ANNUAL REPORT 2024-25

CARING WITH COLOUR
A Manasi Kirloskar Initiative



Caring with Colour – A Manasi Kirloskar Initiative



Foreword

The journey through 2024–2025 has been nothing short of extraordinary, marked by joy, growth, and meaningful transformation.

This year, our core mission remained clear: to enhance learning outcomes in government schools by empowering educators and system leaders through experiential, student-centred pedagogies.

We are proud of our growing partnerships with the State Education Department, DSERT, our new allies from public-private ecosystems, and the increase in users on Teachopia, our digital learning platform.

Together, let us colour the future of learning.



One more year, one more milestone ...

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1. About Us

1.1 Introduction

Caring with Colour (CWC) is a nonprofit organisation working since 2017 to improve the quality of education in Indian government schools by introducing experiential learning in classrooms, with a special focus on select districts of Karnataka. While the task is huge, we at CWC focus on improving education at the Grade 4-7 level in English, Mathematics, and Science. Our mission is to empower teachers – the true changemakers in every classroom – with sustained support, hands-on training, thoughtful mentorship, engaging content in multiple languages, and simple yet powerful technology tools. To encourage children to take an active role in their learning – growing not just intellectually, but also emotionally, socially, and physically.

Our flagship District Education Transformation Program is being implemented in the Ramanagara, Tumakuru, and Madhugiri education districts. The continued success of our work has given us the opportunity to work in the Mysore district. DETP is based on the Theory of Change and focuses on bringing a change in skill set, mindset and providing an enabling environment so that the desired outcomes are achieved. Various capacity-building programs implemented as part of DETP are based on the ADDIE model and customised as per the needs of the district, in collaboration with the DIET.

The programs are implemented and monitored by various functionaries of the education department, such as BRPs, CRPs, ECOs, etc. Our Urdu content resources are being disseminated throughout Karnataka, and we are also training Urdu-medium teachers to implement experiential teaching practices in their classrooms. The English language is seen as a language of business communication. To improve the English-speaking skills of government teachers, CWC is conducting spoken English programs for a select group of teachers chosen by the District Institute of Education and Training.

Our programs also focus on improving students' 21st-century skills – Creativity, Critical Thinking, Communication, and Collaboration. To this end, Project-Based Learning resources available to us are printed and provided to students, along with support for teachers for effective implementation. We have also developed NAS workbooks and distributed them to students in the districts we operate to improve their learning outcomes. The impact of our programs is assessed using rigorous methods using the data collected at multiple levels. To this end, we measure teachers' knowledge and skills in our programs, changes in student learning outcomes during the academic year, and changes in classroom practices. The data is used to identify gaps in the program and make necessary changes for continuous improvement, in collaboration with stakeholders at all levels.

1.2 Our Footprint



3,22,191
Students Benefitted

10,354
Government Schools Reached

12,597
Teachers Empowered

128
Training Modules Delivered

647
Teacher Mentors Trained



1.3 Message from the Leadership

At Caring with Colour (CWC), we've witnessed incredible growth over the years. As we gear up for 2025-26, we're inspired by the positive impact we made in the education system during 2024-25. This past year has been one of deep listening, learning, and evolving together with the students, teachers, education department officials, and partners who share our vision. Our work created an innumerable number of joyful, experiential moments in the classrooms, sparking a yearning for lifelong learning in students.

Our programs inspired several changes in how teacher training is conducted at the state level – notably, the adoption of Sanchalana. Our research teams helped design training programs for English-medium schools across the state. We also contributed to several state-level policy changes by bringing evidence-based advocacy to several state committees, including the Nali-Kali Expert Committee, the Kalika Balavardhane Committee, the FLN State-level committee, the SISLEP - Leadership Development committee, and the Officer Job chart revision committee.

Several of our experiential products were released in print, including teacher manuals and student competency-enhancing workbooks, across 3 districts where we are strongly involved. We were also able to successfully conduct the District Student Achievement Survey – a standardised assessment for students, which helped education department officials critically analyse student learning gaps and develop remediation programs.

We are particularly proud of the progress we've made in empowering teachers—an impressive 81% of them are now actively engaging in experiential teaching. This approach instils confidence and clarity in their classrooms, fostering an environment where students can truly thrive. The results speak volumes: we're witnessing remarkable improvements in science and English learning outcomes, equipping students with the skills to dream big, ask questions, and communicate effectively.

Our work is driven by a deep belief in every child's potential, every teacher's strength, and the power of education to shape brighter futures. We share a vision for a future where no child is left behind, and every classroom is filled with creativity, inclusion, and opportunity.

Through strong collaborations with educational bodies like the District Institute of Education and Training (DIET), the Research Institute of English (RIE – South India), and the District School Education Research and Training (DSERT), alongside our dedicated communities and generous funders, Caring with Colour has navigated challenges, strengthened its mission, and set the stage for lasting, systemic changes in education.

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Looking ahead to 2025-26, we aim to reach even larger goals. Our plans include expanding to seven districts, covering 13,000 schools, and reaching more than 5,40,000 students, all supported by passionate educators who believe in every child's right to experience joyful learning.

Our journey continues to be fueled by a dedicated workforce and a network of supporters who share our vision and commitment to providing quality education. Together, we will strive to build a future where no one is left behind.

At Caring with Colour, we remain committed to enhancing student learning outcomes at the primary school level by empowering teachers to adopt experiential teaching and learning methods in their classroom practices. Our vision is for all children in India to experience joyful and experiential learning environments that not only help them grasp essential concepts but also equip them with the 21st-century skills needed for future success.

Manasi Kirloskar Tata	**Rajeev Annaluru**	**Amit Jain**
Managing Trustee &	*Trustee &*	*Trustee*
Chief Executive Officer	*Chief Operating Officer*	



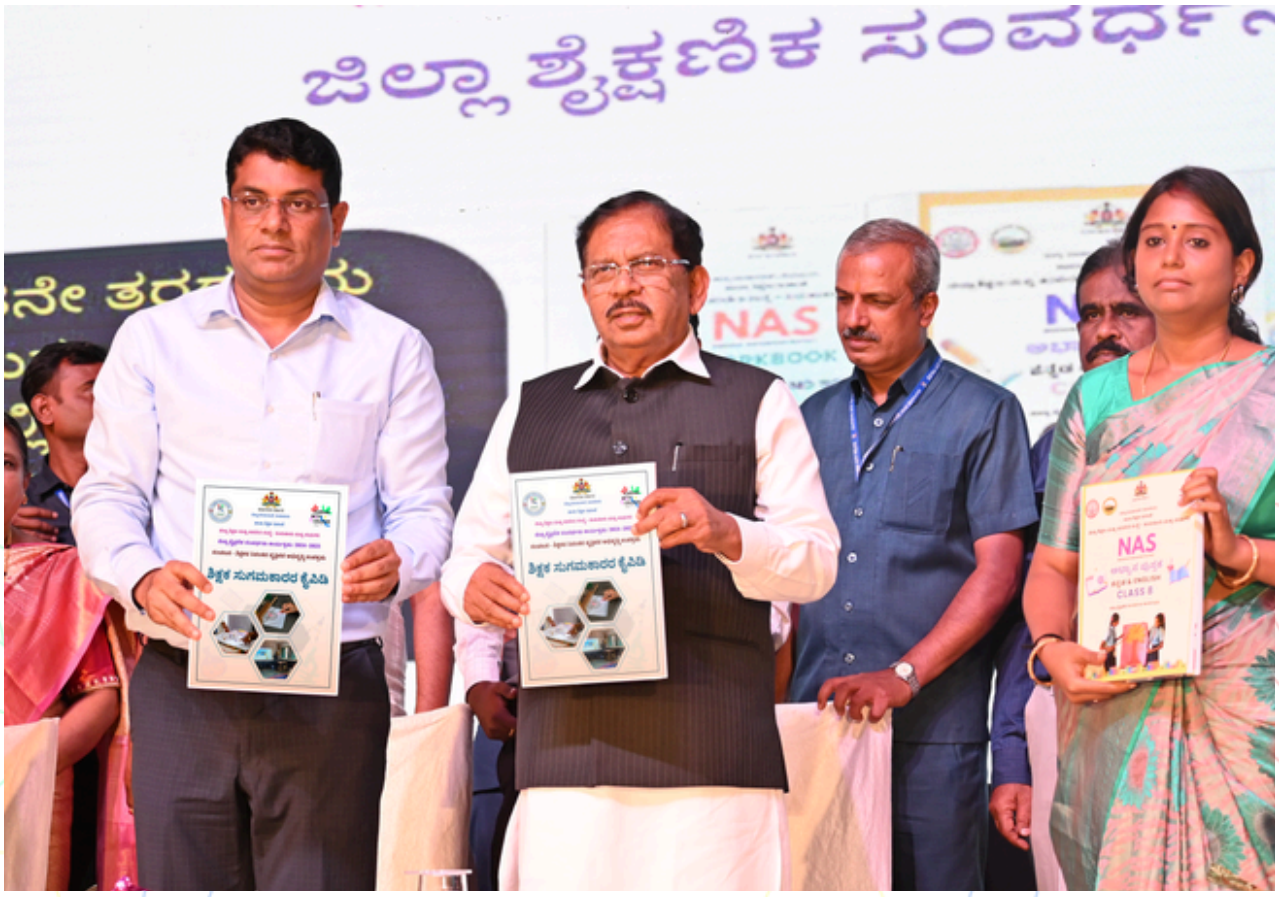
1.4 Key Moments & Highlights

- Our experiential teaching and learning content in Urdu was released to 4000+ Urdu-medium schools across Karnataka by the Commissioner of Public Instruction.

- In partnership with the prestigious Regional Institute of English (South India), CWC co-designed and implemented the Spoken English program, impacting 1,000+ teachers across the Tumakuru and Ramanagara districts.

- The first-ever visioning workshop brought together stakeholders from all ten blocks in the Tumakuru and Madhugiri educational districts, allowing us to identify gaps and challenges. This workshop was presided over by the CEO of Zila Parishad (Tumakuru) and conducted in collaboration with DIET Tumakuru.

- Launch of the District Education Transformation Program (DETP) in Collaboration with the District Institute of Education and Training (DIET), Mysuru, for all 9 blocks in the district.



- Release of NAS Student Work and Teacher Handbooks related to English, Mathematics and Science for Grades 5 and 8 by Dr. G. Parameshwara, Home Minister, Government of Karnataka, Prabhu G, IAS (ZP CEO, Tumakuru), and Subha Kalyan, IAS, Deputy Commissioner, Tumakuru.



- Our Chairperson, Manasi Tata, visited the Sanchalana teacher training program in Tumakuru along with several members of the Toyota Kirloskar Motors CSR team. The team held interactions with students and teachers, as well as discussions with DDPI-Madhugiri and Mrs Girija, regarding the campaign's impact and outcomes.



- Launch of the Learning Enhancement for Amplified Future (LEAF Initiative) in association with Toyota India Engines Industries (TIEI) Limited.



2. Our Design

2.1 Training Design

The adoption of experiential practices in classrooms depends on teachers' skills. The teacher capacity-building program is the primary way to change teachers' skill sets and mindsets. The Learning and Development (L&D) team at Caring with Colour powers all the organisation's education research, program design, and development efforts, following the ADDIE Instructional Design framework.

A

Analysis
Identify teachers' needs related to classroom practices and professional development needs.

D

Design
Set up frameworks for programs, assessment parameters and metrics.

D

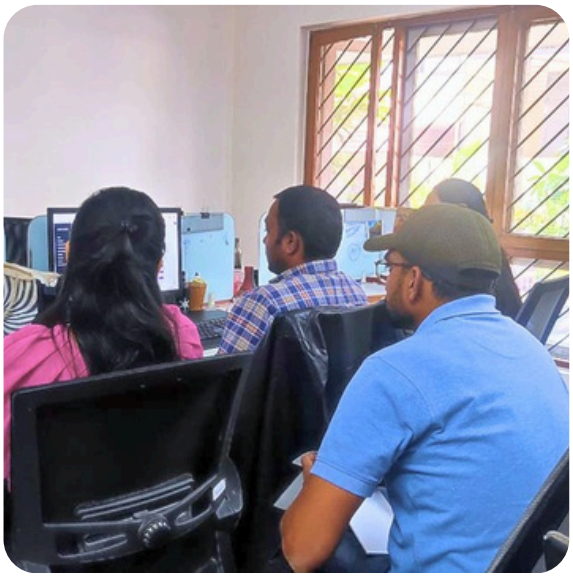
Development
Identify teacher needs related to classroom practices and professional development needs.

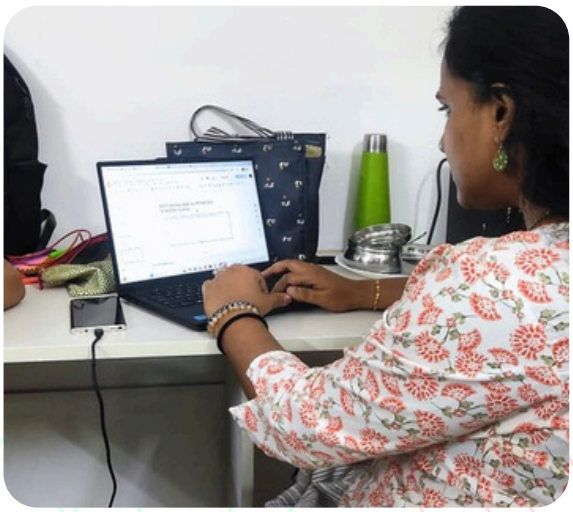
I

Implementation
Deliver the training programs using online, offline and blended models.

E

Evaluation
Measure outcomes using feedback and performance analytics.





Our professional development programs are meticulously designed to foster effective pedagogical practices and enable dynamic, experiential learning environments. We primarily use the ADDIE (Analysis, Design, Development, Implementation, Evaluation) methodology. This methodology helps ensure that all our teacher training programs are both scalable and meet the specific training requirements of teachers in their classrooms. The programs are designed and developed in consultation with the DIETs and other senior functionaries to ensure the desired outcomes are achievable.

2.2 Content Design

Learning through Experiential Pedagogy

A learning environment that keeps the students engaged with all their senses and helps them explore the concept being taught through “both hands-on and minds-on” strategies will ensure student success. Experiential teaching methods that bring concepts to life in the classroom through hands-on activities, with opportunities for critical thinking and reflection, are the primary goal of CWC’s content development strategies.

All our content is fully mapped to Karnataka’s DSERT and NCERT curricula. Our content is underpinned by accepted approaches and methodologies to language acquisition, integrated within an Experiential Learning Framework that promotes learning through direct experience and reflection.

The content we develop is based on Kolb's Experiential Learning Cycle, with four stages, to foster deep understanding and application. Using Kolb’s cycle ensures students move from passive reception to active application and mastery. We have curriculum-aligned lesson plans based on the 5E methodology (Engage, Explore, Explain, Elaborate, Evaluate).

All teacher-facing workbooks and assessment materials are aligned with the levels of Bloom's Taxonomy. To provide practice to learners, we have developed Bloom’s Taxonomy-based questions with a variety of questions that test a learner’s higher-order thinking skills.

Our student-facing content cultivates strong foundational literacy and numeracy competencies, as well as scientific understanding and temperament. To extend learning beyond the classroom and promote self-learning among learners, we offer Project-Based Learning Modules. The modules are aligned with the curriculum and also focus on developing the 21st Century Skills (Creativity, Collaboration, Critical Thinking, Communication) of the learners.

We leverage multiple Intelligences theory to diversify and enrich activities, catering to various learning styles and strengths (e.g., linguistic, logical-mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal, naturalistic), ensuring all students engage effectively and deepen their understanding.



2.3 Impact Assessment

The effectiveness of our intervention for student learning outcomes is rigorously evaluated through the District Student Achievement Surveys (DSAS). This survey is designed to align with standardised assessments such as the NAS (National Achievement Survey) benchmarks. The test items are pilot-tested to ensure appropriate difficulty and content validity, and they meet the standards of randomised controlled trials.



Baseline Assessment
(Beginning of the year)



Program
Implementation

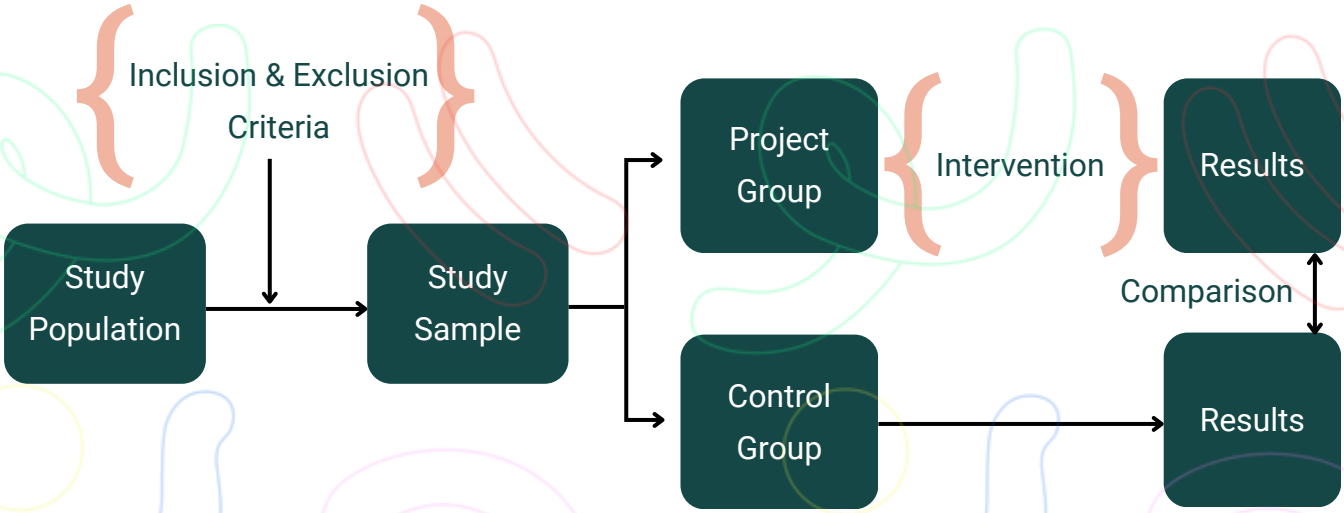


Endline Assessment
(End of the year)

A classroom is considered a unit, and the percentage of classrooms that improved their scores, along with the change in classroom scores during the academic year. This calculation determines the effectiveness of classroom practices.

Baseline and endline assessments are conducted at the beginning and end of the academic year. The statistical significance of the scores is assessed before analysing the data to identify changes in student performance.

CWC also implements specific programs based on the needs of the districts. To measure the impact of these specific interventions, two groups of students are selected, viz., the Project group and the Control group.



The groups are selected using inclusion and exclusion criteria, such as school location, classroom size, number of teachers, and medium of instruction. The new intervention is implemented in the schools in the Project group, and no intervention is implemented in the schools in the Control group.

Baseline and endline assessments are done for the two groups, and the statistical significance of the two scores is verified before analysing the data. The percentage of classrooms improved in the two groups is calculated, and the difference between the baseline and endline assessments is calculated.

The effectiveness of the intervention is determined by comparing the assessment results of the Project Group and the Control Group, as well as the percentages of schools improved in each group. The results of the Project group must be greater than those of the Control group.



2.4 Technology Design

One Stop Android App for experiential teaching

This digital age requires digital solutions, and Teachopia is the technology platform developed by Caring with Colour to create a one-stop platform for all experiential teaching and learning needs of teachers. Teachopia also helps scale CWC's program initiatives at low cost and plays a vital role in driving efficiency across our programs. It is a FREE TO USE Android app available on the Play Store. It hosts all the experiential teaching and learning content developed through a thorough research and development process at CWC.

The app has a repository of Lesson plans (5E), Worksheets (Bloom's Taxonomy-based), Concept maps / Concept guides, Interactive & gamified content, Concept- and classroom-transaction videos, PBL documents, Learning Outcomes-based worksheets, Teacher handbooks, etc. The details of the resources are as follows.

- Grades: 4, 5, 6, 7
- Subjects: English, Mathematics, Science
- Medium of Instruction: English, Kannada, Urdu



Teachopia™

23,713
Teachers & Functionaries

3,50,000+
Students Reached

5000+
Multilingual Files

Scan to download



3. Our Programs

3.1 District Education Transformation Program (DETP)

Education is a critical driver of socio-economic progress, yet many schools in rural and underserved districts struggle with outdated pedagogies, inadequate teacher training and limited resources. The solution to this problem must address both the skill set and mindset gaps among teachers and improve the role of government officials in creating a supportive environment for implementing experiential teaching & learning (ETL) methods in classrooms.

The District Education Transformation Program (DETP) is our flagship district-level model of change, designed by us. This program takes a whole-ecosystem approach to transform the quality of education in the district's government schools by considering the district as a unit of change. The DETP is implemented in deep collaboration with the district-level education leaders, both on the administrative (DDPIs) and Academic quality (DIETs) sides. This ensures the development of unified educational goals and an event calendar for a district that helps align all layers of functionaries.

The DETP works with the educational department to effectively monitor the various departmental programs across all levels. This aspect of DETP helps teachers adopt modern and student-friendly teaching methods. Teacher capacity building is another important aspect of DETP that drives change in classroom practices. Teachers are introduced to experiential methods and are empowered to adopt innovative pedagogies that foster critical thinking and creativity among students. This paves the way for improved learning outcomes and student engagement.

Key Initiatives of the DETP program are as follows:

- **District Visioning Workshops**: To create unified educational goals for the district and help align all layers of the department towards the goals.
- **District Program Management**: To ensure seamless delivery of district-level programs by avoiding program overlaps, improving program alignment towards the common goals, minimising ad hoc review meetings and managing a unified program calendar for the academic year.



- **Creation of Mentoring Layer:** Create a layer of highly skilled resource persons in each subject at each cluster/block level in the district to help mentor teachers in their geographies.
- **Reform Teacher Training Framework:** Co-design and co-deliver teacher training programs through rigorous instructional design frameworks and deliver them as per schedule. Additional sessions are also planned for motivating the teachers and for teachers' professional development.
- **Departmental process Enhancement:** Provide improved processes for educational functionaries with enhanced monitoring processes, a technology platform and tools to assess the impact of the programs in the district.
- **DIET Research and Program Impact Assessment**: Support DIET in conducting research studies and measuring the impact of programs such as Sanchalana, Shikshana Sambhrama, Spoken English, etc. The impact at the student level is measured by conducting standardised assessment tests to determine student learning gains and improvement rates, identify education quality gaps in the district, and help design solutions to address those gaps.
- **Teaching and learning Resource Development**: Develop and customise need-based resources for teachers and learners, such as NAS LO-based question banks and Teacher Handbooks, Training manuals for Sanchalana, PBL booksbooks, etc., to improve the educational outcomes.

The programs for each district are customized based on the needs of the district and delivered through a collaborative approach. CWC members work in close coordination with all levels of functionaries in the respective areas of operation. By providing timely data-based inputs and regular follow-ups, the designed programs are delivered using the existing departmental frameworks while continuously striving to strengthen them.

CWC members and other functionaries visit the schools to know the classroom practices and the implementation of learnings from training programs. Using a standardised questionnaire, CWC members interact with teachers and students to assess the classroom practices. The collected data is then analysed to determine the impact of the program at classroom level.



3.1.1 DETP Implementation in Tumakuru & Madhugiri

The DETP program covers 10 blocks in the two education districts of Tumakuru and Madhugiri. The program currently operates across 280 clusters, benefiting 83,197 students and 4,482 teachers, and strengthening the education department's processes. Several programs have been and implemented by DETP based on the needs of the district, and DETP has been a partner in several programs of the education department.

a) District Visioning Workshop

Bring Educational Leaders and officers from across the district to envision and plan the educational transformation process

The district visioning workshop for 2024-25 was conducted for the Tumakuru and Madhugiri educational districts to devise strategies to improve the student learning outcomes. The focus of the workshop was on the upcoming National Achievement Survey – 2024, improving the effectiveness of teacher training programs for the year, Foundational Literacy and Numeracy and 10th-grade board exams.

The gaps in skills of educational functionaries and the necessary training were also strategised. The resulting action plan from the workshop was taken up by the DETP program for the academic year 2024-25.



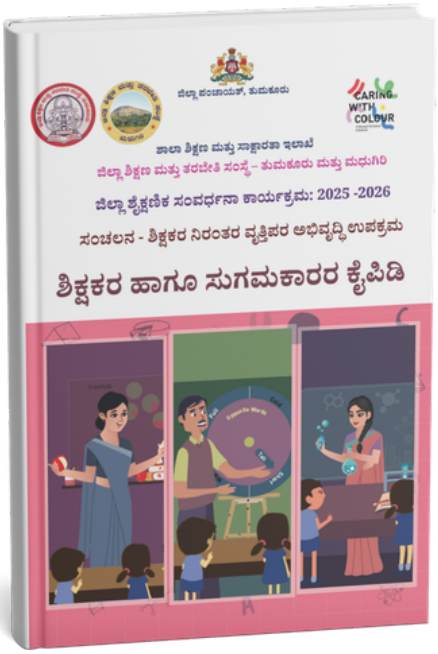
The following functionaries and teachers attended the visioning workshop.

- *CEO of the Zilla Parishad*
- *Deputy Director of Public Instruction (DDPI)*
- *Principal - District Institute of Education and Training (DIET)*
- *Senior Lecturers (DIET)*
- *Education Officers (EO)*
- *Block Resource Person & Coordinators (BRP/BRC)*
- *Block Education Officers (BEO)*
- *Cluster Resource Person & Coordinators (CRP/CRC)*
- *Head Masters (HM)*
- *Teachers*

b) Sanchalana Teacher Training

Peer learning and mentorship model of Teacher Trainings

Sanchalana is a peer-learning and mentorship-based model of teacher training, innovated by Caring with Colour through the DETP solutioning framework in Tumakuru. The model identifies and trains a new cadre of resource persons in a district called “Teacher mentors,” who, in turn, facilitate 5 monthly peer-learning-based teacher training sessions in their own geographies at the cluster / Hobli or Block level. The teacher mentors are given a “Sanchalana Handbook” to conduct regular training sessions at their hobli level, and additional resources available on Teachopia are shared for quick reference. These training sessions use content designed and created by Caring with Colour to strengthen teachers’ ability to implement experiential teaching methods in their classrooms.



USP of Sanchalana Model

- Strong cross-pollination of experiential teaching and learning ideas between teachers.
- Motivation levels of teachers to adopt experiential techniques are increased when they see their peers demonstrate them.
- Creates space for practitioners to discuss what works and what doesn’t, enhancing their confidence.
- Enhance subject matter expertise as well as pedagogical skills required to teach the concept experientially.
- Enable teachers to deepen their understanding of concepts covered in the textbook.

1,39,631
Students Benefitted

3,717
Schools Reached

4,920
Teachers Trained

15
Training Modules Delivered

352
Teacher Mentors Trained

CWC has been helping the Tumakuru and Madhugiri districts conduct monthly teacher training programs using the Sanchalana model for the past 3 years. More than 3,000 teachers participated in each monthly training program. The successful model of the Sanchalana program has prompted DIET to ask DETP to conduct five separate learning sessions for EMTIP teachers. The DIET continuously monitors the effectiveness of the program, department functionaries and members of CWC by regularly visiting the schools. The classroom observations during the academic year show that 59% of the surveyed teachers have adopted what they learned at the Sanchalana sessions.



c) E-Sambhashane

Creating a Spoken English School Environment in Tumakuru

A student's ability to communicate in English can open doors to a wide range of career opportunities. However, the lack of English-speaking environments in schools is the biggest hurdle to helping students acquire English-speaking skills. This challenge can be addressed in a scalable and sustainable way only when the teachers in our government schools can speak English and create an English-speaking environment for students.

The Regional Institute of English – South India (RIESI), in collaboration with the State Education Research and Training Department (DSERT), and the District Institute of Education and Training (DIET) for Tumakuru and Madhugiri Educational

1,074
Schools Reached

1,106
Teachers Trained

32
Training Modules Delivered

110
Teacher Mentors Trained



Districts, along with Caring with Colour – A Manasi Kirloskar Initiative, developed this unique program called E-Sambhashane – Spoken English Training.

E-Sambhashane is an initiative designed to assist teacher facilitators in rural and semi-urban government schools in improving their English communication skills. To improve English proficiency among government schoolteachers, it is important that program participants not only learn new concepts but also have ample opportunities to practice their English-speaking skills.

Continuous development in English proficiency throughout the program is essential. The program leverages the power of peer learning and speaking buddies, using innovative methods for practising and self-assessments to make the process of learning English fun and relevant in classrooms.

> "The E-Sambhashane programme is very helpful to all teachers. I really enjoyed this programme. Every Saturday, I attend the online class. I also participated. So many teachers discussed the topic. I am also chatting and discussing. I really enjoyed the course and adopted many we covered in class. E-Sambhashane is a good use of time, well-delivered, with strong subject knowledge—very good and excellent RP Trainer in this training. I enjoyed this course and found it most helpful.
>
> Thank you"
> M.N.Savitha
> GMNHPS Turuvekere

d) District Student Achievement Survey (DSAS)

DIET adopts DSAS as part of their research study to measure student learning outcomes using a standardised assessment tool developed by CWC, which is based on the NAS. The survey covered 10% of all students in Grades 4-7 in each block, involving a total of 6,750 students at baseline and 6,849 at endline. Students used OMR sheets to mark their answers, and the process was pilot tested to ensure the method's effectiveness. A unique ID identifies each student, and the confidentiality of the assessment tool and student scores was ensured to ensure the reliability of the survey.



7,799
Students Assessed



120
Schools Participated



e) Other Programs of DETP in Tumakuru and Madhugiri

- **Workbook Distribution**: DETP has oriented 1,008 teachers of the district on the PARAKH (earlier NAS) survey covering the process, syllabus, and the structure of the examination. The teachers were introduced to the relevant resources available on Teachopia. CWC has printed and distributed NAS Learning Outcome-based workbooks to 36,000 Grade 5 students and 24,000 Grade 8 students in both English and Kannada mediums across the two education districts.



- **Functionary Training Program**: Officer Training 'Uttadayitva', a one-day orientation program for block and cluster level monitoring officers, was organised by the DIETs. 321 officers from the district participated in the program. The importance of experiential learning, FLN, and their roles and responsibilities were discussed. CWC has provided input on the need to establish a good relationship within the system or working environment.

- **Guent Teacher Training Program**: DETP has supported the DIETs by orienting 940 guest teachers in experiential teaching and learning practices, and the department functionaries handled the session on classroom transaction methods.

- **Motivational Sessions**: DETP has organised motivational sessions separately for 134 head teachers, 169 Urdu teachers and the SSLC students.

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3.1.2 DETP Implementation in Ramanagara

The District Education Transformation Program in Ramanagara district is called “Shikshana Sambhrama” and aims to celebrate every learning process in the classrooms. The activities implemented as part of the program aim to improve teachers' content knowledge and skills, foster innovative classroom practices, and create an enabling environment for teachers' continuous professional growth.

a) Shikshana Sambharama

Online teacher training programs in English, Maths, and Science are held regularly during the academic year to improve teachers’ knowledge and pedagogical skills. 7 sessions are conducted for each subject to improve the knowledge, pedagogical skills and classroom practices. More than 1,200 teachers have participated in the sessions, benefiting over 28,000 students. The teachers are provided with additional resources on Teachopia during each session, which they can utilise for classroom activities.

Following the success and demonstrated effectiveness of “Shikshana Sambhrama” for Kannada-medium teacher training programs conducted in previous years, DIET-Ramanagara has again collaborated with CWC to launch “Shikshana Sambhrama” separately for Urdu-medium schools across the district. More than 70 teachers participated in the program and benefited more than 2,100 students.

28,357
Students Benefitted

1,180
Kannada Medium Schools Reached

70
Urdu Medium Schools Reached

1270
Teachers Trained

26
Training Modules Delivered



b) Volunteer-Driven Spoken English for Teachers

Creating a Spoken English Environment in Ramanagara Classrooms

The third year of the Spoken English Programme in Ramanagara district, conducted by DIET Ramanagara in partnership with Caring with Colour and a team of dedicated volunteers, saw tangible improvements in teachers' English-speaking proficiency and their classroom language practices.



64
Teachers Trained



53
Training Modules Delivered

The third year of the Spoken English Programme in Ramanagara district, conducted by DIET Ramanagara in partnership with Caring with Colour, saw tangible improvements in teachers' English-speaking proficiency and their classroom language practices. Through a thoughtfully designed blended-learning model, 64 government school-teachers across Channapatna, Kanakapura, Magadi, and Ramanagara were engaged in a 26-week journey to enhance their spoken English skills.

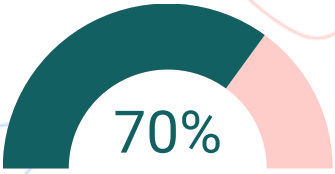
Assessment Levels of Spoken English

1. Reflective Level: Measures teachers' ability to self-evaluate, share personal experiences, and reflect on their learning.

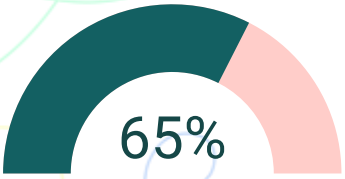
2. Informative Level: Measures their capacity to describe people, places, routines, and classroom practices using basic English.

3. Imaginary Level: Gauges their ability to articulate hypothetical or creative thoughts in English through activities like storytelling and dramatisations.

The program aimed not only at individual language improvement but also at creating an English-enriched school environment. The facilitation of the sessions is supported by a motivated team of volunteers, which helps the teachers to converse in English freely. Teachers are assessed at the start and end of the program to measure their improvement, and regular feedback is provided by the facilitating volunteers to continuously improve teachers' English-speaking skills.



70% of teachers are now confident in **speaking English beyond the classroom**



65% of teachers are now confident in **speaking English inside the classroom**

c) District Student Achievement Survey (DSAS)

DIET adopts DSAS as part of its research study to measure student learning outcomes using a standardised assessment tool developed by CWC and based on the NAS. The survey covered 37 schools and included students in Grades 4-7, with a total of 1,134 students at baseline and 1,122 at endline. Students used OMR sheets to mark their answers. The process was pilot-tested to ensure the method's effectiveness. A unique ID identifies each student, and the assessment tool's confidentiality was maintained to ensure the survey's reliability.

1,283
Students Assessed

37
Schools Participated

d) PBL Implementation

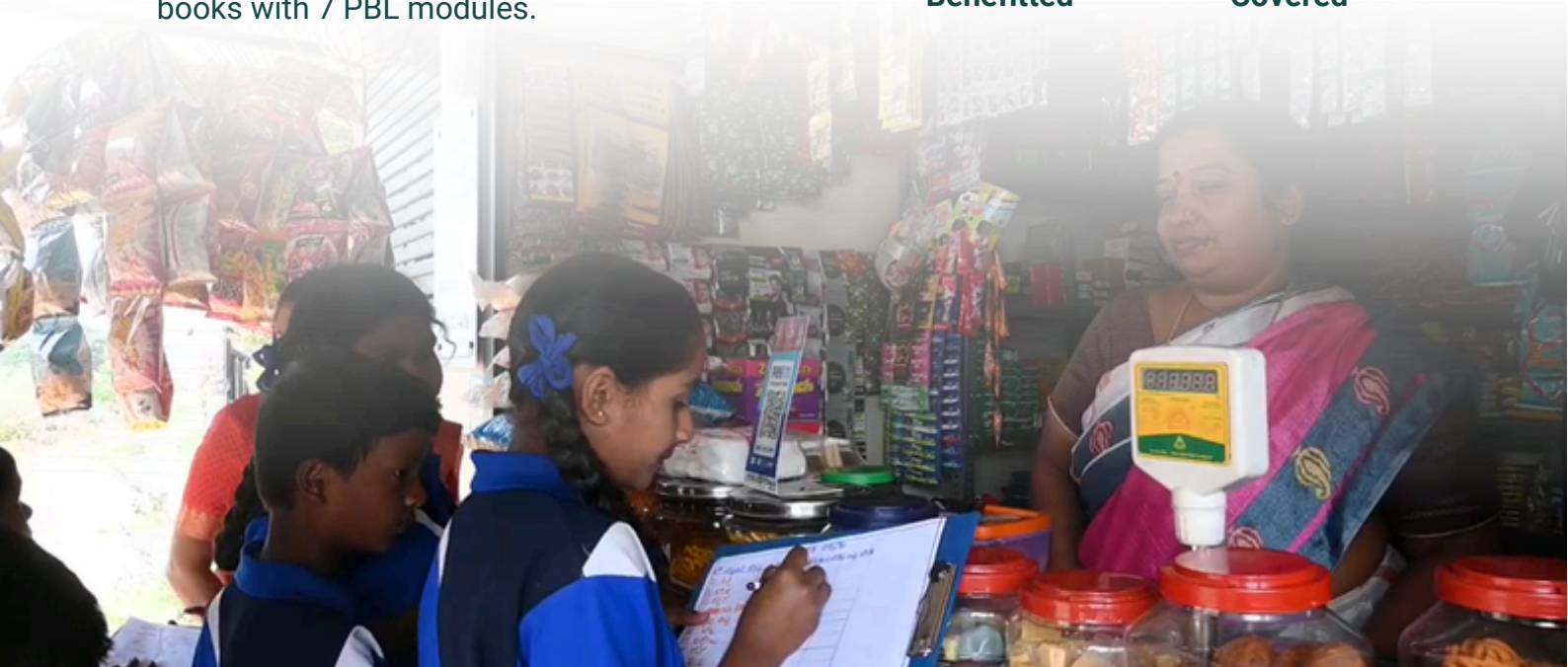
21st Century Skill Development through Project-Based Learning Method

Project-Based Learning (PBL) is a pedagogical method in which students engage in real-world projects related to the concepts taught in textbooks. This method of learning not only enhances classroom learning but also develops valuable 21st-century skills in students, such as collaboration, creativity, communication, and critical thinking. This approach caters to diverse learning styles and boosts student motivation, especially among those who struggle with conventional methods.

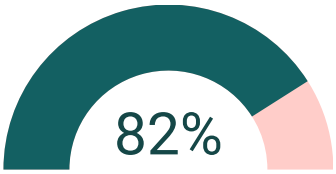
This initiative was implemented in 101 schools, involving 203 teachers and 3,466 students across the Ramanagara district. Students in Grades 4-7 were considered, and the initiative covered English, Maths and Science in Kannada, English and Urdu-medium schools. The teachers selected the grade and subject for implementing the PBL, and accordingly, the students were given printed books with 7 PBL modules.

3,466
Students Benefitted

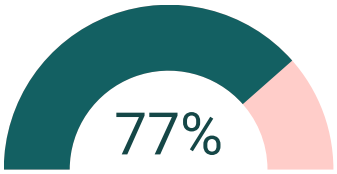
101
Schools Covered



Through rigorous teacher training and well-researched PBL modules provided by CWC, teachers in these schools have found that learning has become a multifaceted process, with students demonstrating improved conceptual knowledge and stronger communication, collaboration, and critical-thinking skills.



82% of teachers agree
PBL makes learning experiential



77% of teachers say
PBL improves conceptual understanding

The teacher found that the PBL methodology not only complements classroom learning but also helps students connect textbook concepts to real-life relevance. The impact of the program is measured using baseline and endline surveys (assessments) in schools selected randomly. This method also seamlessly weaves the student's family and the community into the classroom learning process. Aligned with the National Education Policy 2020, this initiative supports holistic development—academically, physically, and emotionally—ensuring students are not just prepared for exams but for life. Overall, the project is a timely and necessary step toward a more inclusive, joyful, and future-ready education system.

e) Other Programs of DETP in Ramanagara

- **Workbook Distribution**: CWC has printed and distributed NAS Learning Outcome-based question banks to over 6,000 students from Grades 5 and 7 in both English and Kannada mediums across the district. The teachers were introduced to the relevant resources available on Teachopia during the monthly learning cycles.



- **Motivational Session**: CWC has organized motivational sessions for 204 Urdu teachers to build educational perspectives and confidence.



3.1.3 DETP Implementation in Mysuru

Adding Another Feather to the Hat …



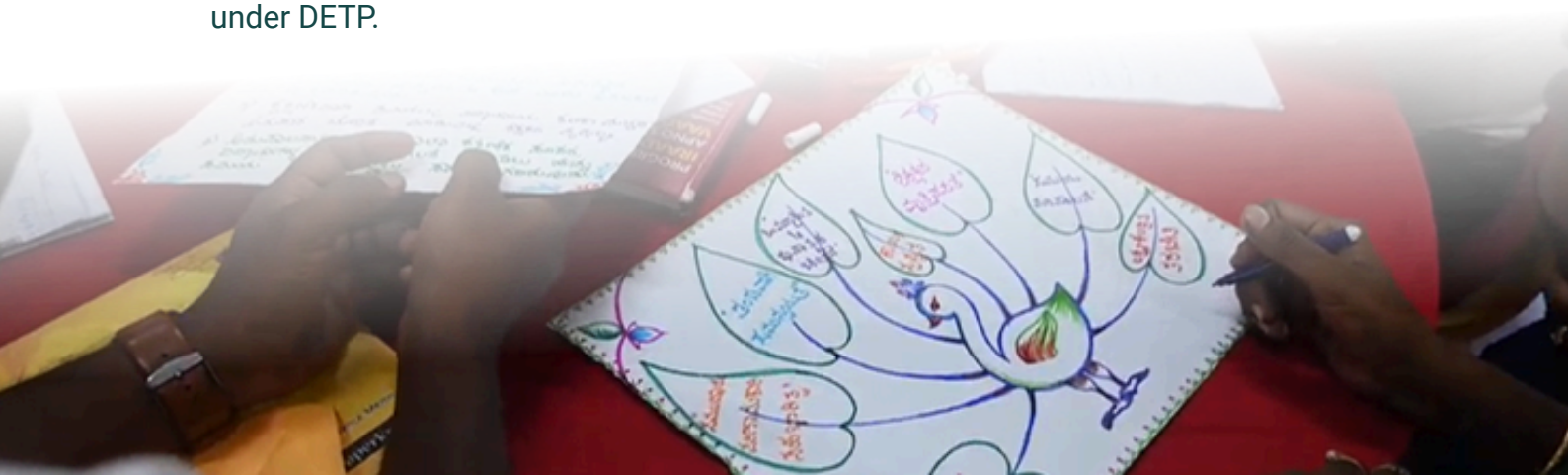
The success of the DETP in Tumakuru district has garnered attention across Karnataka, and other districts have approached CWC to initiate similar programs. One of the remarkable successes we had at Caring with Colour was the initiation of the District Education Transformation Program in Mysuru district, Karnataka, marked by the formal signing of a District-Level Memorandum of Understanding (MoU) in the 2nd half of the academic year.

The MoU was jointly endorsed by Mr. Javare Gowda, DDPI (Administration), and Mr. Nagarajaiah, Principal, DIET Mysuru, with a shared vision to leverage CWC's programs to make a meaningful, measurable impact on the quality of school education across 9 blocks in Mysuru district. This is more than just a project; it is a powerful endorsement of our mission, values, and the transformative impact we strive to create in classrooms and communities.

Even with the late start in Mysore, several activities were organized, and the program model was pilot tested so that the program can be implemented fully in the upcoming year.

- **Online Orientation Session:** Online orientation program on PARAKH (earlier NAS) was conducted for BRCs, BRPs, ECOs and CRPs of the district. During the session, the Teachopia installation drive was conducted to make the functionaries aware of the experiential resources available on the app.

- **Offline Orientation**: DETP Orientation Session: Offline orientation program was conducted to orient the BRCs, BEOs and other functionaries about the programs under DETP.



- **Study of DETP Tumakuru**: DIET Principal, senior DIET faculty members and several functionaries have visited Tumakuru to observe the DETP and to understand the ground-level impact of the initiatives of CWC. The functionaries were satisfied with all elements of DETP implemented in the Tumakuru district and planned to develop similar systems in Mysuru.



- **Teacher Training Program**: Hobli-level sharing meetings were conducted as a pilot to understand the challenges faced in K.R.Nagar and T.Narasipura blocks, and to make plans for the smooth implementation of the program in the upcoming academic year. 185 resource persons have facilitated the sessions involving more than 1,137 teachers.



3.2 State-Level Interventions

The Department of Urdu and Other Minority Languages, Karnataka, in collaboration with Caring with Colour - A Manasi Kirloskar Initiative (CWC), has undertaken a major initiative to provide high-quality, experiential, digital teaching-learning content for Mathematics and Science in the Urdu medium of instruction for Grades 4-7.

The Lesson plans, Worksheets and other experiential resources developed by CWC in Urdu language were reviewed by experts from May 2024 to October 2024. across multiple parameters, including plurality, democratic values, inclusiveness, sensitivity to regionality, linguistics, gender, caste, religion, community sentiments, alignment with state learning outcomes, pedagogical principles, and classroom contexts. The content was also pilot-tested in select Urdu-medium schools to verify the feasibility of the experiential activities.

The review committee validated the content and recommended its adoption across all Urdu-medium schools in Karnataka for the 2024-25 academic year, with implementation through the Teachopia app.

1,39,260
Students Benefitted

4,220
Urdu Medium Schools Reached

5,710
Teachers Empowered

Beneficiaries of experiential resources in Urdu medium

A special online Teachopia installation drive was organized to ensure that Urdu-medium teachers could install the app. The teachers were also oriented by ECOs and CWC through online and offline programs on accessing the various resources available in the app and using each resource in their classrooms. The initiative received good media coverage there by helping spread the message to the broader teaching community.



3.3 Cluster-Level Intervention

LEAF Initiative

Toyota Industries Engine India Private Ltd (TIEI), under its Corporate Social Responsibility mandate, in collaboration with the Department of School Education and Literacy, Anekal block, Bengaluru Urban District, has partnered with Caring with Colour (CWC) to implement the LEAF Initiative — Learning Enhancement for an Amplified Future — across 14 Government Schools in the Anekal block of Bengaluru Urban District.

Designed to drive sustainable impact, the LEAF Initiative strengthens foundational learning in English, Mathematics and Science, while also building teacher capacity in experiential and project-based pedagogies. The program supports both Higher Primary (4 schools) and Lower Primary (10 schools) through a tailored approach rooted in local realities

TIEI—Toyota Industries Engine India Private Ltd —runs India's first diesel engine plant and is now also manufacturing gasoline and hybrid engines in Bengaluru.
Beyond its manufacturing operations, TIEI demonstrates a strong commitment to CSR, guided by Toyota's core philosophy of 'Monozukuri' (craftsmanship) and 'Grow Together' — aiming for sustainable societal development in harmony with nature.
TIEI's CSR activities align closely with its strategic pillars—Education, Environment, Health & Hygiene, Road Safety, Skill Development—reinforcing Toyota's collective impact in India, impacting more than 2 million cumulatively since 2021.

To develop the program design, CWC conducted a needs analysis in the Harapanalli cluster of Anekal Block. This groundwork identified key learning gaps and provided the insights needed to co-create a relevant intervention alighed with school and teacher needs. As part of this partnership, TIEI teams were invited to observe CWC's Sanchalana program in tumakuru. During their visit, TIEI team members engaged with education officials, including the BEO and DDPI, and observed the system in action.

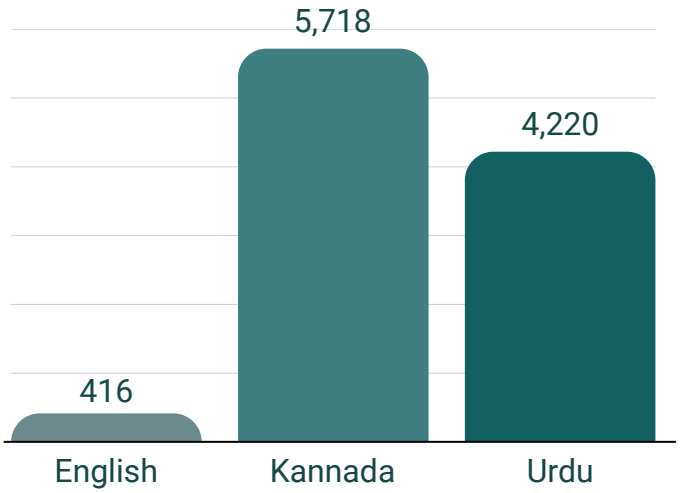




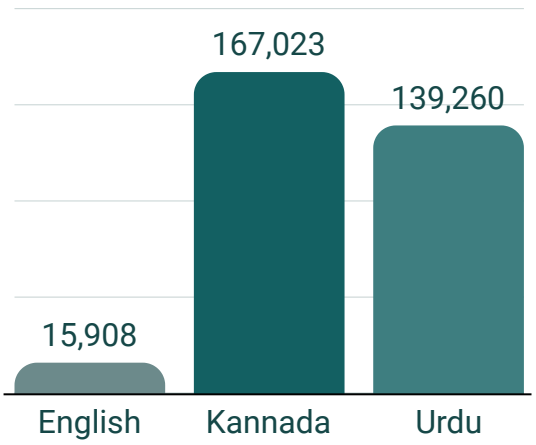
4. Our Impact

4.1 PROGRAM COVERAGE

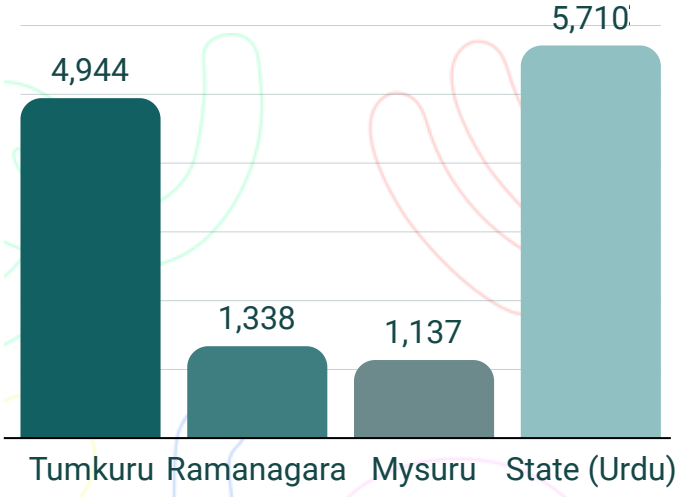
Medium-wise Schools



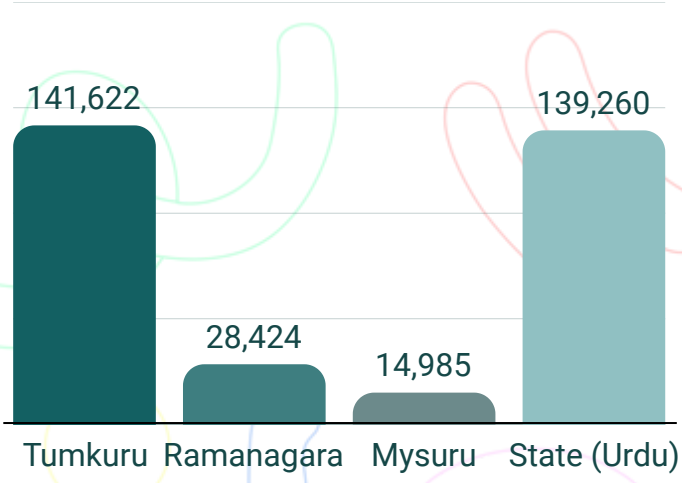
Medium-wise Students

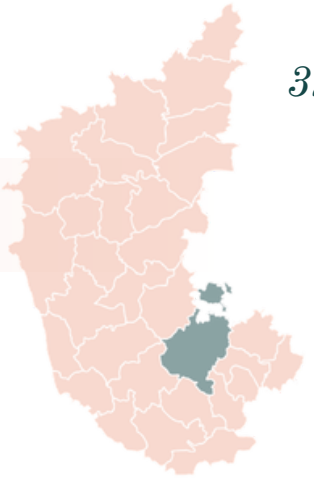


Teachers



Students



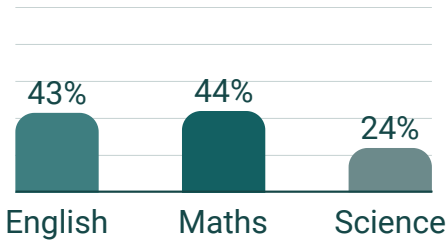


4.2 Impact of DETP in Tumakuru & Madhugiri

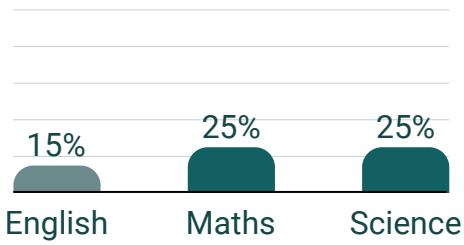
4.2.1 Impact of Sanchalana on Teachers

Assessment of subject knowledge and pedagogical skill
Based on teacher quiz responses during the Sanchalana program

% of Teachers Improved



Average Score Gained (%)
Among Improved Teachers



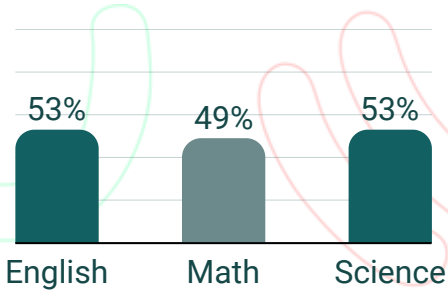
Note:

- The graphs are based on 2,025 teacher responses to the quizzes for the 5 monthly trainings during the year.
- Score improvements are statistically significant ($p < 0.05$), validating the impact.

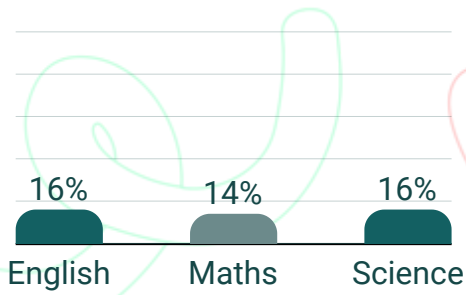
4.2.2 Impact of Sanchalana on Students

Assessment of student learning outcomes
Based on student assessments from 480 classrooms using DSAS

% of Classrooms Improved



Average Score Gained (%)
Among Improved Classrooms

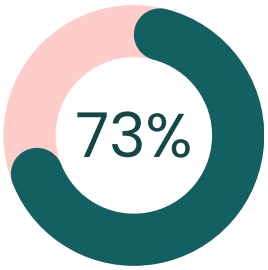


Note:

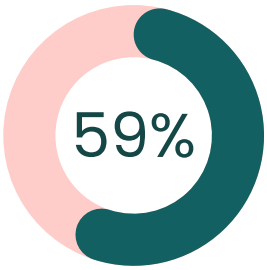
- The graphs are based on 6,608 student assessments (Grades 4-7) from 120 schools spread across 10 blocks of the district.
- Score improvements are statistically significant ($p < 0.05$), validating the impact of the Sanchalana program on student performance.

4.2.3 Impact of DETP on Classroom Practices

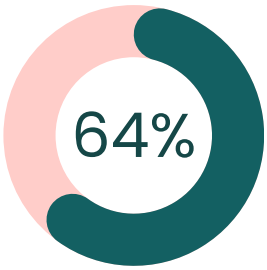
Based on a survey of students and teachers by visiting schools



73% of teachers **implement experiential teaching learning methods**



59% of students **engage in active learning**

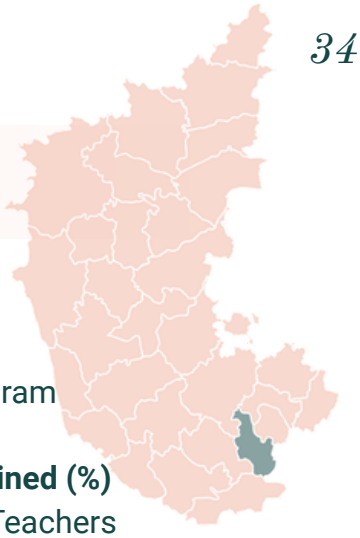


64% of students **participate in peer learning activities**

Note:

- The above graphs are plotted based on a survey of 326 teachers and 241 students during 2024-25.
- ETL implementation in a classroom is determined by surveying teachers to see if they allow active student participation, discussions through open-ended questions and real-life application of knowledge.
- Students are engaged by observers (CWC members) and through discussions, relevant student data is collected using the survey tool.



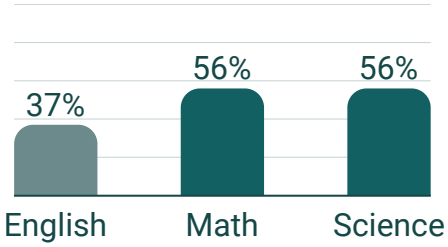


4.3 Impact of DETP in Ramanagara

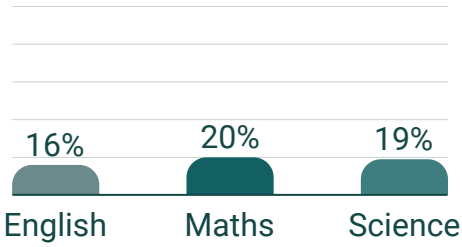
4.3.1 Impact of Shikshana Sambhrama on Teachers

Assessment of subject knowledge
Based on teacher quiz responses during the Shikshana Sambhrama program

% of Teachers Improved



Average Score Gained (%)
Among Improved Teachers



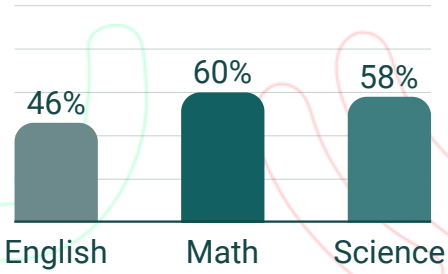
Note:

- The graphs are based on 1,165 teacher responses to the quizzes for the 7 monthly trainings during the year.
- Score improvements are statistically significant ($p < 0.05$), validating the impact.

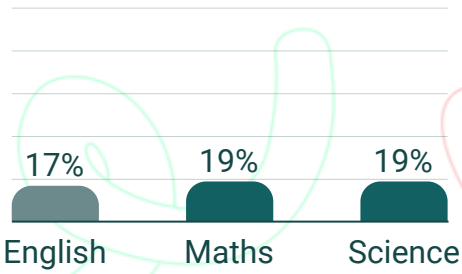
4.3.2 Impact of Shikshana Sambhrama on Students

Assessment of student learning outcomes
Based on student assessments from 148 classrooms using DSAS

% of Classrooms Improved



Average Score Gained (%)
Among Improved Classrooms



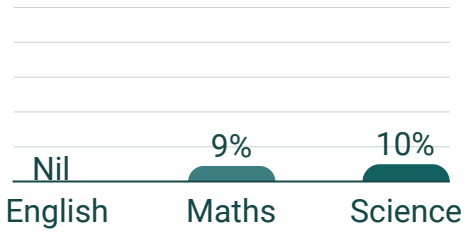
Note:

- The graphs are based on 1,123 student assessments from Grades 4-7 from 37 schools.
- Score improvements are statistically significant ($p < 0.05$), validating the impact of the Shiskhana Sambhrama program.

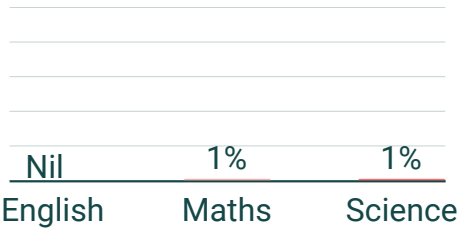
4.3.3 Impact of PBL on Students

Assessment of student learning outcomes
Based on Baseline and Endline assessments of topics covered by PBL

% of Classrooms Improved
Improvement in Project Group vs Control Group



Average Score Gained (%)
Improvement in Project Group vs Control Group Among Improved Classrooms



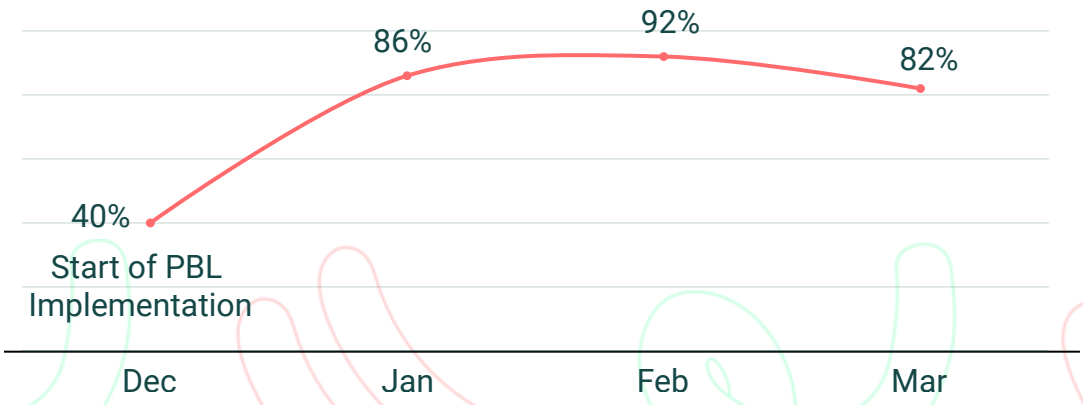
Note:

- The graphs are based on student scores from 25 classrooms in the Project group and 22 classrooms in the Control group.

4.3.4 Impact of PBL on Classroom Practices

Based on a longitudinal survey of students and teachers by visiting schools

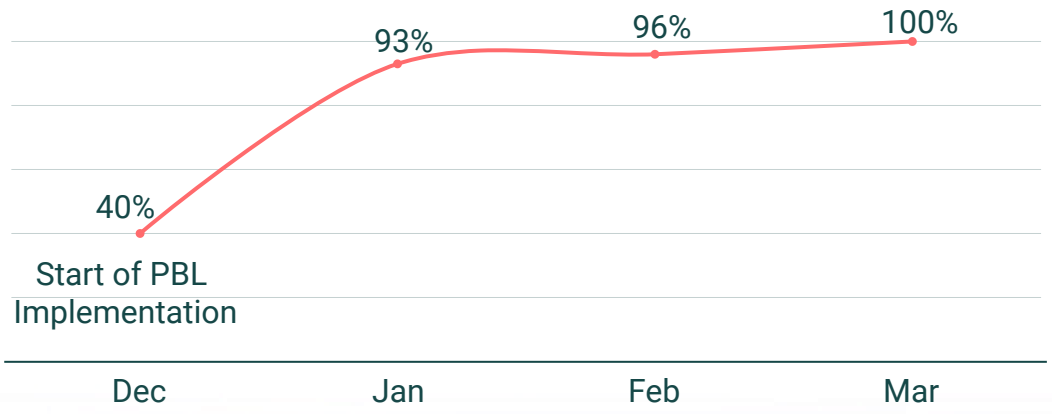
% of Teachers Using Hands-On Activities in Classrooms



Note:

- The above graph is based on 285 responses collected from teachers during the 4 months of program implementation.

% of Teacher Observed Improvement in Students' Conceptual Understanding



Note:

- The above graph is based on 285 responses collected from teachers during the 4 months of program implementation.





5. Thank You Volunteers

We are deeply grateful to each volunteer who has selflessly dedicated their time, skills, and passion to uplift communities and strengthen our programmatic initiatives across Karnataka.

From creating impactful content and conducting training sessions to leading evaluations and field research, your commitment and ownership have been nothing short of inspiring. Your involvement—big or small—has left a lasting impact on the lives of countless students and educators. This engagement has also deepened your understanding of community needs and strengthened your role as an informed, empathetic changemaker.
In the year 2024–25, we are proud to have;

🌟 Engaged 79 incredible volunteers from partner organizations and 12 B.Ed student volunteers from the Tumakuru district
⏰ Logged over 700+ hours of dedicated service
🧠 Delivered meaningful experiences that fostered creativity, inclusiveness, and social responsibility

As we continue our journey to make learning joyful and inclusive for students in government schools, we are excited about building an even stronger volunteer movement together.

Thank you for being an integral part of this journey.



Our Volunteering Partners

cognizant

MOUNT CARMEL COLLEGE BANGALORE

CHRIST UNIVERSITY EXCELLENCE AND SERVICE



6. AUDITED FINANCIALS

CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE

PAN: AABTC9687L

Balance Sheet as at 31st March, 2025

(Amount in INR)

Particulars	Note	As at 31st March, 2025	As at 31st March, 2024
FUNDS & LIABILITIES			
Corpus Fund	3	50,000	50,000
Surplus/(Deficit) in Income and Expenditure a/c	4	89,69,476	2,28,60,652
Current Liabilities			
Other current liabilities	5	5,04,286	3,37,926
		95,23,762	**2,32,48,577**
ASSETS			
Non-Current Assets			
Property, Plant and Equipment and Intangible Assets			
Property, Plant and Equipment	6	32,80,940	22,44,528
Intangible Assets		20,68,016	32,34,294
Current Assets			
Cash and Bank Balances	7	21,44,352	1,58,63,889
Short-term loans and advances	8	4,80,453	3,55,867
Other current assets	9	15,50,000	15,50,000
		95,23,762	**2,32,48,577**
Significant accounting policies	**1 & 2**		

**Accompanying notes forms part of financial statements*

In terms of our report of even date
For Vasan & Sampath LLP

Chartered Accountants
Firm Registration Number: 0045425/S200070

Arun Kumar Srinivasan
Partner
Membership No. 205552

Place : Bengaluru
Date : 14th July, 2025

For and on behalf of the Board of Directors of
CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE

Manasi Neville Tata
Chairperson & Managing Trustee

Rajeev Kumar Annaluru
Trustee

Place : Bengaluru
Date : 14th July, 2025

CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE
PAN: AABTC9687L

Income & Expenditure Account for the year ended 31st March, 2025

(Amount in INR)

Particulars	Notes	For the year ended 31st March, 2025	For the year ended 31st March, 2024
Incomes			
Volutary Contributions received during the year	10	4,28,71,331	5,39,78,610
Other income	11	1,11,211	1,64,968
Total Income		4,29,82,542	5,41,43,578
Expenses			
Employee benefits expense	12	2,55,82,110	2,34,83,128
Depreciation and amortization expense	13	24,97,810	31,73,111
Other expenses	14	2,87,93,798	1,73,71,042
Total expenses		**5,68,73,717**	**4,40,27,281**
Excess of Expenditure over Income		**(1,38,91,176)**	**1,01,16,297**
Significant accounting policies	**1 & 2**		

**Accompanying notes forms part of financial statements*

In terms of our report of even date
For Vasan & Sampath LLP

Chartered Accountants
Firm Registration Number: 0045425/S200070

Arun Kumar Srinivasan

Partner

Membership No. 205552

Place : Bengaluru
Date : 14th July, 2025

For and on behalf of the Board of Directors of
CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE

Manasi Neville Tata
Chairperson & Managing Trustee

Rajeev Kumar Annaluru
Trustee

Place : Bengaluru
Date : 14th July, 2025

CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE
PAN: AABTC9687L

Receipts & Payments Account for the year ended 31st March, 2025

(Amount in INR)

Receipts	As at 31st March, 2025	As at 31st March, 2024	Payments	As at 31st March, 2025	As at 31st March, 2024
To Opening Balance			**Application for the purpose of trust**		
Cash on Hand	21,192	25,303	Facility Costs	20,09,449	16,74,932
Kotak Mahindra Bank	1,50,57,776	35,23,575	Insurance	14,112	14,368
Fixed Deposit	7,84,921	7,60,842	Office vehicle Expense	8,45,562	6,64,847
Income:			Professional Charges	1,20,53,632	85,34,825
Donations Received	4,32,22,004	5,36,27,937	Rates and Taxes	3,418	7,448
Interest on Income Tax Refund	14,027	-	Recruitment and hiring charges	29,884	14,122
Interest on FD	52,109	55,907	Software Subscription & IT maintenance	15,17,318	8,51,444
Other Income	39,217	1,09,061	Program Expenses	85,25,756	19,10,257
			Telephone & Internet Charges	5,43,324	5,43,660
			Travel and Conveyance	17,37,318	15,67,262
			Training Cost	1,75,000	47,204
			Printing & Stationary	1,57,699	2,44,478
			Other Expenses	3,74,916	80,079
			Salaries & Wages	2,43,88,142	2,19,28,213
			Contribution to Provident & Other Funds	7,77,913	8,23,956
			Staff Welfare Expenses	4,29,921	5,19,883
			Purchase of Assets	23,67,945	11,61,282
			Security Deposit	-	6,00,000
			To Closing Balance		
			Cash on Hand	158	21,192
			Kotak Mahindra Bank	13,07,802	1,50,57,776
			Fixed Deposit	8,36,392	7,84,921
Total	**5,91,91,245**	**5,81,02,625**	**Total**	**5,91,91,245**	**5,81,02,625**

**Accompanying notes forms part of financial statements*

In terms of our report of even date
For Vasan & Sampath LLP
Chartered Accountants
Firm Registration Number: 004542S/S200070

Arun Kumar Srinivasan
Partner
Membership No. 205552

Place : Bengaluru
Date : 14th July, 2025

For and on behalf of the Board of Directors of
CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE

Manasi Neville Tata
Chairperson & Managing Trustee

Rajeev Kumar Annaluru
Trustee

Place : Bengaluru
Date : 14th July, 2025

CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE

PAN:AABTC9687L

Statement showing Source and Utilization of Fund for the year ending March 31, 2025

SOURCE	AMOUNT (Rs.)	Utilization	Program Expenses	Admin Expenses	Amount in INR
	(I)		(A)	(B)	(A)+(B)= (II)
Fund received from:		**Fund expended on:**			
Hitech Corporation Limited	5,00,000	Employee Benefits Expenses	2,42,19,192	13,62,918	2,55,82,110
Kirloskar Systems Private Limited	3,67,50,580	Professional Charges	1,06,13,482	15,45,731	1,21,59,213
Toyota Industries Engine India Private Limited	13,38,251	Office expense	53,243	11,04,318	11,57,561
Toyota Tsusho Insurance Broker India Private Limited	30,00,000	Software Subscription & IT maintenance cost	14,90,212	27,106	15,17,318
Toyoda Gosei South India Private Limited	5,00,000	Facility Costs	-	20,44,650	20,44,650
Wipro Foundation	7,82,500	Telephone & Internet Charges	3,20,561	2,22,763	5,43,324
Interest Income	71,994	Insurance	14,112	-	14,112
Other Income	39,217	Rate and Tax	-	7,744	7,744
		Other Expenses	96,335	85,076	1,81,411
		Mysore Program Expense	1,93,505	-	1,93,505
		Tumakuru Program Expenses	79,05,148	95,118	80,00,267
		Ramanagara Program Expenses	29,74,693	-	29,74,693
		Depreciation	24,69,777	28,033	24,97,810
		Total Utilization	5,03,50,260	65,23,457	5,68,73,717
		Excess/Less Utilization			(1,38,91,176)
Total	4,29,82,542	Total	5,03,50,260	65,23,457	4,29,82,542

*Accompanying notes forms part of financial statements

In terms of our report of even date
For Vasan & Sampath LLP
Chartered Accountants
Firm Registration Number: 004542S/S200070

For and on behalf of the Board of Directors of
CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE

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CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE

Notes forming part of the financial statements for the year ended 31st March, 2025

1 Introduction

Caring with Colour - A Manasi Kirloskar Intiative ("the Trust") was created on August 22, 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

1.1 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, Ramanagara and Mysore 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, Ramanagara and Mysore District

2 Significant Accounting Policies

The Trust follows Cash System of Accounting, where all the incomes are recognized when it is actually received and expenses are recorded when they are actually paid, irrespective of the period to which it pertains to. However, the statutory dues are presented as per the mercantile system of accounting

2.1 Cash and cash equivalents

Cash comprises cash on hand and demand deposits with banks. Cash equivalents are short-term balances (with an original maturity of three months or less from the date of acquisition), highly liquid investments that are readily convertible into known amounts of cash and which are subject to insignificant risk of changes in value.

2.2 Donantions

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.

2.3 Other Income

Interest income is accounted on cash basis, i.e., recognized when actually received

2.4 Fixed Assets

a) Fixed Assets are stated at cost less accumulated depreciation less accumulated impairment, if any. Cost comprises purchase price and other costs directly attributable to bringing the assets to their present location and working condition for their intended use.

b) Rates at which the assets are depreciated are as follows:

Particulars	Rates
Furniture and Fittings	10%
Vehicles	15%
Office Equipment	15%
Computers and Softwares	40%

2.5 Depreciation

Depreciation on fixed assets is provided on the Written Down Value (WDV) method at the rates prescribed under the Income Tax Rules, 1962

2.6 Employee Benefits

The Company's contribution to provident fund are considered as defined contribution plans and are charged as an expense as they fall due based on the amount of contribution required to be made.

2.7 Contingent Liability:

A Contingent liability is recognized when the Entity has a a possible obligation that arises from past events and the existence of which will be confirmed by the occurrence or non occurrence of one or more uncertain future events not wholly within the control of the enterprise

CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE
Notes forming part of the financial statements for the year ended 31st March, 2025

3. Contribution to Corpus

(Amount in INR)

	As at 31st March, 2025	As at 31st March, 2024
Opening Balance	50,000	50,000
Contribution during the year	-	-
Closing balance	**50,000**	**50,000**

4. Surplus/(Deficit) in Income and Expenditure a/c

	As at 31st March, 2025	As at 31st March, 2024
Surplus/(Deficit) in Income and Expenditure a/c		
Opening balance	2,28,60,652	1,27,44,355
Add: Excess of Income over Expenditure transferred from Income and Expenditure account	-	1,01,16,297
Less: Excess of expenditure over Income transferred from Income and Expenditure account	(1,38,91,176)	-
Closing balance	**89,69,476**	**2,28,60,652**

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CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE
Notes forming part of the financial statements for the year ended 31st March, 2025

5. Other current liabilities

	As at 31st March, 2025	As at 31st March, 2024
Other payables		
- *Reimbursement payable to Employees*	660	-
- *Statutory Dues (Contributions to PF, Withholding Taxes, Goods and Service Tax)*	4,53,653	3,20,045
- *Corporate Credit Card Payable*	49,973	17,881
TOTAL	**5,04,286**	**3,37,926**

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6 Property, Plant and Equipment and Intangible Assets

(Amount in INR)

Property, Plant and Equipment

Particulars	Rate	Gross block at cost					Depreciation			Net Block	
		As at April 1, 2024	Addition More than 180 days	Addition Less than 180 days	Disposals	As at March 31, 2025	As at April 1, 2024	Current Year	As at March 31, 2025	As at March 31, 2024	As at March 31, 2025
Furniture and fixtures	10%	4,49,001	-	16,022	-	4,65,023	1,76,683	28,033	2,04,716	2,72,318	2,60,307
Computer & Hardware	40%	81,78,733	4,03,495	16,38,629	-	1,02,20,856	68,13,505	10,35,215	78,48,720	13,65,227	23,72,136
Vehicles	15%	6,00,000	-	-	-	6,00,000	3,39,186	39,122	3,78,308	2,60,814	2,21,692
Office equipement's	15%	6,77,316	88,667	61,832	-	8,27,815	3,31,147	69,863	4,01,010	3,46,169	4,26,805
TOTAL		**99,05,050**	**4,92,162**	**17,16,483**	**-**	**1,21,13,694**	**76,60,521**	**11,72,232**	**88,32,754**	**22,44,528**	**32,80,940**
Previous Year		**96,72,664**	**42,587**	**1,89,799**	**-**	**99,05,050**	**66,43,610**	**10,16,912**	**76,60,521**	**30,29,044**	**22,44,528**

Intangible Assets

(Amount in INR)

Particulars	Rate	Gross block at cost					Depreciation / amortisation			Net Block	
		As at April 1, 2024	Addition More than 180 days	Addition Less than 180 days	Disposals	As at March 31, 2025	As at April 1, 2024	Current Year	As at March 31, 2025	As at March 31, 2024	As at March 31, 2025
Computer software	40%	66,94,261	-	1,59,300	-	68,53,561	34,59,967	13,25,577	47,85,545	32,34,294	20,68,016
TOTAL		**66,94,261**	**-**	**1,59,300**	**-**	**68,53,561**	**34,59,967**	**13,25,577**	**47,85,545**	**32,34,294**	**20,68,016**
Previous Year		**57,65,376**	**9,28,896**	**-**	**-**	**66,94,261**	**13,03,764**	**21,56,203**	**34,59,967**	**44,61,611**	**32,34,294**

CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE
Notes forming part of the financial statements for the year ended 31st March, 2025

(Amount in INR)

7. Cash and Bank Balances

	As at 31st March, 2025	As at 31st March, 2024
Cash and Cash Equivalents		
Cash on hand	158	21,192
Balance in current accounts	13,07,802	1,50,57,776
Other Bank Balances		
In deposit accounts	8,36,392	7,84,921
TOTAL	**21,44,352**	**1,58,63,889**

8. Short-term loans and advances

	As at 31st March, 2025	As at 31st March, 2024
Unsecured, considered good		
Balances with government authorities (TDS Receivables)	5,858	3,50,673
Other loans and advances (Project Advances)	4,73,727	-
Others (GST Cash Ledgers)	868	5,194
TOTAL	**4,80,453**	**3,55,867**

9. Other current assets

	As at 31st March, 2025	As at 31st March, 2024
Unsecured, considered good		
Security deposits	15,50,000	15,50,000
TOTAL	**15,50,000**	**15,50,000**

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CARING WITH COLOUR - A MANASI KIRLOSKAR INITIATIVE

Notes forming part of the financial statements for the year ended 31st March, 2025

(Amount in INR)

10. Volutary Contributions received during the year	**For the year ended 31st March, 2025**	**For the year ended 31st March, 2024**
Donation Receipts	4,28,71,331	5,39,78,610
TOTAL	4,28,71,331	5,39,78,610
11. Other Income		
Interest Income on:		
- Fixed Deposits	57,967	55,907
- Income Tax refund	14,027	-
Other Non Operating Revenue	39,217	1,09,061
TOTAL	1,11,211	1,64,968
12. Employee Benefits Expenses		
Salaries & Wages	2,43,74,276	2,21,39,290
Contribution to Provident & Other Funds	7,77,913	8,23,956
Staff Welfare Expenses	4,29,921	5,19,883
TOTAL	2,55,82,110	2,34,83,128
13. Depreciation and amortization expense		
Depreciation of Property,Plant and Equipment	24,97,810	31,73,111
TOTAL	24,97,810	31,73,111
14. Other Expenses		
Facility Costs	20,44,650	16,98,762
Insurance	14,112	14,368
Office vehicle Expense	8,45,562	6,64,847
Office Expenses	11,27,677	10,68,358
Professional Charges*	1,21,59,213	86,09,519
Rates and Taxes	7,744	7,448
Recruitment and hiring charges	29,884	14,122
Software Subscription & IT maintenance cost	15,17,318	8,51,444
Program Expenses	80,52,029	19,10,257
Mysore Program Expense	1,93,505	-
Telephone & Internet Charges	5,43,324	5,43,660
Travel and Conveyance	17,44,670	16,16,473
Training Cost	1,75,000	47,204
Printing & Stationary	1,57,699	2,44,478
Other Expenses	1,81,411	80,079
TOTAL	2,87,93,798	1,73,71,019
* Professional Charges include payment to the Auditor as under		
Statutory Audit	2,36,000	59,000
Other Certifications	1,12,100	-
TOTAL	3,48,100	59,000



CARING WITH COLOUR

A Manasi Kirloskar Initiative

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