

QUARTER 3 REPORT



2023 - 2024
COLOURS OF LIFE

TABLE OF CONTENTS

ABOUT COLOURS OF LIFE.....	03
CALENDAR HIGHLIGHTS.....	06
ANGANWADI PROGRAM.....	07
MATH PROGRAM.....	10
ENGLISH PROGRAM.....	15
PROJECT SPUTNIK.....	19
KANNADA PROGRAM.....	22
SPORTS PROGRAM.....	25
ART AND CRAFT PROGRAM.....	28
VALUE EDUCATION PROGRAM.....	29
MAJOR EVENTS AND INITIATIVES.....	30
COLOURS OF LIFE ACADEMY.....	34
UPCOMING INITIATIVES.....	36

ABOUT COLOURS OF LIFE

The Colours of Life (COL) Trust was registered in 2002 and presently operates across **15 Government schools** in **Bangalore** (Urban and Rural). We offer Government school students support **‘from cradle to career,’** with the goal of empowering them to play an active role in their own education and learning. Our **Anganwadi program** addresses the formative years of 3 to 6, our **school interventions** assist a student through their primary and high school years (till the age of 16), and our **Colours of Life Academy (COLA)** supports students as they enter higher education institutions or seek employment. Health, hygiene, life skills and extra-curricular activities are also important areas of focus for COL.

The **Quarter 3 (Q3)** Report 2023-2024 covers the months of **October, November** and **December 2023**. Academic interventions continued and the midline assessment was conducted in Q3. Events such as Sinchana, Sports Day, sweater distribution, school trips and Fun with English were held between October and December 2023. As schools closed for Dassera holidays, capacity building sessions were conducted for the COL team. COLA activities also continued with scholarships and the Mentorship Program. COL and partner teams have also started planning many upcoming Q4 activities such as the Math-a-thon and the endline assessment.

OUR SCHOOLS



Table 01 lists all **15 schools** under COL with their **strength** (as of 31st December 2023).

Table 01

School Name	COL Code	Cluster	Strength
Government High School, Bettahalasuru	BH1	North	273
Government Kannada Higher Primary School, Challagatta	CH1	East	212
Government Kannada and Tamil Model School, Cleveland Town	CL1	East	542
Government High School, Cox Town	CX1	East	219
Government Kannada Model Primary School, Cox Town	CX2	East	157
Government Tamil Model Primary School, Cox Town	CX3	East	101
Government Lower Primary School, Dasarahalli	DA1	North	246
Government Kannada Higher Primary School, Hegdenagar	HG1	North	995
Government Urdu Model Primary School, Hegdenagar	HG2	North	959
Government Model Higher Primary School, Hunsanamaranahalli	HU1	North	645
Government High School, Pottery Town	PT1	East	158
Government Model Kannada Primary School, Pottery Town	PT2	East	208
Government Higher Primary School, Sonappanahalli	SO1	North	314
Stonehill Government Higher Primary School, Tharahunse	TA1	North	282
Government Kannada, Tamil Higher Primary School, Vasanth Nagar	VA1	North	163

OUR STUDENTS

As of 31st December 2023, we have **7,007 students** covered by COL programs.



183

Anganwadi students
(3 to 6 years)



5,474

School students
(6 to 16 years)



1,350

COLA students
(16 years and above)

In Q3, **3 updates** were made to the school database and **8 updates** made to the COLA database.

Table 02 shows the school and class distribution of **active school students** (6 to 16 years).

Table 02

School	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10	
BH1								29	115	129	273
CH1	18	26	31	29	23	46	39				212
CL1	26	49	102	61	76	108	103	17			542
CX1								55	86	78	219
CX2	19	16	23	19	29	27	24				157
CX3	19	14	9	20	20	12	7				101
DA1	20	57	36	36	38	26	33				246
HG1	75	131	146	123	128	146	101	131		14	995
HG2	75	78	113	115	112	145	158	163			959
HU1	64	81	73	72	75	86	118	76			645
PT1								35	75	48	158
PT2	18	35	33	28	34	31	29				208
SO1	31	36	30	36	36	55	37	53			314
TA1	22	24	27	28	25	54	54	48			282
VA1	14	23	34	17	17	28	15	15			163
	401	570	657	584	613	764	718	622	276	269	5474

MONITORING AND EVALUATION

ANGANWADI STUDENTS

Anganwadi students are monitored through **parent meetings** and **house visits**. The Department of Women and Child Development (WCD) emphasizes child nutrition and health; the **height** and **weight** of each child is recorded every 6 months. Children are also periodically administered formative assessments on the 5 domains of early childhood development (**ECD**).

SCHOOL STUDENTS

School subject teams record the number of sessions, number of students present and modules in operation daily. Student progress is evaluated through **summative assessments** conducted either twice or thrice a year (per program); as of 31st December 2023, the baseline and midline assessments have been completed across all programs. Each student is assigned a **unique Roll Number** and **six-digit password** which allows the team to track progress at an individual level and across periods of time.

COLA STUDENTS

COLA students are monitored through **in-person COLA meets**, as well as **phone calls**; **1,129 individual calls** were made to COLA students by the team between October and December 2023. The **Mentorship Program** is another way the COL team connects with students. Each COLA

student is assigned a **unique ID Number** which allows the COL team to track their history of engagement with the organization.

COL TEAM

The COL team is monitored through **weekly meetings**, as well as **daily program trackers**. Q3 saw **9 COL team** meetings and **1 Trustee** meeting conducted. Work trackers (Math, English, Kannada, Art and Craft, Value Education) are collected and analysed by the COL Academic Head regularly to track the number of sessions conducted, as well progression of the year's syllabus. The Academic and Operations Heads conduct periodic meetings with school teams to monitor program implementation and effectiveness, **90 total school visits** were conducted by both **COL leads** in Q3.



Between 9th and 20th October 2023, **10 training sessions** were held for the COL team as schools were closed for Dassera holidays. The team revised the Math scheme based on assessment data and created lesson plans for the upcoming months. Art and craft sessions for Q3 and Q4 were developed. The team also planned the upcoming Sinchana event during the October capacity building sessions.



PARTNER TEAMS

The COL CEO and Academic Head conduct weekly catch-ups with each partner team to discuss program implementation, as well as progress; **11 partner meetings** were held in Q3. The COL Academic Head also conducts regular visits to Anganwadi centres; **14 visits** were conducted in Q3.

CALENDAR HIGHLIGHTS

OCTOBER 2023

- 2nd:** Dassera holidays in schools began
- 9th:** training sessions for COL team began
- 20th:** training sessions for COL team ended
- 21st:** Meeting with Anahata United Efforts team
- 25th:** Schools reopened after Dassera holidays
- 25th:** Sinchana off-stage events began
- 27th:** Math midline assessment file locked



NOVEMBER 2023

- 2nd:** English midline assessment file locked
- 2nd:** School trips began
- 3rd:** Kannada midline assessment file locked
- 7th:** Sweater distribution began
- 14th:** COL Children's Day event conducted
- 14th:** Children's Day celebrations in Anganwadi centres
- 17th:** Sinchana on-stage events began
- 29th:** Sinchana on-stage events ended

DECEMBER 2023

- 2nd:** MEGA football tournament conducted
- 4th:** Sports Day competitions began
- 8th:** Meeting with Adevo Skilling Academy
- 18th:** POSH training for COL team conducted
- 20th:** Sports Day competitions ended
- 20th:** School trips ended
- 23rd:** Fun with English event began
- 28th:** Sweater distribution ended



ANGANWADI PROGRAM

Our Anganwadi program is run in partnership with **Makkala Jagriti (MJ)**, supported by The Embassy Group; the infrastructure in the new centres (adopted in 2022) is supported by the Bangalore North Round Table (BNRT). The Anganwadi program is the first step in COL's 'cradle-to-career' approach. As of 31st December 2023, we have **8 centres** with **183 students** enrolled.

Table 03

Anganwadi Name	Count
Sonappanahalli 1	20
Sonappanahalli 2	18
Sonappanahalli 3	18
Tharahunse 1	13
Tharahunse 2	8
Hegdenagar 1	43
Hegdenagar 2	43
Hegdenagar 3	20

183

The objective of the program is to transform Anganwadis from decrepit day-care sheds into clean, lively, well-equipped centres of play and learning through an **Early Childhood Care and Education (ECCE) program**. The ECCE program focuses on enhancing the **quality of pre-school learning** and **engaging stakeholders** in the Anganwadi system such as parents, caregivers and local officials. Quality learning is delivered through **structured pre-school activities** and by **developing** the **capacity** of the team (teachers and helpers) to deliver the curriculum. Stakeholders engaged are **parents** and even **local community members**. Parent meetings and workshops help caregivers understand how they can stimulate early learning through simple activities at home. Local officials, school teachers and community members are also invited to Anganwadi events to increase the visibility of the spaces in the area.

QUALITY PRE-SCHOOL LEARNING

PRE-SCHOOL ACTIVITIES

Activities conducted in-class for Anganwadi students are developed using the Government of Karnataka's **Chili Pili curriculum**. The curriculum focuses on the fine and gross motor skills, as well as the socio-emotional, language, creative and cognitive development needs of children. Introduced in 2019, the Chili Pili curriculum aims to prepare children for **smooth integration into primary schools**. Social, motor and cognitive skills are developed through games, songs and dance. For students between 5 and 6 years, the curriculum also introduces foundational literacy skills. Some themes and topics covered by pre-school activities in Q3 were mountains, rivers, lakes, musical notes, plants, trees, birds and insects.



The MJ team also **distributed learning kits** (consisting of crayons, books, sketch pens, poster colours and other craft supplies) across all centres to students in Q3.

CAPACITY BUILDING

3 capacity building sessions were conducted in total between October and December 2023. In October, all Anganwadi teachers were trained on creative methodologies for teaching; this included storytelling, puppetry, action songs, music and movement. In November, a training session was conducted on teaching learning materials (TLMs).

1 helper training was conducted on 22nd December 2023; the focus was on fostering creativity in teaching methods for children.

The team also **visited Sadhu Vaswani International School** in October 2023 to observe best practices in pre-school education.



STAKEHOLDER ENGAGEMENT

PARENTS AND GUARDIANS

PARENT MEETINGS

Between October and December 2023, **18 parents' meetings** were conducted across all Anganwadi centres.



HOME VISITS

45 home visits were conducted by the Anganwadi team in Q3.



EVENTS AND SPECIAL INITIATIVES

CHILDREN'S DAY CELEBRATIONS

In November 2023, Children's Day was celebrated in all our Anganwadis. A central colour was chosen as the theme for the day; students were encouraged to dress in the theme's colour and engaged in a variety of activities. For example, on 'Green day,' students coloured leaves and learnt about trees around them. For 'Orange day,' students crafted a model of the sun. On the final day of celebrations, parents were invited to watch their children perform a dance; students' artwork were also displayed. **117 parents and family members** attended the event; **22 community members and officials** also attended the event (including ASHA workers). A cake cutting ceremony was held and gifts were distributed to all students.



ALL ANGANWADI REPORTS CAN BE ACCESSED BELOW:

[October 2023](#) | [November 2023](#) | [Quarter 3 2023](#)

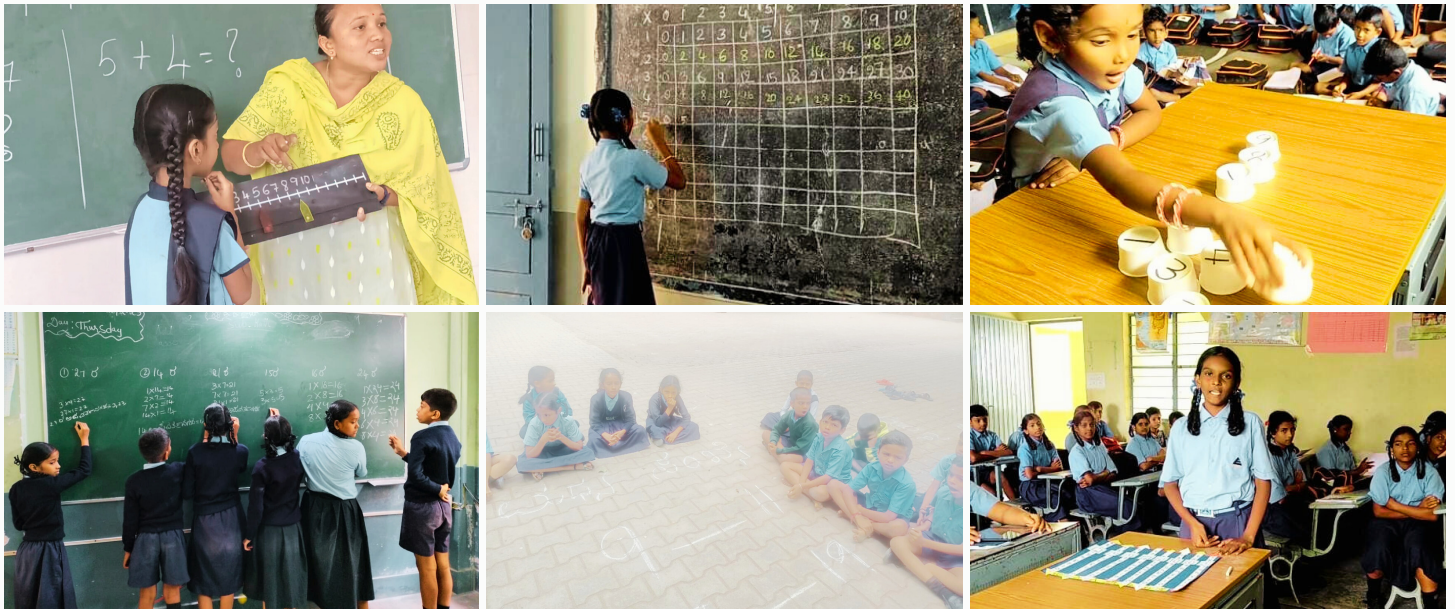
MATH PROGRAM

The objective of the Math program in 2023-2024 is to ensure a student has a **level of proficiency at and beyond basic arithmetic**; and for topics relevant to their class. The Math program is **supplementary** and allows a student to understand concepts **at their own pace**.

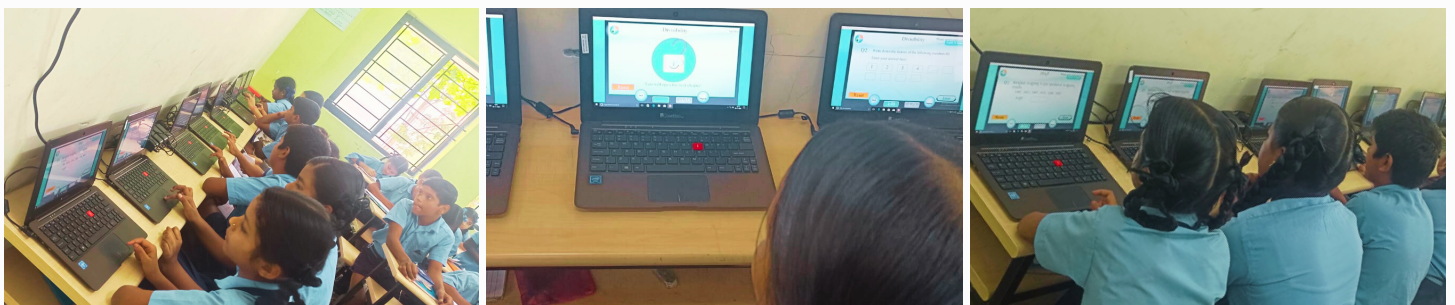
HOW IT WORKS

The Math scheme for each class is developed using **National Council of Educational Research and Training (NCERT)** and the **Department of State Educational Research and Training (DSERT)** syllabi as the base. Important modules in each class's textbook are assigned to numbered sessions each week. Modules cover basic arithmetic functions relevant to the upcoming topics and class-level topics required for the academic year 2023-2024 (taken directly from the Math textbook).

Students are **segmented into groups** according to their learning levels for the session's module. Segmenting the class allows mentors to **customize the content** delivered, allowing each student to learn at their own pace. Classes are conducted using traditional methods like blackboard instruction; however, the team has also developed lessons that make heavy use of TLMs and outdoor activities. These keep classes engaging for students and help them better understand the practical applications of Math.



Sputnik Math lessons **supplement** school classes; Math mentors are all provided with tablets containing lesson videos. Students are assigned Sputnik lessons to complete in class, depending on the level they are operating at. Students with smartphones are also assigned Sputnik launches to complete at home; mentors track these submissions on the Math dashboard.



MONITORING

According to school's deployment, we have anywhere between 1 to 3 Math mentors conducting a class. Math mentors record the module completed versus the module the class should be at (as per the scheme). This allows the COL team to track the number of sessions, average attendance and percentage of the scheme completed. The program also has a Math Coordinator conduct

regular visits (minimum one visit per school per week) to monitor program implementation and assist mentors with any issues they face. During their visits, the Math Coordinator also verifies assessment data to ensure an accurate record of student progress. The **Math Coordinator** made **60 school visits** between October and December 2023. The Math team also made **761 individual calls** to students in Q3 to follow up on Sputnik submissions.

IMPACT

The program is run in **all 15 schools** for students from **Class 1 to Class 9** which, as of 31st December 2023 covers **5,205 students**. Each class (and section) has a minimum of 2 Math interventions per week. Between October and December 2023, **2,686 Math sessions** were conducted across all schools.

The impact of the program is measured by **summative assessments** (a baseline, midline and endline) to determine if a student is 'At' or 'Below' class level. Any student 'At Level' will have a level of proficiency at and beyond basic arithmetic; and for topics relevant to their class. As of 31st December 2023, the Math team has completed the baseline and midline assessments in all 15 schools.



MIDLINE ASSESSMENT

The Math midline (or term 2 assessment) was conducted for all students (Class 1 to Class 9) starting in **mid-September 2023**; this section will show data for Classes 2 to 9 only. The midline consisted of a written assessment paper (covering topics completed after the baseline assessment); each class had a different set of questions and a different number of total possible marks to be scored. The topics covered (as per the class schemes) have now slowly moved from foundational Math to class-level concepts. Students' scores were converted to percentages and assigned to different brackets:

- At class level = score of 40% or more
- Below class level = score of 39% and below

Midline data will help the Math team identify which schools and classes need additional instruction in the last few months of the academic year when topics become most complex.

NUMBER OF STUDENTS MIDLINED

The Math midline file was locked on 27th October 2023. The student database count at this time was 5,487 students with 4,817 students in Classes 2 to 9. **3,919 students completed** the Math midline which is **81%** of students targeted for the assessment. Table 04 shows the number and percentage of students (on a base of 4,817) who completed the baseline and midline assessments. Please note that baseline numbers will be slightly different from the 'Baseline Report' as mentors continued to assess students till the midline cut-off date.

Table 04

	Baseline		Midline		Δ	
	Count	%	Count	%	Count	%
Assessed	4002	83%	3919	81%	-83	-2%
Not assessed	815	17%	898	19%	83	2%

12 out of 15 schools has more than 80% of students complete the midline assessment; all classes had more than 75% of students baselined. On average, each school's class had 83% of students

midlined. This allows us a sufficient sample size for any evaluation of student performance (and progress) in the Math program, keeping in-mind the major issue of student absenteeism across all our schools.

The following sections will present all values in terms of the 'number of students assessed' which is 4,002 students for the baseline and 3,919 students for the midline. Please note that all column and row percentages will be rounded-off.

PERCENTAGE SCORED

This chapter focuses on the **percentage scored** by students in the Math midline assessment. Each class had a different total for the maximum marks scored. Table 05 shows the percentage scored by students in the midline assessment (overall).

Table 05

Percentage Scored	Baseline		Midline		Δ	
	Count	%	Count	%	Count	%
0%	31	1%	5	0%	-26	-1%
1% to 10%	355	9%	99	3%	-256	-6%
11% to 20%	510	13%	256	7%	-254	-6%
21% to 30%	428	11%	291	7%	-137	-3%
31% to 40%	502	13%	823	21%	321	8%
41% to 50%	316	8%	66	2%	-250	-6%
51% to 60%	413	10%	146	4%	-267	-7%
61% to 70%	319	8%	193	5%	-126	-3%
71% to 80%	354	9%	383	10%	29	1%
81% to 90%	277	7%	539	14%	262	7%
91% to 100%	497	12%	1118	29%	621	16%
	4002		3919			

57% of students have scored 61% or more in the Math midline assessment; this is **21% more compared to the baseline**. The number of students who **scored 0** has **decreased** from 31 students in the baseline to only 5 in the midline. 266 students **scored 100%** in the baseline assessment; this number has **increased** to 640 students in the midline. When we compare baseline and midline data, we see the number of students in the lower percentage brackets (30% and below) decrease and the number of students in the higher percentage brackets (61% and above) increase.

The percentage of students in the **top two brackets (81% and above)** has **increased across all classes**. The percentage of students in the **bottom three brackets (30% and below)** has **decreased across all classes**. Between October and December 2023, the Math team has managed to maintain the scores of students in the lower classes, as well as improve the scores of students in the higher classes.

STUDENT LEVELS

A student who scored 40% and above is marked '**At**' **class level** and a student scoring 39% or below is '**Below**' **class level**. Any student 'At Level' will have a level of proficiency at and beyond basic arithmetic; and for topics relevant to their class. As we are looking at the midline assessment, we are looking at students' understanding of basic arithmetic, as well as class-level concepts. Please note the cut-off for 'At' and Below' level is different across assessments; however, we can still use comparative data directionally. Table 06 shows the distribution of students across levels (overall).

Table 06

Level	Baseline		Midline		Δ	
	Count	%	Count	%	Count	%
At Class Level	1553	39%	2480	63%	927	24%
Below Class Level	2449	61%	1439	37%	-1010	-24%
	4002		3919			

As of October 2023, **63% of students are 'At' class level** in Math; this is a **24% increase from the baseline** assessment. 75 out of 85 classes have seen the percentage of students 'At' class level increase from the baseline to the midline assessment. Only 10 classes (out of 85) have seen a decrease in students 'At' level. We are seeing a **22% average increase of students 'At' level** across all schools' classes.

CHANGE IN INDIVIDUAL STUDENT PERCENTAGES

This section will look at the change in the **percentage scored by each student** from the baseline to the midline assessment 2023-2024. Table 07 shows the number and percentage of students who increased, decreased or maintained their percentages. The base is students who completed both assessments (a total of 3,728 students).

Table 07

% ML versus % BL	Count	%
Increased	2609	70%
Maintained	174	5%
Decreased	945	25%
3728		

2,783 (75%) of students have managed to either **increase or maintain** their percentage scored between the baseline and midline assessments. 580 (or 61%) of students who decreased their assessment percentages have only joined COL in the last 2 years. 50% of students are also from classes 5, 6 and 7. The Math team will also pay greater attention to students from lower classes (2 to 4) who decreased their percentage scored as topics in these classes still pertain primarily to foundational arithmetic.

CHANGE BETWEEN ACADEMIC YEARS

This section will look at student levels across **2 academic years - 2022 to 2023**, and **2023-2024**. We will look at the shift in students across levels between the baseline and midline assessments in both academic years (table 08).

Table 08

Bracket	Year	Baseline		Midline		Δ	
		Count	%	Count	%	Count	%
At Class Level	2022-2023	2564	56%	3790	87%	1226	31%
	2023-2024	1553	39%	2480	63%	927	24%
Below Class Level	2022-2023	2008	44%	549	13%	-1459	-31%
	2023-2024	2449	61%	1439	37%	-1010	-24%

In table 08, we see a small difference (-8%) in the percentage of students who were added to the 'At' class level categories in 2023-2024 versus the academic year 2022-2023. In 2022-2023, there were also a greater number of students 'At' class level during the baseline, compared to 2023-2024.

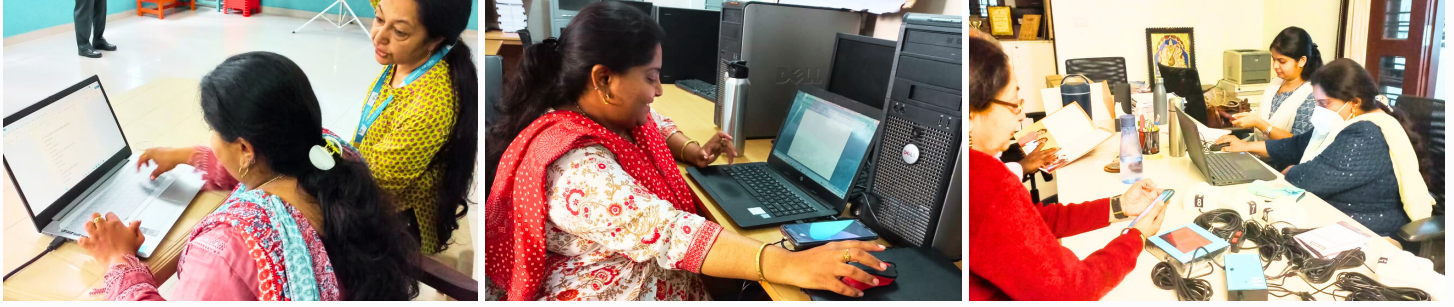
3,919 students (81%) completed the midline assessment, allowing the team a significant sample size to evaluate program impact. **62% scored more than 40%** (the midline 'pass mark'), which is 12% more students compared to the baseline assessment. The **percentage of students 'At' class level** has **increased 24%** from the baseline to the midline assessment. Students 'Below' class level in the midline assessment are mostly new admissions (post 2021) and from classes 5, 6 and 7. A positive trend seen when comparing baseline and midline data is students from lower classes (4 and below) have maintained their percentage scored; and students from higher classes (8 and 9) have improved their percentages. Overall, **75% of students** have managed to either **maintain or improve their percentage scored** between assessments.

Midline assessment data has shown the Math team where efforts need to be directed over the next few months as we move to increasingly difficult topics at students' class-level syllabus.

EVENTS AND SPECIAL INITIATIVES

MATH-A-THON

The Math team is in the process of planning the annual Math-a-thon event, which is scheduled for **January 2024**. Planning for the event began in October 2023.



HOW IT WORKS

MONITORING

IMPACT

The program is run in **all 15 schools** for students from **Class 1 to Class 9** which, as of 31st December 2023 covers **5,205 students**. Each class (and section) has a minimum of 2 English interventions per week. In Q3, **1,987 English sessions** were conducted across all schools.

The impact of the program is measured by **summative assessments** (a baseline, midline and endline) for **Reading and Writing**. Listening and Speaking are assessed by mentors in class, on-the-spot; these scores are recorded in mentors' diaries. As of 31st December 2023, the MJ team has completed the baseline and midline assessments in all 15 schools.

MIDLINE ASSESSMENT

The English midline (or term 2 assessment) was conducted for all students (Class 1 to Class 9) starting in the **third week of September 2023**. This report will show data for Classes 2 to 9 only. The midline assessment was conducted for **Writing skills only**. Students were assigned an **'Expected Level'** based on their class and an **'Actual Level'** based on their answers during the midline assessment. The writing assessment looks at **five stages** – Letter, C-V-C Word, 4-Letter Word, Paragraph and Story; students are assigned a score based on the number of stages they are able to write. Students are then classified into level brackets based on their 'actual' versus 'expected' level:

- Actual level < Expected level = Below class level
- Actual level = Expected level = At class level
- Actual level > Expected level = Above class level

Midline data will help the English team identify which schools and classes need additional instruction in the last few months of the academic year.

NUMBER OF STUDENTS MIDLINED

The English midline file was locked on 2nd November 2023. The student database count at this time was 5,487 students with 4,817 students in Classes 2 to 9. **3,679 students completed** the English midline which is **76%** of students targeted for the assessment. Table 09 shows the number and percentage of students (on a base of 4,817) who completed the baseline and midline writing assessments. Please note that baseline numbers will be slightly different from the 'Baseline Report' as mentors continued to assess students till the midline cut-off date.

Table 09

	Baseline		Midline		Δ	
	Count	%	Count	%	Count	%
Assessed	4006	86%	3679	76%	-327	-10%
Not assessed	637	14%	1138	24%	501	10%

Although we had 10% less students completed the midline assessment (compared to the baseline), we still have a sufficient sample size for any evaluation of student performance (and progress) in the MJ English program. It must also be noted that our overall student database count has decreased from the baseline to the midline. 13 out of 15 schools has more than 70% of students complete the midline writing assessment; all classes had more than 70% students midlined. On average, each school's class had 79% of students assessed.

The following chapters will present all values in terms of the 'number of students assessed' which is 4,006 students for the baseline and 3,679 students for the midline. Please note that all column and row percentages will be rounded-off.

STUDENT ACTUAL LEVELS

This section looks at the group's change in **actual levels** from the baseline to the midline assessment; it gives us an idea of class composition and progress. Table 10 shows the percentage of students at different 'actual levels.' The number of students with an **actual level of 0** has **decreased by 427 (10%)** since the baseline assessment. Of the 178 students who still have an

actual level of 0, 96 (54%) are from classes 2 and 3. The number of students with an actual level of 4 has increased by 312 (10%). 219 students from classes 7, 8 and 9 have moved to an actual level of 4 in the midline assessment.

Table 10

Actual Level	Baseline		Midline		Δ	
	Count	%	Count	%	Count	%
0	605	15%	178	5%	-427	-10%
1	2212	55%	1356	37%	-856	-18%
2	786	20%	1692	46%	906	26%
3	312	8%	5	0%	-307	-8%
4	91	2%	448	12%	357	10%

There is a significant decrease in the students at level 3 and a significant increase in the students at level 2. Of the 1,692 students with an actual level of 2 in the midline, 970 (57%) were at level 1 during the baseline assessment (have improved their scores) and 506 (30%) were at level 2 (have maintained their scores). Out of the 312 students with an actual level of 3 during the baseline assessment, 149 (48%) have moved to actual level 4 and 123 (39%) have fallen to actual level 2. The MJ team will need to focus on the higher class students over the upcoming months to improve their writing skills. Out of the 123 students, 74 (60%) have joined COL schools post 2021 (in the last 2 years). 13 students (11%) were added to the database during the pandemic year 2020.

STUDENT BRACKETS

This section will focus on the percentage of students (across school and classes) who are **‘Below,’ ‘At,’ or ‘Above’ class level** in the midline assessment (comparing results to the baseline). Table 11 shows the percentage of students at each bracket – ‘Above,’ ‘At’ or ‘Below’ class level in the baseline and the midline assessments.

Table 11

Level	Baseline		Midline		Δ	
	Count	%	Count	%	Count	%
Above Class Level	50	1%	254	7%	204	6%
At Class Level	586	15%	1048	28%	462	14%
Below Class Level	3370	84%	2377	65%	-993	-20%
	4006		3679			

The **percentage** of students **‘Below’ class level** has **decreased by 20%** from the baseline to the midline assessment; the percentage of students ‘Above’ and ‘At’ class level has increased by 6% and 14% respectively. The data clearly shows students move from the ‘Below’ class levels bracket to ‘At’ and ‘Above’ class levels. This also demonstrates an improvement in students’ writing skills after benefitting from practice during English sessions in the academic year 2023-2024.

CHANGE IN INDIVIDUAL STUDENT LEVELS

Table 12 shows the percentage of students who have seen **positive, negative or no changes** in their **‘actual levels’** for writing from the baseline to midline assessment. Please note, this does show if students have moved between level brackets; some students, even after increasing their actual levels might still be ‘Below’ class level. Percentages are calculated on a base of students who have completed both assessments, which is a total of 3,653 students.

Table 12

ML versus BL	Count	%
Increased	1741	48%
Maintained	1666	46%
Decreased	246	7%

3653

1,741 students (48%) have **increased** their actual levels and **1,666 students (46%)** have **maintained** their writing skills between the baseline and midline assessments. 151 (or 61%) of students who decreased their actual level have only joined COL in the last 2 years. 74% of students

are from classes 6 and above; this is something the English team will need to pay attention to over the next few months. Higher classes will struggle maintaining writing skill levels as they move to longer words and more complex grammatical concepts.

CHANGE BETWEEN ACADEMIC YEARS

This section will look at student levels across **2 academic years - 2022 to 2023**, and **2023-2024**. We will look at the shift in students across levels between the baseline and midline assessments in both academic years (table 27). Please note, in 2022-2023, the MJ program was run in all schools except HU1 (where we ran an in-house English program). Both programs used the same student levels (Above, At, Below); however, percentage cut-offs were different.

Table 13

Bracket	Year	Baseline		Midline		Δ	
		Count	%	Count	%	Count	%
Above Class Level	2022-2023	13	0%	29	1%	16	0%
	2023-2024	50	1%	254	7%	204	6%
At Class Level	2022-2023	295	8%	746	20%	451	12%
	2023-2024	586	15%	1048	28%	462	14%
Below Class Level	2022-2023	3429	92%	2904	79%	-525	-13%
	2023-2024	3370	84%	2377	65%	-993	-20%

There has been a greater decrease in the number of students 'Below' class level between the baseline and midline assessments in the present year (2023-2024) compared to the previous academic year (2022-2023). The recommencement of in-person classes now allows students even more chances to practice their language skills. In the upcoming months, the team will focus on moving a greater number of students to the 'At' and 'Above' level brackets across schools and classes.

The English midline assessment was conducted for writing skills only. 3,679 students (76%) completed the midline assessment, allowing the team a significant sample size to evaluate program impact. **254 students (7%)** are 'Above' class level, **1048 (28%)** are 'At' class level and **2,377 (65%)** are 'Below' class level as of November 2023. 3,407 students (93%) have managed to either maintain or improve their actual levels between assessments. In the upcoming months, the English team will ensure students in higher classes (6 and above) improve their writing skills. years.

EVENTS AND SPECIAL INITIATIVES

FUN WITH ENGLISH

Fun with English is an **annual** event meant to help children **practice English** in an informal, **fun** way. Students are assigned to levels according to their classes; each level have a different list of competitions students can participate in such as drawing, singing, acting, writing, and riddles. The events for each level are designed to cover the four skills of language learning (Listening, Speaking, Reading and Writing – LSRW). It is also very important that students enjoy themselves while participating; this allows them to recall lessons taught during English sessions in an engaging way. Planning for the event began in October 2023, **competitions began on 23rd December 2023** and will conclude in January 2024.

ALL MJ ENGLISH REPORTS CAN BE ACCESSED BELOW:

[October 2023](#) | [November 2023](#) | [December 2023](#)

PROJECT SPUTNIK

Project Sputnik is COL's digital program for students from Classes 1 to 10, launched in 2020 during the Covid-19 pandemic. The initiative's main objectives are to deliver engaging academic activities using simple technology platforms and to ensure students have **academic continuity** with their respective **class-level syllabus**. Sputnik also encourages **self-learning** among students; the program allows us to interact more frequently with students' families, increasing their involvement in a student's education.

In 2023-2024, Project Sputnik supplements classroom teaching. Modules have been designed using NCERT and DSERT resources; this increases Sputnik's effectiveness as a **supplementary academic tool** for teachers. Math and English teams make sure to create online modules for topics covered in class (during the same week).

HOW IT WORKS

Sputnik is developed to run on a basic smartphone using **simple software programs** like Google forms, Lookerstudio (the revamped Google Datastudio) and YouTube. Digital lesson plans are developed by mentors using a wide range of available resources, including DSERT and NCERT content guidelines. Special care is taken to ensure the visual representation of concepts in Maths and the audio representation of the English language. Each lesson is reviewed multiple times by mentors and the COL Academic Head before loading on to a Google form.

A typical lesson includes an **introductory video** with instructions on how to navigate the form, a video with the **main content, 5 multiple-choice questions** (MCQs) to answer on the phone and a **writing activity** for students to complete in their notebooks. English lessons also include parent and child activities for younger classes to increase parental engagement with a student's learning. Assessment forms consist of an introduction video and 10 MCQs.

MONITORING

Each student in our database is assigned a **unique six-digit password** and a level (orbit) according to their class; there are 6 orbits in Math, 5 in English and 5 for Life Skills. Students' submissions are **tracked** on **subject dashboards**; regular reports are sent to mentors using dashboard data. Math and English mentors also made individual calls to students to follow up on Sputnik submissions; **1,457 calls** were made in Q3.

The screenshot displays the Sputnik dashboard interface. At the top, there are several filter boxes for Roll Number, Password, Category, Orbit Done, Select date range, School, Launch, Correct Orbit?, Mentor Name, Status, and Show Admin Submissions. To the right, summary statistics show 9,180 Unique Students and 353,828 Submissions. Below the filters is a table with columns: Password, Roll Number, Full Name, Phone Number, School, Class, Category, Orbit Done, Actual Orbit, Correct Orbit?, Launch, Mentor Name, Comp. Level, Timestamp, and Score. The table lists student submissions, including details like Roll Number (e.g., 170758, 990001), Full Name (e.g., Harshitha, Aishwarya), and Score (e.g., 25/25).

IMPACT

Project Sputnik lessons are sent to all students with a smartphone (and WhatsApp), which (as 31st December 2023) is **3,709 students (68% of the active database)**. Students with a feature phone or with no phone in their household complete Sputnik lessons in class using mentors' phone or tablets. The following number of lessons have been released in Project Sputnik (as of 31st December 2023):

- Math: 111 lessons (Orbit 10) and 162 lessons (Orbits 1 to 5)
- English: 111 lessons (Orbit 10) and 162 lessons (Orbits 1 to 4)
- Life Skills: 97 lessons (Orbits 1 to 5)
- Art and Craft: 45 videos
- Games: 26 Math games, 23 English games, 2 Life Skills games and 21 Sport games

The initiative's impact in 2023-2024 is measured through **student engagement** which focuses on student **submission patterns** and **YouTube data**.

STUDENT SUBMISSIONS

From October 2020 and as of 31st December 2023, we have a total of **7,78,206 individual submissions** recorded in Sputnik V2; across all dashboards made by active students, as well as students not in current active database. Table 14 shows the total submissions for Math and English Sputnik lessons in Q3 (as well as the increase from Q2).

Table 14

Subject	Q1	Q2	Q3	Delta
Math	2,95,247	3,36,482	3,45,825	9,343
English	1,97,897	2,20,122	2,23,727	3,605
	4,93,144	5,56,604	5,69,552	12,948

12,948 submissions were added across Math and English links in Q3.

YOUTUBE DATA

As of 31st December 2023, we have a total of **2,65,671 YouTube views** across all Math, English, Life Skills, Sports, Art and Craft and General videos, with a **total watch time** of nearly **7,978 hours**. Table 15 shows the 'total views' and 'total watch time in hours' for Math and English Sputnik videos at the end of Q3 (as well as the increase from Q2).

Table 15

Subject	Q1		Q2		Q3		Delta	
	Views	Watchtime	Views	Watchtime	Views	Watchtime	Views	Watchtime
Math	99,714	3,005	1,03,465	3,098	1,06,439	3,171	2,974	73
English	67,816	1,634	71,325	1,711	74,510	1,771	3,185	60
	1,67,530	4,639	1,74,790	4,809	1,80,949	4,942	6,159	133

From 1st October to 31st December 2023, 6,159 total views have been added across all Math and English videos with students watching an additional 133 hours of content.

KANNADA PROGRAM

In the academic year 2023-2024, the COL team has initiated a **pilot program** focused on **Kannada literacy**. The objective of the program is to ensure any student who struggles to read and write Kannada receives additional instruction on the language.

HOW IT WORKS

The Kannada program is run in partnership with **BhashaVidya (BV)**, an organization committed to making learning Kannada fun and engaging. BV offers a variety of products for learners of all ages; the COL team has engaged the use of their **Kannada Kalika Kirana** in our schools. BV's academician (Ms. Veena Rao) trained **2 mentors** to deliver the program in our schools, while the COL team trained mentors on using technology to track student progress.

The syllabus starts at a Kannada 'varnamaala' level and moves all the way up to reading paragraphs. Students progress through levels **at their own pace**, with the focus on improving **Reading** and **Writing** skills. BV also provides TLMs, charts, worksheets and workbooks that students use in-class. Mentors supplement classroom teaching with activities like poems, action songs and storytelling.

MONITORING

BV's academician conducts periodic training sessions for Kannada mentors; between October and December 2023, **1 additional session** was conducted. Ms. Veena Rao also makes periodic visits to schools to monitor program implementation and give mentors immediate feedback. As of 31st December 2023, (in the academic year 2023-2024), **2 rounds of school visits** have been completed.



IMPACT

The Kannada pilot has been initiated in **5 schools** (HG2, CX1, CX2, PT1 and PT2) for Classes 4 to 9 and as of 31st December 2023, covers **645 students**. **293 Kannada sessions** were conducted between 1st October and 31st December 2023. In CX1, CX2, PT1 and PT2, the team works with all students in the selected classes; in HG2, the team works with the school's Kannada teachers to identify students who need additional help with literacy skills. Each student receives a minimum of 2 Kannada interventions per week.

The impact of the program is measured by **summative assessments** (a baseline, midline and endline). As of 31st December 2023, the Kannada team has completed the baseline and midline assessments in all 5 schools.

MIDLINE ASSESSMENT

The Kannada **midline** (or term 2 assessment) was conducted for all students enrolled in the Kannada program, starting in **September 2023**. Kannada mentors would identify (and note) the level a student was working on from the following - Varnamaala Letter, Varnamaala Word, Kagunitha Letter, Kagunitha Word, Ottakshara Letter and Ottakshara Word. Midline assessments were written tests that were graded by Kannada mentors. Midline data will help the Kannada

team identify which schools and classes need additional instruction in the final months of the academic year.

NUMBER OF STUDENTS MIDLINED

The Kannada midline file was locked on **3rd November 2023**. The number of students enrolled in the Kannada program at the time the baseline file was locked was 647 students. **599 students (93%)** completed the Kannada midline assessment. Table 16 shows the percentage of each school and class that were assessed in the midline (compared to the baseline). Please note that baseline numbers will be slightly different from the 'Baseline Report' as mentors continued to assess students till the midline cut-off date.

Table 16

	Baseline		Midline		Δ	
	Count	%	Count	%	Count	%
Assessed	608	94%	599	93%	-9	-1%
Not assessed	39	6%	48	7%	9	1%

A sample size of 599 students (93%) is large enough to show any progress during the Kannada program. The following chapters will present all values in terms of the 'number of students baselined' which is 599 students. Please note that all percentages have been rounded-off.

STUDENT LEVELS

The Kannada program allows a student to move through 6 main levels at their own pace. Kannada mentors track a **student's level** at the baseline, the midline and the endline assessment. Table 17 shows the distribution (overall) at each level.

Table 17

Level	Baseline		Midline		Δ	
	Count	%	Count	%	Count	%
Varnamaala Letter	520	86%	237	40%	-283	-46%
Varnamaala Word	18	3%	248	41%	230	38%
Kagunitha Letter	41	7%	51	9%	10	2%
Kagunitha Word	16	3%	32	5%	16	3%
Ottakshara Letter	4	1%	18	3%	14	2%
Ottakshara Word	9	1%	13	2%	4	1%
	608		599			

The number of **students** at the **first level** (Varnamaala letter) **has decreased by 283 (46%)** as students move forward to other levels. Every class had the percentage of students at Varnamaala letter level decrease and the percentage of students in higher levels increase. Across all schools (except HG2), majority of students are **over the initial hurdle** of Varnamaala letter identification.

71% of HG2 students are still at Varnamaala letter level as the team is only working with students who struggle with Kannada literacy. Innovative teaching methods have been employed in HG2 to overcome students' unfamiliarity with writing closed letter patterns (as found in Kannada versus Urdu). Students in CX1 have performed better than students in PTI; the latter still has 55% of students at the Varnamaala word level. CX1 also had a 3% increase in students at the final Ottakshara word level.

CHANGE IN INDIVIDUAL STUDENT LEVELS

Table 18 shows how many students **increased their Kannada literacy level** between the baseline and midline assessments; as well as which students have seen no change in levels. Percentages are calculated on a base of students who have completed both assessments, which is a total of 596 students.

337 students (57%) have **improved** their Kannada literacy levels from the baseline assessment. 259 students (43%) are still at the same level in the midline, as they were during the baseline. 119 students (46%) are from HG2 where the team has been assigned students who are weak in

Kannada; midline results show these students are still struggling with basic literacy skills and the team has already initiated measures in the school to address the same. In the upcoming months, the team will focus on moving a greater number of students (across all schools) to reading and writing at Kagunitha and Ottakshara levels.

Table 18

ML to BL	Count	%
Increased	337	57%
Maintained	259	43%
596		

599 students (93%) completed the Kannada midline assessment. The number of students at the first level (Varnamaala letter) has decreased by 283 (46%) as students move forward to other levels. Every class had the percentage of students at Varnamaala letter level decrease and the percentage of students in higher levels increase. 337 students (57%) have improved their Kannada literacy levels from the baseline assessment. 259 students (43%) are still at the same level in the midline, as they were during the baseline.

Midline findings **validate COL's pilot initiative** as we see students in Kannada medium classes still at the Varnamaala level (even after more than half the academic year is complete). The purpose of the Kannada Kalika Kirana kit is to help students build strong reading and writing skills which will allow them to read paragraphs (and therefore understand textbook material and examination questions better). In the upcoming months, the goal will be to ensure all students in the program move up literacy levels.

SPORTS PROGRAM

The Sports program is run in partnership with the **SportzVillage Foundation (SVF)**. The main objective of the program is to **improve** students' **Fitness Quotient (FQ)**. Students' skills across different sports will be developed using different fitness equipment. The program also aims at inculcating important values such as teamwork, discipline and perseverance in students. The impact of the Sports program on a student's psychological well-being is measured through **Social Emotional Learning (SEL) assessments**.

HOW IT WORKS

During sports sessions, students learn the rules for different team sports such as Basketball, Football, Kabbaddi, Cricket and Kho-Kho. Students also practice Track and Field exercises. Sports facilitators also conduct activities and games that allow students to develop physical skills such as speed, agility, coordination, spatial awareness and reaction time. Sports sessions aim at increasing a student's **FQ**, which is comprised of **6 different components** – aerobic capacity, anaerobic capacity, upper body strength, lower body strength, flexibility and abdominal strength.

A secondary objective of the program is to teach students important **life skills** through sports such as how to interact with others, how to overcome difficulties and solve problems, how to take initiative, manage conflicts, as well as how to understand and follow instructions. **Tournaments** in Bangalore are identified to give students a chance to participate in team sports at a higher level. The SVF team also helps identify and train students for any upcoming interschool tournaments.



MONITORING

Sports mentors note their observations after each session to maintain data for SEL assessments. The SVF Coordinator tracks curriculum execution at the end of each month (for each school). The SVF team also records feedback from school teams to maintain a Customer Satisfaction Rating (CSAT) each month. The **Sports Coordinator** made **34 visits** to schools October and December 2023.



IMPACT

The Sports program is run in all **15 schools** for students from **all classes**; as of 31st December 2023, this covers **5,474 students**. Each class (and section) has a minimum of 2 sports interventions per week. In Q3, **1,483 sessions** were conducted across all schools.

There are **two types of assessments** in the sports program – The **FQ** assessment (administered to all students in the program), as well as the **SEL** assessment (administered to students in Class 6 and above). Assessments are administered twice in the academic year; as of 31st December, the SVF team has completed the Baseline tests (FQ and SEL). Endline data will be presented in the COL Annual Report 2023-2024.

EVENTS AND SPECIAL INITIATIVES

MEGA FOOTBALL TOURNAMENT

On **2nd December 2023**, the COL football team participated in the MEGA International Football Tournament school organized by the William Sports Academy and conducted at Manipal International school in Chandapura. The tournament was for 11-a-side boys (under 17 years); **16 students** participated. 4 practice matches were played (in addition to regular training sessions); kits were also distributed to all students. 7 teams participated in the MEGA football tournament; the COL team won all their matches and **secured first place** in the tournament.



PARIKRAMA CHAMPIONS LEAGUE

16 students (from CXI and PTI) entered the Parikrama Champions League between the **7th and 9th of December 2023** as part of the COL Football team. PCL was also an 11-a-side boys (under 17 years) tournament. Students were mentored by SVF coaches who attended a coaches' briefing on 5th December. Students attended multiple training sessions on a football turf before the tournament. Kits and snacks were provided to all participants. 15 teams participated in the PCL; the COL team was eliminated in the second round.



INDIA KHELO FOOTBALL SELECTIONS

India Khelo Football (IKF) was formed to create a structured career path for aspiring football players. The organization is a not-for-profit initiative strengthening grassroots football in India. IKF announced the selection trails (for 15-17 years) on the **23rd of December 2023** at SAI Football Ground, Bangalore. **4 students** (2 from CX1 and 2 from PTI) received certificates and bags from IKF; selection results will be announced in Q4.

SPORTS DAY

Sports day plays a vital role in promoting physical fitness, teamwork, discipline and other important life skills. It contributes to the holistic development of students by integrating physical fitness with personal development and social skills. It is also a chance for students to showcase their skills outside academics; it builds confidence in students who might be athletically (but not academically) inclined. Practice for the Sports Day began in **November 2023** with the SVF team instructing students on the upcoming events.

12 out of 15 schools held Sports Day events starting from 4th to 20th December 2023. **3,528 students** (from classes 1 to 10) participated overall (this is **72%** of students in those schools). Of the 3,528 participants, 1,803 (51%) were female students and 1,725 (49%) were male students.

Each Sports Day began with an opening ceremony that included a March Past demonstration, as well as the lighting of a lamp by local officials and school teams. A variety of competitions were held during Sports Day such as athletic events (shuttle relay, 30 metres, 50 metres, 70 metres, 100 metres, 200 metres, short put, discus throw), as well as team events (Kho-Kho and Kabaddi). **966 gold** medal winners, **966 silver** medal winner and **666 bronze** medal winners were announced. **918 merit certificates** were also distributed.



ALL SVF SPORT REPORTS CAN BE ACCESSED BELOW:

[October 2023](#) | [November 2023](#) | [December 2023](#)
[Football Tournaments](#) | [Sports Day](#)

ART AND CRAFT PROGRAM

Art and Craft (A&C) is an important tool in student development as, in addition to creative and motor-skill development, it also helps build confidence, fosters critical thinking skills and helps students adjust better to stressors in the immediate environment. The program focuses on **creativity and skill development**; it aims at improving students' fine motor skills, pattern recognition ability, sense of aesthetics and understanding of simple instructions in English. A scheme of topics has been developed; the scheme is an **integrated curriculum** which includes academic concepts from the DSERT syllabus (in English and Math). The aim is to also teach students Math concepts and help them practice English through A&C activities.

HOW IT WORKS

Each A&C period starts with a **short meditation session** to help students focus. Students are then instructed on how to complete the A&C activities; any academic takeaways will be highlighted and reviewed for maximum retention. A&C sessions are delivered by **COL coordinators** who track the progress and activities completed by each student.



MONITORING

The A&C scheme consists of numbered sessions which are assigned each week in the academic year 2023-2024. A&C mentors track the scheme number completed each session; COL facilitators review trackers frequently for their respective zone.

IMPACT

The A&C program is conducted for Nali Kali students (**Classes 1, 2 and 3**) across all **15 schools** and as of 31st December 2023, covers **1,628 students**. Each class has a minimum of 2 A&C sessions per week. In Q3, **321 A&C sessions** were conducted across all schools.

The impact of the program is measured by progress between **assessments**. We look at the percentage of students who follow instructions, adhere to classroom discipline, colour within the given outline (displaying fine motor control skills) and display improving bilateral coordination. In 2023-2024, the team has decided to stick to 1 A&C assessments – one in Q2 and one in Q4. As of 31st December 2023, A&C mentors have completed 1 assessment round; details of which can be found in the Q2 report. Q4 will show data from the final A&C assessment compared to previous assessments.

VALUE EDUCATION PROGRAM

In 2023-2024, the COL team initiated the Value Education (VE) program in schools (in place of the Life Skills program). The main objective of the VE program is to instil **discipline** and other **social skills** in students. The purpose of education and the role of a school goes beyond just delivering academic content. Education and schooling is supposed to help students understand themselves and the world around them. The NEP, National Curriculum Framework (NCF) and NCERT all recognize the need to promote values among students that foster “peace, humaneness and tolerance in a multicultural society.” Storytelling and activities like meditation are some ways that NCERT has suggested incorporating value education into the school syllabus.

HOW IT WORKS

Each VE class begins with a **guided meditation session** to allow students to focus and calm themselves. Following the meditation session, the mentor narrates a story to the class; for Classes 4 and 5, the mentor also uses a soft toy to increase student engagement during **storytelling**. Each story has been designed to illustrate 5-6 **real life situations** for students as examples.

Mentors lead a number of activities related to the story with the purpose of allowing students to express their takeaways. Students draw or write what they felt was the most important lesson; visual or written expression can give an insight into a student’s thought process. Drawing also allows students to show concrete understanding of abstract values discussed during VE sessions. Group discussions and games are also some activities mentors conduct.



MONITORING

VE lessons are developed by the COL Academic Head who also makes periodic visits to schools to evaluate the program’s implementation; COL facilitators help the Academic Head understand challenges faced in each particular school.

IMPACT

The VE program is conducted for students from **Class 4 to Class 10** across all **15 schools**; as of 31st December 2023, this covers **3,846 students**. Each class has a minimum of 1 or 2 VE sessions per week (depending on the school’s strength). In Q3, **308 VE sessions** were conducted across all schools.

EVENTS AND INITIATIVES

SCHOOL NOTICE BOARDS

In June 2022, notice boards were distributed to all 15 schools. The COL team has been trained on how to use notice boards to engage students. Math and English mentors are given content suggestions that will help students better assimilate academic concepts taught in class. **Puzzles, games and riddles** are posted on boards frequently, with mentors conducting **follow-ups** with individual students.



ANAHATA UNITED EFFORTS

Anahata United Efforts (AUE) is an organization that seeks to address the **employability gap** faced by many graduates in India, through career counselling sessions. The 3-year program starts exposing class 8 students towards various industries; helping them gain clarity about career options available after completing the SSLC exams. Allowing students to see what career options are available for them (beyond the typical doctor, engineer or government service) will set them on a path of financial independence and stability.

The AUE program is run in **8 schools** (BH1, CX1, PT1, HU1, HG1, HG2, SO1 and TA1) for classes 8 to 10 and covers **1,167 students**. The main objectives of the AUE program are:

- Increase students' access to various industry exposure and guidance
- Develop a professional mind-set within students
- Provide students with options to pursue their chosen educational or career pathway

The program has **3 main pillars** – Discover, Reinforce and Support. In the '**discovery**' phase, students attend in-class industry exposure sessions, as well as one-on-one counselling sessions. For '**reinforcement**,' students take trips to various organizations and attend educational fairs. To ensure '**support**' as the student completes the program, career planning workshops and alumni support networks are setup.

285 AUE class sessions were conducted between 1st October and 31st December 2023. **4 sector field visits** were conducted to local banks, a public health centre and a dental college. **8 webinars** were conducted covering the sectors – construction, healthcare, education, hospitality and tourism, media and entertainment, as well as the State Police forces. **6 assembly programs** were conducted by students in the AUE program where they shared information collected with their peers. **4 additional presentation and career planning workshops** were conducted; workshops included industry volunteers.



CHILDREN'S DAY EVENT

To celebrate Children's Day, as well as COL turning 21, an event was held at Hatworks Boulevard on 14th November 2023. **COL alumni** were also invited to the event.



EDUCATIONAL TRIPS



Between **2nd November** and **20th December 2023**, day or overnight trips were sponsored by COL for all schools. Students from the graduating classes in each (class 7, 8 or 10) either visited a cultural site or an environmental site. An example of a cultural site was Mysore where students learnt about the Mysore state and its role in Karnataka's history. For environmental sites, students visited coastal area of Karnataka or place like Jog falls. A total of **1,325 students** attended the school trips. Such field trips play a crucial role in the overall education and development of

students; they allow for experiential (or real-world learning), increase cultural exposure, improve environmental awareness, as well as foster social skills.

SINCHANA

Sinchana is Colours of Life's (COL) **annual Kannada cultural event**, held in the months of October and November, in all **15 schools**. Sinchana in 2023 was organized entirely by the COL team and was run for **classes 1 to 10**. The main objectives of the program were:

- To give students an opportunity for formative experiences outside the classroom that contribute to their holistic education
- To encourage the development of students' creative skills
- To build important life skills in students by encouraging participation in events

Sinchana 2023 was an intra-school competition with on and off stage events. Students were classified into categories depending on their class; each category had a different set of events for students to choose from. **Off-stage** events are also known as 'art zone' events; covering colouring, drawing, mehendi, essay writing and a quiz. **On-stage** events were the performing events such as solo song, solo dance, group song, group dance, fancy dress and extempore speech.



To ensure maximum number of students got a chance to participate, students could take part in 1 on-stage and 1 off-stage event. The COL team ensured a range of events were available for students to choose from; competitions covered a wide variety of creative talents. Each student could register for 1 on-stage and 1 off-stage event. Off-stage events allowed students to participate (who might be shy performing in front of their peers). Preliminary rounds were conducted in each school for on-stage events with the selected performances showcased on the final event day.

2,160 students participated in Sinchana 2023 (which was **nearly 40%** of the active student count at the time). **915** first, second and third place **prizes** were distributed; **all participants** also received a prize.

A DETAILED SINCHANA REPORT CAN BE ACCESSED BELOW:

[COL Sinchana 2023 Report](#)

SWEATER DISTRIBUTION

Between **7th November and 28th December 2023**, **4,229 sweaters** were distributed to students from all 15 schools; this is **77%** of the active school student database as of 31st December 2023.



COLOURS OF LIFE ACADEMY

Colours of Life Academy (COLA) is the final set of interventions in COL's 'cradle to career' support for a student. COLA ensures students stay in contact with COL as they pursue higher academic degrees or employment opportunities.

The main objectives are to ensure strong **enrollment rates** in **higher education** institutions, as well as to offer students a wide range of **skilling** and **employment opportunities**. Another important objective is to empower students to shape their own future; group **counselling** or one-on-one sessions with students reinforce this idea. The program's motto is "Your Choices = Your Life" which helps students understand how their decisions can impact their lives. COLA activities revolve around three main pillars - academic support, skilling programs, and counselling (career and college).

We currently have **1,350 students** in our database with **1,160 in regular contact** with the COL team. The team tracks the education and employment status of students in the COLA database periodically, classifying them into **6 possible categories**. Table 19 shows the distribution of students in the current COLA database across the 6 colour categories (as well as a comparison with previous quarters).

Table 19

Colour Category	Key	Count	%
Blue	Studying with a COL scholarship	164	12%
Yellow	Studying without a COL scholarship	514	38%
Green	Any employed	208	15%
Red	Not studying and not working	223	17%
Purple	Employed or married for a period > 6 months	51	4%
Inactive	No contact available	59	4%
Not Categorized	Not contactable or category unknown	131	10%

1350

ACADEMIC SUPPORT

SCHOLARSHIPS

As of 31st December 2023, **160 students** have received scholarships for the academic year 2023-2024; the total scholarship amount awarded has been **₹ 22,13,210**.

SSLC EXAM SUPPORT

Remedial classes have been conducted for SSLC repeat students starting in November 2023. **17 students** have enrolled for the classes and **45 classes** have been conducted as of 31st December 2023.



SRISHTI MANIPAL INSTITUTE OF ART, DESIGN AND TECHNOLOGY (SMI)

Ruman and Inayath are in their the final year of the Bachelors of Vocational Studies (B.Voc) Interior Design and Build program; they are currently entering their final semester where they undertake an internship as practical experience for their degree. We have 2 students who are in their first year at SMI. Syed Israr is pursuing a B.Voc degree in User Interface and Interaction Engineering; Akash TS is pursuing a B.Voc degree in Interior Design and Build.

SKILLING PROGRAMS

Some of the upskilling opportunities identified by the COL team in Q3 were related to the financial sector (State Bank of India, HDFC Bank) and the Hospitality and Tourism industry (Adevo Academy). Students in the Red and Green categories were contacted through individual calls for each opportunity.

COLLEGE AND CAREER COUNSELLING

MENTORSHIP PROGRAM

In September 2023, the COLA team initiated a pilot for a re-vamped Mentorship Program. Students who received scholarships and are currently in their 2nd PUC degree (Blue category) were selected as mentees and assigned to 4 mentors; mentors are a mix of COL team members, as well as external volunteers. Each mentor received approximately 9 students with the goal of ensuring each student completes their 2nd PUC degree.

In Q3, **5 in-person meetings** were conducted by mentors with students for a total time of **120 minutes**. Mentors received a total of **47 incoming** calls and made a total of **134 outgoing** calls; call talk-time has amounted to **352 minutes**.

UPCOMING INITIATIVES

FUN WITH ENGLISH

Fun with English competitions began in the end of December 2023; events across all 15 schools will conclude in January 2024.

MATH-A-THON

The Math-a-thon is an annual, inter-school Math competition held for students in non-Nali Kali classes. The academic year 2022-2023 saw the return of an in-person Math-a-thon, conducted across all 15 schools for classes 5 to 9; the event in 2023-2024 will also be held in-person and inter-school. Planning for the math-a-thon began in October 2023 and the team is in the process of finalizing the questions. The COL team is also confirming prizes and ordering any equipment for the rounds. The math-a-thon will be held in January 2024.

ENDLINE ASSESSMENT

The endline assessment will be administered for Math, English, Kannada and Sport programs towards the end of February 2024.



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