



MAKKALA JAGRITI
CELEBRATING CHILDREN. EMPOWERING YOUTH.



UNRAVELLING RESILIENCE
AMIDST CHALLENGES

Annual Report 2020-2021

www.makkalajagriti.org

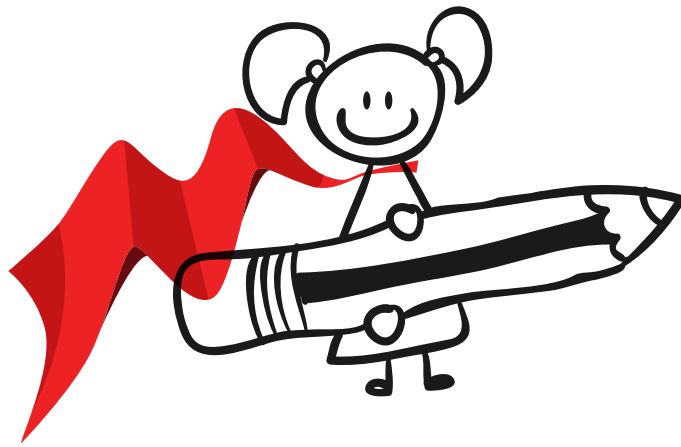


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From the Founder's Desk

Dear friends,

The year 2020-21 was unprecedented in the circumstances that stemmed from the pandemic. As an organization, Makkala Jagriti grew stronger and proved that it is a resilient organization. I attribute this growth and strength to a few important aspects.

Firstly, the commitment, accountability and passion of every team member to carry on with their work without stopping. Everyone had this earnest belief that Makkala Jagriti could sail through these choppy waters.

Next, the ability to adapt and innovate - particularly leveraging technology to ensure continuity and scaling up of our work. Many of the communities with whom we work are not necessarily comfortable with technology. The pandemic pushed us to help communities overcome this digital divide and be in tune with the changing requirements brought on by the pandemic.

Thirdly, we were able to partner with the government and like-minded partners to spread our work across geographies where we hadn't been in earlier.

And finally, I am grateful beyond words to our donors and supporters for sticking with us through thick and thin, further encouraging us to push ourselves to reach more and more communities. The coming together of more financial partners enabled us to ensure that education remained uninterrupted.

One very humbling experience was reaching basic groceries to communities where there were households that faced a loss of livelihood. Food security was a significant concern among the many communities with whom we work, and it was wonderful to see resources being pooled in from all corners to ensure no one goes hungry.

I believe all of this has also been possible because of the Makkala Jagriti team's resolve and steadfast commitment to keep the social movement going strong. With every team member owning the responsibilities and being accountable for them, all stakeholders could come together and uphold the organisation's mission, vision, and values. I am tremendously encouraged by the fact that Makkala Jagriti ensured that learning never stops for all children we worked with.

Makkala Jagriti is turning 18 this year. I want to express my gratitude to everyone who has been with us this far – donors, supporters, team members, and those for whom we work – our children and youth, their parents, and teachers.

I am left with a guaranteed feeling in my heart that the way Makkala Jagriti has faced myriad challenges over the past year, the organization will overcome any challenge that the future may hold.

Warm regards,



Joy Srinivasan

Chairperson and Managing Trustee

About

Makkala Jagriti

Makkala Jagriti (meaning Awakening of Children) is a non-profit organisation founded in 2003, motivated by a vision of empowering children from marginalized communities through a holistic approach to learning. Towards this, Makkala Jagriti facilitates children and youth through a journey of self-discovery, which encourages them to explore their innate strength and potential.

Beyond impacting children, we aim at integrating knowledge and practices of holistic development within the public education system and the communities with whom we work. Makkala Jagriti has programs catering to all age groups (from early childhood to youth) and works in Anganwadis, Government Schools, Communities, and Child Care institutions.

OUR VISION

A value-based social movement to empower the child and its community towards a bright future.

OUR MISSION

To facilitate holistic development for children and diverse groups, in and around the community, to build a sustainable and equitable society.

OUR CORE VALUES

At Makkala Jagriti we see the world from a child's point of view. Our child-centric approach allows us to respect the child's physical, professional and learning boundaries. We unconditionally accept all children, irrespective of their background, gender and ability levels. We trust and believe that the children have the freedom to make their own choices.

OUR WORKING PRINCIPLES

COLLABORATIVE

Bringing transformation through a shared visioning and collaborative efforts

ECOSYSTEM APPROACH

Engaging with all key stakeholders around the child / youth

LEARNING & REFLECTION

Investing in learning opportunities & self-reflection to be able to drive change from within

EQUALITY, WELLBEING & FREEDOM

All employees have equal opportunity to share & express, innovate & embrace failure, invest in the wellbeing of each other

2020-21

A year of demonstrating resilience amidst unprecedented challenges

The COVID-19 pandemic made the year 2020-21 different for everyone globally. Makkala Jagriti was no exception. For an organisation that rooted its work in schools and centres bustling with children, and thrived on in-person interactions, a lot changed – all hands on deck, but remotely. Notwithstanding all these changes, it was a year of accomplishments for us, and we are proud of what we have achieved!

RESPONDING TO NEEDS OF COMMUNITIES SEVERELY IMPACTED BY THE PANDEMIC

Our first response to the pandemic situation was towards communities affected by the suddenness of the situation. These included migrant workers, and families of our children who had lost jobs and had difficulties affording daily rations. With the help of our donors, volunteers, partner NGOs, and our staff going beyond the call of duty, we provided support to over 5,000 individuals and families

STATE-LEVEL PARTNERSHIP WITH DEPARTMENT OF WOMEN AND CHILD DEVELOPMENT

Virtual programs meant that geographical barriers were broken. And thus, we were able to reach districts of the state where we had never set foot before. Thanks to partnerships with the Department of Women and Child Development, Govt. of Karnataka, we launched a program – Maneya Angaladalli Anganwadi – Maneyalliye Oota, Maneyalliye Paatha, that reached children, parents & Anganwadi staff of 66,000 Anganwadis across the state. Similarly, through Project Ullasa, we provided holistic learning content and activities to children in nearly 1,000 Child Care Institutions across the state.



ADAPTING TO THE NEW NORMAL

When the first of a series of indefinite lockdowns were announced, we were concerned about how children would continue to learn and how we would reach out to them. For a team that was not necessarily tech-savvy, a steep learning curve was conquered in quick time. Working from home, using WhatsApp for work, communicating over audio and video conference calls, content editing, and much more became everyday affairs. More importantly, it opened up methods to reach out to children and help them continue learning. The new normal had arrived, and we were ready for it.

CHANGED WAYS OF LEARNING

Remote facilitation and learning were both integral parts of the new normal. To meet the learning needs of children, Makkala Jagriti adopted a multi-modal approach to reach children, parents and teachers. Daily videos on early childhood education, lessons and activities via WhatsApp, virtual learning sessions, and providing instructions on engaging children in the safety of their homes and institutions became the norm. At the same time, ground realities forced us to find ways to reach learning content to more than 16,000 children through workbooks to minimise the impact of the digital divide.



STRONGER SENSE OF COMMUNITY WITHIN THE ORGANISATION

Times of adversity brought out the best in us – to ourselves and each other. The entire team was keen to put the best foot forward for the children and the communities. Along with it, the geographical barriers among team members in different districts melted because everyone was virtual. There were cross-district teams formed, and there were many more interactions among team members. Colleagues got together for each other – checking in, having a chat, offering a shoulder, playing games virtually, sharing, and caring. Within Makkala Jagriti, the already strong sense of community and compassion for one another grew further.

Programs and Initiatives

In the year 2020-21

Makkala Jagriti's programs are united by one primary value: providing holistic learning and development opportunities to children and youth. Our programs aim to create supportive ecosystems surrounding our children and youth, including parents, teachers, government functionaries, and other stakeholders around the child/youth.

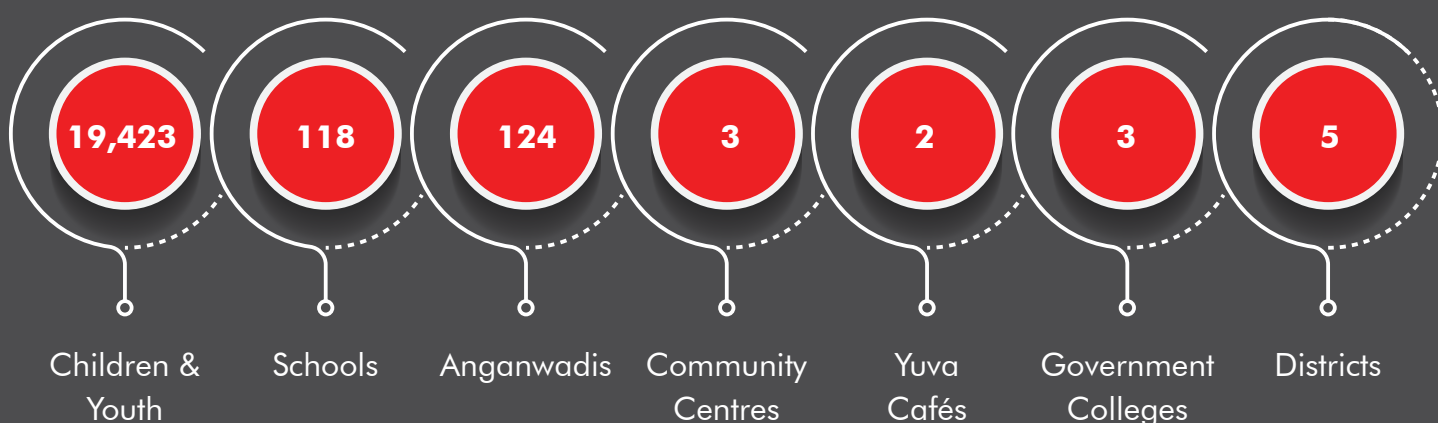
In 2020-21, all our programs had to be altered to suit the prevailing circumstances. Yet, the core purpose and values of the organization remained unchanged throughout the testing times. Furthermore, all programs adopted a multimodal approach taking into account the level of digital access that the families of our children had. The key programs and initiatives we undertook in the year include:



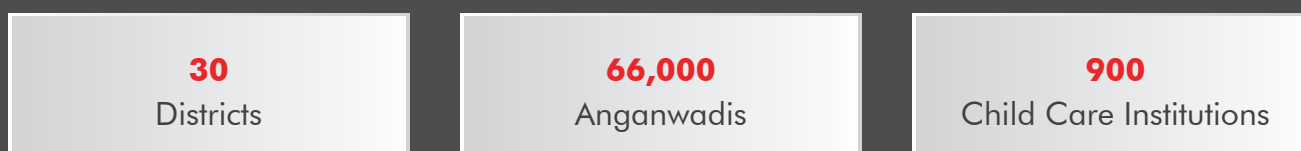
Our reach

The pandemic situation, while being restrictive in many ways, also opened doors to expanding our reach virtually.

Direct reach through MJ team's presence



State level virtual program reach through Government partnership



Covid Relief Efforts

Immediate response – food and groceries support

The COVID-19 pandemic has been particularly hard on the socio-economically marginalised communities. We have seen lockdowns and curfews affecting the livelihoods of our children's families. Among the worst affected have been daily wage labourers and those in the unorganised sector. Among the most significant problems faced has been that of food security.

In view of the situation, a response team comprising MJ team members and youth volunteers was formed, which ensured that:

- Correct information reached the communities regarding various Government benefits, Health-related helplines, food/ration-related support.
- Essential groceries/ration, hygiene and medical supplies were provided directly to worst-affected communities – with the support of community volunteers.
- Collaborations were made with other response units to increase reach and reduce redundancy.
- Shared resources for engaging children and adults as they struggled to spend time meaningfully and productively.

27 youth from our Yuva Jagriti program participated actively in the food-aid program in Halasuru and Malleswaram. Overall, Makkala Jagriti reached out to 5000+ families through these initiatives.

Akshay's journey as a COVID Warrior

During the lockdown, instead of wasting time, I utilised this time off by involving myself in social causes and even academics. I became a COVID warrior and involved myself in distributing ration kits to the people suffering in need of food and basic needs. This made the lockdown more bearable and I felt happiness in giving more than taking. With all these opportunities and responsibilities around, this lockdown taught me a lot - especially the importance of food, family, health and selfless giving.

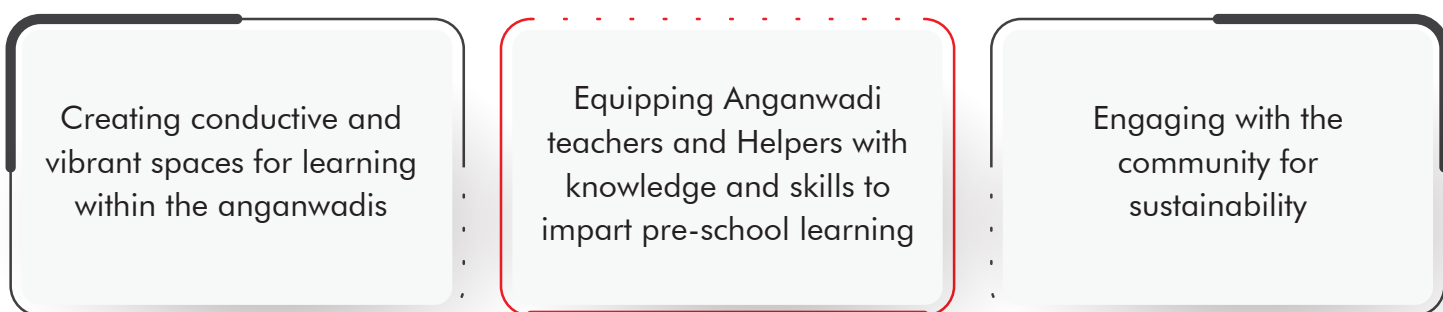
Focus on Well-being

The pandemic, apart from being a global health concern, had impacted children and adults' social, emotional, and mental well-being. We recognized that there was a need to focus on the well-being of our stakeholders. We organized special sessions across our programs focused on wellness, self-care, mental health, yoga, and art and fun activities for stress relief for our children, their parents, teachers, and Makkala Jagriti team members. We made check-in calls regularly to parents, teachers and children. We also introduced online Fun Fridays for our team members to ensure that they could release their stress and that there was a bonhomie amongst ourselves. All our stakeholders were deeply appreciative of having these sessions available to them, especially that some are concerned for their well-being.

Early Childhood Care and Education

Overview

Makkala Jagriti's Early Education Care and Education (ECCE) program is a game-changing intervention working towards transforming Anganwadis into spaces of quality early childhood education. The three pillars of this program include:



The program employs a holistic approach that focuses on helping children progress to age-appropriate domains of development, including fine and gross motor, socio-emotional, language, creative, and cognitive skills. Our approach looks at empowering various stakeholders of the Anganwadi system, such as Anganwadi workers, helpers, parents, caregivers, and local communities through well-designed capacity-building programs.

ECCE in 2020-21 – Breaking new ground

The COVID-19 pandemic forced the closure of Anganwadis, which led to children at risk of losing out on critical learning opportunities and experiences, which are crucial for children in the foundation years. Hence it was imperative to engage and empower parents of these children to provide the necessary stimulation and support right in their homes through thoughtfully designed and simple activities. In addition, it was necessary to equip and empower parents to provide adequate support to the children. The highlight of our ECCE intervention in 2020-21 was partnering with the government to reach children across the state of Karnataka.

Maneya Angaladalli Anganawadi, Maneyalliye Oota, Maneyalliye Paatha (Anganwadi within the home – with nutrition and learning)

Makkala Jagriti partnered with the Department of Women and Child Development, Government of Karnataka, to initiate a state-wide program on pre-school learning for children between the ages of 3 and 6 years in the safety of their homes during the pandemic. The program was launched by the then Minister for Women and Child Development, Smt. Shashikala Annasaheb Jolle and had a potential reach of 13.5 lakh+ children in 66,000 Anganwadis across the state. Through the daily videos on early childhood learning, webinars and outreach, the program was critical to ensure that children had pre-school learning opportunities along with the nutritional support provided by the state right in their homes.



Key Components Of Our Intervention In 2020-21

Daily videos on Pre-school Education

WhatsApp based engagement

Learning at Home Kits

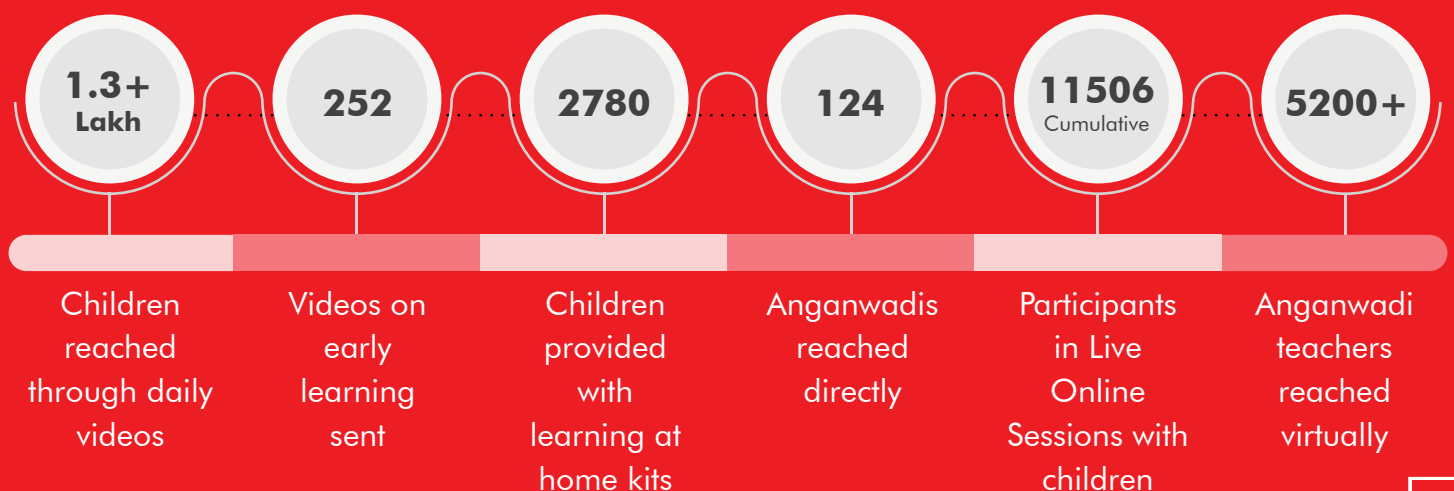
Nutrition support to needy families

Outreach and networking for maximizing participation

Online events - webinars, celebrations, knowledge building series

Trainings for Anganwadi Teachers

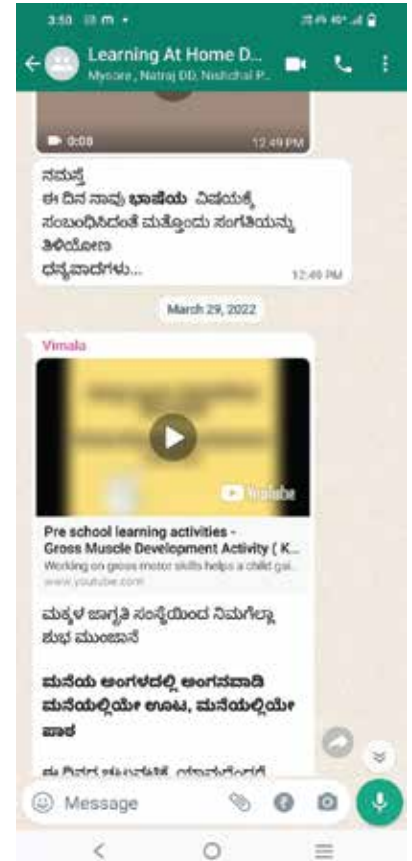
Program Highlights In Numbers



Daily videos on Pre-school Education:

Our team sent daily videos on early childhood learning covering all domains of development for early learning – one per day. These videos were byte sized, in the local language and had demonstration of simple activities which parents could do with their children with locally available resources. The content was aligned to the Chili Pili theme-based curriculum followed by Anganwadis. Throughout the year 252 videos were created and sent. The videos were posted on Makkala Jagriti's YouTube Channel which registered 1.3 lakh + unique viewers during the year.

WhatsApp Messages Workflow



Do you want to have a glimpse into the activities for pre-school learning at Home? Just Scan the QR Code and you are ready to go

Direct Interactions with Parents

In addition to sending videos by WhatsApp that had a state-wide reach, we engaged with nearly 1100 parents of children of Anganwadis where we had direct intervention. This engagement included giving regular information on engaging with children, Covid-19 precautions and care of children, video calls to build their capacities to engage their children meaningfully in pre-school learning activities.



Learning at Home kits

Workbooks and stationeries were distributed to 2,780 children enrolled in 124 Anganwadis in and around Bangalore. These ensured that children and parents had pre-school learning activities to engage in, despite not having access to a smartphone.



Nutrition Support to needy families

We distributed 450 grocery kits including nutritional supplements to select socio-economically disadvantaged families in Bangalore on a recurring basis so that they could meet the challenges thrown by the pandemic without affecting their children's health.

Outreach and networking for maximizing participation

Following the launch of our state-wide virtual program on pre-school education, we networked with the ICDS functionaries to spread awareness of the program, highlight the importance of early childhood education and ensure that Anganwadi teachers access and share the content regularly. Our team made a total of 2,640 calls to Deputy Directors, CDPOs and Anganwadi Supervisors across all districts of Karnataka.

Online events – Webinars, Celebrations and Knowledge Building Series

Online events steadily became a normal activity in the pandemic year. We were happy to see how Anganwadi teachers and parents of children equipped themselves digitally and participate in our online events enthusiastically. Our series of online events included

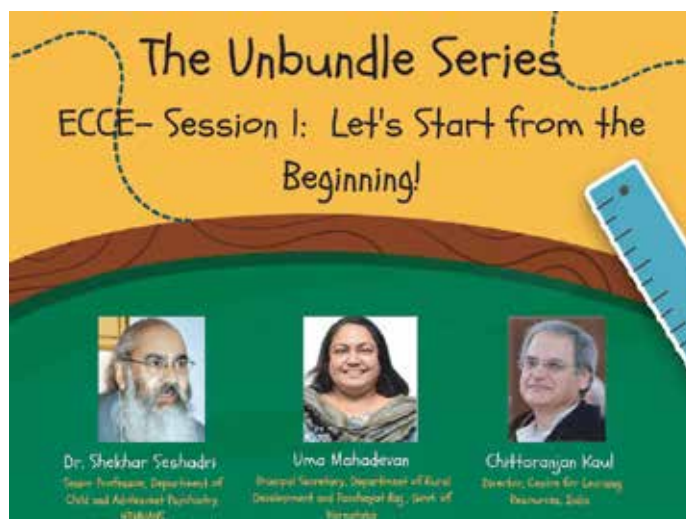
- 15 Open Webinars on topics related to the importance of Early Childhood Education, setting up an ideal Anganwadi, influence of parents and how Anganwadis play an important role in a child's development.
- A webinar on the role of Helpers in preschool education which witnessed a participation 7460+ Anganwadi Helpers.
- 7 Webinars for parents of children of Anganwadis which saw a cumulative participation of 3,657 parents.
- Online events: Due to the lockdowns, many celebrations were conducted virtually - including Teachers' Day, Children' Day, Family Day and other cultural events

The online events saw a participation of over 1500+ Anganwadi Teachers, 5200+ Parents and 350+ ICDS Supervisors

The Unbundle Series: ECCE (In partnership with Shikshalokam)

A three-part series of Knowledge Sharing Webinars and a workshop with eminent experts in the field of child psychology and early childhood education such as Dr. Shekar Sheshadri, Chittaranjan Kaul, Dr. Venita Kaul, Lata Menon, Rekha Menon, and Smitin Bird. This series was instrumental in demystifying Early Childhood Care and Education and spread awareness of why the

early years are so important, the science behind it and the lasting impact of early experiences. The series also touched upon how the new National Education Policy has laid importance on foundational education and the way forward. The series saw a cumulative participation of 500+ people.



In-person Trainings for Anganwadi Teachers & Mother's Meetings

Despite lockdowns marring the whole year, we were able to conduct 3 in-person trainings for Anganwadi Teachers when the lockdown restrictions were eased. 46 Anganwadi teachers participated actively in the trainings. We also conducted 12 In-person Mother's meetings during this period.

Stories of Change

Bouddik's mother became a 'pre-school educator' to help him overcome challenges

Bouddik, a 3-year-old boy enrolled in one of the Anganwadi Centres was hardly willing to speak or play with other children. With the Anganwadi teacher's continued efforts, he began to communicate well, play, and mingle with all children over a period of time. But just when things started to look up, Anganwadis had to be closed as a result of the pandemic.

Bouddik's mother was concerned that no access to the Anganwadi would undo any improvements in his communication ability. This is when Makkala Jagriti's facilitators made her aware of how she can do daily activities with her child. She found it a little challenging initially, but she found that the demonstration videos sent by Makkala Jagriti were simple to understand and used resources she could easily find in her home. Soon she started doing the activities with him regularly - narrating stories, sorting vegetables, singing songs, and more!

Bouddik started to express himself more clearly, was able to sort and match objects, and even identified letters from the alphabet. He now looks forward to performing activities daily, and his mother understands how she can support her son's early learning.

Going beyond the call of duty

Prabhavathi, a Teacher at the Tarahunse Anganwadi in Bengaluru, sees children as future leaders who need to be molded and shaped when they are very young. She has sought ways to learn more and understand the best ways to reach out to children in under-resourced communities and bring out their best.

When the Anganwadis were closed, early education lessons were available online. But Prabhavathi realized that many of her children did not have access to smartphones. She therefore took it upon herself to call parents and ensure that her children could do the activities. Keeping safety norms in view, she visited these children's homes and taught them in person.

"I don't believe any obstacle is big enough to discourage me from teaching my children. They have always kept a big piece of my heart," says Prabhavathi. It would certainly be a dream come true when all Anganwadi teachers internalize the importance of early education as Prabhavathi has done.

Voices from the ground



"Under the "Maneyangaladalli Anganawadi, Maneyalliye Oota Maneyalliye Paata" initiative, Makkala Jagriti began sending our children activities so that they continue to learn. But, many children do not have access to smartphones; Makkala Jagriti has provided workbooks and stationery to ensure their learning never stops for these children. We were constantly encouraged through Zoom meetings on how to follow up with the daily learning activities, and I am relieved that all my children can learn every day."

Kalavathi, Teacher, Yarapannahalli Bande Anganwadi



Holistic Development and Learning for Children (HDLC) in Govt. Schools and Communities

Overview

HDLC is Makkala Jagriti's oldest and largest program and focuses on providing holistic development and learning opportunities to children in the crucial 6-14 years age group. At the core of the program, are thoughtfully designed learning-centres that are set up in communities, government schools and government-run Child Care Institutions. Through our child-centric facilitation of the SPICE curriculum, we are able to effectively augment the formal education that children receive in schools and provide them unprecedented learning opportunities.

The program also aims to advocate child-centric, activity-based learning and institutionalization of holistic learning in India's public education system. We adopt an ecosystem approach to work with all key stakeholders around the child such as teachers and parents so that they become effective contributors to the child's overall development. The key objectives of the program are:

- To create safe, welcoming and non-threatening learning spaces in government schools, communities and child care institutions
- To engage with children through learning sessions, events and exposure to influence learning outcomes of children through Holistic Development
- To empower teachers with practical methods and innovative tools to enhance the quality of classroom teaching
- To build the capacity of parents for more effective parenting towards influencing their children's learning

SPICE – Our flagship model

The HDLC program delivery is centred around the SPICE model – a curriculum and approach that caters to a child's Social, Physical, Intellectual, Creative, and Emotional development. SPICE is, in fact, more than just a curriculum – it is the ethos that drives our program implementation and our way of working with children.



Social Development

Equip with social skills and civic awareness



Physical Development

Develop stamina, self-discipline and self-esteem



Intellectual Development

Build a strong foundation for Math, Science and Language



Creative Development

Enhance creative abilities and freedom of expression



Emotional Development

Acquire life skills, self awareness & building relationships

HDLC in 2020-21 – Ensuring continuity of learning in uncertain times

As a result of the pandemic, the schools remained closed for most of the year. Consequently, the most significant questions in front of us were: How would children remain in touch with learning? Would children suffer critical learning losses as a result of prolonged lockdown? Would the situation force children to drop out?

In response, we quickly designed and launched the initiative: 'Nagunaguta Kali Nali', which aimed at ensuring continuity of learning among the children within the safety of their homes. This initiative comprised a combination of online and offline ways of engaging with children taking into consideration whether they had access to smartphones, feature phones or no phones at all. The key activities included:

Creating and distributing 'Learning at Home' kits for all children, regardless of whether they had access to phones

Daily WhatsApp lessons covering academic and non-academic topics for children with smartphones

Telephonic follow-up with children, especially those without smartphones

Community visits, especially in the rural areas

Live online sessions for children towards their physical and mental wellbeing

Webinars and online meetings with teachers and parents



Uniqueness of the interventions

Many firsts: Our team had to demonstrate great adaptability in responding to the situation. Most of the activities were first-time experiences for our team - including making videos or worksheets & voice notes that could be sent on WhatsApp. Most of our staff did not have laptops at home and all these were achieved by a quick ramp-up on optimizing the use of their phones

Level Wise Learning kits: Learning kits comprising workbooks, stationeries and trackers were provided to children to continue their learning in the safety of their homes. The workbooks comprising academic and non-academic activities were created twice during the year in 3 levels: Level 1 catered to children from 1st to 3rd grade; Level 2 catered to children from 4th and 5th grade and Level 3 workbooks catered to children from 5th to 8th grade.

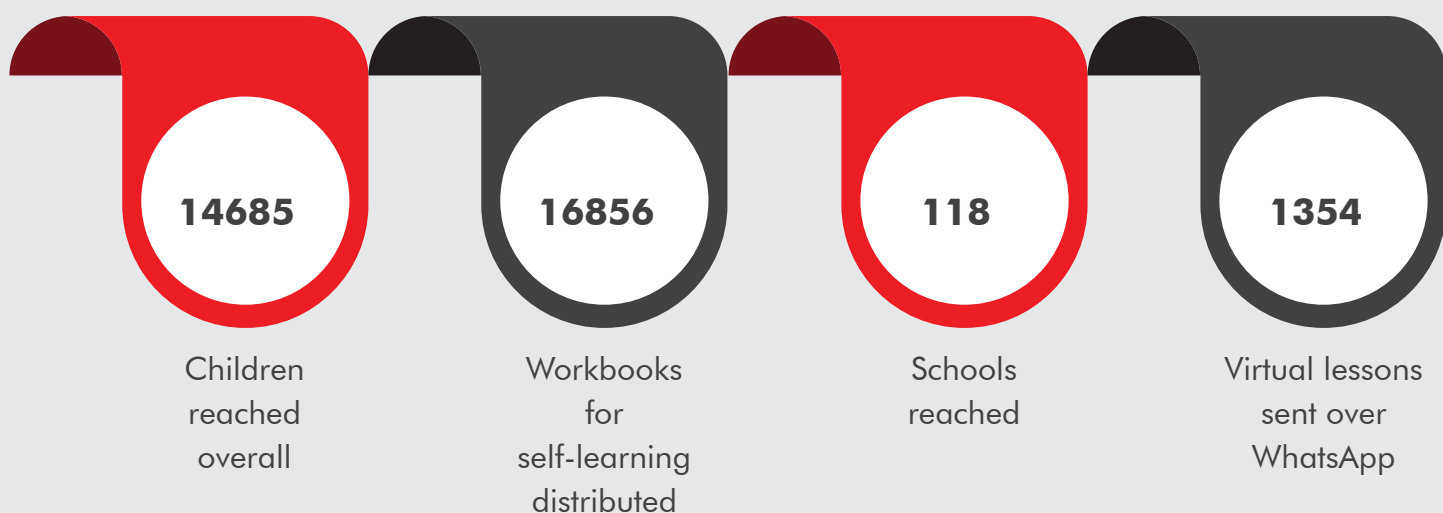
Support of School teachers through WhatsApp: Following an intensive exercise of compiling WhatsApp numbers of the children, we made grade-wise and school-wise WhatsApp groups. Their respective school teachers were also part of the groups playing a key role in ensuring children and parents were accessing the lessons sent. Teachers also encouraged children to respond on the WhatsApp groups with their work done. The pictures and videos sent by children were very satisfying to us and demonstrated the keenness of children.

Setting a routine: The daily WhatsApp lessons followed a time-table and specific subjects were covered on a particular day of the week. For instance: Mondays were a day for Mathematics and Creativity development whereas Saturdays were for English and Physical Development. The time-table helped children set a routine for themselves and gave them something to look forward to everyday.

Live online activities with children: Live online activities such as Dasara camps, online dance sessions and interactions were introduced to aid the physical and mental wellbeing of children. While children enjoyed these sessions thoroughly, these sessions gave us a real idea of how children were coping up.

Engagement with parents: Engaging parents to involve in their child's learning was very important during the period. Different kinds of activities were conducted towards this including individual calls, group calls and video conferences as well as virtual interactions of children and parents.

Program Highlights in numbers



The brief window when schools opened

In the brief window wherein, schools opened between January and March 2021, Makkala Jagriti team used the opportunities to visit the schools and interact with the children. The interactions were light and fun. It was found that teachers used Makkala Jagriti workbooks to start different activities with the children as soon as the schools reopened. There were many informal interactions too as the facilitators welcomed the children and supported the teachers in conducting classes together.

Teachers' training sessions

In the months of November and December 2020, Makkala Jagriti conducted training workshops for teachers with the support of DIET (District Institute of Education and Training) in Bangalore. The topics covered Creative Teaching methods using Teaching Learning materials and Life skills in the classroom. The trainings that used experiential methods were very well received by the teachers. 221 teachers benefited from 7 such training events conducted

Special initiatives for children from community

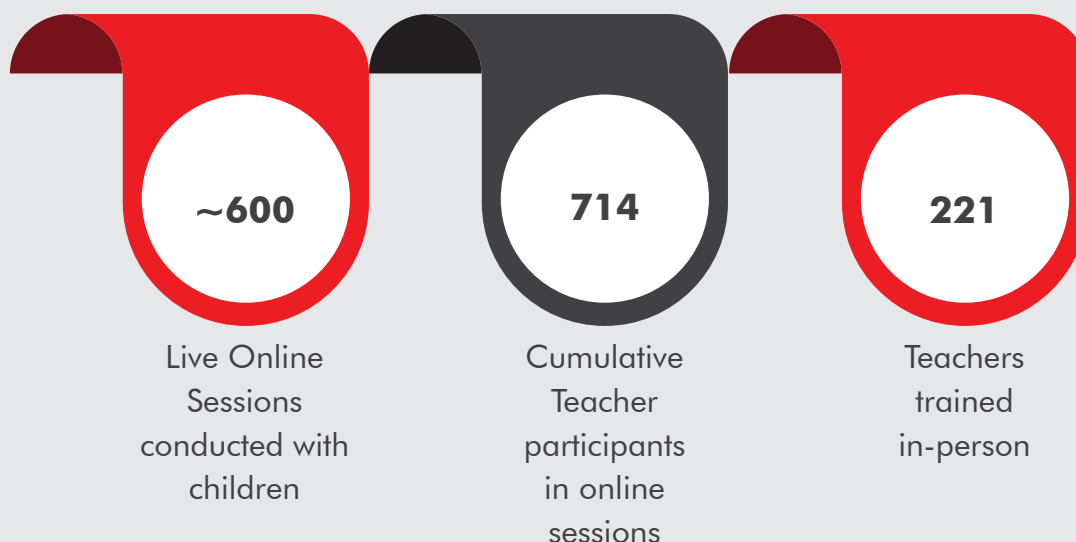
centres

Children from Makkala Jagriti's 3 community centres in Bangalore faced similar challenges as everyone else. We were able to undertake some special initiatives for these children in the year in addition to distribution of Learning at Home kits. These included visiting the communities during the lockdown and engaging with parents and children and conducting online sessions for learning and well-being during the pandemic. The sessions helped children address their anxieties and improve their behaviour.



When the lockdown situation eased, the children from community centres were taken on an exposure trip

Program Highlights in numbers



Stories of change

Lokesh - a teaching parent

Remote learning and sending learning content through mobile phones became the norm for those who had access to smartphones. However, some families have only one phone and it isn't available to children all the time, especially if it is with a parent who is away at work. But Lokesh, a parent from Anjanapura did not let this hinder his child's learning and we're inspired by his efforts.

Lokesh works two jobs, but he believes his primary focus is his children's education. He lives by the motto, "ವಿದ್ಯಾಕ್ಷಿಂತ ದೊಡ್ಡದು ಯಾವುದೂ ಇಲ್ಲ" (Nothing is more significant than education). He ensures that his children have enough time and exposure to both academics and extracurricular activities. When the lessons started rolling into the phone, Lokesh made sure he dedicated some time every day to help his children through their studies, despite being pressed for time. When asked about his struggle, he only has gratitude to teachers and facilitators of Makkala Jagriti saying "ಬಹು ಗುರುವು ಉತ್ತಮ ಜೀವನವನ್ನು ನಡೆಸಲು ನೂರಾರು ಮಕ್ಕಳನ್ನು ನಿರ್ಮಿಸಬಹುದು, ಆದ್ದರಿಂದ ಪ್ರತಿಯೊಬ್ಬ ಗುರುಗಳು ಸುದೀರ್ಘ ಆರೋಗ್ಯಕರ ಜೀವನವನ್ನು ಹೊಂದಿರುವುದು ಬಹಳ ಮುಖ್ಯ" (A teacher builds hundreds of children to lead a good life; every teacher must have a long and healthy life).

Vijayalakshmi's Akki – An absolute inspiration

Vijayalakshmi Akki, a teacher at a Government Primary School in Gadag, has played a vital role in continuous education for children during the pandemic. Thanks to her tremendous passion for teaching, she segregated her methods of reaching out to children in specific ways during the pandemic, especially to children who do not have access to mobile phones. "I won't stop until my children have learned something of value on any given day," says Vijayalakshmi.

Before the pandemic, she never knew of tools such as Google Meet or the concept of teaching online itself. But her passion helped her to learn the ropes of technology. She created a YouTube channel with over 1,000 subscribers having over 150 videos to date! She thanks Makkala Jagriti for sharing knowledge and ideas on reaching children with teachers to ensure continuity of learning.

In the words of Anand, facilitator at Makkala Jagriti, "Vijayalakshmi's classes are very engaging. No child has ever been distracted during her lessons." We applaud Vijayalakshmi Akki for her service in ensuring no child is left behind in their education journey.

Voices from the ground



There is a lot of support for our school from Makkala Jagriti. Our children started loving to write these workbooks. They are very fond of these books and are reading them by themselves; some of them have completed reading and writing in the workbooks.

Keerthi, Teacher, GHPS Jaraganahalli, Bangalore



At this time, learning is very important for the children and you are doing exactly what should be done. Your activities are very well-designed and are creating curiosity, interest and enthusiasm in children to participate every day.

Shantala, ECO - Bengaluru South, Department of Education



Art based learning and facilitation – a significant milestone

At Makkala Jagriti, we have always believed that learning is an integrated experience and we have aspired to bring integrated learning in our engagement with children through different mediums including art. In February 2021, a 5-day workshop on using art as a medium to develop 21st century learning and life skills in children was conducted for our facilitators. The workshop helped the facilitators reflect on their facilitation practices and explore new ways to enrich their students' learnings. Following the training, a pilot initiative was undertaken in six of our learning centers with approximately 150 children.

The pilots culminated in students setting up an exhibition of their work. However, more important than what was on display, the main feature of these exhibitions were the sharing of their experiences, learning and reflections. Major shifts in participants' skills and attitudes seen as a result of this activity – particularly the ability to reflect, resourcefulness, creative thinking, problem solving, creative risk-taking and collaboration. Further, it marked a significant milestone in Makkala Jagriti's journey of having an integrated approach and content towards holistic development – which shall be a hallmark of Makkala Jagriti's future initiatives.

“

“I was very curious about these sessions and what children were doing in these classes. One day I went and observed the class and was surprised that our children were interacting so well with each other. They were asking so many Questions. That day their topic was Building their own community by paper sheets in which they need to include all their learnings from previous classes. They were sitting among their peers, sharing their thoughts, making it better, giving ideas, and accepting each other. The way they think about the present and future, Solving the present situations, etc.. I saw clarity in their thoughts about the community. They were also putting the waste sheets in one place and keeping their place tidy, which was impressive.

Thankful for these sessions, I got to know more of our children's thoughts.”

Shamantha, Teacher, GHPS Anjanapura

”

“

All activities are very interesting, but we have a keypad phone. Even so, my friend Divya shares the activities with me, takes pictures of my work and shares it back from her phone. All the activities given are different and are useful to me

Lakshmi, Student, Chikkanahalli School, Tumkur

”

“

Our children participated in the activities with great enthusiasm. My daughter has improved in her ways of thinking as well as her confidence. Recently, she made a beautiful greeting card. She is using waste material around the house creatively.

Roopa, Parent, Tavarekere

”

English language program for children in Government Schools

Knowledge of the English language is a life-skill that throws open many opportunities for children. In collaboration with Colours of Life, Makkala Jagriti has been intervening in Government Schools in Bangalore equipping children with English language skills. Owing to the pandemic, this program too had to be converted to a remote engagement with children in this year.

Program features

We could reach more than 1800 children from 15 Government Schools through this intervention – which primarily included:

Weekly English video lessons & worksheets

- Every week video lessons accompanied by worksheets were sent out to children on WhatsApp. Children were categorized based on their level of proficiency in the language and lessons were sent according to these levels.

Telephonic follow-up & support

- Intensive follow-up with children and parents to ensure that the children accessed the lessons and completed the associated assignments - facilitators had to be really adaptable and creative to talk to each child/parent in the style that worked for them and at times of their availability.
- Facilitators were also prepared to receive calls from children with their questions and clarifications at any time of the day

Data tracking and Assessments

- Children's participation and lesson submissions were meticulously tracked using technology - which really helped the facilitators in planning their outreach and support to children based on their needs, a lot of attention was given to children who could not access or submit the lessons regularly
- Oral assessments were conducted to see how the children were faring. We could find that children who participated regularly fared better.

Fun with English - Virtual competitions

- A series of virtual competitions were conducted for children to be able to use the language they had learned in a non-threatening way. 16 WhatsApp based and 4 Zoom based competitions were conducted in which more than 400 children participated.
- Competitions included Listen and Draw, Rhyme-time, Punchline Dialogues, Make a story and Dubbing a scene among many others.



Experience and impact – What we learned

- The program provided a sense of routine and continuity with learning for the government school children.
- Children could be in touch with the basics – although the oral assessments showed that the many of the children had fallen below their levels. However, we were encouraged to see that those who participated and submitted their lessons regularly fared better in the assessments
- Intensive follow-up by the facilitators resulted in better understanding of children’s needs. The facilitators could devise different ways of addressing the needs of different children
- Fun with English! – the series of virtual competitions not only helped children gain confidence in using English, but they also became familiar with technology use – Google Forms, Zoom, shooting and editing videos, send messages and voice notes too.
- The program helped us increase our engagement with parents tremendously, compared to the previous year where our interactions were confined to the school premises. Parents also found about the level of the children’s learning

Voices from the ground



At first I didn't understand any grammar. It was very confusing. Now, with the help of my teacher, I am able to watch the videos and understand grammar. I have learnt many things - adjectives, pronouns, countable nouns, and so on. I also have a beautiful handwriting now. I hope these worksheets and lessons continue even after school reopens.

Kafiya, Class 7 Student



Though we have not met each other, through the students of our school I have come to know a lot about you. I am very happy with the way you teach English to the children through creative activities. Through this, the students have overcome their fear of the language and have gained confidence. They have learned the skill of writing and speaking in English. Through the phone conversation with the mentor, I see there is a desire to teach students to come up in society.

Thank you for your effort, God bless. You have my support and cooperation in your work.”

- Ashok, Teacher



During the pandemic, my children were not studying at all. They were only playing. Now they have started to learn independently. When my son comes home, he asks if the online lessons have come. While in Class 5, he wasn't studying so much - now I feel he has improved in his reading. They look at the scores and try to do better; they are happy to see 25/25. Thanks to all the teachers.”

Kavitha, Parent



Holistic development for Children in Child Care Institutions

Overview and Objectives

Child Care Institutions (often known as Balamandira in Kannada) form an important component of the child protection system under the Juvenile Justice System. While the institutions provide shelter, care and protection to the children, it is also important to provide holistic learning and development opportunities to these children during their stay. Towards this end, Makkala Jagriti has been working with the Government Children Homes for Boys and Girls in Bangalore since 2007.

The year 2020-21 however has been a milestone year for this intervention, wherein we have expanded the program to reach children in childcare institutions across the state and this program is now a distinct and independent vertical within MJ's programs.

The main objective of the program is to nurture an ecosystem that supports holistic development of children within the institutions considering the best interests of the child. Specifically, the program objectives include:

- To create child-friendly holistic learning spaces within the CCIs which are safe, non-judgmental, non-threatening and positive
- To provide holistic learning opportunities for children staying in CCIs through activities using SPICE approach
- To provide learning content and instructions to all CCIs in Karnataka to enable self and facilitator supported learning particularly during the closure of schools
- To build capacities of the staff of institutions on child-centric approach, facilitation skills as well as opportunities for self-development

Program model in 2020-21

As with all other programs, the continued learning of children in Child Care Institutions was threatened as a result of the pandemic. Children in institutions were particularly vulnerable as these children could not step out to go to school and visits by resource persons, teachers, or facilitators were also severely restricted because of the lockdowns.

Duly recognizing the importance of engaging all children in the CCIs meaningfully, the Directorate of Child Protection, Government of Karnataka and Makkala Jagriti entered a partnership to launch Project Ullasa, under which Makkala Jagriti has been facilitating continued learning of children in Child Care Institutions by regularly sending lessons and daily plans of engagement of the children in the institutions since June 2020. These lessons cover socio-emotional development, creative development, physical and intellectual development of the children.

Project Ullasa has three primary activities being conducted for the period:

Remote Learning

Activities sent remotely to be done at the CCIs as per a set time-table

Live Learning Together

Online activities with children on topics of their

Empowering for Better Engagement

Online workshops and sessions for staff of CCIs

Age appropriate activities

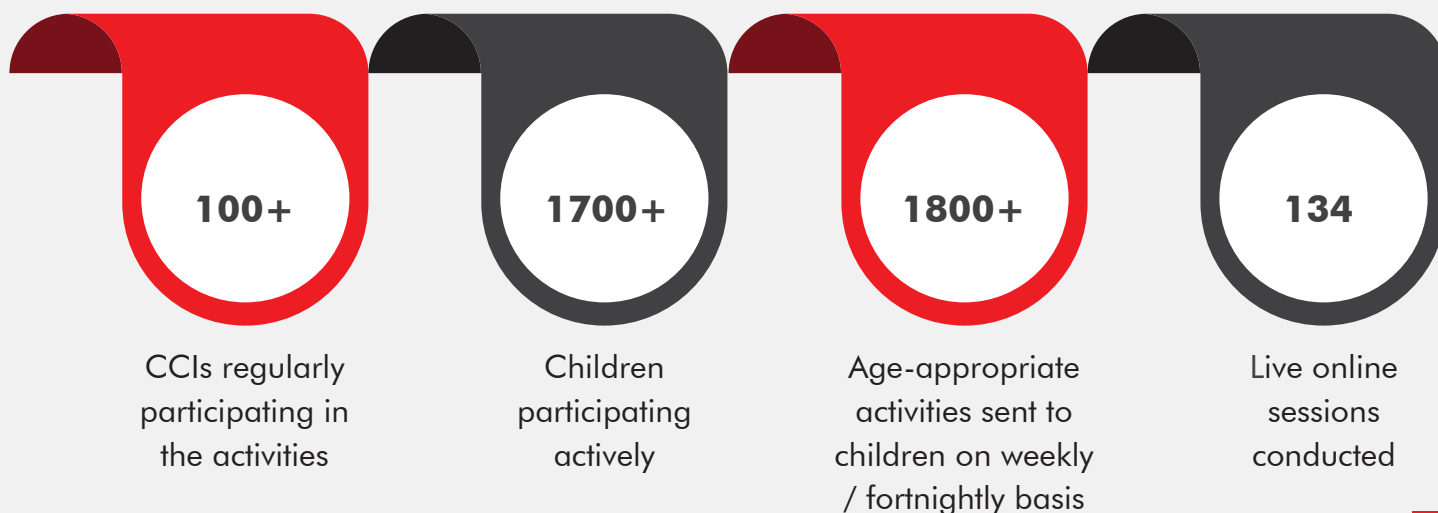
The activities sent to children are categorized into different levels based on the age of the children



The content was sent to the District Child Protection Officers who further shared it with the respective CCIs in the district. Project Ullasa has seen active engagement of children on a daily basis from Government Children Homes, Observation Homes and CCIs run by NGOs reached across 31 districts. The program was launched in June 2020 and has been continuing without a break.



Program Highlights in numbers



Salient features of the content

Simple, attractive and contextual activities

Hands-on and activity-based learning

Focus on bridging learning gaps and holistic development

Use of Audio-visuals for easy conceptual understanding

Focus on self-led learning

Experience and impact – what we learned

- Project Ullasa helped set a meaningful routine was set for the children in the Homes during the pandemic.
- Children had continuity of learning and provided them some unique exposure
- The regular routine resulted in strengthening of the bond between staff and children
- Activities for physical development with aerobics, yoga and meditation were welcomed with joy, while creativity and life skills sessions helped in finding inner strengths and skills, increase in self-awareness ad confidence. Indoor and outdoor games, kept children entertained and increased their ability to work as a team.
- Children were also able to see and interact with children from other CCIs on a common platform, doing activities together and appreciating each other's efforts.
- The entire experience included many firsts. One of them included a virtual exhibition of children's creative work conducted on Zoom in which 69 Homes participated enthusiastically.



A unique milestone

Makkala Jagriti was able to take its SPICE approach to CCIs beyond Bangalore for the first time and it has received overwhelming acknowledgement, acceptance, appreciation and support. We believe it has triggered a movement towards incorporating holistic development opportunities for children in CCIs more strongly.

Story of change

Education inspires more education

Dev (name changed) is a little boy of twelve from Koppal district in North Karnataka. Circumstances have been difficult for him. Coming from an unstable family, he spent his life as a rag-picker when Childline's frontline team rescued him. He was brought to the Government Children Home for Boys in Koppal.

At the Home in Koppal, Dev would not read, write, or even show interest in any activities. He would often play truant or sit in a corner while other children engaged in other activities. Some children in the Home went to school, but Dev did not.

It was when the pandemic struck and the schools were closed that things began to change. The Home routine saw a change, and there were new kinds of activities that children began engaging in. There were live online classes with aerobics and dance, art and craft and more. A spark of enthusiasm was set off in Dev. He began learning to read and write through the worksheets and take part in activities. Now, Dev's hand is the first that goes up when the children are asked to perform an activity. "I will do it!" is something he says frequently.

Dev in Koppal is now enrolled in an age-appropriate class in school and is eagerly waiting for schools to reopen. He has already embarked on a new journey and recognizes that he is better off staying at the institution. It is a decision taken by the Child Welfare Committee of the district, in consultation with the concerned stakeholders, in the child's best interest.

Voices from the ground



Children from government and private homes, special needs children are all participating in the activities every day and the program is sparking a lot of curiosity and interest in the children.

DCPO (District Child Protection Officer), Dharwad



This boy used to always be disinterested in learning or studies. However, for the last six months – due to the activity-based learning, he has started showing interest and participates with other children in all activities.

Counsellor, Koppal Boys' home (Balakara Balamandira)



We used to feel lost and worried about the mistakes we had made in the past and were always thinking about it. These activities not only helped us divert our mind but also helped look at ourselves differently. It helped us believe in our own capacity and potential and realise that we also have talent.'

Rajesh (name changed), Observation home, Shimoga



Children are enjoying the online classes – it is wonderful to see children get access to such opportunities which they would not have got in the Balamandira – be it Warli Art, Quilling, Dance, Aerobics or Clay Modelling

DCPO, Tumkur



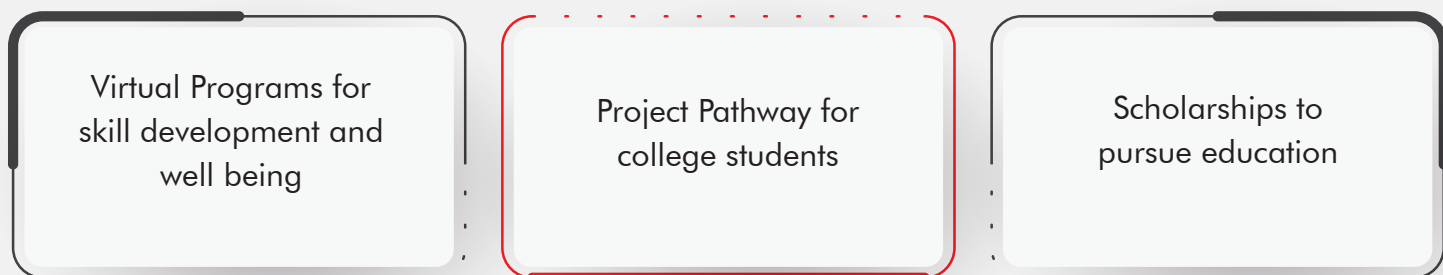
Empowering community youth towards self-development

Overview

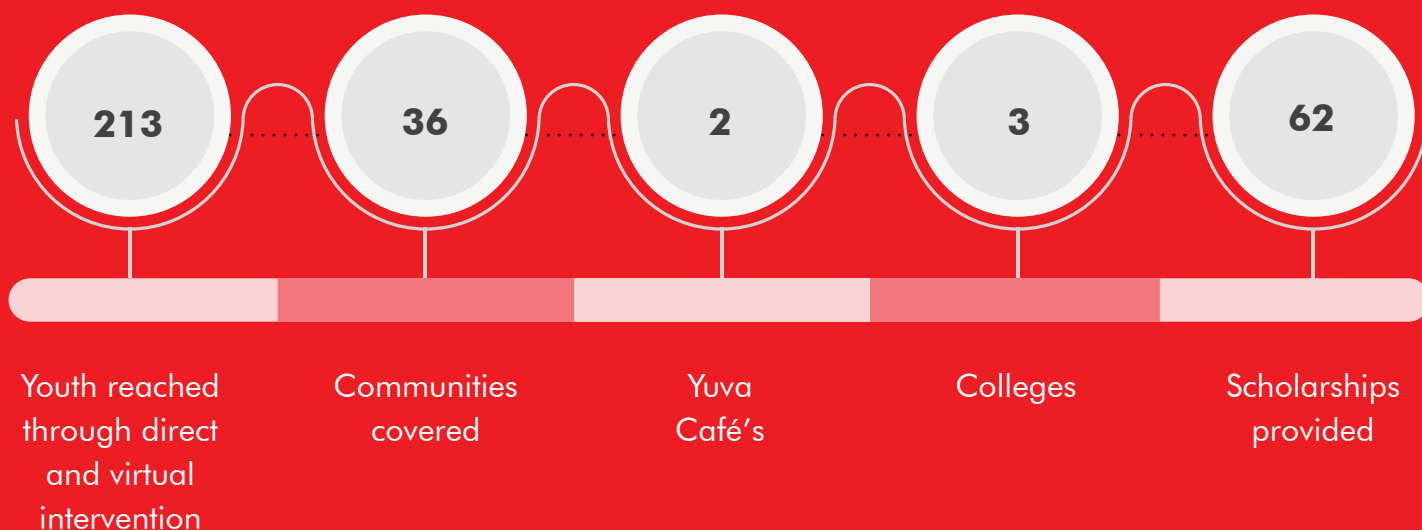
Yuva Jagriti is a program that serves as a platform for youth from disadvantaged backgrounds for building necessary life skills, developing leadership and communication skills, and providing exposure, academic support and mentorship to make informed decisions and pursue the right choices towards achieving their life goals.

Program model in 2020-21

Our Yuva Cafés, which are typically the hub of the program activities of Yuva Jagriti were largely closed this year due to the pandemic. However, it opened many other opportunities and our team grabbed them to make meaningful interventions with the youth virtually. The main components of the Program included



Program Highlights In Numbers



Virtual programs for skill development and well-being

While it was a challenge to reach out to our regular community youth because of limited digital access, the virtual program helped in breaking geographical barriers and we reached out to youth beyond Karnataka as well.

The 15/30 Program

The 15/30 program was a virtual journey of exploring 15 skills over a period of 30 days for the youth. A total of 81 youth participated in different sessions on a range of topics including Life Skills, Art and Craft, Photography, movie-making, health and well-being, etc. These included youth from beyond Bangalore and Karnataka as well.

Life Skills & Counselling in tough times:

- We had one-to-one conversations with youth and their parents regularly on general COVID-19 awareness, precautions, Health and Hygiene, Exercise and coping with stress. Apart from this, daily tasks were given to the Youth to learn new things. Further, virtual sessions on Coping with Stress, Emotions, Anger Management and Decision making were held for youth in which 18 youth participated regularly.
- Through an initiative called Mindspace, we supported 35 youth through a professional counsellor for their emotional well-being. It was a safe space for the youth to express themselves and reflect on their own behavior and relationships with the family.

Academic Support

Staying home and focusing on their exams was a big challenge for our youth. To help such students, academic support sessions were conducted at the Yuva Café with the help of resource staff. 11 Students from the community enrolled for this initiative. 5 of them passed their supplementary exams while others are determined not to drop out.

Financial Literacy Program

In association with NIIT Foundation Program, Makkala Jagriti conducted a financial literacy program for the youth and parents in the community to create about awareness of financial management during the crisis. 43 youth participated in this program. The topics included the importance of being watchful on spending, why and how to save money, information on savings schemes and how to open a bank account.

Project Pathway – Our foray into Government Colleges

Project Pathway marks Yuva Jagriti's foray into government institutions. The program was conceived and designed to provide a holistic development course covering Life skills, Spoken English, Personality Development, Mentoring, Counselling, Career Guidance and Placement Readiness for students studying in Government Colleges.

We tied up with 3 Colleges in the year and a total of 110 students enrolled in the program. Originally designed as a virtual program, the design was quickly modified to an offline intervention as lockdown restrictions eased. The program saw active participation from college students who found experiential learning methodologies powerful and meaningful.

Scholarships

Makkala Jagriti has been also providing financial aid to a few students who have the passion and desire to pursue education but are financially constrained. In the year 2020-21, we provided Scholarships to 62 students in all. The uniqueness of the Scholarships initiatives in MJ is that they are much more than just a financial support program. Individualized mentoring, sessions on life skills, engaging with parents, exposure and motivation along with fun and creativity are just some of the features that make this fellowship stand out from the others.

Naresh Bala Excellence Fellowship: The Naresh Bala Excellence Fellowship (NBEF) is a scholarship program that provides financial aid and focused mentoring to highly motivated and meritorious students to pursue their higher education. As of March 2021, 18 students studying undergraduate courses in Engineering, Commerce and Science are being supported. During the pandemic, we engaged with the Scholars remotely and facilitated sessions on life skills, while the scholars continued to be guided by volunteer mentors assigned to them.

Makkala Jagriti Scholarships: Apart from the NBEF, we also supported 44 students studying in various grades from the communities that we are working with. In addition to the financial aid, the students are provided academic support and exposure to holistic learning opportunities in our

Job Placements

Yuva Jagriti collaborated with Clinikk Healthcare and conducted a Job Fair for our community youths and alumni. A total of 46 youths from 15 different communities attended the orientation and the interviews – with the women participation outnumbering the men and 9 got job offers.

Outcomes of our youth intervention over the years

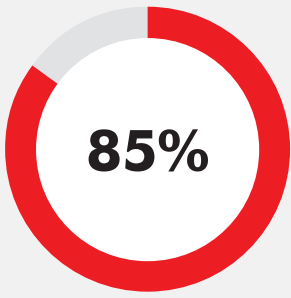
The pandemic year gave us an opportunity to reflect on the outcomes that the youth have experienced over the course of our intervention with them:

- They demonstrate leadership skills and enhanced self-confidence
- Their emotional stability has improved, enabling them to make informed decisions
- They have become resourceful to leverage their network, community, and resources around them
- They have got mainstream jobs and are sustaining and thriving in them

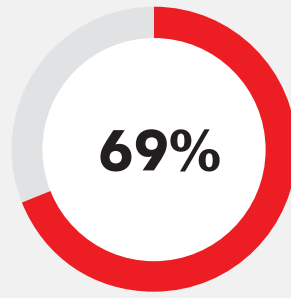


Outcomes of our youth intervention over the years

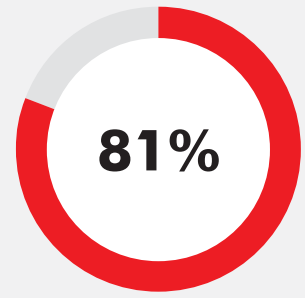
We conducted a survey with 50 youth to understand these changes better and more specifically. The results of the survey show that:



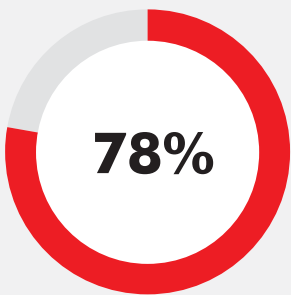
Youth have experienced a positive behaviour change



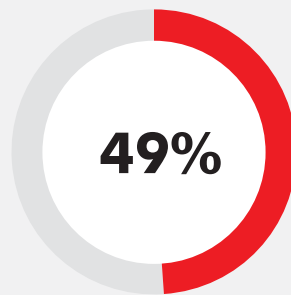
Youth experienced positive changes with their family in building better relationship



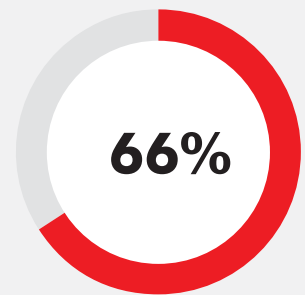
Showed enhanced computer skills



Youth showed enhanced communication skills



Youth have increased their aspirations to dream big and set life goals



Have contributed back by engaging in various community related issues

Krishna's behaviour change helped him get through tough times

Krishna dropped out of education in pre-university. Prior to enrolling at Yuva cafe, he would lose patience and get angry for trivial matters. As he started attending Life skills sessions at the Yuva cafe and conversing with facilitators, he became more reflective and was able to regulate his anger better. He became more patient and polite with the people around him.

This helped him get a job and sustain it. He got a job opportunity with Wildcraft for selling masks during the pandemic which was of critical help to his family during the difficult times.

Voices from the ground



My mother is a homemaker, and my father drives an autorickshaw for a living. My parents did not have access to education growing up, but they made sure every opportunity was available for me. They have been the driving force behind my dreams.

I saw the lockdown as an opportunity to upgrade my skills and knowledge beyond course material. The internet is so powerful with limitless knowledge and I am excited to learn continuously. I dream of working in an IT company for a few years but my heart lies in service to my fellow citizens. I dream of a career in the Indian Administrative Service.

Hemanth - NBEF scholar studying Computer Science

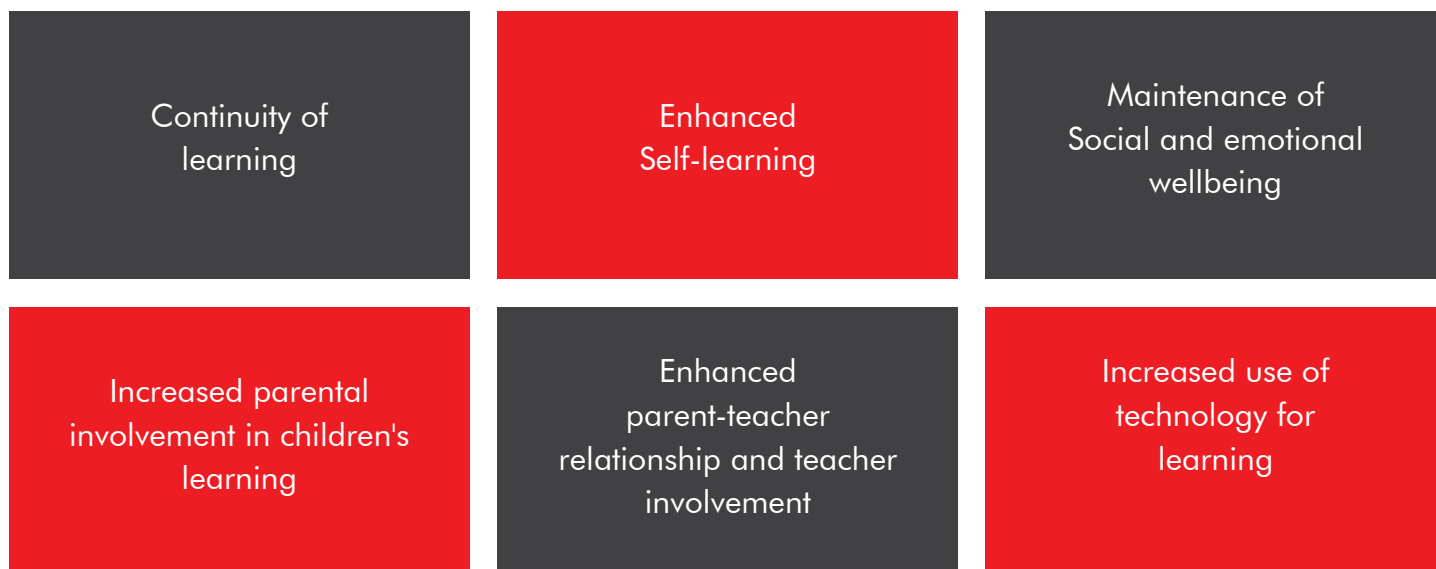


Impact of our interventions in 2020-21

A Qualitative Understanding

The year 2020-21 was a difficult year in terms of being able to assess the outcomes of our interventions quantitatively. However, we could experience shifts and changes among our stakeholders through our engagement with them. To further understand and validate the qualitative outcomes that we had all perceived, we conducted Focus Group Discussions virtually and gathered the responses of our facilitators, children, parents and teachers. The following is the summary narrative of more than 300 participants in 23 FGDs on what impact did Makkala Jagriti leave in one of the most challenging years of our living memories.

There are six major areas in which the impact of our interventions in the year was seen.



Continuity in learning

Across the programs, children were meaningfully engaged in learning at home thanks to the combination of our interventions, which included Learning kits, WhatsApp based learning, online sessions, follow-up calls and community visits. It is acknowledged that many children had no other means of learning and children have shown curiosity to learn by checking for activities sent on the phone. The variety of content and age-appropriate content helped children sustain the interest and has helped them and children have also been able to learn from each other seeing the responses on WhatsApp groups. Further, teachers acknowledge that the timeliness and reliability of lessons sent were instrumental in learning related habit formations.



I am happy children continue to learn and are not idle during this break from the actual school. The online activities are very beneficial. The learning kits are thoughtfully designed, are simple, contextual, focused on all-round development, and ensure daily engagement. The videos are also very helpful. Children are responding in unique ways; through poetry, drawing, videos, and general play.



Enhanced Self-Learning among children

Learning under lockdown resulted in limited assistance from external people and brought shifts in how children learned. Self-learning among children was enhanced as children figured out new ways of learning on their own by using the Workbooks and seeing videos themselves. The activities kindled children to use their imagination and generate new ideas. Parents observed that children engaged in the activities even after the session or the workbook assignment was completed. Other influencing practices included learning from responses of peers and using the internet to browse for information and solutions. Children felt encouraged to try out new activities without the fear of being judged. While parents felt that they did not have to try hard to motivate children to learn, youth on the other hand felt they had to take up more responsibility for their communities due to the situation. Many parents noted that they learned a lot from their children themselves



My child is very interested in knowing what activities are coming for the day on WhatsApp. My child also reminds me every day to show her these activities. She is very eager to do them herself.



Maintenance of social and emotional well-being across stakeholders

Makkala Jagriti was able to cater to the social and emotional well-being of children, parents and teachers which was much needed during the unprecedented challenging times. Parents expressed that the learning kits and the simple fact that children learned were a relief, while also being useful in times of financial difficulty for some. Teachers were not worried about children's learning when they were busy on COVID-19 duty. When live online sessions started, children could see their friends again which was a solace. Extremely significant is that the sense of isolation for children in Child Care Institutions reduced as a result of live online sessions. Dance and Aerobics sessions also helped in physical and emotional well-being. Availability of MJ facilitators on call for asking questions and doubts was also of significance in this context



I found the sessions on art very meditative and helpful in relieving all the stress I was faced with on a daily basis as a result of my frontline COVID-19 duty with other Anganwadi teachers"



Increased Parental Involvement in children's learning - Parents as Teacher, Friend, Facilitator

A considerable transformation during this time has been the increase in time spent by parents with their children – school-going as well as Anganwadi children. Parents have been more involved in their children's learning process than ever before and were able to spend quality time with their children. Parents were not as aware of children's learning in regular school; but now they were more involved and could also identify strengths of their children. Some parents have upgraded their feature phones to Smartphones to aid their children's learning. While we also ensured that many of the activities created required parents and children to do it together as a team, the parents did take on the role of becoming a facilitator as well, who welcomed new teaching and learning methods.



My father has started teaching me during the lockdown; otherwise, he would be very busy before the lockdown. Now, he has a little more time, and he helps me with my studies and spends more time with me



Enhanced Parent-Teacher relationship and Teacher involvement

With the possibility of one-on-one interactions with teachers, children found teachers to be far more accessible. Children were no longer hesitant to ask questions of all kinds to the teachers, and they felt their relationship with the teachers improved significantly. Importantly, teachers encouraged children to participate actively in their respective WhatsApp groups. Parents shared with teachers what the children were learning and teachers guided the parents to help children complete the workbooks. Teachers even encouraged parents to share content with neighbours who didn't have smartphones. In the case of Child Care Institutions, it was the staff of the CCIs who played the role of a teacher, which opened up a range of ways in which they understood the children and engaged with them.



I am thrilled that I could ask my teacher's help at any point in time and that they would happily guide me through my activities. My parents also talk regularly with my teachers on the phone now



Increased use of technology for learning

One of the most significant shifts brought by the pandemic was the phenomenal rise of the use of digital means for learning. Parents, teachers and children became familiar with new methods of learning with online meetings, webinars, exchanges on WhatsApp, etc. ensuring that the smartphone features were fully being utilized. Viewing the phone as a educational tool itself was a significant shift. There were many firsts for everybody in this regard. Importantly, the intervention gave a headstart to our children in online learning even as it becomes a way of life. Teachers found this to be an opportunity to keep themselves updated with technology. Not just the children, parents and teachers, our own facilitators also conquered a steep learning curve with technology use in response to the situation at hand.



Earlier, my parents would not give me their mobile phone. They would consider it a waste of time. Now, as it helps us attend online classes, they give me the phone even when I don't ask for it. I also learnt to make videos, collages and video calls very easily now



Other significant outcomes as shared by the stakeholders

- Parents and Anganwadi teachers across the state were sensitized to the importance of Early Childhood learning and the fact that it covers different development domains and is not just limited to learning alphabets.
- Children also had to become resourceful by figuring out materials at home to use for their learning.
- Children in CCIs were able to discover their inner talent through some of the activities such as clay modelling
- While other children lost out on time with their friends, the peer relationships and peer communication among children in CCIs improved.
- Youth had one of the most significant opportunities to experience and build compassion, empathy and leadership skills as they participated in Covid-relief efforts.

All in all, it can be seen that it was multiple shifts among multiple stakeholders that helped us get through this very challenging year. Makkala Jagriti is humbled and proud at the same time to have played a role in the same.

In the year 2020-21

Challenges and limitations

The year was not without its challenges – the pandemic itself being the predominant one. While our teams put all out efforts in ensuring that children continued to learn, technology could be made best use of and were being innovative at every step, there were challenges and limitations that impeded the impact. The most significant ones among them were

The reach:

- We had to rely on technology to reach out to most of our beneficiaries consistently. While this opened new doors, we could not reach all the children who had been part of our regular intervention because of limitations of access. For instance, the overall percentage of children who had access to WhatsApp consistently was approximately 32%.
- Children who travelled to their villages or native places during the pandemic could not be reached so that they could be given the Learning at Home kits

Tracking participation:

- Tracking the participation of children was a challenging affair. Although, we kept a record of the number of children who would respond in the WhatsApp groups, this did not convey to us the actual numbers of children who accessed the lessons.
- Unlike Makkala Jagriti's rural interventions where community visits were possible, it could not be done in Bangalore because of Covid situation and restrictions.

Quality of engagement:

- Not all parents were able to clarify doubts and provide support in learning because of various reasons, thus resulting in the lack of an engaging environment for many children.
- It was very challenging to hold the attention of youth in online sessions. It took us time to adapt life skills sessions that were primarily designed for in-person engagement.



Despite the challenges and limitations, we believe that it was the collective effort and cooperation of all stakeholders – parents, teachers, children, government stakeholders, our donors and well-wishers and our own staff and their families that we got through a difficult year being proud of our efforts. The pandemic has certainly made long-term changes to life and learning, but our collective understanding was that the only way ahead is going forward!

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Director - Paripoorna Learning Foundation
OD consultant and Leadership trainer

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Advisor to non-profits, Corporate CSR and foundations



Partnerships and Collaborations

Our efforts are made possible thanks to the support and encouragement of our partners, who through their support with funding, resources and expertise, have ensured the best possible outcomes through our programs.

Donors



Partners



Financial Information

LIABILITIES	TOTAL
Capital Fund	1822006
General Fund	1236992
Corpus Fund	5001001
Unutilized Specific Funds	4651889
Provisions	295531
Total	13007419

ASSETS	TOTAL
Fixed Assets	1822006
Specific Grants – Receivables	813700
Advances and Deposits	583488
Investments	5000000
Cash in hand	12825
Cash in bank	7055660
Total	15287679

EXPENDITURE	TOTAL
Programme Expenses	37189927
Administrative Expenses	2731209
Capital Expenditure	0
Excess of income over expenditure (Expenditure over Income) for the year transferred to Balance Sheet	2280259
TOTAL	42201395

INCOME	TOTAL
Grants	42201135
Other Income	260
TOTAL	42201135

Makkala Jagriti's Financial Statements for April 2020 - March 2021 were audited by A.R. Rao and Rajan, Chartered Accountants, #186/A, 1st Floor, Venkataranga Iyengar Street, Seshadripuram, Bengaluru - 560020

Outlook for 2021-22

For over a year and a half, our children, teachers and parents as well as Makkala Jagriti's staff had to quickly adapt and continuously work with the "new normal" of virtual education and engagement. As the effects of COVID-19 and the numbers of those affected started reducing, educational institutions with whom we work, such as Anganwadis and schools, started reopening.

With many other children expressing that they were missing their friends and the teachers at school, it would take some additional adaptability to return to the routine of going to school and obtaining lessons in a classroom atmosphere. There is the additional protocol of maintaining safety, not to mention the option of continuing to learn from home for many students. This does put additional pressure on teachers who have to simultaneously impart education to children in-classroom as well as through a screen.

At Makkala Jagriti, it is a responsibility to ensure transitions like these are made easy. After all, one of our primary aims is to make sure you continuity of education remains undisturbed. Empowering our children, parents and, most significantly, teachers to weather this transition is among our biggest priorities for the year 2021–22.

Our collaboration with branches of the Government of Karnataka – particularly the Departments of Education, and Women and Child Development – makes it possible for us to reach the wide spectrum of children, parents and teachers across the state. We are thankful for this possibility.





MAKKALA JAGRITI
CELEBRATING CHILDREN. EMPOWERING YOUTH.



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