schools directly worked in	8 government schools	
Number of schoolteachers directly engaged with on a regular, ongoing basis	25	
Number of schoolteachers directly engaged through workshops/training	9	
Number of children directly engaged with, in schools on a regular, ongoing basis	625	Standard 1,2,3- 250children and Slandered 4,5,6,7- 375 children
Number of children directly engaged with, in schools through workshops/events	1127	Classes taken in community during covid time through Vidyagama project.
Any other Settings, Modes or Groups (e.g. community circles, online webinar, parent engagement, distribution of learning kits etc.)		

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, attending workshops/courses supported by Wipro/others etc.) Also, mention any trainings/support that your organization may have provided to other NGOs (if not covered in 2. a) above).

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	Enfold India	- Basic Course on Child Rights Our team learns a lot about the child right and the Juvenile justice act 2021.	Prakash, Nagaraj, Yankamma
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.

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?).

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

We have registered 12AA , 80G, CSR1, and NITI Aayog – NGO Darpan portal.

Our trust has 7 trustees. We meet twice in a year and discuss to strengthen the organisation and also we have a managing committee with 4 of the trustees.

v. **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.

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, but unfortunately she left our team because she got married.

- vi. **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)?
- vii. **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.

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

- viii. **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.

For this financial year April 2021 to March 2022 our finical status has to be send to the auditor for auditing.

Our financial status for the financial year Apr-2021 to Mar2022 is –

Total donation from Wipro foundation –	7,50,000-00
Jomytri Contribution and Vidyamytri balance -	3,60,882-00
Other individuals contribution -	55,000-00
Total expenses –	12,28,786-00
Balance –	- 62,904-00
Total balance -	50,882-00

- ix. **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.

- x. **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)

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 2022-23; addressing the educational, organizational and operational aspects of your work.

Proposed programme-

From our past project experience in working with government schools going through much trial and error, and now reading the draft NEP2020, we feel confident we are in a slightly better position to have an insightful learning in our present proposed programme.

This time we plan to work with NEP Implemented schools in our block.

- a) Identify the NEP implemented schools in our block.
- b) Renew the government permission regarding our work with the government schools.
- c) Then begin the work as follows.

1) Systemic Learning Reformation in Government schools. – (NEP implemented schools.

- a) Through this project we plan to build foundational literacy in language and numbers in government schools.
- b) From there we would like to take to the next level of creating a model school based on New NEP2020.
- c) For this we will be able to develop two schools as model schools in the cluster. Work closely with these schools and teachers to support them in improving their classroom practice.
- d) 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 are some important aspects.
- e) Work with government officials CRP, BRP and BEO involve and encourage and motivate to establish our working model to the wider range.

2) Our working village has to build a education resource centre (Community Learning Centre)

- a) To build and strengthen the capacity of the volunteers for the community.
- b) To develop and establish the community centre.
- c) Through the community learning centre, we reach out to each child who has not access to the formal education system.
- d) We teach academics and life and to guide and help them to continue their formal education through the government opportunities.

Community learning centres helps the children of, who we were work in the government schools.

Need of the geography or group

In the government schools we experienced the government school teachers and children facing problems. We ware helping them through our working with compassion and co-operation

Operational model

The education consultant takes the responsibility for the overall educational process.

Resource persons guide the core team by giving training discussions and follow-up work. And also giving short term training to government school teachers and guest teachers who were working in government schools.

The core team goes to the school regularly 5 days in a week.

Take classes and guide government school teachers, with the aim of setting a model school in the cluster.

At present we have 3 members in our team and we need 4 more CRP's if the work continues as planned.

How we work –`

Our staff go to the selected school regularly and take class foundational learning stage children. Teach language and numbers with the time slab of 3 hours in presence of Government class teacher and next 2 hours have after-class discussion with the teacher about the class and motivate them to involve the class and preparing next class plan.

To help government school teachers implement this methodology of teaching to create in children interest in learning, and have meaningful learning.

One CRP takes a selected government school responsibility, and go and take class regularly from Monday to Friday.

Each CRP will have lesson plans prepared for the week, and an observation record of each day's teaching and learning.

The CRP's leader takes the responsibility for the CRP's and 4 NEP schools.

On Saturday all the CRPs meet and report their work, and discuss about the problems they face and the solution to take action, and also plan the next 5 days work and prepare the TLMs.

In the meeting they share the children's learning progress.

Once in a month take children learning self-assessment. For this they prepare test materials and test result cards.

Once in 3 months conduct children evaluation for the term. Based on the reports of the evaluation we plan the further steps of learning.

About the method we used in NEP implemented schools

The method we used is not something new but we follow ECCE and NALI KALI in a practical way.

The methodology has 4 main aspects –

1. Conceptual Learning.
2. Understanding self.
3. Understanding others.
4. To build and live in a cooperative society.

Initially we use different activities like therapeutic, creative, constructive, cultural, outdoor and indoor games, to create a healthy atmosphere for learning.

The learning process involves these steps.

- 1) Plenty of sensory and motor experiences.
 - When the children come to school at the age of 3 they have plenty of sensory experiences and curiosity about their environment.
- 2) We make use of this experience of children and give them activities where they were able to classify, based on similarity, by matching. We use different games like domino cards, matching sets, in groups to make learning meaningful, interesting and lively.
- 3) Through activities abstraction of classified items is given.

Classification of the objects is important in this learning process. Here they classify shape, size, colour, and different objects.
- 4) The next step is - Naming the abstraction.
- 5) From this conceptual learning, children are taken to formal learning of the letters, words, sentence, passage etc. keeping in mind this formal learning doesn't change to rote learning.
- 6) Finally Writing – creative writing.
- 7) Memorising is also there in order to get speed in their work.

This is how we work in classrooms help government teachers.

In the next step we hope take it to the education teacher training system in the block level and as well as district level.

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

Future -

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. Capacity Building

- Please indicate how much time you plan on spending on capacity building in the coming year
- Do indicate what capacity building workshops you are interested in attending in the coming year and who from the team is likely to attend. Also mention how you think these workshops will help enhance the overall capacity of the organization and the work you do

We need your support to build organizational capacity and fundraising capacity.

6. Images

Please upload 5-6 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'
- Please name the file as follows <3-4 word on activity being captured_ Org Name>