



ANNUAL REPORT



Caring with Colour - A Manasi Kirloskar Initiative

Annual Report 2022- 23

EDUCATION THROUGH EXPERIENCE AND DISCOVERY

Caring with Colour is on a mission to revolutionise the way teachers teach in schools. We are a non-profit organisation with a mission - to transform government school classrooms into experiential teaching-learning spaces.

We firmly believe that making education an experiential process in the classrooms - as expounded by National Education Policy 2020 and National Curriculum Framework 2005 - can not only significantly enhance learning outcomes for students but also build valuable 21st century skills. Our educational research and development programs, teacher training programs as well as field interventions are all designed to bring a radical shift to the way we teach in the classrooms.

Our work has so far benefitted 8700+ teachers across 5100+ schools in Karnataka. As we move ahead, we are working towards making every classroom in India into a fun and experiential learning space.





Remembering the life & legacy of Vikram Kirloskar

Vikram Kirloskar
(19th Nov 1958 – 29th
Nov 2022)

We at Caring with Colour were shocked to receive the news of the demise of our beloved trustee Mr. Vikram Kirloskar on 29th November 2022. A scion of the illustrious Kirloskar family, Vikram Kirloskar was more than just a successful businessman. He was a pioneering leader who shaped the landscape of Indian manufacturing, a loving family man and a visionary who believed in the power of education in transforming the socio-economic fabric of India.

Vikram Kirloskar has been a cornerstone for starting a major automobile manufacturing industry in Karnataka, India by partnering with the Toyota group for which he was conferred the "Suvarna Karnataka" award. Mr. Kirloskar was involved in opening the import licensing for capital equipment while serving on the Government's Development Council for Machine Tools in the late 1980s. He served as the President of The Central Manufacturing Institute in Bangalore and later was elected President of the Society of Indian Automobile Manufacturers during 2013-15. He served on the Govt. of India Development Council for Automobiles and the National Council for Electric Mobility, and in 2019 -20, served as the President of the Confederation of Indian Industry and as the Chairman of the CII Manufacturing Council, CII Trade Fair's council and Chairman Hydrogen Task Force in 2020-21. He was conferred with the Indian Institute of Metals (IIM) JRD Tata Award 2020 for his excellence in corporate leadership in Metallurgical Industries.

A man with a generous heart, Vikram Kirloskar, was a staunch advocate for education and believed in the transformative power of education in shaping the future of this country. He served on the education councils of some of the world's top universities like the Massachusetts Institute of Technology and Rhode Island School of Design. His thought leadership as the trustee of Caring with Colour was instrumental in getting the organisation to where it is today.

As we celebrate the life of Vikram Kirloskar, we not only remember his business achievements but also his profound dedication to Caring with Colour and its vision of bringing quality experiential education to every government school in India. His wisdom, foresight, and guidance to our fledgling organization have been an asset and we resolve to continue the journey to fulfil his cherished dream of transforming the education landscape in India.

MESSAGE FROM OUR

MANAGING TRUSTEE



Dear friends,

I am pleased to present Caring with Colour's annual report for the year 2022-23, highlighting a pivotal year of progress in our mission to enhance the quality of education for government schools in India.

Collaborating with esteemed partners and institutions, including the District Institute of Education and Training (DIET), we worked towards a comprehensive makeover of the

teacher training paradigm. This initiative aims to address learning gaps arising from the pandemic and enhance the skills of educators. The result of this collaboration, referred to as the "Tumakuru Model," has gained recognition for its transformative potential in the government schooling system.

In our commitment to promoting experiential teaching-learning methods across the government schools in Karnataka, we actively participated in state-level initiatives, contributing to the integration of experiential teaching methods into teacher manuals and student workbooks. This underscores our dedication to driving positive change within the educational sector.

Our dedicated team of nearly 50 members has played a crucial role in making a meaningful impact in our target geographies of Tumakuru and Ramanagara districts. Throughout the year, we focused on innovative approaches to improve the educational landscape and fostering positive changes in the government schooling system.

As we reflect on the year's achievements, we look forward to continued growth and impact. Caring with Colour remains steadfast in its mission to contribute to the improvement of education in government schools across India. We extend our sincere gratitude to our donors and CSR partners, for their invaluable support. Together, we are making strides toward transforming classrooms into vibrant spaces of experiential learning, ensuring a brighter future for students in government schools

MANASI TATA

Managing Trustee and CEO

MESSAGE FROM OUR

TRUSTEE AND COO



Dear friends,

It is with immense pleasure that I am presenting the annual report of Caring with Colour for the year 2022-23. This year has been pathbreaking for Caring with Colour in many ways. This was the first year, post-COVID-19 pandemic, that students came back to schools for a full face-to-face education. This was also the year that CWC got a chance to work with teachers for the full academic year without any disruptions.

Our team, now close to 50 members, has made the most meaningful impact in our geography through unique and innovative programs. As an organisation, CWC has designed and implemented a few different innovative and exemplary programs this year. We trained close to 4000 teachers across three educational districts each month in experiential teaching methods, introduced the idea of mentorship for school teachers in the government school system in Karnataka, identified & trained 300 exemplary teachers as teacher mentors, created an innovative model of spoken English training program for the English medium school teachers, participated in various state-level committees to help introduce experiential teaching-learning methods into the teacher manual and student workbooks - all in one academic year.

Post-pandemic, we felt that there needs to be a complete relook into the teacher training paradigm if we had to ensure that the students are able to overcome the COVID-19 learning backlogs. We mooted an idea with our partners in the education system, notably the District Institute of Education and Training (DIET) in Tumakuru and Madhugiri educational districts, on the need to conduct teacher training programs that are designed to meet the specific conceptual and pedagogical gaps in skilling and training teachers. We proposed that skilled teachers in local geographies be trained as teacher mentors so that their peers from neighbouring schools can utilize their expertise for their professional development. We also insisted that the teacher training sessions be conducted monthly, with voluntary participation, for specific concepts that have to be taught during the month following the Karnataka government school syllabus. From these basic first principles evolved a path-breaking program called Sanchalana.

Our field teams worked tirelessly with the Block and Cluster Level Officers to identify schools that can host these monthly Sanchalana training programs. Our content development teams adopted a detailed ADDIE model of instructional design that can demonstrate the changes in the competency levels of teachers and measure the adoption rates of experiential teaching methods in the classrooms.

MESSAGE FROM OUR

TRUSTEE AND COO

The Sanchalana program is creating such an impact in the government schooling system of Tumakuru and Madhugiri educational districts that it has captured the attention of various state-level institutions and DIETs of other districts. This methodical approach to capacity building of teachers is quickly coming to be known as the Tumakuru model and the education department is currently exploring ways to expand this "Tumakuru Model" across the state.

Another innovative intervention that our team has made this year is the Spoken English training program for English medium school teachers in Ramanagara district. Upending the traditional method of English training where teachers are given training in the subject for a week to 10 days, our team came up with a design where the teachers can be trained for 90 minutes each week. This design enhances the English-speaking competency of teachers for regular day-to-day classroom scenarios with training delivered to them in small modular sessions. In collaboration with CWC, a study conducted by DIET - Ramanagara, has found healthy improvements in the spoken English environment among the classrooms of schools participating in our program.

The state-level institutions have recognised the extensive research and development that CWC has been doing in experiential teaching methods and related curriculum development. This year, our team was invited to be a part of the committees that drafted teacher manuals and activity books for students. This was a wonderful opportunity for our team to integrate experiential teaching-learning activities designed by us over the past 5 years into state-level teacher manuals, textbooks and student activity books.

At the core of the educational innovations that we bring to the government schools are the investments we make into the continuous capacity building of our internal teams, and continuous internal process enhancements in various organizational functions like financial and compliance management, talent management, program design etc. I would like to extend my congratulations to each member of Caring with Colour for the momentous growth in innovation and impact that they have been able to achieve during the year.

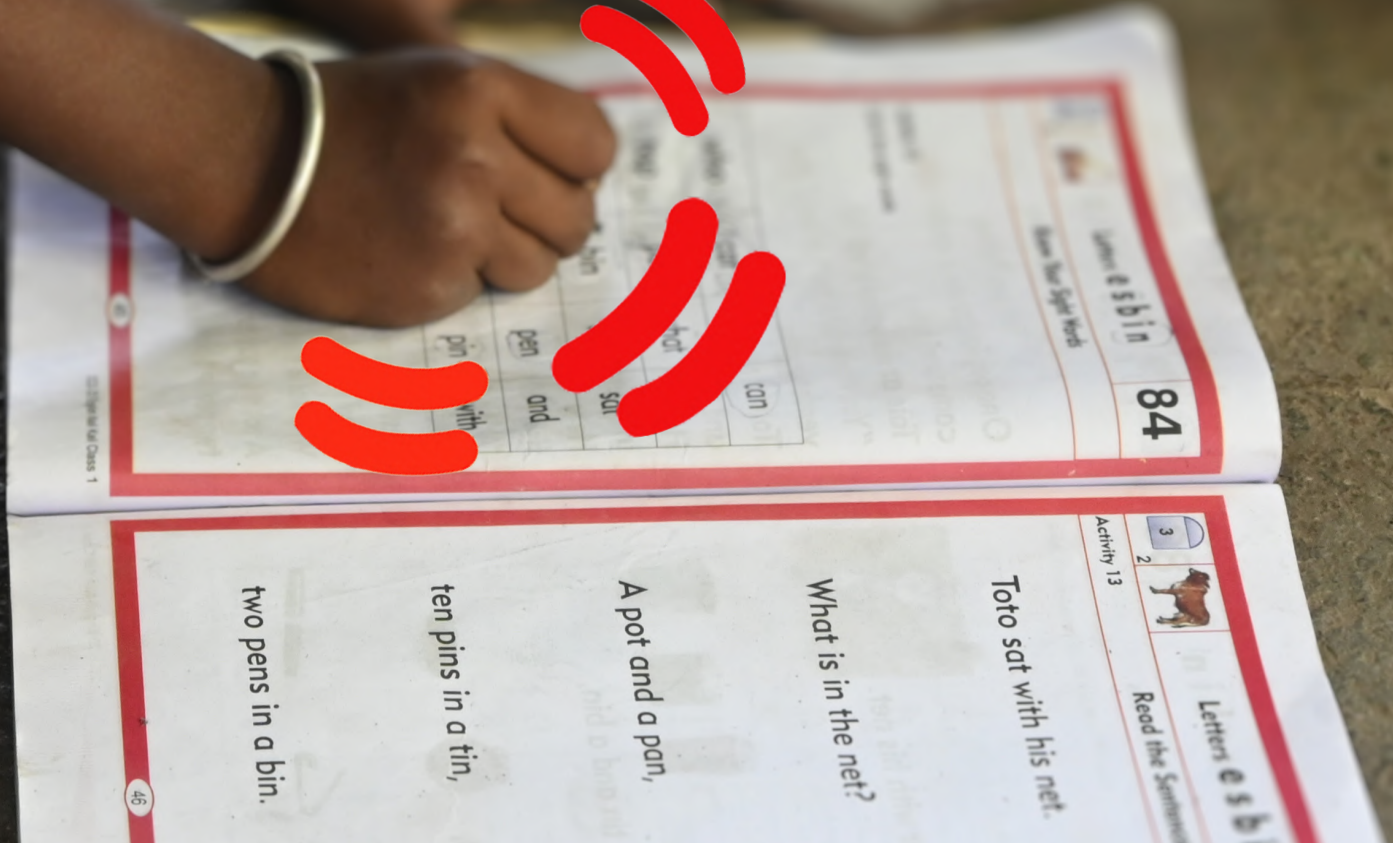
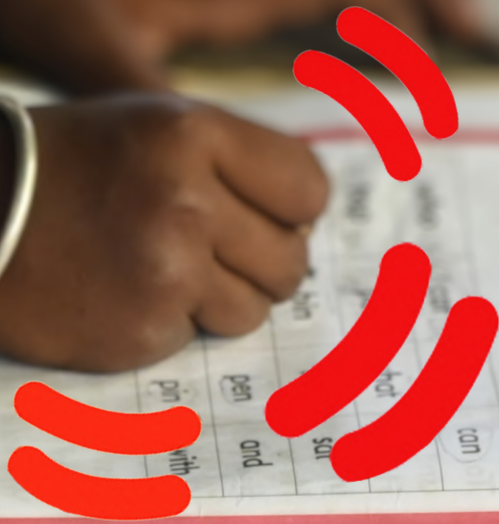
My sincere gratitude is due to every donor, and CSR partner who has believed in us and our vision of turning classrooms in India into experiential learning spaces. Without your support, none of this would have been possible. I would also like to extend my heartfelt thanks to our board members who have been a strong pillar of support at all times for the organisation and its initiatives.

RAJEEV ANNALURU**Trustee and COO**

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REPORT 2022-23



WHY WE ARE HERE?

Despite the burgeoning economy, India, as a nation, is still challenged with high unemployment rates. One of the important factors that leads to this problem is the low levels of employability of the youth that is graduating from the education system.

Today's fast-evolving technological world requires a multi-dimensional approach to education that makes the development of 21st-century skills a central goal in the classroom. **The National Education Policy in India calls out 21st-century skills such as critical thinking, communication, creativity and collaboration as essential goals of the curriculum.** However, most schools continue to operate in the chalk-and-talk method of teaching relying on rote memorisation and content acquisition methods rather than focusing on the skills and abilities that are required by the students tomorrow.

This is where we come in!

Caring with Colour aims to create the right environment in schools to develop 21st-century skills by equipping teachers to bring experiential teaching and learning methods to the forefront of the classroom. Our goal is to bring this fundamental shift in the government schooling system of the country - a system that caters to about 150 million learners in India. The introduction of experiential learning methodology, fine-tuned to the Karnataka government school syllabus has been a game changer in creating a skill-based learner experience for the young minds in the geographies where we work.



At the District Institute of Education and Training -Tumakuru, Karnataka, teachers gather for a discussion about experiential teaching methodology. CWC partners facilitate training on Math, Science and English for grades 4 to 7.

OUR SOLUTION.

While the foundational education policies in India like the National Curriculum Framework 2005 and National Educational Policy 2020 have always called for a very holistic approach towards educating future generations, the reality on the ground is antithetical to these aspirations. **Studies have shown that there are less than 10% of classrooms in the country that can step out of the traditional chalk-and-talk learning methods.**

On the other hand, Industry bodies have been emphasising the fact that the future of the workplace and the skills it demands would look significantly different with the evolution of AI and automation technologies. The industry has been talking about how the overall educational outcomes that the schooling system is providing the students will not equip them to thrive in the 21st-century industry. To address the gap between the policy intent and the on-ground implementation, CWC has developed solutions that can be applied at a systemic level across the government schools in the country.

Our work is premised on the fact that the government school teacher is the key change maker who needs to be enabled to bring about a change in the methodology of teaching and learning. As such our solution centers around empowering the teacher and creating a support system for them to adopt experiential teaching methods in classrooms.

Our solution has three main components. First, we provide comprehensive and in-depth experiential teacher training programs.

These training programs help the teachers not only enhance the depth of their subject knowledge but also provide them with a robust understanding of the pedagogical elements involved in adopting experiential teaching in their classrooms. Second, we provide experiential teaching content that has been developed through a rigorous process of research and development. Our experiential teaching content, like lesson plans, worksheets, project-based learning modules etc, act as a supplement to our teacher training programs and makes it easier for the teacher to implement the learning from the training in the classroom. Third, we work very closely with the education department functionaries to help create a conducive environment for the teachers to adopt experiential teaching methods. Our work with the department officers helps create and enhance department processes that result in better discovery of gaps in the teaching quality in schools and the design of streamlined programs that fill such gaps.

Our solutions based on the above framework are being implemented in three education districts in Karnataka, namely Tumakuru, Madhugiri and Ramanagara educational districts. CWC ensures that all the field programs are closely aligned with the departmental goals and objectives. The programs we run in Tumakuru, Madhugiri and Ramanagara districts are designed in close collaboration with the District Institutes of Education and Training (DIET) of those respective districts and are conducted as the department's programs themselves, thereby ensuring universal coverage in the districts and sustainability over the long run.

Our programs also significantly leverage technology for cost efficiency and scalability. Our technology platform called Teachopia, available as an Android app on Google Play Store, forms the backbone for disseminating the content to the teachers. The department officers also utilize the app to monitor the quality of teaching in the classroom and the impact of the program on field.



OUR IMPACT

CWC's efforts in introducing experiential teaching and learning content in the districts of Karnataka have strengthened in numbers this year. Currently, our work has been implemented in 3 educational districts in Karnataka.



CWC has impacted

2,80,000+

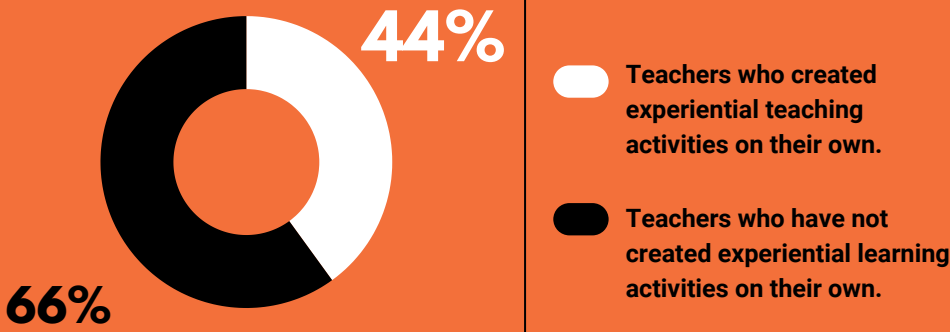
children so far across
Karnataka

- CWC has trained **8700+** teachers in experiential teaching methods.
- **5100+** schools have adopted experiential teaching methods in their classrooms.
- CWC has trained **300+** system officers.

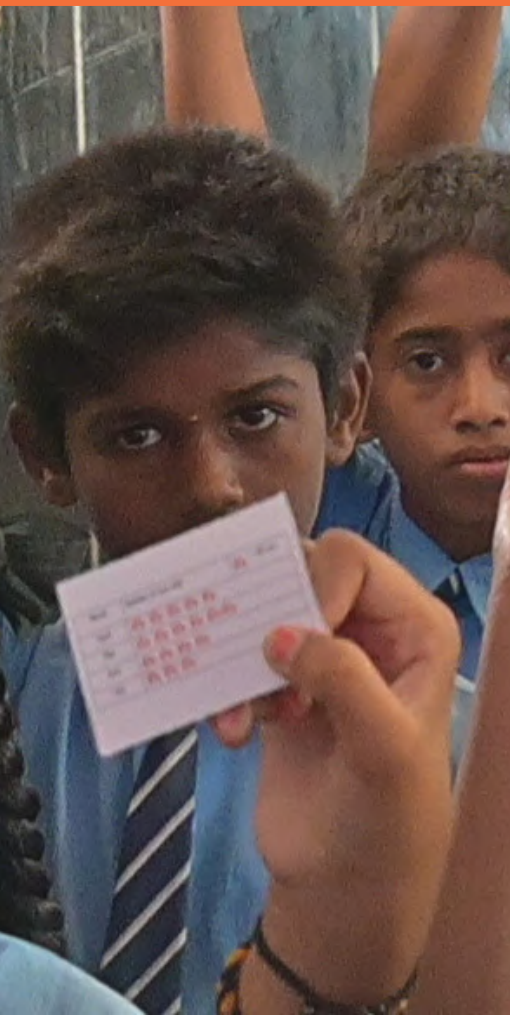
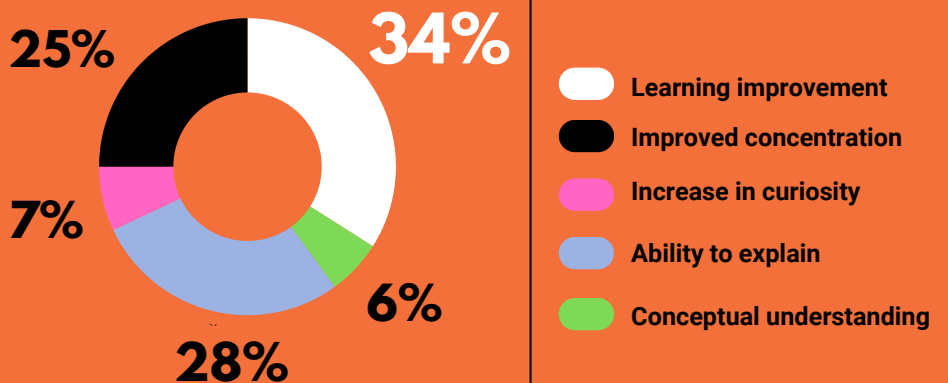


In the years since 2016, CWC has expanded its reach in a big way, establishing itself as a key influencer of teachers and department officers in helping improve the quality of education imparted in government schools.

44% Teachers started adopting experiential methods in classrooms through CWC.



34% of classrooms showed improvement in slow learners after using experiential teaching methodology.



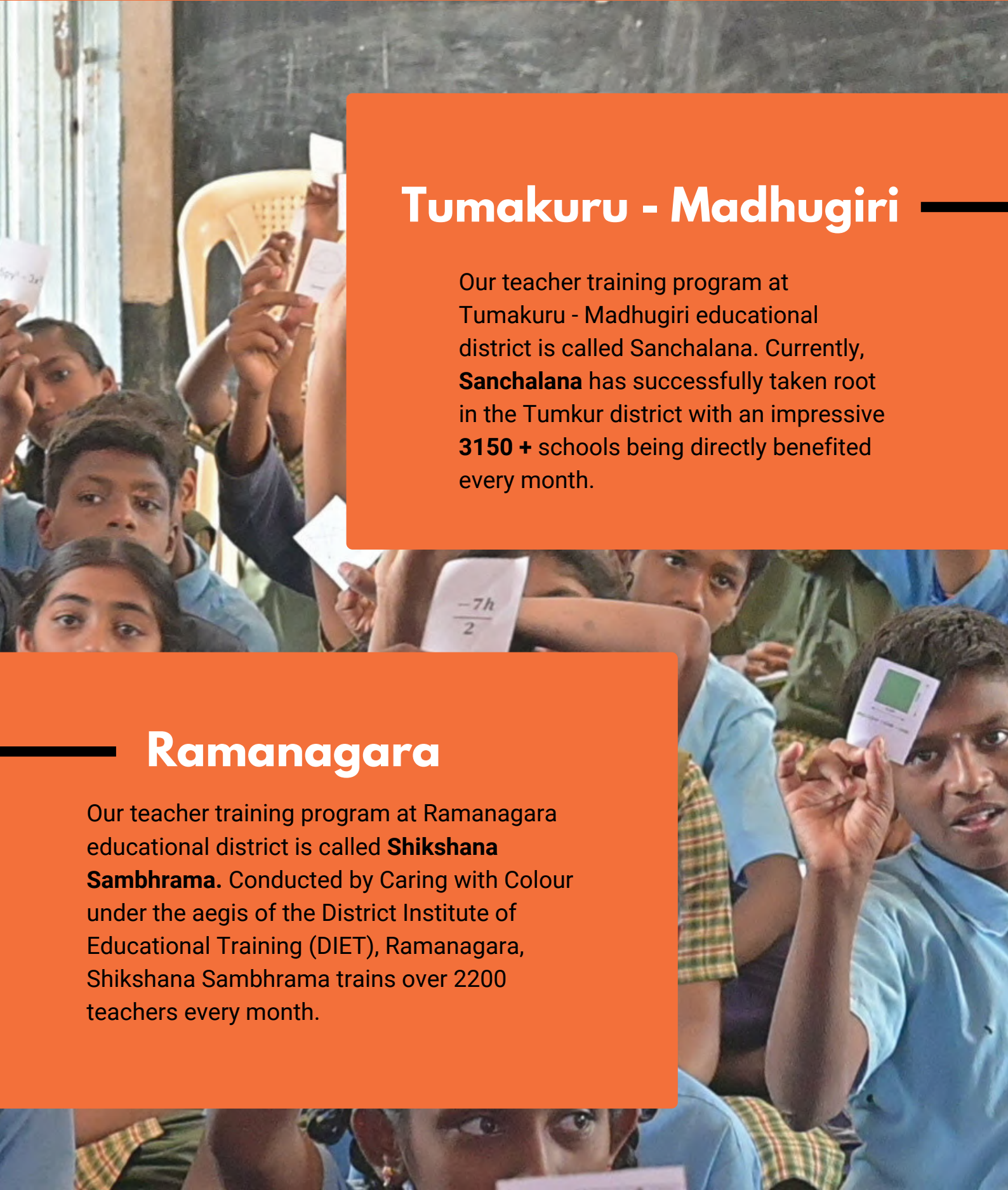
Since 2016, our work has taken root across three educational districts in Karnataka, India - Tumakuru, Madhugiri and Ramanagara.

Tumakuru - Madhugiri

Our teacher training program at Tumakuru - Madhugiri educational district is called Sanchalana. Currently, **Sanchalana** has successfully taken root in the Tumkur district with an impressive **3150 +** schools being directly benefited every month.

Ramanagara

Our teacher training program at Ramanagara educational district is called **Shikshana Sambhrama**. Conducted by Caring with Colour under the aegis of the District Institute of Educational Training (DIET), Ramanagara, Shikshana Sambhrama trains over 2200 teachers every month.



Year in recap 2022-23

Sanchalana Teacher training program: Tumakuru - Madhugiri educational district

At CWC, we've embarked on a remarkable journey through our 'District Education Transformation Program' (DETP). This initiative aims to revolutionise the quality of education within government schools. Our primary objective is to empower teachers with experiential teaching methods, ultimately enhancing students' learning outcomes.

The District Education Transformation Program (DETP) is a step in the direction of creating a sustainable, and institutionalised model for Quality Education in schools. The DETP model essentially creates a systemic framework that achieves the following:



View from a Sanchalana teacher training center - Tumakuru district, Karnataka, India.

1. Create a unified vision for the educational district that is evolved by the functionaries of the education department for their district.
2. Bringing the various cadres of the officers in the district (from the district level, block level, cluster level, and school level) towards achieving the goals articulated for the district.
3. Enhance DIETs in each district and create functional District Resource Groups (DRGs) that are capable of working towards improving the teaching quality through the adoption of experiential teaching-learning methods in government schools.
4. Create a strong cadre of resource persons at a Block and sub-block level (Block Resource Groups) who are capable of training the teachers in experiential teaching methods within their geographies. These resource persons can effectively become mentors for other teachers in their geographies.
5. Conduct monthly teacher training programs through DRGs and BRGs to enhance teacher skills and mindsets towards adopting experiential teaching methods in the classroom.

The DETP was launched in Tumakuru during the 2021-22 academic year, and we are delighted to share the significant milestones achieved during this academic year.

Key accomplishments during the current academic year include:

- Identification and continuous professional development of Block Resource Group members also known as teacher mentors.
- Monthly teacher training program for teachers focusing extensively on experiential teaching methods.
- Establishment of a monitoring structure across all department levels (District-Block-Cluster-School).
- Development and pilot testing of classroom teaching quality observation forms to ensure improved teaching methods in classrooms.
- Training of department officers to enhance Cluster and Block level academic processes.
- District and Block level visioning workshops involving educational leaders in Tumakuru and Madhugiri.

Our program aligns with the National Education Policy 2020, which emphasises that teachers invest at least 50 hours in professional development. Sanchalana, the monthly teacher training program designed by CWC, not only helped enhance the subject and pedagogical knowledge of the teacher but also served as a platform for peer learning. Teacher-mentors in Science, Math, and English have played a pivotal role in guiding teachers and facilitating learning.

Our efforts have garnered interest from the State Project Director, who has visited Tumakuru to understand Sanchalana and explore its potential expansion across Karnataka.

Key insights from the program include:

- Teachers willingly participate when provided with training tailored to their needs.
- Experiential teaching content complements training, improving classroom practices.
- Peer learning platforms and Mentorship for teachers can play an important role in helping teachers transform the teaching method they adopt in the classroom.
- Creating a supportive environment at the block and district levels motivates teachers.



Guest teachers of Tumakuru - Madhugiri educational district participate in a teacher training orientation about experiential teaching methodology conducted by CWC.

While we celebrate our successes, we acknowledge the challenges faced:

- Aligning with the Department's training calendar.
- Managing leadership changes.
- Introducing measurement tools for teachers' performance assessment.
- Sustaining motivation levels of teacher mentors and providing infrastructure support.
- Ensuring robust research and documentation.

FEEDBACK FROM TEACHERS

Large-scale interactive Process with Teacher Mentors (LSIP)

Teacher mentors were a key component in the design and implementation success of the Sanchalana program. Teacher mentors played a pivotal role in ensuring that the monthly learning sessions were conducted effectively throughout the year. Given how closely teacher mentors were involved with the program, CWC conducted an event at the end of the year to seek feedback from the teachers on the improvements that can be made to the Sanchalana program design based on the challenges mentors and teachers may have faced. This was also an opportunity for CWC to recognize the contributions made by the teacher mentors towards the success of the government school ecosystem.

All the 300+ teacher mentors who took on the responsibility of mentoring the other teachers in their training centres attended the program along with the cluster level and block level officers who were instrumental in providing coordination and support.

The event utilised an innovative facilitation method called the Large Scale Interactive Process (LSIP) that can help elicit feedback from a large gathering of participants in a single event. Dr Pundaleeka Kamath, Senior Project Manager (CSR) of BOSCH India Foundation and an expert in LSIP methodology, facilitated discussions to evaluate the success of the Sanchalana, its challenges, and areas for improvement in the next academic phase.



Large-scale interactive Process with Teacher Mentors (LSIP)

LSIP featured video lectures, reflections, and interactive activities, emphasising the impact of small, connected actions in fostering a supportive teacher ecosystem.

Positive feedback highlighted the benefits of activity-based experiential teaching-learning for both students and teachers. It was noted that the approach improved the conceptual knowledge of the students and, in some regions, created English-speaking atmospheres without a dedicated English teacher. Mentors also reflected on challenges faced by teachers, such as the knowledge level required for the transaction of certain concepts, logistical issues, and on-ground realities like mobile networks and connectivity issues.

Teacher mentors explored ways to enhance Sanchalana, proposing improvements such as focusing on activities related to textual knowledge, providing learning resources, and conducting face-to-face sessions. Dr Kamath emphasised the importance of selfless indulgence for the collective good and the need for evolving policies. He concluded by underscoring the necessity of unconditional commitment for those aiming to bring positive change to the education system. He emphasised that commitment in this sector must transcend conditional factors. Mr Vedamurthy, from DIET, emphasised the importance of experiential learning, spot-integrated learning, art-integrated learning, and discovery-based learning aligned with the National Curriculum Framework and National Education Policy.

This interactive process served as a valuable reflection on the successes, challenges, and future direction of Sanchalana, laying the groundwork for continued improvement in teacher professional development.

In conclusion, CWC remains committed to its mission of transforming education through innovation and collaboration. We will continue to paint a brighter future for our students and educators.



Teachers of Urdu medium schools come together to review and edit Urdu teaching resources and learning content by CWC so that minority language teachers can also bring experiential teaching to classrooms.



Teacher mentors from across Tumakuru Madhugiri educational district gather to evaluate the DETP program as part of LSIP.



Teachers of Tumakuru- Madhugiri educational district illustrating an experiential teaching activity in Science.

Impact of Sanchalana in Tumakuru & Madhugiri.



A small group of committed teachers can change the lives of generations to come.

Sanchalana, our flagship teacher training program believes in the impact that our teachers can make in the government schools of Tumakuru-Madhugiri educational district.

64 Sanchalana training centres have been developed across 10 blocks of Tumakuru district.

SANCHALANA IMPACT

300+

Number of teacher mentors developed

350+

Number of department officers (including CRPs) trained.

7000+

Number of teachers using Teachopia in Tumakuru & Madhugiri

On average, the number of teachers who participate in our subject wise training in experiential teaching and learning methodologies are as follows:

3394

Science Teachers

3730

Math Teachers

3438

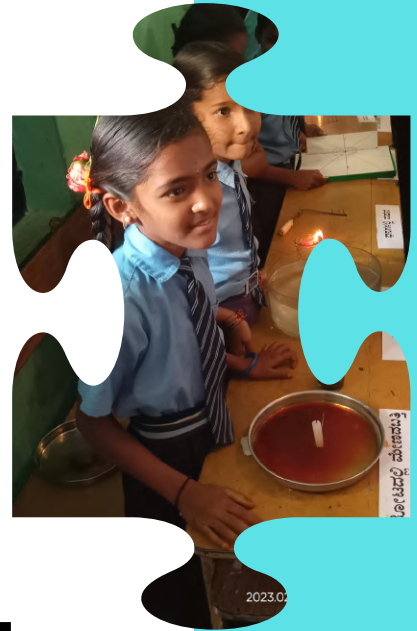
English Teachers

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‘Sanchalana’ is a beneficial workshop organised for us by the department. ‘Chalana’, the program’s name, means ‘to move’ in English. It is true that when interested and self-motivated teachers come together and discuss experiential activities, we get to learn new concepts and move upward in our skills. We thank the District Institute of Education and Training (DIET) and Caring with Colour for making this dream come true.

Lokesh H. M.
English Facilitator,
G L P S, Tiptur

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Year in recap 2022-23

Shikshana Sambhrama teacher training program:

Ramanagara educational district

'Shikshana Sambhrama' is a collaborative endeavour between Caring with Colour and the District Institute of Education and Training, Ramanagara. Under this initiative Caring with Colour aims to promote experiential teaching and learning methods in the classrooms across the primary schools in Ramanagara.

Overview

In 2022-23, Shikshana Sambhrama significantly impacted the Ramanagara district through various initiatives to enhance the education methodology of teaching. The focus of the programs conducted by Caring with Colour was to deepen the conceptual understanding of subject matter and pedagogy for teachers and equip them with the skills necessary for experiential teaching and learning.

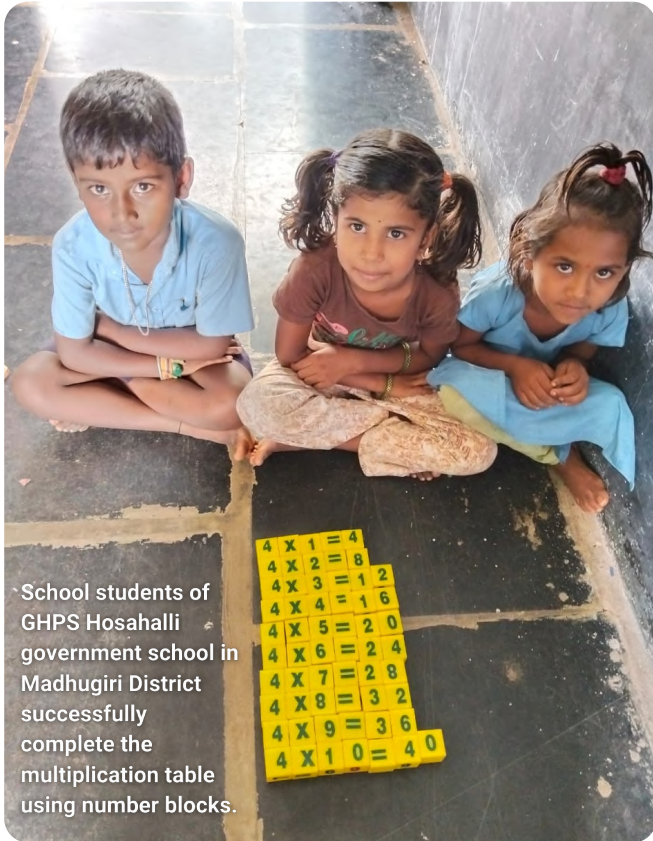
Monthly Online Teacher Training

Caring with Colour conducted monthly online teacher training sessions for teachers teaching Math, Science, and English to Grades 4-7 students. These sessions aimed to provide educators with a comprehensive understanding of the learning outcomes outlined in the syllabus

prescribed for the academic year. The goal of the training sessions was to bridge the gap between concepts and pedagogical skills required for experiential teaching. Our team worked closely with the DIET-Ramanagara faculty to understand the precise gaps in the understanding of the teachers to design and develop the modules that will suit the needs of the teachers in Ramanagara. In total CWC delivered 15 training modules (5 each in English, Science, and Math), benefitting over 1200 teachers, all delivered through online platforms. These training sessions were supplemented with experiential teaching content that was provided through our technology app called Teachopia.



CWC officials meet with block level officials of Ramanagara district to discuss the methods by which to enable government school teachers.



Spoken English Course

To facilitate the acquisition of strong English language skills among learners, the Education Department established 58 English Medium Schools in Ramanagara district, Karnataka during the academic year 2019-20. Post-covid, in a joint study conducted by DIET - Ramanagara and CWC, to assess the state of the English learning environment in these English Medium schools, it was found that the schools were struggling to help develop the English language acquisition in students. The study revealed that the primary contributor to the problem was the inability of the teacher to speak in English. Through interviews and classroom observations, it was found that 85% of teachers expressed a desire to enhance their spoken English abilities. Our research also revealed that the classrooms lacked a supportive and nurturing English-speaking environment.

Creation of Educational Videos

Our first component involved the creation of educational videos aligned with the learning outcomes of the Kalika Chetharika Program. These videos captured the exemplary classroom practices of teachers who excelled in facilitating learning through experiential methods like activities, demonstrations, and experiments. CWC produced over 100 videos covering all blocks of Ramanagara district, which were shared with teachers to help them impart concepts experientially.

Online Motivational Sessions

Our final component aimed to inspire and empower teachers and educational functionaries in Ramanagara District through online motivational sessions. These sessions were open to all teachers in Government schools and covered topics like 'My Classroom My Vision', 'Sambhrama Sanivaara', 'Improving NAS Results', and 'Teacher and Teacherhood.'



Teachers of Ramanagara educational district attend a spoken English workshop led by CWC.

To read more about the spoken English skill evaluation survey, scan the QR code here:

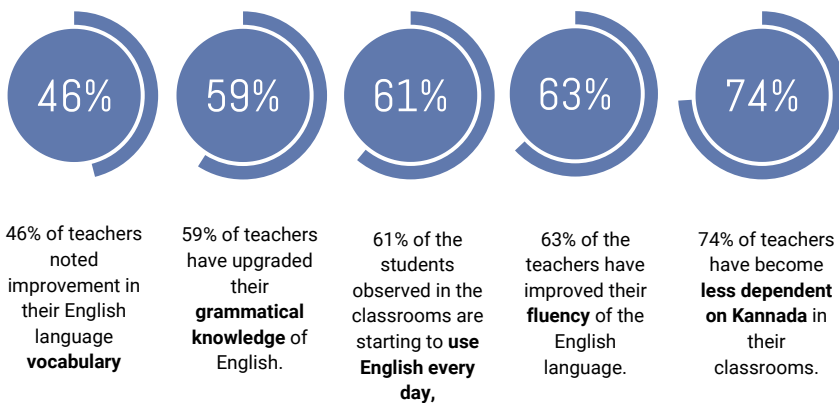


To address this challenge CWC designed a comprehensive spoken English training course for teachers. The program, which trains teachers every week, helps teachers build their English-speaking ability. The program is customised to enhance teachers' spoken English skills for scenarios specific to the school and classroom contexts.

CWC set out to Ramanagara to deliver both online and offline spoken English classes to the teachers once a week through online platforms such as Zoom, Google Meet, and WhatsApp. A total of 28 sessions were conducted for the beginner-level stage, ensuring a comprehensive and structured approach to improving spoken English skills. This focused on not only creating an English-speaking environment but also making provisions for teachers to converse regularly. CWC provided self-evaluation rubrics for the continuous improvement of teachers attending.

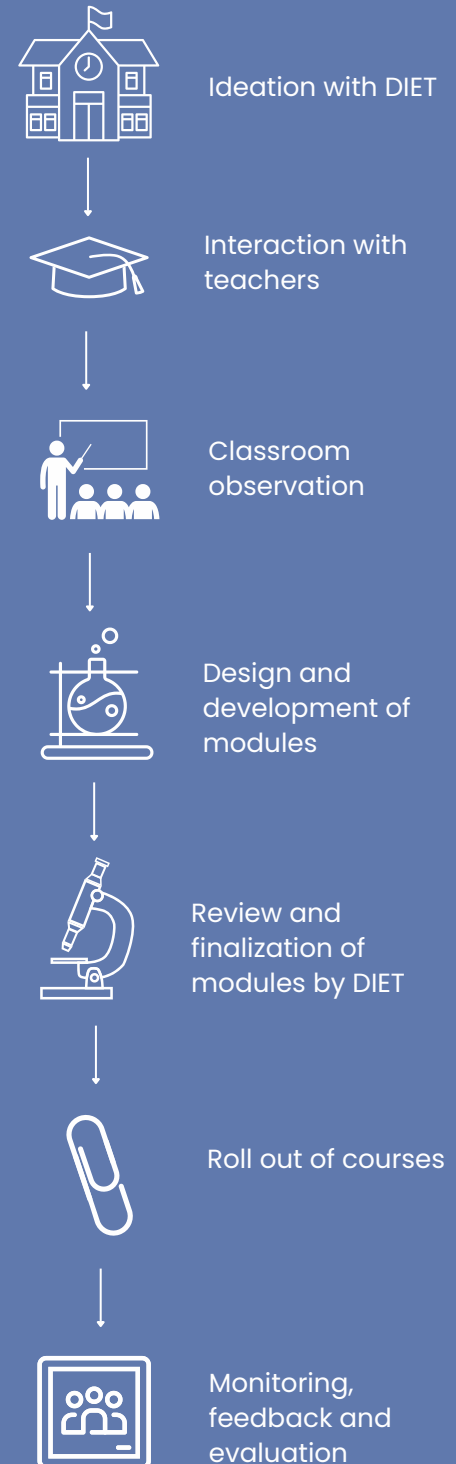
The concept of an English Buddy was introduced, where teachers from the same school were paired up to engage in peer learning. The purpose of this initiative was to provide teachers with a speaking buddy who could help them practice English within the school environment. This created a self-sustaining model where the teachers could support each other in this process of building an English-speaking environment.

Spoken English Program effectiveness:



The program was piloted with 32 teachers from 16 Government English Medium Schools. Beginner-level English-speaking modules were offered online, and the course garnered significant interest from teachers, many of whom expressed their willingness to enrol for the subsequent academic year 2023-24 voluntarily.

Process flow of spoken English training program and its implementation



Testimonials from participants:

Our interactions with the teachers have informed our perspective on language learning, teacher interest, and the gaps that we are trying to address and have given us an overall picture of the needs and requirements of the field.

Pramila D. V. from the Government Higher Primary School (GHPS) of Hulikal, told us that she encourages her kids to speak English even if they are nervous and worried that they could be wrong, just like how we did to her in the training program.

In the same school, Bheemesh, a Hindi educator, reveals that ever since he adapted a mode of teaching where the children speak more than the teacher does, the classroom thrives better than earlier.

Hemanth Kumar G. S., who teaches at the Government Model Public School of Kodihalli, said that after attending the course and knowing what to say, his confidence in speaking the language spiked.



English teachers volunteer experiential teaching activities for learning prefixes and suffixes.

Shikshana Sambhrama Impact

Shikshana Sambhrama's primary goal is to develop a teacher training program to support and guide teachers in adopting experiential learning methods as envisaged in the National Education Policy 2020.

Since its inception, the program has grown in impact across Ramanagara District.



1200+ Teachers participated in Shikshana Sambhrama in 2022-23

SHIKSHANA SAMBHRAMA IMPACT

1350+

Number of teachers participated in the motivational sessions.

19

Number of teacher training modules created.

28

Number of participants in spoken English training program.

On an average, number of teachers who participate in our subject wise training in experiential teaching and learning methodologies are as follows:

360

Science Teachers

829

Math Teachers

854

English Teachers

“

Our 4th and 5th-grade students in our school enthusiastically participate in various activities. They actively engage in group activities and come up with creative ideas. The students who excel in these activities help others. This enables all students to learn. When they don't understand something, they ask questions and try to solve their problems. This helps them develop questioning skills. They also use different educational materials to explain concepts, making abstract ideas more understandable. This enhances experiential learning and increases their knowledge by understanding the aspects that come up in imaginative concepts.

”

Gopal T. T.

Asst. Teacher,
G L P S, Sasalu
Turuvekere



REPORT

District Student Achievement Study

Background

Often, the decision-makers of the education system face difficulties in assessing the health of the education system. For years, the system has used the results from formative and summative assessments conducted by the teachers in their classrooms as an indicator of the actual effectiveness of learning outcomes for students. However, the reliability of these assessments as a true indicator of student learning levels has been questionable.

Initiatives like ASER (Annual Status of Education Report) and NAS (National Achievement Survey) by the Ministry of Education have been adopted widely by the state education departments to get a standardized measure of the learning outcomes achieved by school-going students. However, these standardised assessments cannot be customised for specific local geographies and hence the educational officers at the district level have been facing the difficulty of utilizing these assessments for any testing they may want to do to uncover gaps in student learning levels in their local geographies.

The department functionaries at a district level (District Education Officers, Deputy Directors, DIET Principals etc.) are stakeholders who have insights into the actual operational requirements of schools in various geographies. These district-level officers are the educational leaders in the districts who have the authority and prerogative to identify gaps in their districts and devise appropriate solutions to address them. However, there are no readily available standardised assessment tools that these district leaders can utilise for the health of their system. Their work calls for a tailored standardized assessment tool that

can inform them as well as the teachers in the district about gaps in the learning outcomes of the students.

Caring with Colour in association with the DIETs in Tumakuru & Madhugiri Educational districts has developed a standardized assessment tool in line with the accepted philosophical foundations of the National Achievement Survey. The survey called the District Student Achievement Survey, or DSAS in short, can inform teachers and education functionaries about the critical gaps in learning outcomes of students with reflections on the context, geographical and regional aspects involved in their learning environments.

Objectives of DSAS

1. Creation of a standardised assessment tool that can inform the learning levels of students in a given district in a way that can be customised to the needs of the district.
2. Determine the impact of any innovative educational interventions that a district implements.

Process plan

In pursuit of this idea, CWC and DIET in Tumakuru and Madhugiri districts collaborated to pilot test the idea within the purview of the Sanchalana program being conducted in the two districts. Math, Science and English in grades 4-7 have been selected as the scope for implementation in the first iteration. The assessment will be designed based on the widely accepted principles of the National Achievement Survey by the Ministry of Education. The test items of DSAS will map to the Department of State Educational Research and Training (DSERT) curriculum and learning outcomes.

Implementation

The pilot test of DSAS was successfully executed in March 2023. The pilot tested a sample of 120 students from grades 4 to 7, in 30 different schools across 10 blocks of Tumkur and Madhugiri districts. A total number of 1440 students attended the pilot test. The pilot test was carried out in association with DIET - Tumkur and Madhugiri, with the support of other consortium NGOs of DETP.

DSAS has been structured along the lines of the Item Response Theory (IRT) as its foundational philosophy. The Item Response Theory (IRT) refers to a family of mathematical models that attempt to explain the relationship between latent traits (unobservable characteristics or attributes) and their manifestations (i.e., observed outcomes, responses, or performance).

The design of DSAS is in such a way that it provides reflections on a continuous well-distributed measure of student achievements. DSAS can be used to differentiate between student achievements across various levels of student ability. DSAS can also be used for comparison - student achievement at the beginning of the year vs end of the year or schools receiving a particular program vs schools not receiving it)

Outcome

The pilot test helps finalize the structure and items on the survey and fine-tune it for future use. The items on the tests have been revised, dropped or reworked after the successful run of the pilot test.

The pilot test conducted was successful and helped validate, retain and revise test items. Caring with Colour intends to use the DSAS in collaboration with DIET-Tumakuru and Madhugiri as a tool for periodic validation of the achievement of learning outcomes of students across the Tumakuru district.



CWC facilitator conducts DSAS at a government primary school in Tumakuru.

1440

Students participated in the pilot test of DSAS

30

Different schools participated in the development of DSAS.

120

Students across 10 blocks of Tumkur - Madhugiri educational districts were selected for the survey.

REPORT

District Visioning Workshop

Background

The District Education Transformation Program (DETP) has been a pivotal initiative in the pursuit of realising the aspirations of the National Education Policy (NEP) and the National Curriculum Framework (NCF). In alignment with these educational reform goals, the DETP seeks to unite education functionaries from diverse institutions and levels, thereby influencing the teaching and learning processes within the school system. The shared vision and objectives of this program aim to bring about significant transformation in the field of education, particularly in the Tumakuru and Madhugiri Education districts, encompassing ten blocks.

To initiate and further this educational transformation, a District Visioning Workshop was organised. This crucial event took place at Ranga Taana, a serene mountain retreat near Chikkamagalore. The workshop brought together 40 education officers who play pivotal roles in the Tumakuru-Madhugiri educational districts. This gathering aimed to foster collaboration contribution and establish shared educational goals.

Catalytic Role of Knowledge Partners

To ensure the success of the District Visioning Workshop, key knowledge partners played a pivotal role. Along with 'Caring with Colour' (CWC), 'Mantra for Change' and the 'India Literacy Project' provided invaluable support. Their expertise and guidance were critical in guiding and visioning the process towards its ultimate goal – to build a unified vision and set of objectives.

The Workshop's Framework

Over three days, the participating officers were immersed in a series of activities and engaged in brainstorming sessions. These activities were designed to help them grasp the challenges and concerns that may hinder their efforts to achieve their educational dreams. The workshop was structured to allow the officers to understand the critical elements of the visioning process, encouraging them to develop and design plans to pave the way for meaningful change.

Importance of Unified Vision and Goals

A fundamental lesson that the officers gleaned from this workshop was the necessity of creating a unified and shared vision and setting goals for the educational scenario, identifying shortcomings and gaps, and subsequently creating a vision and goals to enhance the overall academic quality of the district.



Education functionaries attend the District Visioning workshop conducted at Ranga Taana resort, Tarikere Karnataka.

Conclusion

The District Visioning Workshop under the DETP is a critical step towards achieving the educational aspirations of the NEP and NCF. It underscores the importance of collaboration, shared vision, and defined goals in bringing positive change to the education system. With the support of knowledge partners, the participating officers were able to understand better the challenges they face and work towards a brighter future for education in the Tumakuru and Madhugiri Districts. The momentum generated by this workshop is expected to catalyse the transformational journey ahead.



Education functionaries practice hands on collaborative teaching practices to strengthen their common vision towards achieving goals in NEP 2020.

“

I have been dedicated to nurturing my students' educational experience, paying attention to experiential learning during my classes and tutorials. Some children excel in learning, while others take more time to engage in education fully. To support these students in their educational journey, I utilise various activities and videos to provide experiential learning in Science. In our school, a few students from the 6th and 7th grades have stood out in their educational pursuits, participating actively in Science-related activities and experiments despite their underperformance in the exams. Learning through 'see & learn' and 'do & learn' has proven highly effective for our students. I prioritise providing quality education for children and facilitating experiential learning, and practical education is my top priority.



”

Netra K. R.
Ass. Teacher,
G H P S, Debbeghatta,
Turuvekere

OUR FINANCIALS 2022-23



Letters e s b i n
Know Your Sight Words

cap	bat	what	pan	pin	and	sat	col	can
top	an	pen	with	and	sat	col	can	

What is in the net?
A pot and a pan,
ten pins in a tin,
two pens in a bin.

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CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE
#573 17th cross , Binnamangala road, Indiranagar

RECEIPTS AND PAYMENTS ACCOUNT FOR THE PERIOD ENDING MARCH 31, 2023

RECEIPTS	AMOUNT (Rs.)	PAYMENTS	AMOUNT (Rs.)
Opening Balance:		Employee Expenses	2,27,40,973
Kotak Mahindra Bank	42,49,126	Professional charges	82,39,706
Cash on hand	32,849	Audit Fee	59,000
Fixed Deposit	7,42,174	Office expense	10,78,402
Donations Received	4,33,15,000	Welfare Expense	89,302
Interest received from bank	38,672	Software Expenses	11,61,577
Other Income	31,056	Rent	15,72,168
		Communication expenses	7,14,351
		Vehicle Maintenance	3,78,590
		Rate and Tax	24,150
		Other Expenses	5,80,514
		Other Advances	36,142
		Tumakuru Program Expenses	6,48,572
		Ramanagara Program Expenses	69,984
		Purchase of Asset	67,05,727
		Closing Balance:	
		Cash on hand	25,303
		Fixed Deposit	7,60,842
		Kotak Mahindra Bank	35,23,575
TOTAL	4,84,08,877	TOTAL	4,84,08,877

vide our Report of even date attached
for B.K.Ramadhyan & Co.LLP,
Chartered Accountants

C.R. Deepak

(C R Deepak)
Partner

Place: Bengaluru
Date:

B K RAMADHYANI & CO. LLP
CHARTERED ACCOUNTANTS
No. 68, # 4-B, Chitrapur Bhavan,
8th Main, 15th Cross, Malleswaram,
BANGALORE - 560 055.

for Caring With Colour - A Manasi Kirloskar Initiative,

For Caring with Colour - A Manasi Kirloskar Initiative

Manasi Neville Tata
Chairperson and Managing trustee

(Manasi Neville Tata)
Chairperson &
Managing Trustee

Caring With Colour-
A Manasi Kirloskar Initiative

Rajeev Annaluru
Trustee

(Rajeev Annaluru)
Trustee & COO

CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE
#573 17th cross , Binnamangala road, Indiranagar

STATEMENT OF AFFAIRS AS AT MARCH 31, 2023

Particulars	Notes	As at March 31, 2023	As at March 31, 2022
Liabilities:			
Corpus Fund:		50,000	50,000
Income & Expenditure account:			
As at the beginning of the year		94,57,161	75,79,947
Less:			
Excess of Income/(expenditure) over Income		32,87,195	18,77,214
As at the end of the year		1,27,44,355	94,57,161
TOTAL		1,27,94,355	95,07,161
Assets:			
Fixed Assets:	2	1,54,38,029	87,32,302
Less:			
Depreciation		79,47,375	52,07,129
		74,90,654	35,25,173
Current Assets:			
Cash on Hand	3	25,303	32,849
Bank Balance		35,23,575	42,49,126
Fixed Deposit with Bank		7,60,842	7,42,174
Short term loans and advances	4	9,50,000	9,57,839
Other Advances		43,981	
		53,03,701	59,81,988
TOTAL		1,27,94,355	95,07,161

Summary of significant accounting policies forming part of this financial statements - Note 1

vide our Report of even date attached
for B.K.Ramadhyan & Co.LLP,
Chartered Accountants

C. R. Deepak

(C R Deepak)

Partner

Place: Bengaluru

Date:

B K RAMADHYANI & CO. LLP
CHARTERED ACCOUNTANTS
No. 68, # 4-B, Chitrapur Bhavan,
8th Main, 15th Cross, Malleswaram,
BANGALORE - 560 055.

For Caring With Colour - A Manasi Kirloskar Initiative

Manasi
Chairperson and Managing trustee

(Manasi Neville Tata)

Chairperson &
Managing Trustee

Caring With Colour-
A Manasi Kirloskar Initiative

Rajeev
Trustee

(Rajeev Annaluru)

Trustee & COO

CARING WITH COLOUR - A MANASI KIRLOS KAR INITIATIVE
#573, 17th cross , Bin namangala road, Indiranagar

INCOME & EXPENDITURE ACCOUNT FOR THE PERIOD ENDED March 31, 2023

Particulars	As at March 31, 2023	As at March 31, 2022
INCOME		
Voluntary Contributions received during the year	4,33,15,000	3,24,06,000
Interest received on bank deposits	38,672	18,038
Other Income	31,056	
TOTAL	4,33,84,728	3,24,24,038
EXPENDITURE		
Employee Expenses	2,27,40,973	1,90,66,397
Professional charges	82,39,706	53,93,232
Audit Fee	59,000	
Office expenses	10,78,402	8,60,718
Welfare Expense	89,302	1,83,637
Software Expenses	11,61,577	10,15,973
Rent	15,72,168	14,93,194
Communication expenses	7,14,351	22,790
Vehicle Maintenance	3,78,590	2,96,456
Rates and Taxes	24,150	158
Bank Charges	-	-
Other Expenses	5,80,514	3,03,988
Tumakuru Program Expenses	6,48,572	38,397
Ramanagara Program Expenses	69,984	83,698
Depreciation and amortization expenses	27,40,245	17,88,187
	4,00,97,533	3,05,46,824
Excess of Income Over Expenditure	32,87,195	18,77,214

Summary of significant accounting policies forming part of this financial statements - Note 1

vide our Report of even date attached
for B.K.Ramadhyan i & Co.LLP,
Chartered Accountants

C. R. Deepak

(C R Deepak)

Partner

Place: Bengaluru

Date:

for Caring With Colour -
A Manasi Kirloskar
Initiative

For Caring with Colour - A Manasi Kirloskar Initiative

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Manasi Kirloskar
Chairperson and Managing trustee
(Manasi Neville Tata)
Chairperson &
Managing Trustee

Caring With Colour -
A Manasi Kirloskar Initiative

Rajeev Annaluru
Trustee

(Rajeev Annaluru),
Trustee & COO

B K RAMADHYANI & CO. LLP
CHARTERED ACCOUNTANTS
No. 68, # 4-B, Chitrapur Bhavan,
5th Main, 15th Cross, Malleshwaram,
Bengaluru - 560022

CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE
SCHEDULE TO BALANCE SHEET AS AT MARCH 31, 2023
NOTES AND SIGNIFICANT ACCOUNTING POLICIES

Note - 1

1 Introduction:

Caring with Colour - A Manasi Kirloskar Initiative ("the Trust") was created on August 28, 2016 and is a charitable trust registered under section 12A of the Income Tax Act, 1961 vide registration No. - CIT (E) BLR/12A/P-401/ AABTC9687L/ITO(E)-1/Vol 2017 - 2018 dated 23/05/2017.

The name of the trust has been changed from "Caring with Colours - A Manasi Kirloskar Initiative" to "Caring with Colour - A Manasi Kirloskar Initiative" vide amendment deed dated April 22, 2017.

2 The following are major objectives & activities of the Trust:

- a) The Trust runs Education Quality Improvement Initiatives in all the Government Primary Schools in Tumakuru and Ramanagara District of Karnataka
- b) The Trust has undertaken teacher training program for teachers working in the government schools.
- c) The Trust also Conducts Various training & Coordination activities with Educational Functionaries to Improve the Teacher Performance in the Classrooms.
- d) The Trust is in the process of developing activity based and arts integrated experiential content based on Karnataka state syllabus that can be used by the government school teachers across the state to teach in their classes.
- e) The Trust Provides a technology platform called "Teachopia" at free of Cost to all the Teachers in Tumakuru and Ramanagara District

3 Significant accounting policies:

- i) The Trust follows cash system of accounting.
- ii) Fixed Assets:
Tangible fixed assets are valued at cost inclusive of freight, taxes and incidental expenses relating to acquisition, installation, erection, commissioning etc., till asset is put to use.
- iii) Depreciation:
Depreciation on Fixed Assets has been provided on the written down value method applying the rates as stipulated in Income Tax Rules, 1962.
- iv) Contributions:
Voluntary contributions with specific directions that they form part of the corpus or received for any specific purpose are capitalised. Other general contributions are considered as revenue and credited to Income and expenditure account.
- v) Dues to Micro, Small and Medium Enterprises Act, 2006:
The Trust has initiated the process of obtaining confirmation from suppliers regarding their registration under the Micro, Small and Medium Enterprises Development Act, 2006. The suppliers are not registered wherever confirmations are received and in other cases, the Trust is awaiting their confirmation due to which outstanding balances or interest due is not disclosed as it is not determinable.



CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE
NOTES TO FINANCIAL STATEMENTS

2 Property, Plant and Equipment

Particulars	Rate	GROSS BLOCK (AT COST)				Depreciation				NET BLOCK	
		As at April 1, 2022	Additions for the period	Deductions during the year	As at March 31, 2023	As at April 1, 2022	For the period	Deductions during the year	As at March 31, 2023	As at March 31, 2023	As at March 31, 2022
Tangible Assets											
Computers	40%	72,99,130	8,23,024	-	81,22,154	46,13,510	13,08,701	-	59,22,210	21,99,944	26,85,620
Innova Car	15%	6,00,000	-	-	6,00,000	2,46,179	46,981	-	2,93,160	3,06,840	3,53,821
Office equipment	15%	5,44,086	-	-	5,44,086	2,32,518	49,296	-	2,81,814	2,62,272	3,11,568
Furniture & Fixtures	10%	2,89,086	1,17,328	-	4,06,414	1,14,922	31,504	-	1,46,426	2,59,988	1,74,164
		87,32,302	9,40,352	-	96,72,654	52,07,129	14,36,481	-	66,43,610	30,29,044	35,25,173
Intangible Assets											
Software	40%	-	57,65,375	-	57,65,375	-	13,03,764	-	13,03,764	44,61,611	-
		-	57,65,375	-	57,65,375	-	13,03,764	-	13,03,764	44,61,611	-
TOTAL		87,32,302	67,05,727	-	1,54,38,029	52,07,129	27,40,245	-	79,47,374	74,90,655	35,25,173



For Caring with Colour - A Manasi Kirloskar Initiative

(Signature)
Chairperson and Managing trustee

Caring With Colour-
A Manasi Kirloskar Initiative

(Signature)
Trustee

CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE
NOTES TO FINANCIAL STATEMENTS

(Amount in Rs.)

Particulars	As at March 31, 2023 ₹	As at March 31, 2022 ₹
3 Cash and Bank Balances:		
<i>i) Cash and cash equivalents:</i>		
a) Balances with banks	35,23,575	42,49,126
- in other current accounts	25,303	32,849
b) Cash on hand	35,48,878	42,81,975
<i>ii) Other Bank Balances:</i>		
Deposits with maturity exceeding 12 months	7,60,842	7,42,174
	43,09,720	50,24,149
4 Short term loans and advances:		
a) Other advances	43,981	7,839
b) Rental deposit	9,50,000	9,50,000
	9,93,981	9,57,839

For Caring with Colour - A Manasi Kirloskar Initiative

dm
Chairperson and Managing trustee

Caring With Colour-
A Manasi Kirloskar Initiative

Trustee



CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE
#573 17th cross , Binnamangala road, Indiranagar

Statement showing Source and Utilization of Fund for the year ending March 31, 2023

SOURCE	AMOUNT (Rs.)	Utilization	Program Expenses	Admin Expenses	AMOUNT (Rs.)
	(I)		(A)	(B)	(A)+(B)= (II)
Fund received from:		Fund expended on:			
Hitech Corporation Limited	5,00,000	Employee Expenses	2,16,77,982	10,62,991	2,27,40,973
KSL	3,56,00,000	Professional charges	76,96,310	5,43,396	82,39,706
Navbharat Global Services	12,50,000	Audit Fee	-	59,000	59,000
SAB KA MANGAL HO FOUNDATION	5,00,000	Office expense	33,387	10,45,015	10,78,402
TLKI	13,00,000	Welfare Expenses	-	89,302	89,302
TTIBI	26,00,000	Software Expenses	11,13,841	47,736	11,61,577
WIPRO FOUNDATION	15,65,000	Rent	-	15,72,168	15,72,168
Interest on Deposit	38,672	Communication expenses	3,65,431	3,48,920	7,14,351
Other Income	31,056	Vehicle Maintenance	3,78,590	-	3,78,590
		Rate and Tax	-	24,150	24,150
		Other Expenses	5,78,182	2,331	5,80,514
		Tumakuru Program Expenses	6,48,572	-	6,48,572
		Ramanagara Program Expenses	69,984	-	69,984
		Purchase of Asset	65,88,399	1,17,328	67,05,727
		Total Utilization	3,91,50,677	49,12,338	4,40,63,015
		Excess Utilization			(6,78,287)
TOTAL	4,33,84,728	TOTAL	3,91,50,677	49,12,338	4,33,84,728

vide our Report of even date attached
for B.K.Ramadhyani & Co.LLP,
Chartered Accountants

C.R. Deepak

(C R Deepak)
Partner
Place: Bengaluru
Date:

B K RAMADHYANI & CO. LLP
CHARTERED ACCOUNTANTS
No. 68, # 4-B, Chitrapur Bhavan,
8th Main, 15th Cross, Malleswaram
BANGALORE - 560 055.

for Caring With Colour - A Manasi Kirloskar Initiative

For Caring with Colour - A Manasi Kirloskar Initiative

(Signature)
Chairperson and Managing trustee
(Manasi Neville Tata)

Chairperson & Managing Trustee

Caring With Colour-
A Manasi Kirloskar Initiative

(Signature)
Trustee
(Rajeev Anhafuru)
Trustee & COO



OUR FUNDING PARTNERS :

Caring with Colour actively collaborates with various governmental and non-governmental organizations to achieve our vision & mission. Our collaborations are wide ranging from knowledge partnerships, implementation partnerships or advocacy partnerships.



Enriching Lives

Kirloskar
Group



Toyota Tsusho
Insurance Broker
India.



Wipro
Foundation



HITECH Group



Toyota material
Handling India

Navbharat Global
Services PVT. LTD.


CARING WITH COLOUR

- A Manasi Kirloskar Initiative

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5600038.

