

ANNUAL REPORT - APR 2020 TO MAR 2021

FOREWORD

2020-21 has been a very unpredictable year not just for us, but for all across the world. COVID-19 crisis has given the world several challenges. It has affected life and hampered the economic status of people across the globe. As a response to this crisis, various measures have been taken including lock downs, and closure of institutions, learning spaces such as schools.

According to the World Economic Forum, a total of 320 million learners across India have been affected by the COVID-19 pandemic. And this has forced the education system to move towards virtual modes of learning. The impact of COVID-19 has been felt the most by marginalized sections of the society.

Sathya Educare Competency Trust which is committed to serve the students of marginal sections of the society and had to respond and adapt its service oriented activities towards a better and safer society. The global pandemic led us to re-strategize our programmes reflecting on the rapidly changing uncertain scenario. Not much of what we originally planned had taken place in this academic year, but some training programmes got implemented. We also have taken up a few activities in response to the humanitarian crisis. In this report, an effort has been made to capture the efforts made amidst the pandemic induced challenges.

We would like to take this opportunity to thank all who have been part of our interventions, especially the expert trainers, students, teachers who took part in our online learning intervention and also the team including all the trust members, teachers, and head teachers at Swami Vivekananda Vidya Kendra (SVVK) at Hoskote.

OUR REACH

150 TEACHERS



1250 STUDENTS



100 NON-TEACHING STAFF



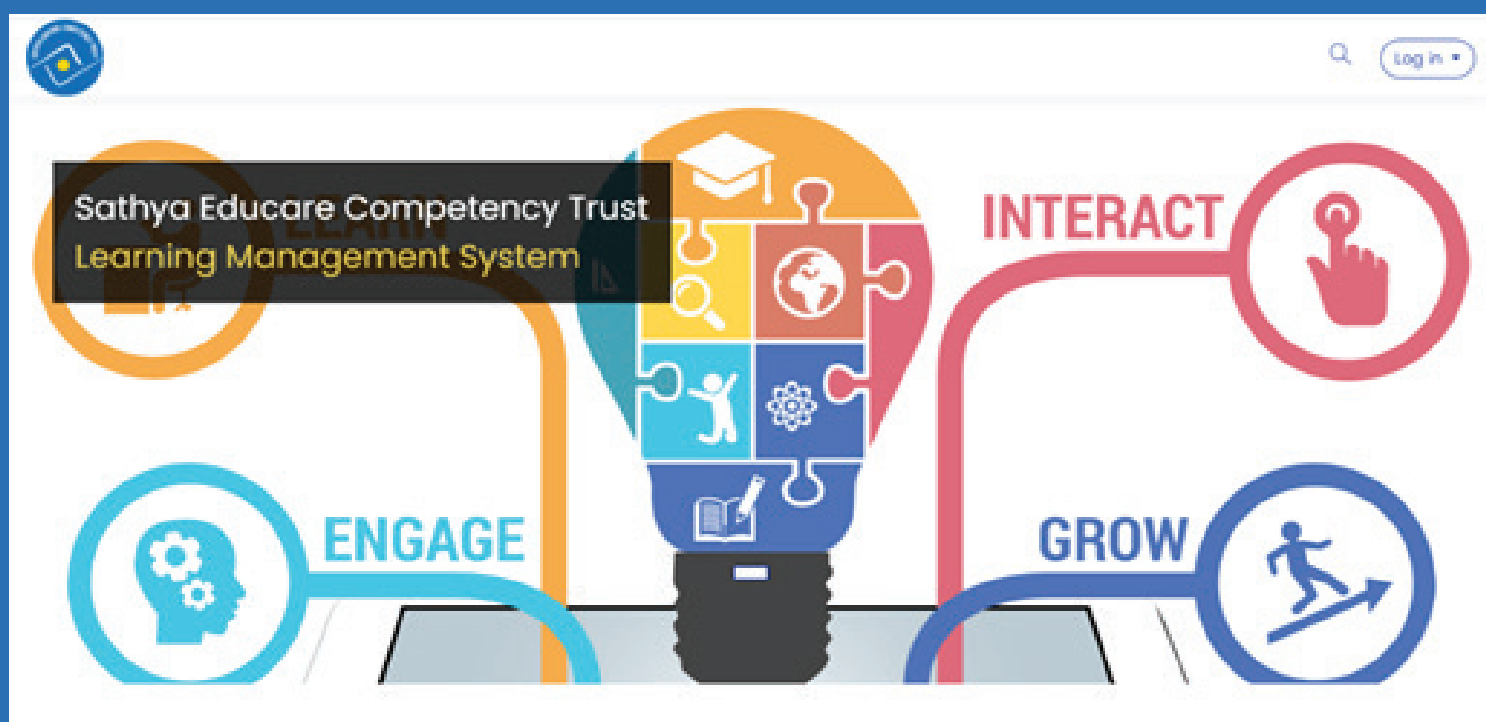
50 SENIOR CITIZENS



LEARNING RESOURCE SYSTEM UNDER CONSTRUCTION

One of the major plans for this reporting period was to create an Open Learning Resource System called 'Learning Management System' (LMS) to widen the reach of active resources and create a common digital learning platform for all the teachers and students of our intervention schools. This programme aimed to curate a range of learning resources (in the form of audios, videos, activities, interactive games, texts, evaluation tools etc.) for the teachers to access the resources related to their subject as per their teaching requirements towards enhancing teaching standards in the classroom with specific personalised learning pathways for subject knowledge enrichment.

As initial step of preparation, with the best understanding of the requirements of our targeted stakeholders, our team consisting five teachers got engaged in content creation and resource mobilisation to feed into the LMS. But soon the direction of this course of action had to be changed in response to the immediate changing needs. The team paused this work temporarily and got engaged in taking online classes for teachers as well as for the students of our intervention schools on priority basis as schools continued to remain closed.



ONLINE CLASSES FOR STUDENTS TO PREPARE FOR NTSE AND NMMS EXAMINATIONS

During the time of lockdown as schools were closed, our team decided to take up online interaction with teachers and students.

The team prepared modules and reached out to the students of grade 8 and conducted online classes for them to prepare for the most potential competitive NTSE and NMMS examinations.

These online modules covering the subject content were delivered for the students in the context of taking up the above said competitive examinations was prepared by accessing various resources.

These modules would be further refined in order to deliver quality content for the students of economically weaker sections of the society to explore and attain their fullest potential and progress in academic achievements. Thus we would be acting as a catalyst organisation to build the capabilities of these children while also building their self-esteem.

The Department of State Educational Research and Training of the respective state conducts NTSE and NMMS examinations for the students of economically weaker sections. The students of class 8th who fall under set criteria by the department are eligible to take up these examinations. The key objective of these examinations is to award scholarships to meritorious students belonging to the economically weaker sections and reduce the dropout rates and encourage them to continue their studies till Class XII.

As a consequence of our online training programme, 4 children got selected in the NMMS examination. Two among them (Sujay, Sindu sri) were from the government high school, Doddagollarahatti and two (Karthik, Rithesh) from the National High School, Basavangudi. Bangalore.



Happy Parents. . .

A weaver Mr. Sridar and a house maker Mrs. Kamala are very happy for their son Rithesh's selection in the NMMS examination. They say that they had no faith in him getting through this kind of examination as he being a student of an average learning level. Rithesh's father is extremely happy for his achievement and he claims that all this is an outcome of an online teaching support that Rithesh received from Sathya Trust. The entire family expressed a deep sense of gratitude for the commitment shown by the online teaching facilitator and hand holding support to the extent of reaching from an average level to the excel level of getting selected in such a tough competitive examination.

TOGETHER WE CAN CREATE A BETTER SOCIETY

Responding to the humanitarian crisis



GROCERY KITS DISTRIBUTION TO THE TEACHING AND NON-TEACHING MEMBERS OF SELECTED SCHOOLS

When a nationwide lockdown was imposed, all economic activities ceased. The people of middle and lower socio- economic class underwent tremendous pressure to sustain. Many of the people lost their job, teachers from low income class were no exception and they experienced difficulty in having daily needs met.



Being a service oriented organisation, Sathy Educare Competency Trust stepped in and made an effort to reach out to the people in need in the educational sector in the best possible way.

In order to protect the needy families of teaching and non-teaching members of selected schools to stay in teaching profession, we went ahead with distribution of grocery kits containing cereals and pulses and other daily required grocery items for the teaching and non-teaching staff members. The items provided were planned to meet the nutritional requirements of full families for a period of 10 to 15 days.



THE QUANTITATIVE DETAILS OF GROCERY KIT BENEFICIARIES AS FOLLOW

SL NO	TEACHERS	NON-TEACHING STAFF	NAME OF THE SCHOOL
1	50	100	Swami Vivekananda Vidya Kendra., Hoskote
2	50	0	Schools in Mandya district

Many of the beneficiaries of the dry grocery kits expressed the feeling of gratitude conveying that this helped them in safeguarding their dignity and professional faith as teachers while going through tough economic situation.



OUR LITTLE SUPPORT TO ELDERLY CARE CENTRES

The effect of the pandemic was felt across all the sectors including elderly care centres. It was learnt that elderly care centres were facing shortage of caretakers due to the effect of lockdown and other imposed COVID protocols. This really had an adverse effect on the seniors who were enrolled in those centres. Our trust stretched its support and went ahead recruiting caretakers, appointing them in senior care centres and sponsoring their compensation.

A few individuals were selected and placed in Om Ashram and Sathya Sai old age home for senior citizens, Bangalore where they worked as support persons in taking care of senior citizens.

But in this process we have been able to realise two important things. Firstly, there are a very few individuals who would like to take up this kind of service oriented work as their career option and secondly out of a few individuals who wish to work in this sector, most are neither trained nor having a basic knowledge about the elderly care related aspects. It was this experience which led us think about creating an integrated course of training and train the youth that would prepare them in developing the necessary knowledge and skills in socio-emotional, psychological and physical care related aspects in the context of elderly care and wellbeing. Our team has started working on structuring the training to educate the youth. The module also would be focussed to help develop the mind set of valuing senior citizens and being empathetic towards the challenges they face. This is important at this time as the attitude of valuing seniors has been changing over the few decades due to the transformation in family structures, socio-cultural setups, urbanization, changes in lifestyle etc.



Our recruited youth caring seniors in a home for senior citizens

ONLINE ENGLISH TEACHER TRAINING

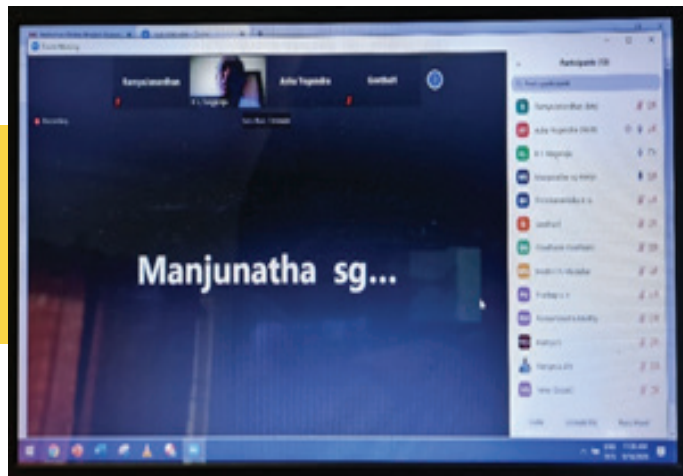
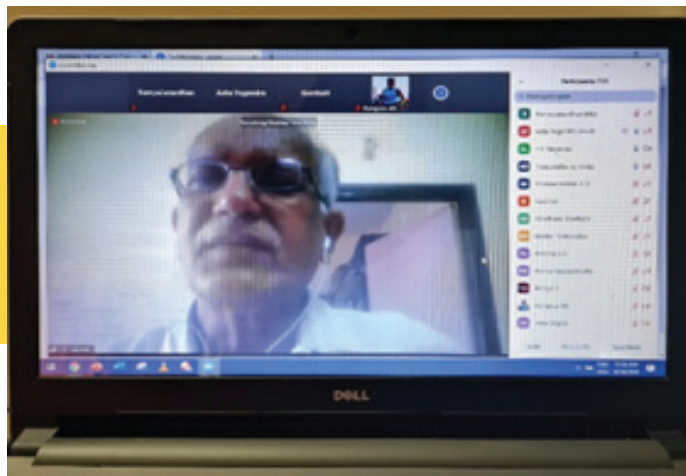
English has been the main communication language in our multilingual country. It connects people not only at the national level but also internationally. One of the main reasons for parents of children preferring private schools over government schools is the preference of English language as the teaching/learning medium,

With the objective to strengthen English learning in Government schools, and with special focus on students of class 10 by enhancing the skills and abilities of teachers in gaining proficiency in teaching English language, we connected with 25 government school teachers across three districts of Mandya, Bangalore urban and Mysore in Karnataka state.

Empowering teachers to bring creativity in the class along with enabling thorough understanding of all the necessary concepts to teach for class 10th students has been the key aspiration behind this training programme. Our expert resource person who has long teaching experience and also served as a principal in Kendriya Vidyalaya School facilitated this entire training programme on a virtual platform.

Online recurring sessions were scheduled, preparation for the class, classroom practices, observing the progress of students along with delivering content was taught to the teachers step by step. Teachers were taught English phonetic pronunciation, structure, vocabulary etc. in those sessions.

Through this intervention, the teachers got an online learning opportunity to learn and enhance their English teaching skills. Even though not all but 20 teachers stayed till the end of the course and enjoyed all the 35 sessions where each session was unique and useful in many ways.



INTERVENTION WITH SVVK SCHOOL

We initiated The Teacher Capability Enrichment program in SVVK School. We began the first step of collaboration by holding a preliminary meeting with SVVK management with the objective to chalk out the initial project plan and initiate the intervention approach at the school level.

The management expressed the challenges being faced in the school with regard to the day today functioning. At the end it was collaboratively decided that Sathya trust would take up the school support initiative and provide hand holding support towards overall educational development of students with following programmes - Sponsoring a math lab, developing expertise and help in deploying NEP etc.



NEEDS ANALYSIS



In order to plan and implement the right approach in achieving the identified interventions in collaboration with SVVK management committee, a needs analysis was carried out with the SVVK team. The needs analysis process encompassed one on one interview with teachers and head teachers, group discussion of teachers as per the subject and whole group discussion, etc. The small group discussion regarding their perception and a few questions under the themes -instructional planning on classroom environment, professional development, learning content and methodologies were explored. Our team facilitated the discussion process and consequently enabled the teachers to identify and articulate difficulties and challenges in their area of expertise, and identify their needs. Our team also took up the classroom observation process by visiting classrooms and spending time in observing the classroom transaction of each subject teacher in order to practically understand the opportunity areas of intervention. Following this, their concerns, subject-wise needs, and teachers' expectations etc. have been captured in the detailed needs analysis report.

Based on the finding captured in the needs analysis report, our intervention initiative was planned out along with implementation steps. But, the schools closed down due to the surge in COVID – 19 cases the implementation got delayed.



EXPOSURE VISIT TO 'MATHS WORLD' AT NADA



The Mathematics Subject Knowledge Enhancement Trainings using math lab determined to be a priority, They wanted to learn more on how to do this, from a well-known government school in a place called Nada in Belthangady Taluk of Dakshin Kannada district in southern part of Karnataka. So, a visit to that school was arranged. A classroom in Nada government school has been transformed into a wonderful maths lab by a maths teacher of the school called Mr. Yakub Koyyur. A classroom had been completely designed and materials had been arranged in a manner which promotes practical and self-directed learning of mathematics for students. With his collection of materials and implementation in a practical way Mr. Yakub Koyyur had taken maths learning beyond blackboard and lecture mode of teaching.

15 teachers and staff of SVVK participated in the visit to see his classroom and hold discussions with Mr. Koyyur.

The visit was enjoyable. SVVK teachers were oriented about the place and Maths lab called 'Maths World' created by procuring a wonderful collection of maths resources from various sources. Teachers got lots of opportunities to learn several ways of introducing various maths concepts through interactive materials, board games, flash cards etc.

After the orientation at Nada School, SVVK teachers carried back a wonderful learning experience and wished to create an ideal maths lab at SVVK school level to make their students learning fun.

A WORKSHOP ON CREATION OF MATHS RESOURCE MATERIALS

After visiting the Math lab at Nada, in order to carry forward teachers' motivation to create materials for Math lab at SVVK, an orientation workshop was organised for the teachers and children at SVVK. This workshop was facilitated by Mr. Satyamurthy Puttur, one who has worked in the field of maths and created various activities to help teachers implement several mathematical concepts in an easy manner.

The workshop was based on the modelling kit prepared by Mr. Puttur which contained a variety maths materials consisting activities, games and models to cater to the learning needs of three different levels in connection with teaching of several maths concepts in easy and efficient way and which could be prepared using easily available low cost local resources.

Teachers were highly enthusiastic to go back to school and create materials, but the sudden hit of Covid second wave forced the schools to go on closure for a long period of time and the implementation of the lab with resource kit got delayed.



AN ADOLESCENT EDUCATION FOR HIGH SCHOOL STUDENTS

Adolescence is not just a period where the body experiences changes but also a period when young people develop a more elaborate sense of their identities, including who they are, the groups they belong to, and their possible futures. Therefore right education at this juncture can have a positive impact on their development. Karnataka State Child Protection Policy also has mandated the application of Life skills and personal safety sessions in the schools for students and legal guardians



Two day long workshop on adolescent education was conducted for three different batches (a batch comprising 40 students) covering total of 120 adolescent students aimed to facilitate awareness and knowledge on the subjects of self-safeguarding, tools that can be used for self-protection, dealing with difficult situations such as teasing, bullying etc. and also internet safety.

The session encompassed whole group interaction and small group discussions and allowed individual students to interact. The students got an opportunity to learn about - adulthood, growth mind-set and healthy narratives, life goals and self-esteem, body image, acceptance, respecting and loving our bodies, mitigating media influence and peer influence (being assertive) and also very important affirmation of gender equity in their environment.

There were separate sessions for girls and boys which stressed on the topics of reproductive health, hormonal development, body examination (for example – self breast examination), myths and facts related to adolescence and reproductive health, body pride v/s shame, diversity in sexuality and gender identity, myths and facts of attraction and relationships etc. were all discussed in detail





SUMMARY

The year 2020-21 started with lot of expectations, and ended in an uncertain situation encountered and continuing due to COVID 19 pandemic. Sathya Educare Competency Trust restructured its expectations and focus in response to the humanitarian crisis. We reached out to underprivileged teaching and non-teaching staff members of the selected schools through distribution of grocery kits. Our intervention in the field of senior care began with making provision of caretakers to the old age homes and supply of Oxygen concentrators to rural areas and old age homes.

Physical closure of schools led us to make best efforts to reach out to the students and teachers through online mode. Online training sessions for high school students to prepare for NTSE and NMMS exams have been conducted. Teachers from government schools have benefited from the online English classes conducted by an expert trainer with the focus of enhancing English teaching/learning capabilities in teachers.

A few face to face training and educational field trip activities such as exposure visit of teachers to learn about making mathematics subject more interesting to students in the classroom and an adolescent education for high school students became possible when the COVID-19 restrictions got relaxed before the second wave.

It has been a joyful moment for the Sathya team when we learnt that 4 children trained under our online intervention got promoted in the NTSE and NMMS competitive examination. These are the children who help us understand the significance of our intervention and keep us motivated.