



MAKKALA JAGRITI
CELEBRATING CHILDREN. EMPOWERING YOUTH.

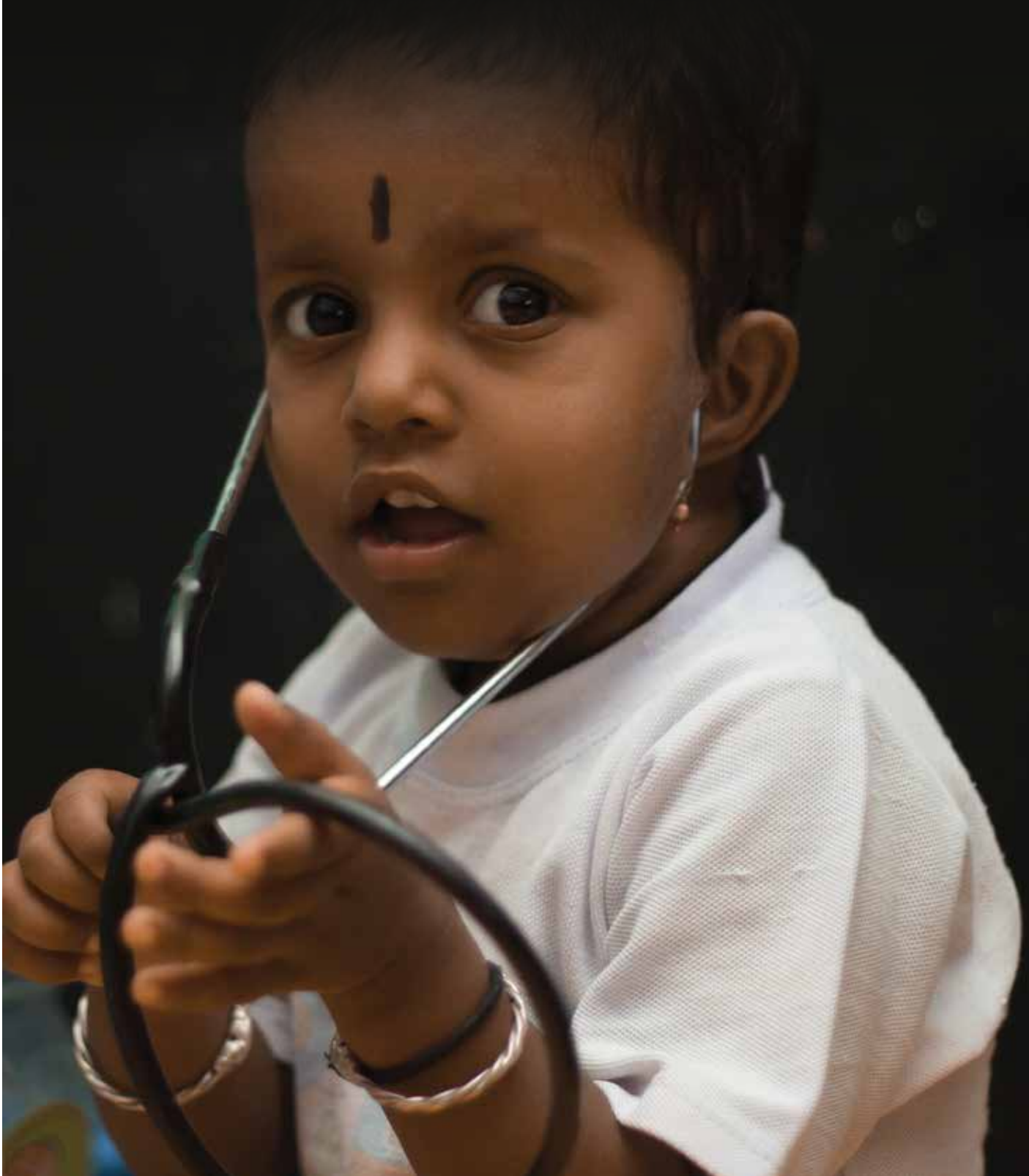
ANNUAL REPORT

2021-2022

**BRIDGING GAPS AND
REBUILDING FUTURES**

www.makalajagriti.org

**WHERE YOU ARE BORN
SHOULD NOT LIMIT
HOW FAR YOU GO!**





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A YEAR TO FEEL GRATEFUL AND HUMBLE

From the CEO's Desk

2021 was a year when the world had begun dealing with the Covid-19 pandemic as if it was a way of life. Yet it was an eye-opener to the realities of how children struggled to cope with learning and a reminder that we had to keep reassessing priorities.

For much of the year, schools and Anganwadis remained closed and learning at home was the order of the day. At Makkala Jagriti, we continued with our efforts to keep learning uninterrupted. Our teams and program models were geared up to undertake direct or remote intervention as per what the situation demanded. And we continued to grow!

Thanks to new partnerships, the organization's reach expanded significantly and we were able to cover not only more schools and Anganwadis, but also government run child care institutions in 6 districts across Karnataka. This was a significant first for Makkala Jagriti to expand to multiple districts in one go and we are thankful to the donors as well as the Department of Women and Child Development, Govt. of Karnataka for their support and belief in us.

Given the situation, it was challenging to run our community centres for children and youth, but we did not let that deter us from reaching out to our stakeholders in creative and innovative ways. Having said that, we also took steps to expand our work to new communities and remain excited about the possibilities.

Overall, it was a year, where we could grow bigger and stronger as an organization, consolidate our experiences and stay poised to achieve even higher goals. We are thankful to children, youth, parents and teachers who continue to inspire us by their zeal to learn and grow despite challenges. We are thankful to all our donors, supporters, well-wishers and volunteers, whose support and contributions truly convert our work into a social movement.

Every single day through this challenging year, every team member of Makkala Jagriti strived to give their very best towards realizing our vision of taking children and their communities towards a brighter future – it is a privilege to lead a team as committed as we have at Makkala Jagriti. Thank you one and all.

Warmly,



Sunayana Chatrapathy

Chief Executive Offer

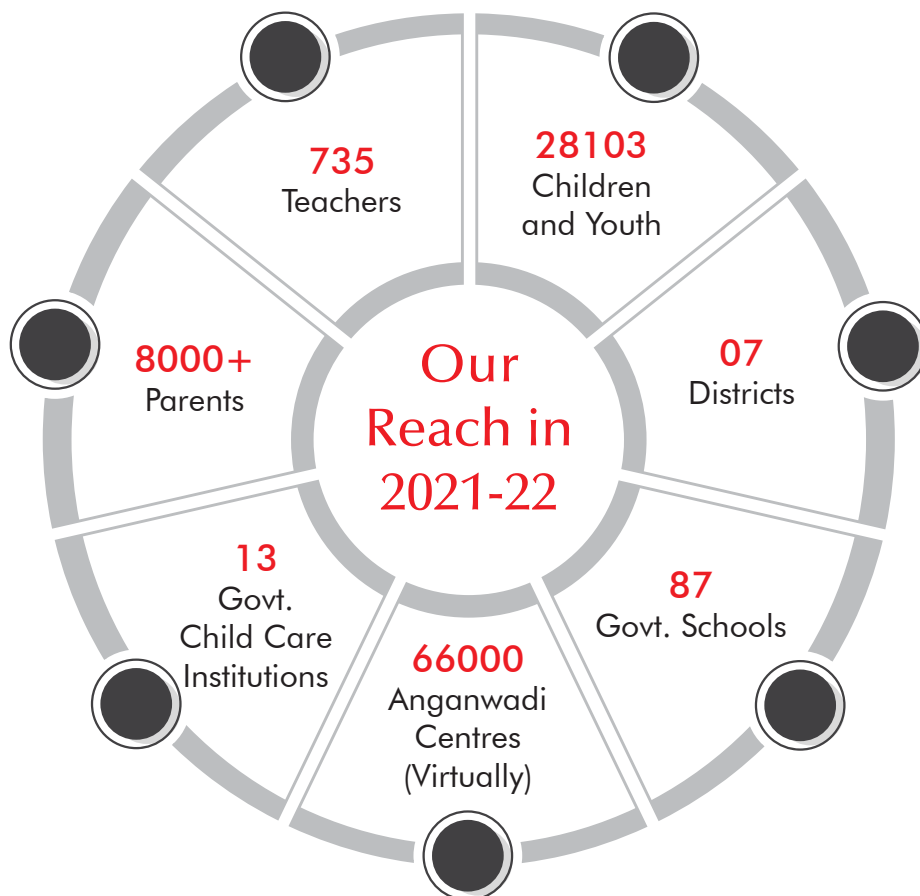
Makkala Jagriti

GROWTH AMIDST CHALLENGING TIMES

Highlights of the year 2021-22

Despite its challenges, the year 2021-22 was a year of milestones and achievements. Makkala Jagriti turned 18 and just like it is an important milestone in the life of a young person, for Makkala Jagriti it is a time to graduate to greater possibilities, bigger ambitions, and the drive to explore territories we haven't touched before.

- Stronger partnerships with the Department of Women and Child Development for State level initiatives with Anganwadis and Childcare Institutions
- Launch of a new large program towards holistic development of children in Child Care Institutions
- Expanded our direct presence to 7 districts and team size became 100+
- Reached out to 13000+ new children in Govt. Schools and Anganwadis through new partnerships
- Designed specific curriculum on foundational literacy and numeracy to help children cope with learning loss.
- Provided Dry Ration kits to 10,000+ poor and marginalized families in Bangalore as part of our Covid Response efforts



Makkala Jagriti is a non-governmental organisation that has been working towards providing holistic learning and development opportunities to children and youth from socio-economically disadvantaged sections of the society since 2003. **Driven by its motto: Where you are born should not limit how far you go**, Makkala Jagriti facilitates children and youth on a journey of self-discovery, encouraging them to explore their innate strengths and potential, through a holistic approach to learning.

Further, we believe in adopting an ecosystem approach to drive sustainable and inclusive change. Towards this, the organization partners with parents, teachers, communities, like-minded organizations, and the government to make this a social movement.

Our Vision

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

Our Mission

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

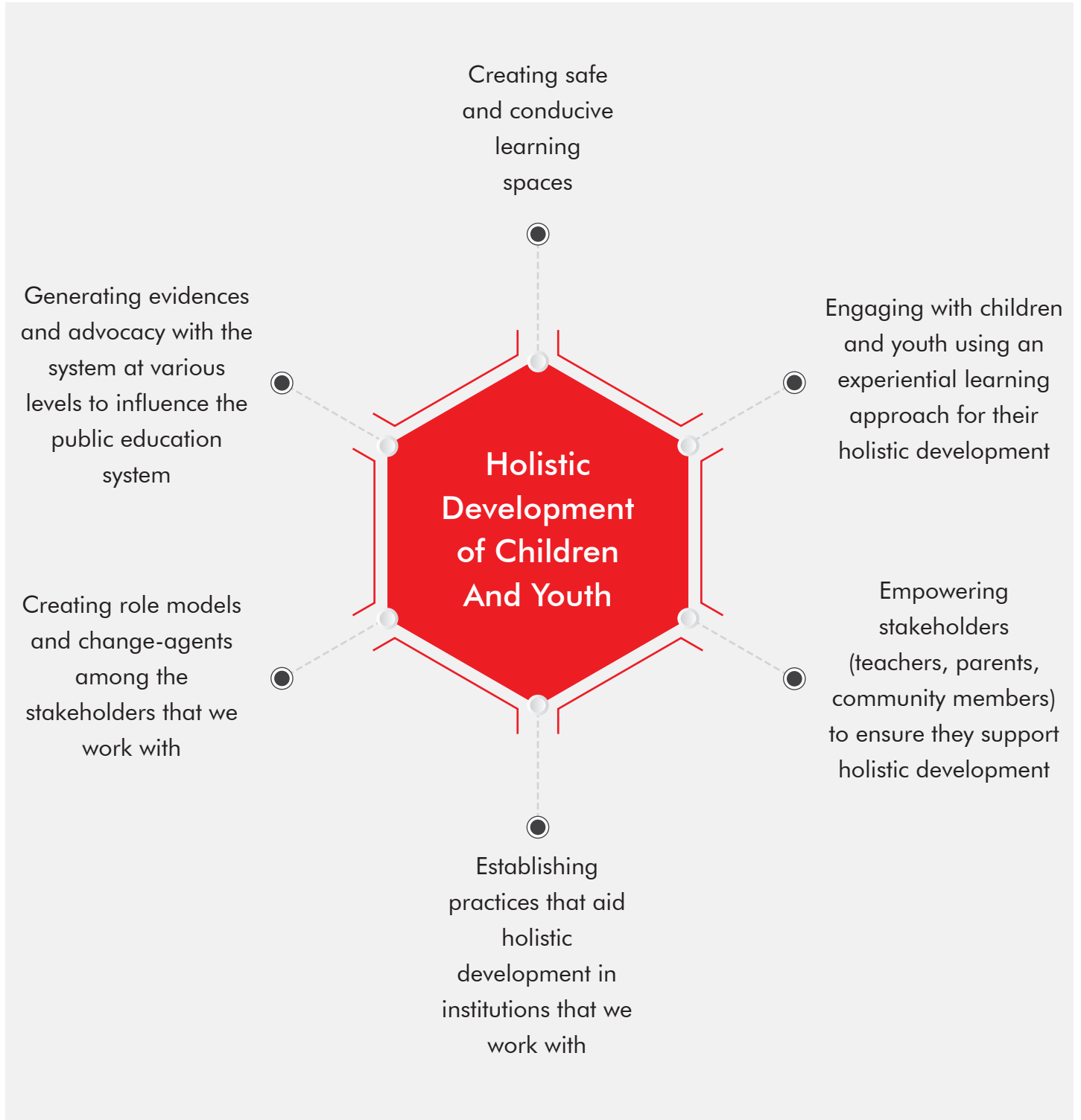
Our Core Values

At Makkala Jagriti, we see the world from a child's point of view. We follow a child-centric approach which 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 children have the freedom to make their own choices.



Our Approach

The key problem that Makkala Jagriti is primarily trying to address is the lack of access to quality holistic development opportunities that children and youth from socio-economically disadvantaged sections of the society typically face through:



With experience and expertise in working with different age groups (3 years to 24 years), Makkala Jagriti has four distinct programs catering to different categories of children and youth in different spaces



Early Childhood Care and Education (ECCE)

This program aims at enhancing the early learning ecosystem in Anganwadis by empowering Anganwadi teachers and helpers with appropriate knowledge and skills to provide quality early childhood education to children between 3 & 6 years so that they are school-ready by the age of 6.



Holistic Development Learning Centres (HDLC)

This program focuses on providing holistic learning and development opportunities for children aged 6 to 14 years in government schools and urban poor communities through a child-centric and experiential approach. The program uses a specially designed SPICE curriculum that caters to socio-emotional, physical, intellectual, creative and ethical development aspects.



Holistic Development for children in Child Care Institutions (CCI)

This program focuses on providing holistic development opportunities for children in Government Child Care Institutions along with building capacities of the staff of these institutions and establishing practices that aid in the holistic development of the children and prepare them for life in mainstream society.



Yuva Jagriti (YJ)

This program empowers youth in urban poor communities with 21st-century skills so that they can tap into their potential and make the best use of growth opportunities around them. The program also focuses on creating role models and change agents for and within the communities.

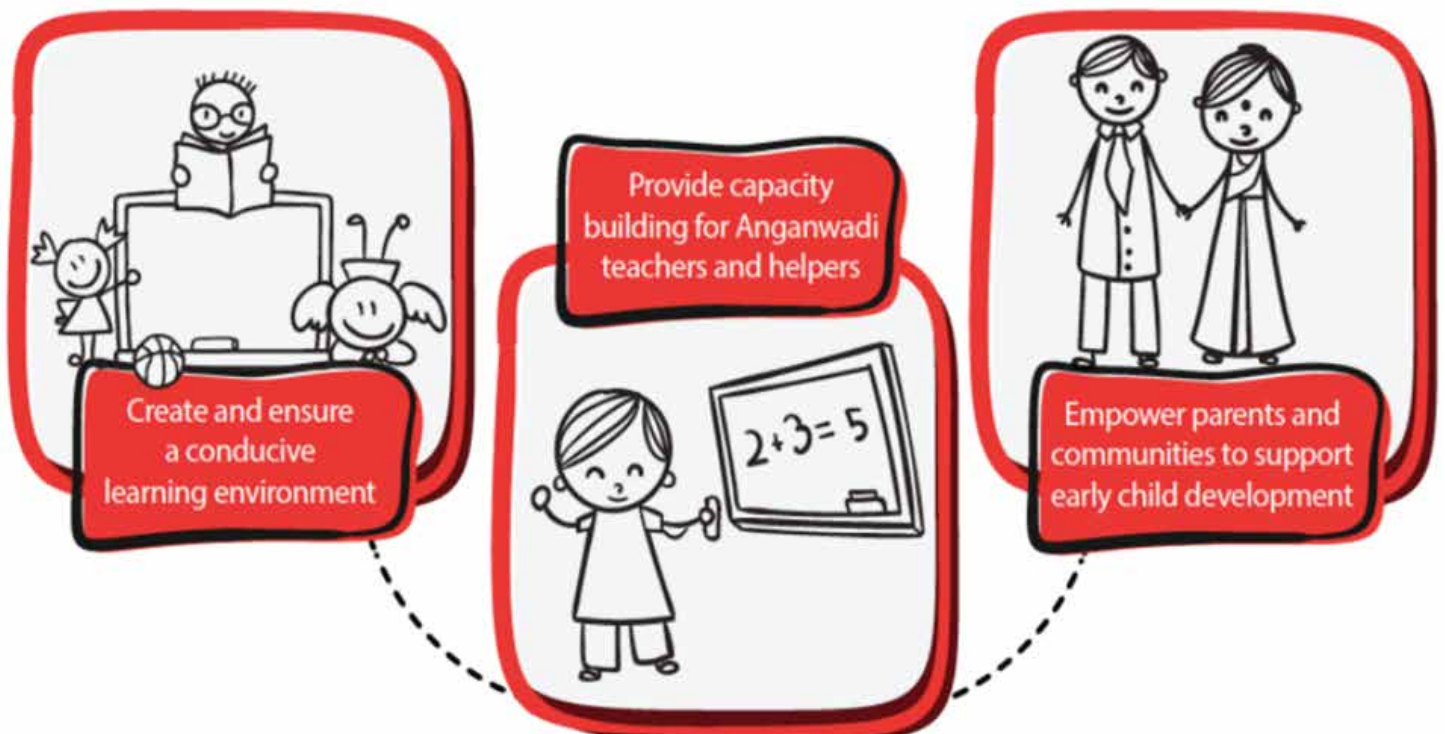


Overview

India is home to approximately 159 million children (0-6 years). A majority of these children and their families depend on Anganwadis for child development services including preschool education. Historically, Anganwadis have focused on providing health/nutritional services, and it is only in recent years that there is an increased awareness and attention on preschool education in Anganwadis. With research establishing that nearly 90% of an individual's brain development takes place by the age of 6, it is critical that Anganwadis provide quality early childhood care and education to the children, which can lead to their sound physical and mental development.

The Sustainable Development Goal (SDG), Target 4.2 stresses ensuring that all girls and boys have access to quality early childhood development, care, and pre-primary education so they are ready for primary education.

Guided by the belief that every child has a right to quality early childhood education, Makkala Jagriti's ECCE program is aimed at equipping the Anganwadi ecosystem so that children get quality preschool learning opportunities and reach school readiness by the age of 6. The key pillars of its ECCE program are:



Program Highlights: 2021-22

With Anganwadis remaining closed for most of the year, our ECCE program continued to be largely virtual - except for a brief period when Anganwadis opened for about three months.

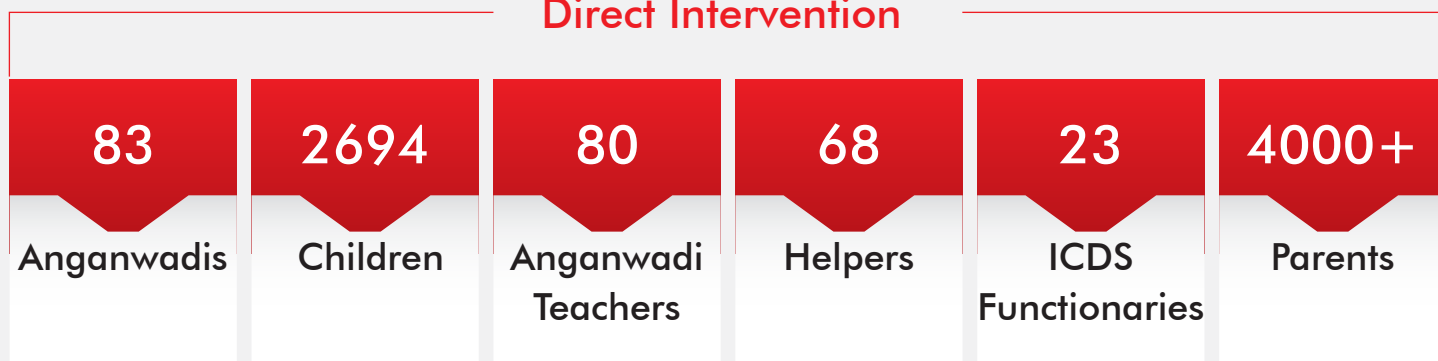
The key components of our intervention in 2021-22 were:

- Daily videos on Preschool Learning
- Webinars and online events
- Anganwadi Teacher & Helper trainings
- Mothers' meetings
- Distribution of learning at home kits
- Events & Celebrations



Program Reach

Direct Intervention



Program Activities

Daily videos on pre-school learning

Through our partnership with the Department of Women and Child Development, Govt. of Karnataka, we continued to send daily videos to all the Anganwadi Teachers across the state under the initiative called Maneyalli Oota, Maneyalli Paatha (Nutrition and learning at Home). These videos were in turn shared with parents of the children enrolled in their respective Anganwadis.

These videos contained simple activities that Anganwadi teachers or parents could do with the children at home – the activities were curated to cover all children’s development domains – social, cognitive, language, physical and emotional. We also sent short and simple videos on awareness and knowledge building on the importance and concepts of early childhood education. It was heartening to see many parents respond back with videos and images of activities done with children in their homes based on the videos.

Through this initiative, Makkala Jagriti could create a repository of more than 350 videos – all uploaded on a dedicated YouTube channel. With 13,000+ subscribers, the YouTube channel had more than 1.2 million views during the period that Anganwadis were closed.



Virtual Intervention

Participants in Webinars & Online Events

66000

Anganwadis

(through State Govt. partnership)

5000+

Anganwadi
Teachers

9000+

Parents
Cummulative

1150

Children

The Inspiring Story of Superhero Shobha

When the pandemic threatened disruption in children's learning, Shobha Nagraj, a teacher at the Hosalingapur Anganwadi in Koppal district, was ready to face the challenge. She had to ensure that her children could continue learning and maximize their benefit. She applied numerous strategies from her own teaching journey, learning from many webinar sessions and Makkala Jagriti's YouTube channel.

She discovered YouTube as a way to track her own progress and even share what she had learned. She tried new activities and posted her own videos on a brand new YouTube channel that she created herself.

Her YouTube channel, Annapurna, has been growing in popularity in her neighbourhood over time. When she sends out a notification that she has a new video available, the kids are always excited to watch them and learn. She is also not daunted by the fact that all children do not have access to smartphones and the internet. Shobha records her lessons for children and invites them to assemble at a specific location. She then replays these sessions on her phone for the children to watch and learn.

“

My primary motivation is to reach out to every child in the neighbourhood and provide them with a solid education

Shobha Nagraj
Anganwadi Teacher, Koppal



Webinars and Online Events

With prolonged lockdowns, online learning and sharing of information had become the norm of the day. In the ECCE program, we reached out to parents, Anganwadi teachers, and other stakeholders through Webinars and online events.

Webinars for Parents

We conducted 42 webinars for parents of Anganwadi-going children with the aim of providing guidance and information on preschool learning at home. These Webinars were a mix of knowledge-based and activity-based sessions covering a range of topics such as types of learning among children of different age groups and the importance of daily routines, puppet making, and Warli art. We ensured that there was a focus on their personal well-being as well, considering how tough the pandemic has been on all of us. Each subsequent webinar saw an increase in participation by the parents.

Webinars for Anganwadi Teachers

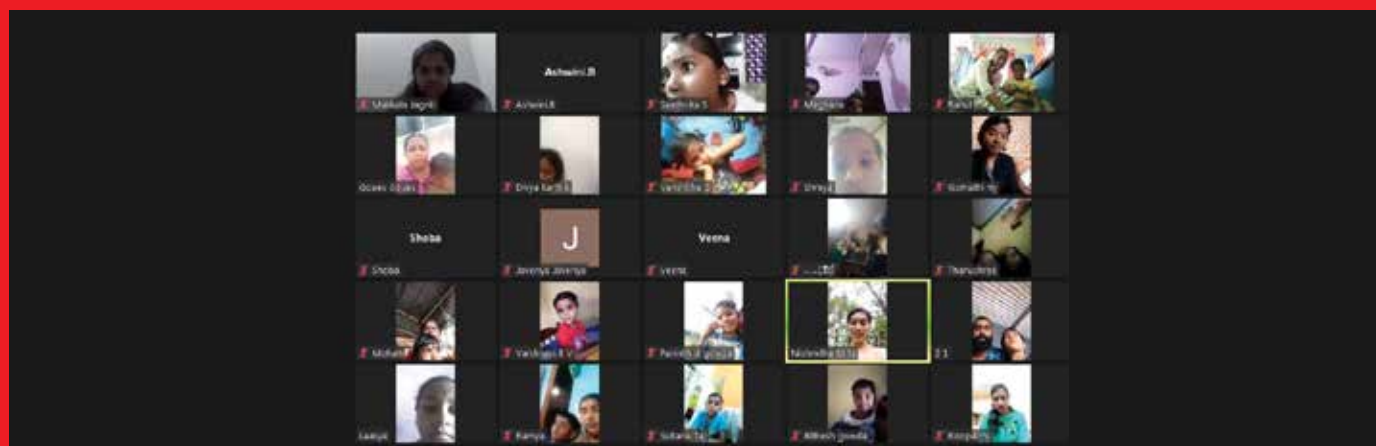
45 webinars for Anganwadi Teachers were conducted throughout the year covering a range of topics from managing children's behavior, development milestones across different age groups, the importance of positive reinforcement, dos, and don'ts of facilitation in Anganwadis, the importance of play and school-readiness among many others. The Webinars also included recreational and well-being sessions for the participants.

Makkala Jothe Mathu Kathe – Online Interaction with Children

Among other things, the pandemic has robbed children of opportunities to engage and interact with their peers. To minimize this loss of peer group or a social setting, we introduced an online forum where children could talk to each other.

What started as a test, was so well received that we decided to do it every month. In these open forums, we saw children coming forward and expressing their likes and dislikes. We allowed them to converse freely and listen to each other.

Furthermore, we also encouraged fathers to attend these meetings. Encouraged by their response, we conducted an online event on "The role of fathers in child's development" which was attended by 82 fathers.



Training Events for Anganwadi Teachers and Helpers

In addition to webinars and online events, in-person training events were also conducted for Anganwadi Teachers and Helpers. One of the program's main goals is to empower the Anganwadi worker and make her see herself as a 'Teacher' and not just as a 'worker'.

Recognizing them as Teachers and not just Workers

Throughout our engagement, we always recognize them as Anganwadi Teachers and not Anganwadi workers. While that may not seem like a sign to others, it is a matter of pride for the teachers themselves.

On the occasion of International Women's Day, we extended a small gesture by giving Anganwadi Teachers a badge that said "I am an Anganwadi Teacher" at a public event. This was such a proud moment for so many of them that they had tears in their eyes.

Some Anganwadi Teachers also felt emotional and moved as they recognized that their role has such a huge impact on the entire lives of many individuals.



“

My son Jonathan is very playful and would spend all his time watching videos on the phone or staring at the television. After enrolling in this Anganwadi, he was exposed to the videos created by Makkala Jagriti. He has learned many new things - he can identify colours, alphabets, numbers, fruits, vegetables, and so much more. He is thrilled to go to the centre. I am very grateful to the Makkala Jagriti team.

Linda Elizabeth

A parent,

Jayaraj Nagar Anganwadi

Mothers' Meetings

Parents play a significant role in the early learning of a child. Mothers' meetings were held virtually to promote their awareness on early learning and development. The meetings were conducted every month and covered topics like the importance of early childhood education and brain development, daily routine and its importance, shapes, and measurements, etc. On an average 240+ mothers consistently attended the monthly meetings with a steady increase in participation over a period of time.



Learning at Home Kits

Learning at Home kits comprising workbooks, pencils, colors, and other basic stationery were distributed across the Anganwadis where we had a direct intervention. These were given to 2000+ children, who could now engage in activities at home.

Other Events and Celebrations

Apart from training and webinars we also organised some events for the children and the stakeholders. These included fancy dress and action-song competitions. Children's Day was also celebrated in many AWCs in person with story-telling, songs, and much more. A graduation day was celebrated for children of Anganwadis who were going to enter school next year.

We also celebrated Teacher's Day, where Anganwadi Teachers were recognized and thanked for their role in the communities as teachers. All the events saw enthusiastic participation from children, parents, and teachers.

“

The training provided by Makkala Jagriti is a much-needed one. Anganwadi Teachers have been trained in maintaining records, but what they really need is training in preschool education. With these monthly trainings, our teachers would be able to convert their Anganwadis to an IDEAL ANGANWADI and give education like a private school. Makkala Jagriti should reach out to all Angnawadis

Priya

ICDS Supervisor,
Rajanakunte Circle

Program Impact

Uninterrupted learning:

Through the daily online videos, we could see that children were meaningfully engaged at home every day by their parents. The parents understood how they could engage their children in several activities with materials available in their homes. Parents from across the state – even where we had no direct intervention – have shared about how their attitude and practice towards preschool learning has changed for the better.

Conducive learning spaces:

Anganwadi spaces have become more learning-centric and child-friendly with materials easily available and accessible to children (instead of being out of reach). Materials are even labeled, segregated, and organized; thus, giving a sense of discipline and purpose to everyone who comes to the Anganwadi – children, staff, parents, or any other visitor.

Knowledge and awareness:

Most teachers and helpers are now familiar with the importance of ECCE; the teachers' awareness of basic concepts of preschool learning including how positive experiences affect brain development are strong. The training has given them space and opportunity for self-expression, exploration, and discovery.

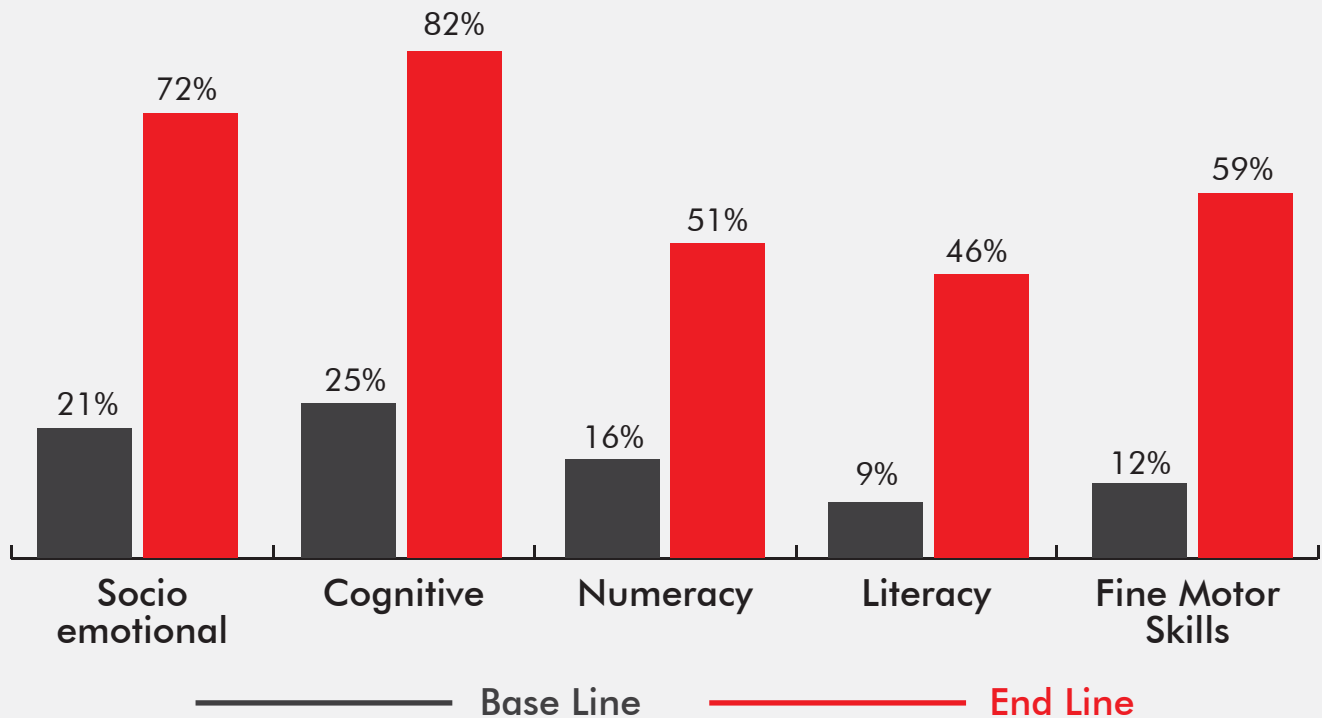
Staff attitude and practices:

Having understood the importance of their role, many Anganwadis teachers and helpers now come to the Anganwadi on time or a few minutes before time and ensure that their Anganwadi is cleaned and ready with necessary materials before the children arrive. Above all, their confidence and self-esteem have increased by leaps and bounds

Changes in Children

For children of Anganwadis, where we intervened directly, we conducted baseline and end-line assessments. The assessments were based on the IDELA tool (The International Development and Early Learning Assessment) and were conducted on a sample of children across different Anganwadis. The following graph shows the remarkable shifts in children's abilities across different domains of development between baseline and end-line assessments.

Percentage of Children Performing Well in Different Domains



We note that children have shown remarkable shifts in their abilities across different domains of development. The most significant shifts seen are in the cognitive and socio-emotional developments – which may be attributed to how parents and caregivers engaged with the children. The least shift is seen in the gross motor skills of the children, which could be because of restricted opportunities for play and going outdoors.

From Participant To Advocate - Rekha's Inspiring Journey With Makkala Jagriti

Rekha, a mother to a cheeky five year, first engaged with Makkala Jagriti during our monthly mother's meeting in the year 2019. Her daughter, Prassidi, was enrolled in Taranhunse Anganwadi. Rekha was a regular participant in the meetings both prior to and during the pandemic. She was working full-time with Amazon and yet made time to engage with all our activities.

Rekha says, "I knew mothers were important. But I never knew my role was also this important to a child's development." She religiously did all the daily activities, was constantly interacting with the team, and finding new ways to support her child. She also became a strong advocate for the work we do with other mothers.



In late 2020, Rekha expressed a desire to join Makkala Jagriti and help us grow our work. After a full-fledged interview process, we were able to see the conviction of the work that was expected of her, and she joined the ECCE team as a facilitator. Today Rekha runs mother's meetings for other mothers like herself, engages teachers, and brings in new ideas and passion.

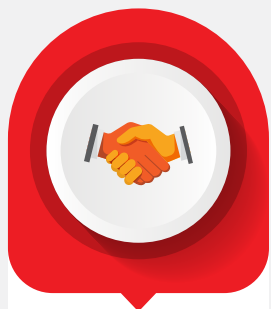
in Government Schools and Communities

Overview

Children from socio-economically disadvantaged backgrounds have an inherent fear of learning. Often lacking a supportive learning environment at home, these children limit their aspirations and do not fully realize their own potential. Makkala Jagriti's HDLC program reaches out to such children in government schools in urban and rural parts of Karnataka as well as children from urban poor communities, providing them with holistic development and learning opportunities.

Covering children aged between 6 and 14 years, the program employs Makkala Jagriti's flagship SPICE model – an approach and curriculum that touches upon the Social, Physical, Intellectual, Creative, and Emotional development aspects of a child. A key element of the program is a holistic development and learning center – a safe, non-threatening, and vibrant space for children created in schools and communities. Facilitators, who are specially trained in child-centric approaches and creating varied learning opportunities for children, engage with the children in these centers and help children Imagine, Create, Believe, and Become their very best.

S.P.I.C.E



Socio-emotional 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



Ethical Development

Acquire life skills, self awareness and building relationships

Program Highlights of 2021-22

Much of the year 2021-22 went by under the shadow of the second wave of the Covid-19 pandemic and children worldwide were suffering learning losses amidst lockdowns and school closures for more than half the academic year. Our program adapted to the needs of the children and the intervention had two distinct phases: during school closures and when schools were opened:

When Schools were Closed

- Learning at home through workbooks
- Daily WhatsApp lessons
- Engaging with parents to support children
- Webinars for teachers

When Schools & Centres were Open

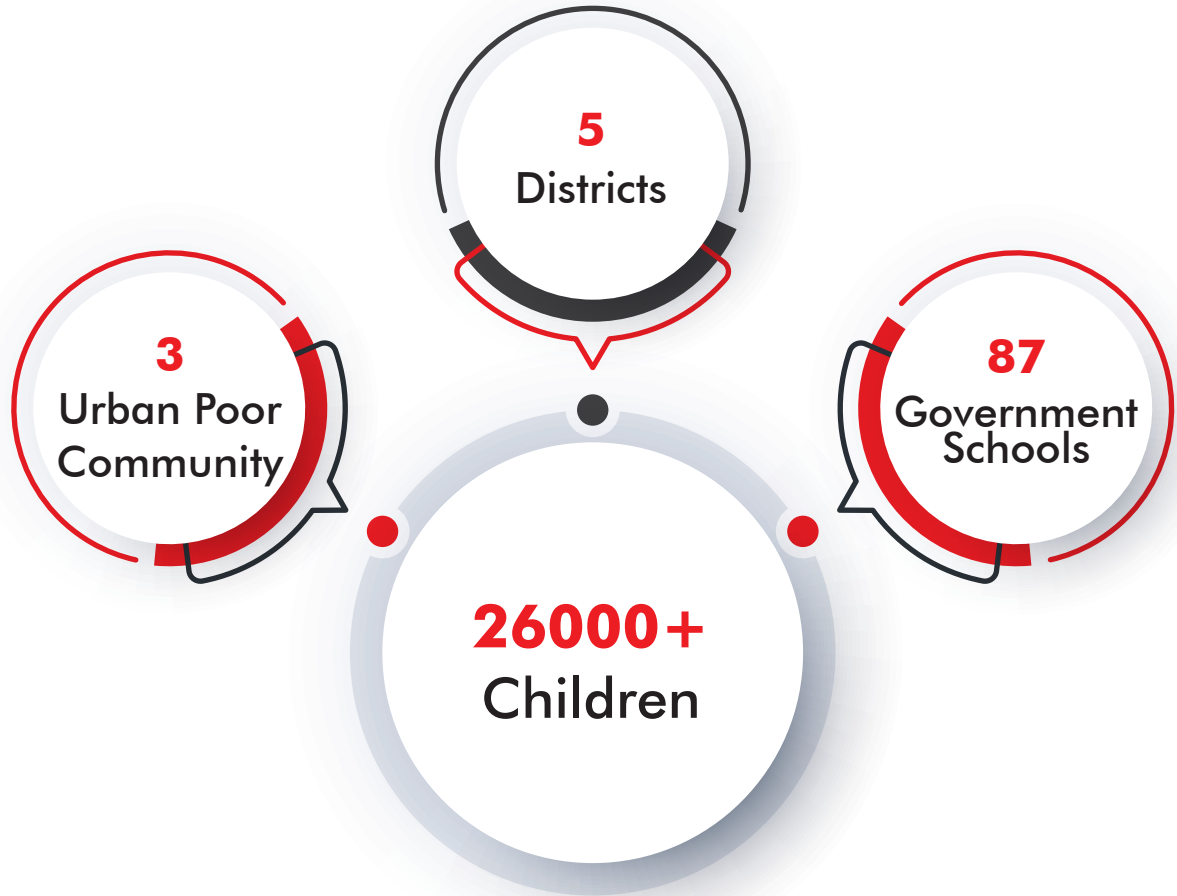
- Remedial classes on Foundational Literacy and Numeracy
- Celebration of events in schools
- Learning opportunities for children in the community centres through partnerships

Given the unique situation of children and the learning losses they suffered, we incorporated a strong focus on supporting children with foundational literacy and numeracy this year. Lessons and sessions covering basic topics of language and math were the need of the hour.



Program Reach

The overall reach of the HDLC program in 2021-22 across Karnataka.



Program Activities

Learning at home through workbooks

Since schools were closed and children did not have access to appropriate learning material, our team developed workbooks for learning at home and distributed the same to all children of government schools and communities where we are working.

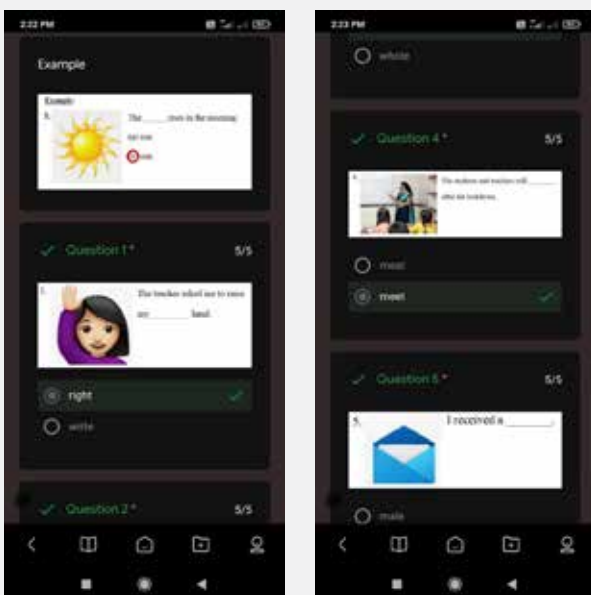
This was the third set of workbooks designed through the pandemic period – this time 7 levels of workbooks were created. The workbooks contained lessons on Life Skills, Creativity, Physical Development activities along with Kannada and Maths. The design of the book was such that it encouraged self-learning and learning at the child's own pace.

12,300+ Learning at Home books were distributed among Children of 72 Government Schools and 3 Community Centres.

Daily WhatsApp Lessons and Virtual Activities

In addition to workbooks, we engaged with children daily through WhatsApp (for those who had access to smartphones) by sharing grade-appropriate activities of Holistic Development and Academics. The WhatsApp lessons would contain instructions for the activities as well as illustrative worksheets. The content followed a weekly timetable and covered Language (English & Kannada), Life Skills, Creativity, Physical Development and core subjects (Mathematics, Science & Social studies). As schools reopened and children started coming to schools, we reduced sharing content on WhatsApp in the month of December.

Our facilitators also followed up with children and requested them to share the videos with peers who didn't have access to the videos/smartphones. Thus, we ensured that learning was ongoing among all children even when schools were closed. Children would actively send back pictures of their worksheets and videos of their activities – which often acted as encouragement to others.



Live Online Activities

We also conducted live virtual activities with children – these included remedial classes on math and language, well-being sessions, story-telling sessions, and virtual dance classes.

Overall, about 14,900 children could access WhatsApp lessons, which is about 60% of the total number of children enrolled in the schools and our centres.

Engaging with Parents to Support Children

It was essential to engage with parents during the pandemic to ensure they could support the children in learning at home. Multiple webinars were conducted for parents with the objective of making them understand the importance of creating a safe and non-judgmental space for their children and to help with learning during the pandemic. The webinar topics included:

- Orientation on Online activities for children
- Roles and Responsibilities of Parents in Their Child's Learning
- Creating a conducive learning space at home
- Wellbeing sessions and Stress Management at the time of the pandemic
- Science in daily life

We noticed that many parents had become comfortable with the use of technology during the pandemic to connect with us.

Through these webinars, we reached 450+ parents across all schools where we intervened.

Engaging with teachers

Working with teachers and empowering them to facilitate the holistic development of children through a child-centric approach is a key goal of our program. During this year, the teachers had to be upskilled and supported to help the children both remotely and in person when the schools reopened. Children had to adjust to school routines along with coping with learning losses, and teachers certainly had a big job on their hands.

Throughout the year, we conducted webinars and meetings for teachers on topics that included:

- Shaala Marukalpane: Creating Non-Judgemental spaces for children (both online and offline)
- Creative Teaching: Divergent thinking and how to adopt it in the classroom
- Importance of Parent-Teacher relationship in Children's Growth

Other than these, we also conducted monthly school-wise meetings with teachers and discussed various topics of their interest.

Overall, we were able to engage consistently with 75+ teachers through the webinars and more than 300 teachers through regular meetings.

Back to school - Remedial education focusing on foundational literacy and numeracy

Schools started reopening towards the end of the year, and by December, our teams were fully back in the field. We welcomed back children to schools in fun and creative ways so that they could look forward to it. Children were happy and excited to see their facilitators in person, many of whom they were seeing for the first time.

We had made many efforts to keep learning as an ongoing process during the extended school closure. However, when the children came back, we could see the real extent of how much learning loss they had suffered. Children struggled even to write their names, and their basic numerical skills were also lacking. Our facilitators had to modify the level of lessons according to the level of the children.

We worked with children across 1st to 8th grades using different strategies. For the children from grades 1 to 3, for many of whom school itself was a completely new experience, we focused on school readiness skills. For children from grades 4 to 8, we designed basic lesson plans on Math and Kannada and conducted sessions using the same.



It was not easy for the facilitators in the initial weeks as children struggled to cope with the school routines. Our facilitators used innovative ways to draw children's attention and make learning impactful. These include, but are not limited to:

- Extensive creation and use of Teaching-Learning-Materials
- Continuous running formative assessments and creative home-works
- Using MJ's Holistic learning workbook as reinforcement of learning.
- Recognizing students who are showing progress in learning with badges and stars.
- Using peer learning as a strategy and taking support from students who were good in math and language

“

The extent of learning loss suffered by children was quite shocking. Bridging the gap in foundational literacy and numeracy was an important measure that we quickly realized and adopted in our program. Supporting children with the basics will continue to be a core part of our program for some time to come

Rohit Shetti

Deputy Director - Programs

Impact of Remedial Education Initiative

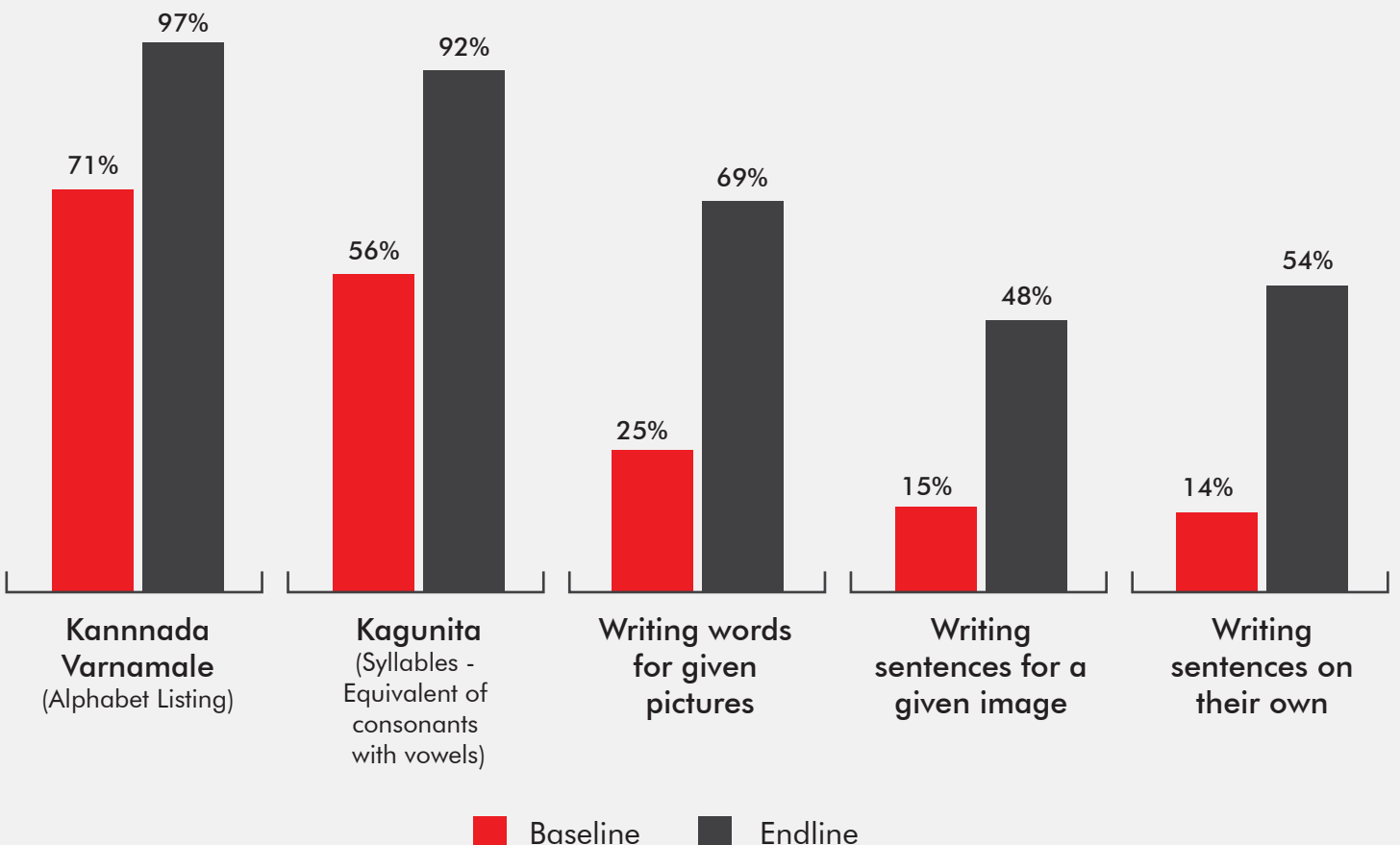
It was essential to track the progress of children in their literacy and numeracy levels. We conducted baseline and endline assessments for children from grades 4 to 8 in Kannada and Math. The baseline assessments gave us a glimpse of the children's levels of literacy and numeracy when they resumed schooling after the lockdowns. The baseline assessments were conducted in October 2021, and the endline assessments were conducted in March 2022.

Kannada Assessments:

Kannada assessments tested a range of abilities of children, from being able to recognize and write alphabets to making their own sentences. The assessments were conducted for 3400+ children.

- Percentage of children who were proficient in the Kannada Alphabet (Varnamale) Listing improved from 71% to 97%.
- Percentage of children who were proficient in Kannada Syllables (Kagunita) Writing increased from 56% to 92%, with significant improvement in grades 7 and 8.
- Ability to write words from images enhanced from 25% to 69% children, and 80% for grades 7 & 8.
- Percentage of children who could write sentences doubled overall, with more than 60% of higher-grade children now able to write sentences independently.

Children's Progress in Foundational Literacy (Kannada)

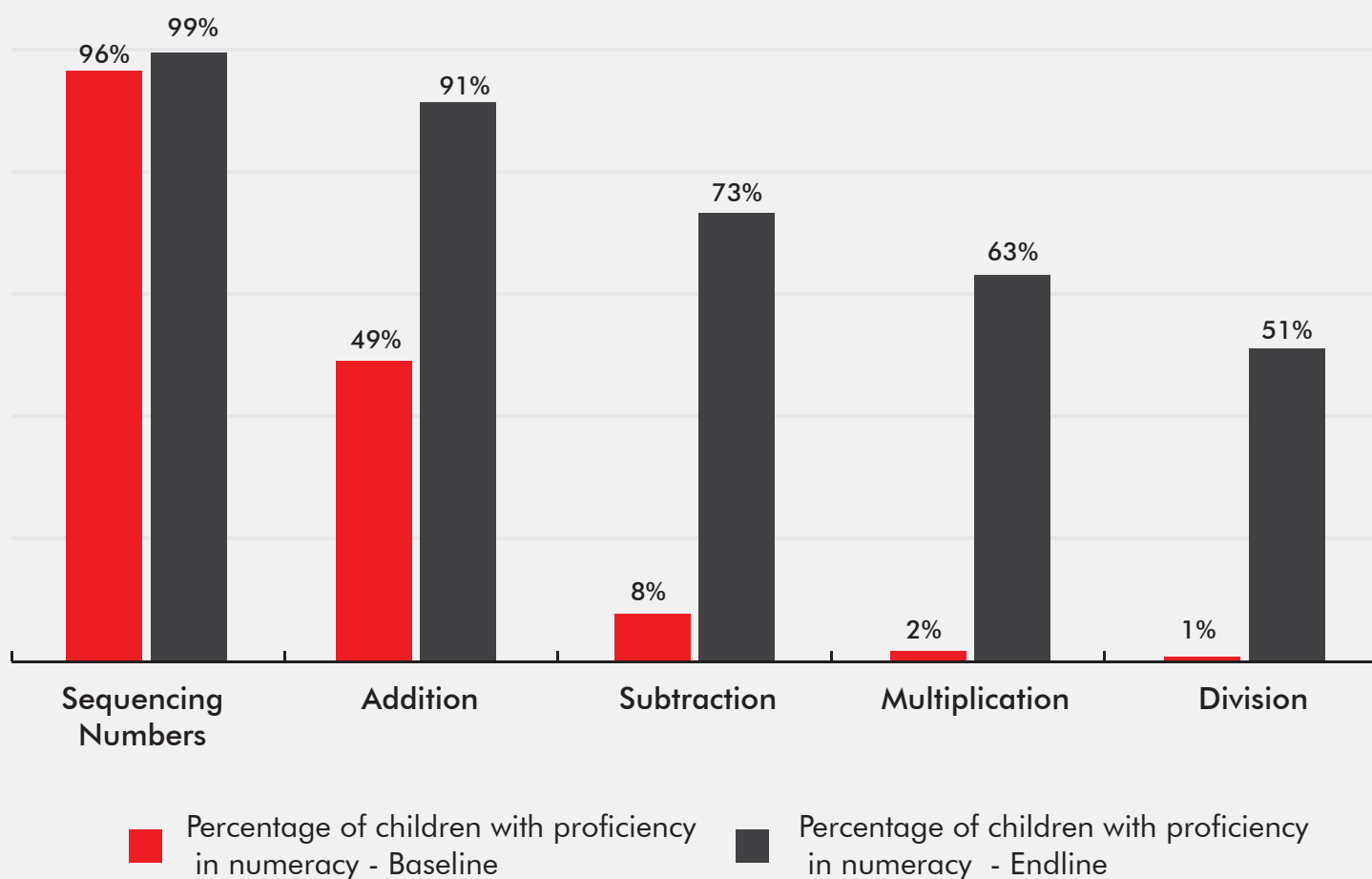


Math Assessments:

The Math assessments covered basic numeracy and mathematical operations. We could see that children had progressed in their understanding of mathematical operations through the interventions. In a nutshell, we could see:

- 41% increase in the number of children who are proficient in addition
- 65% increase in the number of children who are proficient in subtraction
- 61% increase in the number of children who are proficient in multiplication
- 50% increase in the number of children who are proficient in division

Children's Progress in Foundational Numeracy (Maths)



We could see that children across grades had progressed in foundational literacy and numeracy, but there were still serious learning losses that needed to be bridged. It became obvious to us that in the subsequent year as well, a major component of our intervention would be in FLN.

Celebration of Events in Schools

A new initiative that began this year was celebrating of important days at the school – which would help children increase awareness among themselves and explore a world beyond their classrooms. These included **Origami Day, conducting Child Rights Week, National Constitution Day, National Mathematics Day, and National Science Day**. These are part of sustainable school practices that aid holistic development that we aim at institutionalizing in the schools.

The Science Day celebration deserves a special mention. In all schools where MJ is working, we observed a science week. The week-long celebrations were planned with the intent of making science fun. Children were taught experiments and guided to create science models using low-cost, locally available materials. Teachers, school principals, parents, and children participated with great enthusiasm. The science week and its events helped children use their higher-order thinking skills like analysis, critical thinking, and evaluation. A Webinar for parents on Science in Everyday Life was also conducted as part of Science Week.

We also celebrated Graduation Day in some schools for children who completed 7th grade. The event was made very memorable by children who created charts about their beautiful memories in school. The platform was also used by teachers to make the children understand the importance of continuing education beyond the 7th grade.



“

All the learning activities conducted by Makkala Jagriti are helpful in enhancing the learning quality of children. Events such as the Maths Festival, Science Festival, etc., play an important role in inculcating values for daily living. Using educational tools (teaching-learning materials) in the classroom also ensured that children’s learning lasts longer.

Taj

Head Mistress, Govt. School, Panathur Dinne

English Language Development for Children in Government Schools

Knowing the English language is a life skill that throws open doors of opportunities for our children. In today's world, English allows children to explore and learn so much that they would otherwise have missed out upon. Since 2019, Makkala Jagriti has been working with select government schools and supporting children in English language learning and development. In the year 2021-22, we continued the intervention with 15 schools, which had a total strength of 5,204 children.

As a result of the pandemic, most of the intervention was virtual and encouraged learning at home. Through the initiative called Sputnik, level-appropriate English lessons were sent out on WhatsApp to the children. The levels of the children had been determined through assessments. 3592 (69%) of the total children in school had access to WhatsApp and, thereby, these lessons.

A variety of initiatives were undertaken to engage the children.

Summer camp:

We began the year with an online summer camp in June. Creative activities were sent out to all children thrice a week. 14 activities were sent and we received 809 responses.

Orientation:

In July, we conducted an orientation for parents and children to stress the importance of continued learning and learning at home.

Webinars:

Weekly webinars were conducted for high school children in Math and English to help them understand concepts better. 15 webinars in English were conducted for the children focusing on grammar and other aspects which children usually found to be difficult.

Small group video sessions:

50 online sessions with small groups of children were conducted on topics that children found difficult in English.

Peer learning through student leaders:

Students who were regular with the lessons were encouraged to help other children with lessons and clarifications. 47 student leaders were identified who reached out to more than 200 children.

Telephonic Follow-up:

A major part of the efforts was also following-up with children and their parents to ensure their continuous and active participation. Our team members reached out to all children on a consistent basis to not only encourage participation but were also available at any time of the day to clear doubts or help



Fun with English:

A series of virtual competitions were conducted for the children in the month of April. The events were fun and were meant to help children put what they have learned in a non-threatening way. Fun and excitement, along with learning is what we wanted the children to experience from this process. There were 16 WhatsApp competitions and 6 live online competitions (on Zoom) in 4 levels. More than 450 children participated in these events.

Unique Initiatives

Scratch programming:

The New Education Policy of India (NEP) focuses on introducing Artificial Intelligence, Design Thinking, and Coding to children in middle school (5th standard to 8th standard). MJ has partnered with Nextskills 360 to teach scratch programming to our community children. More than 50 children from our community centres participated in the scratch program. We observed that apart from learning the basics of coding, the Scratch program has helped children hone their skills of problem-solving, creative thinking, and logic as well.

“

Remedial education program was very important and useful for our children. Conducting assessments helped us understand each child’s level and plan our attention. The workbooks given to the children are also very useful to them

Sheila

Asst. Teacher, Govt. School, Vibhutipura

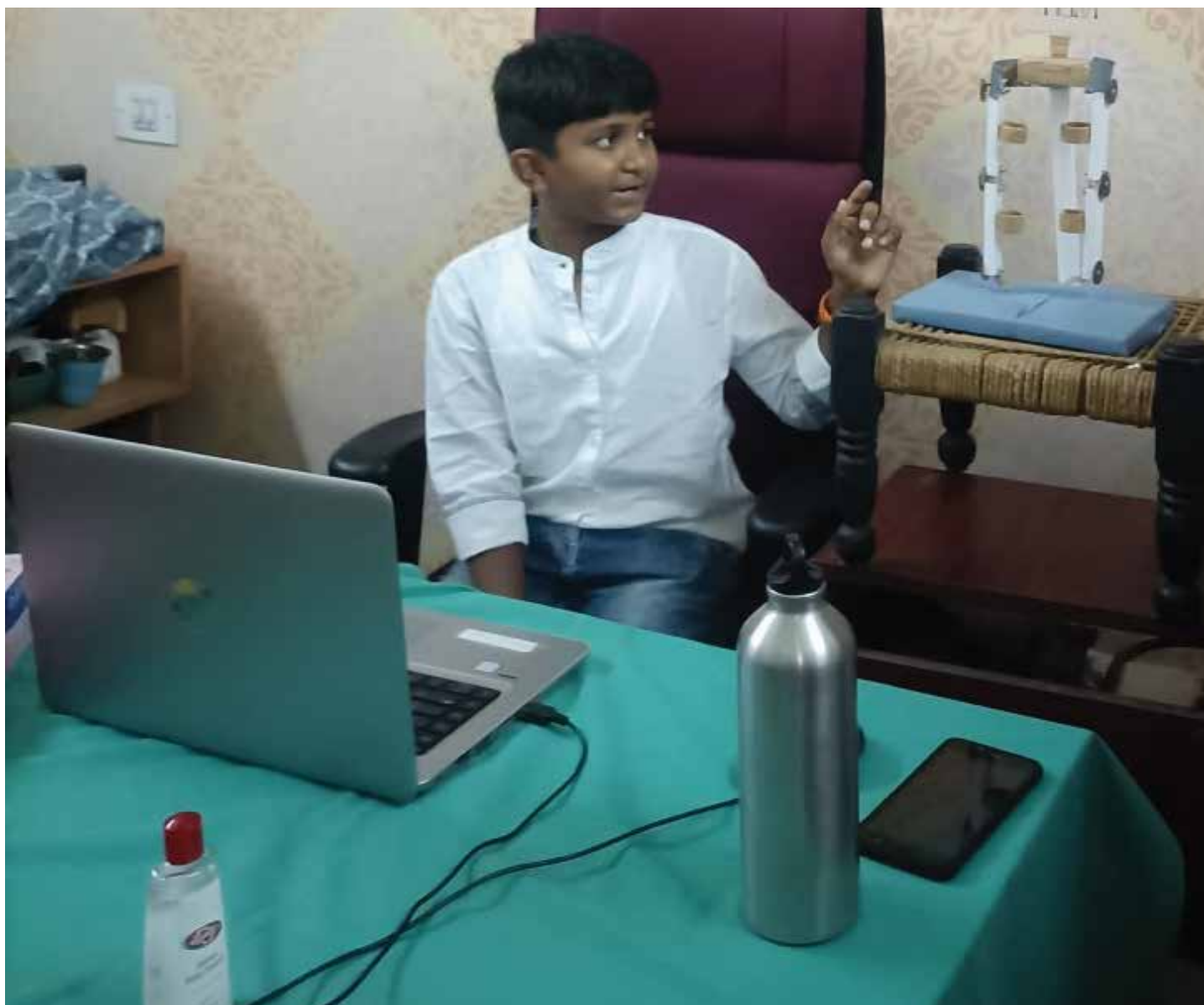
Project-based learning conclave:

In July 2021, we launched the highly successful Project-Based Learning Program in partnership with Parentof. The primary goal of this program was to foster innovation and empower students to devise creative solutions for real-world challenges. Due to the nature of the projects, we were able to select participants who possessed a smartphone or laptop and had internet access.

A total of 24 students from 15 schools enrolled in the program, with an impressive completion rate of 18 students. Throughout the duration of the course, our mentors served as guides, encouraging students to conduct research, identify everyday problems, and utilize the 5W and 1H models to develop innovative solutions.

At the end of 3 months, students presented their projects, showcasing remarkable innovations such as an exoskeleton designed to aid in locomotion, a robot for drain cleaning, a UV ray-enabled fan filter, a device for soil quality assessment, and an online language and culture learning course.

The outcomes of the conclave included Increased Awareness, Enhanced Abstract thinking, Improved verbal expression, and practical application among the participating children.



Children overcome pandemic hurdles and return to school

One of the worst impacts of the pandemic on children was that many children dropped out of schooling – both because of the prolonged closure of schools and also because of financial constraints. Our community team recognized the distressing situation and swiftly intervened. Our mission was to ensure that no child's dreams were shattered due to circumstances beyond their control.

The team approached the families facing financial strain and urged them not to give up on their children's education. Instead, the team proposed enrolling the children in government schools, where they could continue their learning journey. Overcoming the misconception about the quality of education in government schools was a challenge, but our community team was determined to dispel such beliefs. They worked diligently to change the perception that private schools were always superior and to ensure a smooth transition, they also brainstormed effective strategies to manage resources while providing continued education to these children.

As a result of the team's dedication, 24 children have successfully enrolled in different schools without any disruption in their education journey.

“

When the schools closed again, I was very afraid. I had already forgotten things and was struggling to read and write. But Makkala Jagriti's program helped remember everything and was very useful to us.

Manjula,
7th Standard, Govt. School, Jeevanbheema Nagar

“

I am highly thankful to you for the efforts taken in the difficult times of Covid 19. The online grammar classes prepared using creative methods are so helpful in higher classes. I improved my English and I used to wait for new video lessons on WhatsApp eagerly

Nandini
8th Standard, Govt. School Sonappanahalli

in Child Care Institutions (CCI)

Overview

Child Care Institutions are an important component of the Juvenile Justice system in India. These institutions offer shelter to children in need of care and protection, as well as correctional facilities to children in conflict with the law. However, it is critical that children also receive holistic education opportunities during their stay in the institutions to be able to join mainstream society as confident individuals.

Makkala Jagriti has been working with Child Care Institutions (CCIs) in Bangalore since 2007. The goal of Makkala Jagriti's program is to transform government-run CCIs into spaces that provide opportunities for holistic learning and development to the resident children. This stems from our belief that every child in institutional care has an equal right to such development opportunities. As part of our ecosystem approach, we work not just with children directly but also towards enhancing the learning space within the institutions and building capacities of the staff of these institutions.

Program Highlights of 2021-22

The year 2021-22 has been a big milestone for us as we expanded our presence and further consolidated our partnership with the Department of Women and Child Development, Govt. of Karnataka. The key highlights were:

- We expanded our presence from 2 Homes in Bangalore to 13 CCIs in 6 districts of Karnataka.
- We started working with children in Observation Homes for the first time.
- The CCI program grew from a 2-member team to a 16-member team.
- MOUs signed with the Directorate of Child Protection for the virtual program for children across the state and for directly working with children in 10 districts across the state.



Key components of the program

Our intervention with CCIs had two modes – Direct intervention (Project Kalike) and Remote intervention (Project Ullasa).

Project Kalike

Direct intervention with 13 CCIs in 6 districts – Bangalore, Tumkur, Koppal, Ballari, Bagalkote and Kalburgi

- Setting up a safe, non-judgmental, and attractive learning centre in the Homes.
- Shared visioning exercises with stakeholders to collectively work towards an ideal CCI.
- Daily sessions with children on functional literacy and numeracy, holistic development based on MJ's SPICE model, games and sports, dance sessions, awareness sessions on topics such as menstrual hygiene.
- Makerspace (tinkering lab) setup in Bangalore home to foster creative and critical thinking among children through hands-on activities.
- Restorative Justice Circles to enhance Social and Emotional learning and psycho-social wellbeing.
- Events and celebrations – Children's Day, Republic Day, Games Day.

Project Ullasa

Virtual intervention to provide holistic learning opportunities to children in CCIs across the state and capacity building of staff

- Remote learning support for children in CCIs across the state with daily activity plan – covering academic content, creativity, life skills, and games.
- Live online sessions with children for creativity in art, dance, Taekwondo, story-telling, etc.
- Online summer camps and art exhibitions.
- Hosa Chetana – a special initiative for children in Observation Homes focusing on life skills.
- Staff capacity building – Online sessions on well-being and child-centric behavior for staff of childcare institutions
- Celebration of events and festivals such as Online Ganesha clay modeling workshop, Children's Day, Republic Day, Science Day, and Holi.

Reach



Unique Initiatives

Restorative Justice Circles:

The restorative justice training provided by Enfold Trust aligns with the JJ Act and focuses on teaching participants to listen without being judgmental. The training introduces staff to different types of circles, including talking circles, healing circles, support circles, celebration circles, learning circles, community circles, and harm circles, each serving a unique purpose.

The training was experiential, allowing staff to be part of RJ circles and express themselves. This process has been described as liberating and a unique learning experience.

After the training, MJ staff organized RJ circles in the CCIs, and they observed that the process gave children a sense of freedom and relief, as if a burden was lifted from their shoulders. The circles provided a safe space for children, especially boys, to openly share and express their emotions without fear of judgment. This opportunity for emotional expression is seen as beneficial for their growth and development.

Exposure Visits

Many initiatives in the CCI program involve giving first-time experiences to children. Among these were taking children outside the confines of their institutions to places of historical or scientific interest or places known for their scenic beauty. Some of the places visited were Madhugiribetta & Siddaganga Mutt (Tumkur), Vishveshwaraiah Museum & Fish Aquarium (Bangalore), Chitradurga Fort and Vani Vilasa Sagara Dam, Hampi, Gol Gumbaz and Alamatti. Not just first-time experiences; these visits are also lifetime memories for children.

“

When the children come here, there is no hope in them, but when they attend the sessions of Makkala Jagriti, they feel it is like a positive ray of hope. They give confidence and hope to the children. We are very happy to partner with you in changing the lives of the children who are our future. We want Makkala Jagriti to spread across all over the districts where they can get back the child's childhood.

Mumtaz,

Superintendent - Bangalore Girls' Home

Makerspace Lab

We established a Makerspace Lab with the aim of creating a space that would foster creative and critical thinking among the children, enabling them to indulge in creative science activities. Our Maker's Space lab is well-equipped with a range of electronic materials that are frequently utilized during weekly sessions. LED bulbs, batteries, resistors, solar panels, DC motors, and IR sensors have been pivotal in creating exciting projects that captured children's interest and imagination. The implementation of the Design Thinking Process revolutionized the way sessions were planned and conducted by our facilitators. This framework involved empathizing with the problem, defining objectives, ideating solutions, creating prototypes, and testing models, which helped the children display remarkable growth in their problem-solving skills and teamwork capabilities.

Throughout the year, the children actively participated in various sessions to experiment with circuits, conductors, and sensors. These engaging activities culminated in the creation of impressive models such as table lamps, remote control cars, solar lights, and smart lights using an LDR sensor.



Working with Observation Homes:

Makkala Jagriti made a significant effort to engage with children in Observation Homes for the first time. There were many initial challenges, such as establishing a regular pattern of work, adapting to the ecosystem, and instances of children's aggression, which restricted our engagement. However, we were able to break through this through consistent involvement and support of our youth team. We have been able to successfully create a positive atmosphere in the Home for children's holistic development.

Hosa Chetana – a special initiative for children in Observation Homes

During the Covid-19 pandemic, Makkala Jagriti, in partnership with the State Government of Karnataka, initiated "Project Ullasa," an online intervention. During the early stages of Ullasa, an important realization emerged – children in observation homes needed personalized attention and support, different from common activities conducted for all groups.

In light of this insight, Makkala Jagriti introduced "Hosa Chetana," a pioneering program tailored to the specific needs of children in observation homes. Every Tuesday, Hosa Chetana offers a safe and supportive space for these children to express themselves, learn essential life skills, and develop coping mechanisms.

This initiative helped children to connect with peers of their own age group from other districts' homes, which opened up their minds to understand the possibilities available to them, in addition to increasing their self-awareness, improving interpersonal relationships, and instilling the confidence that they will be accepted in society.



Capacity Building of CCI Staff:

A special initiative under Project Ullasa was conducting Capacity Building sessions for staff in CCIs. Conducted twice a month online, these sessions focused on practices for being child-centric as well as their own well-being. The training covered topics like empathy, gratitude, mindfulness, stress management, communication skills, and child development. The training has been extremely well received, and the participants shared how they have recognized the importance of creating non-judgmental spaces for the children. The feedback reinforces the importance of such efforts to enhance the quality of care and support provided to the children in CCIs.



Events and Celebrations

Events and celebrations were a key part of the initiatives with children in CCIs – both online and offline. These events gave opportunities for creativity and leadership development among children while also helping them overcome their own emotional struggles.

Games Day: Gameskraft organized a fun-filled event for the children in celebration of their 5th year anniversary. The event included various fun activities and games, with Gameskraft employees participating. They also generously donated sports and games materials to the homes.

Summer Camp: A week-long summer camp with the theme of the Five Elements of Nature was organized. The children showcased their talents at the camp's exhibition finale through various activities.

Celebration of Days: The children celebrated Republic Day, Children's Day, and Women's Day in the homes. Activities included singing, dancing, reciting poetry, and dance performances, with special events organized for Children with special needs.

Ganesha Making: A Ganesha Making workshop was conducted before Ganesh Chaturthi, where children learned to make clay Ganeshas

Impact of the Program

Overall, the program has been able to create a great learning atmosphere in the CCIs through both modes – online and offline.

Creation of safe learning spaces where children have built rapport and trust, fostering a sense of community and belonging.

The online programs have especially helped children reduce the sense of isolation as they interact with other children from other Homes.

Continued meaningful involvement of children towards learning in government children's homes regardless of whether they were school-going or not.

Increased outdoor activities leading to improved emotional expression and healthier outlets for negative feelings.

Children taking on leadership roles in different activities, indicating a sense of responsibility and self-confidence.

Development of creative and critical thinking skills among children; increased ability for self-learning and self-empowerment.

Positive changes in attitudes and behavior of staff towards children as a result of greater awareness.

We also realize that it is critical to ensure children in institutions have positive childhood memories – as these can go a long way in their shaping up as wholesome and responsible individuals in the future.

“

I learnt how to talk with others and how to share our thoughts with others through the sessions of Makkala Jagriti. I learnt how to observe and reflect. The Makerspace lab was a new experience for me, where I learned how to work with electrical items. I want to continue to learn more

Navyashree (name changed),
Bangalore Girls' Home

STORIES OF CHANGE

Laxmi's Transformation:

Laxmi's inspiring journey from a victim of sexual harassment to a confident and self-aware teenager showcases the transformative power of Makkala Jagriti's work. When Laxmi first came to the Girls' Home, she was confrontational and hostile towards other children. She showed no interest in attending our sessions and made fun of the activities we conducted. But our facilitators continued to engage with her, demonstrating care and empathy towards her.

After one of the life-skill sessions, she sought out the facilitator for a one-on-one discussion and opened up about her fears. This began a transformation where she started feeling safe and began actively participating in sessions. Through this engagement, she discovered her talents and grew in confidence. Laxmi also took responsibility for her past disruptions, making amends for her behavior. This remarkable transformation emphasizes the importance of patience and dedicated efforts, even for the most vulnerable children. Makkala Jagriti is proud to have played a role in Laxmi's journey and remains committed to empowering children like her to reach their full potential, offering hope and support for a brighter future.

The Power of Identity:

The Government Children Home for Boys in Bagalkote is a well-equipped institution. Yet, the boys had a unique request. They wanted a prominent name board for their institution. Upon enquiring more, our facilitator learned the real reason for this request. The sittings of the Juvenile Justice Board also took place on the same premises, and the absence of a distinct name board led passers-by and visitors to assume that the boys were delinquents, causing them to feel marginalized and judged.

Motivated by this revelation, our facilitator encouraged the children to voice their concerns in the Children's Committee meeting and advocated for a name board. After persistent efforts, the "Balakara Bala Mandira" board was installed, giving the home a much-needed identity.

The impact was profound - the boys felt a renewed sense of pride and belonging, no longer being perceived negatively by outsiders. The name board empowered them, instilling dignity and a positive self-image. Even the staff found happiness in having an identity for the place they worked at. This story highlights the power of identity in transforming lives, demonstrating the importance of listening to children's voices, and addressing their concerns seriously.

Overview

Launched in 2017, the Yuva Jagriti program is an initiative to equip marginalized youth in Bangalore with life skills and leadership training, empowering them to overcome challenges and fulfil their potential, regardless of their socio-economic backgrounds. The program serves different categories of youth, including studying, job-seeking, or youth at risk.

Central to the program is the Yuva Café, a safe, positive, non-judgmental space for youth set up within the communities to share, engage and express themselves. Through a comprehensive course conducted at Yuva Café, the program helps youth develop their personality, life skills, and knowledge to enhance and fulfil their aspirations. The program provides opportunities, information, exposure, linkages, and guidance to enable youth to make informed decisions and support them with skills, including employability, for career success and sustainability in their chosen vocations.

The program also engages with the community to enhance their participation in youth development and with a wide variety of stakeholders to provide opportunities, knowledge, and skills to youth from different settings.



Program Highlights of 2021-22

The past year, 2021-2022, was a challenging year for the program due to the second wave of the Covid-19 pandemic, with educational institutions as well as the Yuva Café remaining closed for much of the year. However, this was an opportunity to creatively think of engaging with the youth virtually and also an opportunity to re-strategize the program design. The Yuva Jagriti Program in 2021-22 reached 100+ youth across Bangalore through the different initiatives undertaken.

- IT Skills for youth
- Kalikotsava - a virtual festival of learning
- Life skills & Personality Development
- Vocational training for livelihood
- Youth volunteering initiatives
- Scholarships

IT Skills for Youth

Informatics and Computer Basics Course

In partnership with STM Foundation, a basic computer course was conducted for youth from disadvantaged communities around Malleswaram. 19 youth successfully completed the course and received certificates. 7 of the youth found suitable jobs which require computer skills following the course.

Certification from NIIT Foundation

60 youth from Halasuru and Malleswaram Yuva Café who had been part of the IT skills training prior to the pandemic were offered support to complete their course and apply for certification. 39 youth successfully took the test and received certification.

Tally Course

Tally ERP 9 course was conducted for youth who are pursuing education in Commerce stream. 9 youth completed the course.

Stories

Harishitha overcomes obstacles to succeed

Harshitha, a youth from Malleshwaram Yuva Café faced several financial challenges as her two brothers were still studying after her 12th Standard. To ease the burden on her father, she had to halt her own academic pursuits and seek employment. However, her limited technical skills posed obstacles to get good employment. She learned about the IT skills course at Yuva Jagriti enrolled herself for a 20-day course to enhance her computer skills.

This turned out to be great move. Following the course conducted in collaboration with STM Foundation, Harshitha was able to feel more confident and eventually found work as a Research Analyst. She could now contribute to her family's financial stability and her brothers' education. It is also a reminder of how IT skills play such a crucial role in enabling youth to have better careers. Harshitha credits the STM Foundation and Yuva Jagriti for instilling self-confidence and believing in her.

Kalikotsava - an online festival of learning

In the wake of the pandemic and the ensuing restrictions, Yuva Café remained closed for several months. During this time, we reached out to the youth through a 1-month virtual program covering various topics such as art forms, life skills, self-awareness, and social media awareness. 40+ youth completed the month-long program – the initiative helped them stay in touch with learning and also helped their mental well-being in stressful situations.

Life Skills and Personality Development Sessions for College Students

Youth from underserved communities often lack the opportunity to learn critical life skills such as interpersonal communication, problem-solving, and interpersonal relations. This year, we reached out to college students with regular sessions on essential life skills along with guidance to prepare them for job opportunities. These sessions also covered themes such as communication skills, fostering positive thinking, active listening, and empathy. Approximately 40 students in their 1st and 2nd year of B. Com at BBMP Degree College benefited from these sessions.

Educational support

With schools being closed for a significant portion of the year, Makkala Jagriti recognized the need to provide academic support to the youth who were appearing for public exams. Our team of resource persons was selected from the community to ensure that the students could easily approach them for clarifications. 14 students from the communities we worked with were provided such support, including focused teaching, revision, solving papers, etc. In addition, we also mobilized study materials for these students. 9 students passed their SSLC examination.

Youth volunteering initiatives

Providing volunteering experiences for our youth is a key part of our intervention wherein we develop not only their personalities but also build social consciousness. In 2021-22, our youth were at the forefront of Covid relief efforts wherein they supported the distribution of dry ration kits for nearly 1000 families. In collaboration with the Lions Club, youth volunteers organized a health camp at a private college in Kammanahalli and an old-age home in Bannerghatta. Some of our youth in Halasuru proactively took the initiative to vaccinate elders in their community by accompanying them to health centers and ensuring timely administration of the vaccine.

Vocational training

With the support of R Gundurao Foundation, Beautician Courses were conducted at Malleswaram Yuva Café in which 35 youth from 4 communities participated and completed the training successfully. We also provided soft skill training for the community women and youth. 13 women started their own businesses and 3 youth joined jobs.

“

I am Bhoomika and my role model is Mother Teresa. When we got an opportunity to volunteer at an old age home, it was truly moving. Witnessing the struggles of the elderly residents touched me. Holding their hands and taking them to the treatment centre was such a satisfying experience. I am inspired to start such an initiative myself in the future. I have learned leadership and empathy through this experience.

Bhoomika

Youth Volunteer

“

My education journey halted after pre-university. Thankfully, I discovered Yuva Café through a friend. My temperament used to flare over trivial matters, but Yuva Café transformed me. Through guidance and discussions, I gained emotional control and decision-making skills. Patience and respectful communication became my strengths, crucial for sustaining my job, especially in tough times. During Covid, I got a short-term opportunity to sell Wildcraft Masks. Despite my parent's apprehensions, they agreed to send me based on their trust in the Yuva Jagriti program. The earnings provided vital support during the tough time.

Krishna



Scholarships

The Naresh Bala Excellence Fellowship (NBEF) is a scholarship program in collaboration with Makkala Jagriti that provides financial assistance and focused mentorship to meritorious students who wish to pursue higher education, but face financial constraints. In the academic year 2021-22, the program awarded scholarships to 11 outstanding students, who were selected through a rigorous five-stage process from a pool of nearly 300 applications. The addition of this cohort took the total number of students supported to 29.

A significant milestone for the program in that year was the inclusion of MBBS students for the first time.

The program also celebrated its first batch of graduating students. Notably, one of these graduates secured campus placement as a Business Analyst in a leading home improvement retail company, starting with an annual salary of around INR 7.6 Lakhs.



An experiential learning session for NBEF scholars



Spoorthy, an annual meeting of scholars and parents from all cohorts, was conducted in Dec'21 for the first time after three years. This is a perspective-shifting event where parents and students come together in a completely non-threatening atmosphere and articulate how best the aspirations of the students can be supported

Stories

Obita triumphs amidst adversity

Obita's journey is a powerful testament to her resilience and determination in the face of adversity. After completing her 2nd PUC, she faced the unfortunate reality of discontinuing her formal education due to financial constraints, as her father couldn't afford the costs. However, Obita didn't let this setback deter her.

With unwavering determination, Obita decided to enroll in the Foundation Course at Yuva Café. She fully immersed herself in the program, dedicating herself to improving her computer skills and linguistic proficiency. Her relentless efforts paid off, and she successfully secured employment as a skilled computer operator, earning a commendable income.

Partnership 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.

Our Supporters





Makkala Jagriti's most valuable assets are our people - a dedicated group with a solid foundation built on commitment, passion, collaboration, and unwavering dedication. Our team members are truly the lifeblood of our organization and the primary reason behind Makkala Jagriti's remarkable growth.

In the year 2021, our team underwent substantial expansion, growing to a total of 112 members. We welcomed 23 new team members, including 4 facilitators, 14 coordinators, and 5 managers. Notably, the arrival of these new managers significantly strengthened our program team, bringing fresh perspectives and leadership that enhanced our performance and adaptability. This growth underscores our commitment to continuous improvement and positions us well for future success in our ever-evolving landscape.

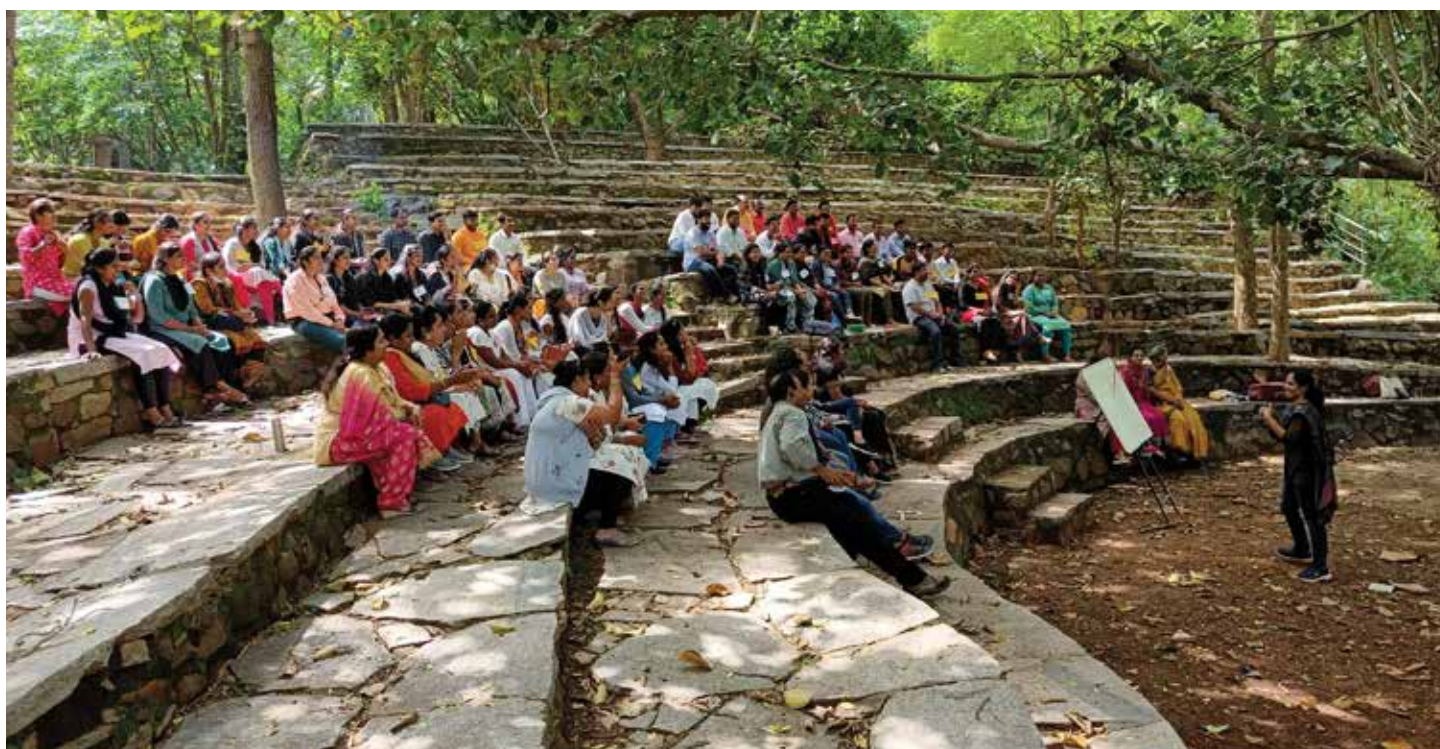
We take immense pride in our continuous growth, and the key driver behind this progress in our unwavering commitment to ongoing learning. Throughout the year, we have organized various workshops and training sessions for all team members across different levels on themes ranging from internalizing organization values to program skills, leadership development to technology adoption. Capacity building initiatives in Makkala Jagriti typically go beyond just knowledge and skills - they are transformative experiences that foster self-awareness, interpersonal skills, create a shared understanding of our values and strengthen our bonds as a cohesive and resilient team.

Some of these transformative initiatives include

Experiential Workshops on organizational vision, mission and program philosophy: To ensure that every team member, new or old internalizes and aligns with the vision and values of the organization, two multi-day workshops were conducted by a specialized team comprising our founder, Joy Srinivasan and other resource persons. The workshops, which were conducted after nearly a gap of 1.5 years, had games and activities for self-awareness and reflection along with opportunities to understand what the organization stood for.

Program specific training and capacity building initiatives: All program team members underwent training on different topics related to respective program components. These were conducted by a combination of internal and external resources. Notable among them were:

- Training on Early Childhood Learning by Vikramshila Education Resource Society, Kolkata (as part of Wipro Foundation's Capacity Building Courses)
- Internal training Understanding Child Rights, the Juvenile Justice System and holistic development interventions in Child Care Institutions
- Remedial education (foundational literacy and numeracy) curriculum and practices
- Hands-on training on Makerspace (Tinkering Lab) by Mantra4Change
- Multi-part training on ISELF (Indian Social and Emotional Learning Framework) by experts from The Teacher Foundation
- A series of sessions on "Leading Schools in Challenging Times" by Academy for Creative Teaching
- A 2-day training on Behavioral aspects in facilitation by InclusivEd
- Training on Scratch Programming for children



Consolidated Foreign and Local grants Account Balance Sheet as at 31st March 2022

Income	TOTAL
Project Grants	43,833,155
General Grants	7,329,127
Interests and other income	17,64,653
Total	5,29,26,935

Expenditure	Total
Programme Expenses	43,301,872
Admin Expenses	3,368,072
Capital Expenditure	1,231,856
Total	4,79,01,800
Excess of income over expenditure (Expenditure over income) for the year transferred to Balance Sheet	50,25,135

Assets	Total
Fixed Assets	15,13,269
Specific Grants - Receivables	5,76,855
Advances and Deposits	6,16,267
Investments	60,00,000
Cash in Hand	18,682
Cash in Bank	1,10,56,947
Total	1,97,82,020

Liabilities	Total
Capital Fund	15,13,269
Corpus Fund	50,00,000
General Fund	85,42,388
Unutilized Specific funds	43,00,519
Provisions	4,25,844
Total	1,97,82,020



Joy Srinivasan

Chairperson & Managing Trustee

Founder and leading change agent at Makkala Jagriti
Former president, ISABs | OD Consultant and International
Leadership and Behavioural Sciences Trainer.



Viswanath Gopalakrishnan

Trustee

Organisational Development Consultant
Founding Director Organisations & Alternatives Consulting Pvt. Ltd.



Rangarajan Padmanabhan

Trustee

Former COO, Appnomic Systems | Board Member at RubanBridge
Angel Investor and Advisor to Startups.



Satyen Vyas

Member

CEO, Symphony SummitAI | Former VP (India and South Asia), IBM
Former GM for Mid Markets, Dell India
Founder and Former CEO, Vitage Group.



Kavitha Krishnamoorthy

Member

Co-Founder and Co-Director, The CanBridge Academy;
Managing Trustee, Kilikili; Arts-based Therapy Practitioner



Sunayana Chatrapathy

Chief Executive Officer

Alumnus of Symbiosis Institute of Business Management
SBI Youth for India Fellow

As we step into the upcoming year, Makkala Jagriti is filled with hope and determination to emerge from the shadow of the pandemic and continue our mission of empowering children and youth. In the face of unprecedented challenges, we remain committed to working directly with students in schools and communities, recognizing the vital role we play in their growth and development.

One of our primary focuses in the coming year will be learning recovery. We are acutely aware of the disruptions caused by the pandemic, and we are ready to invest significant efforts into helping students bridge the gaps in their education. Our dedicated team is prepared to provide the necessary support and resources to ensure that no child is left behind in their learning journey.

We are also thrilled to expand our reach and start working in new communities and institutions. This expansion represents an exciting opportunity to impact even more lives and create lasting positive change in diverse settings.

Despite the challenges posed by the pandemic, Makkala Jagriti has managed to nurture strong relationships with all our stakeholders. We are deeply grateful to our donors and supporters who have continued to place their trust in us, allowing us to persevere in our mission.

As we move forward, we are inspired by the resilience of the children and youth we serve, and we are committed to providing them with the support and opportunities they deserve. The year ahead holds the promise of growth, learning, and positive transformation, and we eagerly anticipate the journey ahead, fueled by the unwavering support of our community and the unshakeable determination to make a difference in the lives of children and youth.





MAKKALA JAGRITI
CELEBRATING CHILDREN. EMPOWERING YOUTH.

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