



SIKSHANA FOUNDATION

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An Institute of Sivasri Charitable Trust



## Annual Report for the year 2014 - 15

### SIVASRI CHARITABLE TRUST

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# Executive Summary

With a long term objective of developing an effective and locally empowered public education system in India, Sikshana Foundation, a social enterprise (NGO), established in the year 2002, aims at improving learning levels in government primary, secondary and high schools.

Primarily acting as a facilitator, Sikshana aims to improve the quality of education through various programs that mentor, monitor, provide need based resources and use technology to create interest in academics. Evaluation and assessment form integral part of the program.

Focused on decentralization and empowerment of the adopted schools, the Sikshana intervention model is scalable, replicable and cost effective. The outcome of the interventions is also measured in quantified scales in each school under standard test conditions.

During the year Sikshana worked with 1025 government primary schools and 139 high schools in the states of Karnataka, Maharashtra and Andhra Pradesh, impacting the academics of nearly 1,74,000 students.

# Program overview

In the academic year 2014-15, Sikshana Foundation implemented its programs across 3 states, 11 Districts, 22 taluks. The schools break up across various geographies is as below.

North Karnataka Schools						
Block	Primary Schools		High Schools		Total	
	Schools	Children	Schools	Children	Schools	Children
Hubli	114	26399	0	0	114	26399
Dharwad	101	22770	0	0	101	22770
Harapanahalli	30	5073	0	0	30	5073
Kalghatgi	121	18446	19	2764	140	21210
Kundgol	85	13468	0	0	85	13468
Navalgund	93	15229	0	0	93	15229
Shigoan	2	596	0	0	2	596
<b>Total</b>	<b>546</b>	<b>101981</b>	<b>19</b>	<b>2764</b>	<b>567</b>	<b>104745</b>
South Karnataka Schools						
Mysore	10	1820	0	0	10	1820
Kanakpura	127	11750	0	0	127	11463
Anekal	30	3760	0	0	30	3760
Chikkaballapur	50	2652	0	0	50	2652
Hoskote	104	8645	0	0	104	8645
Bangalore City	8	386	0	0	8	386
Ramnagar Dist	0	0	105	64	105	15388
<b>Total</b>	<b>329</b>	<b>29013</b>	<b>105</b>	<b>64</b>	<b>434</b>	<b>44401</b>
Andhra Pradesh Schools						
Madanapalli	30	3070	15	3794	45	6864
Shamshabad	19	2436	0	0	19	2436
Guntur	61	4664	0	0	61	4664
<b>Total</b>	<b>110</b>	<b>10170</b>	<b>15</b>	<b>3794</b>	<b>125</b>	<b>13964</b>
Maharashtra schools						
Pune	40	10427	0	0	40	10427
<b>Total</b>	<b>1025</b>	<b>151591</b>	<b>139</b>	<b>6622</b>	<b>1164</b>	<b>173537</b>



# Intervention in Primary Schools

## Key Highlights

- Baseline profiling of students
- Writing sheets program and writing speed assessment
- Diaries and dictionary program
- Formation of the Students Clubs
- Spot prizes and star badges
- Process Manual Standardization
- Capacity building training by Azim Premji Foundation
- Educative trip to Bengaluru
- Community & Volunteers Engagement
- ASER based assessment

In the beginning of the academic year, Sikshana mentors assessed students' academic levels in all the primary schools so as to maintain a database of students for later reference. The computerized records of students learning levels are held in the central office at Bengaluru.

## Writing Sheets distribution & assessment

To enable children develop the habit of writing daily which in turn helps improve the quality and speed of writing, and helps them particularly during the exams, Sikshana offered writing sheets to all the students. Four kinds of sheets are provided including plain sheets, double line ruled, four line ruled and maths-specific sheets to help children get familiar with various types of writing. Students maintain these sheets in files in the school

The quality and speed of writing were later assessed by mentors who then focused their attention especially on students who were found to be below average. The assessment was done twice, once at the beginning of the year and once again towards the end of the academic year.



Sustained practice on writing sheets helps children improve their writing ability

## Writing speed test results comparison

Assessment	Student Strength	Students who attended	Students writing <15 lines	Students writing >15 and <30 lines	Students writing >30 lines	Percentage for >30 lines
Baseline	22430	18657	4361	10010	4286	22.97
End line	17499	14977	2331	7097	5549	37.05

## Diaries & Dictionaries

Sikshana provided diaries to all students from 4th std to 8th std in its project schools. The diary is a unique study material as well as a record keeping book, helping students to maintain a track record of all their day to day academic work; homework given by the teachers, and also any other activity such as the number of writing sheets they have completed each day, the names of books they have picked up and read from the library, etc. The Kannada to English and Marathi to English Dictionaries also helped them in improving their vocabulary.



Students use the diaries for recording their day's academic activity

## Motivating students with Star Badges & Spot Prizes

Spot prizes and star badges given to students have enthused them further to take active interest in academics. Star Badges with distinct color coding for excellence in varied activities have helped students keep their spirits high. The Silver badges were given for good performance in academics, Pink for participating and doing well in extracurricular activities and sports and Green for maintaining personal and school hygiene.

Spot prizes which consist of utility educative items such as pens, erasers, geometry boxes, etc were given to teachers who used these items at their discretion to reward students for answering a question correctly, or for solving a maths problem or when students displayed good behaviour, shared responsibility, or helped their classmates, etc





Students proudly display their star badges

## New Program Initiatives

### Students Club—An innovative approach to empowerment

An innovative approach to empower the students and the school was conceived by Sikshana in the form of Students Clubs. Here students would lead, drive and oversee Sikshana interventions and in the process enhance their sense of responsibility, and develop leadership skills. The main objectives of the Student Club were to

- Empower the students and the school to be independent
- Help children develop leadership skills
- Develop a sense of responsibility and team spirit among students
- To let students themselves oversee Sikshana interventions and understand the outcome of these programs
- Motivate best performers to further excel and share their learning with below average performers
- To bring in discipline, process orientation, systematic way of functioning and empathy among the students through a series of activities

**To achieve these objectives, a charter of duties was prepared which included**

- **Monitoring of Writing Sheet Program:** Distributing writing sheets, monitoring progress of students, maintaining records of these sheets, etc.
- **Follow up of Diary and Dictionary:** - Student club members had to check the diaries of students to see that it is updated and also ensure that daily class work and home work are completed on time.
- **Classroom Discipline:** - Student Club members had to handle the classroom in the absence of the class teacher, and help students maintain discipline.
- **Helping at risk students:** Student club members had to follow up on below average students, and tag them with above-average students to improve learning and comprehension..
- **Event Management:-** Student Club Members should organize events in the school and take initiatives in running these events so that

In the academic year 2014-15, Student Clubs were formed in all the project schools where Sikshana is working. The clubs have not only been active but have been very successful in majority of the schools.



Members of the Students Club, GHPS, Gokul in discussion

## Key impactful achievements of the Students Club

**Increased attendance in class :** Student club members have been able to bring back irregular students to class by visiting their homes along with Sikshana mentors, convincing students and parents and counseling them to come back.

**Ensured class room discipline :** Thanks to Student club members, classrooms now are cleaner, organized and students more disciplined; the members handle students in the absence of teachers.

**Follow up of below-average students :** Student club members actively pursued below-average students, helping them to improve their reading and writing skills through activities such as student tagging and group study.

**Improvement in results:** Student clubs have helped in improving English, Kannada, Marathi and Arithmetic reading and comprehension, the outcome of which can be seen in ASER based performance results.

**Enhanced participation in class and co-curricular activities:** Students are now more participative in classroom activities besides showing active interest in extra-curricular activities.

**Leadership skills:** Students have developed leadership skills. They take onus of activities, are more responsible, helpful and articulate in expressing their thoughts.

**Managing Events:** Students have managed school related events such as Independence Day celebrations, Teachers Day celebrations, Annual Day and Sports Day celebrations etc by taking initiative, creatively organizing the events and ensuring the smooth conduct of these events.

**Parents and community involvement:** Because of the students clubs, parents are more involved in their children's academic progress and in school activities. The local community has also become more participative and committed to school development.

**Proper usage of resources:** Student club members have ensured that resources such as writing sheets, notebooks, etc are not wasted and are utilized effectively. They have made sure that the school library is being used properly and books maintained well.

**Increased confidence in students:** Other than academics Student Clubs were also involved in art and crafts, making of science models, managing events and taking ownership of activities. This enabled many students to come out of their inhibitions, become more vocal and confident which in turn impacted their academic progress in a positive way.

**Helping in implementation of CCE:** As instructed by the Department of Education, teachers have to conduct the Continuous Comprehensive Evaluation (CCE) of students. Since the formation of the Club, this process has become easier for teachers.





Leader of the Students Club helping a below-average student solve maths problems

## Dasara Camps for additional coaching

To help slow learners cope with academics, particularly Kannada and Maths, Sikshana organized Dasara camps in selected schools in both North and South blocks for a fortnight during the annual Dasara holidays in the month of October. Students were given many project works, do-it-yourself activities, reading of Kannada books, mathematics practice sessions, organizing and participating in games, talent competitions, cultural activities, etc besides home visits were conducted. Mentors met family members of below-average students and counseled them about the progress of their children and how parents can motivate them to study better.



Students exhibiting their creativity in Dasara camp at Anekal

## Educative trip to Bengaluru

Since the year 2004, Sikshana has been conducting an annual trip to Delhi for primary school children. This year, Sikshana had organized a first ever education trip to Bengaluru from October 15th to 17th 2014. A big contingent of 115 students, 16 teachers and 16 mentors, besides the staff of Sikshana came together for a fun-filled, educative trip. Selected students from grades 6 and 7 of government primary and secondary schools, from different districts of both North and South Karnataka, were in the Silicon City for three full days.

Important activities during the trip included: Visits to the Jawaharlal Nehru Planetarium, the Visvesvaraya Industrial and Technological Museum, Vidhana Soudha, Indian Space Research Organization (ISRO), Janasri TV News Channel, visits to the corporate donor campuses of iGATE and Broadcom, etc.



Students and teachers in front of the Vidhana Soudha

A key highlight of the trip was the lively interaction with the Minister of State for Primary and Secondary Education, Karnataka, Kimmane Ratnakara when students posed a volley of questions. Other celebrity guests who interacted with students included Karnataka's very own cricket player, Vinay Kumar and TV actors Sudha Belavadi and her daughter Samyukta Horanadu. A jolly ride in the Metro train from Byappanahalli to M G Road completed the tour for these students.



Primary and Secondary Education Minister Kimmane Ratnakara interacting with students



## Why Bengaluru replaced Delhi

While the Delhi trip offered students a golden opportunity to visit India's capital, see many of its historical monuments and the seat of power, and enjoy the city with a tourist perspective, the Bengaluru trip had a different focus:

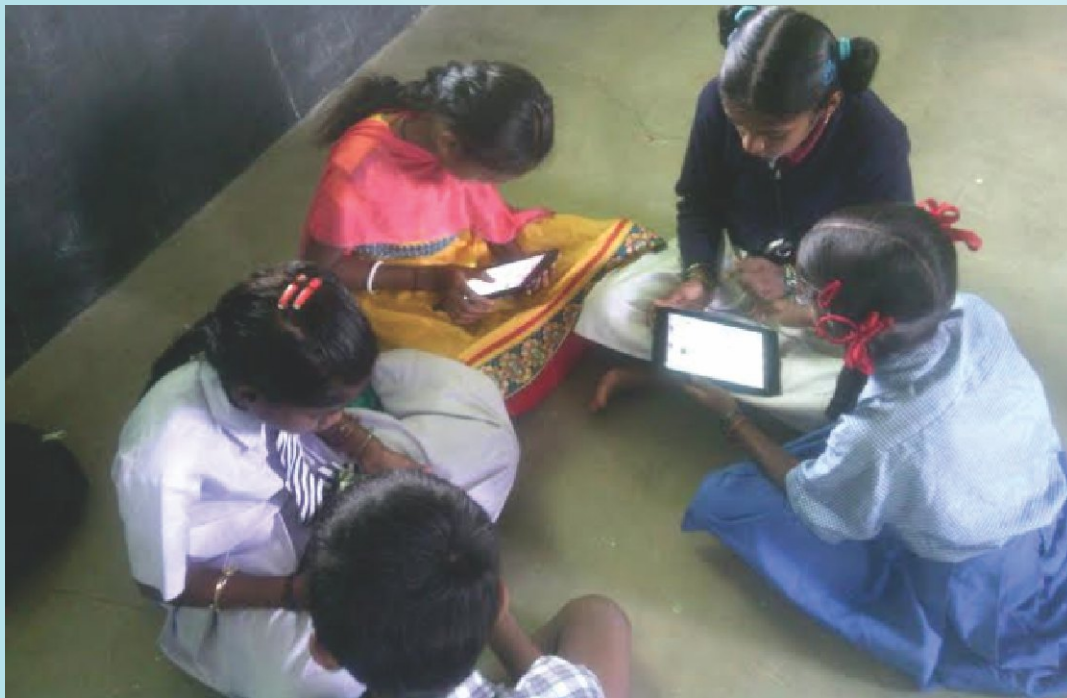
It was more educative, explorative and engaging. It provided an opportunity for all stakeholders—students, donors, government and the organizers-- to touch base with one another. The visits to the Planetarium, Museum and ISRO campus besides the Science Adda offered a wonderful learning experience for students. They could connect the theoretical aspects of their education with practical, real-life applications.

The interaction with the education minister and government officials also helped students understand the challenges of policy making and macro perspectives. Similarly, donors could also interact with the children first hand.

From the context of operations and organizing the trip, it was challenging for Sikshana, and required immense team co-ordination, meticulous planning and attention to details. However, the team spirit and good planning ensured that the first ever trip to Bangalore was successful, educative and purposeful.

## Using tablets to help improve learning

With Dell Corporation, one of Sikshana's donors, granting 40 tablets as part of its hardware grants, Sikshana began exploring how tablet-based applications can help students improve their mathematical abilities. As a pilot project, four schools in Hoskote and four schools in Pune were chosen. Suitable Android applications that would help in self-learning were installed and mentors trained. In Hoskote, students, specifically the below-average, were given the tablets under the supervision of the mentors for about an hour every day to help them learn better. Such students were tagged with bright students who helped them in using the tablets and learning. Mentors observed that students were very enthusiastic and keen to use the tablet.



Students learning simple mathematics with tablet-based applications in Thattekere school

**Impact of tablets in Pune schools ;** Four schools in Pune block namely Valati, Narhe, Waghmarewasti and Vadu Kurd were chosen for the tablet project and . tablets were given to those students who were below average particularly in mathematics. Student club members were trained in the usage of these tablets and a proper rotation plan was devised so that all students who were below average got an opportunity to use the tablet. Mentors supervised the usage of the tablets. The students were excited and very keen to learn using the tablet.

The impact of tablet usage was particularly felt by those students who were not responding to regular Sikshana interventions such as Student Club, student tagging and additional classes. They included 6 from Vadhu Kurd, 8 from Narhe, 4 from Waghmarewasti and 8 from Valati schools. The tablet further helped to motivate these students to develop an interest in academics.

## Monitoring & Third Party Assessment:

The mentors and the senior management staff of Sikshana regularly visited the schools to oversee the program implementation. The team visited schools two to three times a week to monitor the program and also to conduct assessments to measure student learning levels. Besides third party evaluation & assessments were also conducted by a team headed by Mrs. Usha, B H.

## Volunteering in Sikshana project schools

With Sikshana encouraging volunteering as an important aspect of its program, volunteers from the donor companies such as iGATE, Target, EMC, MindTree, Dell Corporation, etc., and the local community have supported Sikshana activities at the school level. They include

- Donated library to the school at Mandikallu in Chickballapur district.
- Painted the library with motivational caricatures and informative images in GHPS, Marasanahalli.
- Taught computers and English in the schools regularly at Anekal and Hoskote
- Conducted post-school evening classes for below-average students
- Donated seven computers to a school in K. Mallasandra.
- Distributed notebooks for all 127 Sikshana schools in Kanakapura
- Helped in home visits for ASHA project in Ramanagaram district.
- Conducted games for students at Kaggalahalli high school
- Painted the school compound
- Donated Sound systems
- Donated volley ball pole to the Kaggalahalli high school
- Participated in solar lamp workshop in Kanakapura conducted for High school students and teachers.

## Other Activities

### Standardizing interventions through Process Manual

In the month of June 2014, Sikshana initiated a Process Manual for Mentors for standardizing the interventions with the help of Bengaluru-based Sattva Media and Consulting Pvt Ltd., an organization which supports and accelerates sustainable development.

The purpose of the mentor manual was to support the mentors to understand and perform their roles better. The manual enables mentors to plan and conduct the various activities of the Sikshana program in order to achieve the desired impact of the program.

Sikshana also offered training to all its mentors in the usage of the manual and how their work functions can be made more efficient, productive and meaningful by following the prescribed format and achieving the standards.



Process manual training for Sikshana mentors



## Skills Upgradation

Capacity Building Training by Azim Premji Foundation (APF):

While short programs were constantly being held to familiarize mentors and facilitators in areas such as orientation towards the education policies, awareness of RTE (Right to Education) computer usage, data entry and analysis, an intensive three-day residential program was held for all mentors in North Karnataka blocks by the Azim Premji Foundation.

Sikshana had organized a three-day training program from 29th to 31st October 2014 at Hubli for all Sikshana staff including block mentors, senior and junior mentors. In all 69 mentors underwent the training facilitated by 10 subject matter experts from APF.

The training focused on subjects such as

- National Curriculum Framework
- Continuous and Comprehensive Evaluation (CCE)
- Right to Education (RTE)
- Communication skills
- Team building
- Mentoring
- ASER testing tools and benefits
- Time management & organizing
- How children understand & learn



Training programme for mentors being conducted by APF

## Teacher Training—Leadership Workshops

To motivate teachers Sikshana conducted leadership training program as a residential camp for teachers both in South and North blocks. Teachers from Anekal, Kanakpura and all the taluks in North Block participated in the camp. A number of challenging and fun filled activities were introduced. Teachers gave feedback later that this camp gave them a lot of confidence and brought out their hidden abilities. They said that it helped discover the unknown facets of their personality.



## Interventions in High School

Sikshana has completed its fourth year of intervention in High Schools, having started in the academic year 2010-11. While the primary school program focuses on acquisition of basic skills of being able to read, write in the mother tongue, besides being able to do basic Arithmetic, the intervention in High School is to ensure that the student clears the SSLC Board exam so that he/she can continue academic and non-academic pursuits. The program now covers a total 139 schools--105 schools in Ramanagara District, 21 schools in Kalghatgi Taluk in Dharwad and 13 schools in Madanapalli in Andhra Pradesh. Some of the activities undertaken include:

### Creating the database of students

Mentors visited schools and collected details of the students, their contact addresses, family information for profiling each and every student of 8th, 9th and 10th standards in all the 105 high schools. This is the first time such a database has been developed containing information like students name, father's name and occupation, address and contact details. The database was useful in tracking students' progress; follow up on below average students, besides helping during home visits.

### Identifying Student Levels

Sikshana mentors also collected information about slow learners and at-risk students from the teachers and gave them special attention by interacting with these students during their periodic visits and guiding them on how to prepare for the exams and study more efficiently.



## Early start classes in May and special classes in October 2014

Sikshana conducted classes for 10th standard students in 47 schools out of 104 schools in Ramanagara district. There were 12 schools in Kanakapura taluk, 14 schools in Ramanagara taluk, 10 schools in Magadi taluk & 11 schools in Channapattana. Special lectures by professionals from other fields were also organized.

The October classes were conducted specifically to help students cope up with difficult portions in English and Mathematics. Subject-matter experts were invited to teach children in 28 schools. The classes were held for 15 days and besides academics, mentors presented some important inspirational videos, career guidelines, etc.

During this period, the main focus was on familiarizing students with the syllabus of 10th standard, in addition to topics such as current affairs, importance of education,

concerns of society, etc. Special emphasis was laid on time management, planning and preparation for the 10th Board exam, and how to study effectively



Students attending special classes during the vacation

## Career counselling for 8th and 9th standards

Sikshana also conducted career counseling sessions for the 8th and 9th standard students to help them understand the varied options available and the importance of scoring good marks in the Board exams so that they can go for higher studies based on their career choices.

## Follow up of below-average students

Through activities like group counseling, home visits, etc Sikshana mentors focused specifically on below average students. Extra writing sheets were given to such students to help them practice properly and also improve their writing speed. Mentors also gave them work books besides visiting their homes individually. Also model question papers have been given to students to help them become familiar with the examination pattern and also solve maths problems of the previous years etc.

## Counselling & Mentoring sessions

Mentors visited their allotted schools 3-4 times every month and on a regular basis talked to students and motivated them, addressing the entire class. Besides, mentors also met below-average and at-risk students at times individually and at times in groups, after school hours to talk to them and motivate them. Mentors used tablets and projectors to show students inspirational videos and shared information about celebrity achievers to boost students' enthusiasm.

## Tagging Students for better learning

In some schools below-average students were tagged with above average students who helped them in many ways—guided them to complete their homework, ensured that they wrote their notes and did their homework properly, answered their doubts in studies, etc to enable these students also to get good marks in the exams.

## Home Visits

Sikshana mentors visited the homes of below-average and at risk students to counsel the family members, highlight the importance of SSLC examination and the need to get good marks and also encourage students to study well.



## Distribution of Workbooks and Study Material

Sikshana supplied model question papers of the new syllabus called “Sikshana Pariksha Mitra” for 10th students. Each book consisted of six question papers for each subject and also included answers for students' reference. Sikshana mentors monitored the usage of these study materials, urging students to practice diligently.

## Challenges in high school interventions

The change in syllabus for 10th standard of the SSLC Board implemented by the state government in this academic year proved to be the most challenging aspect of interventions in high schools. The teachers themselves were unprepared for the change and although the Department of Education had assured that teacher training would be provided for understanding the syllabus, the actual training was considerably delayed.

Yet another challenge that Sikshana faced during this period was the lack of full-fledged cooperation from teachers. However, the mentors made their best efforts to maintain a cordial and warm relationship with the teachers throughout the year.

## Program Impact - Primary Schools

Sikshana measures its impact against a highly regarded report called ASER (Annual Status of Education Report) brought out by the organization, Pratham. This is an annual survey that aims to provide reliable estimates of children's enrolment and basic learning levels for each state in India. More details of ASER can be had at (<http://www.asercentre.org/>).



This data analysis covers only Grade 7 students of government schools in Karnataka. As the data below indicates, students in Sikshana adopted primary schools have performed exceedingly well in comparison to the state ASER rural average given below:

Block	Schools	Total Students	Mathematics %	Kannada Reading %
Anekal	26	498	81.33	98.19
Chikballapur	44	863	94.67	99.77
Dharwad	92	2602	70.52	84.51
BangaloreUrban	3	38	71.05	84.21
Harapanahalli	26	408	90.69	92.65
Hoskote	99	1775	88.85	93.18
Hubli	100	3979	69.49	88.84
Kalghatgi	79	1932	86.59	93.79
Kanakapura	119	2370	85.4	94.94
Kundgol	63	1688	85.37	96.09
Mysore	10	282	80.5	97.87
Navalgund	72	1842	74.76	90.77
Total	733	18277	79.54	91.81
ASER Karnataka 2014			29	64.2

## Program Impact - High Schools

In Sikshana driven project schools, of the 5214 students who wrote the Board Exams in 2015 in Ramanagaram district, 4538 students cleared resulting in 87.03 pass percentage. In Kalghatgi, out of 1375 students who wrote the Board exam this year, 1232 students have passed, resulting in a pass percentage of 89.6.

## Taluk wise SSLC Board Exam Results with grades for the year 2014-15

Taluk	Student Strength	90-100% A+	80-89% A	70-79% B+	60-69% B	50-59% C+	49-35% C	Total Pass	No. failed
Kanakapura	1481	3	43	157	298	463	332	1296	185
Ramanagara	1296	7	52	128	232	303	266	988	308
Channapatana	1508	6	96	260	353	389	302	1406	102
Magadi	929	6	65	159	210	238	170	848	81
<b>Total</b>	<b>5214</b>	<b>22</b>	<b>256</b>	<b>704</b>	<b>1093</b>	<b>1393</b>	<b>1070</b>	<b>4538</b>	<b>676</b>

A total of 5214 students from Ramanagara District comprising of students from Magadi, Chennapatna, Kanakapura and Ramanagara, wrote the 10th standard Board Exams in March 2015. A total of 16 schools in Ramanagara district had achieved 100 per cent pass. 22 students scored above 90 per cent.

Ramanagar district which had slipped into the 17th position in the state of Karnataka in 2014 moved up to the 7th slot in the year 2015. While the state pass percentage is 82.81%, Ramanagara district achieved 89.62% marginally bettering its own performance last year which stood at 88.05%

# Special Projects

## Asha: A scholarship program for high school students

Sponsored and supported by Bengaluru-based IGATE Global Solutions Limited, in partnership with Sikshana Foundation, the project aims to offer scholarships to 173 academically bright girl students from economically weaker families from four talukas of Ramanagara district—Magadi, Channapatna, Kanakpura and Ramnagar.

In tune with the deliverables, Sikshana facilitated mentoring, counselling, and academic support to girls in Standard X and also ensured scholarships for students in pre-university. These activities were conducted through a series of interventions such as

- maintaining the profiles of all 173 students
- tracking their academic progress & assessing performance
- supporting tuitions for science students
- one-on-one counselling
- communicative English classes
- Life skill classes
- motivation through home visits



Group counselling session for PUC students in progress

## MindTree-Udaan Scholarship for medical studies in Sikshana schools

In the month of November 2014, MindTree Foundation organized a scholarship program at 34 Sikshana high schools in partnership with Narayana Hrudayalaya, the Bengaluru based specialty hospital. Totally 1,600 Standard IX students wrote the scholarship entrance exam conducted by MindTree volunteers and Sikshana team. Of which 464 students were selected for the second level exams and subsequently 53 students were selected for the medical studies scholarship. Sikshana mentors did counseling, home visits, organized special classes and distributed English dictionaries with the support of the Rotary Club to facilitate the scholarship program.

## Training workshops for making Solar Lamps

In an attempt to enable children acquire skills which will help them obtain jobs in future after they finish school, Sikshana teamed up with IGATE and developed a project on solar lamps. Working with high school students (9th and 10th standards), Sikshana offered training in developing solar lamps, which not only helped them overcome the problem of power cuts which is a hindrance to study for their exams but also helps them acquire a new skill, which is helpful in pursuing a job after their high school. This program was undertaken in Ramnagaram schools.

# Building Blocks for Organization Development

## Strengthening human resources

In an attempt to regularize contractual employees and also strengthen organization human resources, Sikshana formalized the recruitment process by inducting close to 77 personnel on regular employment. They were also given all statutory benefits such as ESI, Provident Fund, Gratuity, leave benefits etc as per labour laws. This move was undertaken to ensure job security for the mentors, develop an additional sense of belonging and motivate mentors to perform with renewed enthusiasm.

## New processes in finance & accounting

By moving to a cost-centre based accounting system on standard Tally accounting software from an Excel-based system, Sikshana sought to become more efficient. By adopting in-house financial data entry and managing of the accounting software, Sikshana changed its processes for the better. The block wise storage of financial information and the monthly accounting system has helped speed up data retrieval, enhance internal efficiency and accuracy.

## Milestones of 2014-15

- Formation of Student Clubs in primary schools for empowerment of students
- Standardization of intervention processes by professional agency
- Strengthening organization human resources and regularizing contractual employees
- Creation of new processes in finance and accounting
- Addition of new donors in support of the education intervention
- Sustained good performance of students in ASER-based assessment
- Increased involvement of community and volunteers in Sikshana program

## Case Studies

### Motivating the student to rejoin school

One 7th standard student by name Mehboob in Malenallasandra, Anekal district, stopped coming to school after his mother's death. The mentors visited his family but the father was very reluctant to send the boy to school. He even started taking the boy to the cement quarry to assist him in work. The mentors persisted by going to the quarry, counseled the father, and motivated and cajoled Mehboob, continuously telling him about the importance of education and how it would help him in the future. Finally Mehboob agreed and ever since has not only been regular to school but also took part in activities showing satisfactory progress in learning.



Mehboob continues to attend classes regularly



## Improving the school library with support from SDMC

As an initiative of the Students club, school students in Kadasikoppa village, Kanakpura taluk, under the leadership of a student by name Santosh, arranged a meeting of the members of SDMC (School Development & Monitoring Committee), the school headmaster and Sikshana mentors where it was successfully concluded that the school library will be enhanced with an addition of 1,000 books with the support of SDMC. As a first step, 400 books were given on Children's Day. This was a very good coordination and team effort by the Student club members



SDMC members pledge support to the school library

## Student tagging brings impressive results

Nilam Thakur is a special case from Waghmareasti Higher Primary School, Pune. She was directly taken into 7th Std through the RTE Act. In the Baseline assessment she was found lacking in Reading and Maths multiplications and divisions. Sikshana mentors motivated her to work hard and do additional home work. Also tagged her with an above average student Ritu Gaikwad from the same class to help her in studies. The mentor also did regular follow up of Nilam whenever he visited the school.

In the last week of December the mentor reviewed her progress with a short test. She had cleared the test confidently. By the end of year, Nilam had reached the stage where she started helping other students in Mathematics.

## Community Ownership in School Development

The zonal primary school in Waghmarewasti, Pune, was lacking in basic school infrastructure and classrooms were not in good condition with water leakage etc. There was also direct interference of locals in the running of the school. Sikshana mentors took the initiative and presented the poor conditions of the school infrastructure in front of the Community, Village Panchayat, SDMC and parents. As a result of persistent follow up by the mentors, the village Panchayat gave funds for creating a Computer Library and setting up a water filter plant. The Community also gave funds for building a compound wall, besides two toilets each for girls and boys and 4 separate urinals.

# Testimonials

**Nanjundappa,** BEO, Kalghatgi Taluk, Dharwad

Kalghatgi is a backward area in Dharwad. The government and Sikshana are putting 100 per cent efforts in improving the quality of education here and we sincerely appreciate this gesture. Giving writing sheets and diaries to the students to help improve their handwriting and also keep track of their homework and academic progress has been very beneficial. The special emphasis on below-average students through Dasara Camp, home visits, Reading program etc are praiseworthy. Sikshana's thrust on "Getting Ready for Exams" is a motivating factor for students and teachers.

**Sridevi Jirgale,** HM, GHPS Dalimba, Kanakpura taluk

Sikshana Foundation has been working for the holistic development of primary school children in Kanakpura taluk in the last ten years. Their quest to provide quality education to government school children is definitely worthy of appreciation.

Even the most academically backward student has been able to improve his/her learning ability because of the Sikshana program. Bringing irregular students back to school, focusing their attention on slow learners and helping children in their academic pursuit are praiseworthy efforts by Sikshana. Identifying hidden talents of children, conducting competitions and recognizing them with prizes have also been very inspiring. Sikshana also conducts tours by selecting students through a competitive test which helps children get exposure to newer places. We would like to gratefully acknowledge the good work being done by Sikshana mentors and staff in improving the quality of education in government schools and wish them many more years of success.

**Subbarayachari,** Teacher, Government Higher Primary School, Ittasandra, Hoskote

Sikshana program is very helpful particularly for slow learners and students who are not good at studies. Sikshana gives special attention to these students and helps them to improve. By giving writing sheets, diaries etc and recognizing students with Stars and prizes, and conducting various activities, Sikshana is motivating children. Also the program takes the support of the community to improve the schools. Besides, the Student Club has given leadership qualities to students and also enabled them to speak confidently and clearly.

**Annamma, Teacher,** GHPS, Harohalli, Kanakpura

Sikshana has changed the learning curve of children. Distribution and follow up of writing sheets, spot prizes, conducting extra curricular activities, familiarizing students with tablets and laptops, forming Student Clubs have all helped children in a big way. Students are now more confident and can speak without fear. Particularly for students from the rural areas to be able to work on technology tools is a big achievement and will help them in their future career. The leadership workshops for teachers has opened our minds up and refreshed us. Sikshana mentors are sincere and very committed to their work. By identifying educated youth and giving them jobs as mentors, Sikshana is promoting rural employment and helping to improve the local economy.

**S. Gomathy,** Teacher, GMPS, Harohalli, Kanakpura

Sikshana Foundation is working on various methods to develop skills among children and make them achieve specific academic standards. The mentor interacts with children firmly but lovingly and is able to bring discipline, love for learning, and team work in students. Because of the Students Club, we see a lot of positive changes in children and as teachers we are able to deal easily with slow learners. Lots of opportunities have been given to children to improve their hygiene, overcome fear of learning, develop good habits and all these have helped children improve their academic performance. We are happy with the Sikshana program in all government schools, mainly for the upliftment of poor students.

**Nanjundaswamy H.M,** Teacher, GHPS, Medamaranahalli, Dist. Ramanagar

By giving good education, we will be able to create good citizens for the country. In this education process, Sikshana Foundation is doing a wonderful job for the rural area children. It has helped teachers also to improve their teaching ability as leadership workshops and training programs are held for teachers too. The writing sheets have helped children improve their writing skills and speed and the Students Club has developed creative, problem-solving and leadership skills in young minds. Whether it is the diaries which enable even parents to keep track of children's progress or Star badges that motivate children to perform better or spot prizes that reward children, each and every activity of Sikshana is aimed at improving the learning levels of rural children. Sikshana is definitely very useful

**Priyanka K,** Student, 7th standard, GHPS, Medamaranahalli, Dist. Ramanagar

Sikshana has given us happiness. It has helped us to develop leadership qualities. Because of the diaries we get, we can keep track of our homework and also show our progress to our parents. Sikshana has introduced us to tablets and computers and we have become more knowledgeable now. Because they are giving us resources like writing sheets and notebooks, and sometimes stationery items, this has reduced the burden on our parents. With so much of support from Sikshana I want to be the best student in the school.

**Chandan,** 8th standard, GHS, Medamaranahalli, Dist. Ramanagar

Sikshana is a unique foundation, helping the students of rural area schools to improve their learning levels. Our handwriting has improved because of the writing sheets, and with tablets, we are able to solve Maths problems and also learn new English words. In the Students Clubs, we discuss problems of students and resolve them. We participate in co-curricular activities and our parents are very happy when they see our prizes and our diaries. They come to know about our progress and are proud of us. Because of Sikshana I have become a good student and it has helped a lot of students like me to improve their study process.

**Roopa B K.** Senior Mentor, Kanakpura, Sikshana Foundation.

More than one lakh students have benefitted from the Sikshana program. Since 2007, I have been working with this Foundation and am extremely satisfied with what I am doing. I studied in a government school and I know what such schools lack. Sikshana is able to give students what they need most—motivation, appropriate resources and encouragement. Everyone respects Sikshana for the good work that it is doing. We also have creative freedom and enjoy working with children.



The audited Balance Sheet for the year 2014-15 duly signed and attested can be found [here](#)

Membership No. 020273

Membership No.020275

**RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2015**

31.03.2014	RECEIPTS	31.03.2015	31.03.2014	PAYMENTS	31.03.2015
Rs		Rs	Rs		Rs
	To Opening Balance			<b>* General Account</b>	
	<b>Cash in Hand:</b>		88,87,557	* School Expenses	69,82,193
			3,50,896	* Mentoring project	8,59,597
			5,786	* Monitoring	87,813
343	General Account	4443	7,70,400	* Consultant fee	5,17,788
	<b>Cash at Bank</b>				
5040191	Axis Bank-General Account	5217184			
7568	SBM-General Account	7874	15,07,748	* Salary	40,02,935
			21,712	* ESIC Payable	1,42,218
			-	* Gratuity Payable	23,430
			-	* PF Payable	2,06,895
			-	* PT Payable	11,700
					43,87,178
	<b>* General Account</b>		1,67,800	* Rent	2,01,620
			1,03,990	* Administration Expenses	1,12,590
			-	* Audit Fee	1,12,360
0	Interest on SB Account with Axis Bank	152748	-	* Printing & Stationary	1,08,023
251856	Interest on SB Account with SBM	318	-	* Telephone charges	1,32,068
24693	Interest on Fixed Deposit	-	52,653	* Interest On Car loan	35,515
			1,258	* Bank Charges	944
			-	* Electricity charges	40,405
			-	* Postage and Courier charges	5,403
			-	* Rates and taxes	1,679
7,64,255	* Fixed Deposit	2,17,256	-	* Repair and maintenance	48,858
20,000	* Security Deposit Received		-	* Security charges	38,763
				* Travelling expenses	2,28,257
	<b>* Donation Received</b>		1,00,09,457	* Staff Welfare	35,011
				* Water charges	3,800
1,19,28,002	Bank	1,00,09,458	-		11,05,296
			6,15,018	* Special Project	-
	* Miscellaneous Income		1,43,470	* Payment of IT(TDS)	99,999
			-	Prepaid Expenses	2,226
			-	Salary advance	57,750
			25,000	Rent Deposit	51,000
			-	Staff Imprest	-
					2,10,975
			-	FCRA account	36,890
			1,54,119	Repayment of Car Loan	1,71,257
					2,08,147
				<b>* Capital Expenditure</b>	
			-	Purchase of Camara	6,800
			-	Purchase of Computer	2,26,243
			-	Purchase of Furniture	5,420
					2,38,463
				<b>FCRA ACCOUNT</b>	
	<b>Cash in Hand:</b>		1,48,55,808	* School Expenses	1,09,95,839
1,281	FCRA Account	1,281	12,04,841	* Mentoring project	16,23,281
	<b>Cash at Bank</b>		29,332	* Monitoring	38,796
28,19,444	Axis Bank-FCRA Account	-	18,61,022	* Consultant fee	10,03,375
					1,36,61,291
57,514	CAF	-			
10,25,000	Asha	10,00,000			
39,29,163	Deshpande Foundation	-	51,88,771	* Salary	77,40,076
1,00,00,000	Michael Susan Dell foundation	95,00,000	-	EPF	6,77,491
13,51,260	Monsanto	-	2,06,546	ESIC	4,70,632
15,53,750	Target	15,10,500	-	Gratuity	10,171
40,35,775	VBHA	47,29,553	71,150	Professional Tax	23,900
-	Dell International Services	37,56,250			89,22,270
3,14,592	Individual Foreign Donors	-	4,92,100	* Rent	3,86,140
6,16,500	Inland donors	-	20,573	* Administration Expenses	83,043
-	IGATE Global Solutions	17,72,400	40,000	* Audit Fee	1,36,180
-	Give Foundation	1			
-	Give2Asia	6,90,277	10,603	* Printing & Stationary	1,22,484
2,39,187	Global Giving - DELL	1,07,572	1,84,543	* Telephone charges	1,54,475
-	Global Giving - Girl child	11,38,906	26,601	* Interest on TDS	-
-	Global Giving - Miscellaneous	1,24,383	6,712	* Bank Charges	11,481
-	Pragathi	6,16,975	13,61,007	* Special Project	
1,38,341	* Interest on SB Account with Axis Bank-FCRA		-	* Electricity charges	28,127
92,251	* Interest on Fixed Deposit		-	* Postage and Courier charges	3,537
			-	* Rates and taxes	2,500
			-	* Repair and maintenance	9,530
			-	* Security charges	73,034
			-	* Travelling expenses	1,19,099
			-	* Water charges	2,089
					2,37,916
			4,91,339	* Payment of IT(TDS)	2,30,970
			-	Trust Control Account	1,80,370
					4,11,340
				<b>* Capital Expenditure</b>	
			-	Purchase of Furniture	52,350
	<b>Cash in Hand:</b>		1,281	FCRA Account	1,281
	<b>Cash at Bank</b>				
			1,21,829	Axis Bank-FCRA A/C	9,74,313
	<b>Cash in Hand:</b>				
	General Account		4,443		14,216
	<b>Cash at Bank</b>				
			51,73,769	Axis Bank-General Account 3660	10,72,442
			7,874	SBM-General Account	8,192
			43,415	Axis Bank-General Account-8651	1,42,328
4,42,10,966	<b>Total</b>		4,09,89,192	<b>Total</b>	4,09,89,192

For SivaSri Charitable Trust

Chairman

Vice chairman

Date: 28-09-2015  
Place: Bengaluru



For Nityananda & Co.,  
Chartered Accountants

N. Nityananda  
Partner  
Membership No. 020275

# About Sikshana

## Organization Profile

Since the year 2002, Sikshana Foundation, an institute of the Sivasri Charitable Trust, has been working with a dedicated purpose of providing quality education for children studying in government schools through a sustainable and replicable model that involves mentoring students, monitoring their progress, nurturing them and providing critical resources to enhance learning skills.

Sikshana works with 1164 government primary and high schools, offering need-based interventions. The Foundation aims at ensuring that every child studying in a Government Primary school acquires the basic skills of being able to read write and express fluently in mother tongue, besides optimal skills in English and Arithmetic. The intervention in High Schools is to ensure that the student prepares well and clears the SSLC Board examination so that he/she can continue the education further through academic or vocational streams.

As on date, Sikshana works with 1025 government primary schools and 139 high schools in the states of Karnataka, Maharashtra and Andhra Pradesh, impacting the academics of over 190,000 students.

## Vision

To evolve a sustainable and replicable model for an effective and decentralized public school system

## Mission

- Improve the learning ability of every student in the public education system by creating and adopting a cost effective and easy to implement model (method, systems, and techniques)—and put it into practice with quantitative targets and time schedules.
- Work in collaboration with and handover the Sikshana model to the relevant government system (local state or central)
- Use a data-driven approach to provide relevant follow-up, and transparently communicate results to encourage accountability across the system
- Improve perceptions about the effectiveness of the public education system

## Governing Board

Sikshana Foundation is an institute under Sivasri Charitable Trust and is managed by a Board of directors the members of which are deeply committed to the cause that Sikshana is promoting. The members of the Board are professionals in varied sectors but still find time to inspire and guide the team.

## Team

Sikshana operations are headed by CEO V Prasanna; a senior management team consisting of part-time professionals and board members assist the CEO in specific areas. The operations manager is in charge of the overall operations and ensures the smooth functioning of Sikshana's interventions. He co-ordinates with the region specific program managers who in turn supervise the work of senior and junior mentors in the field. Around 125 members in the field interact with the program stakeholders-- students, teachers, the local community, volunteers and government officials.

## Grantors, partners, collaborators

Corporates and organizations who share Sikshana's vision and enthusiasm have partnered with the Foundation and supported its range of activities. They include Vibha, CAF, Dell Corporation, iGATE, EMC Corporation, Volkart Foundation, Broadcom, Target, MindTree Foundation, VeriSign and TE.

