

ANNUAL REPORT

2021-22



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MESSAGE FROM OUR MANAGING TRUSTEE

Another year of passion, hard work and dedication. Caring with Colour created new programs to further empower Government School teachers and school functionaries.

We believe the Teacher inspires every child in her classroom, having the power to influence an entire generation to make a healthy contribution towards society. Not only through academia but also through good behaviour, instil values of hard work, mutual respect and honesty. Most of all, to devote time towards making the world a better place.

In this light, we work together with the teachers, to create a joyful learning experience in every classroom. Fostering curiosity and self-discovery creates a strong partnership between teacher and student. We will continue to emphasise the importance of strengthening the teacher-student bond because together they can view the world in a multitude of colours.

Manasi Tata
Managing Trustee



“

Fostering curiosity and self-discovery creates a strong partnership between teacher and student.

”

MESSAGE FROM OUR TRUSTEE AND COO

2021-22 had been a deeply transformative year for us at Caring with Colour. We started the year with still a huge cloud of uncertainty lingering over the education system but ended it with a program reach and impact that was beyond even our most optimistic expectations. The delta wave of COVID-19 that began surging around April of 2021 made it clear to us that the academic year 2021-22 wasn't going to allow the schools to function normally for yet another year. Our friends and stakeholders in the education department were quite concerned that the continued disruption of schooling time would compound the learning loss that had already happened due to 1 year of gap in 2020-21 academic year.



Caring with Colour responded to the situation by doing what we do best - Support the teacher community in bringing their best for the students. We evolved our content development and training design to meet the continually evolving situation on the ground. While schools in some of our operational areas in Tumakuru and Ramanagara were able to reopen partially, the other schools were trying to support the students through the Vidyagama program structure. We developed various types of content for the teachers, like Project Based Learning modules, activity-based lesson plans, worksheets etc, that teachers can use to achieve the learning outcomes either in the classroom setting or at home.

“
Despite all the COVID-19 related uncertainties our training programs reached a total of 8700+ teachers across 5100 + schools benefiting 2,10,000+ students this year.
”

Caring with Colour has always been a strong proponent of Experiential teaching-learning methods since our inception in 2016-17. The National Education Policy 2020 also strongly propounded the need to make education experiential in classrooms at all stages of schooling. With Karnataka taking the lead in implementing the National Education Policy 2020, it was a natural fitment that our partner districts - Tumakuru, Madhugiri & Ramanagara - wanted to collaborate with us in helping teachers adopt experiential teaching methods. Towards this end, we continued to conduct various experiential teacher training programs for teachers across these three educational districts. Despite all the COVID-19 related uncertainties our training programs reached a total of 8700+ teachers across 5100 + schools benefiting 2,10,000+ students this year.

We have also managed to conduct a unique teacher training program for Urdu medium schools in which three separate District Institute of Education & Trainings (DIETs) came together to conduct experiential teacher training program in Math, Science and English for teachers in Urdu Medium schools. This initiative benefitted a total of **8600 +** teachers across **5100 +** schools benefitting **1.7** Lakh students.

Our dream of creating a technology platform, Teachopia, that will help teachers in their journey of adoption of experiential teaching took its first major leap in October of 2021. The android app version of Teachopia was launched by the honourable education minister of Karnataka B.C. Nagesh in a grand launch ceremony that was co-hosted by DIETs of Tumakuru & Madhugiri. During the launch ceremony, both the minister and other preeminent educationists resonated with the idea that experiential teaching and learning is the engine of NEP 2020 and it must be a collective endeavour of the education system to ensure each classroom becomes an experiential learning space. 10,000 teachers across all the 3 educational districts we partner with have adopted Teachopia. Teachopia currently hosts [] experiential teaching content items that are being actively utilised by teachers.

Our close partnership with the DIETs in Tumakuru & Madhugiri also evolved quite significantly during 2021-22. Together with the DIETs and other NGOs working in the district, we conceptualized a one-of-a-kind program called the "District Education Transformation Program" (DETP). Through this program, we have endeavoured to create a teacher mentoring framework at each cluster level within the government education system, which can help create local-level educational leaders - teacher mentors - who can champion the cause of experiential teaching-learning methods. We continue to work with the goal of turning DETP into a replicable and scalable program structure that will significantly improve the education outcomes in any district that adopts it.

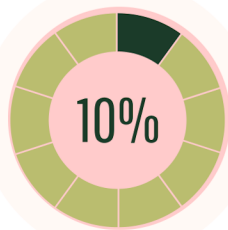
Behind all this impact that we are able to bring about is the unflinching trust and support that we receive from our funding partners. They resonate with our idea that the path to progress in India necessarily goes through a reformed education system and that adopting experiential teaching-learning is perhaps the most effective way to equip our students with 21st-century skills. On behalf of all of us at Caring with Colour and all the schools and teachers we work with, we thank all our donors for their constant support, encouragement and guidance.

Rajeev Annaluru
Trustee & Chief Operating Officer

WHY DO WE DO WHAT WE DO

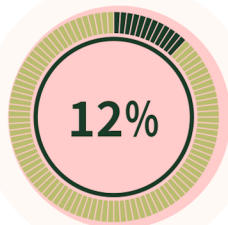
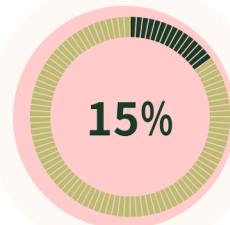


- Students need 21st Century skills to be employable in the future.
- National Education Policy 2020 and National Curriculum Framework 2005 emphasise the adoption of the Experiential learning Process inside the classrooms to help children acquire 21st Century Skills



Only about 10% of teachers use material other than textbooks, an indication of the prevalence of chalk & talk and rote learning methods in schools.

Only about 15% of teachers ask students to work in groups, use learning circles etc which help develop the communication and collaboration skills for students



Only about 12% of teachers use TLMs & Other activity based methods that makes learning fun & experiential for students



Caring with Colour aims to bridge the gap between policy and adoption of experiential learning methods

OUR SOLUTION

Empowering teachers to adopt experiential teaching methods through



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Experiential teacher training

We provide comprehensive training to improve the subject knowledge and pedagogical expertise of teachers.

”



“

Experiential teaching content

Our experiential teaching content helps teachers take their learnings from the training session into classroom practice.

”



“

Create enabling environments for adoption

We develop mentorship structures within the education department that supports the teachers in their journey to adopt experiential teaching methods.

”

YEAR IN RECAP: 2021-22

Encapsulating the last year in a short article almost feels unjust to do. When one works on the ground, one comes across innumerable stories, experiences and feelings that are truly beyond the grasp of words. It is proving difficult to put together a 'recap' of the previous year. However, with that being said, this small section is an honest attempt to do justice to the work of our employees on the field and in our office.

Our programs have reached primary school teachers across 3 educational districts across karnataka covering 5100+ schools. Primary school teachers from grades 4 to 7 were the primary beneficiaries of our initiatives. Building on the programs we conducted during the covid pandemic in 2020-21, we continued to conduct teacher training programs in 2021-22 as well. Given that the academic year kept being disrupted by the continuing sporadic covid lock downs, the primary mode of transaction of all our training programs was in an online mode.

Our year started with an experiential online teacher training program that we conducted for all teachers in Madhugiri educational district. This was followed up with a combined teacher training program for all Kannada medium primary school teachers across the Tumakuru and Madhugiri districts under the aegis of the District Education Transformation Program (DETP) for which the MoU was signed with all the 4 DDPIs and the ZP-CEO of the district during the earlier academic year.



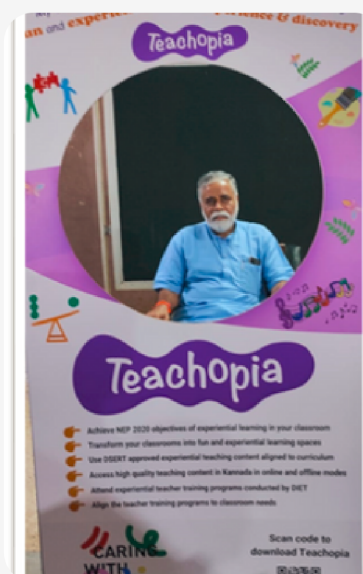
This was followed up by a teacher training program that we conducted for all the Urdu medium schools in Tumakuru, Madhugiri and Ramanagara educational districts. This was one of a kind initiative in the state where the DIET's from 3 different educational districts came together to conduct a common training program for all the Urdu medium teachers.

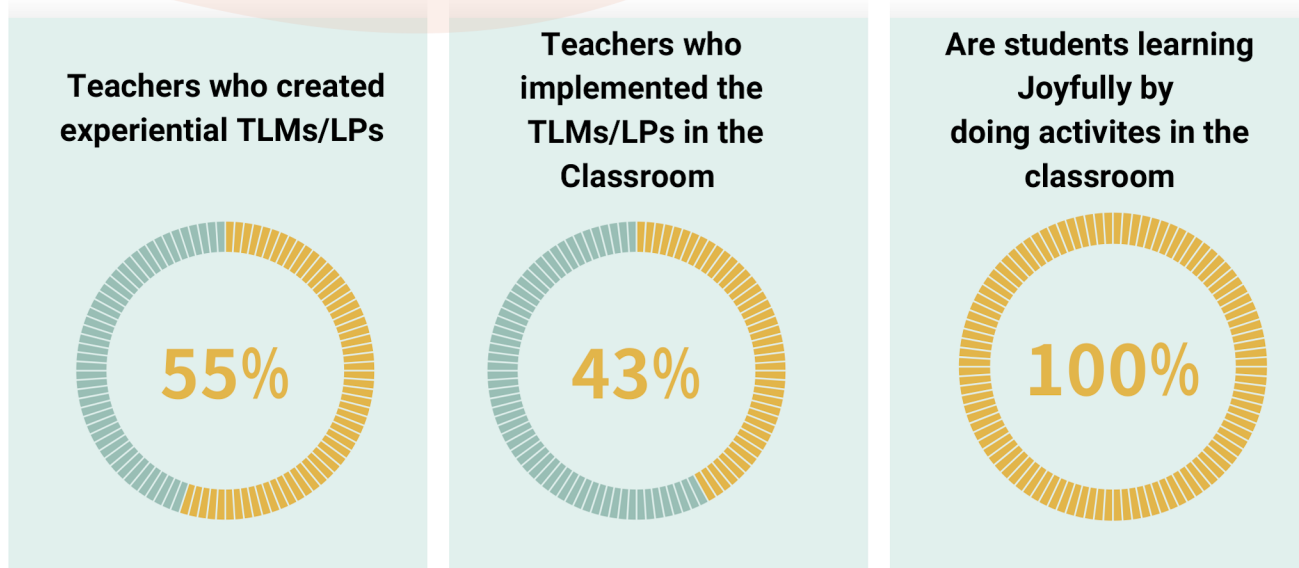
Caring with colour also got an opportunity conduct a teacher training program to all the primary school teachers in the schools run by the department of minorities. This was a unique opportunity through which CWC could engage both full time and guest teachers in Morarji desai schools, Rani chennamma schools, muslim minority schools etc.

	Tumakuru Training	Madhugiri Training	Ramanagara Training	Urdu Medium school Training	Dept of Minorities	Total Footprint
Blocks	6	4	4	14	-	14
Clusters	176	102	106	16	-	384
Primary Schools	2051	1258	1236	297	313	5,155
Teachers	4371	2095	1577	387	210	8,640
Students	77839	37160	26516	9588	18780	169,883

Our android app, Teachopia, was released by the Hon'ble Education Minister in Tumkuru. We proudly announce that our app has over 10,000 users and 5,000 documents that are free to access. Teachopia has content in three languages: English, Kannada and Urdu. The app is an android-based application primarily used by teachers, parents, students and various government functionaries.

Towards the end of the year, our field team has conducted an impact assessment survey to understand the extent to which the experiential teaching training programs have impacted the teaching methods in the classrooms. Detailed survey was conducted in 150 schools across Tumakuru and Madhugiri including classroom observations, interviews of teachers to see the extent to which teachers have started adopting experiential teaching methods.





We found that about 55% of teachers have attempted creating their own experiential TLMs and Lesson Plans. We also found that about 43% of these teachers have taken the initiative to use these TLMs and Lesson plans to conduct experiential teaching in their classrooms. Most of the teacher who did not use the TLMs, could not do so due to COVID school shut downs and/or timeline mismatch between the TLM they created vs when the learning outcome needed to be taught in the academic year. One heartning thing we could see what that all teachers unanimously agreed that once when they started utilizing the experiential teaching methods, there is a very joyful learning environment in the classroom and that they are able to engage even the slow learners well.

Our representation in state-level and district-level committees also grew noticeably from previous years. We were part of the NGO conclave, which was convened by the Principal Secretary of the Education Department, Government of Karnataka. Following this, we were invited to participate in developing the Position Paper on the NEP implementation in the state. We were also a part of the state-level task force that dealt with drafting guidelines for post-covid school reopening. As an extension of this, to bridge the same learning gap at the Nali Kali level, we were members of a committee set up by the District Institute of Educational Training, Ramnagara.

While we are clear that the journey towards turning all the classrooms in the country into experiential learning spaces is a long and ardous one, we have made a promising start to the journey during 2021-22. We hope to build on it during the coming years to bring about a deep systemic change in the 3 education districts that we are working with during the upcoming year.

STRATEGIC PARTNERSHIP WITH THE EDUCATION DEPARTMENT IN IMPLEMENTING OUR PROGRAMS



In India, more than 70% of students receive their primary education in government schools, and many of these children come from lower socio-economic backgrounds. While the foundational education policies in India call for a holistic approach towards educating future generations, the current reality is far from that. Technological advancements and the evolving nature of industries mean that the skills required for the future workforce are different from what the education system currently provides.

Caring with Colour is a non-profit organization that has taken the initiative to address this gap at a systemic level. The organization believes that working with the government education department at all levels inside the system is crucial, from the state to the school level. It advocates for policies that help improve the learning outcomes of students in schools and recognizes that teachers are central figures in facilitating the right teaching environment in the classroom.

To ensure that children learn joyfully through activities, experiments, and demonstrations, teachers must adopt new and effective teaching-learning methods. Caring with Colour aims to create foundational experiential teaching-learning content that teachers can use to adopt experiential teaching techniques. The organization hopes that this content and training will act as learning ropes for teachers to eventually start creating experiential content for themselves. By open-sourcing all their content, the organization aims to create an ecosystem of other organizations that will build on top of the experiential content they are developing.

Systemic change requires a working will from all the schools in the education system and at all levels. We believe in the teacher as an empowered trailblazer in the education system. Bringing a change in the teaching-learning process in the classroom requires a change in the teacher's mindset and practice. Our theory of change hopes to achieve this by leveraging the following three spheres of influence:

- 1) Teacher motivation
- 2) Teacher's knowledge, perspectives and skills
- 3) Creating an enabling ecosystem for the teacher to perform

All their interventions are towards creating a conducive environment for teachers to learn, internalize, adopt and implement improved teaching-learning practices in their classrooms. By adopting these improved processes and practices over a sustained period of time, deep positive changes can be brought about sustainably. Caring with Colour believes in the public education system and working with it to develop people and society. The organization invests in public education to build human resources for nation-building activities, ensure equity and inclusivity, share resources in areas of insufficiency, and create solutions that are replicable at scale.

Working with the public education system is a conscious and ethical choice for Caring with Colour. The organization believes that to tackle systemic issues, it is working with and through the system that can bring about the change they are looking for. The organization has made an enormous effort to research and develop experiential teaching content and pilot-test it in ten schools in the Ramanagara district. The Department of State Educational Research and Training (DSERT) has approved the content for implementation across Karnataka in 2020.

In conclusion, Caring with Colour recognizes that the education system in India needs systemic change to prepare children for the future. By working with the government education department at all levels inside the system and creating experiential teaching-learning content and training, the organization hopes to empower teachers and create an enabling ecosystem for them to perform. By adopting these improved processes and practices over a sustained period of time, deep positive changes can be brought about in a sustainable way, ultimately creating a better future for India's children.



DISTRICT EDUCATIONAL TRANSFORMATION PROGRAM - DETP



Introduction:

Education is one of the foremost constitutional rights of every child in our country, reinforced by the Right to Education Act 2009, and the NEP, 2020. However, unfortunately, this fundamental right isn't always actualized in reality. To do so, one must understand the instrumental role that teachers play in the transformation of students and schools. The NEP, 2020, and the thrust of the Department of Education of the state envisages a paradigm shift in quality and in the practice of education. From the foundational to the higher secondary level, the NEP calls for a concerted effort from critical players in the educational ecosystem.

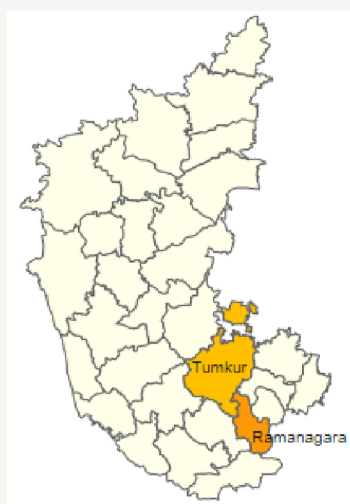
It is often said that to educate a child to become an empowered learner in life, and not merely to be an academic specialist, *one requires a community*. It is this requirement that is particularly addressed in the collaborative initiative taken up by the DIET of Tumakuru District through the District Educational Transformation Program (DETP). This is perhaps a first of its kind in the state, a unique model of synergy for quality, driven by a shared vision.

The DETP is a step in the direction of creating a progressive, sustainable and institutionalised model for quality education in schools, with the participation of the government, and non-governmental organisations who bring with them varied experiences and expertise in the education sector. Thus, the government and the NGO sector are coming together to contribute individually and collectively to a common mission, which is the creation, strengthening and sustenance of local expertise, resources, and institutional arrangements.

DETP was initiated in February, 2021, with a formal MoU executed with DIET, Tumakuru and the NGO partners. Their goal is “to strengthen and support the education process so as to achieve the goals of quality education; leading to improved student outcomes in all the schools under the jurisdiction of Tumkur and Madhugiri Education Districts.” DETP has a three-year plan (extendable to another two years) to reach out to 3,300+ schools, 6000+ teachers and around 1.2 lakh students.

Operational Structure:

The DETP will function through a defined operational structure with the District Coordination Committee as the apex body under the leadership of the CEO, Zilla Panchayat, Tumkuru. The DIET Principal is the Member Secretary. All officers of the two educational districts will be members of the committee. The NGOs and resources representation is through the Co-Creation Cell, which is also part of the Committee.



Coverage:

The geographic coverage of the program spans the two educational districts, namely:

1. **Tumkur Educational District, consisting of six blocks that include Tumkur, Gubbi, Kunigal, Chikkanayakanahalli, Tiptur and Turuvekere blocks, and**
2. **Madhugiri (Tumakuru South) Educational District includes Madhugiri, Koratagere, Sira and Pavagada Blocks.**

Stakeholder	Expected Outcomes and Impact	
Teacher Level Outcomes	<ul style="list-style-type: none"> • Significant adoption of experiential teaching methods in classrooms • Improvements in subject matter and pedagogical skill of teachers 	
Student Level Outcomes	<ul style="list-style-type: none"> • Improved fundamental learning skills and interpersonal skills 	
Institutional Level Outcomes	Cluster Level	<ul style="list-style-type: none"> • Train CRPs in the nuances of experiential teaching methods and classroom observation techniques • Develop a cadre of Teacher Mentors for providing coaching and mentoring support to teachers to adopt the experiential teaching learning methodology in schools • Improve the cluster academic meeting process and make each meeting outcome oriented
	Block Level	<ul style="list-style-type: none"> • Design and implement block level quality monitoring processes • Build a strong culture of quality consciousness in BRC cadre • Design and implementation of quality improvement metrics (adoption of teaching learning methods in schools)
	District Level	<ul style="list-style-type: none"> • Vision building and goal setting for district education • Design and implement district level processes for monitoring improvements • Guidance, support and administrative assistance in change management processes
	Vision / Processes / Systems	<ul style="list-style-type: none"> • System alignment for unified goals • Setup systems and processes to collect and visualize data • Institute a culture of data driven decision making





DETP accomplishments for the academic year 2021-22:

A deep and systemic intervention like DETP takes time for impact to percolate down to all the classrooms across the district in which intervention is being done. DETP is very unique in that the entire intervention at the teacher level is channeled through the department structures, thereby helping build the capacities within the department functionaries. This helps create sustainability in the intervention and as such the program and its impact will stand a better chance of continuing even after CWC slowly starts to reduce the intensity of its effort from the district.

While such a program design is the most logical and effective way to implement systemic interventions, it requires a certain initial gestation period to build the right kind of relation of trust and confidence with all the key department stakeholders at the district, block and cluster levels.

One other innovative aspect of DETP is that the program has created formal committees and structures within the department at the district level that helps the district leadership implement and monitor all DETP interventions.

1. Creation of functional DETP structures within the department that includes the following:

- a. DETP Coordination Committee
- b. Co-Creation Cell
- c. Taskforce

1. Selection of Teacher Mentor and designing teacher mentor development.

2. Alignment of stakeholders at the district, block and cluster levels.

- a. Orientation to all the headteachers at the school level
- b. Orientation to all the CRPs at the cluster level and to all BEOs/BRCs at the block level
- c. Continuous planning and implementation support from district level

3. Designing need-based training modules, and experiential teaching learning resources for capacitating teachers across 10 blocks.

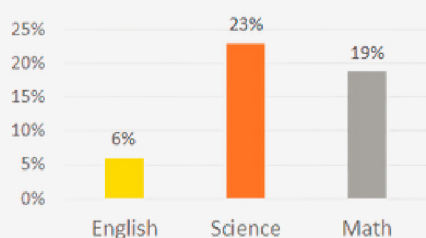
The Change so far

The DETP program aims to support and provide an ongoing framework for the individual and the system at once. What this means is that the teacher (the individual changemaker) is supported and at the same time, the ecosystem in which he or she practices is also being worked on so that the atmosphere for the practice of teaching and learning itself becomes conducive. This includes building a mentoring framework, a teaching framework and unifying goals and processes (which form the systemic solutions) while the teacher skillset, mindset and resources are being assisted, which form the individual solutions.

Today, we have monthly experiential learning cycles for all teachers and the following infographic shows the impact of our program.

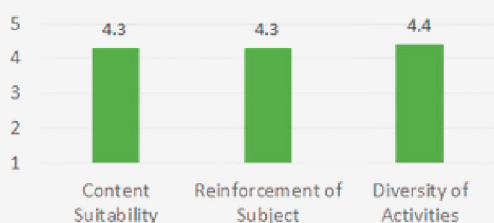
Tracking the Effectiveness of Training Sessions

Improvement in Teachers

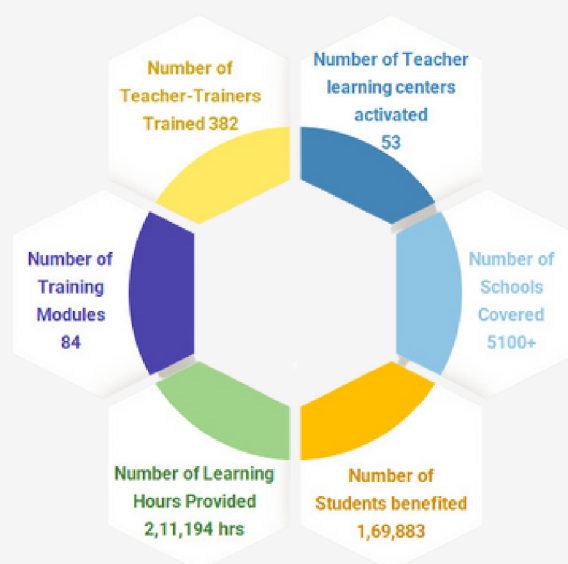


Feedback from Teachers

Rating out of 1 to 5



Quick Facts on the DETP Program



From our survey, we have further found that 55% of the teachers had the confidence to try out experiential learning methods on other, different topics after attending our training. Apart from this, 43% of the teachers have used experiential learning techniques in their classrooms post-training as opposed to less than 5% earlier in both cases. And finally, 100% of the teachers agreed that all the children joyfully participated in the learning experiences.

Concluding remarks:

The DETP program is a bold and necessary step towards achieving the progress and development of the education sector in our country. It is critical because of its choice to impart experiential learning to teachers instead of students. In a country as big as ours, it is almost impossible to reach all batches of students for all the years of their education. However, reaching out to teachers makes the job much easier, more sustainable and more efficient. Finally, it is pivotal in bringing about educational progress specifically because it targets education practices at the district, block, cluster and school levels as it is at all of these levels wherein the policies of our education are implemented in different ways and capacities.

ABOUT OUR EXPERIENTIAL CONTENT



In India, the National Education Policy, 2020 and the National Curriculum Framework, 2005 have emphasized the importance of experiential teaching techniques in classrooms. These techniques aim to equip students with 21st-century skills such as creative thinking, communication, collaboration, and problem-solving. However, the implementation of these policies has been a challenge.

To address this challenge, Caring with Colour (CWC) has focused on helping teachers in government schools adopt experiential teaching-learning methods. We believe that teachers are key players in creating a conducive learning environment for students. CWC has designed solutions that are implementable by teachers in government schools despite the regular constraints and challenges they face.

Experiential teaching-learning involves teaching theoretical and academic content while connecting it to real-world experiences. This method promotes learning through "doing" rather than "memorizing," and it helps students apply their knowledge to real-life experiences. There are several ways to go about experiential teaching, such as fieldwork, case studies, internships, and lab work. It is important to consider how a solution can be designed in a way that teachers will be able to adopt experiential learning in their classrooms. There are two key factors that must be taken into consideration:

- 1) How can teachers educate themselves about experiential teaching methods? and
- 2) What teaching resources would they need to incorporate experiential methods into everything they teach in the classroom?

To answer the first question, teachers would require a clear understanding of concepts, pedagogical skills, assessment skills, and resources to support their professional development. Teachers would not only need to know the concepts at the depth given in the textbook, but they would also need to know the real-world relevance of the concept and structure the learning of the concept in a way it connects to the past as well as future learning. This is something we try to achieve through our experiential teacher training programs.

In terms of the resources teachers would need in the classroom, we provide them with meticulously developed resources such as worksheets, lesson plans, project based learning modules, gamified material, audio/visual materials, and assessment methods that allow them to integrate experiential teaching and learning into their students' lives. CWC developed experiential content (lesson plans for grades 4-7 in math, science, and English) for the Karnataka state curriculum. We created the content in Kannada, English and Urdu to cater to the local vernaculars. Our content received approval from the Department of State Educational Research and Training (DSERT) for implementation across Karnataka in 2020. Teachers and educational functionaries across the country can access our content on our educational technology platform called Teachopia.

Our organization also conducts subject teacher meetings, cluster sharing meetings, and science fairs to enhance teacher proficiency and promote experiential teaching. We have successfully implemented our solutions in the Ramanagara district, and we aim to reach all primary school teachers in Karnataka. Our solutions are contextual and open-sourced to make them available to government schools across the country free of charge. We strive to empower teachers to co-develop and co-deliver experiential content using experiential teaching and learning methodology in classrooms, and ultimately, improve the quality of education in public schools across India.



Our project based learning modules are specifically designed to help the teacher extend the experiential learning process into the home of the child. These PBL modules will provide the students with a self-learning framework in which the textbook concepts can be explored through the day to day material available in any average rural household. This creates a powerful avenue for the teacher to extend the experiential learning beyond the walls of the classroom and bring the household of the students along with her parents and community into the learning process.

Our Experiential Teacher training programs

Caring with Colour provides in depth experiential teacher training programs to the government school teachers. We design these training programs using an ADDIE model of instructional design. ADDIE is a well-known instructional design framework used by instructional designers and trainers across the world to create effective training and learning materials. ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation.

By using the ADDIE model of instructional design in our teacher training programs, CWC is able to effectively help teachers teach experientially in their classrooms. The model ensures that the training programs are tailored to the needs of the teachers and their students. Through the analysis of teacher training needs which we do by closely collaborating with the education department officers, we are able to identify the specific areas where teachers require support in teaching experientially. The pre-training reading material and diagnostic assessments help to prepare teachers for the training and identify areas that require further attention.

The training itself is designed to be flexible and can be delivered either purely online or in a blended learning mode. The training is designed to provide teachers with the necessary skills and resources to incorporate experiential learning into their classroom practices. The post-training assessment helps to measure the effectiveness of the training and identify areas that require further support. Additionally, the post-training reading material and resources provide teachers with ongoing support and opportunities for continued professional development.

CWC has so far conducted these experiential teaching training programs in Tumakuru, Madhugiri and Ramanagara educational districts.



This design is implemented in Ramanagara, Tumakuru & Madhugiri educational districts, Directorate of Minorities Department Schools of Karnataka, and for Urdu medium school teachers of Tumakuru, Madhugiri & Ramanagara educational districts. The modules which were successfully implemented for the primary school teachers of Ramanagara, Tumkur and Madhugiri educational districts were iteratively improved and contextualized based on the feedback received from the different stakeholders of the department.

Our journey that started in 2017 has now come a long way. Experiential learning, by nature, is a practical activity. For it to be integrated into our systems, our efforts must be multi-layered in the sense that it must target the various different levels of the educational system, namely districts, blocks, clusters, and schools. And most importantly, it has to be accessible to all, which brings us to introduce Teachopia, our mobile application.

TEACHOPIA - A TECHNOLOGY PLATFORM TO ENABLE EXPERIENTIAL TEACHING

WHAT IS TEACHOPIA?



Caring with Colour developed a technology platform called Teachopia® that can evolve into a one-stop solution for experiential education. CWC works with teachers as the key change makers in the journey towards making classrooms across the country into experiential learning spaces. Towards this end, CWC designed Teachopia as an app that is teacher centric. The app aims to provide teachers with all the resources that are required to make their classrooms experiential.

While there are many educational apps that provide classroom specific content, our goal at CWC was to design a tech platform that was government school teacher centric. The app provides the government school ecosystem a host of features that help the teachers consume experiential teaching learning content and utilize it effectively in their classrooms.



Training Management System: The App provides the government school teachers as well as the education department officials with a way to streamline the trainings provided to the teachers. The backend administrative system of Teachopia has the ability to create, deploy and manage trainings at a district, block, cluster or individual school levels. The app makes it easy for teachers to register for training through SMS, WhatsApp or through push notification messages.

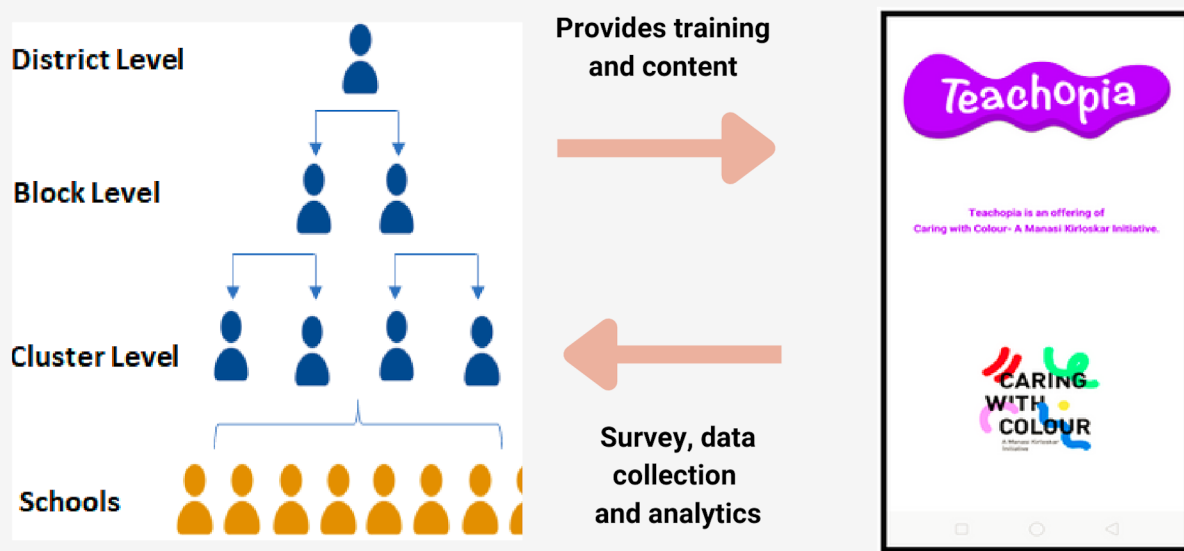
Content Deployment System: Caring with Colour has made all its well-researched experiential teaching content that it has developed over the past 4 years available of Teachopia. Any registered user of Teachopia is free to utilize the content free of cost. The type of content available on Teachopia are:

- Experiential lesson plans mapped to Karnataka state curriculum (Available in Kannada, English and Urdu)
- Worksheets (mapped as per blooms taxonomy levels)
- Project based learning modules
- Concept explainer videos
- Simulations for concepts in Math and Science
- English speaking skill content
- Teacher training content

Currently there are more than 4000+ pieces of content available on Teachopia for grades 4-7 in Mathematics, Science and English.

Other features:

The platform also provides the education department functionaries like the Cluster Resource Persons, Block resource coordinators etc with the ability to streamline their classroom observations in a way that systematic feedback and analysis can be done on the teaching methodologies adopted in the classrooms. This in turn can help the department to design remedial programs that can address the gaps that have been identified through the classroom observations and other school survey forms. All of these survey tools work in tandem with the strong analytics that Teachopia provides at the backend.

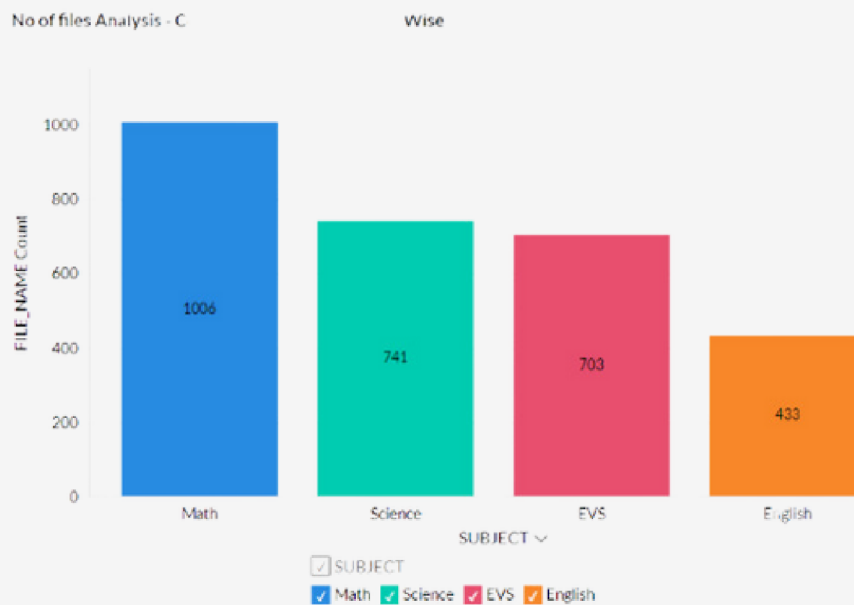


DESIGNED TO WORK WITH THE STRUCTURE OF EDUCATION DEPARTMENT

The total number of files available on Teachopia:

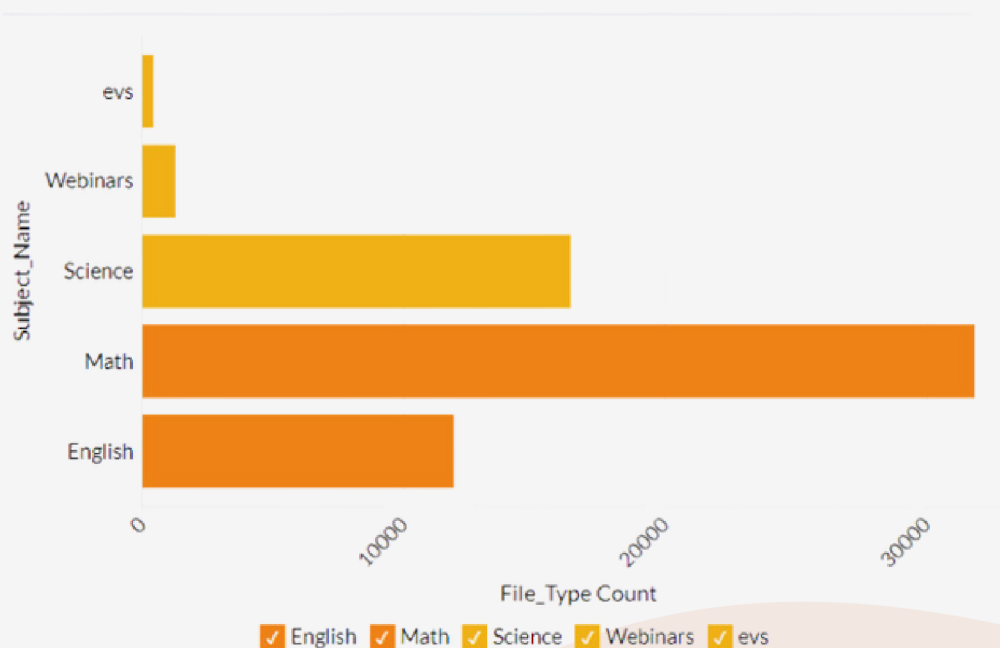
Curriculum Content: 3149

Other Content: 1331



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Voices from the Field



SMT. ANNAPOORNA
LECTURER, DIET
MADHUGIRI

“

Under DETP and in collaboration with the DIET Tumkur & Madhugiri educational district, the Online Teacher Training Program (OTTP) was conducted for lower primary schools and higher primary schools in English, Math & Science. Caring With Colour gave online training to teachers. After the webinar, they also provided subject-related activities. CWC has completely and successfully engaged in experiential teaching programs. Many teachers are being benefited from this and have understood the concept very well. During the pandemic, this program was a gift to our educational district. This program was conducted when face to face meetings were not possible. This program played an important role in creating a learning environment for children.

”



SHASHIDAHAR
(RESOURCE PERSON -
SCIENCE) - GHPS
KADILAPURA

“

The online teacher training program for the higher primary schools conducted by Caring With Colour under the DETP was very useful and opened a new dimension to the teachers to learn and teach in the classrooms. It provided a platform for teachers to share their learning of the subjects online when teachers were suffering from covid and the lockdown. Through this program, teachers can attend training from their respective schools, and this helped the teachers to connect with the training wholeheartedly. CWC used information and communication technology which proved to be very useful and very innovative for teachers. New and different activities and animation concepts are the useful takeaways from this program. Pre and post tests which were part of the training have triggered the interest of the teachers. Introduction of low-cost materials in science experiments motivated a lot of the teachers to use the same in classrooms.

”

Voices from the Field



SYEDA FARNAZ
URDU FACILITATOR
GUMHPS NAZARABAD,
TUMAKURU DISTRICT

“

I am glad to inform you that the webinars conducted in Urdu for Urdu higher and lower primary school teachers from DIET Tumakuru were very useful and fruitful to both teachers and students in the teaching-learning process. As the program was in Urdu, it was very easily understandable, and the activities too were interesting to conduct in the school. Our difficulties were solved in a simple manner. Finally, to conclude, the project achieved its objectives up to the mark.

”



SMT. SWAPNA
(RESOURCE PERSON
- ENGLISH) - MAIN GHPS,
MADHUGIRI DISTRICT

“

I got the invitation from the department to work as a resource person. It was a new experience for me. As we must practise in Zoom meetings, competencies should be clearly understood when we attended this online. The activities of the competencies were designed well enough for the understanding of teachers. As I was also a part of this, it was a good experience working with CWC members. They were supportive and encouraged us to participate. Rehearsals were on Zoom; they came out well. I got good feedback from all the block teachers. The activities and examples helped the teacher to carry out classroom transactions. The only suggestion I got as feedback from teachers is: Many competencies are transacted in a short time. Otherwise, everything is easy to understand. It's a good stage for the RPs. Thanks for the support and encouragement.

”

Voices from the Field



SRI. RECHIAIAH
(RESOURCE PERSON-
MATH), GHPS
SUDDEKUNTE,
MADHUGIRI DISTRICT

“

Under the District Education Transformation Program transacted online subject wise concepts. In this I was involved in facilitation of four chapters in the DETP program (subject-wise concepts). During that time, what I liked the most was the rehearsal that was done. It was a fantastic experience.

”



SMT. SINDHU
(RESOURCE PERSON-
ENGLISH) - GUHPS,
PURAVARA,
MADHUGIRI DISTRICT

“

In today's society, online training is widely used in the education system, providing easy access to classroom processes, learning materials and feedback. When I attended the first meeting of Caring with Colour which was organised at DIET, Tumkuru, I was slightly nervous as I had no idea about the online training. I have participated in many online discussions and webinars. However, this was the first time where I wanted to work as an RP. The faculties of Caring with Colour were very friendly and easygoing people which made me feel free to share our opinions. There were a lot of efforts made by the CWC team in preparing concepts and execution. The first training in which I had worked as an English RP made me self-confident. In this training, more than 800 English teachers across Tumakuru and Madhugiri educational districts participated. After the training, we got very good and positive feedback from the teachers. All the credit goes to the CWC team, who gave us the training. I personally thank the CWC team, our department officers, my colleagues and my students for their great support. Covid-19 has changed the vision of education.

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