



VIDYA MYTRI TRUST

G.P.E.L.N-2020
KST
PS No 186

Vidya Mytri Trust

ANNUAL REPORT: 2023-24



Every Child In School & Learning Well

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OUR REACH

16 government schools
directly worked.



48 schools indirectly
Worked with ongoing basis



1572 children directly
engaged with on a regular,
ongoing basis





1004 additional children (those not engaged with through the centre/ school) directly engaged with through educational workshops/ events (Bal melas, science fairs, learning camps etc)



41 additional (not engaged with regularly) school/anganwadi teachers directly engaged through workshops/ trainings





Inclusive Education

Kushtagi Block exemplifies a proactive approach to inclusive education, with active participation from both governmental initiatives and community efforts.

Early Intervention for Children
with Disabilities Kushtagi Block **185**
Children Directly Engaged With
on a regular.





Education & Disability

Education & Learning: Overview

Our organization's vision, mission and strategy

Vidya Mytri, founded in October 2015 and operating in Koppal, Karnataka aims to work towards education of the children from vulnerable communities. The founders of the organization include people with long years of experience and expertise in early childhood and primary education and working extensively in the North Karnataka regions towards teacher capacity building. The basis of Vidya Mytri's work is the personal research of one of its founders, K T Margaret, into how and what children learn, which is documented in her book, The Open Classroom published by Orient Blackswan. Provide professional development support for govt. schools in the block Kushtagi.

Though we started with this vision and mission and carefully planned it in order and found working successfully for 4 years. Problems we least expected and which we couldn't cope up with happened and we couldn't continue as we planned. This forced us to take a few serious decisions and adapt.

Since ours is not development work but education and its effects on persons we need to change our strategy. We came to the conclusion working with government schools closely it is possible to reach our vision and mission.

The adopted vision and mission is -

1. Working closely with government schools we could reach out to the children most of them from poor family background to develop their self confidence, discover their worth and develop to the extent they could and thus become contributing members of their society and agents of social change in their environment.
2. For this to happen, it is necessary to strengthen and stabilise the government school teachers to improve their understanding of how children learn and apply this understanding in a practical way in their classrooms and experience some achievements and satisfaction in their work.
3. To develop a resource centre where other organisations, groups, and schools interested in conceptual learning could come together share exchange, discuss their thoughts and ideas about children's learning, and use them in their schools.

Working in general

Koppal District Kushtagi block 2 clusters Menedal and Sanganal. From the 22 schools we selected 5 schools because these schools come under NEP and our working model, the teachers in these schools are interested in improving the learning of children and are co-operative, the atmosphere of the school we felt was positive and parents and children showed interest in learning.

Next we approached the BEO, who visited the centres, listened positively to our interest in working with these schools and we think he was satisfied and so gave permission to work in 4 clusters (he added 2 more schools to our selected least of 4) for a period of 2022-2025. This permission was given in writing.

project including and the location of this project.

The Government school teachers have the qualification and also the skill in teaching. Some did not have the motivation to teach and most of them needed support and encouragement. Since most of the children in our govt. school are from vulnerable communities, the teachers felt that these children are not educable, and it's a waste of time trying to teach them.

On the other hand children also didn't have the motivation to come to school regularly, they preferred to roam about, rather than come to school.

The parents didn't have the ability to discipline their children and were not aware of the value of education. They were helpless.

Systemic Learning Reformation in Government schools.-

With this programme we built foundational literacy and numbers in government schools.

Continue Develop two schools as model schools in the cluster. Work closely with these schools and teachers to support them in improving their classroom practice.

Engage with whole cluster of schools/teachers, through multipronged approach involving periodic workshops, demonstration classes, preparing work plans together, discussions on teaching resources and practices, assessing children's learning, engaging with community and so on. Work with government officials CRC, CRC,CRP, BRP, and BEO. Involve and encourage and motivate to establish our working model to the wider range.

Detailed plan for FY 2023-24 addressing the educational, organizational and operational aspects

How we work – Our staff go to the selected school regularly and take class foundational learning stage children. Teach language and numbers with the time slab of 3 hours in presence of Government class teacher and next 2 hours have after-class discussion with the teacher about the class and motivate them to involve the class and preparing next class plan. To help government school teachers implement this methodology of teaching to create in children interest in learning, and have meaningful learning. One CRP takes a selected government school responsibility, and go and take class regularly from Monday to Friday. Each CRP will have lesson plans prepared for the week, and an observation record of each day's teaching and learning. The CRP's leader takes the responsibility for the CRP's and 4 schools. On Saturday all the CRPs meet and report their work, and discuss about the problems they face and the solution to take action, and also plan the next 5 days work and prepare the TLMs. In the meeting they share the children's learning progress.

Once in a month take children learning self-assessment. For this they prepare test materials and test result cards.

Once in 3 months conduct children evaluation for the term. Based on the reports of the evaluation we plan the further steps of learning.

1. Conceptual Learning. 2. Understanding self.

3. Understanding others. 4. To build and live in a cooperative society.

capacity building in the coming year

To build a good team in the capacity of organisation development, build a good network, and fund raising capacity with the understanding of the philanthropy of the organisation.

I tried to build a networking and also tried fund raising but my limited capacity in this field I did not succeed but I reached a little bit. Also I created our organisation's social media platforms and I enquired to build a organisation website with good content. One person from Bangalore he agreed to do. Some individuals also support us by sharing our problems and contribute some money to us, as and how they can. This is the more important aspect to run our organisational philothrophy, our team will give 30% time to this.

capacity building workshops interested

The big problem our organisation is facing is stability and sustainable fundraising and building network. Also improving the organisation's administrative capacity in the organisation's upliftment and establishment. our trustees and and our are trying to resolve this issue. wipro foudation team, APD Team, APF team, Dhvani foundation team also helping us and as well as some individuals.

We have a rich educational resource material and methodology in early childhood education, foundational literacy, numeracy, and more specifically Teacher Training modules.

How to tackle this problem positively without affecting implementing the educational resources.

To build a good team in the capacity of organisation development, build a good network, and fund raising capacity with the understanding of the philanthropy of the organisation.



Early Intervention for Children with Disabilities



Planned Initiative: Early Intervention Project in Kushtagi Block (2024–25)

Recognizing the critical importance of the early years in a child's development, Vidyamythri Trust is preparing to launch an **Early Intervention Project** in Kushtagi Block during 2024–25. This initiative will focus on supporting children aged 3–8, especially those at risk of developmental delays or learning difficulties, through timely and structured support.

Project Vision

To ensure that every child in the foundational years receives the support necessary for healthy cognitive, emotional, and physical development — laying a strong base for lifelong learning.

Core Objectives

- To identify children with potential developmental delays or learning needs at an early stage.
- To strengthen foundational literacy, numeracy, and socio-emotional skills in early learners.
- To build the capacity of anganwadi workers, pre-primary teachers, and parents in early childhood care and education (ECCE).
- To collaborate with government departments for sustained support and scale.

Planned Activities

- **Baseline screening and assessment** of children (ages 3–8) in select anganwadis and lower primary schools.
- Setting up **early learning corners and resource kits** in 20+ anganwadis and schools in the Kushtagi block.
- Conducting **capacity-building workshops** for anganwadi workers, Bal Vikas teachers, and parents on child development and early learning strategies.

- Providing **individualized learning support** for children identified with special needs or delays, in collaboration with child development experts.
- Organizing **awareness drives and parent engagement sessions** on the importance of early stimulation, nutrition, and responsive caregiving.

Expected Outcomes

- Improved school readiness among children entering Grade 1.
- Enhanced awareness and practices among caregivers and educators regarding child development.
- Early identification and support for children with developmental or learning challenges.
- Strengthened collaboration between schools, anganwadis, and communities in addressing early childhood needs.

Partnership and Support Needs

- Support from health and education departments for screening tools and referrals.
- Funding for resource kits, training modules, and expert consultations.
- Community mobilization support through local volunteers and health workers.

Inclusive Education- Special support for first-generation learners, children with learning difficulties, and girls from marginalized communities. Sustainability and Community Ownership Vidyamythri Model School is not just a place to teach children, but a space to inspire an entire community. By involving local teachers, youth volunteers, parents, and panchayat members, the model ensures long-term sustainability and community pride.

Highlights

Our organization conducted a Children's Learning Exhibition in Tawaragera village, celebrating young talents from the community. The exhibition featured student-led projects in various subjects, showcasing creativity and hands-on learning.

Through interactive displays, children shared their knowledge and skills, engaging the audience in their educational journey.

This event fostered curiosity and provided a platform for students to explore and express their ideas.

Children's Learning Exhibition in Tawaragera Village





Highlights of the Year 2023–24

The year 2023–24 marked a period of growth, innovation, and deepened community engagement for Vidyamythri Trust. Our work continued to focus on addressing educational challenges in the underserved region of Tavargera, Kushtagi Taluk, Koppal District. Through our grassroots efforts, we were able to reach more children, train more educators, and strengthen our partnerships. Some key highlights from the year include:

Educational Outreach

- Reached over **800 children** through various learning initiatives across government schools and community centers.
- Conducted **30+ remedial learning camps** to support foundational literacy and numeracy, especially targeting Grades 1–5. ☐

Introduced **early childhood education modules** in 10 anganwadis, benefiting over 200 children under age 6. **Teacher Capacity Building**

- Organized **5 intensive teacher training workshops**, reaching 120+ government and community teachers.
- Facilitated **monthly teacher learning circles**, creating peer support systems for pedagogical improvement. **Learning**

Materials and Innovation

- Developed and distributed **multilingual learning kits** tailored to local needs in Kannada and English.
- Piloted a **digital learning resource bank** with curated videos and worksheets accessible via mobile for teachers and parents.

Community and Parent Engagement

- ☐ Held **15 community learning festivals** and parent meetings, involving over 1000 parents and guardians. ☐
- Launched the “**Parents as Partners**” initiative to encourage home-based learning support.

Organizational Growth

- Expanded our team with **6 new field educators**, enhancing our reach in remote villages.
- Secured **two new partnerships** with philanthropic foundations and local government bodies.

Impact Snapshot

- 70% of children in remedial programs showed measurable improvement in reading and basic math.
- Increased school attendance and parental involvement across project villages.

Planned Initiative: Herbal Garden Plantation Project (2024–25)

As part of our commitment to holistic education and environmental awareness, Vidyamythri Trust is set to launch the **Herbal Garden Plantation Project** in 2024–25. This project aims to blend traditional knowledge with experiential learning for children and communities in rural North Karnataka.

Key Activities Planned

- Establish **herbal gardens in 10–15 government schools** in Tavargera and surrounding villages.
- Plant **25+ species of local medicinal herbs**, such as Tulsi, Aloe Vera, Neem, Brahmi, Ashwagandha, and Lemon Grass.
- Develop **educational signage and learning modules** on the health benefits and traditional uses of these plants.
- Conduct **orientation sessions and training** for teachers and students on garden maintenance, organic composting, and sustainable practices.
- Engage **community elders and local herbal practitioners** to document and share their knowledge with children.
- Integrate the garden activities into the school curriculum through **project-based learning**.

Expected Impact

- Increased awareness among students about local ecology and traditional health practices.
- Improved environmental aesthetics and microclimate in school campuses.
- Strengthened school–community relationships through shared ownership of the gardens. ☑ Enhanced

learning outcomes through experiential and nature-based education. **Support Required.**

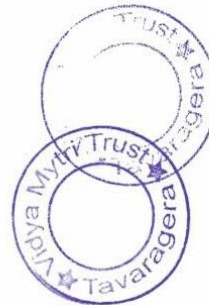
Financials

VIDYA MYTRI TRUST
NO.7 MARUTHI NAGAR, 12 MAIN MALLESHPALYA EXTN, NEW TIPPASANDRA
BENGALURU NORTH, KARNATAKA - 560075
BALANCE SHEET AS AT 31.03.2024

LIABILITIES	RS.	RS.	ASSETS	RS.	RS.
<u>GENERAL FUND</u>			<u>FIXED ASSETS</u>		
As per last Balance Sheet	15,16,036.00		As per schedule		19,36,246.00
Add : Excess of Income Over Expenditure	<u>2,08,320.24</u>				
	17,24,356.24		<u>CASH & BANK BALANCES</u>		
Less: Loss on Sale of Land & Bldg.	<u>6,91,588.00</u>		Cash on Hand	-	
		10,32,768.24	Cash at SBI Bank - SB A/c -3356	12,51,472	
<u>CAPITAL FUND</u>			Cash at SBI Bank - C/a -42650971720	<u>25,27,250.14</u>	
Donation Received for Purchase of Land		38,69,613.00			37,78,722.24
<u>ADVANCE AGAINST SALE OF LAND</u>					
		8,12,587.00			
Total		<u>57,14,968.24</u>	Total		<u>57,14,968.24</u>

BENGALURU
08-05-2024

Mr. PRAKSH PATIL
(MANAGING TRUSTEE /CEO)



AS PER OUR REPORT OF EVEN DATE
for MOHAN AND NARAYAN
CHARTERED ACCOUNTANTS
F.R.NO: 0020935

(C. RAMA MOHAN)
PARTNER
MEM NO: 018315



VIDYA MYTRI TRUST
NO.7 MARUTHI NAGAR , 12 MAIN MALLESHPALYA EXTN , NEW TIPPASANDRA
BENGALURU NORTH , KARNATAKA - 560075
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31.03.2024

EXPENDITURE	RS.	RS.	INCOME	RS.	RS.
To ADMINISTRATIVE EXPENSES			By DONATIONS RECEIVED		
Salaries	10,59,000.00		From Wipro Foundation	17,15,000.00	
Travelling Expenses	2,23,666.00		" Others	15,000.00	
Electricity Expenses	6,860.00				17,30,000.00
Bank Charges	550.76				
Repairs & Maintenance	1,099.00		" Interest on SB A/c		51,958.00
Audit Fees	35,400.00				
Printing & Stationary Expenses	47,710.00				
Children Education Expenses	39,212.00				
Internet & Telephone Expenses	44,517.00				
CMC Tax Paid	11,143.00				
Kalika Sambrama 2024 Function Expenses	1,04,480.00				
		15,73,637.76			
" Excess of Income over Expenditure for the year		2,08,320.24			
		<u>17,81,958.00</u>			<u>17,81,958.00</u>

BENGALURU
08-05-2024


Mr. PRAKASH PATIL
(MANAGING TRUSTEE /CEO)



AS PER OUR REPORT OF EVEN DATE
for MOHAN AND NARAYAN
CHARTERED ACCOUNTANTS

F.R.NO: 0020935

(C.RAMA MOHAN)
PARTNER
MEM NO: 018315



Our Supporters

- ❑ **Wipro Foundation**
- ❑ **Dhwani Foundation**
- ❑ **APF**