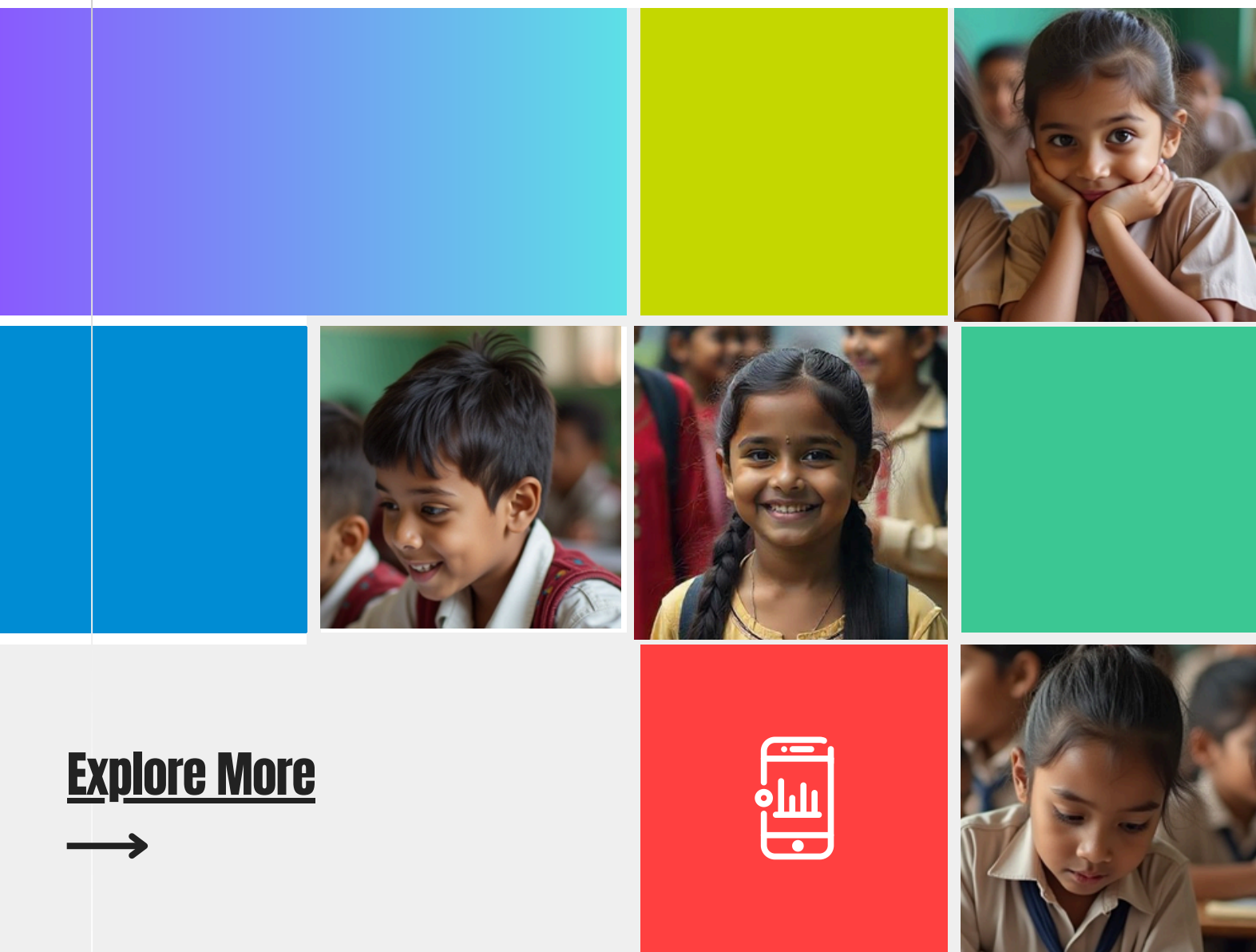
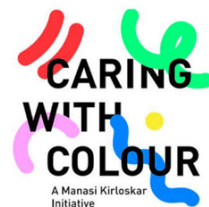


Annual Report 2024/25



Explore More



ABSTRACT



The evolution of learning approaches in India has seen a significant transformation over the years, influenced by cultural, technological, and educational shifts, from the Era of the Traditional Gurukul system to the Colonial System to Post-Independence Reforms to Skill-Based, followed by Blended Education, to now the technology-based offline learning.

These evolutions of learning approaches in India reflect a transition from conventional to more dynamic, inclusive, and technology-driven educational paradigms. Embracing experiential learning, innovation, and adaptability remains crucial in preparing students for the complexities of the modern world.

Experiential learning stands as a cornerstone of modern education, offering invaluable opportunities for students to engage, apply, and internalise knowledge in profound ways.

As education continually adapts to meet the demands of a rapidly changing world, the significance of experiential learning remains unparalleled. Its ability to foster critical thinking, problem-solving, and a diverse skill set equips learners with the tools necessary to navigate the complexities of the 21st century.

Experiential teaching and learning play a pivotal role in this context. Immersing students in community settings encourages them to connect academic concepts in the classroom with scenarios in the real world. This approach not only transforms theoretical knowledge into practical understanding but also enhances student assessment outcomes.



Key benefits of experiential education include:

- **A broader deeper grasp of subject matter that extends beyond traditional classroom learning.**
- **Enhanced critical thinking skills, enabling students to apply their knowledge in complex or ambiguous situations.**

Experiential Learning is the core that Caring with Colour has been working on for the past 8 years.

Our work is centred around developing the learning environments in the government schools in India through helping teachers adopt experiential methods in their classrooms. Our work spans a range of areas like curriculum development, instructional design, teacher professional development, along with aligning and training the education functionaries towards becoming an effective support system for teachers towards the adoption of the experiential teaching method.

Experiential learning flourishes through thoughtfully selected encounters enriched by reflection, critical analysis, and synthesis. Throughout this process, learners actively explore by posing questions, conducting investigations, experimenting, nurturing curiosity, solving problems, taking responsibility, fostering creativity, and constructing meaning.

Our interventions and development programmes are thoughtfully designed to encourage learners to consciously participate in their learning processes while fully engaging their intellectual, emotional, social, and physical dimensions.

Together, we hope to create transformative learning experiences that prepare students for a dynamic future.

Message from

MANAGING TRUSTEE & CEO



I am excited to share the annual report for Caring with Colour for the year 2023-24, and I couldn't be prouder of what we have achieved together!

Over the past year, our dedicated teams have made remarkable strides in transforming education across the Tumakuru and Ramanagara districts in Karnataka. We've also left our mark on a larger scale by designing and implementing various state-level teacher training programmes.

We've reached over 6,400 teachers, empowering them with innovative teaching methodologies that are truly changing the landscape of classrooms. Our hands-on teacher training initiatives have fostered a vibrant culture of continuous learning, and the enthusiastic feedback from educators speaks volumes about the effectiveness of our approach. It's inspiring to see a noticeable shift towards experiential teaching methods in schools as a result of our efforts.

I am particularly thrilled about the success of the Sanchalana initiative in Tumakuru district, where local education officials have embraced and championed the programme. This growing support at both district and state levels signals the tremendous potential for driving systemic change in education.

Our spoken English training programme for teachers in English medium schools in Ramanagara has also been a shining success. The impressive engagement and marked improvement in teachers' English communication skills underscore the impact of our initiatives and the hard work of our team.

Caring with Colour's expertise in educational research, curriculum design, and instructional innovation continues to garner attention and recognition at the state level. Our participation in state-level committees has provided us with invaluable opportunities to shape comprehensive teacher training programmes and create engaging learning materials.

As we reflect on the year 2023-24, we are excited about deepening our programs and partnerships at all levels. Looking ahead, we're committed to building even stronger collaborations with education departments, paving the way for meaningful impact in government schools. Together, we can create a brighter, more inclusive future for children in schools across India. Let's continue this incredible journey together!

Manasi Kirloskar Tata
Managing Trustee and CEO

Message from **TRUSTEE & COO**

This annual report provides a comprehensive overview of Caring with Colour's accomplishments throughout 2023-24, highlighting our significant progress in enhancing government schools' teaching and learning processes.

Caring with Colour has built upon the success of initiatives launched during the post-COVID period, effectively reaching over 6,400 teachers in the Tumakuru and Ramanagara districts of Karnataka. The organisation has also trained more than 350 teacher trainers and over 250 educational department officers



as part of the District Education Transformation Program in Tumakuru. Notably, our experiential teacher training programmes in Tumakuru have consistently engaged an average of over 3,200 teachers every month throughout the academic year.

Field studies indicate that the training programmes offered by Caring with Colour have positively influenced teaching methodologies in classrooms. According to our findings, 84% of teachers reported that experiential teaching became easier after participating in our training sessions. A survey conducted across 287 schools revealed that 57% of teachers regularly implement experiential teaching methods.

A key indicator of success for grassroots initiatives is the degree of ownership taken by beneficiaries. This year, the Sanchalana initiative in Tumakuru has demonstrated significant ownership from both DIET-Tumakuru and Madhugiri officials. The programme has also attracted the attention of state-level officers who have visited to assess its effectiveness, resulting in the adoption of some components for statewide implementation.

In Ramanagara, the spoken English training programme for English-medium school teachers continues to thrive. High levels of voluntary participation reflect the program's effectiveness, as evidenced by improvements in teachers' conversational English skills.

Caring with Colour's expertise in educational research, curriculum design, and instructional strategies has been recognised at the state level. Our team has been invited to participate in various state committees, contributing to the development of teacher training programs, student activity books, and other experiential teaching materials.

The year 2023-24 was marked by a deepening of our programmes and partnerships, both at the district and state levels, setting the stage for more extensive collaborations in the future.

This transformative work in government schools is made possible through the steadfast support of our donors. Their commitment to providing quality education and their trust in Caring with Colour's capacity to implement meaningful changes are fundamental to our mission. We deeply appreciate and thank all our donors for their unwavering support of CWC's initiatives. Your generosity makes a meaningful difference, and we are truly grateful for your commitment to our cause.

Rajeev Annaluru
Trustee and COO

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BACKGROUND

A concerning trend has emerged regarding literacy levels among students in Karnataka. According to a recent article a significant percentage of first-standard students struggle with basic literacy skills.

While 32.7% of these students are unable to recognize letters, 39.8% can read letters but are unable to read words. This indicates a fundamental gap in early literacy education.

The situation does not improve as students advance through grades. **Among fifth-standard students, a mere 34% can read at the second-standard level,** raising alarm about the overall proficiency in reading and comprehension skills. These findings, derived from research across all 30 districts in Karnataka, highlight the urgent need for effective educational strategies to enhance literacy rates and ensure that students possess the necessary skills to progress in their academic journeys.

63.71

**The literacy rate in
the region**

(lower than the average 73.56%)

115

**Government schools
reported zero
enrollemnt**



65%

**of government schools
are single teacher
institutions**

2.93%

**State education funds
has put on towards
upgrading infrastructure**

WHO WE ARE and WHAT WE DO

Education is the cornerstone for the nation's socio-economic development. Yet, it faces significant challenges, particularly in retaining students and maintaining the quality of education as students progress to higher grades. Many schools still rely on outdated 'chalk-and-talk' methods that prioritise rote memorisation and emphasis on marks attained in examinations over the vital skills needed for the future.

The National Education Policy of India (2020) highlights critical thinking, communication, creativity, and collaboration as essential curriculum goals. Thus, placing 21st-century skills development as the prime focus for children in school.



Of the 248 million school-going children, 133.5 million, or 50.5%, attend Government schools (Unified District Information System for Education (UDISE+) 2023-24, Ministry of Education), factually, 50 out of every 100 children in India go to Government Schools which is nearly half of India's school population and half of India's future workforce.

*Data from the Government of India. Ministry of Education. 2024. Report on Unified District Information System for Education Plus.



WHO WE ARE and WHAT WE DO

At Caring with Colour, we believe that equal and equitable access to education must be available to every child, to enable them to become confident social citizens with improved life chances. We approach education as a supply chain providing end-to-end solutions to strengthen every aspect for a positive outcome.

We strive to bring a transformative pedagogical shift by infusing “Play and Joy” with learning by introducing Experiential Teaching and Learning to help better conceptualisation and knowledge building among students, emphasising “Learning for Life”.

Caring with Colour is dedicated to empowering teachers to implement experiential teaching methods in schools that will enhance 21st-century skills in our students, reaching out to approximately half a million learners across India.

A 4C Approach to 21st Century Skills

Critical Thinking: The ability to evaluate and synthesize information, not just to retain it, but to consider different perspectives & make connections.

CCommunication: The competence to express and convey one's thoughts and ideas to others in a coherent manner.

Collaboration: The inclination to work with peers, be considerate of others' viewpoints, and approach common goals together.

Creativity: The temperament to think out of the box and develop solutions using varying information sets.

The introduction of experiential learning, tailored to the Karnataka government school syllabus, has proven revolutionary in crafting a skills- based learning experience for young minds in our targeted regions.

ISION

To achieve a wholesome learning experience in every school

SSION

To empower every government school teacher to create an experiential learning environment in their classrooms.

LLIGNMNET

Our initiatives align with the National Education Policy (2020) and support the United Nations Sustainable Development Goals - 4 (Quality Education), 10 (Reduced Inequalities), and 17 (Partnerships for Goals)



2017-2020

Foundations of Experiential Education

- This phase marked the concept validation and pilot implementation of experiential education across 10 educational institutions. The project focused on the development of Experiential Teaching and Learning (ETL) content.
- Group Teacher Training initiatives to build educator capacity and foster collaborative learning that empowered teachers to adopt student-centred practices.
- A major highlight was the Innovative Science Exhibition, which promoted hands-on learning and creativity among students. These efforts were part of a broader school improvement initiative aimed at transforming educational experiences.

2021 - 2023

Product Maturation and State-Level Expansion

- Focused on the refinement and scaling of key education products for teachers, functionaries, and students.
- A structured impact assessment framework was developed to evaluate outcomes and drive data-informed improvements.
- To ensure effective implementation, mentoring and monitoring systems were established, fostering continuous support and accountability.
- Established State-level interventions, expanding the reach and influence of the initiatives. Also, the Spoken English pilot program was introduced to enhance communication skills among students, laying the groundwork for broader language learning interventions.

OUR JOURNEY

2020 - 2022

Scaling Through Crisis and Innovation

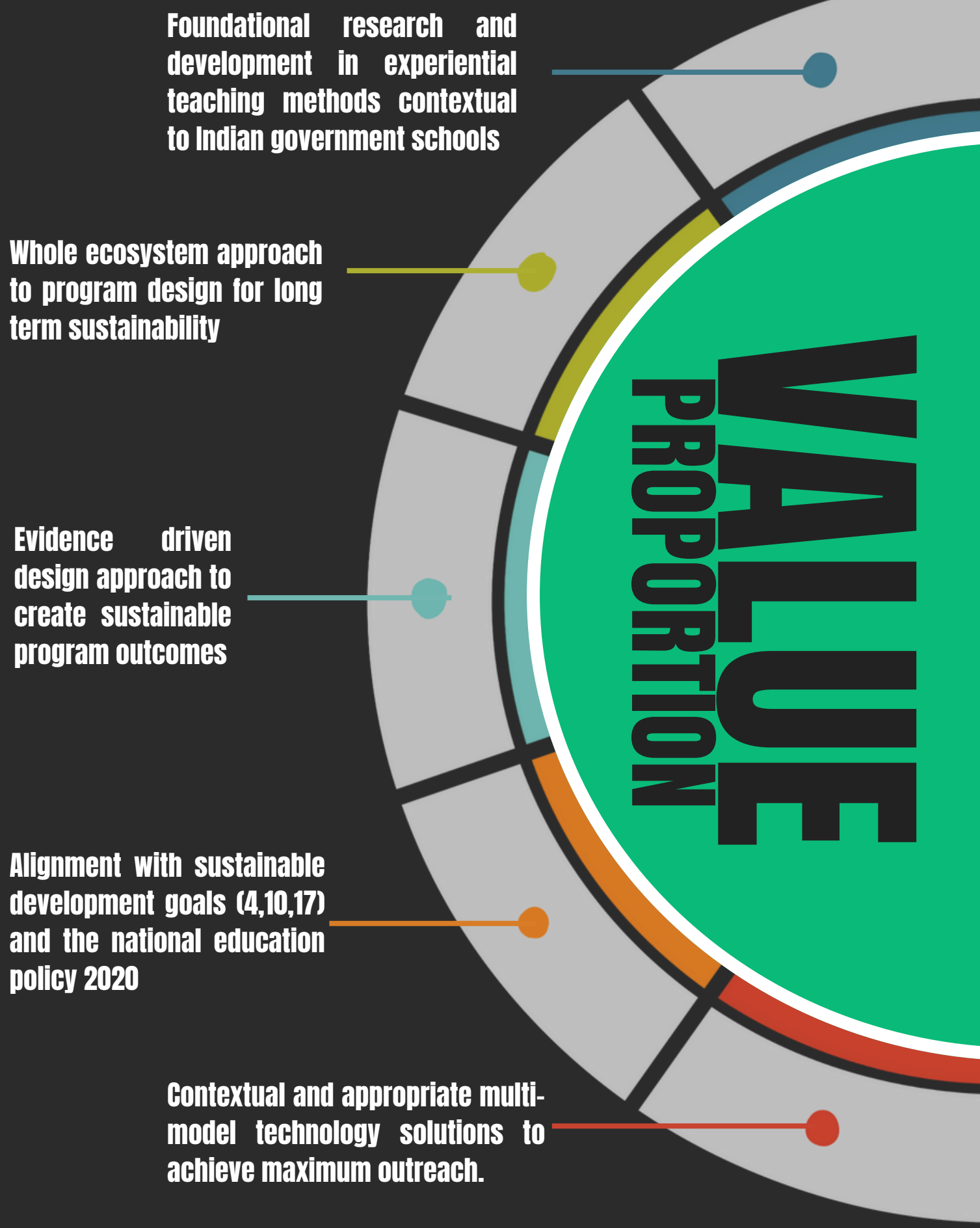
- In response to the COVID-19 pandemic, the focus shifted to identifying the Learning Gaps and continued learning and visioning and the development of scalable district-level models.
- The Teachopia platform was launched to support digital learning at scale. This included the evolution of teacher training programs through Online Teacher Training Programs (OTTP) and blended learning approaches.
- Major district initiatives such as the District Education Transformation Program (DETP) in Tumakuru and the Sikshana Sambhrama program were introduced, aiming at systemic educational improvement and community engagement at scale.

2023-2024

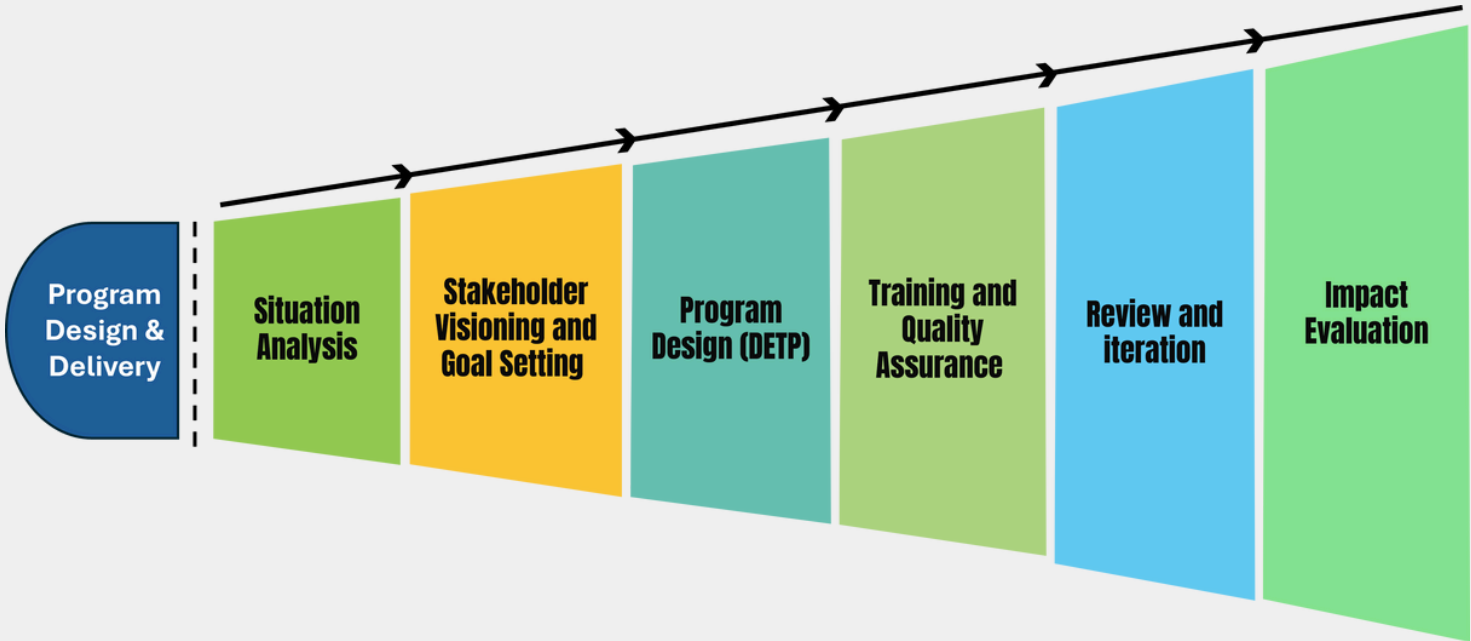
Building for Statewide Transformation

- Focused on laying the groundwork for statewide expansion.
- Scaling of the Key district-level programs, Sanchalana and Sikshana Sambhrama, gained momentum.
- Significant content contributions were made to state textbooks, aligning with evolving pedagogical goals and progressive teaching methodologies
- The launch of EMTIP (Experiential and Mentored Teacher Immersion Program) marked a significant step in building teacher capacity and supporting long-term educational transformation across the state.

Interventions that are targeted to impact the actual teaching and learning process in the classrooms.



PROGRAM DESIGN & DELIVERY:



THE YEAR OF TEACHING AND LEARNING:

Our approach is to enhance teaching and learning outcomes in government schools. Our insights and on-ground learnings have shaped our programs to identify system gaps, strengthen structured pedagogy and build capacity all across the school education ecosystem.



DISTRICT EDUCATION TRANSFORMATION PROGRAMME TUMKUR & MADHUGIRI EDUCATIONAL DISTRICT

INTRODUCTION

Government schools in Karnataka have historically encountered difficulties in enhancing learning outcomes in subjects such as Mathematics, Science, and English. To tackle these challenges, Caring with Colour, in collaboration with the District Institutes of Education and Training (DIET) in Tumakuru and Madhugiri, has introduced the District Education Transformation Programme (DETP). This programme aims to improve teaching methodologies through experiential learning strategies, thereby increasing classroom engagement and ultimately improving teaching and learning outcomes.

The DETP initiative establishes a systemic framework with several key objectives:

Educational Visioning

Co-Creating a coherent educational program vision and implementation design along with district education leaders and department heads, identifying learning gaps aligned with the NEP 2020 and state requirements.

Alignment at Last Mile

Building a strong mentorship network to mentor teachers within local communities as Master Trainers or Key Resource Persons at the district, block, cluster, and school levels to carry out continuous training and contribute to the development of Teaching and Learning Materials

Alignment Across Levels

Forming effective District Resource Groups (DRGs) or District Task Forces focused on training frameworks and modules for the continuous professional development of teachers and engagement

Networking of Block Resource Groups (BRGs):

Engage and train BRGs to steer and monitor transformative initiatives and identify critical areas of development, ensuring smooth implementation of the project.

Teacher Training

Implementing regular training sessions on the training of teachers on Project-Based Learning and Experiential Learning pedagogy in their classrooms

Monitoring Progress

Enhancing the department's ability to monitor and address learning gaps and learning outcomes through Baseline, Endline and DSAS through standardised frameworks and checklists.

In summary, the DETP aims to enhance the teaching and learning outcomes by developing a learning outcome-based teaching and learning material and curriculum, introducing Experiential learning with 21st-century skills at its core. The Program also supports and strengthens structured pedagogy and builds the capacity of all stakeholders in the school education system.

SANCHALANA

The Sanchalana programme focuses on a transformative shift in the classrooms from the “Chalk and Talk” model of rote learning to a play and activity-infused experiential learning model. It also encourages peer mentorship. Unlike traditional training methods, which often lack customised content and structured mentorship, Sanchalana provides several innovative features:

Mentorship:

Training of Master Trainers / Key Resources Person from the teaching community to assist and contribute towards the facilitation and implementation of the training, providing additional support to the program.

Peer Learning Forums:

Promotion of collaboration among the teaching community and educators via virtual groups for real time and continuous support on challenges faced, new ideology and best practices sharing.

Practice-Oriented Learning:

Engaging in hands-on activities that enable immediate and effective application of new teaching strategies and methodologies.

Customised Training Content:

Training aligned with teachers' specific needs and challenges faced in the classroom

Training Approach:

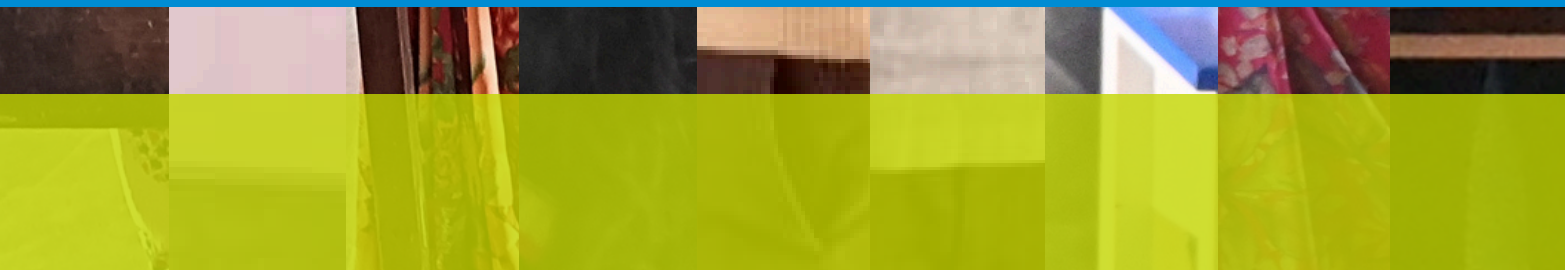
Modularise training sessions focused on Mathematics, Science, and English.





Training of Teacher Mentors

In 2023, Caring with Colour conducted three significant **WORKSHOP** aimed at enhancing facilitation skills & experiential learning techniques among teacher mentors



Empowering Educators Through Experiential Learning and Mentorship

From June 2023 to February 2024, a series of professional development exercises and workshops were conducted to strengthen teaching practices and cultivate a culture of mentorship among educators.

These training sessions were carefully designed to enhance classroom effectiveness, foster community among teachers, and strategically plan and envision for sustainable educational improvement.

Experiential Learning in Core Subjects laid the foundation by emphasising active learning across Science, Mathematics, and English. Through a series of interactive sessions, participants engaged in hands-on science experiments, explored real-life applications of mathematical concepts, and participated in language acquisition exercises. This immersive approach highlighted the value of experiential learning in improving student engagement and comprehension in core subjects.

Mentorship Principles & Philosophy was focused on developing strong mentorship models within the teaching community. The sessions incorporated icebreakers and collaborative activities designed to strengthen bonds among educators, encourage peer learning, and promote reflective teaching practices. Participants explored the foundational principles of mentorship, engaged in self-reflection and self-analysis exercises, and examined assessment techniques to better support their mentees.

Teacher Mentor Appreciation & Action Planning served both as a celebration of mentor contributions and a strategic planning forum for the upcoming academic year, acknowledging the vital role mentors play in

educational transformation and focusing on setting clear goals around Foundational Literacy, Numeracy Strategies, and the future of mentorship. Educators collaboratively developed action plans aligned with institutional priorities, ensuring that the mentorship model would continue to evolve and positively impact student outcomes.

Together, these exercises and trainings provided a comprehensive framework for professional growth, experiential teaching, and sustainable mentorship practices.

These trainings represent a critical step forward in equipping educators with the tools, confidence, and community support needed to lead impactful change in the classroom and beyond.





SHIKSHANA SAMBHRAMA

**A Teacher Training Program
Ramanagara Educational District**

Over the past three years, CWC has worked closely with DIET-Ramanagara and has successfully run a comprehensive teacher training program called ‘Shikshana Sambhrama’.

EMPOWERING over 1500 teachers annually

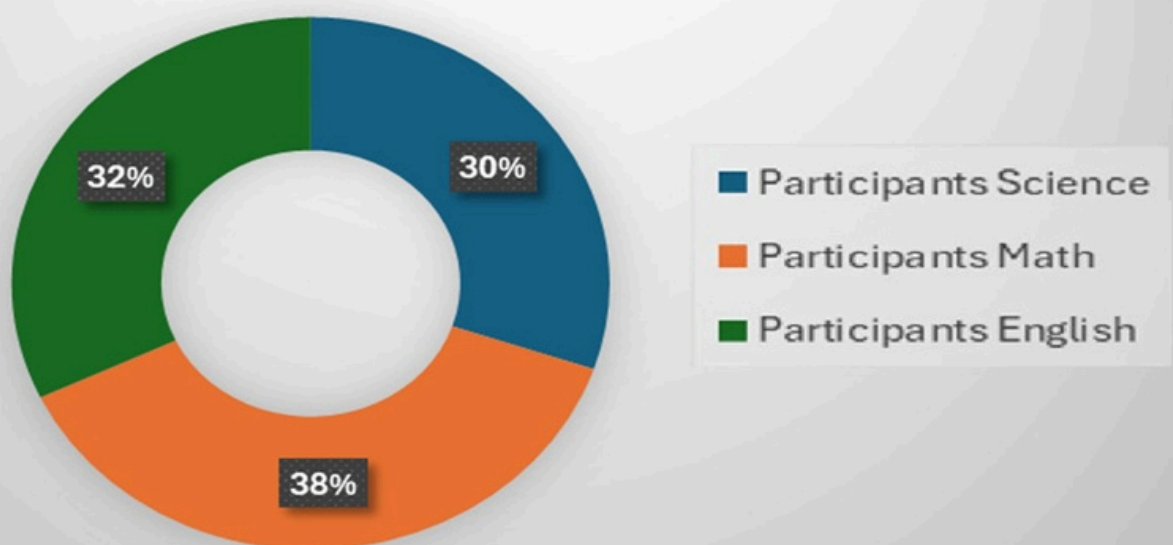
helping them reinforce their subject knowledge, improve spoken English skills, and adopt experiential teaching practices with ease in their classrooms.

In 2023-24, Shikshana Sambhrama significantly impacted the Ramanagara district through various initiatives to enhance the education methodology of teaching.

SHIKSHANA SAMBHRAMA, which aims to celebrate every learning process in the classrooms had a few additions and modification in design and delivery which immensely helped in improving the conceptual knowledge and skills of teachers.

- **Monthly Learning sessions for the teachers on Science, Maths and English for Grades 4-7.**
- **Spoken English course for teachers of Govt. English Medium Schools and**
- **Motivational sessions for Urdu medium school teachers.**

Effectiveness Of The Programs



Monthly Learning Cycle

An online teacher training program

To provide the required academic support to teachers so that they can effectively facilitate the learning process to achieve good results in NAS 2024, DIET Ramanagara, in collaboration with Caring with Colour, has decided to focus on National Achievement Survey (NAS) learning outcomes in the “Learning Cycles”.

A seven-month Teacher Training Program (TTP) was implemented, focusing on Science, Mathematics, and English for over 1,200 teachers from grades 4 to 7.

The grounded approach of our initiative sets us apart, instead of working in isolation, we engage actively and directly with the teachers, teacher trainers, and DIET faculties to understand the specific needs. We developed targeted learning outcomes and experiential training modules to address their challenges.

A total of 21 modules across all three subjects we developed and implemented in classrooms and benefiting around 26,257 students. The modules have assisted the teachers in understanding the complex concepts and supporting effective classroom teaching methodology

The program included 21 modules across the three subjects and

**benefited around
26,257 students**

by improving teachers' understanding of complex concepts and supporting effective classroom instruction.





THE SPOKEN ENGLISH PROGRAM

A program aimed at enhancing spoken English proficiency among teachers. In the 2023-24 academic year, Caring with Colour (CWC) conducted a reflective survey to assess the language competency of 40 teachers from 20 schools registered for the program.

The Findings :

The survey revealed that over 80% of the teachers felt they needed support to improve their English language skills, both to enhance the quality of language learning in their classrooms and to develop their competencies.

Key Improvements :

Based on the findings, the program was refined to make it more contextual, practical, and effective. The enhancements to the program focused on areas such as vocabulary building, thought-to-speech activities, and grammar practice, ensuring that the course provides relevant and actionable learning for participants.

With continuous reflection and insights from participants, the new additions and modifications to the program have



1. Activities like subject-specific vocabulary exercises, where teachers learned new terms related to their subject matter and used them in practical conversation.
2. Exercises where participants talked about familiar topics, such as their teaching experiences or community issues, were used to enhance their ability to think and speak in English Fluently.
3. Verbal sentence-completion tasks were introduced, emphasizing the correct use of tenses, articles, and other grammatical structures within natural conversation.

made the course more contextual and tailored to their specific needs along with additional resources and activities for ongoing learning, contributing to a more comprehensive development of language skills.

The Program ensures that Teachers can confidently use English in both personal and professional contexts. The success of our program can largely be attributed to its thoughtful design and the support of our partner, DIET Ramanagara.

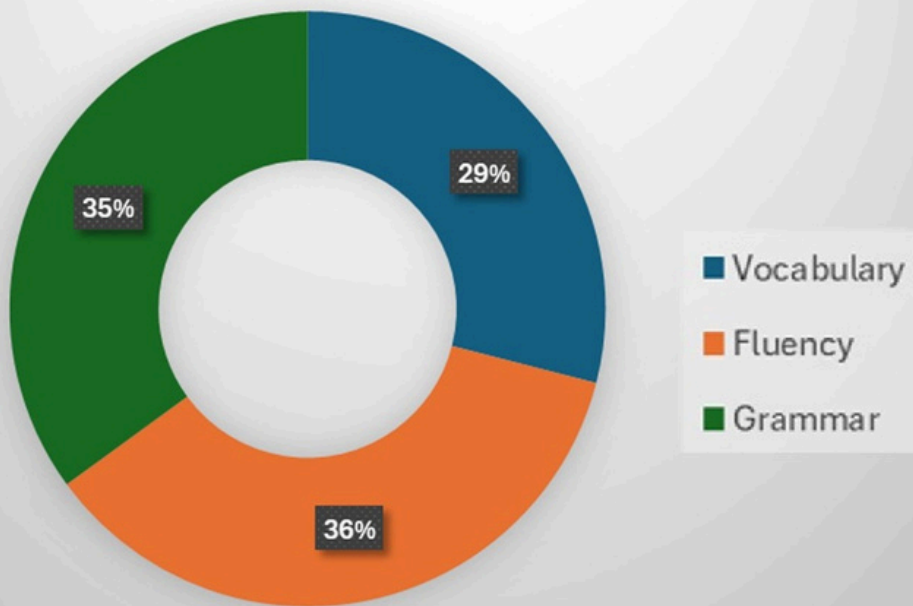


Indicators used for the survey before and after the course:

1. Vocabulary
2. Correct use of Grammar
3. Fluency in Conversation

Effectiveness of the Spoken English Course:

Improvement in the Speaking Competency



The success of our program can largely be attributed to its thoughtful design and the support of our partner, DIET Ramanagara. The program was conducted on a weekly basis, combining both online and offline sessions with small groups of teachers. This format provided a comfortable environment where participants could speak freely without hesitation, fostering learning through peer interactions.

Platforms like Zoom, Google Meet, and WhatsApp were used to facilitate communication and engagement. Teachers were categorised into three competency levels - 14 in level 1, 15 in level 2, and 11 in level 3 - allowing for tailored support based on their language proficiency. Thanks to the invaluable support from DIET Ramanagara, this program achieved its objectives and proved to be a great success.

Advancing Urdu Medium Education in Karnataka

Caring with Colour (CWC) has spearheaded a pioneering initiative aimed at enriching education in Karnataka's Urdu-medium schools. In collaboration with the Directorate of the Minorities Department, CWC developed and disseminated high-quality teaching materials in Urdu for approximately 4000 government schools, impacting over 3 lakh students.

4000

SCHOOLS REACHED

300,000

STUDENTS IMPACTED



The Key Milestones:

1. State-level Urdu Content Review Workshop:

To address the lack of Urdu educational resources, CWC held a content review workshop with Urdu Education Coordinators (ECOs) from key districts. This collaborative effort focused on aligning lesson plans, worksheets, and project-based learning modules with the state curriculum, ensuring they met the needs of Urdu-medium schools.

2. Experiential Content Review:

Resource Persons reviewed CWC's teaching resources, providing essential feedback on content quality, suitability, and translation accuracy. The review emphasised using low-cost materials for experiential learning and suggested improvements to further enhance students' engagement with abstract concepts.

Key focus areas of the review:

The review session concentrated on several vital aspects:

Content Quality:



Ensuring alignment with the DCERT/NCERT curriculum and maintaining conceptual clarity, language accuracy, and the use of appropriate terminology.

Relevance



Assessing the suitability of content for specific grade levels and ensuring the activities were contextually appropriate for Urdu-medium schools.

Review session Overview:



During the session, Education Coordinators (ECOs) specialising in Urdu, Science, and Mathematics provided critical insights on CWC's lesson plans, worksheets, and project-based learning modules. This collaborative review allowed the team to evaluate the experiential content's effectiveness in fostering hands-on learning.

Key feedback from Resource Persons:



- The project-based learning activities were praised for their alignment with the curriculum and the use of readily available, low-cost materials.
- Participants recommended more tailored activities, refining lengthy exercises, and improving Urdu-appropriate mathematical and scientific terminology.

Establishment of State-level Urdu Content Review Committee:



Following the workshop, a dedicated committee was formed to review and finalise content for statewide use. Urdu Science and Maths resources for Grades 4-7 are now integrated into CWC's e-learning platform, Teachopia, with ongoing efforts to ensure content contextualisation and alignment with the state's educational goals.

Teachopia Urdu launch:



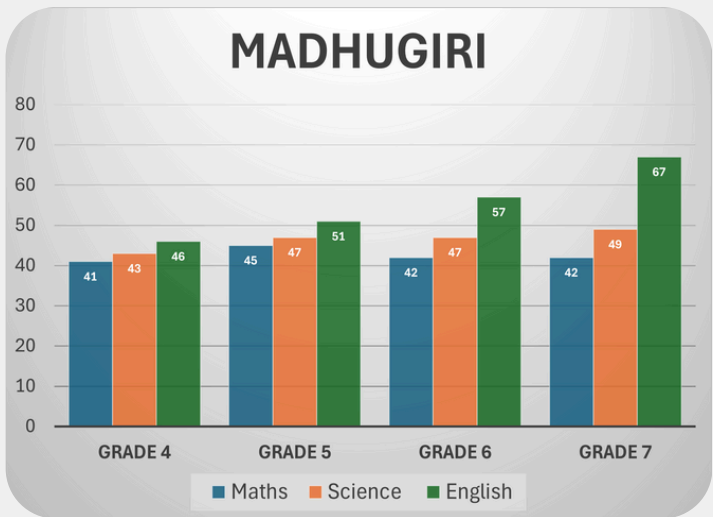
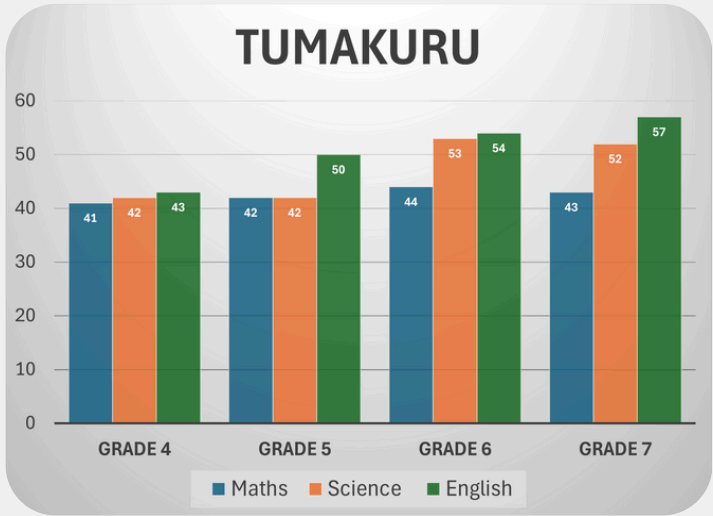
The culmination of these efforts led to the release of Urdu teaching and learning resources on Teachopia, offering free access to experiential content for Urdu-medium schools. The content underwent rigorous review to ensure alignment with pluralistic and inclusive educational standards.

District **S**tudent **A**chievement **S**tudy



Purpose:

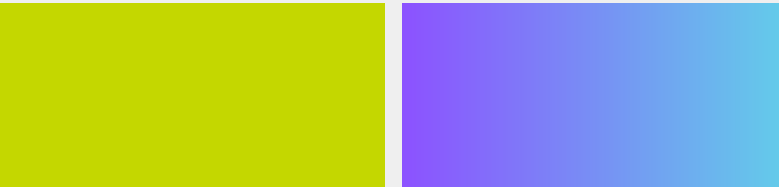
The assessment's objective was to evaluate improvements in student learning outcomes in English, Mathematics & Science for grades 4 through 7 and determine the effectiveness of our program initiatives



Impact of Professional Development: The study highlights that schools, where teachers had undergone professional development programs and participated in Sanchalana and ETL workshops showed better student performance, particularly in applying experiential learning techniques. This underscores the effectiveness of targeted training programs in improving classroom practices.

Key Findings:

- 1. **Mathematics:** Students demonstrated strong foundational skills in arithmetic; however, there are noticeable difficulties with application-based problems.
- 2. **Science:** While students showed a high level of conceptual understanding, their skills in applying this knowledge in practical contexts require attention and further development.
- 3. **English:** Students possess a solid grasp of basic grammar; nonetheless, they need to improve their reading comprehension and creative writing skills.



Assessment Reach: DSAS Results

Assessment covered in

55
Schools

32
Schhols in Tumakuru

23
Schools in Madhugiri

3754
STUDENTS

of Grade 4- 7 were Evaluated

Notably, schools that previously participated in pilot programmes exhibited better performance.

CWC Shines at the G20 Education Summit 2023

In June 2023, Caring with Colour represented Karnataka at the G20 Education Working Group (EdWG) meeting in Pune, Maharashtra. This prestigious summit aimed to enhance global education systems and foster collaboration among key organisations. As one of the 100 exhibitors, CWC showcased its impactful work in the Ramanagara and Tumakuru Districts. The exhibition featured innovative teacher training programs and experiential lesson plans in Maths, Science, and English.

CWC attracted significant interest from delegates and students alike, with many downloading the Teachopia app to explore engaging activities and share them with their teachers. Our efforts were commended for their relevance and potential to transform the educational landscape.

The summit offered CWC a valuable platform to highlight its initiatives and connect with organisations dedicated to improving education in India.



T21

**Empowering Educators for Tomorrow
Journey towards 21st-century learning**



Introduction:

The T-21 Teaching for 21st Century Skills program, initiated by a partnership between the Department of School Education, Ramanagara; BOSCH India Foundation; Caring with Colours; and DIET, Ramanagara, aims to equip educators with the skills required to meet the evolving demands of modern education. This initiative seeks to shift traditional teaching methods to more dynamic, experiential approaches, fostering critical thinking and collaboration in classrooms.

Context and Rationale:

As the world becomes more interconnected, the need for education systems to adapt is critical. While policies like the National Curriculum Framework 2005 and National Education Policy 2020 emphasise these skills, classroom teaching often remains rooted in rote learning. The T-21 program was designed to bridge this gap, empowering teachers to embrace modern, experiential learning techniques. This transformation ensures that students develop essential skills like communication, creativity, and problem-solving, preparing them for future challenges.

Key drivers:

- **21st-century skills:** Focus on critical thinking, collaboration, creativity, and communication.
- **Innovative pedagogy:** Promotes experiential, student-centred learning.
- **Collaborative ecosystem:** Builds partnerships to support educational transformation.
- **Teacher empowerment:** Strengthen educators' capacity to drive sustained change.

Development Needs Analysis:

A needs assessment identified key gaps in teachers' understanding of 21st-century skills, revealing the need for more practical, hands-on training in experiential learning. The analysis highlighted the enthusiasm of educators to engage in professional development focused on integrating these skills into subject-specific teaching.

Goals and Objectives:

- Align educational practices with 21st-century skills.
- Promote experiential learning and project-based methodologies.
- Provide teachers with practical strategies to enhance classroom engagement.
- Foster collaborative learning among educators and industry experts.
- Ensure sustainability through ongoing teacher empowerment.

Program Design:

The program follows the TAC model – Training, Application, and Coaching – to create a comprehensive development pathway:

- **Training:** Designing workshops focused on modern pedagogical approaches.
- **Application:** Teachers apply these methods in classrooms, enhancing their teaching practice.
- **Coaching:** Continuous support ensures the effective implementation of new strategies.



Project-Based Learning (PBL)



PBL is a cornerstone of the T-21 program, allowing educators to create and execute projects aligned with curriculum goals. Over 50 PBL modules, designed by CWC, were distributed, benefiting 1,200+ students across 27 schools. Baseline and follow-up assessments track the program's impact on student learning.

50

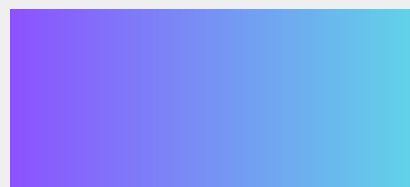
PBL Modules were designed by CWC

27

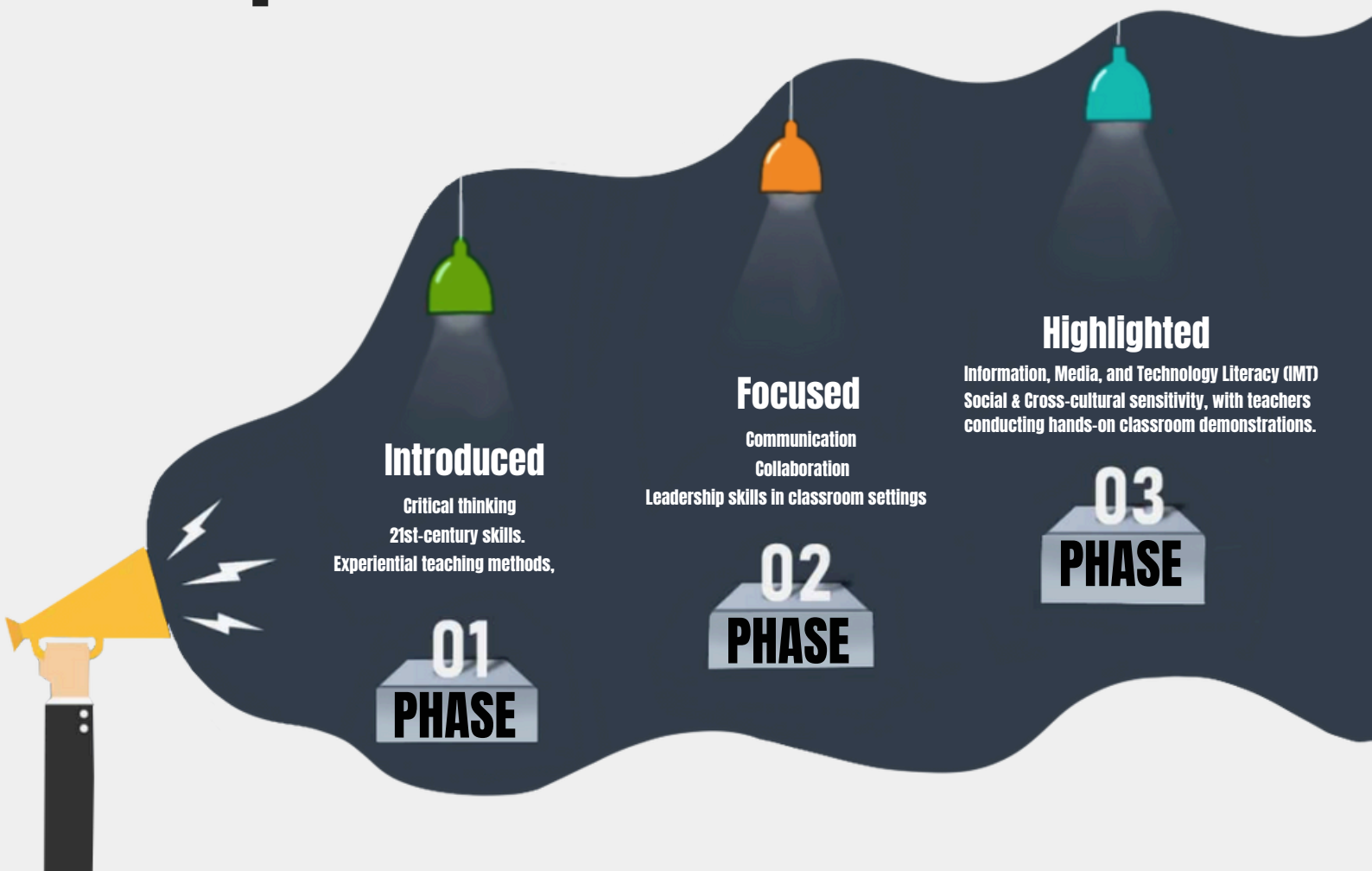
Schools Reached

1200+

Students Benefitted

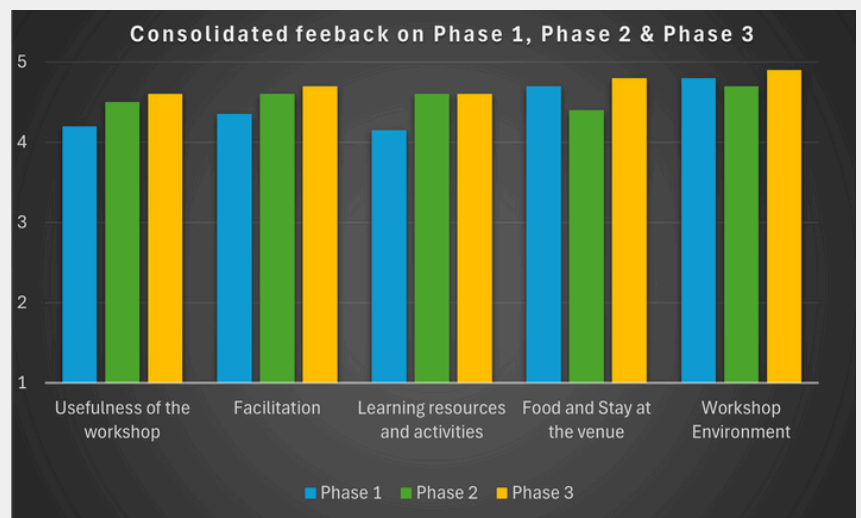


Implementation Phases:



Impact and Sustainability

By equipping teachers with the tools for experiential learning, T-21 fosters sustainable educational reform. Teachers are empowered to create more interactive, engaging learning environments that prepare students for real-world challenges. Through continued coaching and peer exchange, the program is designed to have a long-term, scalable impact across the education system.



TESTIMONIALS

“ What are those 21st-century skills? What is the importance of them in teaching-learning methodologies? And what are the benefits for students and the education system at large if we teach these skills in classroom teaching? These vital questions come to my mind often. The T-21 workshop taught us how these 21st-century skills can be effectively implemented in school education. It has made us aware of how this can change the overall development of children's learning and benefit them in whatever ways. It has taught us skills of training with many activities. It is a new beginning for the skill-based teaching concept. This kind of workshop is one of its kind in Karnataka ”

Prajna Kini,

Teacher GHPS, Karenahalli, Ramanagara

“ n the workshop, they brushed up on all our skills. I liked the way they asked us to prioritise child based learning. Teachers should focus on the development of every child. We, teachers, should use classroom activities and provide space and opportunity for the children to speak their minds. We were told to use simple, everyday objects to make teaching materials and thus transform a classroom into a lively one with interest and zeal. We also got a chance to use these techniques and implement them with a group of teachers. We take the feedback positively and carry the same spirit to the classrooms. ”

Gousiya Sultana,

Assistant Teacher, GHPS Extension, Ramanagara

Recognition & Partnerships

Recent Achievements in Teacher Training:

- Recognised as a model for teacher training in Tumakuru.
- Hosted visits from prominent organisations, including SCERT Tamil Nadu, DIET Ramanagara, Wipro, Rotary Club, and various corporate funders.
- Highlighted in major publications such as The Indian Express and Vistara News for our initiatives aimed at transforming state government schools.



Felicitation of Teacher Mentors (2023-24)

The programme also featured a ceremony to recognise the contributions of teacher mentors.

This included:

- Certificate Distribution:
Honouring mentors for their efforts.
- Experience Sharing:
An interactive session to discuss the implementation of experiential learning.
- Action Plan Development:
Collaborative strategic refinement for the upcoming academic year.



TEACHOPIA

23,599
REGISTERED USERS

RESOURCES AVAILABLE IN
ENGLISH, KANNADA, URDU & HINDI

3229
LESSON PLANS

756
PROJECT BASED LEARNING

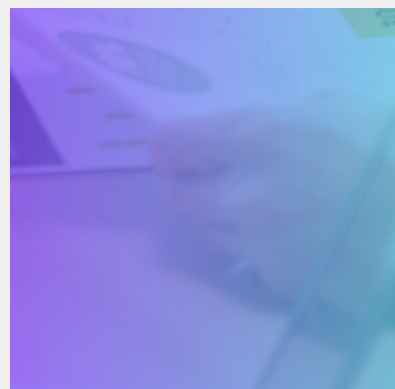
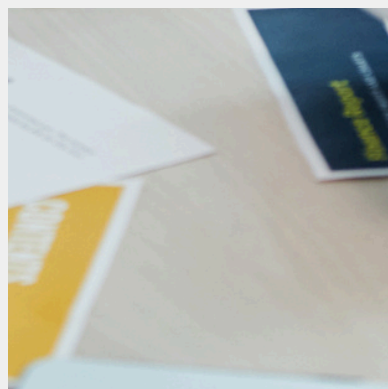
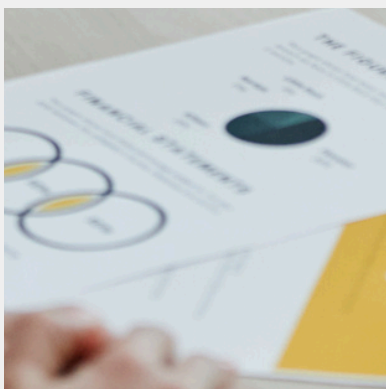
405
CONCEPT EXPLAINER VIDEOS

516
WORKSHEETS

213
WEBINAR MODULES



OUR 23 FINANCIALS 24

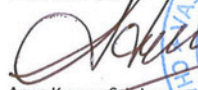


STATEMENT OF AFFAIRS AS AT MARCH 31, 2024

Particulars	Notes	Amount (₹)	
		As at March 31, 2024	As at March 31, 2023
Liabilities:			
Corpus Fund:		50,000	50,000
General Fund:			
As at the beginning of the year		1,27,44,355	94,57,160
Less:			
Excess of Income/(expenditure) over Income		1,01,16,300	32,87,195
As at the end of the year		2,28,60,655	1,27,44,355
Current Liability:			
Other current Liabilities	3	17,881	-
Statutory dues		3,20,045	-
TOTAL		2,32,48,581	1,27,94,355
Assets:			
Fixed Assets:	2	1,65,99,311	1,54,38,029
Less:			
Accumulated Depreciation		1,11,20,485	79,47,375
		54,78,825	74,90,654
Current Assets:			
Cash on Hand		21,192	25,303
Bank Balance	4	1,50,57,776	35,23,575
Fixed Deposit with Bank		7,84,921	7,60,842
Short term loans and advances	5	19,00,673	9,50,000
Other Advances		5,194	43,981
		1,77,69,756	53,03,701
TOTAL		2,32,48,581	1,27,94,355
		-0.00	

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

vide our Report of even date attached
For Vasan & Sampath LLP
Chartered Accountants
FRN: 004542S


Arun Kumar Srinivasan
Membership No. 205552

Partner

Place: Bengaluru
Date: 26/09/2024

For Caring With Colour - A Manasi Kirloskar
Initiative


(Manasi Neville Tata)


(Rajeev Annaluru)

Chairperson & Managing
Trustee Trustee & COO

Date: 20/09/2024



INCOME & EXPENDITURE ACCOUNT FOR THE PERIOD ENDED March 31, 2024

Particulars	Amount (₹)	
	As at March 31, 2024	As at March 31, 2023
INCOME		
Voluntary Contributions received during the year	5,39,78,610	4,33,15,000
Interest received on bank deposits	55,907	38,672
Other Income	1,09,041	31,056
TOTAL	5,41,43,558	4,33,84,728
EXPENDITURE		
Employee Expenses	2,34,97,250	2,21,97,026
Professional charges	85,50,519	82,39,706
Audit Fee	59,000	59,000
Office expenses	10,86,339	9,56,666
Welfare Expense	-	704
Software Expenses	8,51,444	11,67,477
Rent	16,98,762	15,72,168
Communication expenses	5,43,660	7,25,441
Vehicle Maintenance	14,368	15,103
Rates and Taxes	4,948	11,350
Other Expenses	4,16,539	3,56,698
Tumakuru Program Expenses	24,60,884	13,63,576
Ramanagara Program Expenses	16,70,435	3,71,286
Depreciation and amortization expenses	31,73,111	27,40,245
	4,40,27,258	3,97,76,445
Excess of Income Over Expenditure	1,01,16,300	36,08,283

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

vide our Report of even date attached
For Vasam & Sampath LLP
Chartered Accountants
FRN: 0045425

Arun Kumar Srinivasan
Membership No. 205552

Partner

Place: Bengaluru
Date: 26/09/2024



For Caring With Colour - A Manasi Kirloskar
Initiative

(Manasi Neville Tata)

(Rajeev Annaluru)

Chairperson & Managing
Trustee

Trustee & COO

Date: 20/09/2024



CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE
#573 17th cross , Binnamangala road, Indiranagar
Bengaluru, Karnataka 560038

Statement showing Source and Utilization of Fund for the year ending March 31, 2024

SOURCE	AMOUNT (Rs.) (I)	Utilization	Program Expenses (A)	Admin Expenses (B)	AMOUNT (Rs.) (A)+(B)= (II)
Fund received from:		Fund expended on:			
Bosch Foundation	34,51,110	Employee Expenses	2,22,12,695	12,84,555	2,34,97,250
Embassy Infra Developers Pvt Ltd	75,00,000	Professional charges	72,30,519	13,20,000	85,50,519
Geetanjali V Kirloskar	40,00,000	Audit Fee	-	59,000	59,000
Grove Ventures	75,00,000	Office expense	-	10,86,340	10,86,339
Hitech Corporation Limited	10,00,000	Welfare Expenses	-	-	-
Ksl	94,00,000	Software Expenses	7,90,204	61,240	8,51,444
Navbharat Global Services	11,00,000	Rent	-	16,98,762	16,98,762
Squadron Developers Pvt Ltd	70,00,000	Communication expenses	3,20,653	2,23,007	5,43,660
Starwood Properties Pvt Ltd	80,00,000	Vehicle Maintenance	14,368	-	14,368
Toyoda Gosei South India Pvt Ltd	5,00,000	Rate and Tax	-	4,948	4,948
Ttibi	30,00,000	Other Expenses	3,33,960	82,579	4,16,539
Wipro Foundation	15,27,500	Tumakuru Program Expenses	24,60,884	-	24,60,884
Interest Received On Bank Deposits	55,907	Ramanagara Program Expenses	16,70,435	-	16,70,435
Other income	1,09,041	Purchase of Asset	11,18,695	42,587	11,61,282
		Total Utilization	3,61,52,412	58,63,018	4,20,15,429
		Excess/Less Utilization			1,21,28,129
TOTAL	5,41,43,558	TOTAL	3,61,52,412	58,63,018	5,41,43,558

vide our Report of even date attached
For Vasan & Sampath LLP,
Chartered Accountants
FRN: 0045242S


Arun Kumar Srinivasan
Membership No. 205552
Partner

Place: Bengaluru
Date: 26/09/2024

For Caring With Colour - A Manasi Kirloskar Initiative


(Manasi Neville Tata)
Chairperson & Managing Trustee


(Rajeev Annaluru)
Trustee & COO

Date: 20/09/2024



RECEIPTS AND PAYMENTS ACCOUNT FOR THE PERIOD ENDING MARCH 31, 2024

RECEIPTS	AMOUNT (₹)	PAYMENTS	AMOUNT (₹)
Opening Balance:		Current Liabilities:	
Kotak Mahindra Bank	35,23,575	Professional Tax	19,400
Cash on hand	25,303	CGST	1,710
Fixed Deposit	7,60,842	SGST	1,710
Current Liabilities:		TDS - 1%	2,224
Sundry Creditors	29,140	TDS - 2%	23,459
Income:		TDS Professional Charges	5,27,804
Donations Received	5,36,33,498	TDS Rent	1,14,938
Interest received from bank	50,346	TDS Salaries	3,52,981
Other Income	49,718	Reimbursement Payments	9,83,551
		Sundry Creditors	1,35,63,764
		Provisions	2,38,23,324
		Current Assets:	
		Advances	21,74,916
		GST Cash Ledger	21,568
		Direct Expenses:	
		Computer Consumables	799
		Indirect Expenses:	5,96,385
		Closing Balance:	
		Cash on hand	21,192
		Fixed Deposit	7,84,921
		Kotak Mahindra Bank	1,50,57,776
TOTAL	5,80,72,422	TOTAL	5,80,72,422

vide our Report of even date attached
For Vasani & Sampath LLP,
Chartered Accountants
FRN: 0045242S

Arun Kumar Srinivasan
Membership No. 205552

Partner

Place: Bengaluru
Date: 26/09/2024

For Caring With Colour - A Manasi Kirloskar Initiative

(Manasi Neville Tata)

(Rajeev Annaluru)

Chairperson &
Managing Trustee

Trustee & COO

Date: 20/09/2024



CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE
SCHEDULE TO BALANCE SHEET AS AT MARCH 31, 2024
NOTES AND SIGNIFICANT ACCOUNTING POLICIES

Note - 1

1 Introduction:

Caring with Colour - A Manasi Kirloskar Initiative ("the Trust") was created on August 28, 2016 and is a charitable trust registered under Section 12A and 80G of the Income Tax Act, 1961 vide Unique registration No. - CIT (E) AABTC9687LE20219 and AABTC9687LF20175 dated 24/09/2021 respectively.

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

The Trust has obtained the FCRA Registration having FCRA No- 94421876

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

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

3 Significant accounting policies:

- i) The Trust follows cash system of accounting.
- ii) Fixed Assets:
Tangible fixed assets are valued at cost inclusive of freight, taxes and incidental expenses relating to acquisition, installation, erection, commissioning etc., till asset is put to use.
- iii) Depreciation:
Depreciation on Fixed Assets has been provided on the written down value method applying the rates as stipulated in Income Tax Rules, 1962.
- iv) Contributions:
Voluntary contributions with specific directions that they form part of the corpus or received for any specific purpose are capitalised. Other general contributions are considered as revenue and credited to Income and expenditure account.

*
MANASI KIRLOSKAR TATA

*
RAJEEV ANNALURU



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

2 Property, Plant and Equipment

Particulars		Rate	GROSS BLOCK (AT COST)					Depreciation				NET BLOCK	
			As at April 1, 2023	Additions for the period		Deductions during the year	As at March 31, 2024	As at April 1, 2023	For the period	Deductions during the year	As at March 31, 2024	As at March 31, 2023	
				More than 180 days	Less than 180 days								
Tangible Assets													
		40%	81,22,154		56,569	-	81,78,723	59,22,210	8,91,291		68,13,501		21,99,944
		15%	6,00,000	-	-	-	6,00,000	2,93,160	46,026		3,39,186		3,06,840
		15%	5,44,086		1,33,230	-	6,77,316	2,81,814	49,333		3,31,147		2,62,272
		10%	4,05,414	42,587		-	4,49,001	1,46,426	30,258		1,76,683		2,59,988
			96,72,654	42,587	1,89,799	-	99,05,040	66,43,610	10,16,908		76,50,517		30,29,044
Intangible Assets													
		40%	57,65,375	9,28,896			66,94,271	13,03,764	21,56,203		34,59,967		44,61,611
			57,65,375	9,28,896	-	-	66,94,271	13,03,764	21,56,203		34,59,967		44,61,611
TOTAL			1,54,38,029	9,71,483	1,89,799	-	1,65,99,311	79,47,374	31,73,111		1,11,20,485		74,90,655

Vide our Report of even date attached

For Vasani & Sampath LLP
Chartered Accountants
FRN: 0045242S



Arun Kumar Srinivasan
Membership No. 205552
Partner

Place: Bengaluru

Date: 26/09/2024

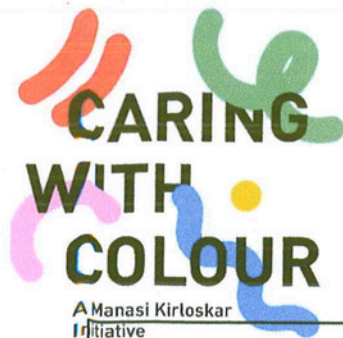
For Caring With Colour - A Manasi Kirloskar Initiative

(Manasi Neville Tata)
Chairperson &
Managing Trustee

(Rajeev Annaluru)
Trustee & COO

Date: 20/09/2024





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

A Manasi Kirloskar Initiative

Particulars	Amount (₹)	Amount (₹)
	As at March 31, 2024 ₹	As at March 31, 2023 ₹
3 Other current Liabilities		
a) Sundry creditors	-	-
b) Kotak Corporate Credit Card	17,881	
	17,881	-
ii) Statutory dues		
a) EDLI Charges Payable	2,325	-
b) GST payable	8,830	-
c) Profession tax payable	6,200	-
d) Withholding taxes payable	1,86,901	-
e) Employee PF 12%	55,800	-
f) Employer PF Payable	55,800	-
g) EPF Charges Payable	4,189	-
h) Labour Welfare Fund	-	-
	3,20,045	-
iii) Other Advances		
a) GST Cash Leger	5,194	-
	5,194	-
Cash and Bank Balances:		
4 i)		
a) Cash and cash equivalents:		
Balances with banks		
b) - in other current accounts	1,50,57,776	35,23,575
Cash on hand	21,192	25,303
	1,50,78,968	35,48,878
ii)		
a) Other Bank Balances:		
Deposits with maturity exceeding 12 months	7,84,921	7,60,842
	1,58,63,889	43,09,720
5 Short term loans and advances		
a) Security Deposit	50,000	50,000
b) Rental Deposit	15,00,000	9,00,000
c) TDS Receivable	3,50,673	-
	19,00,673	9,50,000

* 
MANASI NEVILLE TATA



* 
RASEEV ANNALURU



Thank You

✉ contactus@caringwithcolour.org

☎ 91- 8045656888

📍 #573, 17th Cross Rd,Binnamangala,
Hoysala Nagar,Indiranagar, Bengaluru,
Karnataka -5600038.

🌐 www.caringwithcolour.org