

Viswa Bharati Vidyodaya Trust



Annual Report for the Financial Year
2021 -22

Registered under Indian Trust Act 1960. 12A, 80G and FCRA approved

Contents

1. A Year of Transition and New Beginnings
2. Educational Institutions
3. Community Initiatives
4. Teacher Education
5. Audit Reports
6. The year in Numbers
7. Our Partners
8. The Journey beyond the Threshold



Viswa Bharati Vidyodaya Trust
An Education Innovation Of Adivasi



**Adivasi
Munnetra
Sangam**

A year of Transitions and New Beginnings

Unlike most years, this year because of the pandemic, we could step back, take stock and recast a new way forward.

At VBVT, this year has been one of transition and new beginnings. After working with children in the villages we had to move back to working with them in schools. This presented many a challenge, as it wasn't just about returning to the old normal. The pandemic enforced break had changed a lot of ground realities for the children and the communities. We had to find new ways to engage with the children, both within the school as well as outside it.

This context allowed us to begin a few new programmes which focussed on creating a stronger support system at the village level. From enabling village learning spaces to mobilizing a new cadre of Adivasi youth interested in working for their communities, there were many promising steps taken. While these might be small steps to begin with, we believe that, eventually these will be the most important ones.



Viswa Bharati Vidyodaya Trust
An Education Innovation Of Adivasi



**Adivasi
Munnetra
Sangam**

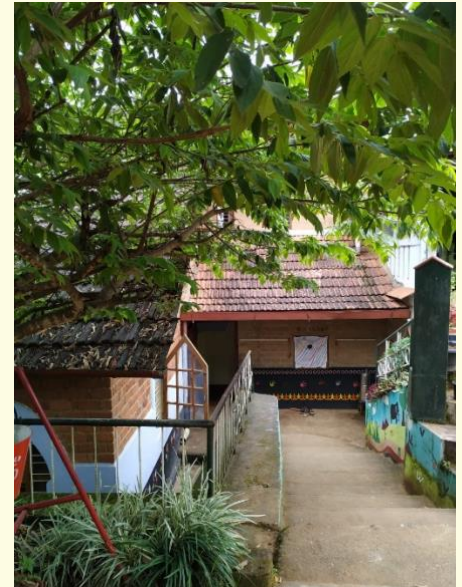
Educational Institutions

Vidyodaya primary school, an alternate school where Adivasi culture is an integral part of its teaching practices.


In partnership with the government, SSA(Samagra Shiksha Abiyan) residential school for drop-out children is managed by VBVT. Close to 200 children are a part of both these schools.

The academic year from June '21 to April '22 was one filled with hope, new beginnings and vigour. This inspite of the disruptions caused by the second and third wave of the pandemic.

Once schools were shut down due to the second wave, the idea of decentralising the school and creating learning spaces in the villages was initiated. This helped us move forward and closer to the community



At Vidyodaya Nursery and Primary school, we took our learnings from the last year, and set about designing a curriculum based on the child's life in the village. Themes like fishing, mushrooms, tubers etc. were used to teach Math, Language and other subjects. This helped the children to relate to the lessons lot more allowing for active participation and using their knowledge and experience.



| Social | |
|--|--|
| Learning Outcomes | Activity |
| Grade 1 (EVS) | |
| My Family - identify relationships | Prepare booklet |
| Differentiate living and non-living things | Picture and name card |
| Identify parts in our body | Chart |
| List the types of tests | Smell and tell, taste and tell |
| Puzzles (A series) | Puzzles |
| Grade 2 & 3 (EVS) | |
| List and identify types of fish | Draw types of fish and match |
| Parts and structure of fish | Practical and drawing |
| Plants and trees around us | Nature walk |
| List all animals and classify based on food habits | Match picture -> name card |
| Create wall newspaper | Drawing, collecting, pasting |
| Grade 4 & 5 | |
| Identify seasons (revolution) | Videos, discussion |
| Draw village map and connect it to other maps | Drawing and map work |
| Adivasis and their relationship with fishing | Foodbook, pictures and sharing |
| Fishing equipment - traditional and modern | Pictures of equipment, comparison (good & bad) |
| Create a model of fishing equipment | Creating any equipment |

(Left) Pictures from the classroom depicting the work children have done. A snippet of the curriculum developed (Right)

For the children, these classes really made a difference when they returned to school finally in November of 2021. Even though the children had spent close to 18 months away from school, they did not have the fear of returning to a more structured environment. Further, the modified curriculum allowed them to start learning at their levels. The decentralised classes also had an positive influence on the parents as they were able to witness the classes at close quarters. This resulted in a uptick in admissions with close to 25 new students joining our school.



(Left) Children taking part morning activities after returning to school .(Right)Teachers taking classes in a decentralised area centres during the closure.

At the SSA residential school, we faced a different challenge as children were coming back to a hostel atmosphere after nearly to 18 months of being at home. The children naturally found it hard to adjust to living away from home.

With this in mind, we worked on making the after school space more contextual and lively. We conducted after school sessions with the help of our Adivasi teacher trainees. In these sessions, the children learnt many different crafts, puzzles, games and tribal dances. We also focussed on them understanding their culture and history. The students slowly settled back to being in school and to the routine of the academics.



Children at SSA trying to solve some puzzles during their after school sessions.



A teacher conducting language classes at SSA using art

The closure of schools affecting the children wasn't something which was limited to the children at SSA. During the break, children aged 15 to 18, either joined the workforce as daily wage labourers or got married. This meant that many of them did not want to return to schools when they restarted. This has been a major setback that we could not prevent but are now working towards.

Koottu Manai- The Hostels

The **Hostel program** was started as a response to the issues mentioned earlier, of girls getting married and boys dropping out to work. We have an on-campus hostel for adolescent boys, and we support adolescent girls in collaboration with another private school. The children in these hostels study in the local schools nearby. We use these opportunities to focus on **Character, Confidence, Community and Career** of these children.



Girls exploring what their Tribal Languages mean to them and how to learn new languages



Like SSA, when schools re-opened these children faced a huge challenge on entering the classrooms. Due to the inequities in digital infrastructure, they hadn't been able to receive any kind of instruction for over a year and half. This, combined with staying away from home, were roadblocks to concentrate on learning. Therefore in the after-school

sessions that focussed on foundational learning and building their confidence to overcome challenges. Further, we also engaged with the parents of the children through meetings and village visits to understand the context of the children better.



The children and the teachers of Kootu manai

Vidyodaya Resource Centre

In the past years, the Vidyodaya Resource Centre has been focussing on resource creation in maths and science on the a [Youtube channel](#). We have also conducted workshops regarding the same in local schools. This year, our primary focus has been in the following two aspects:

- 1) **Resources for the community learning spaces:** The centre created [videos and worksheets](#) during the second and third wave of the pandemic. They were used by the volunteers at the village learning centres. Furthermore, the resource centre embarked on a project to create [theme based books](#) on foundational learning which will be used in the village learning centres. These themes were drawn from aspects of Adivasi life in the village. We have created 2 books until now and there will be more in the coming year.
- 2) **Teacher Education:** The resource centre played a critical part in building the [teacher education curriculum](#) for the new Teacher Induction Program. The Centre also contributed towards implementing and facilitating this curriculum.

| <i>Children at our Educational Institutions of VBVT</i> | | | | |
|---|---------------------------------|-----------------------------------|---|-----------------------------------|
| <i>Name of the Institute</i> | <i>Total Number of children</i> | <i>Number of Adivasi Children</i> | <i>Number of Teachers and Support Staff</i> | <i>Number of villages covered</i> |
| <i>Vidyodaya Nursery and Primary School</i> | <i>102</i> | <i>99</i> | <i>10</i> | <i>29</i> |
| <i>SSA Residential School (till 8th Grade)</i> | <i>100</i> | <i>96</i> | <i>7</i> | <i>32</i> |
| <i>Hostel (Koottu Manai)</i> | <i>20</i> | <i>20</i> | <i>6</i> | <i>10</i> |

Community Initiatives

In addition to our work in school spaces, VBVT works with the larger community in 300+ Adivasi villages through various other initiatives where we focus on increasing access to education and building awareness covering over 3000 children.

Community Learning Spaces

While our teachers at the schools were able to work with children from over 60 villages, we were not able to reach many villages that were located farther away and required travel through difficult terrain.

While the pandemic led to the closure of schools, it also presented us with an opportunity to work with children at the Village level. In 2020, we engaged with the children with the help of volunteers as a stopgap solution. The learnings from this experience spurred us on to create 7 village learning centres, that were run by our field staff and continued to function even after the schools re-opened. These spaces served as excellent models for learning, which we wanted to recreate in many more villages.

The Makkale Keeche program.

‘Makkale Keeche’ translates to children’s pockets in one of the tribal languages here. Thus as the name suggests, the goal of the program is to be as close to the children as their pockets.

In this model, we mobilize *Keeches* (village volunteers), who are interested in working with children. These Keeches undergo a training before interacting with the children in their own villages. Further they get supported at the village level from our field staff. After they bond with the children, they start working with them on their foundational learning using the [*Makkele Keeche Thematic workbooks*](#). This helps instil a sense of curiosity and belief towards learning.



Children at the village learning from art and puzzles



Children experimenting to find the properties of air

These Keeches, who range from being young mothers to college students, provide a support system for the children. They encourage and help the children solve the problems they face in their schools.

In alignment with our organizational belief that self-determination and self-reliance is key for Adivasi resilience, we would like the community to believe that they can

be a part of the child's education. Through this the community has created spaces which enables their children to grow. We launched this program in December of 2021, and in the 4 months we were able to mobilize 12 Keeches who have started work with more than 150 children in their respective villages.

17
Villages

12
Keeches

154
Children

Scholarships

With most of our community programs and educational institutions concentrating up to the primary and middle school level. We have tried to go a step further and identify Adivasi students who need support in pursuing higher education and providing them with scholarships.

| Scholarships Awarded in 2021-22 | | |
|---------------------------------|-------------|--|
| 25 Scholarships | INR 3.lakhs | 21 High School Scholarships 4 Under Graduate Scholarships |

Teacher Education

At VBVT, Teacher education has been one of the core initiatives that we have focussed on, through the years as it enables more members of the community to work on the issue of education.

Upskilling and Reflection for current teachers

Our teachers at both Vidyodaya and SSA schools, took the initiative to work with the children at the villages once schools closed down. Apart from that, during the second wave in June and July, the teachers engaged in online sessions which enhanced their own learning. We covered the topics:

- 1) Growth mind-set and Fixed mind-set
- 2) Memory and the Brain
- 3) Mandala Art
- 4) Origami

Through these sessions, teachers reflected on their experiences with children, while articulating what they wanted to take back to the classrooms



The teachers engaging in an online discussion about their teaching after reading the above book.

Mandala art learnt by teachers as a reflection tool and an activity to take to children

Teacher Induction Program

For a large part of our history, VBVT worked with the community to get Adivasi children into schools and increase enrolment rates. To our great disappointment and alarm, we found that only around 50% of the children who enrolled in class 1 were completing their studies in class 10. For the community too this has been a great disappointment, because it has cost them a lot to send their children to school. **They took the children to the school, but beyond the threshold of the classroom they had no say and no knowledge as to what had to be done.**

It is not possible for VBVT to have a school where all the 3000 Adivasi children can attend. Most of the children attend government schools. Therefore the question arises *“How can one change the situation in these schools?”*

The Teacher Induction Program has emerged as a logical next step in the process of the educational initiative of VBVT. Using the experience we have had through the past 25 years of training and enabling Adivasi teachers in our own school, we have drawn up a 10-year programme to train and induct 100 adivasi teachers into the local schooling system here in Gudalur. These 100 young adivasis, would act as support system for the children when they join school. They would also serve as role models for the children to look up to, encouraging them to stay on and study in school.

In August 2021, we launched our first batch with 8 trainees. These trainees go through three phases of training. The first two phases were residential and the third phase happened through an experiential manner.



The trainees sharing the life journeys with each other.

1)Phase 1 (August – September): *Understanding the self and the community we come from.* The first phase was the foundational phase, where they started by exploring their life journeys and the identities they held. Through this exploration, they built capacities to understand the society around them and the necessary emotional skills needed to live in that society.



A trainee conducting an activity for the children at her own village

2) **Phase 2(October to December):** They understood the role education played in their lives and how education could be a tool for social change. Through this, they were also equipped with tools to work in their communities.

3) **Phase 3(January 2022 – December 2022):** The third phase has created opportunities for them to work in their communities. They continue to learn more about the topics touched upon the first two phases. This is being done through a work based approach with regular reflections and exposure sessions

After these phases, trainees who show wish to continue their role of being a teacher would then be enrolled in a B.Ed. or D.Ed. graduate program.



The Trainees during a discussion on the purpose of education

Looking Inward, Looking Forward

VBVTs work through the years has been based on the community's voice and need. The Adivasi school was formed when the community at a mahasabha requested for it. Over the years these spaces that enable the voice of the collective to be heard seems to have become less frequent and less loud.

The break due to the pandemic, afforded us to take time out to chart a way to get back to listening to the community. With the help of the TEF (Transforming Education for Sustainable Futures) research network and IHS Bangalore, we have taken up a research project to conduct FGDs (Focus Group Discussions) and workshops with community members. The aim of this research has been to document the community's experience with the education system till now and further articulating what they expect of and hope from the education system.

We began this year long project in November of 2021. At the end of this research we hope to have a range of outputs that will communicate our findings to a wider audience ranging from academics to local school teachers .

Furthermore, there will be a clear articulation of what kind of education system our communities want for themselves, upon which our future initiatives will be grounded.



A Focus Group Discussion with community members.

Audit Reports

VIDYODAYA TRUST, GUDALUR, THE NILGIRIS
RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31 ST MARCH 2022

| RECEIPTS | Rs.P | PAYMENTS | SCH | Rs.P |
|--------------------------------------|----------------|-------------------------------|-----|----------------|
| To Opening Balance | | By Administration | I | 7,46,066.22 |
| - Cash in Hand | 9,567.75 | By Resource Centre | II | 98,000.00 |
| - Cash at Bank | | By Outreach Programme | III | 32,68,161.00 |
| CSB A/c:0024-00261094-190001 | 17,48,544.57 | By Vidyodaya School Expenses | IV | 9,31,469.00 |
| SBI A/c:39206388194 | 4,62,150.73 | By Donation Paid | | 2,38,084.00 |
| | 22,20,263.05 | By CAPITAL PAYMENTS | | |
| To Interest on Savings Bank | 18,860.00 | By Fixed Deposits Made | | 30,21,192.00 |
| To Interest on Fixed Deposits | 2,04,996.00 | By Project Loans and Advances | IV | 7,63,891.00 |
| To Donation Received | 49,20,238.69 | By Tax Deducted at Source | | 21,462.00 |
| To PF Employee Contribution Recovery | 49,834.00 | By Closing Balances: | | |
| By CAPITAL PAYMENTS | | - Cash in hand | | 20,798.75 |
| To Fixed Deposits Matured | 25,00,000.00 | - Cash at Bank | | |
| To Project Loans and Advances | IV 7,63,891.00 | CSB A/c:0024-00261094-190001 | | 12,68,485.76 |
| | | SBI A/c:39206388194 | | 3,00,473.01 |
| | 1,06,78,082.74 | | | 15,89,757.52 |
| | | | | 1,06,78,082.74 |

Notes: Refer Balance Sheet

OOTACAMUND,
Date: 20.09.2022

For View: Bharati Vidyodaya Trust

K. J.
Member of Trustee / Trustee



VIDYODAYA TRUST, GUDALUR, THE NILGIRIS
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31 ST MARCH 2022

| EXPENDITURE | Rs.P | INCOME | Rs.P |
|--------------------------------------|--------------|-------------------------------|--------------|
| To Administration | 7,46,066.22 | By Interest on Savings Bank | 18,860.00 |
| To Resource Centre | 98,000.00 | By Interest on Fixed Deposits | 2,04,996.00 |
| To Outreach Programme | 31,17,704.00 | By Donation Received | 49,20,238.69 |
| To Vidyodaya School Expenses | 8,81,635.00 | | |
| To Donation Paid | 2,38,084.00 | | |
| To Depreciation for the year | 59,688.64 | | |
| To Excess of Income Over Expenditure | 2,916.83 | | |
| | 51,44,094.69 | | 51,44,094.69 |

Notes: Refer Balance Sheet

OOTACAMUND,
Date: 20.09.2022

For View: Bharati Vidyodaya Trust

K. J.
Member of Trustee / Trustee



VIDYODAYA TRUST, GUDALUR, THE NILGIRIS
BALANCE SHEET AS AT 31ST MARCH 2022

| LIABILITIES | SCH | Rs.P | ASSETS | SCH | Rs.P |
|--|-----|---------------------|---|-------------------|---------------------|
| CAPITAL FUND | | | FIXED ASSETS | I | 2,322,461.45 |
| Balance as on 01.04.2021 | | 9,180,320.14 | | | |
| Add: Excess of Income Over Expenditure | | <u>2,916.83</u> | FIXED DEPOSITS | II | |
| | | 9,183,236.97 | General fund deposit | | 5,181,251.00 |
| CORPUS FUND | | | Corpus fund deposit | | 126,631.00 |
| Balance as on 01.04.2021 | | 115,000.00 | DEPOSITS & ADVANCES | | |
| | | | Rent advances as on 01.04.2021 | | 40,000.00 |
| | | | Tax Deducted at Source as on 01.04.2021 | 11,834.00 | |
| | | | Add: TDS during the year | <u>21,462.00</u> | 33,296.00 |
| | | | Telephone deposits as on 01.04.2021 | | 4,000.00 |
| | | | Electricity deposits as on 01.04.2021 | | 840.00 |
| | | | CLOSING BALANCES | | |
| | | | - Cash in hand | 20,798.75 | |
| | | | - Cash at Bank | | |
| | | | CSB A/c:0024-00261094-190001 | 1,268,485.76 | |
| | | | SBI A/c:39206388194 | <u>300,473.01</u> | 1,589,757.52 |
| | | <u>9,298,236.97</u> | | | <u>9,298,236.97</u> |

Notes:

- 1 Basis of accounting - Cash Basis
- 2 Depreciation is provided under Written Down Value Method at the rates indicated

DOTACAMUND,

Date: 20.09.2022

For Viswa Bharati Vidyodaya Trust
K. A. S.
Member of Trustee / Trustee



VBVT in this financial year has been able to renew our FCRA certificate, 80G certificate as well as 12A. Further we have also completed our CSR registration form. You can find a more detailed version of our audit reports [here](#) on our website.

The Year in Numbers

In 2021

**300
Children
Reached**

**43
Villages
directly
covered**

**20 Adivasi
Teachers
and Staff**

**7 Learning
Centres**

In 2022

**435 Children
Reached**

**79 Villages
directly
covered**

**29 Adivasi
Teachers
and Staff**

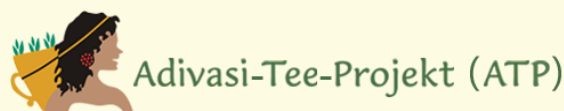
**17
Learning
Centres**

Our Partners:

A big part of our work happens due to the continuous belief and trust placed on us by many of our donors. In this past year we have been able to mobilize people and organizations from a diverse background to support us.

We have close 35 Individual donors who donate small amounts on a regular basis, this repeated support makes a big difference. Further many foundations and CSRs have supported us to enhance our existing programs and reach out to more children.

As we continue to grow and chart a path beyond the current threshold for the community, we require more such partners who can buy into the vision and support us through the long journey.



**George Macdonald's
Endowment Fund**

**Hiltons International
Development Trust**

**From Here to There
JSK Trust**



The Path Beyond The Threshold

The work VBVT has done along with the AMS and the other organizations here, over the past 30 years has been to enable self determination of the community's own future.

A big step towards going beyond this threshold, is to have self determined education system which is inclusive of community needs, history and culture. With this in mind we have kick-started the Cornerstone Project.

[The Cornerstone Project](#), will establish an end to end educational system in a single campus. We believe that through this, it will help strengthen the communities voice to negotiate their own space in this modern world on their own terms.

Over the next few years, we are going to be working to establish this campus and move beyond the threshold.



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