



ANNUAL REPORT

2019-2020



MAKKALA JAGRITI
CELEBRATING CHILDREN. EMPOWERING YOUTH.





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Makkala Jagriti is a non-profit organization striving towards making quality education accessible to every child and youth since 2003. The organization adopts a holistic approach towards learning; integrating the same within the public education system and various communities. Makkala Jagriti facilitates children and youth through a journey of self-discovery, which encourages them to explore their innate strength and potential.

To make this a social movement, Makkala Jagriti partners with parents, teachers, communities and collaborates with like-minded organizations and the government.





MAKKALA JAGRITI

CELEBRATING CHILDREN. EMPOWERING YOUTH.

INTRODUCING OUR NEW BRAND IDENTITY

Makkala Jagriti has come a long way since its inception in 2003. Our journey of transformation for underprivileged children and youth has taken on a whole new meaning today. We are promoting holistic development not just for succeeding academically, but also for them to succeed in their lives. Thus, it is only appropriate to reflect this growth and evolution as an organisation in our brand identity as well.

MJ's belief that "Where you are born should not limit how far you go" drives our core purpose - every child and youth dreaming fearlessly and achieving limitlessly. Our new logo represents this purpose. The visual identity illustrates a young person with a superhero's cape, empowered to take off towards their life's goals. It is also a combination of the letters 'M' and 'J', signifying MJ's unique approach towards transforming the lives of children and youth. Our new tagline signifies the essence of our work -

Celebrating Children. Empowering Youth.

Our vibrant and contemporary brand identity is a reflection of our youthful energy and futuristic approach in everything we do - the use of technology to break barriers; our colourful and creative learning spaces; and our grand vision to change the way children and youth are moulded, especially in underserved communities, by adopting the successful "MJ" approach.

We hope you like it as much as we do!

NOTE FROM THE CHIEF FUNCTIONARY



“Where you are born should not limit how far you go”

This is the motto that inspires all of us at Makkala Jagriti, to facilitate every child and youth we work with to overcome hurdles and roadblocks and to discover their true potential.

The year 2019-20 has been a remarkable year where we saw Makkala Jagriti's efforts strengthened to reach close to 18000 children and youth through 250+ centres.

I am pleased to share Makkala Jagriti's Annual Report for 2019-20 with you.

Our interventions with the government schools, Anganwadis and the communities have been truly rewarding with strong support from all quarters.

Makkala Jagriti has become one of the key partners to the Government of Karnataka for bringing in quality Holistic Learning in Government schools, Anganwadis and children's homes. Across our programmes, we see that children are curious, enjoying learning and exploring their potential.

We would have not been able to achieve it without the support of our donors, volunteers, advisors, and mentors. We take this opportunity to thank everyone who have been by our side, for supporting and motivating us to push beyond our limits to achieve more for our children and their communities.

The annual report for the year 2019-2020 showcases the journey we at Makkala Jagriti have experienced, and presenting to you, the impactful changes we have witnessed.

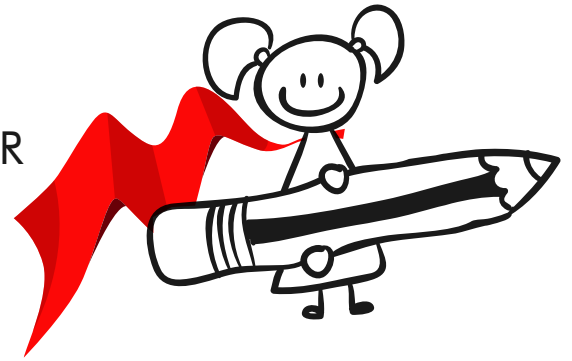
I hope you will find it to be an engaging read!

Thank you

Sunayana

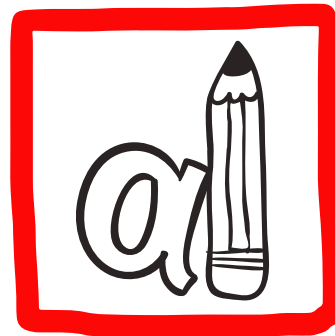
Sunayana Chatrapathy
Chief Functionary

NOTABLE HIGHLIGHTS OF THE YEAR



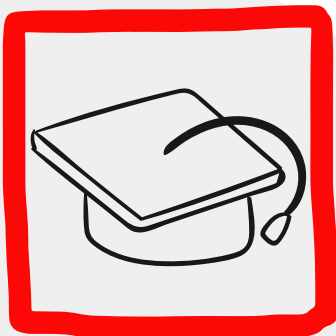
SAN CERTIFICATION

We invited Social Audit Network for a third party impact audit for the period 2016-2019 and we had some interesting findings, new learnings and also a lot of satisfaction to learn that we are in the right direction.



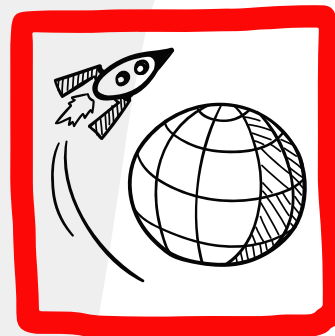
ANGANWADI HABBA

An event that highlighted the importance of Early Childhood Care and Education and showcased our best practices in Anganwadis, had the participation of more than 4000 people in Bangalore Rural district.



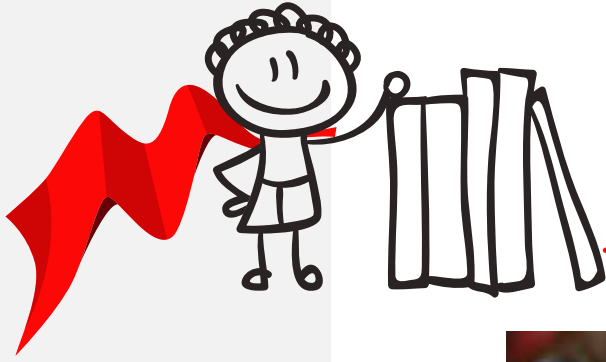
LAUNCH OF SCHOLARSHIP PROGRAMME

A scholarship programme was launched to support students from lower income backgrounds to pursue their academics along with mentoring support.



BEYOND HORIZONS

Our youth, Suresh and Ranjit are the only two Indian students to get through the final round for the Applied Computer Science program Scholarship at Make School Institute in San Francisco.



AREAS OF INTERVENTION



GOVERNMENT SCHOOLS, 48 CENTRES

We set up learning centres in government schools, wherein children between the age of 6 to 14 years, access opportunities for holistic learning and development. We also empower teachers and parents to be more effective stakeholders in the child's development.



ANGANWADIS, 198 CENTRES

We work in Anganwadis to enhance the preschool learning environment for children between the age of 3 to 6 years, by improving teachers and helpers' skills, increasing community involvement and enabling stronger community ownership towards the Anganwadis.



YUVA CAFE, 2 CENTRES

We establish youth centres in marginalized communities to create a platform for youth to explore their individual selves, inculcate necessary life skills and facilitate access to opportunities to fulfil their aspirations.



GOVERNMENT CHILDREN'S HOMES, 2 CENTRES

We work in government children's homes, providing a safe and non-threatening space to children in need of care and protection to facilitate holistic learning opportunities for them.



COMMUNITY CENTRES, 3 CENTRES

We set up centres in urban poor communities to provide a conducive learning environment for children and empower parents and community members.

OVERALL REACH



17659



CHILDREN & YOUTH

253



CENTRES

5



DISTRICTS

5000+



PARENTS

484



TEACHERS



We adopt a 360-degree approach, wherein we create a conducive, non-threatening learning environment to engage with children and youth. We facilitate holistic development through our programmes, empower stakeholders such as teachers and parents and collaborate with communities and government to support child development.



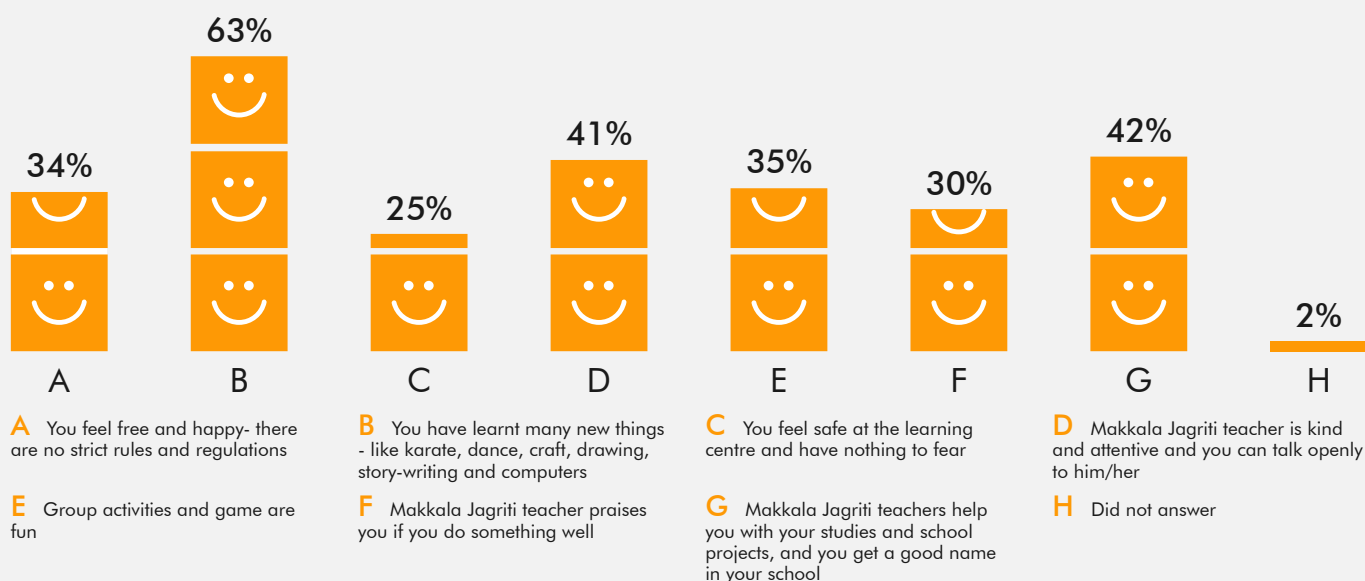
WE ARE SAN CERTIFIED!

As an organization keenly aligned to learning and evolving, we welcomed **Social Audit Network (SAN)**, India, a chapter of Social Audit Network UK, to conduct an impact study for our school programme. Designed to cover the organization's work from 2016 through 2019, the study comprised interviews, discussions and surveys with stakeholders, our team members, donors and volunteers that offered a detailed analysis of the programme and its impact. It gave us an opportunity to empirically record the depth of the impact and understand how the programme could be strengthened.

IMPACT STUDY FINDINGS: (Source: SAN India Survey: Makkala Jagriti stake holders, 2019)

"Coming to the HDLC/attending Makkala Jagriti sessions" is the second most important reason children like to attend school. – 49%

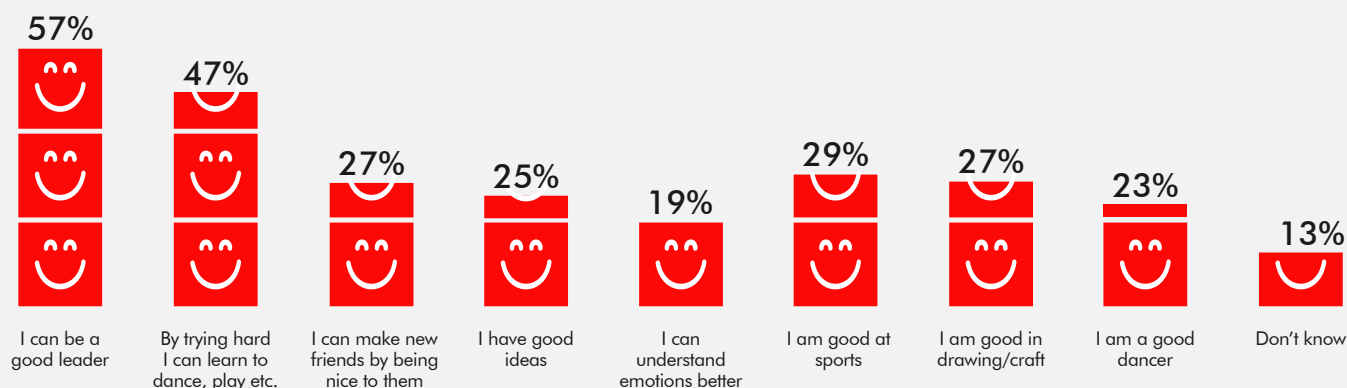
Why children like coming to the Makkala Jagriti Learning Centre



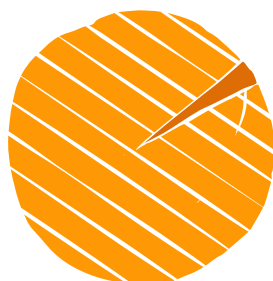
In a sample survey conducted across Makkala Jagriti centres, children have shared that new learning opportunities, support provided by facilitators and an open and attentive learning space are key reasons for their enthusiasm to attend Makkala Jagriti sessions.

Abilities children have discovered about themselves through HDLC sessions

SELF DISCOVERY



One of the core components of the HDLC programme is to facilitate self-discovery among children, through building key life skills, exposure to different mediums of arts and sports and language development. The positive impact of the same is illustrated in the graph.

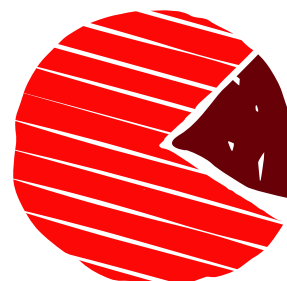


93%

of the teachers feel that Makkala Jagriti has helped children become more expressive and responsive in class.

57%

of teachers also note greater interest in academics in children due to the support provided by Makkala Jagriti



"The Makkala Jagriti team demonstrated a strong desire and enthusiasm to understand the impact of their school program. All required data and information was made available to SAN consultants in a transparent and timely manner. The findings revealed how the program had aided the development of language and creative skills, and had brought about behavioral changes in vulnerable children from marginalized communities. "

**-Usha Ravi & Jayashree Govindarajan,
SAN Auditor**



HOLISTIC DEVELOPMENT LEARNING CENTRES

Makkala Jagriti sets up learning centres in government schools, children's homes and urban poor communities to ensure children receive quality education through a holistic learning approach. We achieve this by providing children with a safe, non-judgmental environment through which every child is taught at their learning level.



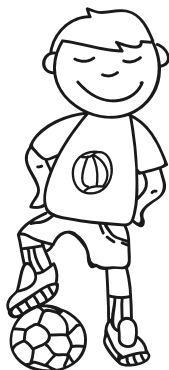
S.P.I.C.E – Model of learning



S

**SOCIAL
DEVELOPMENT**

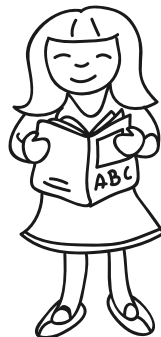
Equip with
social skills and
civic awareness



P

**PHYSICAL
DEVELOPMENT**

Develop
confidence, self-esteem
and discipline



I

**INTELLECTUAL
DEVELOPMENT**

Build a strong foundation
in academics through
teacher empowerment



C

**CREATIVE
DEVELOPMENT**

Enhance
creative ability and
expression



E

**EMOTIONAL
DEVELOPMENT**

Equip with life skills,
self-awareness and
self-management



STORIES OF CHANGE

Here are some stories from the field which speak of the transformation experienced by children, parents and teachers.

The confidence quotient



"I found it difficult, but slowly started putting efforts into learning Kannada. I really liked the workbooks we were given at the learning centre, it helped me apply my mind and understand the language. Through different activities and sessions, I was able to grasp the language faster. Over time, Kannada moved from a language to my favorite subject. Learning the language helped me fit into school a lot better than before – becoming a class leader and representing the school outside."

- Barnalli

It is known that language enables children to feel more confident, express themselves and learn about the world around them. Through our holistic development model, we ensure that every child acquires basic communication skills including listening, speaking reading and writing, in English and Kannada.

Barnalli, a seventh grade student at Government Primary school, Somasundrapalya, Bangalore experienced a huge difference thanks to Makkala Jagriti's language development program. Being from a family of migrants from Assam, she didn't speak Kannada, the local language. This hindered her ability to mingle with the children around her at school.



"When she joined the school, she found it difficult to adjust. When you are new to a place and when you don't know anyone, you find it hard to fit in and she didn't have any friends in school."

- Barnalli's mother

"By observing and co-facilitating sessions with Makkala Jagriti, I've learned that by giving each child attention and allowing them to participate, we can help them learn better. Over the months, I've got to know so much about our children, their passions, talent and interests"

– Asha, teacher, Jambusavari.



Teachers as Facilitators

Children learn better when they are taught in a safe and child-friendly environment. Our efforts are towards motivating government school teachers, to follow a facilitative approach in classrooms to make learning more enjoyable and non-threatening for the children.

Within a year of our intervention at Jambusavari Government Primary School, Bangalore South, we have noticed that the teachers are becoming more child-centered and facilitative in their approach, truly moving towards "Facilitate, Not Teach".

An exciting learning environment for Children in need of Care and Protection

Scores of children in India are in need of care and protection due to challenging circumstances in their environment. Many of these children are cared for in government-run children's homes.

In a pursuit to enhance a child-centered environment in Government Children's Homes for Girls and Boys in Bangalore, shared visioning sessions with key stakeholders were held. This included counselors, house fathers, house mothers and other staff members.

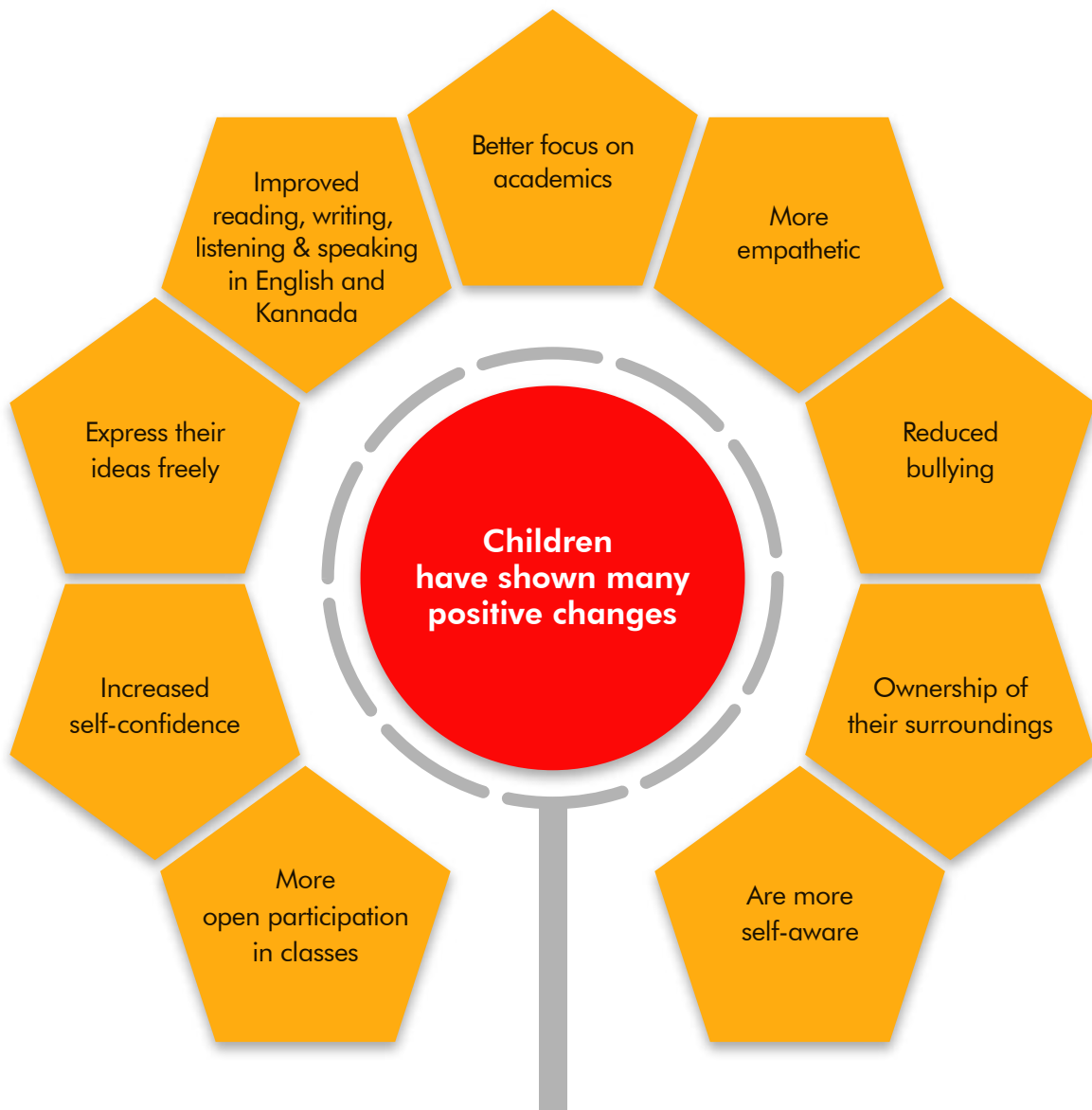
The children have a routine with meaningfully engaging activities focused on helping them to express themselves creatively. Life skills program, conducted in collaboration with NIMHANS equips the children with essential skills to deal with the challenges of their everyday life more effectively.

Along with the above, regular exposure trips, library sessions, art sessions, sports and games, movies and much more, provide the necessary engagement as well as learning and exposure to these children.

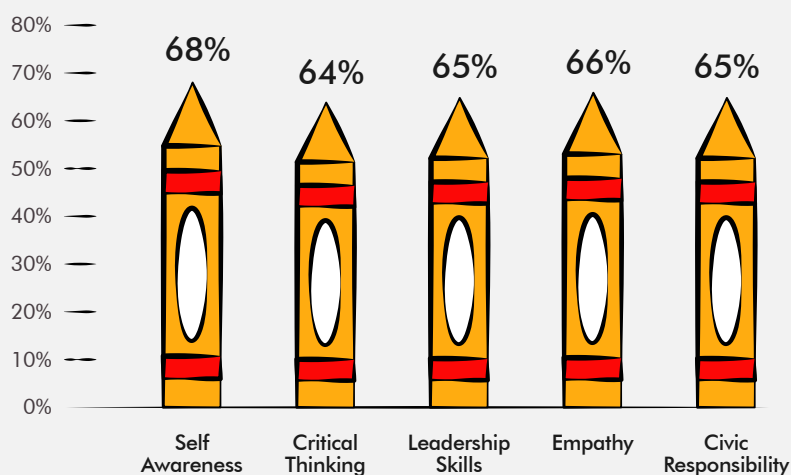


IMPACT

While measuring Holistic learning is not easy, we use a combination of qualitative and quantitative aspects to understand the outcomes. This year, we conducted baseline and endline assessments for all our programs and were able to measure and record key changes in children.



Outcomes of the Life-Skills Intervention¹



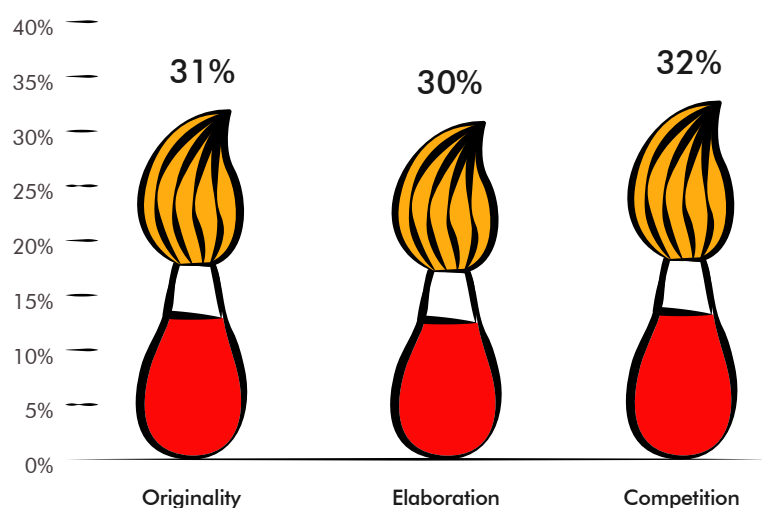
Over 60% of children have shown increased ability to be more mindful in their interactions, take up leadership roles and think of creative solutions. A baseline and endline assessment was conducted to measure the same using a 4 point rating scale.



% of improvement from BL to EL

1 Source: HDLC Baseline and Endline Assessment, Makkala Jagriti 2019

Outcomes of the Creative Development Intervention¹



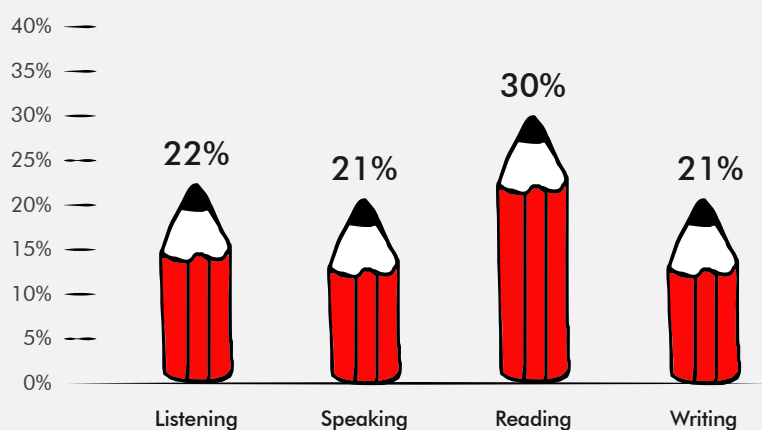
Over 30% of children are better able to ideate originally and independently and express the same through different art mediums. A baseline and endline assessment was conducted to measure the same using a 4 point rating scale.



% of improvement from BL to EL

1 Source: HDLC Baseline and Endline Assessment, Makkala Jagriti 2019

Outcomes of the English language program²



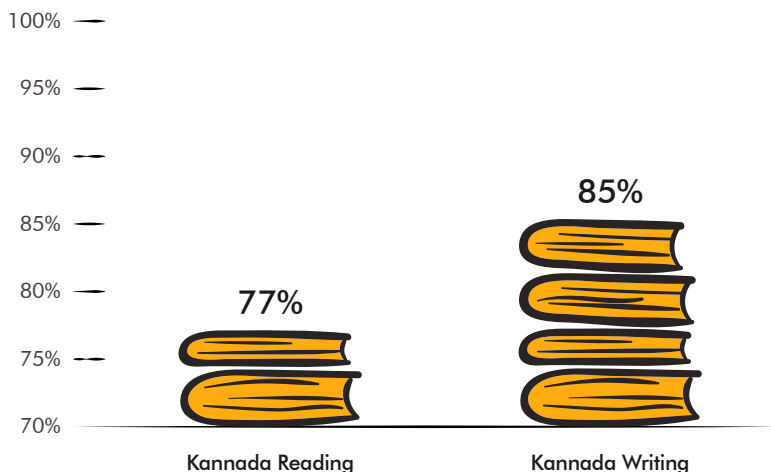
Over 25% of the children are now more confident in understanding and communicating in English at the end of the year, as compared to the midline assessment. Children are assessed thrice a year in 4 components of language: Listening, Speaking, Reading and Writing.



% of improvement from ML to EL

2 Source: HDLC Midline and Endline Assessment, Makkala Jagriti 2019

Outcomes of Kannada Language Intervention¹



Over 75% of the children have improved in their ability to read and write Kannada at the end of the year, as compared to the beginning of the year.

 % of improvement from BL to EL

¹ Source: HDLC Baseline and Endline Assessment, Makkala Jagriti 2019

"Makkala Jagriti – in one word – friendly. The life skills and creative development program has brought out the talents of children. This has motivated children to attend school regularly. Parents are aware and more involved in the school development through SDMC."

- **Manjula**, Cluster Resource person,
Department of Education, Gottigere
cluster, South-3

"I have learnt that sadness, fear, happiness are all part of life. Earlier I used to be afraid of people who scold – not anymore; I used to fear talking to elders like gram panchayat people. Now I am talking to them."

- **a student of the HDLC**,
GHPS Hirebagnala, Koppal

NUMBER OF
PARENTS' WORKSHOPS



81

NUMBER OF
EVENTS CHILDREN
ATTENDED



203

NUMBER OF
EXPOSURE TRIPS



28

NUMBER OF
DROPPED OUT
CHILDREN RETURNING



51

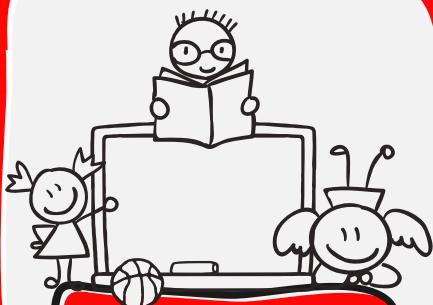


EARLY CHILDHOOD CARE & EDUCATION

As part of our Early Childhood Care and Education programme, we work towards enhancing the quality of pre-school learning in the Anganwadis for children between the ages of 3-6 years. We follow a sustainable approach of creating a conducive learning environment in Anganwadis and capacity building Anganwadi Teachers, Helpers, parents and community members to equip all the stakeholders to contribute effectively towards early learning.

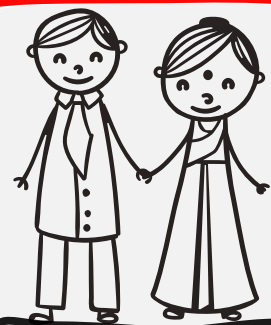
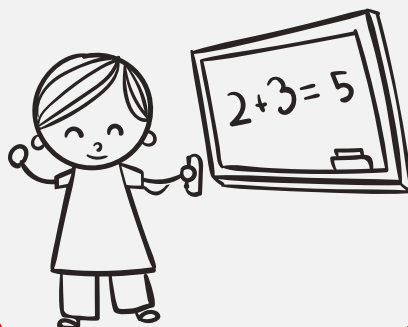


APPROACH



Create and ensure
a conducive
learning environment

Provide capacity
building for Anganwadi
teachers and helpers



Empower parents and
communities to support
early child development



ANGANWADIS as vibrant spaces of pre-school learning

For children to get quality and effective pre-school learning opportunities in the Anganwadi, we focus on enhancing the knowledge, skills and attitude of Anganwadi staff.



"Through Anganwadi trainings, I have changed in a positive way as I gained a lot of confidence about myself – especially in terms of pre-school learning and catering to all domains of early learning for children. I started making learning materials by myself to teach the children".

- **Nirmala**, Anganwadi teacher, Rojipura

"I was used to just cooking and cleaning in the Anganwadi and did not do anything else. However after I attended the ECCE trainings, I realized I had a lot of potential and could engage and teach the children just like the teacher. Now, if the teacher isn't there, I engage and teach the children in preschool learning activities."

- **Rukmini**, helper, Jyothinagar Anganwadi.

All our trainings provide teachers and helpers methods for experiential learning that can be practiced at their centres. Apart from trainings, we have regular mentoring visits wherein we ensure the Anganwadi teacher gets on-the-job support and guidance. We also empower Anganwadi helpers to be co-teachers, wherein they too have an important role in the learning process of the child and aren't just confined to cooking and cleaning.

There is tremendous change in the attitude of the Anganwadi teachers and helpers towards pre-school learning. From giving little or no time to activities, to spending more quality time with the children, they have come a long way.



NAMMOORA **ANGANWADI**

When the community truly owns it

The Anganwadi centres are a second home for children. At Katamnallur in Bangalore, the Anganwadi which was formerly a dull space is now a vibrant, colourful learning centre where children are excited to be every day. Apart from the children, the centre has now become a place for parents and community members to gather and participate in the various activities. This major transformation is a result of the undying effort to get the entire community involved and understand the importance of preschool learning.

"Through community celebrations and fun events we got the community to be a part of the Anganwadi activities. This was the start of a new chapter in the transformation of this Anganwadi."

- **Gouri, Coordinator**



"Community involvement in the Anganwadi is so important. We were so inspired by Makkala Jagriti's work and we are really seeing the community, parents and the Bala Vikas Samithi are truly coming together and showing greater ownership and responsibility towards the Anganwadi."

- **Subramanya Swamy,**
Doddabanhalli Gram Panchayat Member

A Library of Toys!

In an effort to ensure that every household within the Anganwadi communities has access to child friendly materials such as toys and other learning resources, that can be borrowed by parents for their children, we started a novel initiative of a '**Toy Library**'.



"The Toy Library has been very useful for the kids. Whatever we teach in the Anganwadis, they are continuing to learn at home. Children are learning more independently, be it about colors, shapes, vehicles, animals, birds etc. Parents also feel more equipped to engage their children at home and I am amazed at the popularity of the Toy Library. Within 2 months of starting there were more than a 100 entries of borrowing toys from the Anganwadi"

- **Bhavya, Anganwadi teacher,**
Vijayanagara , Doddaballapura

"My child would have decided before hand what he wants to take home from the library. He has become so responsible in maintaining the toys because he has to return it to his teacher! In the past 3 months, we have borrowed 20 times from the Toy Library and really enjoy it."

- **Shwetha- Mother of Akshay,**
Vijayanagara Anganwadi, Doddaballapur

This concept implemented in 20 Anganwadis has been well received and we look forward to expanding it to more Anganwadis.

IMPACT

There was an overall increase in all aspects of Early Childhood Care & Education.

All these contribute to overall school readiness.



COMMUNITY OWNERSHIP



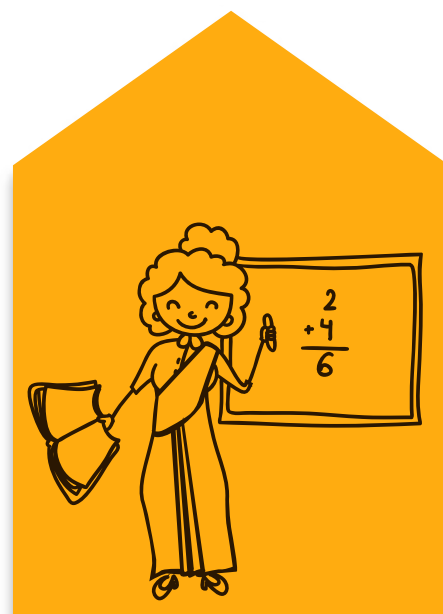
ENHANCED
PRESCHOOL LEARNING



LEARNING AT HOME



PARENTS PARTICIPATION



TEACHER AND
HELPER CAPACITY



SURVEY FINDINGS¹

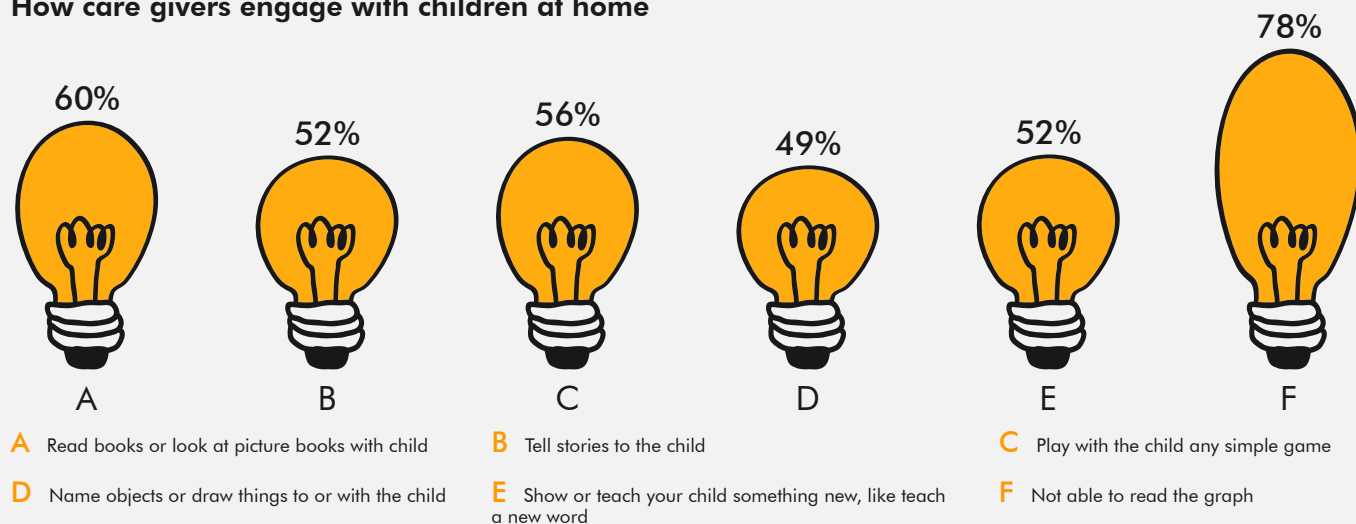
77%

of care givers send their children to Anganwadis because they believe children learn, prepare for primary school.

58%

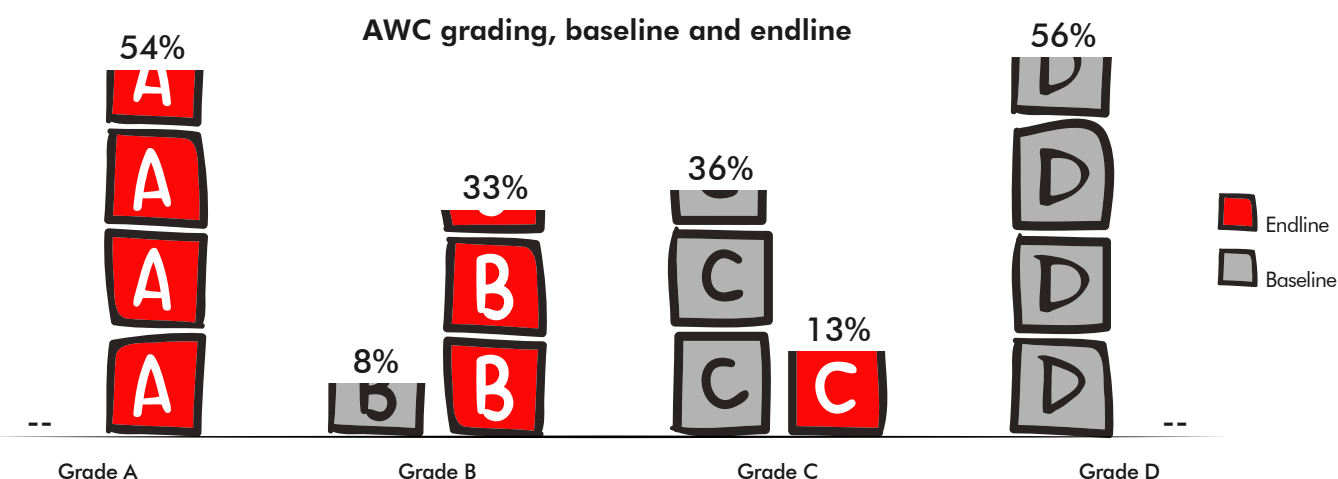
of care givers are spending one to four hours engaging children in learning activities at home.

How care givers engage with children at home



One of the objectives of the ECCE programme is to empower the community, particularly, care givers to take up a more active role in children's learning and development at home. The graph illustrates the result of efforts in this direction.

ANGANWADI CENTRE GRADING²



An Anganwadi is graded on parameters of safe and conducive learning environment, ownership and involvement of community members in the activities of the Anganwadi and most importantly the implementation of preschool education activities by the teacher.

Over the 3 years of intervention with Anganwadis in Urban and Rural Bangalore, over 50% of them have transformed from D to A grade Anganwadis, exhibiting change in all key parameters.

23

batches of
teachers trainings



9

batches of
helper trainings



2468

home visits



576

children who
returned to the
Anganwadi



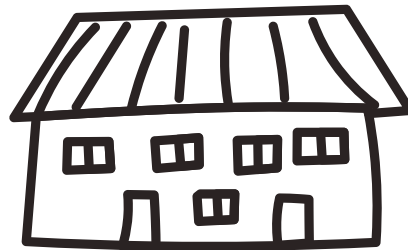
19

libraries set-up



858

mothers meetings



**ANGANWADI
CENTRES**





ANGANWADI HABBA 2020

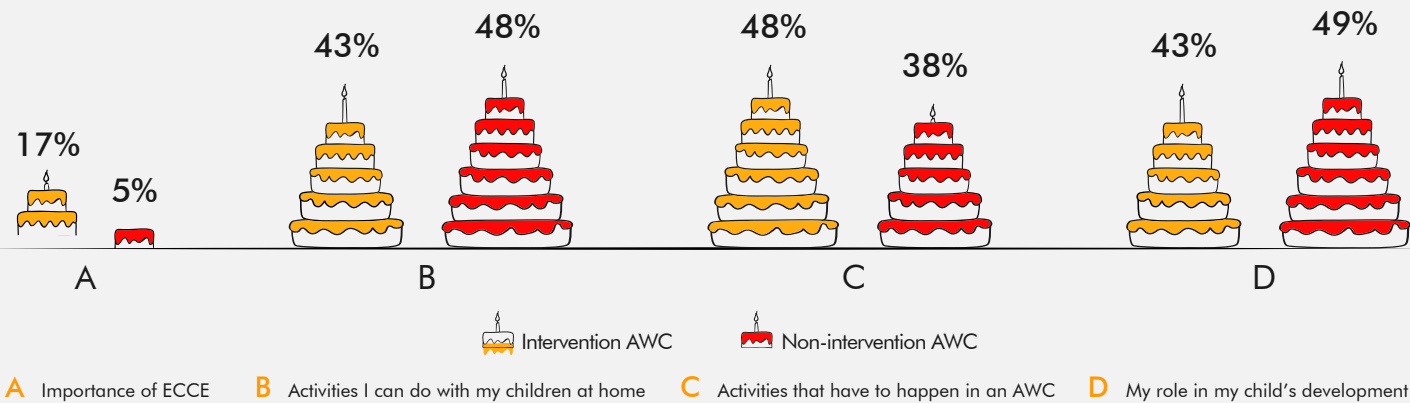
The Anganwadi Habba was as an educative fair, where best practices adopted by the 52 intervention Anganwadis in Doddaballapur Taluk were shared. This created awareness about the pivotal role that caregivers play in the development of children during the age of 0-8 years. The Habba was a platform to reach and engage with all the 369 Anganwadis and the communities in the Taluk, with the larger dream of developing the same into a model Taluk.



IMPACT

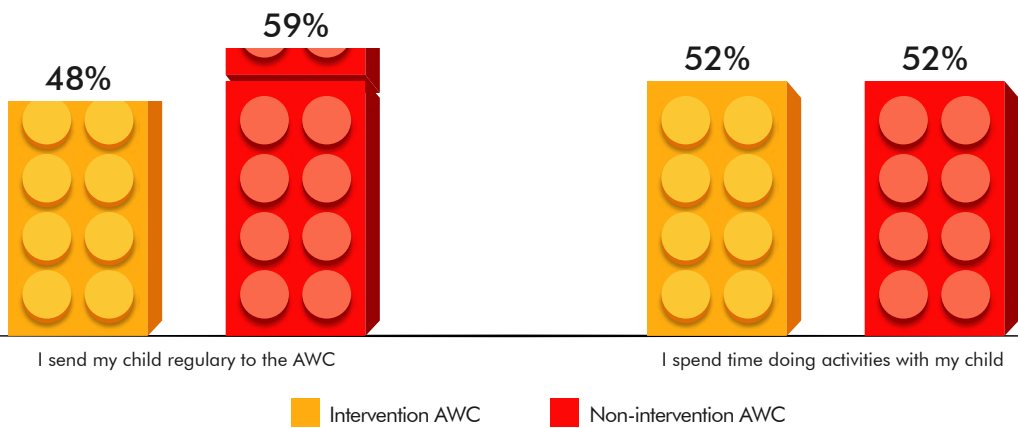
- Active participation of more than **4000** people (parents, community members, teachers).
- Teachers from the intervention Anganwadis took ownership in organizing and mobilizing people.
- Department of Women and Child Development, Government of Karnataka, collaborated in organizing the event with great enthusiasm.
- The Habba created awareness among the communities about the role of Anganwadis in children's early development.

What care givers learnt at the Habba



One of the main objectives of the Habba was to reach parents from non-intervention Anganwadis and help them understand their role in their children's development. The graph shows how parents who attended the Anganwadi Habba from both intervention and non- intervention Anganwadis learnt about their and the Anganwadis' role in their child's development, along with learning how to constructively engage with children at home.

New practices taken up by care givers after the Habba¹



The graph shows how caregivers from intervention and non-intervention Anganwadis are putting into practice what they learnt at the Habba. They are now ensuring that children are regular at the Anganwadis and are spending quality time with their children at home

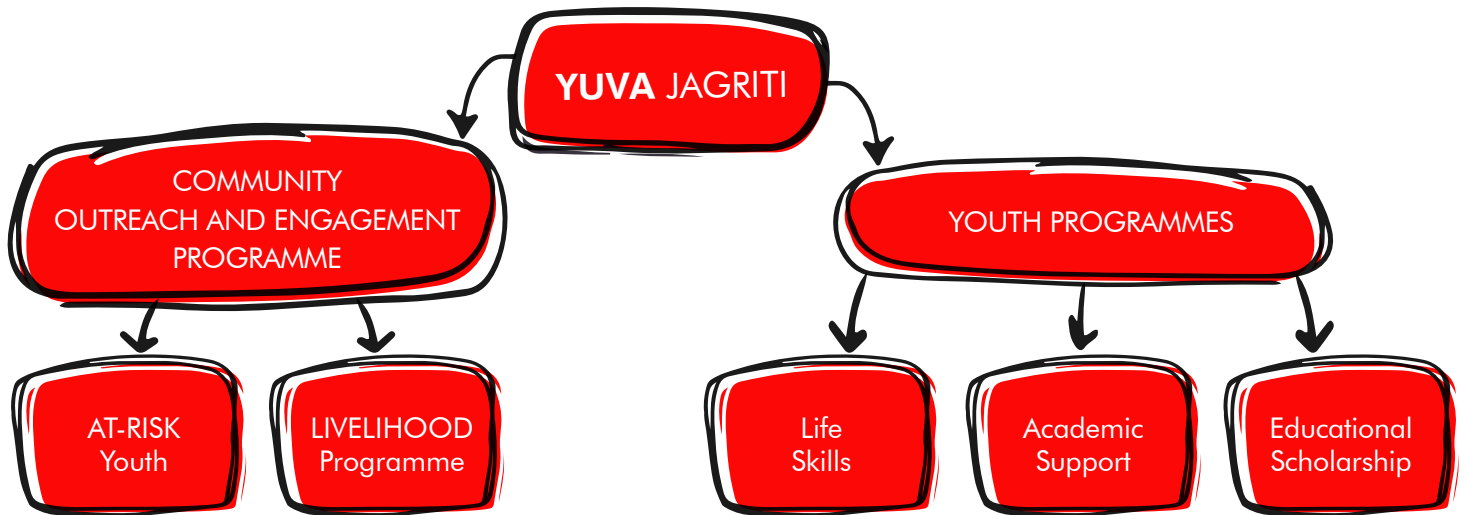
"I've never attended an event like the Anganwadi Habba before. The stalls had such interesting activities and I really liked how they used home based materials. I was so happy to see my daughter perform on stage. I used to never participate in any Anganwadi related programs before, the Habba really changed my mind. Even the kit we received has been really helpful."

– Pavithra, Parent, Doddaballapur

¹ Source: Source: Anganwadi Habba Impact Survey, Makkala Jagriti 2019

YUVA JAGRITI

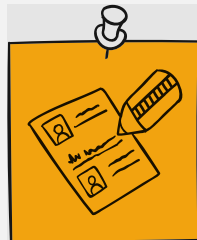
Yuva Jagriti is as a platform by the youth and for the youth to develop necessary life skills and facilitate access to opportunities to fulfill their aspirations. We set up Yuva Cafés in urban poor communities where youth (14 to 29 years) come together for their self-development. Our programme enables them to become role models and change agents within their communities.



YUVA CAFE



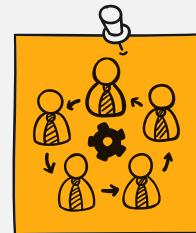
Spoken English & Personality Development



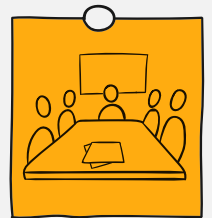
Mentoring & Counselling



Life skills for Leadership



Career Guidance & Linkage



Exposure Visits



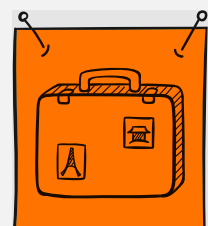
Basic Computer Course



Academic Support



Community Development



Recreation Hub



SHAPING THE FUTURE

We at Yuva Jagriti believe in providing sustainable solution to the communities our youth reside in. We provide our youth with the platform to openly discuss, experience, and understand how they can impact their communities. Through project based learning, volunteering opportunities, one-on-one mentoring, community exposure programs, our youth are developing leadership skills.

Our Youth Leadership Skill Program focuses on youth identifying the problem, listing and engaging with the various stakeholders involved and coming up with solutions.

As a leader, I have led my team and conducted awareness drives on how to reduce the usage of plastic and ways to improve sanitation level. As a result, the people we have reached out to are now spreading the information to others within the community. I'm proud to say that my confidence has improved, I'm not afraid to talk to people and I'm even able to gather people and address a topic to them.

– Kreshna

Parvathi, a vegetable vendor in Halasuru remembers - One day, a few children came up to me and explained about cleanliness and sanitation. They helped me understand the importance of using clean water, sanitation and having balanced diet. Since then, I am practicing safety measures when I sell. I follow their suggestions and ideas diligently now."

Kreshna and many youth like her have become change agents – they are taking up small projects in their communities and driving change.

THE SCHOLARSHIP PROGRAM – A beacon of Hope

The rising cost of college education is not only a financial burden for aspiring youth but is also disheartening for them when they cannot pursue their dreams only because they cannot afford it.

To provide our youth the support to pursue their goals, we launched a scholarship program in partnership with Naresh Bala Excellence Fellowship program and some of our other trusted partners.



"Hailing from a lower middle class background, my family has been through a lot. I love studying and I know that securing good education is going to be the solution for my family's problems. But it is hard considering my family is not financially sound to support my education.

I was humbled and thrilled when I got selected for the scholarship program through Yuva Jagriti. Not only is my college fees taken care of, but I also get regular mentoring and counseling from the program. I also attended career guidance sessions which showed me possible options for my future.

I'm currently pursuing my studies in Computer Science. The scholarship has changed my life, I'm able to visualize a better future for myself and my family. I'm one step into it already."

– Sharanya, Student 2nd PUC in Kairalee Nikethan College

Sharanya and 29 other students are now availing scholarship through our program, supporting them through high school, college and professional courses too.

IMPACT¹

51%

Youth shared that they discovered their interests and passions through Yuva Jagriti sessions.

Youth feel their social skills have improved and that they are able to make friends by being more empathetic.

55%

51%

Youth would like to come back to Yuva Jagriti and volunteer.

Youth strongly believe that the opportunities they got through Yuva Jagriti should reach and be made available to more youth from difficult circumstances.

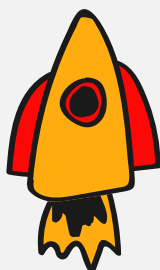
46%

96%

Youth strongly feel that life skills sessions have helped them in their day to day life.

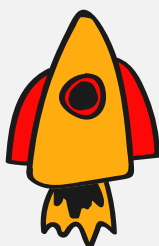
In what ways have the life skills classes at Yuva Cafe helped you?

65%



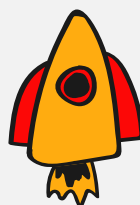
To speak more confidently

59%



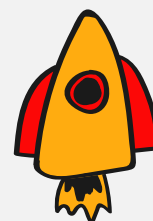
To speak more respectfully and politely

49%



To manage your anger

53%



Try new things

The graph shows the social-emotional capacities youth have developed through Life Skills sessions

Our life skills programme aims at aiding youth develop age appropriate socio-emotional capacities, in which confidence, effective communication, self-management and openness are key components.

OUTPUT

1979

Total number of sessions



36

Total number of exposure visits



21

Total number of students who received scholarships



EMPOWERING COMMUNITIES



Parents are critical stakeholders in a child's life and influence the child every day.

As a part of engagement with parents, we focus on their self-development, understanding their role as parents and most importantly building healthy relationships with their children. We work with parents through regular parents' meetings in schools, Anganwadis and communities, one-day workshops and residential offsite workshops.

Our signature two-day residential experiential learning workshops for parents which we have been doing for 17+ years have become popular and seen great impact on parents and children.

The parents' workshop is designed to work with parents' and children in parallel sessions – bringing them together for joint-reflection. Based on experiential methodologies, the workshop uses activities, discussions, role plays, movies etc. to foster trust, appreciation and understanding between parents and children.

"The workshop was so powerful, it helped me understand my children better. I understand why giving time to my kids is so important. I have decided to spend less time on my phone or movies and spend more time with my children. For the next parents' workshop, I myself will encourage more parents to attend it."

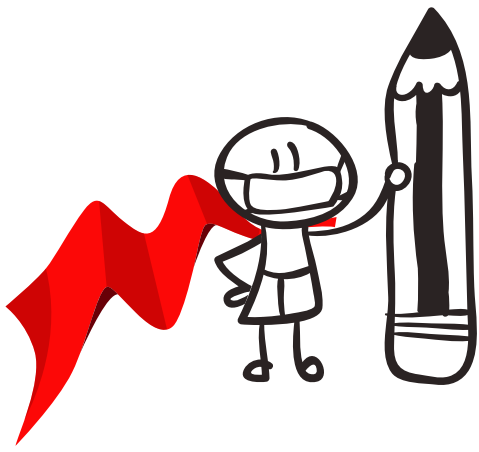
- Balaji, father of Ganesh, Ulsoor community



"This was the first time I was able to step out of my house to be a part of something so extraordinary like this. It was an eye-opener for me and I hope for the next workshop other family members of mine get to attend."

- Kasturi, parent, Valluvarpuram community





PLAN AHEAD FOR 2020-2021



The COVID-19 pandemic has had an unprecedented impact around the world, and like everyone facing the effects, we had to act fast to adjust and embark on a plan for the 'new normal'. Our primary focus was to ensure that our ability to reach our children and youth was not heavily interrupted.

While having to work with precautionary measures and restrictions, we also had to work through our programmes to ensure they met additional needs of our wards and all our stakeholders. Our priorities were two-fold: Supporting our affected communities with provision of ration and hygiene kits, and ensuring the socio-emotional well-being of our children, youth, parents and teachers with tailor-made programmes.

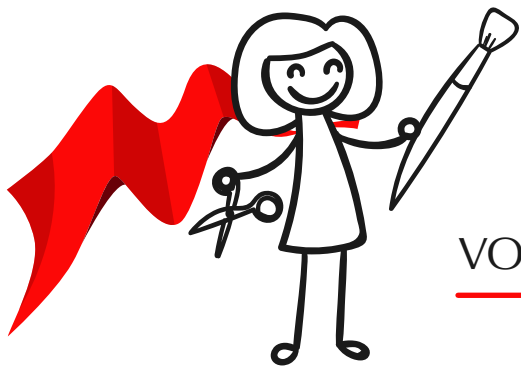
Within a short period, we were able to adapt our programmes to reach our children and youth remotely. Our teams worked tirelessly to ensure that they quickly learned and adapted to the changing times. We aligned the structure of our programmes to enable remote learning – through workbooks, online videos, phone calls, live online sessions and much more.

Over this period, we have been strengthening our partnerships with other NGOs for wider impact. We have also been continuously collaborating with branches of the Government of Karnataka – particularly the Departments of Education, and Women and Child Development.



Our collaboration with the Department of Women and Child Development has enabled us to run a remote-learning programme for all the Anganwadis and Government-run Children's Homes across Karnataka.

These are certainly difficult times, but we have been able to ensure that, by way of a multi-modal approach of online and offline means, our children and youth continue their learning journey from the safety of their homes.



VOLUNTEER ENGAGEMENT

Over the years, our family of volunteers has grown immensely. Through different activities, engagement and involvement, volunteers from different walks of life have come forward to create an impact. They have contributed their time, efforts, skills and knowledge that has helped our children and youth find new hope for their future and for their communities. Through volunteering, we have been able to foster community development.

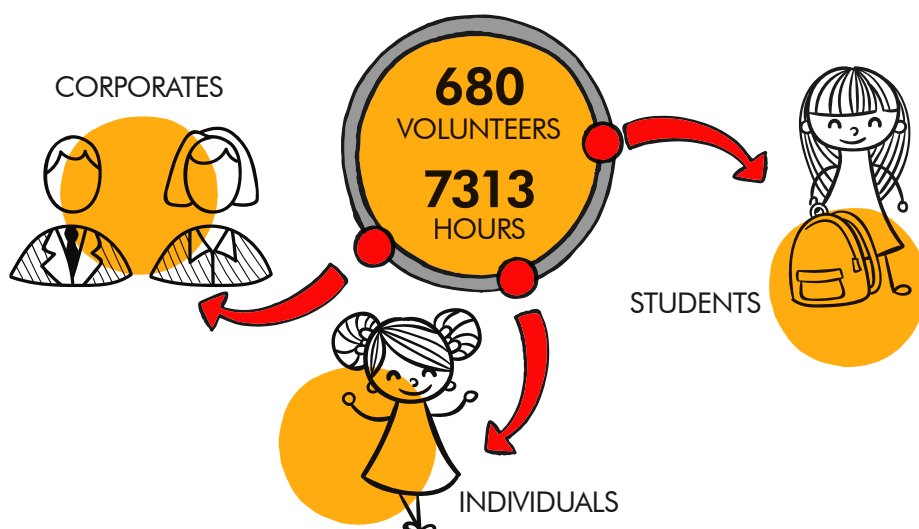
In 2019 we have had close to 20 different corporate engagement activities with volunteers from organizations such as **Wipro, Goldman Sachs, Allegis, Target, Groupon and Servian**. Students from **Christ University, Mount Carmel College, Ramaiah Institute of Technology** and many more educational institutions completed their project based learning and internships with us.

"We started our volunteering work almost two and a half years ago. The connection we have with Makkala Jagriti is something that keeps us coming back. There is a high level of cooperation and transparency between us. We have seen how our efforts and contributions have provided children and the schools the opportunity to enjoy learning through experiences."

– **Sargam, Volunteer, Groupon**

"Working with Makkala Jagriti gave me a whole new perspective in life. I got the opportunity to teach children English as a subject and as much I was helping the children learn, it was beneficial for me as well"

– **Pushkala, Student volunteer, Ramaiah Institute of Legal Studies**





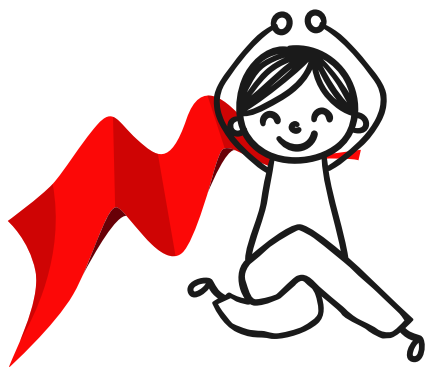
PILLARS OF MAKKALA JAGRITI



Our people are our core strength – a group that has a strong foundation built on commitment, passion, collaboration and incredible dedication.

We are proud to share that our family has grown bigger, with more impact-driven champions joining us. Over the years, we have created a high-performance work culture – a passionate team with hardworking individuals, whose prime focus is to deliver quality results through a child-centred approach.

This growth and the commitment of our team has enabled us to tackle the challenges posed by the COVID-19 pandemic head-on. Each and every one of these pillars went beyond the call of duty to ensure those to whom they were accountable – our children and youth – were comfortable in adapting to a new regimen of remote learning.



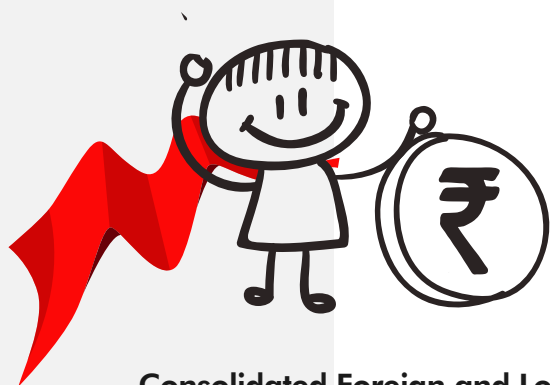
GROWING INSIDE AND OUTSIDE



We strongly believe in the development of oneself, inward and outward.

We at Makkala Jagriti conducted workshops and trainings for all our stakeholders at various levels. From parents' meetings to Anganwadi teachers' and helpers' trainings, we focused on every aspect of development and growth. We as a team also had the privilege of participating in a series of workshops conducted by Paripoorna Learning Foundation, IAF (International Association of Facilitators), NIMHANS, Enfold, ACT (Academy of Creative Teaching), Hippocampus, CLR (Centre for Learning Resources), that focused on personal, team and facilitation effectiveness. We also had the opportunity to visit like-minded organizations in other states such as Maharashtra, Tamil Nadu, Delhi, Uttarakhand. Through these series of workshops, we have seen ourselves grow as individuals and as a team and the entire process has been a life changing experience.





FINANCIAL STATEMENT

Consolidated Foreign and Local grants Account Balance sheet as at 31st March 2020

LIABILITIES	TOTAL (IN ₹)
Capital Fund	22,34,212.00
Corpus Fund	50,01,001.00
General Fund	12,36,992.26
Unutilized Specific funds	67,47,860.28
Provisions	3,57,099.00
TOTAL	1,55,77,164.54

ASSETS	TOTAL (IN ₹)
Fixed Assets	22,34,212.00
Specific Grants Receivables	5,02,669.00
Advance and Deposits	6,73,364.00
Investments	50,00,000.00
Cash in Hand	21,278.88
Cash in Bank	71,45,640.66
TOTAL	1,55,77,164.54



**Consolidated Foreign and Local grants -
Income and Expenditure account for the period 1/04/2019 - 31/03/2020**

EXPENDITURE	TOTAL (IN ₹)
Programme Expenses	3,76,36,264.50
Admin expenses	20,04,193.74
Capital Expenditure	7,36,876.00
Excess of income over expenditure (Expenditure over Income) for the year transferred to Balance sheet	(27,77,572.94)
TOTAL	3,75,99,761.30

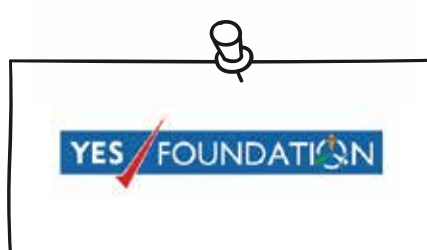
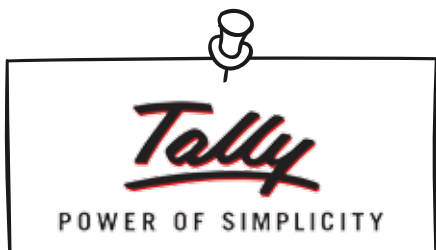
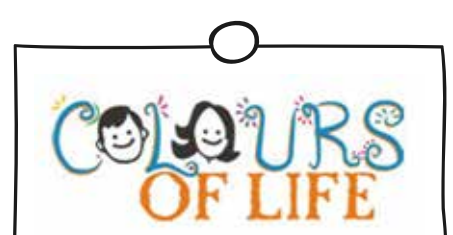
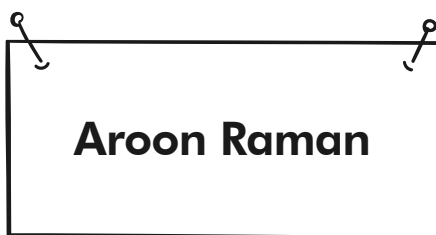
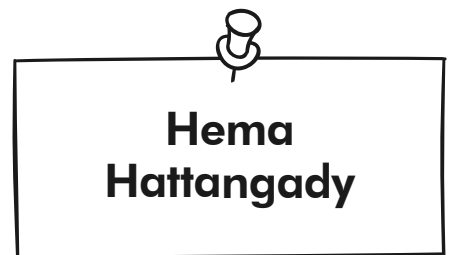
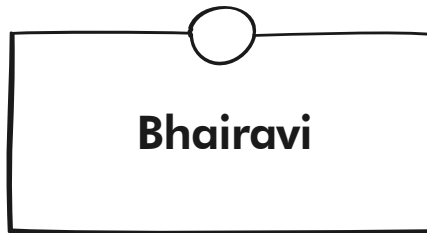
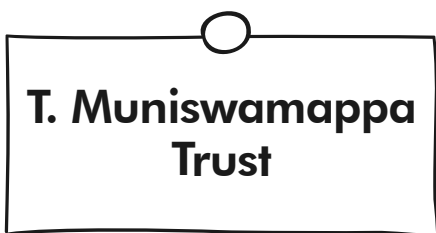
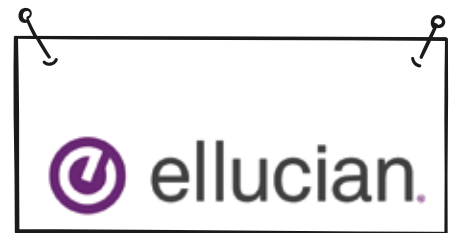
INCOME	TOTAL (IN ₹)
Grants	3,75,31,273.30
Other incomes	68,488.00
TOTAL	3,75,99,761.30



DONORS AND PARTNERS

We are thankful to the many like-minded organizations, who have partnered with us and enriched our work.

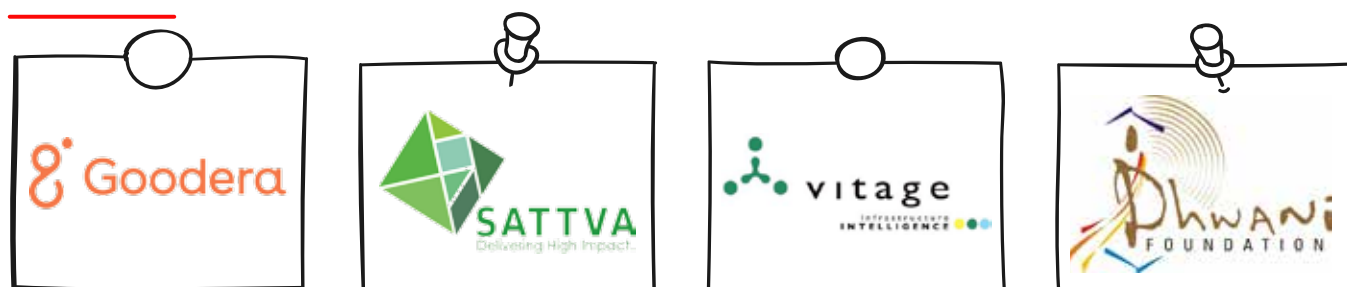
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STRATEGIC PARTNERS





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IV / 188 / 2003-04



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DIT (E) / BLR / 80G /
91 / AABTM2340N / ITO
(E)-2 / VOL-2009-2010



12A Registration No:

DIT (E) / 12A / VOL-II /
M604 / W-2 / 2004-2005



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