



ANNUAL REPORT 2020-21



Annual Report April 2020 to March 2021
Unnati Institute for Social and educational Change
(Unnati ISEC)

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Dear Friends,

Like many people around us, we too were caught unaware by the pandemic and its impact. While we all were facing uncertain times and worrying for the health of our near and dear ones, the children and communities we work with were always at the centre of all the decisions and adaptation to our work we had to do, owing to the restrictions due to the pandemic. Our field staff who are called 'Kiran' which means a ray of light, literally lived up to the meaning of their names by reaching villages where no other learning mediums could reach. We learnt to work online, used this time to reflect and strengthen our work through capacity building in various ways. We actively spent time in understanding the implications on our work of the National Education Policy, advocating for some kind of learning to continue in tribal parts when in those times there was no influence of Covid. When the chances of government schools reopening became very slim, we devised strategies to reach children in the villages as parents too were concerned about the learning loss due to no access to school. However, government's stringent restrictions in the view of arresting the pandemic spread could not find any possibility to continue children's learning. We had a dialogue with communities in 10 villages. We were motivated to reach the children as we knew that staying away from learning would mean an end to education for many children, especially girls.

We could continue working in 2 schools and 2 learning centres till the end of the year. To promote the MTB MLE approach we also launched our online 'Korku Language Course' for school teachers and others. We revisited our understanding of what it means to be literate and what education means to us. This year we decided to recast our library initiative as a separate program for creating opportunities for children to practice literacy skills as well as to explore themselves and the world around them better. This year we also sowed seeds for our new program 'Aafir' through which adolescent girls and young women will learn more about themselves and the world for being able to make decisions for themselves.

Children, who were in the village and also those who had returned to the village due to reverse migration, were most delighted to see our team members and demanded that we continue to go there even if the village restricts us during lockdown. This was validation for our work in many ways as we could reach them while they too were going through difficult emotions due to being confined to homes. Right from being there on the ground to advocating with the state, we explored many opportunities in our limited capacity and resources for continuing children's learning. We are grateful towards all our individual donors, funding partners who took efforts to understand the situation and why we need to adapt our work. This year could not have been possible without the trust shown by stakeholders in the village, the Education department and other well-wishers. We hope you enjoy reading about our experiences of working with the children and communities.

With Gratitude,

The Management Team of Unnati ISEC (Hemangi, Santosh, Sharad and Vaibhavi)

1. About Unnati ISEC

‘Unnati Institute for Social and Educational Change’ (henceforth, ‘Unnati ISEC’) is a civil society organization, operational in the field of Education since 2013. It is registered as a not for profit company under Section 8 of Companies Act, 2013.

We work for promotion of literacy and language development of the children from primary grades in the tribal area, where the language of the community is different from the state’s official language. Focus is on development of the pedagogy for literacy and language development, which includes teaching learning methods and material, creating spaces and culture where children’s language and culture has a dignified place in school processes, which include textbooks, story books and student-teacher interactions.

We are working in the tribal area of Akola district (Akot Tehsil) with Korku language, population of which is more than 1.5 lakhs in Melghat region.

Vision

There is a respectful and dignified life for everyone as envisioned in the constitution of India.

Mission

To improve access to formal school education in order to realise the fundamental right of all children to quality education.

Aims and Objects

1. To work towards realizing a fundamental right of children to quality education, that recognizes every child’s capacity and strength of getting education irrespective of her social, cultural and economic circumstances.
2. To work towards creating an environment for children to live dignified lives by actualizing their rights to survival, protection, development and participation.
3. To create and nurture an enabling environment for the development of entrepreneurship attitude and skills among children, youth and women.

To achieve its objectives, Unnati ISEC from amongst many other strategies, thrusts

1. To work with government systems at village, block, district, state and national level and provide them support in developing programs and strengthening structures and systems in the areas of quality education, child rights and entrepreneurship development.
2. To develop replicable models of quality education for schools including pre-schools, primary and middle and higher middle schools.
3. To take up research, do advocacy, use media, build campaigns and networks in order to build opinions of the stakeholders and influence the policy.

LEGAL STATUS:

- Registration number as section 8 company under Companies Act, 2013: U74999MH2014NPL257528
- 12AA : PN/CIT(Exempt.)/Tech/12AA/PuneRg/819/456/2016-17/6233
- 80G : AABCU7378RF20217
- FCRA: Obtained

2. Celebrations and Challenges!

Aafir - A program for adolescent girls from tribal communities began: Girls and women who could be potential facilitators to run libraries in their villages with Unnati ISEC's support were identified in 5 villages. Based on the interaction with girls and young women, we initiated knowledge building sessions with girls based on the challenges they shared and needs observed by us. We decided in future we will work with them to build their capacity for working in libraries based on their interest. This initiative was later named as 'Aafir' which means to take flight in Korku.

Launch of our new course 'Let's Learn Korku': Children learn well in their mother tongue which has been recommended by policies as well as education practitioners. Hence, In the approach of MTB MLE based pedagogy of language teaching, teachers speaking children's language functionally in the classrooms is imperative. This year we designed and implemented a course for the teachers to learn the Korku language which is the mother tongue of the children and communities we work with. 5 batches of this free course called 'Let's learn Korku' were conducted online in two stages, which saw over 362 registrations and was successfully completed by 86 participants from government school teachers, education sector professionals and people interested in learning new languages and culture.

Pandemic time - challenges and achievements: This year as we faced a setback in our implementation owing to the pandemic, however, we can proudly say that we could continue the classes in one village though we had to close them down in two other villages. Since we could not initiate the school intervention programme as schools were shut, we got more time and opportunity to reflect and strengthen some of our practices, such as the Evaluation system of the class and recording the observation of the children, developing the Korku language course, training of the staff on various subjects. We learnt to use the virtual mediums for conducting training and meetings, we learnt the strategies for working from home. Using these strategies, we did not stop our work, even for a single day.

Permission granted for the School intervention programme (SIP): We were delighted to receive the permission from the Taluka administration to collaborate with 3 schools from September 2020 in Gullarghat center of Chikhaldara Block of Amravati District in Maharashtra. Our plan to organise a residential workshop on developing perspective and common understanding on Learning in Multilingual classrooms could not materialise as the teachers expressed their hesitation to attend the workshop physically during the pandemic.

Diversity in the human resource: We celebrate the increased number of women in our team this year as we believe in equal opportunities for all in the organisation. Along with this we also take pride in the fact that our team has representation from Korku and Bhil tribal communities who have lived experiences which are similar to the communities we work with. Out of our 12 team members, 50% are women and 66% are from tribal communities. While we celebrate more women in our team, we were also sorry to see one of our female team members leave the job due to the patriarchal norms and restrictions from the family. We continually work towards achieving a gender equitable work environment for our team through discussions, policies and practices which will make them more gender sensitive and aware about gender based discrimination.

Child protection policy: We believe in safeguarding and protecting the rights of the children we work with as well as our team. This year we formulated Child Protection Policy and Anti-Sexual Harassment Policy to translate this belief in policies and practices. We organised training for the team for understanding the Child Protection Policy facilitated by an external resource person.

Organisational aspects: For effective administration, this year we brought in a digital attendance system, created a google sheet based system for recording daily, weekly and monthly work plan and reporting, subscribed to the personalised email system, created standard operating procedures (SOPs) for stationery and material, accounts and board meetings. We also **received ISO 9001:2015** this year for Quality Management Services.

Rimzim bank - a money saving activity: From our past work experience, we know that saving money has been an unknown practice in the disadvantaged communities for various reasons, such as, poverty, lack of accessibility to the savings institutions, lack of appropriate knowledge regarding the concept of institutional savings etc. We also notice that every day some children get a rupee or two as pocket money from their parents. In order to make available to the children a good sum of money for educational and other necessities, we run a money saving activity for the children attending our class on a regular basis. We call this mock bank activity as 'Rimjhim' bank. Apart from saving the money, children learn about the concept of savings and spending. From amongst 61 children, 47 collectively saved an average monthly amount of Rs. Rs. 856 till the end of the year.

Annual Convention: The 2nd Annual Convention was organised in the villages where we work by organising a 2 days residential event called 'Anand Sammelan' which saw participation of 65 people which included government school teachers, local stakeholders, staff, guests and well-wishers of Unnati ISEC. The idea behind organising the event for participants, especially the ones from the cities, was to experience the Korku culture and ways of being, appreciate the diverse language and culture of the Korku tribe and to understand the challenges experienced by the community living in these villages.

Shifting of the office: A major decision that we took this year in the month of August was to move our office from Telhara Block to Akot Block in Akola District as most of the villages and schools we decided to work with were in Akot Block. The idea behind moving was to stay closer to the villages we are working in, for immersing ourselves more in the communities we work with and also eliminating the challenges related to travel and logistics that we would have possibly encountered if we would have not moved.

Some figures to take a note of:

Learning centres: **2** (Every morning 8 30 to 11)

Work with Schools = **2** (Every morning 9 to 11 since the schools are closed)

Internal trainings = **17**

Training by external agencies = **3**

Review meetings = **25**

Parents meetings in 4 villages = **22**

Parents meetings in other 8 villages = **10**

Home visits as a class activity = **144**

Cumulative assessment (Test) = **Pre – 5 villages, post – 4**

Coordinators meetings = **18**

No. of story books purchased = **700**

No. of educational material produced = **15 types created**

Text material created = **context based 15 reading texts in Korku and Marathi**

3. Our Programmes and activities

Programme - 1

4.1) Shiku Anande (Let's learn with joy) - Developing pedagogy based on the MTB-MLE approach :

According to the People's Linguistic Survey of India (PLSI) in Maharashtra, there are more than 20 tribal and nomadic languages spoken by communities. Despite having so much variety in languages in the state, non-creation of any material in children's own language and not creating systems and practices for including children's languages and culture in the education system is a policy failure. In a way, the government is supporting the domination of Marathi over other spoken languages and communities which leads to non-learning of the children from these disadvantaged communities. From our experience, we take a position that the dream of universal literacy can be achieved only if children's languages are dignifiedly included in the school system.



Mother Tongue-Based Multilingual Education (MTB MLE) programs serve learners of non-dominant language communities who do not understand or speak the language of instruction when they begin their formal education. In MTB MLE programs, students begin with what they know—their language and culture, knowledge and experience—as the foundation for learning in school. Unnati ISEC is working in the School Education Sector with a focus of promoting “Mother tongue based Multilingual Education” (MTB MLE) for primary grades. We are into creating a model for literacy and language learning for children based on the MTB-MLE approach.

We are doing this work through the community learning centres for Korku language of Korku tribe, population of which is more than one and a half lakh in Amravati and Akola district in Melghat region. This program is implemented in Akot block of Akola district which has a sizable population of tribal communities, mostly Korku. The perspective, pedagogy developed from Unnati ISEC's programme will be one of the answers to the issue of learning of children from tribal and nomadic communities and for conservation of linguistic and cultural diversity by providing it a station of honour within a school's processes. Through MTB MLE programs, Unnati ISEC intends to advocate for making the education system more responsive to cultural and linguistic diversity, which will make inclusive and equitable quality education accessible to all children.

In the initial 4 years, till the end of academic year April 2020

- We developed and wrote down the thought / perspective and practice guide for using the MTB MLE approach for literacy development of the tribal children.
- We developed and disseminated children's literature in the Korku language. In the process of development of literacy, ample opportunities for children for reading and exposure to written language is critical. Developing reading resources in the language children understand is necessary in the early years of schooling.

- We used a library of story books extensively for pedagogy development. The library contains storybooks in Korku and Marathi language.

- We created ample educational and text material in Korku

- Engagement with the parents for increasing their participation in children's education was a critical component of the work.

From this year, i.e. from 2020-21, **apart from running our own centres, Unnati ISEC started working with 2 government schools, the aim of which is to develop a school based model for literacy building of Children from Korku tribal Communities using MTB MLE approach.**

In this school intervention programme (SIP) the focus is on teachers' Literacy Practice Change for including MTB MLE perspective for effective learning of the tribal children.



Shiku Anande class in process

So, **the objective of SIP is** i) to institutionalize the MTB-MLE based literacy pedagogy in the school system and also ii) Building organizational capacity to work with the school system. We will collaborate with the schools closely for adaptation in the curriculum, textbooks, library, teaching-learning methods and material etc. and working on teachers' presuppositions on literacy learning pedagogy.

Highlights of Shiku Anande for this year:

1. 2 learning centres were functional this year in the village Chichpani, Taluka Akot, District Akola. The centres were open throughout the year for 2 and a half hours for five days a week. We could conduct the classes as there was a negligible spread of covid in the tribal area and also due to cooperation by the community.
2. 2 classes were conducted in 2 Zilla Parishad schools, namely Aahad and Zingapur, Taluka Chikhaldara, District Amaravati. Since the schools were closed due to covid situation, these were conducted on a pilot basis for 2 hours, 5 days a week for about 3 months. The purpose was to familiarise ourselves with the community, children, teachers and the school.
3. Recording of the observations of the children's learning, home visits is a regular part of the classes. This year, we improvised this system very methodically and created a system of recording the observations and evaluation.
4. Children read over **195 books** this year in the class and some of them would even come to the open village library in the evening to borrow books for reading at home. This is a sign of development of the literacy skills of children in our classes.
5. Since this is the first year of the SIP (school intervention programme, we found it necessary to gauge the readiness of the teachers for using the MTB MLE approach in the school processes. We interviewed 10 teachers from 5 schools in the Korku majority area. We learnt that the majority of the teachers do not understand Korku, which is a children's language. Only one of them was trying to use Korku systematically in his class. Majority of them were not aware of the MLE policy of the government.
6. This year we initiated a study - "MLE (MultiLingual Education) practices in Maharashtra" which aims to study and analyse present educational policies and current pedagogic practices at the primary school level in Maharashtra for inclusion of MLE (MultiLingual Education) perspective with special focus on tribal languages. A concept note, structure of the study and the interview schedule has been developed.
7. We established good contact with the Tribal Development Department in Amravati region. We found it necessary as the department is dedicatedly working for the tribal community and they run the Ashram school for the tribal children. In the long run, we will need to do advocacy with the department for including the MTB MLE approach in their schools. The Project Officer, Ms. Mitali Sethi was very much responsive and she recognised the value of work Unnati ISEC is doing.

4.2) Developed the Korku language learning course:

In the approach of MTB MLE based pedagogy of language teaching, teachers speaking children's language functionally in the classrooms is imperative. However, we learnt that learning Korku by just being in the community is not easy as the language is totally different from Marathi. The difficulty adds as there is no written content available in the market in Korku, which is a source of learning any language at least crudely. This is when we thought that the teachers would need a training session for learning Korku. Hence, Unnati ISEC designed an online course "Lets Learn Korku" last April, when the lockdown started. In the beginning, the course was made available to the public. Based on our experience of piloting a Korku Language course which saw participation from government school teachers, social sector professionals and language and culture enthusiasts, we decided to take this to the teachers who work in Amravati District in Residential schools for tribal children and Zilla Parishad schools. On request from the Education department of Amravati District, we organised 3 batches of the online course for **285 teachers** who had registered, of which **99 completed** at least one phase of the course and **71 completed the full course**. As the course required the participants to complete individual assignments and work which were crucial for learning and practice, only those who were regular with their self-learning process could complete the full course.



Korku language learning course with AshramSchool staff

4.3) Teaching, Reading and Learning Resource Development:

MTB MLE programs can be successful if the curriculum and instructional material is rooted in the context and language of children as well as when the reading and learning material is in their mother tongue language. At Unnati ISEC, our endeavour is to develop resources like literature and teaching resources which are contextualised and appropriate as per the literacy levels of children whom we work with. We test, modify and validate these resources by first implementing them in our own learning centers with children. Our team also demonstrates the use of these teaching and learning resources while working with the government schools for advocating institutionalisation of these resources which will benefit all children.



Children joining letter cards to make a word

Highlights of Teaching, Reading and Learning Resource Development for this year:

1. This year, we continued creating and completing the contextualised teaching, reading and learning material in Korku and Marathi through a group within the organisation that we had constituted for

the same. The group works with different stakeholders in the community and language experts to finalise this material and over 14 such meetings were held to create and finalise these resources.

2. The material that was created was rooted in the culture of Korku children and was on topics like popular sayings in their language, stories about cooking delicacies with pictures, photo albums of vegetables that can be foraged from forests etc.

3. Children are able to learn by doing on their own if they have appropriate material for the same. This year we modified some of our teaching and learning material based on our experiences of using them in classrooms.



Use of learning resource helps reduce teacher's burden as children engage in self-learning

4. In partnership with the Tribal Development Department, we

had proposed to provide printed resources like children's literature and teaching learning material in Korku alongwith the workshop to enable the teachers from formal schools to use them in practice. Although this proposal did not take off as the workshop could not be organised, the government school teachers bought copies of books published by Unnati ISEC during their 'Lets Learn Korku' course. Participants of 'Anand Sammelan' were given copies of the song book 'Gau Anande' and basics of the Korku language book 'Shiku Anande' to promote Korku.

You speak, I speak and we all speak Korku

In one of the villages when our team member started speaking in Korku and asking about the status of schools being closed and if children would like to come together to learn, children very trustingly took us to the homes of other children. Adults in the village looked at the 'Shiku Anande' book and tried reading the Korku title of the book and smiled at each other. They were discussing amongst themselves that this is our language written in script and then became more inquisitive about what we do at Unnati ISEC. That day they asked our team member to leave the copy of the book in the village so they could show it to others and our team member left the village with a wide smile and hope in their mind.

4.4) Bide (To Rise) – Parents and Stakeholder Engagement:

We believe parents play a very critical role in their children's learning as much as teachers and schools do. Bide in Korku means 'To rise' and with this program we aim to make parents aware about their children's progress at learning, learning difficulties of their children and their role in supporting this process of learning. Every month the team plans parents meetings and home visits to meet the children's family members. Over 144 home visits were done by the team members to keep parents invested in their children's learning process. This year a total of **22 parents' meetings were organised in 4 villages** where we have been implementing either Shiku and/or Wachu Anande. **6 meetings were organised in 4 other villages** where we were exploring to understand if we can collaborate or support children's learning.

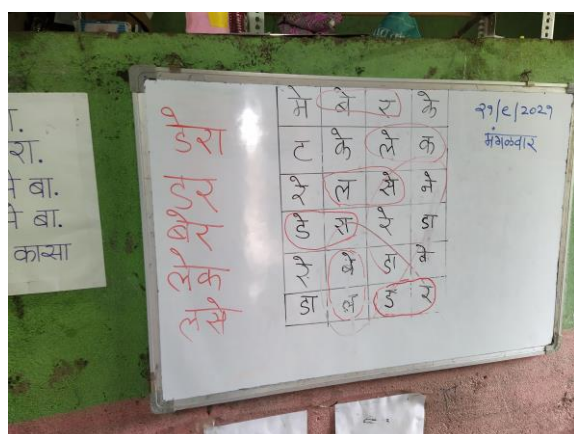
As the child is also part of the larger community in the village, the community thus can also contribute to children's education. If we have a regular dialogue with the key stakeholders in the village then they can participate in ensuring that the children in their village are learning well. This year we organised **10 such stakeholder meetings in 8 villages** at village level to discuss important issues like learning loss during pandemic as schools were shut and no online lessons, non-availability of text in print which meant high chances of children dropping out of school especially girls. Education department, Gram Panchayat members and School Management Committee members were specially invited to participate in these meetings.



Glimpses of activities in the class presented in the parent meeting

Building relationships with children and more importantly families...

In the Korku community, children are free and from a very young age decide for themselves and in the view of this fact, Vishal would not come to the class. His mother would say she asks him to go but he changes his mind and misses the class. Home visits enable the team to build relationships with parents and also have one on one conversation about their children with them. Our team saw parents' meetings and home visits as an opportunity to show Vishal's mother through videos how other children are able to narrate stories in Korku in class. We also encouraged his elder sister Yogita to come to the library for reading and soon the mother took initiative to ensure both her children continue their learning in the times of pandemic by coming to Unnati ISEC's programs.



Children's mother tongue Korku in the teaching learning process!

Programme - 2

4.5) Wachu Anande (Reading with Joy) - A library program:

The focus of Wachu Anande is to create a rich reading environment for children through vibrant libraries and library related activities. Through Wachu Anande we aim to facilitate with the children the process of literacy development, reading, reflection, learning new perspectives and dialogue. This program is a powerful platform for implementing the MLE approach where story books from many languages could be used as a resource for language development. Children who have completed 2 years in Shiku Anande program move on to become a part of Wachu Anande and are mostly in 4th standard and above.

Highlights of Wachu Anande for this year:



1. This year, we had **79 children** Wachu Anande program in **4 villages** namely Chichpani, DhondaAkhar, Aahad and Zingapur. Out of which in Aahad and Zingapur the program was implemented in partnership with the Zilla Parishad Schools and in the other two villages in our own library spaces. We appointed a full time coordinator for Wachu Anande as we see the potential in the program to be run as a pilot in our learning center space and extend our program in schools and other villages from our experience.

2. This year we added **700** new books to our collection from publications like Eklavya, Muskaan, NBT etc. The books were chosen keeping in mind that children need to read stories that reflect their lives like mirrors as well as stories that are windows to the outside world. The total number of books in our collection is **over 2400** which includes **105 books translated** by our team in Korku.

3. We also strengthened our library practice by adding new activities like book talks, library cards, storytelling in different forms, displaying books for browsing and making a choice for reading etc. We also started the book borrowing initiative for children to read books at home.
4. In Chichpani village, **12 children** read over **270 books** this year in the library. In the same village we also started a new initiative of an open village library, where we would take the books to a centrally located place for children to borrow books and over **50 children** in between 6 to 16 years of age read books through this initiative.
5. Due to reverse migration during the lockdown, many children were back in the village and with schools being closed over **26 children** visited the library as well as the evening village library and read over **213 books**.
6. Children learn about the concept of savings and spending through a mock bank called Rimjhim Bank in which they saved an **average monthly savings of Rs.257 in Chichpani and Rs.127 in DhondaAkhar**, collectively.

A new idea gets appreciated.

Many people in the village would often ask our female team member, being a woman, why she sits in the open and does the work of bringing books out in the open. But as soon as the children who could not come to the center in the morning due to different reasons started coming to borrow books, listen to stories in the village library, people started witnessing these joys of reading and borrowing. They understood how we are trying to promote reading and encouraged children to come to the village library. With acceptance for this idea from the village, we aim to replicate this in other villages to reach the children who cannot come to the programs at our center or school.

The magic that stories and libraries weave...

Samiksha is fond of reading and is a very eager reader in our Wachu Anande - the library program. She is in 2nd grade and lives with her parents and younger sister and brother in the village. Samiksha is the first one to arrive in the library and always the last one to leave after she is done choosing a book to be read at home before she goes to bed every night. Her father spends most of the money they earn on alcohol and the extent of this addiction is seen from the fact that Samiksha often has no money to buy what she likes to eat on the day of the bazaar. The mother and the daughters are often worried when the father comes home drunk. The young girls are frightened of him, as he may pick a fight with anyone under the influence of alcohol.

Samiksha feels free of these worries in the library and she says, "I can read books in Hindi, Marathi and Korku language in the library. When I choose a book I look at the pictures and then decide which one to read. I take a lot of time to choose books everyday as I borrow 3 books - one for myself, one for my younger sister and cousin, as they also now love to read books and enjoy the illustrations. On my insistence they also come to the library to choose books on their own. My parents too would read the books I would take home. But one day, my father observed me struggling to read joint letters in Marathi and he got very angry and told me not to borrow books as he concluded that I am not learning anything to read. I was very scared of him so I started reading books late at night after he would fall asleep."

We organise meetings with parents to update them about the status of their children's learning progress and what really happens in the class. In one of the parents' meetings, when the children's progress cards were going to be shared with them and their parents, Samiksha's mother decided to come to the meeting which was a very unusual thing that Samiksha felt. Her mother would never leave the younger child at home without her supervision and today she wanted to attend the meeting for Samiksha. This was also because she herself liked being in the library. On that day, Samiksha's father followed them to the library and started arguing with Samiksha's teacher about her inability to read joint letters. He accused her of not teaching her to read well and also complained about teaching in

Korku. Many parents aspire for their children to learn Marathi and do not see their own language worthy of being learnt at school or library. Samiksha's father too had the same perspective. Samiksha's teacher very calmly spoke to the father and explained to him that as per Samiksha's age she is reading well. She also assured him that next year she will gradually learn to read more complex text with her inputs and Samiksha's keen interest in reading every day. As the father was under the influence of alcohol he refused to listen and continued to speak in an arrogant tone. Samiksha recalling the incident says, "I was very disappointed to see my father speak to my teacher in this tone. He even forced my mother to return the progress card to the teacher as he felt I am not learning anything. But I was delighted when I saw that other parents intervened and asked him to stop. Till that day I felt only I love my teacher so much but what I witnessed was how much trust and love the people in the village had towards my teacher. My teacher shared that she will visit home and give my progress card to me soon and also encouraged me to read more in the library itself. I insisted I will read at home too when father is asleep and till date the habit of reading before going to bed has continued." The story of this young girl, who is determined to read and finding ways to continue to read despite the resistance from her father, is one of many such stories that breaks our heart but at the same time gives us strength to continue the work that we do with children and communities. For people to once again appreciate and learn to take pride in their language and culture, we feel the need to use and promote the MTB MLE approach is definitely a challenging yet right path that we have chosen for our work. Also not forgetting and celebrating the magic that stories and libraries weave in lives of children like Samiksha, and her siblings.

Programme - 3

4.6) Aafir (To Fly) – A program for adolescent girls and young women to empower themselves:

Adolescent girls and young women from tribal communities and living in remote villages experience marginalisation due to their multiple identities owing to the class, caste, gender and geography they belong to. We thought of running our library program mainly for children from 6 to 14 years of age group, with the help of the local resources by organising capacity building workshops for the girls and young women in their villages. In 2020, when we reached five tribal villages with the idea of starting village libraries through the young girls and women, we found that many of the girls and women we had identified through a process, did not have even basic literacy skills despite completing education till standard 10th.

We postponed our plans to start libraries for a while and instead continued sessions with these girls not just on library and literacy, but also for awareness. Every month we would organise full day meetings with the girls and would invite resource persons to facilitate sessions on topics like digital literacy for using computers and internet, financial literacy for understanding government schemes through banks, women's rights, reproductive system and menstrual cycle and literacy development



Interactive session with girls



Health awareness session conducted by
PHC personnel

through library activities. Over **9 sessions were organised and 15 girls and young women** were engaged through this exploratory program. In view of the engagement of girls and women in this program and their participation in it, the organisation planned to conceptualise a full-fledged program in the next year called '**Aafir**' – which in Korku means '**to fly**'.

4.7) Capacity Building:

We believe that our team members are the best advocates of Unnati ISEC's MTB-MLE pedagogy and can communicate to everyone why Unnati ISEC does what it does with the children and the key stakeholders like school and communities. To champion the cause of Unnati ISEC, the team needs to internalise and implement the policies, pedagogy, perspective and practices of the organisation. One of the ways we create opportunities to deepen perspective and develop skills of our team is through capacity building initiatives like training. A lot of our training needs are identified through the field monitoring visits, review of the program and suggestions from the team members. Depending on the resources required, we decide which of the training can be done internally or externally. We also feel that to advocate MTB-MLE pedagogy sharing our best practices with other stakeholders who work in the similar context of work like us and reflecting on what we know by observing their work is also crucial.

Unlearning and Learning

Our team members participated in external capacity building trainings on a variety of topics like Storytelling, Technologies for Online Learning in School Education, Learning and Life skills through Visual Arts and Design, Life around us - Know the nature, Pedagogy and Assessment, Connecting Learning to the Natural World, Action Research for Teachers, Adobe Photoshop and Premier and Introduction to Libraries. Different team members were participants in overall 17 workshops which were mostly organised online except for one residential workshop.

We also organised residential and non-residential workshops through internal resource persons on topics like Understanding Literacy and Pedagogy, Multilingual and Multilevel classrooms, Arts in Classroom, Child Protection Policy, Using Internet and Email for work, Noting Observations, Children's participation in learning, Library practices like Book Talks and Library Cards, Classroom Management, Parents Meetings and Home Visits, Sight Reading, Storytelling and Learning in Korku Language. 17 workshops were organised internally this year with 4 of them being organised online for the team.



Continuous capacity building of the staff is an integral part of our all the programmes

4. Our plans for next year

This year we have spent time understanding the school education system better and also have gained more insights by being in touch with the children, adolescent girls, young women and the community in the village. Next year, we will continue to work with the school education system with our MTB-MLE approach, library programs for children, capacity building program for adolescent girls and young women in following ways:

1. We will engage with 2 Zilla Parishad schools, collaborate with the teachers to prepare lesson plans with their participation on a daily basis to conduct sessions with the children. This will also develop the team's understanding for the adaptations required in MTB-MLE pedagogy based on learning with the interaction with the schools and teachers. We will also document the processes, experiences and learning in detail from our work with the schools.
2. We will activate the school based libraries in the 2 Zilla Parishad schools which create opportunities for education and language development of the children.
3. We will run 2 learning centers in the village on a regular basis which will allow us to conduct classes for the younger children through Shiku Anande and set up a library in the village.
4. Working with the schools as well as learning centers will create an opportunity for us to try out the activities from the library manual developed by Unnati ISEC in the library classes and modify the library manual further based on our learning.
5. As efforts to institutionalise the MTB-MLE approach in the school system by closely working with the schools and teachers, we will create reading material/literature in Korku which will be situated in their own context and will experiment it in learning centre and schools, run Korku language course for teachers, develop Teachers' Manual – a guiding document – on the perspective and activities on MLE.
6. Through Aafir program we will work with adolescent girls and young women in a new geographical area of Shahapur Block in Thane District of Maharashtra. We will build safe learning spaces for girls and women for interaction, expression and learning.



Preparing a plan is always a team process...

5. Unnati ISEC Partners and advisors

Financial supporters

- Wipro Foundation, Bangalore
- Shri Devi Ambabai at Goregaon Trust, Goregaon, Mumbai
- Grow Rich Fin Tech LLP, Thane, Maharashtra

Advisors

- | | | |
|----------------------|---|-----------------------------------------------------------------------------------|
| ○ Vidyadhar Shukla | : | Dy. Director (Retd.), Dept. of Education, Maharashtra |
| ○ Sumitra Ashtikar | : | Child Rights Consultant. Ex - Child Welfare Committee Member, Thane district |
| ○ Vipula Abhyankar | : | Retd. Lecturer at Modern College of Art, Science and Commerce, Shivajinagar, Pune |
| ○ Shrikrushna Kakade | : | Professor at Shankarlal Khandelwal College, Akola |
| ○ Prajakta Khare | : | Associate Professor, Meiji Gakuin University, Yokohama, Japan |
| ○ Shaikh Jameer | : | Gram Panchayat worker at village Adgaon, Taluka Telhara, Distt. Akola |
| ○ Mayur Ankolekar | : | Actuarist, Mumbai |

Learning Partners

- Bookworm Trust, Panaji, Goa
- Vikramshila Education Resource Society, Kolkata, West Bengal
- ArtSpark Foundation, Bangalore, Karnataka
- Digantar Shiksha Evam Khelkud Samiti, Jipur, Rajasthan
- T.B. Lulla Foundation, Sangli, Maharashtra

6. Membership of Networks

Unnati ISEC has following memberships:

- Voluntary Action Network India, VANI, New Delhi
- Mahavan maharashtra
- Guidestar India
- RTE Forum, Maharashtra (Right to Education)

7. Financial Statement

UNNATI INSTITUTE FOR SOCIAL AND EDUCATIONAL CHANGE
(A Company Licensed under Section 8 of the Companies Act, 2013)
CIN: U74999MH2014NPL257528
Balance Sheet as at March 31, 2021

Particulars	Note No	Amount in Rupees	
		As at 31-Mar-21	As at 31-Mar-20
I. EQUITY AND LIABILITIES			
(1) Shareholder's Funds			
(a) Share Capital	2	-	-
(b) Reserves and Surplus		5,81,203	1,58,001
(c) Money received against share warrants		-	-
(2) Share application money pending allotment		-	-
(3) Non-Current Liabilities			
(a) Long-term borrowings		-	-
(b) Deferred tax liabilities (Net)		-	-
(c) Other Long term liabilities		-	-
(d) Long term provisions		-	-
(4) Current Liabilities			
(a) Short-term borrowings	3	8,57,950	8,57,950
(b) Trade payables		-	29,376
(c) Other current liabilities	4	5,79,111	4,03,048
(d) Short-term provisions		-	-
Total		20,18,264	14,48,375
II. Assets			
(1) Non-current assets			
(a) Fixed assets			
(i) Tangible assets	5	22,064	32,961
(ii) Intangible assets		-	-
(iii) Capital work-in-progress		-	-
(iv) Intangible assets under development		-	-
(b) Non-current investments		-	-
(c) Deferred tax assets (net)		-	-
(d) Long term loans and advances		-	-
(e) Other non-current assets		-	-
(2) Current assets			
(a) Current investments	6	18,75,000	10,41,248
(b) Inventories		-	-
(c) Trade receivables		-	-
(d) Cash and cash equivalents	7	88,906	3,65,856
(e) Short-term loans and advances		-	-
(f) Other current assets	8	32,294	8,310
Total		20,18,264	14,48,375
Significant accounting policies	1		

FOR UNNATI INSTITUTE FOR SOCIAL AND EDUCATIONAL CHANGE

Hemangi Joshi
Director

DIN No. 06602483
Place: Thane

Mohan Dadaji Surve
Director

DIN No. 07897064
Place: Mumbai

Date: 13th August 2021
Place: Thane
UDIN - 21179816 AAAA CE4890

For Borgaonkar & Co.
Chartered Accountants
(Registration No. 145919W)



Rohan R. Borgaonkar
Partner
(Membership No. 179816)

UNNATI INSTITUTE FOR SOCIAL AND EDUCATIONAL CHANGE
(A Company Licensed under Section 8 of the Companies Act, 2013)

CIN: U74999MH2014NPL257528

Statement of Income and Expenditure for the year ended March 31, 2021

Amount In Rupees

Particulars	Note No	2020-21	2019-20
I. INCOME			
a. Revenue from operations	9	25,25,255	21,28,167
b. Other Income	10	75,447	62,179
Total Revenue (a + b)		26,00,702	21,90,346
II. EXPENDITURE:			
Expenses on the Objects	11	7,26,715	10,55,675
Cost of Material		-	-
Employee benefit expense	12	13,85,492	7,57,636
Administration expenses	13	4,500	57,918
Depreciation and amortization expense		10,896	7,365
Finance Cost	14	541	225
Other expenses	15	49,356	35,436
Total Expenditure		21,77,500	19,14,255
Excess of Income over Expenditure/(Expenditure over Income)	(I-II)	4,23,202	2,76,091

FOR UNNATI INSTITUTE FOR SOCIAL AND EDUCATIONAL CHANGE

For Borgaonkar & Co.
Chartered Accountants
(Registration No. 145919W)

Hemangi Joshi
Director

DIN No. 06607483

Place: Thane

Mohan Dadaji Surve
Director

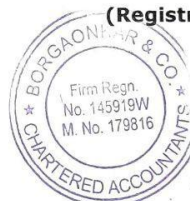
DIN No. 07897064

Place: Mumbai

Date: 13th August 2021

Place: Thane

UDIN - 21173816AAAACE4890



Rohan R. Borgaonkar
Partner
(Membership No. 179816)

Our Auditor:

Borgaonkar & Co

Chartered Accountants

CA Rohan Borgaonkar

E 4-5, 2nd Floor, Charms Star Bldg,

Bail Bazar Chowk, Kalyan W 421301

8. Governance and Team Members

Board Members:

- Hemangi Joshi : Founding Director, Thane, Mumbai
- Shabir Ahmad Baba : Founding Director, Anantnag, J & K
- Mohan Surve : Director, Goregaon, Mumbai
- Shalaka Deshmukh : Director, Goregaon, Mumbai

Governance Meetings:

Our Board meets regularly once in a quarter. Apart from the board meetings we also have our General Body meeting which meets biannually. This year the Board met five times in months of April, September, January and March to discuss critical issues of the organisation. Our discussions in these meetings were regarding programs and organizational matters.

Staff Diversity Details:

We have been taking steps towards having women and indigenous representation in our team and strive towards becoming a diverse team.

Designation	Gender		No. of person belonging to Tribal Community	
	Men	Women	Men	Women
Chief	-	01	-	-
Coordinator	02	01	-	-
Facilitator	02	-	02	-
Volunteers	02	04	02	04
Total	06	06	04	04

Staff Details:

Executive Director cum Chief Functionary - Hemangi Joshi

Coordinators - Sharad Suryawanshi (April 2015 to till the date), Santosh Lonkar (April 2017 to till the date), Vaibhavi Pokle (March 2020 to till the date),

Facilitators - Ravindra Kawade (May 2019 to to till the date), Subhash Kedar (April 2020 to till the date),

Village workers - Pramila More (April 2015 to till the date), Jyoti Bharsakale (June 2020 to April 2021), Rajkanya (July 2017 to till the date), Nanda Thakare (July 2019 to to till the date), Anil Ghaskar (July 2019 to to till the date), Dadarao Kedar (June 2020 to till the date)



Appeal to Support

Support our work through your contribution

Every little contribution counts in making our work more meaningful for the children and communities we work with. You can make monetary contributions or also support us through in-kind donation. Email us at Unnati.isec@gmail.com or contact us on 9892103371.

Bank Details for contribution:

Bank Name: Punjab National Bank

Bank Branch: M. G. Road, Thane (West), Mah. 400602

Saving Account No: 3739000100642890

Account Name: UNNATI INSTITUTE FOR SOCIAL AND EDUCATIONAL CHANGE

RTGS / NEFT IFS Code: PUNB0373900