

# Form 1B Annual Self-Disclosures Report

*Based on requirements of SEBI Circular of September 19, 2022:*

*C - Annual disclosure by NPOs on SSE which have either raised funds through SSE or are registered with SSE in terms of Regulation 91C of the LODR Regulations,*

*D - Disclosure of Annual Impact Report by all Social Enterprises which have registered or raised funds using SSE in terms Regulation 91E of the LODR Regulations and Annexure I: Guidance notes for listed/ registered NPOs on disclosures of general, governance and finance aspects.  
Please refer to the circular and its Annexures for detailed description of requirements.*

*Form 1A covers disclosures of general and governance aspects that are not dependant on statutory financial audit.*

**Form 1B covers disclosures of general, governance and finance aspects that have a reference to audited financial statements and filings with Income Tax, FCRA, Charity Commissioner, Registrar of Societies, Registrar of Companies and other regulators as applicable.**

## Instructions

All NPOs participating on the SSE (all registered regardless of whether they have currently listed securities or not) will **self-report annually in Form 1B Annual Self-Disclosures Report. A copy will be filed with the respective SSE by 31<sup>st</sup> Oct every year.**

Form 1B indicates which fields are mandatory for NPOs based on their annual spending

*Annual Spending as per Audited Financial Statements of the previous financial year under review.*

*S1: Upto Rs1 Cr*

*S2: >Rs1 Cr*

*(These slabs may be reviewed by SEBI, periodically as per need.)*

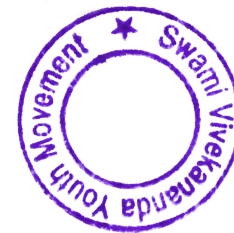


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# Form 1B.1

*Self-Reported Annual Disclosures*

*of SWAMI VIVEKANANDA YOUTH MOVEMENT*

*with BSE SSE Registration No: BSESSE0032NP2324*

*with NSE SSE Registration No: NSESSEN0030*

*for the period from April 01, 2024 to March 31, 2025*



1) Disclosures on General aspects

1a) Details of top programmes

List of Top 5 activities/ interventions/ programs/ project (budget wise) in the financial year

<b>S1:</b> <b>Upto Rs1 Cr</b>	<b>S2: More than Rs1 Cr</b>
<i>Must Reply</i>	<i>Must Reply</i> ✓



Form 1B - Annual Self-Disclosures Report for NPOs

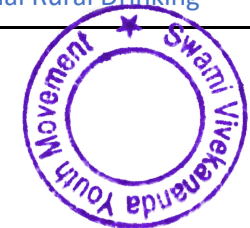
#	Programme Name Year Started Programme Duration (in years)	Geography	Total Programme Budget (in INR)	Expenditure in Previous year (in INR)	Cumulative Expenditure (in INR)	Total Reach (Direct, Indirect, Institutional) beneficiaries <sup>1</sup>	Names of Donors or Investors	SDG Goal	Alignment with National/State schemes or priority
1	2	3	4	5	6	7	8	9	10
Sr. No	Name by which the programme is referred to by your organisation.  Number of Years the programme is expected to run from its launch. If the programme go on forever, please mention ongoing	List the States with Districts covered by the programme. Mention how many of these cover aspirational blocks as per NITI Aayog.	Total Programme Cost across its life. In case of ongoing programme, at least 5 years	Expenditure in the Previous Financial Year under review	Expenditure from the programme start till the end of the Financial Year under review/ Total expenditure for at least last 5 Financial Year (if it is ongoing programme )	<b>Direct-</b> beneficiaries directly impacted like students of school <b>Indirect-</b> beneficiaries indirectly impacted like families of students <b>Institutional-</b> entities impacted like other schools in the area	Provide Donor's name (Top 5 Donors of the programme since the programme inception)	Select 1 SDG Goal that is most impacted by the programme	List the schemes or national goals to which programme is aligned, if any

<sup>1</sup>Beneficiaries includes entities such as individual, person, thing, article, unit, body, creature



Form 1B - Annual Self-Disclosures Report for NPOs

#	Programme Name Year Started Programme Duration (in years)	Geography	Total Programme Budget (in INR)	Expenditure in Previous year (in INR)	Cumulative Expenditure (in INR)	Total Reach (Direct, Indirect, Institutional) beneficiaries <sup>1</sup>	Names of Donors or Investors	SDG Goal	Alignment with National/State schemes or priority
1	2	3	4	5	6	7	8	9	10
1	Vivekananda Memorial Hospital (on going)	Mysuru district of Karnataka State	50.60 Crores (from FY 2020-21 to 2024-25)	10.11 Crores	40.20 Crores (from FY 2020-21 to 2024-25)	Direct - 67,000 patients Indirect – 2,00,000 family members	i. Ministry of Tribal Affairs, Government of India ii. Maxim India Pvt Ltd iii. Musarubra Software India Private Limited (Trellix) iv. Service User fee from affordable Patients (Non Tribals) v. Community contributions (from FY 2020-21 to 2024-25)	<b>Goal 3: Good Health and Well Being</b>	<ul style="list-style-type: none"> <li>▪ National Health Mission including NRHM</li> <li>▪ National AIDS &amp; STD Control Program</li> <li>▪ Pradhan Mantri Swasthya Suraksha Yojana (Core)</li> <li>▪ Janani Suraksha Yojana (JSY)</li> <li>▪ Integrated Child Development Services</li> <li>▪ National Hepatitis Control Program</li> <li>▪ National Tuberculosis Elimination Program</li> <li>▪ National Program for Care of Elderly</li> <li>▪ National Program for prevention and control of Non Communicable Diseases</li> <li>▪ RMNCH+A</li> <li>▪ National Rural Drinking</li> </ul>



Form 1B - Annual Self-Disclosures Report for NPOs

#	Programme Name Year Started Programme Duration (in years)	Geography	Total Programme Budget (in INR)	Expenditure in Previous year (in INR)	Cumulative Expenditure (in INR)	Total Reach (Direct, Indirect, Institutional) beneficiaries <sup>1</sup>	Names of Donors or Investors	SDG Goal	Alignment with National/State schemes or priority
1	2	3	4	5	6	7	8	9	10
2	School Education Program (Ongoing)	Mysuru, Bengaluru, Kalburgi, Dharwad, Kolar, Chikkaballapur districts of Karnataka State	36.09 Crores (from FY 2020-21 to 2024-25)	5.34 Crores	25.61 Crores (from FY 2020-21 to 2024-25)	Direct – 47,000 students Indirect – 1,50,000 parents & teachers	i. Qualcomm India Private Limited ii. Kotak Mahindra Prime Limited iii. LTIMindtree Foundation iv. Tata Motors Ltd v. Aurigene Oncology Limited (from FY 2020-21 to 2024-25)	Goal 4 Quality Education	<ul style="list-style-type: none"> <li>▪ Padhe Bharat Badhe Bharat</li> <li>▪ Sarva Shishana Abhiyan</li> <li>▪ Rastriya Madhyamik Shiksha Abhiyan</li> <li>▪ Support for Educational Development including Teachers Training &amp; Adult Education</li> <li>▪ Rastriya Uchhtar Shiksha Abhiyan</li> <li>▪ National Nutrition Mission (NNM) (Core)</li> <li>▪ Antyodaya Anna Yojana , Priority Households (PHH)</li> <li>▪ Mid-Day Meal Scheme</li> <li>▪ Kasturba Gandhi Balika Vidyalaya Scheme (KGBV)</li> </ul>



Form 1B - Annual Self-Disclosures Report for NPOs

#	Programme Name Year Started Programme Duration (in years)	Geography	Total Programme Budget (in INR)	Expenditure in Previous year (in INR)	Cumulative Expenditure (in INR)	Total Reach (Direct, Indirect, Institutional) beneficiaries <sup>1</sup>	Names of Donors or Investors	SDG Goal	Alignment with National/State schemes or priority
1	2	3	4	5	6	7	8	9	10
3	SEEP - Economic Empowerment thru Skill based Training (Ongoing)	Mysuru, Dharwad, Raichur districts of Karnataka	18.99 Crores (from FY 2020-21 to 2024-25)	7.72 Crores	18.17 Crores (from FY 2020-21 to 2024-25)	Direct - 6000 individuals (Women, Youth, Men) Indirect – 24,000 Family members & other stakeholders	i. Titan Company Limited ii. Texas Instruments India Private Limited iii. Akamai Technologies India Corporate Social Responsibility Trust iv. Tata Consumer Products Limited v. Musarubra Software India Pvt Ltd (Trellix) (from FY 2020-21 to 2024-25)	Goal 8 Decent Work and Economic Growth	<ul style="list-style-type: none"> <li>▪ Pradhan Mantri Jan-Dhan Yojana</li> <li>▪ Deendayal Upadhyaya Antodaya Yojana.</li> <li>▪ National Urban Development Mission</li> <li>▪ Water Program (NRDWP)</li> <li>▪ Swachh Bharat Abhiyan</li> <li>▪ Pradhan Mantri Kaushal Vikal Yojana</li> <li>▪ Integrated women Empowerment program (mission Shakti)</li> <li>▪ National program for Dairy Development</li> </ul>



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4	Viveka Tribal Centre for Learning	Mysuru district of Karnataka State	15.83 Crores (from FY 2020-21 to 2024-25)	3.74 Crores	12.13 Crores (from FY 2020-21 to 2024-25)	Direct – 561 students Indirect – 2500 family members & teachers	i. Ministry of Tribal Affairs, Govt of India ii. Social Stock Exchange  iii. Titan Company limited iv. NSE Foundation	Goal 4 Quality Education	<ul style="list-style-type: none"> <li>▪ Padhe Bharat Badhe Bharat</li> <li>▪ Sarva Shishana Abhiyan</li> <li>▪ Rastriya Madhyamik Shiksha Abhiyan</li> <li>▪ Mid-Day Meal Scheme</li> <li>▪ Kasturba Gandhi Balika Vidyalaya Scheme (KGBV)</li> <li>▪ Support for Educational Development including Teachers Training &amp; Adult Education</li> <li>▪ Rastriya Uchhtar Shiksha Abhiyan</li> <li>▪ Antyodaya Anna Yojana , Priority Households (PHH)</li> <li>▪ National Health Mission including NRHM</li> <li>▪ Targeted Public Distribution System (TPDS)</li> <li>▪ National Nutrition Mission (NNM) (Core)</li> </ul>
5	Viveka School of Excellence	Mysuru district of Karnataka State	15.78 Crores (from FY 2020-21 to 2024-25)	3.38 Crores	10.37 Crores (from FY 2020-21 to 2024-25)	Direct – 735 students Indirect – 3000 family members & teachers	i. User fee ii. Community contribution	Goal 4 Quality Education	<ul style="list-style-type: none"> <li>▪ Padhe Bharat Badhe Bharat</li> <li>▪ Sarva Shishana Abhiyan</li> <li>▪ Rastriya Madhyamik Shiksha Abhiyan</li> <li>▪ National Nutrition Mission (NNM) (Core)</li> <li>▪ Scheme Of Scholarship For Sainik Schools</li> </ul>




Form 1B - Annual Self-Disclosures Report for NPOs

#	Programme Name Year Started Programme Duration (in years)	Geography	Total Programme Budget (in INR)	Expenditure in Previous year (in INR)	Cumulative Expenditure (in INR)	Total Reach (Direct, Indirect, Institutional) beneficiaries <sup>1</sup>	Names of Donors or Investors	SDG Goal	Alignment with National/State schemes or priority
1	2	3	4	5	6	7	8	9	10
									<ul style="list-style-type: none"> <li>▪ Support for Educational Development including Teachers Training &amp; Adult Education</li> <li>▪ Rastriya Uchhtar Shiksha Abhiyan</li> </ul>

Add more rows, 1 row for each of **Top 5 activities/ interventions/ programs/ projects**



1b) Details of Scale of operations  
(Including Employee and Volunteer strength)

<b>S1: Upto Rs1 Cr</b>	<b>S2: More than Rs1 Cr</b>
<i>Must Reply</i>	<i>Must Reply</i> 

Sr. Number	Item	Details
1	<p><b>Scale of Operations</b> The scale of the operations shall be explained by:</p> <p>1.1 net turn-over/annual budget/annual spending in last 3 years, 1.2 number of beneficiaries<sup>2</sup> 1.3 number of locations of operations 1.4 whether at national/ state level/ district level</p>	<p><a href="#">1.1 Income</a> FY 2024-25 – Rs. 74.83 Crores FY 2023-24 – Rs. 59.72 Crores FY 2022-23 – Rs. 48.06 Crores</p> <p><a href="#">1.2 Number of Beneficiary – 3 Million lives</a> <a href="#">1.3 Location of Operations – 31 districts of Karnataka State</a> <a href="#">1.4 Working at State Level across 31 districts of Karnataka</a></p>

<sup>2</sup> Beneficiaries includes entities such as individual, person, thing, article, unit, body, creature



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2	<b>Number of Employees</b> Total number of employees shall be disclosed separately as 2.1 permanent employees, 2.2 temporary employees and 2.3 employees on contract			<b>Temporary Employees (Honorary Workers)</b>	<b>Employees on contract</b>	
		<b>Year</b>	<b>Permanent Employees</b>		<b>Total</b>	
		2022-23	669	70	14	753
		2023-24	836	58	17	911
		2024-25	836	56	17	909
3	<b>Number of Volunteers</b>  The nature and scale of activities performed by volunteers shall be disclosed.	120  Volunteers are placed based on their interest areas like education, in community and rural healthcare projects, Tribal and rural education projects areas				

1c) Details of top donors or investors of the organisation

List of Top 5 donors or investors (budget wise)

<b>S1:</b> <i>Upto Rs1 Cr</i>	<b>S2: More than Rs1 Cr</b>
<i>Must Reply</i>	<i>Must Reply</i> ✓



Form 1B - Annual Self-Disclosures Report for NPOs

#	Donor or Investor Name	Geography	Total Programme Cost (in INR)	Expenditure in the Previous Year (in INR)	Cumulative Expenditure (in INR)	Total Outreach (to Beneficiaries <sup>3</sup> )	SDG Goal	Alignment with National / State schemes or priority
1	2	3	4	5	6	7	8	9
Sr . N o	Provide Donor's name	List the States with Districts covered by the programme. Mention how many of these cover aspirational blocks as per NITI Aayog	Total Programme Budget supported/ sanctioned by the donor during the life of the project	Expenditure in the Previous Financial Year under review against this Donor's funding	Expenditure against this Donor's funding from the programme inception till the end of the Previous Financial Year under review. If it is an ongoing funding from this donor, then at least for the last 5 Financial Years	<b>Direct-</b> beneficiaries directly impacted like students of school <b>Indirect-</b> beneficiaries indirectly impacted like families of students <b>Institutional-</b> entities impacted like other schools in the area	Select 1 SDG Goal that is most impacted by the programme	List the schemes or national goals to which programme is aligned, if any

<sup>3</sup> Beneficiaries includes entities such as individual, person, thing, article, unit, body, creature



Form 1B - Annual Self-Disclosures Report for NPOs

#	Donor or Investor Name	Geography	Total Programme Cost (in INR)	Expenditure in the Previous Year (in INR)	Cumulative Expenditure (in INR)	Total Outreach (to Beneficiaries <sup>3</sup> )	SDG Goal	Alignment with National / State schemes or priority
1	2	3	4	5	6	7	8	9
1	Qualcomm India Private Ltd	Dharwad, Bangalore, Kodagu, Kolar, Chikkaballapur, Kalaburagi, Mysuru district of Karnataka state	37.85 Crores (from FY 2020-21 to 2024-25)	10.85 Crores	36.14 Crores (from FY 2020-21 to 2024-25)	Direct – 47,000 students Indirect – 1,50,000 parents & teachers	<b>Goal 4 - Quality education</b>	<ul style="list-style-type: none"> <li>▪ Targeted Public Distribution System (TPDS)</li> <li>▪ National Nutrition Mission (NNM) (Core)</li> <li>▪ Antyodaya Anna Yojana , Priority Households (PHH)</li> <li>▪ Mid-Day Meal Scheme</li> <li>▪ Kasturba Gandhi Balika Vidyalaya Scheme (KGBV)</li> <li>▪ Padhe Bharat Badhe Bharat</li> <li>▪ Sarva Shishana Abhiyan</li> <li>▪ Rastriya Madhyamik Shiksha Abhiyan</li> <li>▪ Support for Educational Development including Teachers Training &amp; Adult Education</li> <li>▪ Rastriya Uchhtar Shiksha Abhiyan</li> </ul>



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2	Titan Company Limited	Mysuru, Raichur, Dharwad districts of Karnataka State	10.72 Crores (from FY 2020-21 to 2024-25)	3.38 Crores	10.65 Crores (from FY 2020-21 to 2024-25)	3600 Children, Youth, Women & Men from tribal & rural community	<p><b>Goal 4 - Quality education</b></p> <p><b>Goal 8 - Decent work and economic growth</b></p>	<ul style="list-style-type: none"> <li>▪ Pradhan Mantri Jan-Dhan Yojana</li> <li>▪ Deendayal Upadhyaya Antodaya Yojana.</li> <li>▪ Pradhan Mantri Kaushal Vikal Yojana</li> <li>▪ Integrated women Empowerment program (mission Shakti)</li> <li>▪ National program for Dairy Development</li> <li>▪ Targeted Public Distribution System (TPDS)</li> <li>▪ National Nutrition Mission (NNM) (Core)</li> <li>▪ Antyodaya Anna Yojana , Priority Households (PHH)</li> <li>▪ Mid-Day Meal Scheme</li> <li>▪ Kasturba Gandhi Balika Vidyalaya Scheme (KGBV)</li> <li>▪ Padhe Bharat Badhe Bharat</li> <li>▪ Sarva Shishana Abhiyan</li> <li>▪ Rastriya Madhyamik Shiksha Abhiyan</li> <li>▪ Support for Educational Development including Teachers Training &amp; Adult Education</li> <li>▪ Rastriya Uchhtar Shiksha Abhiyan</li> </ul>
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Form 1B - Annual Self-Disclosures Report for NPOs

#	Donor or Investor Name	Geography	Total Programme Cost (in INR)	Expenditure in the Previous Year (in INR)	Cumulative Expenditure (in INR)	Total Outreach (to Beneficiaries <sup>3</sup> )	SDG Goal	Alignment with National / State schemes or priority
1	2	3	4	5	6	7	8	9
3	Solidarity and Action Against The HIV Infection in India (SAATHII)	All the districts of Karnataka State	19.56 Crores (from FY 2020-21 to 2024-25)	8.11 Crores	15.73 Crores (from FY 2020-21 to 2024-25)	100000	Goal 3 - Good health and well being	<ul style="list-style-type: none"> <li>▪ National Health Mission including NRHM</li> <li>▪ National AIDS &amp; STD Control Program</li> <li>▪ Pradhan Mantri Swasthya Suraksha Yojana (Core)</li> <li>▪ Janani Suraksha Yojana (JSY)</li> <li>▪ Integrated Child Development Services</li> <li>▪ National Hepatitis Control Program</li> <li>▪ National Tuberculosis Elimination Program</li> <li>▪ RMNCH+A</li> </ul>



Form 1B - Annual Self-Disclosures Report for NPOs

#	Donor or Investor Name	Geography	Total Programme Cost (in INR)	Expenditure in the Previous Year (in INR)	Cumulative Expenditure (in INR)	Total Outreach (to Beneficiaries <sup>3</sup> )	SDG Goal	Alignment with National / State schemes or priority
1	2	3	4	5	6	7	8	9
4	Sinai health system	Mysuru district of Karnataka state	5.92 Crores (from FY 2020-21 to 2024-25)	4.18 Crores	5.60 Crores (from FY 2020-21 to 2024-25)	Direct – 4419 women	Goal 3 -Good health and well being	<ul style="list-style-type: none"> <li>▪ National Program for prevention and control of Non Communicable Diseases</li> <li>▪ RMNCH+A</li> <li>▪ Integrated Child Development Services</li> <li>▪ National Rural Drinking Water Program (NRDWP)</li> <li>▪ Integrated women Empowerment program (mission Shakti)</li> <li>▪ Anaemia Mukth Bharath</li> </ul>



Form 1B - Annual Self-Disclosures Report for NPOs

#	Donor or Investor Name	Geography	Total Programme Cost (in INR)	Expenditure in the Previous Year (in INR)	Cumulative Expenditure (in INR)	Total Outreach (to Beneficiaries <sup>3</sup> )	SDG Goal	Alignment with National / State schemes or priority
1	2	3	4	5	6	7	8	9
5	Ashraya Hasta Trust	Mysuru, Chamarajanagara , Kodagu districts of Karnataka State	7.44 Crores (from FY 2020-21 to 2024-25)	1.84 Crores	7.44 Crores (from FY 2020-21 to 2024-25)	68,000 tribal population	Goal 3 -Good health and well being	<ul style="list-style-type: none"> <li>▪ National Health Mission including NRHM</li> <li>▪ National AIDS &amp; STD Control Program</li> <li>▪ Integrated Child Development Service (ICDS)</li> <li>▪ Pradhan Manthri Swasthya Suraksha Yojana</li> <li>▪ RMNCH+A program</li> <li>▪ Janani Suraksha Yojana</li> <li>▪ National Nutrition Mission</li> <li>▪ Anaemia Mukth Bharath</li> </ul>

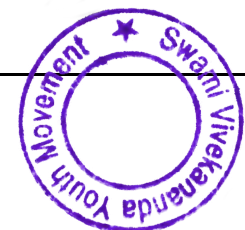
Add more rows, 1 row for each of Top 5 donors



2) Disclosures on Governance aspects

2a) Reporting of related party transactions as per Income Tax Act section 13(3)

<p><i>The organization shall disclose all related party transactions entered by it and reasons for the same.</i></p> <p><b>Definition of Related Party</b></p> <p><i>If there have been transactions between related parties, during the existence of a related party relationship, the reporting enterprise to disclose the following:</i></p> <ul style="list-style-type: none"> <li><i>(i) the name of the transacting related party;</i></li> <li><i>(ii) a description of the relationship between the parties;</i></li> <li><i>(iii) a description of the nature of transactions;</i></li> <li><i>(iv) volume of the transactions either as an amount or as an appropriate proportion;</i></li> <li><i>(v) any other elements of the related party transactions necessary for an understanding of the financial statements;</i></li> <li><i>(vi) the amounts or appropriate proportions of outstanding items pertaining to related parties at the balance sheet date and provisions for doubtful debts due from such parties at that date; and</i></li> <li><i>(vii) amounts written off or written back in the period in respect of debts due from or to related parties.</i></li> </ul>	<p><b>S1: Upto Rs1 Cr</b> Must comply</p>	<p><b>S2: More than Rs1 Cr</b></p> <p><i>Details of the related party transaction during the Financial Year 2024-25 is mentioned below.</i></p>
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Details of related party transactions for the FY 2024-25

#	(i) the name of the transacting related party;	(ii) a description of the relationship between the parties;	(iii) a description of the nature of transactions;	(iv) volume of the transactions either as an amount or <del>as an</del> appropriate proportion;	(v) any other elements of the related party transactions necessary for an understanding of the financial statements;	(vi) the amounts or appropriate proportions of outstanding items pertaining to related parties at the balance sheet date and provisions for doubtful debts due from such parties at that date; and	(vii) amounts written off or written back in the period in respect of debts due from or to related parties.
1	2	3	4	5	6	7	8
1	Dr M R Seetharam	Spouse of Treasurer	Professional fees	24,67,581	Fee for professional services provided for the year	Rs.600/- payable as on 31.03.2025	No amounts written off




2b) Compliance management process

<p><u>Compliance management process</u></p>	<p><b>S1: Upto Rs1 Cr</b> Must have</p>	<p><b>S2: More than Rs1 Cr</b></p> <p style="text-align: center;"></p> <p>The Governing Body and Core team (Executive team) review the compliance of all applicable law periodically to ensure we are complying the laws. We have legal advisor, statutory auditor and company secretary to consult regarding the various applicable laws. We have in house internal auditor to adhere with the organisational policies.</p> <p>Statement of compliance from senior decision maker (Chair/ CEO or equivalent) in Form duly signed and sealed <u>1B.4 – Attached below</u></p>



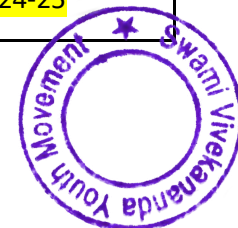
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3) Disclosures on Financial aspects

<b>S1: Upto Rs1 Cr</b>	<b>S2: More than Rs1 Cr</b>
<i>Must Reply</i>	<i>Must Reply</i> 

Please attach the following documents:

Item	NA	Yes	No
1. Balance Sheet		Yes	
2. Income & Expenditure Statement		Yes	
3. Cash Flow Statement/ Receipts & Payments Account		Yes	
4. Schedules to Accounts		Yes	
5. Notes on Accounts & Significant Accounting Policies		Yes	
6. Program-wise fund utilization for the previous year		Yes	
7. Details of Auditors		Yes - <b>Anx - 10</b>	
8. Copy of Income Tax Return			<b>ITR Not yet notified</b>
9. Copy of Form10B/ 10BB Audit report filed with Income Tax			<b>Form 10B yet to be prepared</b>
10. Copy of FC Return (if NPO has FCRA)			<b>FC Not yet filed for the</b>
11. Copy of Annual Returns filed with Registration Authority (Registrar of Companies, Registrar of Societies, Charity Commissioner)			<b>FY 2024-25</b> <b>Not yet filed for FY 2024-25</b>



SSE may specify additional parameters that may be required to be disclosed by NPO on an annual basis.

## Form 1B.2

*This section covers the Annual Impact Report (AIR) that should, at a minimum, cover the aspects described below.*

***This should cover at least the top 67 percent of programme spending for the reporting period. For each of the thematic areas the organisation works in, as per the SEBI defined 16 thematic areas, a separate AIR is to be prepared in Form 1B.2. This would help the organisation to determine eligibility for listing projects.***

***If the organisation has active listed securities in the same period, they should be covered using Form 2 that needs to be assessed by a competent social impact assessor of an empanelled social impact assessment firm, for each of the listed securities.***

### 1B.2(i) List of Programmes funded through Listed Securities on SSE for which Form 2.1 is applicable

Serial No.	Listing ID	Programme/ Project Title	Total Spending in INR on this Programme in this FY	% spending on this Programme/ Project in the FY under review	Form 2.1 Prepared (Yes/ No)
1.	NSE/LIST/CD/2023/0067	Viveka Tribal Centre of Learning (VTCL)	0.28 Crore	0.37%	Yes
Add more rows, if needed					



**1B.2(ii) List of Programmes for which AIR is prepared in this section**

Serial No.	Programme/ Project Title	Total Spending in INR on this Programme in this FY	% spending on this Programme/ Project in the financial year under review	Page Nos in this report
1.	Viveka Tribal Centre of Learning (VTCL)	3.85 Crores	5.12%	Anx 2 page 8
2.	Vivekananda Memorial Hospital at Saragur	10.10 Crores	13.42%	Anx 2 page 6
3.	Viveka school of excellence at Saragur	7.68 Crores	10.21%	Anx 2 page 8
4.	Students' education & teacher empowerment	5.63 Crores	7.48%	Anx 2 page 9
5.	Academic & Research	3.89 Crores	5.17%	Anx 2 page 7
6.	HIV/AIDS - care & control	6.95 Crores	9.24%	Anx 2 page 7
7.	Water, sanitation, hygiene & environment program	2.51 Crores	3.34%	Anx 2 page 11
8.	Viveka Scholar Program	4.40 Crores	5.85%	Anx 2 page 9
9	Viveka Rural Livelihood Center	3.55 Crores	4.72%	Anx 2 page 10
10	Integrated Village Development Model	2.65 Crores	3.53%	Anx 2 page 11

**Please note: Total of 1B.2(i) and 1B.2(ii) should be at least the top 67 percent of programme spending for the reporting period**



## Sub-Section 1B.2.1 Annual Impact Report (AIR) Self-Reported

*of Swami Vivekananda Youth Movement for the period*

*from 01<sup>st</sup> April 2024 to 31<sup>st</sup> March 2025*

*For <Viveka Tribal Center for Learning> comprising < 5.12% > % spending in the financial year under review*

*Under < Promoting Education, Employability, and Livelihoods> SSE Thematic Area>*


*Programme start date: 1<sup>st</sup> April 2024*

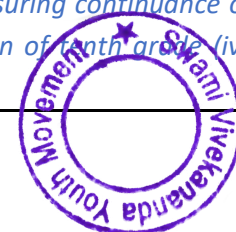
*Programme Objective(s):*

- To decrease the gap of Enrollment, Gender Parity and Learning outcomes between the tribal community and the State and National Averages.
- To ensure that students shall complete Secondary education (2 years) and Senior Secondary education (2 years) or Equivalent education
- Students able to make informed career choices and pursue professions contributing directly and indirectly to the community development
- Parents and the community at large actively participate in school activity and contribute positively to students' learning outcomes.



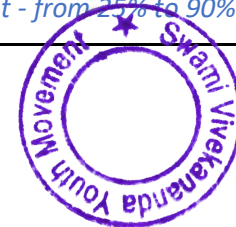
**1) Strategic Intent and Planning**

<i>Item</i>	<i>S1: Upto Rs1 Cr</i>	<i>S2: More than Rs1 Cr</i>
<p>a) <i>What is the social or environmental or cultural challenge the organization is addressing in this thematic area? Has this changed in the last year?</i></p>	<p><i>Must Reply</i></p>	<p style="text-align: center;"></p> <p>Tribal population of HD Kote taluk, Mysuru district in Karnataka, were displaced due to regulation of Indian Forest Act 1927 and construction of Kabini Dam along the fringes of Bandipur and Nagarahole National parks. This led to socio-economic challenges that could not have been addressed only through provisioning of the basics like healthcare, nutrition, and so on. Hence SVYM adopted long-term approach that focused on building the requisite Human and Social Capital that would make it possible for the tribal population to develop the necessary knowledge and skills to take care of themselves which was a critical component of the developmental approach - this meant creating the ecosystem and infrastructure for a mainstream educational model that would (i) meet the standards and requirements of a highly quality school (ii) be accessible &amp; affordable to the tribal population that it was serving, and (iii) ensure there is minimal socio-cultural loss and displacement during the process of mainstreaming (preserving the culture and cultural consciousness of the tribal population).</p>
<p>b) <i>How is the organization attending to the challenge or planning to attend to the challenge in this thematic area? Has this changed in the last year?</i></p>	<p><i>Must Reply</i></p>	<p><i>Today while, few of the initial challenges remain unchanged, the challenges that emerged and being tackled, particularly in the last five years include, (i) the need to broad base the reach of the schools (ii) ensure greater gender parity in enrolment - an increased focus on girl-child education (iii) ensuring continuance of education beyond higher primary and later after completion of tenth grade (iv) improving</i></p>

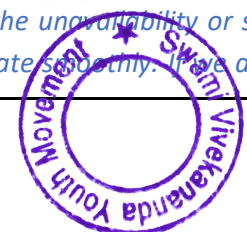


Form 1B - Annual Self-Disclosures Report for NPOs

		<p>results (pass% outcomes). This has led to the reframing and positioning of the purpose of VTCL to: <b>“a platform for the fulfilment of tribal aspirations.”</b></p>
<p>c) Who or what is being impacted (target segment/ affected area)? Has this changed in the last year?</p>	<p><b>Must Reply</b></p>	<p>The target segment remains the school-going age population of the tribal hādis (Hamlets) being serviced the school. The stakeholders include the parents, teachers, the communities, donors, funding agencies, SVYM (as the parent organization), and the government.</p> <p>There is definitely increase in awareness among the parents of tribal children about enrolling their children to school. This is noticed with increase in admissions in the recent years.</p> <p>Two data-points are particularly important: 1999-2000 when the school for the first time had students across all grades/classes (I through X) and 2024-25 (the current year). An examination of these two data-points shows a substantial increase in the number of students enrolled into the school: 391 students in 1999-2000 versus 562 students in 2024-2025 - an increase of 171students in numbers and a 45% growth between the assessed starting and end-points. The trend between these two data-point years is presented in the table as well as graphs below. Another data-point that is of interest is in the growth of the girl-child enrolment - an increase from 140 to 278, translating to a 98.6% increase in enrolment numbers. Furthermore, the gender ratio (girls to boys) has also seen an increase from 36% to 49% between the two data-points.</p> <p>In terms of gender ratio changes between the first 5 years (1999-2004) and the last 5 years (2019-2024), the increase is very significant - from 25% to 90%.</p>




<p>d) <i>What will be the outcomes of the activities, intervention, programs or project? Disclosure should include positive and potential unintended negative outcomes.</i></p>		<p style="text-align: center;"><b>Must Reply</b></p> <p><b>Positive Outcomes</b></p> <ul style="list-style-type: none"> <li>• <i>Improved enrolment of tribal &amp; rural students from the marginalised communities</i></li> <li>• <i>Ensure there is no dropout for the next year</i></li> <li>• <i>Improved enrolment of girl children who continue their higher education</i></li> <li>• <i>Reduction in Child marriages among tribal &amp; rural girls</i></li> <li>• <i>Exposure to various professions &amp; Pre-vocational training as part of their curriculum enables in making informed career choices</i></li> <li>• <i>Achieving minimum level of learning targets and achieving better learning outcomes</i></li> </ul> <p><b>Unintended Outcomes</b></p> <p><i>Our initiative, while well-intentioned, are not immune to unintended consequences that can disrupt our operations. One of these consequences could be inadequate stakeholder engagement, insufficient planning and analysis. Without robust involvement of key stakeholders and thorough planning, we may encounter disruptions in our operations, hindering our ability to achieve intended outcomes and creating unintended consequences.</i></p> <p><i>Furthermore, the unavailability of essential resources, including materials, equipment, or skilled personnel, can impede our ability to carry out our programs effectively. This scarcity of resources might result from external factors or mismanagement within the organization, and it can hinder our ability to meet project milestones and fulfill our mission.</i></p> <p><i>Financial stability is another critical factor, and the unavailability or shortage of funds can significantly impact our ability to operate smoothly. If we do not have</i></p>
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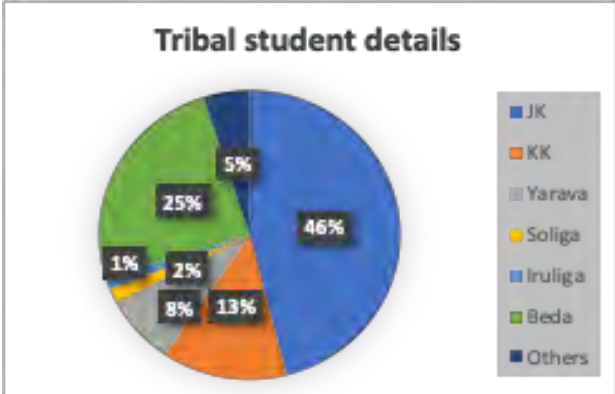


		<i>the necessary financial resources to cover operational costs, pay staff, or invest in program development, our initiatives could stall or face cutbacks, limiting their impact and reach. Disputes among employees can create internal tensions that spill over into the organization's activities.</i>
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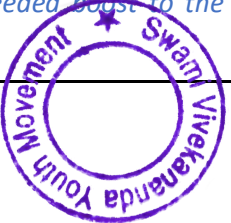
**2) Approach**

<i>Item</i>	<i>S1: Upto Rs1 Cr</i>	<i>S2: More than Rs1 Cr</i> ✓
<p>a) <i>What is the baseline status* at the start of the activity/intervention/programs or project and at the end of the last reporting period?</i></p> <p><i>*Baseline status includes situation analysis/ context description at the start</i></p>	<p><i>Must Reply</i></p>	 <p><i>The Viveka Tribal Center for Learning (VTCL) was started as an informal school in 1988 with 28 students. Located in Hosahalli, on the fringes of the Bandipur National Park, the school today provides education to 550+ students. A majority of the students belong to the Scheduled Tribes esp. the Forest Based Tribal groups (which are) - Jenu Kuruba, Kadu Kuruba, Yarava and Soliga. These students come from about 60 tribal villages (haadis) of H D Kote and neighboring taluks.</i></p>





*Most of the Forest based tribal children are the 1<sup>st</sup> & 2<sup>nd</sup> generation learners and it's important to focus on educating them. Major problem with the tribal children are that they will be migrating to different districts and states along with their parents in search of agricultural labour works. Hence the students are staying at Viveka Tribal Centre for Learning (VTCL) hostel and continuing their education. Promoting residential & semi residential education will provide the much needed boost to the tribal children to become literate.*



Form 1B - Annual Self-Disclosures Report for NPOs

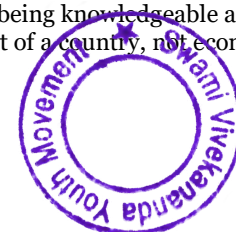
		<p><i>Over the 34 years, the school has evolved from providing access to education (focusing on admission, attendance &amp; retention) to providing 'holistic' education leading to continuing education beyond 10th std (focusing on the overall development of a child – physical, intellectual, emotional and spiritual). The school provides accommodation facilities to all students from 6<sup>th</sup> std. Presently, a fully functional girls hostel (with a capacity of 120 girls) provides accommodation to about 180 girls.</i></p>
<p><i>b) What has been the past performance trend? (if relevant)</i></p>	<p><b>Must Reply</b></p>	<p><i>1999-2000 when the school for the first time had students across all grades/classes (I through X) and 2024-25 (the current year). An examination of these two data-points shows a substantial increase in the number of students enrolled into the school: 391 students in 1999-2000 versus 562 students in 2024-2025 - an increase of 171 students in numbers and a 45% growth between the assessed starting and end-points. The trend between these two data-point years is presented in the table as well as graphs below.</i></p>



<p>c) <i>What is the solution implementation plan and the measures taken for sustainability of activity/intervention/programs or project outcomes? Has there been any material change in your implementation model in the last one year?</i></p>	<p><b>Must Reply</b></p>	<p>There is no material change in our implementation during 2024-25. Details of SIP &amp; measures towards sustainability of the program is described below.</p> <p>Educating the underprivileged and underserved</p> <p>Heggadadevanna Kote (H.D. Kote) is one of the most underdeveloped taluks in Karnataka and has consistently ranked low on the Human Development Index (HDI)<sup>4</sup> and other key development indicators. This region is home to a significant tribal population of approximately 18,000 comprising forest-based indigenous groups such as Jenu Kuruba, Kadu Kuruba, Yarava, Soliga and Paniya. These communities live in small scattered settlements known as haadis<sup>5</sup> – a total of 127 haadis are located along the fringes of the Bandipur and Nagarahole National</p>

<sup>4</sup> The Human Development Index (HDI) is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and having a decent standard of living. The HDI was created to emphasize that people and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone

<sup>5</sup> Haadi is a hamlet or a small human settlement



		<p>Parks. Among these indigenous tribal groups, the Jenu Kuruba community is the largest and is considered to be one of the most marginalized and primitive tribes in India. Most of the members of this community work as agricultural laborers, often migrating to the neighboring districts during the harvest seasons. Much of this community continues to live in conditions marked by severe socioeconomic deprivation.</p> <p>These tribal communities, originally forest dwellers, were displaced by two major development projects of the Government:</p> <ol style="list-style-type: none"> <li>1. Regulation of the forest Act and declaration of Tiger Reserves in the Bandipur &amp; Nagarahole National parks.</li> <li>2. Construction of the Kabini<sup>6</sup> reservoir in the same region</li> </ol> <p>The absence of a structured rehabilitation or resettlement plan meant that the forest dwelling communities had to be relocated to haadis along the remote forest peripheries, thus depriving them of their earlier means of livelihood. This relocation has contributed significantly to their current socioeconomic conditions informed by poverty, loss of livelihood, lack of access to education, and limited healthcare services.</p> <p>Viveka Tribal Center for Learning caters to tribal children residing in and around Mysuru District in Southern Karnataka. The school is located in Heggadadevanna Kote (H D Kote) taluk has a population of over 2.6 lakhs with 90.2% people living in the rural areas and only 9.8% living in urban areas. The taluk is one of the most backward taluks of the state of Karnataka and continues to perform poorly as per the Human Development Index (HDI) and other development indicators.</p> <p>SVYM’s SIP outlines all the key components of the project, covering both short term</p>
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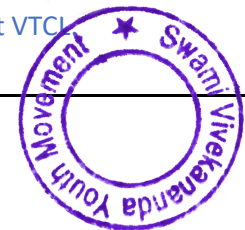
<sup>6</sup> The Kabini River is one of the major tributaries of the river Cauvery.



		<p>and long term objectives. The proposed project’s Key Performance Indicators (KPIs) are designed to reflect the dimensions of Reach, Depth and Inclusion. These KPIs are both measurable and verifiable to ensure transparency and accountability throughout the implementation.</p> <p>The key objectives focused will be -</p> <ul style="list-style-type: none"> <li>• To decrease the gap of Enrollment, Gender Parity and Learning outcomes between the tribal community and the State and National Averages.</li> <li>• To ensure that students shall complete Secondary education (2 years) and Senior Secondary education (2 years) or Equivalent education</li> <li>• Students able to make informed career choices and pursue professions contributing directly and indirectly to the community development</li> <li>• Parents and the community at large actively participate in school activity and contribute positively to students’ learning outcomes.</li> </ul> <p>Special focus on the girl child</p> <p>The school places a strong emphasis on providing education to the girl child. This stems from recognizing the deeply rooted social challenge of early marriages among tribal communities with girl children being married off as soon as they reach adolescence. Additionally, tribal girls and women often suffer from anemia and nutritional deficits that impact their health and wellbeing. These problems are further compounded by economic hardships and seasonal migration of families in search of livelihood.</p> <p>Poor health and absence of institutional mechanisms has meant an increase in the incidence of high-risk early pregnancies among young girls and women. The lack of awareness among tribal parents about the adverse consequences of early marriage</p>
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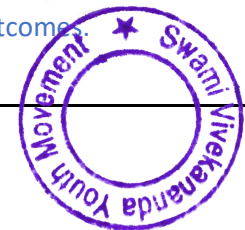
		<p>continues to be a major barrier to sustained girls’ education. These intersecting health and social challenges either prevent girls from enrolling in school or lead to high dropout rates at an early age.</p> <p>VTCL seeks to address these challenges through a holistic approach with a special emphasis on the girl child. Over the last three decades, several positive outcomes have been achieved including an 89% rise in girl admissions – from just 12 to 218 students. The school works actively to ensure that girl students are not only enrolled but are also provided the necessary support towards completion of their education along with the provision of adequate healthcare and nutritional support.</p> <p>Over the years, SVYM/VTCL have realized the need for a distinct and thoughtful approach when it comes to tribal education - one which addresses the socioeconomic challenges that hinder their development, while not forgetting contextual relevance and cultural appropriateness. Three broad themes reflect this approach at VTCL as summarized in the table below.</p> <p>Academics (including co-scholastic areas) &amp; Learning Outcomes</p> <p>To ensure both flexibility and strong learning outcomes, the school incorporates engaging technology-enabled education into its curriculum. Audio-visual content is used to simplify the concepts, providing students with clearer understanding and hands-on experiences to help with better learning.</p> <p>Furthermore, efforts to ensure that children are not deracinated from their tribal culture is ensured through an integrated curriculum that incorporates songs, stories, games from the local tribal heritage. Tribal elders, leaders, and alumni are actively involved in the teaching-learning model at VTCL.</p>
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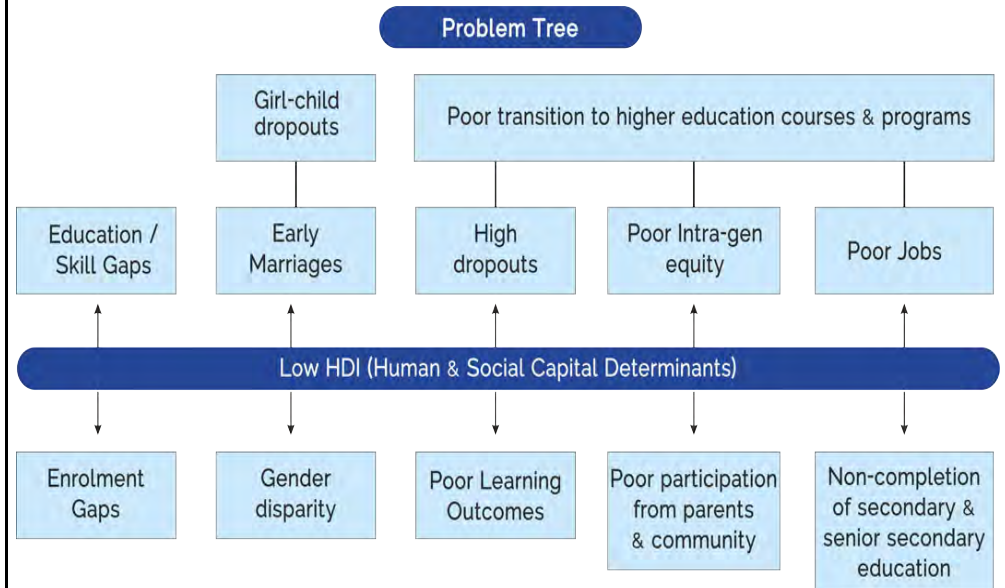
		<p>Integration of Arts, Sports &amp; Skills and Setting Benchmarks</p> <p>To nurture and support the natural talents of the tribal children, the curriculum integrates performing arts and sports into regular learning. Gifted children are identified and given specialised coaching to help them excel in their areas of talent. Opportunities are also created for them to perform or compete on larger platforms, encouraging them to pursue these talents as viable career options.</p> <p>Vocational Education</p> <p>From grades 6 to 10, students are introduced to foundational vocational skills like mechanics, plumbing, electronics, agriculture and other livelihood related areas. By class 10, students are encouraged to apply these skills through community based projects. This practical approach helps them identify their strengths, helping to plan their career ahead and enabling them to make informed career choices. Introduction to Basic Technology (IBT) is an integral part of the ‘teaching-learning’ paradigm at VTCL.</p> <p>Context of the Intervention</p> <p>It is in this context that VTCL has planned this intervention that seeks to support a cohort of 75 students from the tribal and other marginalized families in and around Mysuru district. SVYM’s five-year project (2024-28) aims to provide a value-based, holistic residential education for 68 students ( 34 girls and 34 boys) from marginalized communities in and around Mysuru district. The goal of this program is to ensure that these students complete their education from 8th to 12th grades to achieve the following as mentioned under the following stated overall KPIs:</p>
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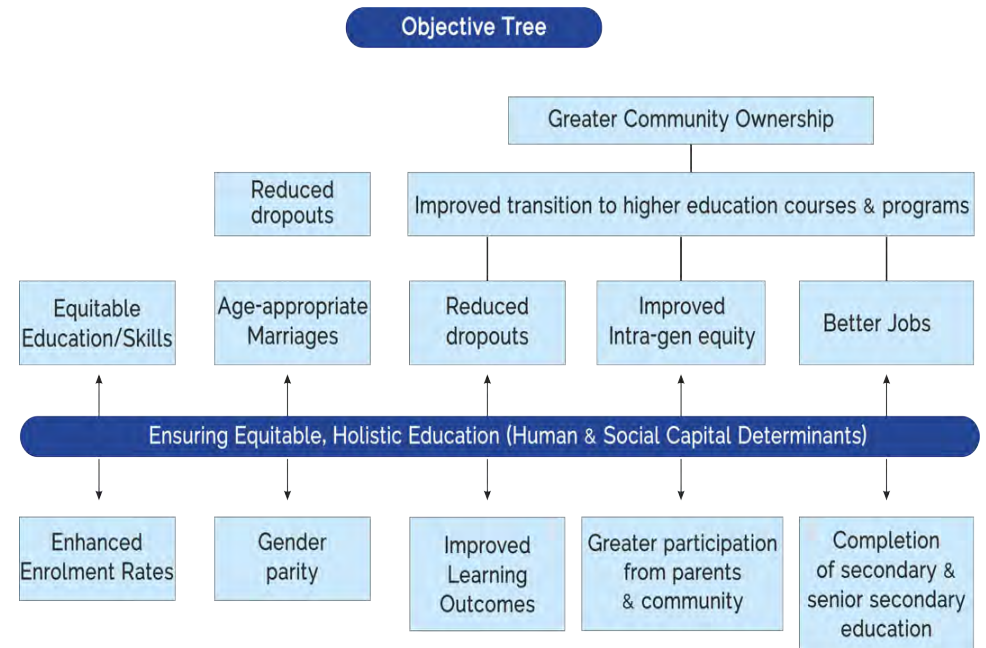
	<p><i>Note: *In year-1, only 68 students could be enrolled into grade-8 as against objective of 75. This is a direct consequence of the commencement of 8th grade in government ashram schools.</i></p> <p><b>Stated Overall KPIs:</b></p> <ul style="list-style-type: none"> <li>● Maintaining continuity of education and reducing dropout rates by increasing enrollments in class-8</li> <li>● Improving academic performance and overall scholastic and non-scholastic learning outcomes</li> <li>● Bridging the gaps in enrollment, gender parity, and learning outcomes between the tribal communities, state and national averages</li> <li>● Enhancing community participation and ownership</li> <li>● Number of children continuing on to grades 11th and 12th</li> <li>● Continuing education after 12<sup>th</sup></li> </ul> <p><b>Proposed Impact:</b></p> <ul style="list-style-type: none"> <li>● To decrease the gap of Enrollment, Gender Parity and Learning outcomes between the tribal community and the State and National Averages.</li> <li>● To ensure that students shall complete Secondary education (2 years) and Senior Secondary education (2 years) or Equivalent education</li> <li>● Students able to make informed career choices and pursue professions contributing directly and indirectly to the community development</li> <li>● Parents and the community at large actively participate in school activity and contribute positively to students' learning outcomes.</li> <li>● Parents and the community at large actively participate in school activity and contribute positively to students' learning outcomes.</li> </ul>
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The same challenge is depicted through a problem-tree chart summarising the main problems



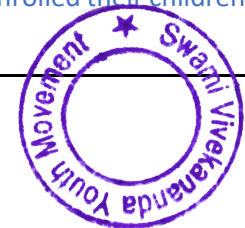
Secondarily, an objective-tree (or solution-tree) chart turns these problem (negative) statements into positive solution statements that can help address the problems and their underlying causes.



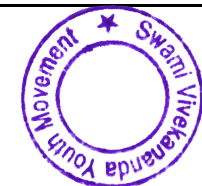
		<p>These solutions will result in the expected end-goal for each level of the intervention listed below-</p> <ul style="list-style-type: none"> <li>• Continuous education from 8th to 12th grade with no dropouts.</li> <li>• Achievement of age-appropriate learning outcomes in line with DSERT parameters.</li> <li>• Fostering active community involvement in supporting the students' journeys</li> <li>• Children continuing education after 10th into 11th and completing 12th</li> <li>• Career and course choices being made by children and their diversity. Improved knowledge on opportunities &amp; avenues available to them</li> </ul> <p><b>Sustainability</b></p> <p>The Sustainability plan for the project is envisaged to be developed in consultation with the community and the relevant stakeholders after completion of the second year of the solution implementation. As such it is planned to have consultation meeting with all stakeholders and stakeholder-groups individually and collectively in order to chalk out a plan of action that can be rolled out in year-3 and followed through to completion and handover.</p>
<p>d) Please brief out alignment of solution to Sustainable Development Goals (SDGs)/national priorities/state priorities/ developmental priorities.</p>	<p><i>Must Reply</i></p>	<p><i>Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</i></p> <p><i>Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</i></p> <p><i>Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture</i></p>



		<p><i>The program also compliments some of the government schemes that focuses on basic right of children and their overall development, few of them are listed below-</i></p> <ul style="list-style-type: none"> <li>▪ Padhe Bharat Badhe Bharat</li> <li>▪ Sarva Shishana Abhiyan</li> <li>▪ Rastriya Madhyamik Shiksha Abhiyan</li> <li>▪ Mid-Day Meal Scheme</li> <li>▪ Kasturba Gandhi Balika Vidyalaya Scheme (KGBV)</li> <li>▪ Support for Educational Development including Teachers Training &amp; Adult Education</li> <li>▪ Rastriya Uchhtar Shiksha Abhiyan</li> <li>▪ National Health Mission including NRHM</li> <li>▪ Targeted Public Distribution System (TPDS)</li> <li>▪ National Nutrition Mission (NNM) (Core)</li> </ul>
<p><i>e) How have you taken into consideration stakeholder feedback in this reporting period?</i></p>	<p><b>Must Reply</b></p>	<p>Few of the stakeholders mapped, interaction and discussions both informal and formal were conducted with teachers, support staff, students, and school leadership team. In general, teachers point to a positive trend specifically in enrolment trends, gender parity outcomes, learning outcomes, community and parental involvement. Some of the key recommendations from stakeholders that have been taken on board include the following:</p> <ol style="list-style-type: none"> <li>1. All 15 teachers mentioned that they had noticed a significant improvement in ‘voluntary enrolment’, meaning that parents were bringing their children themselves to the school as opposed to ‘forced-drives’ that had to be conducted earlier to not only ensure parents enrolled their children into school but also to retain them at school</li> </ol>



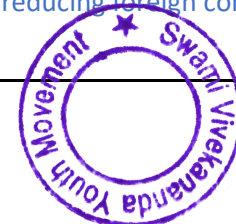
		<ol style="list-style-type: none"> <li>2. Point-1 above was substantiated by the members of the Education Core Group (4 members) as well as the leadership group that was interviewed – they recalled a time when staff had to be placed around the periphery of the school to ensure that students did not jump over the walls and run away from school!</li> <li>3. It is this (points 1 &amp; 2 above) that has led to the paradigm shift in the approach being taken at VTCL towards enrollment as mentioned earlier in this report (under table 5.3) – an increased focus and emphasis on enhancing the quality of engagement and transactions across the board – this has meant an emphasis on improving learning outcomes, holistic development (scholastic &amp; co-scholastic), completion of senior secondary education that would lead to parents/community approaching the school voluntarily to enroll their children into the school – the benefits accrued include voluntary enrolments driven by the community with less frequent community visits and more sustainable long-term outcomes.</li> <li>4. Focus on quality has also led to improvements in learning outcomes and performances in scholastic and co-scholastic areas – this is borne out by the number of children matching the DSERT standards for age-appropriate learning outcomes – see table 5.3, 'outcome-2: Learning Outcomes' row. Furthermore, teachers expressed how greater involvement of parents in the learning outcomes and progress of their children has led to perceptible shifts and improvements in outcomes.</li> <li>5. On learning outcomes, there is also an improvement across summative assessment-1 versus summative assessment-2 of the current cohort of 8<sup>th</sup> grade students with 33 students getting 'A+' or 'A' grade in summative assessment-2 as compared to 23 in summative assessment-1.</li> <li>6. Attendance too has shown a significant improvement – from 71% in June 2024 to 94% in April 2025 and an overall increase from 82% to 86% over the same</li> </ol>
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		<p>period of the previous year – this was shared by the teachers and documents (attendance registers) confirm this.</p> <p>7. One of the key challenges that the school has faces in terms of gender parity is the issue of early marriages in girl-children. Unlike other rural or underserved communities, active gender-based discrimination is not prevalent in these tribal communities. However, early marriages is a cultural imperative and as such is a difficult practice to change. As such, early dropouts, particularly at the 8<sup>th</sup> grade level is common. This particular initiative being implemented at VTCL is important to bring out this change through ensuring continuity in education. It must be noted that of the 9 dropouts that have occurred in the transition from grade-8 to 9 of this cohort, 4 girl dropouts are primarily because these girls have ‘attained age’, meaning they have started to menstruate. The teachers mentioned that they are in touch with the parents of these students and there is a possibility that they might rejoin the school.</p> <p>8. Grievance redressal mechanisms’ including ‘food suggestion register’ for reporting issues with food are mechanisms’ born out of stakeholder recommendations. Although there is a committee that looks into student grievances and is constituted with members drawn from student-representatives, teachers, administrative, and hostel staff it has been recommended that at least one parent and/or community member be included in the grievance committee when it is next reconstituted.</p> <p>9. Teacher capacity building for ensuring better learning outcomes of students is a key recommendation that has been received from stakeholders including teachers themselves, Education Core Group, and Leadership Team.</p>
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<p>f) <i>In the last year, what have you seen as the biggest risks to the achievement of the desired impact? How are these being mitigated?</i></p>	<p>Must Reply</p>	<p><b>Risk Category - Statutory Compliance Risk</b>  <b>Risk Description</b> - Uncertainty of future legal and regulatory changes: Amendments to statutory compliance rules, introduction of new compliance &amp; reporting obligations can significantly impact operations. Ambiguity and/or evolving nature of these laws can pose challenges in maintaining compliance and adapting to new requirements. Furthermore failure to comply/adhere can lead to adverse consequences.                  Risk Mitigation - Establish comprehensive compliance framework for continuous monitoring of legislative changes and ensuring that all activities align with current laws and regulations at all times</p> <p><b>Risk Category - CSR Funding Risk</b>  <b>Risk Description</b> - Changes in the legal or regulatory framework that potentially reduce the CSR spends and grants. This could potentially lead to reductions in donations and grants that can have a direct adverse impact on operations.  <b>Mitigation</b> - (1) Diversify donor base to reduce dependency on specific contributors                  (2) Establish financial reserves for contingencies.                  (3) Explore innovative fundraising avenues.</p> <p><b>Risk Category - Foreign Funds Risk</b>  <b>Risk Description</b> - SVYM holds a valid registration under Foreign Contribution (Regulation) Act. However, modifications to regulations and applicable laws governing FCRA contributions could potentially pose adverse effects on operations, finance, and compliance.  <b>Mitigation</b> – (1) Continue to focus on consciously reducing foreign contributions over a period of time</p>
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		<p>(2) Actively monitoring legislative developments and engaging in ongoing dialogues with relevant authorities to stay informed and adapt to potential changes effectively</p> <p>(3) Diversify funding sources and explore alternative avenues to build resilience</p> <p><b>Risk Category - Natural disasters, epidemics/pandemics</b></p> <p><b>Risk Description</b> - Rain, floods, fire, pandemics (like COVID-19), earthquakes etc. can potentially disrupt programs and create challenges that demand immediate attention</p> <p><b>Mitigation</b> - (1) Develop detailed contingency plans outlining specific actions to be taken in response to each scenario.</p> <p>(2) Ensure contingency plans include provisions for resource allocation, communication strategies, and coordination with local authorities and partners.</p> <p>(3) Prioritize programs that have a lasting impact and can withstand disruptions, thereby reducing overall organizational vulnerabilities.</p> <p><b>Risk Category - Stakeholder apathy</b></p> <p><b>Description</b> - Success of this initiative is dependent on stakeholder involvement and ownership. Inadequate stakeholder ownership/cooperation can adversely impact outcomes in the -and impact in the long-term.</p> <p><b>Mitigation</b> - (1) Map stakeholders to roles &amp; responsibilities and track to ensure ownership and cooperation</p> <p>(2) Work with community leaders and all stakeholders to ensure information flow and empowerment.</p>
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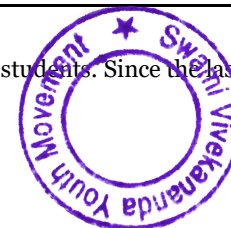
### 3) Impact Indicators

<i>Item</i>	<i>S1: Upto Rs1 Cr</i>	<i>S2: More than Rs1 Cr</i> ✓
a) <i>What are the indicators used to evaluate the effectiveness and outcomes of programmes</i>	<i>Must Reply</i>	<i>Must Reply</i>




<i>Item</i>	<i>S1: Upto Rs1 Cr</i>	<i>S2: More than Rs1 Cr</i> 
<b><i>i) Timeline specific output indicators from inception to end of project</i></b>	<i>Must Reply</i>	<p><i>(1) Number of interventions implemented –</i></p> <ol style="list-style-type: none"> <li>1. Maintaining continuity of education and reducing dropout rates by increasing enrolments in class-8</li> <li>2. Improving academic performance and overall scholastic and non-scholastic learning outcomes</li> <li>3. Bridging the gaps in enrolment, gender parity, and learning outcomes between the tribal communities, state and national averages</li> <li>4. Enhancing community participation and ownership</li> <li>5. Number of children continuing on to grades 11<sup>th</sup> and 12<sup>th</sup></li> <li>6. Continuing education after 12<sup>th</sup></li> </ol> <p><i>(2) Timeliness of intervention delivery – 5 Years</i></p> <p><i>(3) % of planned vs. achieved programmes – <b>Cater education to 75 was planned we were able to enrol &amp; retain 68 students and we believe 91% of it has been achieved.</b></i></p> <p><b>Reason for Deviation:</b> Drop in enrolment in 24-25 (start year) is a result of introduction of 8<sup>th</sup> grade in Ashrama schools<sup>7</sup> which has led to drop in VTCL enrolments. Upgradation has happened in all 10 schools run by social welfare office leading to enrollment into 8<sup>th</sup> grade in these schools</p> <p>However, education continuity in the community has been maintained.</p>


<sup>7</sup>Ashrama Schools are being maintained under the Backward Classes Welfare Department with a view to providing primary education to Backward Classes students. Since the last year, the schools have added 8<sup>th</sup> grade.



Form 1B - Annual Self-Disclosures Report for NPOs

<i>Item</i>	<i>S1: Upto Rs1 Cr</i>	<i>S2: More than Rs1 Cr</i> 
<b>ii) Intermediate outcomes indicators (for e.g.) - starts around mid-term and continue to end-term of project</b>	<i>Must Reply when applicable</i>	<p><i>Intermediate Outcome Indicators starting around mid-term and continuing to end term of project includes-</i></p> <ul style="list-style-type: none"> <li>▪ No of Children completing 10th Grade</li> <li>▪ No of these Children enrolling for pursuing 1st and 2nd year of Pre University Education (11th and 12th Grade)</li> <li>▪ No of Children successfully completing 12th Grade (2nd PU)</li> </ul>




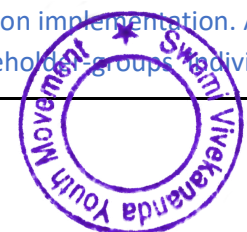
<i>Item</i>	<i>S1: Upto Rs1 Cr</i>	<i>S2: More than Rs1 Cr</i> 
<p><b>iii) Overall outcome indicators (for e.g.) towards end-term and after end of the project period (depends on project gestation period)</b></p>	<p><i>Must Reply when applicable</i></p>	<p><b>Outcome 1: Secondary Education</b> Improvement in enrollment, attendance &amp; retention of students from 8<sup>th</sup> to 10<sup>th</sup> standard</p> <p><b>Outcome 2: Learning Outcomes</b> Achievement of age-appropriate learning outcomes</p> <p><b>Outcome 3: Community Engagement</b> Attendance &amp; participation of parents &amp; community members in school activities &amp; PTMs</p> <p><b>Outcome-4: Continuing Education</b> Enrolment &amp; retention of students from 11<sup>th</sup> to 12<sup>th</sup> standards (or equivalent courses)</p> <p><b>Outcome-5: Diversity of Career Choices</b> # students pursuing diverse streams after 10<sup>th</sup> grade including vocational, sports, and visual arts</p>





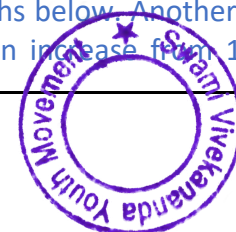
**4) Relevance and Sustainability**

**(Please share in 3-5 sentences with a supporting fact/ data point)**

<i>Item</i>	<i>S1: Upto Rs1 Cr</i>	<i>S2: More than Rs1 Cr</i> 
<p>i) <i>Relevance: Explain with a supporting fact/ data point how the initiative aligns with the organization's values and goals and is relevant to the target audience</i></p>	<p><i>Must Reply</i></p>	<p>i) <i>Relevance: Explain with a supporting fact/ data point how the initiative aligns with the organization's values and goals and is relevant to the target audience</i></p> <p>Tribal population of H D Kote were displaced due to two major projects one, Implementation of Forest Act and second the construction of Kabini Dam in H D Kote. This led to many socio-economic challenges for forest based tribals. SVYM identified this distressed condition and started it work in H D Kote for Tribals. Though providing healthcare and nutrition was the first ground work that was started but that did not address all the problems. A long-term approach that focused on building the requisite Human and Social Capital that would make it possible for the tribal population to develop the requisite knowledge and skills to take care of themselves was a critical component of the developmental approach - this meant creating the ecosystem and infrastructure for a mainstream educational model that would (i) meet the standards and requirements of a highly quality school (ii) be accessible &amp; affordable to the tribal population that it was serving, and (iii) ensure there is minimal socio-cultural loss and displacement during the process of mainstreaming (preserving the culture and cultural consciousness of the tribal population).</p> <p>i) <i>Sustainability: Explain with a supporting fact/ data point how the initiative is sustainable and if it can continue to make a positive impact in the future.</i></p> <p>The Sustainability plan for the project is envisaged to be developed in consultation with the community and the relevant stakeholders after completion of the second year of the solution implementation. As such it is planned to have consultation meeting with all stakeholders and stakeholder groups individually and</p>



Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr ✓
<p>ii) <i>Sustainability: Explain with a supporting fact/ data point how the initiative is sustainable and if it can continue to make a positive impact in the future.</i></p>		<p>collectively in order to chalk out a plan of action that can be rolled out in year-3 and followed through to completion and handover.</p> <p><b>Today</b> While, few of the initial challenges remain, the challenges that emerged and being tackled, particularly in the last five years include, (i) the need to broad-based the reach of the schools (ii) ensure greater gender parity in enrolment - an increased focus on girl-child education (iii) ensuring continuance of education beyond higher primary and later after completion of tenth grade (iv) improving results (pass% outcomes). This has led to the reframing and positioning of the purpose of VTCL to: <b><i>“a platform for the fulfilment of tribal aspirations.”</i></b></p> <p>Two data-points are particularly important: 1999-2000 when the school for the first time had students across all grades/classes (I through X) and 2024-25 (the current year). An examination of these two data-points shows a substantial increase in the number of students enrolled into the school: 391 students in 1999-2000 versus 562 students in 2024-2025 - an increase of 171 students in numbers and a 45% growth between the assessed starting and end-points. The trend between these two data-point years is presented in the table as well as graphs below. Another data-point that is of interest is in the growth of the girl-child enrolment - an increase from 140 to 278,</p>  




Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr ✓																																																				
		<p>translating to a 98.6% increase in enrolment numbers. Furthermore, the gender ratio (girls to boys) has also seen an increase from 36% to 49% between the two data-points.</p> <p>In terms of gender ratio changes between the first 5 years (1999-2004) and the last 5 years (2019-2024), the increase is very significant - from 25% to 90%.</p> <div data-bbox="943 568 1912 970" data-label="Figure"> <table border="1"> <caption>Enrollment Trend of Girls: 1999-2000 to 2024-2025</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr><td>2001-2002</td><td>177</td></tr> <tr><td>2002-2003</td><td>182</td></tr> <tr><td>2003-2004</td><td>184</td></tr> <tr><td>2004-2005</td><td>173</td></tr> <tr><td>2005-2006</td><td>159</td></tr> <tr><td>2006-2007</td><td>175</td></tr> <tr><td>2007-2008</td><td>182</td></tr> <tr><td>2008-2009</td><td>192</td></tr> <tr><td>2009-2010</td><td>216</td></tr> <tr><td>2010-2011</td><td>202</td></tr> <tr><td>2011-2012</td><td>198</td></tr> <tr><td>2012-2013</td><td>203</td></tr> <tr><td>2013-2014</td><td>202</td></tr> <tr><td>2014-2015</td><td>213</td></tr> <tr><td>2015-2016</td><td>188</td></tr> <tr><td>2016-2017</td><td>193</td></tr> <tr><td>2017-2018</td><td>138</td></tr> <tr><td>2018-2019</td><td>169</td></tr> <tr><td>2019-2020</td><td>211</td></tr> <tr><td>2020-2021</td><td>216</td></tr> <tr><td>2021-2022</td><td>230</td></tr> <tr><td>2022-2023</td><td>221</td></tr> <tr><td>2023-2024</td><td>283</td></tr> <tr><td>2024-2025</td><td>276</td></tr> <tr><td>Total</td><td>283</td></tr> </tbody> </table> </div>	Year	Enrollment	2001-2002	177	2002-2003	182	2003-2004	184	2004-2005	173	2005-2006	159	2006-2007	175	2007-2008	182	2008-2009	192	2009-2010	216	2010-2011	202	2011-2012	198	2012-2013	203	2013-2014	202	2014-2015	213	2015-2016	188	2016-2017	193	2017-2018	138	2018-2019	169	2019-2020	211	2020-2021	216	2021-2022	230	2022-2023	221	2023-2024	283	2024-2025	276	Total	283
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<p>a) Briefly include narratives of Social, Environmental, Cultural and Economic impact on target segment(s) in the reporting period.</p>	<p>Must share any impact observed on the target segment</p>	<p>The Viveka Tribal Centre for Learning (VTCL) is situated in Hosahalli in H D Kote taluk, Mysuru District of Karnataka state. The 18-acre campus of VTCL shares its boundary with the Bandipur National Park on the South and West and Hosahalli haadi on the other sides.</p>																																																								

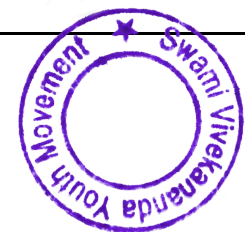



<i>Item</i>	<i>S1: Upto Rs1 Cr</i>	<i>S2: More than Rs1 Cr</i> ✓
		 <p>Displaced tribal population that faced socio-economic challenges that could not have been addressed only through provisioning of the basics like healthcare, nutrition, and so on. A long-term approach that focused on building the requisite Human and Social Capital that would make it possible for the tribal population to develop the requisite knowledge and skills to take care of themselves was a critical component of the developmental approach - this meant creating the ecosystem and infrastructure for a mainstream educational model that would (i) meet the standards and requirements of a highly quality school (ii) be accessible &amp; affordable to the tribal population that it was serving, and (iii) ensure there is minimal socio-cultural loss and displacement during the process of mainstreaming (preserving the culture and cultural consciousness of the tribal population)</p> <p>We also respect and encourage the love for nature that is prominent among the tribal community. The school also ensures the aesthetic environment where the school is located and we ensure this lush green campus is managed without cutting of trees. Students are encouraged to manage their kitchen garden and they are actively engaged in agriculture activities as part of their IBT curriculum. We avoid chemical and other harmful fertilisers and close mechanisms to manage dry and wet waste.</p>

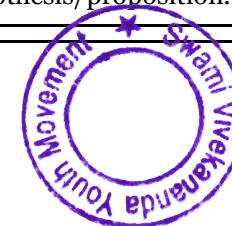


<i>Item</i>	<i>S1: Upto Rs1 Cr</i>	<i>S2: More than Rs1 Cr</i> ✓
		 <p>The holistic education provided in such an ecosystem with quality residential education is addressing many issues like poverty, hunger and other socio economic problems among the vulnerable population. The nutritious food provided for 500+ students is impacting on their growth and development, the residential facility provides them safe learning environment and also exposure to sports and arts are providing them platforms to showcase their hidden talents. Without these facilities or access most of them would have remained as school dropout and migrate in search of labour and stay as unskilled labours all their lives.</p> <p>Access to education which is holistic is building human and social capital among tribal children which is leading them to make informed career choices and become self-reliant impacting on improved economic conditions.</p>
<p>b) <i>Beneficiary<sup>8</sup>/Stakeholder Validation through surveys and other feedback mechanism</i></p>	<p><i>Must Reply based on any simple method of validation</i></p>	<p>A sample of the stakeholder feedback and notes from meeting is given below. Templates of FGDs and questions asked is included in the appendix section of this report. Of the stakeholders mapped, interaction and discussions both informal and formal were conducted with teachers, support staff, students, and school leadership team. In general, teachers point to a positive trend specifically in enrolment trends, gender parity outcomes, learning outcomes, community and parental involvement. Some of the key recommendations from stakeholders that have been taken on board include the following:</p>

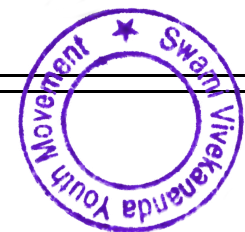
<sup>8</sup> Beneficiaries includes entities such as individual, person, thing, article, unit, body, creature



<i>Item</i>	<i>S1: Upto Rs1 Cr</i>	<i>S2: More than Rs1 Cr</i> 								
		<p>1. Increased focus and emphasis on enhancing the quality of engagement and transactions across the board – this has meant an emphasis on improving learning outcomes, holistic development (scholastic &amp; co-scholastic), completion of senior secondary education – the benefits accrued include voluntary enrolments driven by the community with less frequent community visits and more sustainable long-term outcomes. Focus on quality has also led to improvements in learning outcomes and performances in scholastic and co-scholastic areas</p> <p>2. Grievance redressal mechanisms’ including ‘food suggestion register’ for reporting issues with food are mechanisms’ born out of stakeholder recommendations.</p> <p>3. Teacher capacity building for ensuring better learning outcomes of students</p> <p>Sample</p> <table border="1" data-bbox="860 826 2123 1340"> <thead> <tr> <th colspan="2" data-bbox="860 826 2123 916"><b>FGD – 03</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="860 916 1070 970">Research Type</td> <td data-bbox="1070 916 2123 970">Qualitative, exploratory, semi-structured</td> </tr> <tr> <td data-bbox="860 970 1070 1094">Target Audience</td> <td data-bbox="1070 970 2123 1094"><b>Parents of VTCL students</b> - sample drawn using probability sampling across class 8 (simple random sampling using a number generator) - ensure representation across all tribal/demographic groups</td> </tr> <tr> <td data-bbox="860 1094 1070 1340">Hypothesis</td> <td data-bbox="1070 1094 2123 1340"> <p><i>This FGD assumes that parents generally have a positive perception of VTCL but differ in awareness and involvement levels – this is the hypothesis that is being tested through this FGD.</i></p> <p>The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand “for” or “against” the stated hypothesis/proposition.</p> </td> </tr> </tbody> </table>	<b>FGD – 03</b>		Research Type	Qualitative, exploratory, semi-structured	Target Audience	<b>Parents of VTCL students</b> - sample drawn using probability sampling across class 8 (simple random sampling using a number generator) - ensure representation across all tribal/demographic groups	Hypothesis	<p><i>This FGD assumes that parents generally have a positive perception of VTCL but differ in awareness and involvement levels – this is the hypothesis that is being tested through this FGD.</i></p> <p>The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand “for” or “against” the stated hypothesis/proposition.</p>
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Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr ✓														
		<table border="1"> <tr> <td data-bbox="855 343 1070 624">Objective of FGD-03</td> <td data-bbox="1070 343 2130 624">                     Elicit views from parents on the following:                     <ol style="list-style-type: none"> <li>1. Are they aware of their child’s academic progress and school activities?</li> <li>2. What changes have they noticed in their child after enrolling in VTCL?</li> <li>3. Are they saving for their child’s future? If not, why?</li> <li>4. How frequently do they attend PTMs or visit the school?</li> <li>5. What suggestions do they have to improve the school further?</li> </ol> </td> </tr> <tr> <td data-bbox="855 624 1070 683">Methodology</td> <td data-bbox="1070 624 2130 683">Moderated FGD</td> </tr> <tr> <td data-bbox="855 683 1070 805">Duration</td> <td data-bbox="1070 683 2130 805">90 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 45 minutes, closing and summary - 25 minutes</td> </tr> <tr> <td colspan="2" data-bbox="855 906 2130 991" style="background-color: #f4b084;"><b>FGD – 04</b></td> </tr> <tr> <td data-bbox="855 991 1070 1050">Research Type</td> <td data-bbox="1070 991 2130 1050">Qualitative, Exploratory, Structured</td> </tr> <tr> <td data-bbox="855 1050 1070 1233">Target Audience</td> <td data-bbox="1070 1050 2130 1233"> <b>Students of VTCL</b> - sample drawn using probability sampling from 8th and 9th standard (simple random sampling using a number generator/roll of dice) - randomization done after clustering into boys and girls to ensure representative sample                       Ensure mix includes forest-based tribes and others                 </td> </tr> <tr> <td data-bbox="855 1233 1070 1385">Hypothesis</td> <td data-bbox="1070 1233 2130 1385"> <i>This FGD assumes that students may hold mixed, but largely positive views about their experiences at VTCL – this is the hypothesis that is being tested through this FGD.</i> </td> </tr> </table>	Objective of FGD-03	Elicit views from parents on the following: <ol style="list-style-type: none"> <li>1. Are they aware of their child’s academic progress and school activities?</li> <li>2. What changes have they noticed in their child after enrolling in VTCL?</li> <li>3. Are they saving for their child’s future? If not, why?</li> <li>4. How frequently do they attend PTMs or visit the school?</li> <li>5. What suggestions do they have to improve the school further?</li> </ol>	Methodology	Moderated FGD	Duration	90 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 45 minutes, closing and summary - 25 minutes	<b>FGD – 04</b>		Research Type	Qualitative, Exploratory, Structured	Target Audience	<b>Students of VTCL</b> - sample drawn using probability sampling from 8th and 9th standard (simple random sampling using a number generator/roll of dice) - randomization done after clustering into boys and girls to ensure representative sample  Ensure mix includes forest-based tribes and others	Hypothesis	<i>This FGD assumes that students may hold mixed, but largely positive views about their experiences at VTCL – this is the hypothesis that is being tested through this FGD.</i>
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Form 1B - Annual Self-Disclosures Report for NPOs

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr ✓	
			The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand “for” or “against” the stated hypothesis/proposition.
Objective of FGD-04	Elicit views from students on the following:  <ol style="list-style-type: none"> <li>1. What do they like most about studying at VTCL?</li> <li>2. How do teachers support their learning, especially when they are stuck?</li> <li>3. Are they satisfied with the opportunities in sports, arts and vocational training?</li> <li>4. Do they feel safe and respected in the school environment?</li> <li>5. Do they know the streams they want to choose after 10th or career they want to choose after 12th?</li> <li>6. If they could bring 3 changes to the school, what would it be?</li> </ol>		
Methodology	Moderated FGD		
Duration	90 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 45 minutes, closing and summary - 25 minutes		



**5) Photographs conveying before and after impact of the Programme**

(a maximum of 3 impact situations may be shared per Programme)

<i>S1: Upto Rs1 Cr</i>	<i>S2: More than Rs1 Cr</i>
<i>Must Reply</i>	<i>Must Reply</i> ✓

A few photographs of specific activities as planned in the plan are included. Given the nature of the indicators being tracked, it may not be possible to provide photos specifically that showcase the “before” and “after” impact.

Photos from PTM:



Form 1B - Annual Self-Disclosures Report for NPOs

Photos from Talent enrichment programs and educational tours conducted for the cohort of students



**6) Annexures**

<i>S1: Upto Rs1 Cr</i>	<i>S2: More than Rs1 Cr</i>
<i>Must Reply</i>	<i>Must Reply</i> ✓



Form 1B - Annual Self-Disclosures Report for NPOs

Item	NA	Yes	No
1) Blank copy of any questionnaire or survey forms used 2) Summary analysis of surveys undertaken 3) Impact Map linking outputs and outcomes to activities 4) Copies of other consultation details (such as focus group write-ups, workshop notes, etc.) 5) Copies of evidence summarised or quoted in the social impact report 6) Notes of the previous social impact assessment meetings (when applicable) 7) Past Social Impact Assessment Statements for the projects funded by the Listed Security (when applicable) 8) Completion certificate of approved mandatory capacity building workshops 9) Case Studies/ Stakeholder Testimonials 10) All stand-alone reports and that have contributed to the organisation’s impact reporting for this period	NA	Anx – 3.1, 3.2, 3.3 Anx – 4 Anx - 5 Anx – 4 Anx 6 NA Anx 7 – Impact Assessment report 2023-24 NA Anx 8 Anx 9.1 – VTCL Journey & 9.2 Assessment report	

End of Sub-Section 1B.2.1 Use Sub-Section 1B.2 format for each Programme Report<sup>9</sup> with Title Prefixed by Sub-section 1B.2.2, 1B.2.3, 1B.2.4, 1B.2.5 and so on for reporting additional projects totalling to 67 percent of total programme expenditure in the financial year under review mentioned at

***SSE may specify additional parameters that may be required to be disclosed by SE in its AIR***

<sup>9</sup> For each programme reported in table 1.2.(ii) in Form 1.2



This **Solution Implementation Plan (SIP)** created by the **Vivekananda Institute for Leadership Development (V-LEAD)**, a unit of the **Swami Vivekananda Youth Movement** aims to further the goal of creating a holistic, inclusive and joyful learning environment for children from rural & tribal areas of H D Kote, and neighboring taluks through its education initiative **Viveka Tribal Center for Learning (VTCL)**

# SVYM-SIP



Prepared by: V-LEAD, A unit of SVYM

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## *Solution Implementation Plan*

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### Introduction

This **Solution Implementation Plan (SIP)** created by the **Vivekananda Institute for Leadership Development (V-LEAD)**, a unit of the **Swami Vivekananda Youth Movement (hereinafter referred to as SVYM-SIP)** aims to further the goal of creating a holistic, inclusive and joyful learning environment for children from rural & tribal areas of H D Kote, and neighboring taluks through its education initiative **Viveka Tribal Center for Learning (VTCL)**. VTCL is a state-board school catering to grades 1 through 10 with grades 6 to 10 being fully residential school besides being the only high school of the gram panchayat of N Begur<sup>1</sup>

This initiative provides children from underprivileged, underserved and particularly vulnerable tribal groups (PVTGs)<sup>2</sup> access to education with a special emphasis on girl-child education. VTCL is located in Hosahalli Village, H D Kote Taluk of Mysuru district, Karnataka. VTCL's goals are aligned to the principles

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<sup>1</sup> N. Begur is a village in Heggadadevankote Taluk in Mysore District of Karnataka and is located 70 KM towards South from District headquarters of Mysuru and 19 KM from H D Kote.

<sup>2</sup> A particularly vulnerable tribal group or PVTG (previously known as a primitive tribal group), in the context of India, is a sub-classification of Scheduled Tribe that is considered more vulnerable than a regular Scheduled Tribe. The PVTG list was created by the Indian Government with the purpose of better improving the living standards of endangered tribal groups based on priority.

and objectives of National Education Policy (NEP) 2020.

In the following sections, some of the major challenges faced by these communities and the approaches taken till date and the plan going forward (relevant to this SIP) are summarized under separate heads.

### **Educating the underprivileged and underserved**

Heggadadevanna Kote (H.D. Kote) is one of the most underdeveloped taluks in Karnataka and has consistently ranked low on the Human Development Index (HDI)<sup>3</sup> and other key development indicators. This region is home to a significant tribal population of approximately 18,000 comprising forest-based indigenous groups such as *Jenu Kuruba*, *Kadu Kuruba*, *Yarava*, *Soliga* and *Paniya*. These communities live in small scattered settlements known as haadis<sup>4</sup> – a total of 127 haadis are located along the fringes of the Bandipur and Nagarhole National Parks. Among these indigenous tribal groups, the Jenu Kuruba community is the largest and is considered to be one of the most marginalized and primitive tribes in India. Most of the members of this community work as agricultural laborers, often migrating to the neighboring districts during the harvest seasons. Much of this community continues to live in conditions marked by severe socioeconomic deprivation.

These tribal communities, originally forest dwellers, were displaced by two major development projects of the Government:

1. Regulation of the forest Act and declaration of Tiger Reserves in the Bandipur & Nagarhole National parks.
2. Construction of the Kabini<sup>5</sup> reservoir in the same region

The absence of a structured rehabilitation or resettlement plan meant that the forest dwelling communities had to be relocated to haadis along the remote forest peripheries, thus depriving them of their earlier means of livelihood. This relocation has contributed significantly to their current socioeconomic conditions informed by poverty, loss of livelihood, lack of access to education, and limited healthcare services.

In response to these challenges, the Viveka Tribal Center for Learning (VTCL) was established to bridge the developmental gaps through a structured approach through education-delivery that is tailored to the cultural, linguistic, and social needs of these marginalized communities. The approach from inception has been holistic and thus the delivery model has included within its ambit a focus on health and nutrition besides education and vocational training. VTCL serves a predominantly rural population with 90.2%

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<sup>3</sup> The Human Development Index (HDI) is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and having a decent standard of living. The HDI was created to emphasize that people and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone

<sup>4</sup> Haadi is a hamlet or a small human settlement

<sup>5</sup> The Kabini River is one of the major tributaries of the river Cauvery.

residing in the rural areas and only 9.8% living in urban areas. The ultimate goal of VTCL is to help the children break away from the cycle of poverty and exclusion, through investments that further their Human and Social Capital.

### **Special focus on the girl child**

The school places a strong emphasis on providing education to the girl child. This stems from recognizing the deeply rooted social challenge of early marriages among tribal communities with girl children being married off as soon as they reach adolescence. Additionally, tribal girls and women often suffer from anemia and nutritional deficits that impact their health and wellbeing. These problems are further compounded by economic hardships and seasonal migration of families in search of livelihood.

Poor health and absence of institutional mechanisms has meant an increase in the incidence of high-risk early pregnancies among young girls and women. The lack of awareness among tribal parents about the adverse consequences of early marriage continues to be a major barrier to sustained girls' education. These intersecting health and social challenges either prevent girls from enrolling in school or lead to high dropout rates at an early age.

VTCL seeks to address these challenges through a holistic approach with a special emphasis on the girl child. Over the last three decades, several positive outcomes have been achieved including an 89% rise in girl admissions – from just 12 to 218 students. The school works actively to ensure that girl students are not only enrolled but are also provided the necessary support towards completion of their education along with the provision of adequate healthcare and nutritional support.

Over the years, SVYM/VTCL have realized the need for a distinct and thoughtful approach when it comes to tribal education - one which addresses the socioeconomic challenges that hinder their development, while not forgetting contextual relevance and cultural appropriateness. Three broad themes reflect this approach at VTCL as summarized in the table below.

<b>Academics (including co-scholastic areas) &amp; Learning Outcomes</b>	<b>Integration of Arts, Sports &amp; Skills and Setting Benchmarks</b>	<b>Vocational Education</b>
To ensure both flexibility and strong learning outcomes, the school incorporates engaging technology-enabled education into its curriculum. Audio-visual content is used to simplify the	To nurture and support the natural talents of the tribal children, the curriculum integrates performing arts and sports into regular learning. Gifted children are identified	From grades 6 to 10, students are introduced to foundational vocational skills like mechanics, plumbing, electronics, agriculture and other livelihood related areas. By class 10, students are

<p>concepts, providing students with clearer understanding and hands-on experiences to help with better learning.</p> <p>Furthermore, efforts to ensure that children are not deracinated from their tribal culture is ensured through an integrated curriculum that incorporates songs, stories, games from the local tribal heritage. Tribal elders, leaders, and alumni are actively involved in the teaching-learning model at VTCL.</p>	<p>and given specialised coaching to help them excel in their areas of talent. Opportunities are also created for them to perform or compete on larger platforms, encouraging them to pursue these talents as viable career options.</p>	<p>encouraged to apply these skills through community based projects. This practical approach helps them identify their strengths, helping to plan their career ahead and enabling them to make informed career choices.</p> <p>Introduction to Basic Technology (IBT) is an integral part of the ‘teaching-learning’ paradigm at VTCL.</p>
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### **Context of the Intervention**

It is in this context that VTCL has planned this intervention that seeks to support a cohort of 75 students\* from the tribal and other marginalized families in and around Mysuru district. SVYM’s five-year project (2024-29) aims to provide a value-based, holistic residential education for 75 students from marginalized communities in and around Mysuru district. The goal of this program is to ensure that these students complete their education from 8<sup>th</sup> to 12<sup>th</sup> grades to achieve the following as mentioned under the following stated overall KPIs.

*\*In year-1, only 68 students could be enrolled into grade-8 as against objective of 75. This is a direct consequence of the commencement of 8<sup>th</sup> grade in government ashram schools.*

### **Stated Overall KPIs:**

1. Maintaining continuity of education and reducing dropout rates by increasing enrollments in class-8.
2. Improving academic performance and overall scholastic and non-scholastic learning outcomes
3. Bridging the gaps in enrollment, gender parity, and learning outcomes between the tribal communities, state and national averages
4. Enhancing community participation and ownership
5. Number of children continuing on to grades 11<sup>th</sup> and 12<sup>th</sup>
6. Continuing education after 12<sup>th</sup>

**Proposed Impact:**

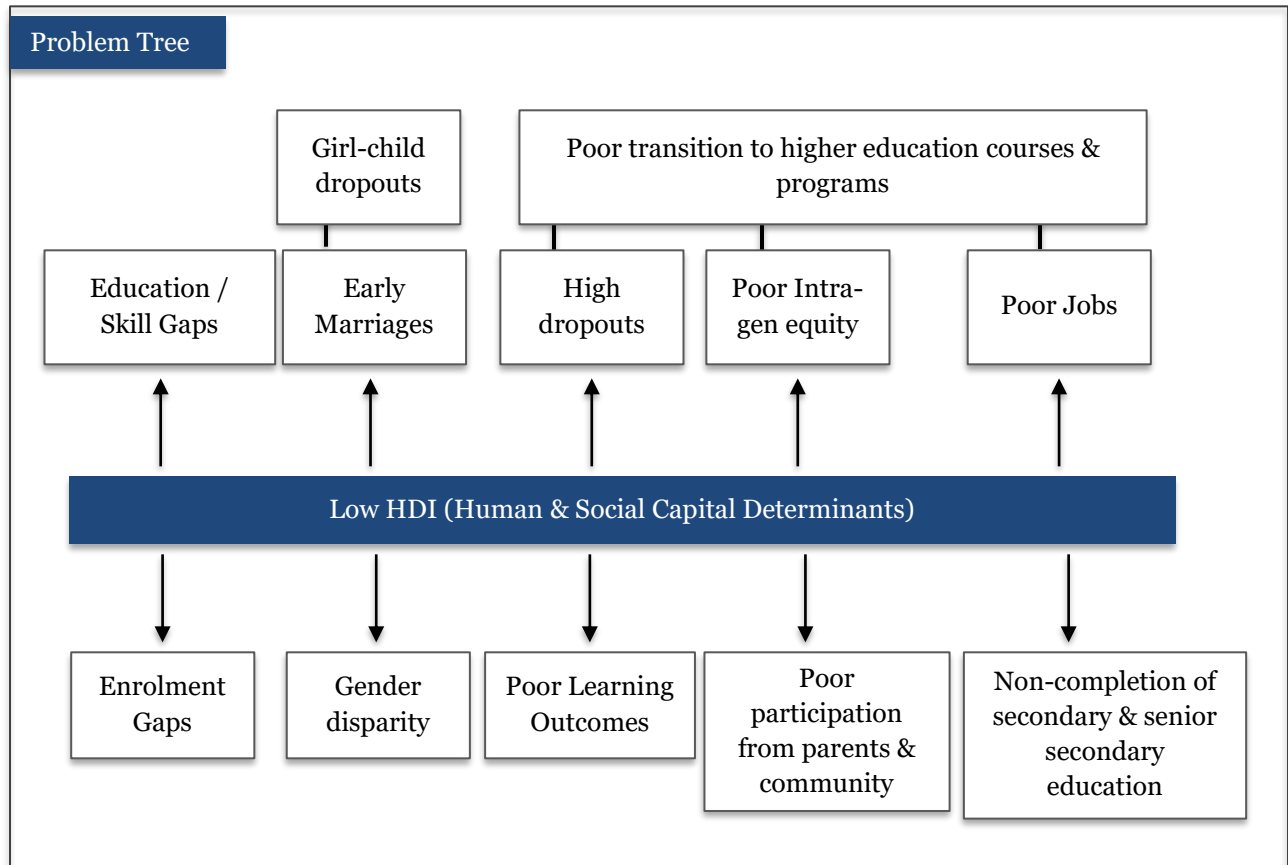
1. To decrease the gap of Enrollment, Gender Parity and Learning outcomes between the tribal community and the State and National Averages.
2. To ensure that students shall complete Secondary education (2 years) and Senior Secondary education (2 years) or Equivalent education
3. Students able to make informed career choices and pursue professions contributing directly and indirectly to the community development
4. Parents and the community at large actively participate in school activity and contribute positively to students' learning outcomes.
5. Parents and the community at large actively participate in school activity and contribute positively to students' learning outcomes.

In order to visually represent the 'roots of the problem', the underlying causes, and the probable negative consequences that can emerge out of them, a "Problem Tree Chart" was created. As indicated, the **problem-tree chart** summarizes the main problems, their underlying causes, and the potential consequences if these problems remain unaddressed.

Secondarily, an **objective-tree (or solution-tree) chart** was also created. This chart turns these problem (negative) statements into positive solution statements that can help address the problems and their underlying causes.

The problem tree and the objective tree are shown in the following pages below.

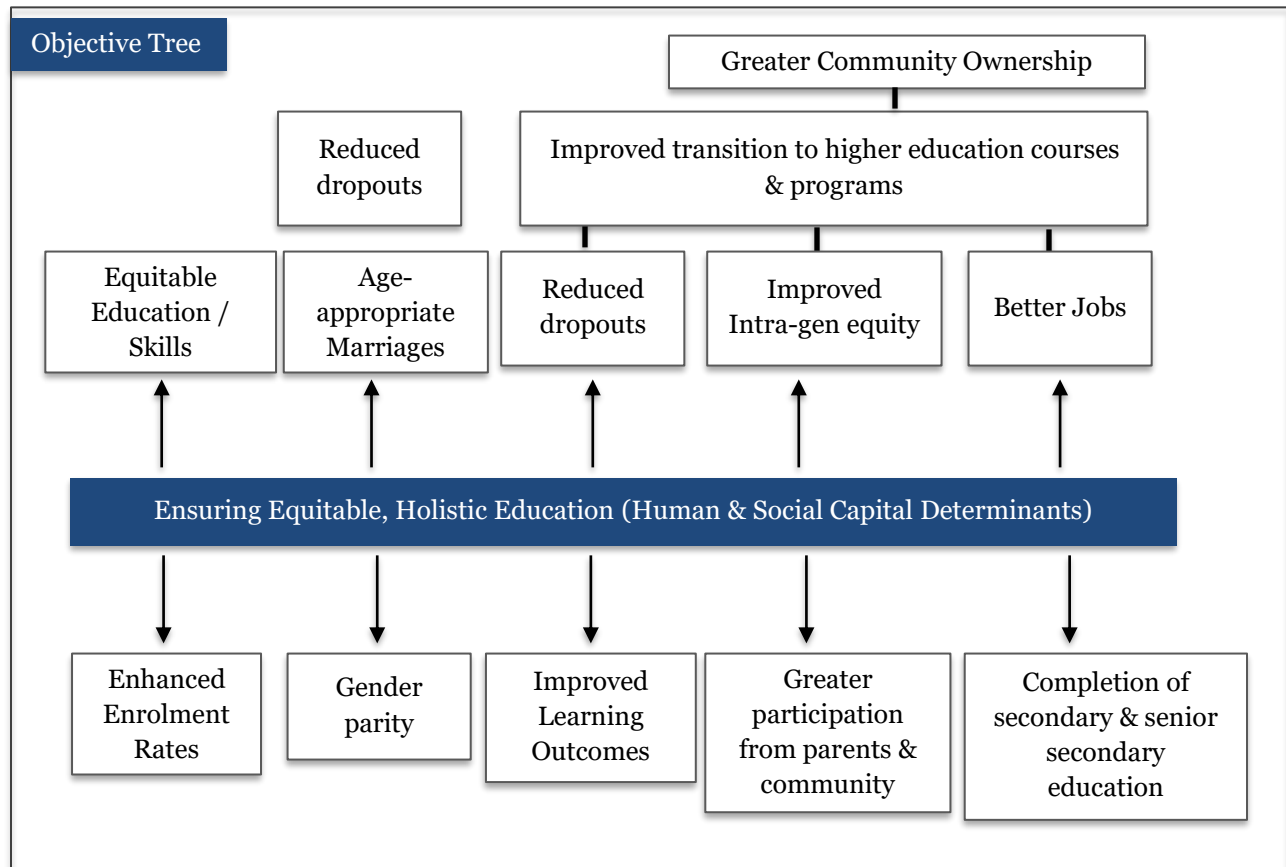
## Problem Tree



As can be seen from the problem-tree chart, while the root problem is a low HDI, the underlying causes are multifactorial with enrolment gaps, gender disparities, poor learning outcomes, and low community involvement being the main contributors.

These underlying causes have led to consequences that include widening education gaps, dropouts, early marriages (among girls), and a poor transition rate of children and youth into higher education and quality employment. It is this assessment that forms the basis for the intervention planned for the cohort of students being tracked over a period of 5 years.

## Objective Tree



The objective tree shown above turns each of the underlying causes into positive statements of intent that can identify doable solutions for each problem and potentially lead to sustainable change for the community.

These solutions were then transposed into the Logical Framework Analysis (LFA) grid with the narrative summary capturing the expected end-goal for each level of the intervention and then broken down into their component outcomes, outputs, indicators, and means of verification. This would form the broad framework for implementation, tracking-monitoring, and assessment of the intervention.

**LFA Framework for Assessment**

<b>Narrative Summary</b>	<b>Outcome</b>	<b>Output</b>	<b>Indicators</b>	<b>Means of Verification</b>	<b>Assumption</b>
Continuous education from 8th to 12th grade with no dropouts.	<b>Outcome 1: Secondary Education</b>  Improvement in enrollment, attendance & retention of students from 8 <sup>th</sup> to 10 <sup>th</sup> standard	<b>Output 1:</b>  # / % children enrolled into Class-8 and increase in attendance parameters	# / % children enrolled into Class-8	Enrollment tracking	Adequate residential and emotional support
			New Enrollments (class-9)		
		% increase in overall attendance – achieve at least 90%	Attendance registers	Accessible and inclusive admission process	
		% increase in student retention – students moving from 8 <sup>th</sup> to 9 <sup>th</sup> and so on	Retention tracking-year wise	Parents see value in formal education	
Achievement of age-appropriate learning outcomes in line with DSERT parameters	<b>Outcome 2: Learning Outcomes</b>  Achievement of age-appropriate learning outcomes	<b>Output 2:</b>  Academic Performance & co curricular activities performance  participation in district, state and national level competitions & events showcasing the talent of students in scholastic & co-scholastic areas	Age-appropriate learning outcomes (as prescribed by DSERT)	Examination marks and annual scores	Adequate teachers and resource materials available
			Participation in district, state and national level competitions	Certificates, Competition results	Students regularly attend school
			Students in scholastic and non-scholastic areas	Record of student participation in events	Availability of extracurricular infrastructure
			Cross-cutting generic indicator of scholastic & non-scholastic levels	Interaction with randomized sample of students	Students willing to share their experience & feedback honestly

Fostering active community involvement in supporting the students' journeys	<b>Outcome 3:</b> Attendance & participation of parents & community members in school activities & PTMs	<b>Output 3:</b> % increase in PTM attendance  Increased community participation in school decisions and monitoring  Parent Savings towards children's education	Attendance in PTMs	PTM attendance tracking	Parents value their child's education
			Participation in school activities	Event reports and photographs	Flexible meeting times and accessible venues
				Interaction with parents / community members	Community members are willing to engage and contribute time to school activities
			Number of parents enrolled in the scheme	Bank Passbooks, # of accounts	Parents see value in investing in children's education
Children continuing education after 10 <sup>th</sup> into 11 <sup>th</sup> and completing 12 <sup>th</sup>	<b>Outcome-4: Continuing Education</b> Enrolment & retention of students from 11 <sup>th</sup> to 12 <sup>th</sup> standards (or equivalent courses)	<b>Output 4:</b> Improved transition rate from Grade 10 to Grade 11  Improved transition rate from Grade 10 to Grade 11	Number of children passing 10th grade	10th grade exam results	Students are motivated and supported to pursue higher education
			Number of children pursuing diverse streams after 10th grade	Stream-wise enrollment data	Students and parents are aware of opportunities beyond the traditional career paths
Career and course choices being made by children and their diversity. Improved knowledge on opportunities & avenues available to them	<b>Outcome-5: Diversity of Career Choices</b> # students pursuing diverse streams after 10 <sup>th</sup> grade including vocational, sports, and visual arts	<b>Output 5:</b> # of students choosing different streams & % increase in diversity of choice	# of counseling sessions conducted to inform children on career choices	Review of follow-up data records	Financial aid/scholarships available
			Tracking & documentation of streams chosen	Follow up surveys with students and alumni	Career pathways are clearly understood

## **Impact**

Education for tribal and marginalized children is envisioned as a means to equitable access to education, thereby embodying the principle of social equity. This initiative seeks to overcome barriers to education by offering contextually relevant and culturally appropriate learning experiences. Teaching methodologies – such as residential schooling, open classroom format, IBT (introduction to basic technology), exposure visits to corporate companies, science museums, and industries – are employed to enhance engagement and learning outcomes.

The school will be developed in alignment with the recommendations of NEP 2020, which would serve as a springboard for the aspirations of the rural and marginalized communities. Equal emphasis will be placed on sports and performing arts, thereby creating an education system which is inclusive, holistic, and responsive to the diverse needs and talents of tribal children.

## **Overall Outcome**

SVYM is implementing a five-year project starting from 2024-25 to 2027-28, with clearly defined short-term and long-term outcomes. The initiative begins with the enrollment of children from the marginalized community and nurturing them with value based holistic education which emphasizes both scholastic & co-scholastic development. Considering the various socio-economic and cultural challenges these children face, the education at VTCL is structured as a residential program to prevent dropouts. Thus, residential schooling is provided from Grade 8 onwards. The aim is to support 75 students\* in 8<sup>th</sup> standard and ensure their continued education through 12<sup>th</sup> Grade (2<sup>nd</sup> PUC). The program focuses on tribal and marginalized children from in and around Mysuru district.

## **Project Components**

SVYM's SIP outlines all the key components of the project, covering both short term and long term objectives. The proposed project's Key Performance Indicators (KPIs) are designed to reflect the dimensions of Reach, Depth and Inclusion. These KPIs are both measurable and verifiable to ensure transparency and accountability throughout the implementation.

This report emphasizes the alignment of SVYM's SIP with the Unified Framework for Social Impact Assessment Standards (UFSIAS) and highlights its significant contribution to youth empowerment by enhancing employability skills through education provided at VTCL.

### 13.1 Key performance indicator for reporting

#### Appropriateness of KPIs:

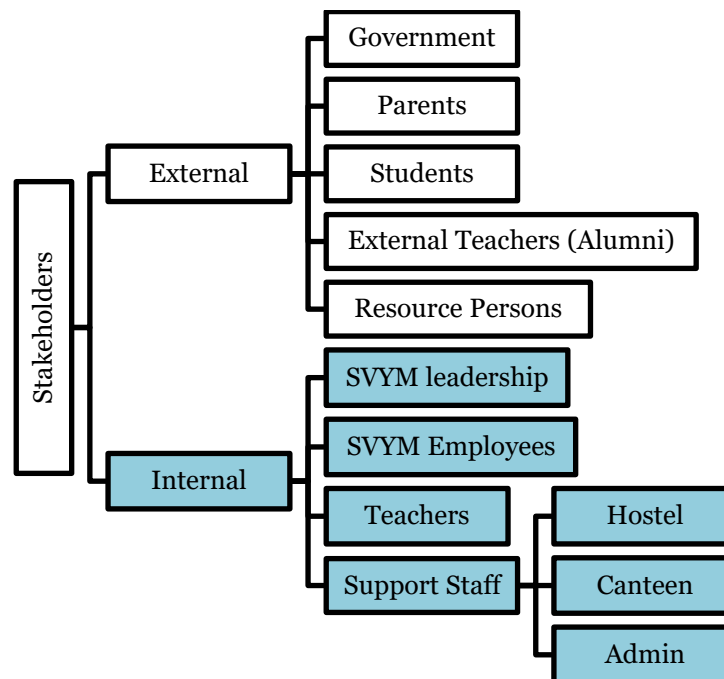
KPI identified	Appropriateness of identified KPI
Improvement in enrollment & retention among students from tribal and rural communities over baseline	<p>This KPI is appropriate and needs to be tracked because there is a continuing challenge in enrolment and retention of students. Therefore, any intervention that aims to improve enrolment can help contribute to improving human and social capital determinants spanning health, education, skills, livelihoods and overall development</p>
Improvement in student academic scores & holistic development over baseline	<p>Learning outcomes, particularly those that measure overall holistic outcomes are key to ensure rounded and complete development of students and hence this KPI is appropriate</p>
Increase in overall parental and community involvement in school activities leading to greater ownership, participation, ultimately leading to greater sustainability of outcomes	<p>Parental and community involvement in the education and wellbeing of their children is a key indicator of children's overall development. The lack of Intra and inter-generational equity is a key challenge in ensuring development, learning outcomes, and future wellbeing, prosperity, and growth.</p> <p>Ownership, participation, and leadership demonstrated by parents and community elders are key determinants of long-term sustainability, impact, and</p>
Increase in the number of students studying beyond 10th and going on to complete senior secondary education	<p>Although this indicator can be tracked only 3 years after the commencement of the initiative, this is an important indicator as it demonstrates the sustained success of the intervention. If the cohort that enrolled into 8<sup>th</sup> grade, goes on to complete 10<sup>th</sup> grade then it fulfills an important requirement of the intervention – completion of secondary school education and then continuing on further towards at least completion of 12<sup>th</sup> grade.</p>
Increased participation in higher and professional education leading to greater number of	<p>This indicator too can be measured only in the long-term on completion of the intervention but is an important measure of the number and percentage of those who go on to complete 12<sup>th</sup> grade and</p>

<p>students completing 12<sup>th</sup> grade and choosing diverse steams</p>	<p>is a key indicator of the impact of the intervention and its long-term sustainability where the onus shifts to the individuals and the community demonstrating true empowerment.</p>
<p>Improvements in family and community-level investment in children's education, improved community ownership for long-term sustainability - identified through perceptual and behavioral shifts</p>	<p>Schemes like the 'parents saving scheme' that proposes that each parent commit to depositing of ₹2,000 every semester for the 5 years of the program with a matching donation or ₹2,000 from SVYM, helps inculcate the habit of saving for children's education, while also building a corpus fund for the children's higher education.</p> <p>Efforts at instilling community-ownership are also key to ensure sustainability of the initiative</p>
<p><b>Generic Observations and notes</b></p>	
<p>While quantitative measures are important in arriving at output-based achievements, qualitative indicators will need to be measured on an ongoing basis. This includes Focus Group Discussions, questionnaire-based surveys and interviews.</p>	
<p><b>Inputs</b></p>	
<p><b>Financial KPIs:</b> Includes metrics such as cost per student &amp; total operational expenditure. This is included as a table in the Annual Impact Report. It must be noted that the financial KPIs are not broken down to the level of tasks/activities and are tracked on the following metrics:</p> <ol style="list-style-type: none"> <li>1. Personnel Cost</li> <li>2. Teaching Aids</li> <li>3. Exposures &amp; Camps</li> <li>4. Sports &amp; Cultural Programs</li> <li>5. Uniform &amp; Clothing</li> <li>6. Students' transportation &amp; other miscellaneous expenses</li> <li>7. Food Expenses</li> <li>8. Accommodation &amp; medical expenses</li> <li>9. Capacity building &amp; awareness</li> <li>10. School maintenance cost</li> <li>11. Lab &amp; other equipment</li> <li>12. School Administration Charges</li> <li>13. Average cost per student</li> </ol> <p><b>Non-financial KPIs:</b> Involves collaboration with other educational departments and effective utilization of additional resources to support the program</p>	

## Stakeholder Map

**Internal Stakeholders** include the school’s teachers, support staff and SVYM employees and members. They play a key role in shaping and implementing the project to ensure it achieves its intended outcomes and impact.

**External Stakeholders** comprise students & their parents, teachers and officials from other departments, as well as resource persons who conduct various educational sessions. Their perceptions are critical as they can provide insights which contribute to the continuous improvement and enhance the overall learning environment.



### Objectivity and Verifiability:

The KPIs identified spanning Impact, Outcomes, Outputs, Activities/Tasks are largely objectively trackable, measurable, and verifiable. Some of the metrics are of a qualitative nature and as such will require perception-mapping and measurement exercises and these shall be measured and reported using qualitative techniques such as questionnaire-based surveys, Focus Group Discussions (FGDs), and

personal interviews as appropriated.

## Contribution

*Comment on the trend in the mobilization of voluntary community support/contribution or the stake developed by the community/ entity that have contributed to, or will contribute in the future to the accomplishment of these goals and sustainability of the project. How can this be improved further?*

- SVYM strongly believes in grassroots-level action which means that all programs, projects, initiatives, and interventions are community-embedded, participative, and ultimately community-driven in order to ensure sustainability. As such, SVYM believes in “working with community” rather than ‘working for community’
- The institution has received strong support from both the government and the community. Over time, this has fostered a sense of ownership among the community members – several school alumni continue to engage with the school including as teachers and resource persons
- Supporting students to pursue and continue their education contributes to its long term sustainability, and many of these children now serve as role models for the younger generation within the tribal community.
- To ensure sustained impact and quality, the school has prioritized ongoing capacity building of teaching and non-teaching staffs. The school also aligns with 14 recommendations of NEP.

## Knowledge management and advocacy

*Comment on how best the organization is doing to create a sharper narrative through Social Impact Assessment to the Sector’s advantage.*

The information obtained through this 5-year intervention will serve as a useful contribution to the development sector’s goals of equitable and inclusive development, particularly of the marginalized and underserved communities – in this case the tribal community. Of the several outputs to be generated from this initiative, some of those planned, include the following:

- A compiled Impact Report of the 5-year intervention including the SIP and the execution thereof will be made publicly available for anyone from the development sector to use going forward.
- A paper on the tribal population of HD Kote, the challenges and the Human and Social Capital benefits that have accrued as a consequence of the initiatives will be published.
- A book tracing the history and development of VTCL will be published which will serve to help similar communities that face similar challenges in other parts of the country.

**Sustainability Plan**

*Write key measures taken for sustainability of the project. Comment on the adequateness of these measures. Cite further needful measures, if any?*

The Sustainability plan for the project is envisaged to be developed in consultation with the community and the relevant stakeholders after completion of the second year of the solution implementation. As such it is planned to have consultation meeting with all stakeholders and stakeholder-groups individually and collectively in order to chalk out a plan of action that can be rolled out in year-3 and followed through to completion and handover.



This Annual Social Impact Report has been prepared in terms of Regulation 91E (1) of SEBI (Listing Obligations and Disclosure Requirements) Regulations, 2015) for Social Projects/Programs Funded by Security Listed on SSE of BSE/NSE]

# SVYM-Annual Social Impact Report 2024-2025



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SECTION -A:


### 1. General Information

	Item	Response
1	Listing ID	BSE SSE Registration No: <b>BSESSE0032NP2324</b> NSE SSE Registration No: <b>NSESSEN0030</b>
2	Name of the organization	Swami Vivekananda Youth Movement (SVYM)
3	Name of program	Viveka Tribal Center for Learning (VTCL)
4	Duration	FY 23-2024 to FY 2027-2028
5	Program mode: (one time/ ongoing)	Ongoing
6	Program area -	Hosahalli Village, H D Kote Taluk, Mysuru District, Karnataka , India
7	Beneficiary group(s)/ segment(s)	Tribal & Rural children from the marginalized communities
8	Thematic Areas of SSE	<b>Theme-2: (SAS-300)</b> Promoting education, employability and livelihoods <b>Theme-3: (SAS-400)</b> Promoting gender equality, empowerment of women and LGBTQIA+ communities. <sup>1</sup>
9	SDG Goals Aligned	<p><b>SDG Goal-2.</b> End hunger, achieve food security and improved nutrition and promote sustainable agriculture.<sup>2</sup></p> <ul style="list-style-type: none"> <li>• Universal access to safe and nutritious food</li> <li>• End all forms of malnutrition</li> </ul>  <p><b>SDG Goal 4.</b> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <ul style="list-style-type: none"> <li>• Free primary and secondary education</li> <li>• Equal access to affordable technical, vocational and higher education</li> <li>• Increase the number of people with relevant skills for financial</li> </ul> 

<sup>1</sup> Although Theme-3 is included, not all of the indicators mentioned under Theme-3 may be specifically relevant in the context of this intervention. The thematic indicators that are specifically relevant include: Promoting gender equality, empowerment of women

<sup>2</sup> Although SDG Goal 2 is included, the goals aligned in this context include: ending hunger, achieving food security and improving nutrition

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		<p>success</p> <ul style="list-style-type: none"> <li>• Eliminate all discrimination in education</li> <li>• Universal literacy and numeracy</li> <li>• Build and upgrade inclusive and safe schools</li> </ul>
		<p><b>SDG Goal 5:</b> Achieve gender equality and empower all women and girls</p> <ul style="list-style-type: none"> <li>• End discrimination against women and girls</li> <li>• End all violence against and exploitation of women and girls</li> <li>• Eliminate forced marriages and genital mutilation</li> </ul> 
10	<p>Alignment with National and State Schemes &amp; priorities</p> <p><i>NOTE: A table containing brief details of each scheme is provided in Annexure-I of this document.</i></p>	<ol style="list-style-type: none"> <li>1. National Nutrition Mission (NNM) (Core)</li> <li>2. National Food Security Act (NFSA), passed in 2013</li> <li>3. Mid-Day Meal Scheme</li> <li>4. Kasturba Gandhi Balika Vidyalay (KGBV)</li> <li>5. Padhe Bharat Badhe Bharat</li> <li>6. Sarva Shishana Abhiyan</li> <li>7. Rashtriya Madhyamik Shiksha Abhiyan</li> <li>8. Support for Educational Development including Teachers Training &amp; Adult Education</li> <li>9. Rashtriya Uchhtar Shiksha Abhiyan</li> </ol>

### 2. Designated timeline for Mid-term and End-term (if any)

Phase	Financial Year (From)	Financial Year (To)	Possible month of Review
Pre Project Implementation	15 <sup>th</sup> March, 2024 to 31 <sup>st</sup> March 2024		NA
Phase I: Project start to mid-term	1 <sup>st</sup> April 2024	31 <sup>st</sup> March 2027	May 2027
Phase II: Mid-term to End-term	1 <sup>st</sup> April 2027	31 <sup>st</sup> March 2029	June 2029

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### 3. Solution Implementation Plan & KPIs:

Sl. no.	Parameters	Yes/No/ Partially Yes	If yes, give the reference page in SIP
1	Has the Solution implementation plan (SIP) considered the Guiding framework on Logic Model for plan preparation?	Yes	Pages 7 to Page 8
2	Has timeline based KPIs for outcome, output and activities been delineated in clear qualitative and quantitative terms in the SIP?	Yes	Page 7 to Page 8
3	Have the parameters of reach, depth and inclusion integrated appropriately in the KPIs in SIP?	Yes	Page 7 to Page 8
4	Are each of the KPIs verifiable?	Yes	Page 10 to 11 and Page 14
5	Have the means of verification worked out in clear terms for each KPIs?	Yes	Page 7 to Page 9
6	Have the stakeholders been mapped out clearly for consultation and feedback across the timeline of the project	Yes	Page-12

### 4. Baseline and situation analysis

#### Situational Summary:

The Viveka Tribal Center for Learning (VTCL) is spread across 18 acres, bounded on the South and South West by the lush Bandipur National Park and the approximately 114 hādis<sup>3</sup> on the other side. Heggadadevankote (HD Kote) is one of 7 taluks comprising the Mysuru district of Karnataka and contains 281 villages and just 2 towns (the taluk panchayats of Saraguru and HD Kote). COVID-19 has meant that the census scheduled for 2021 could not be conducted, hence most of the demographic data available for this region is drawn from the census of 2011. Table-1 summarizes the key demographic details of this region<sup>4</sup>.

<sup>3</sup> The nearest English equivalent of Hādi is a hamlet or small settlement.

<sup>4</sup> Available at: <https://bit.ly/4g46msv>. Last accessed. Oct 23, 2024.

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The urban/rural split is quite stark with 90.2% of the population living in the rural areas and only 9.8% in

*Table-1: Summary demographic details, HD Kote*

Parameter	Number	%
Population	2,63,706	
Males	1,32,748	50.34%
Females	1,30,958	49.66%
Children	29,554	
Overall literacy		56.92%
Male literacy		63.29%
Female literacy		50.46%
Scheduled Tribes		23.61%
Scheduled Castes		27.78%
Average Sex Ratio: 987 females per 1000 males		

urban areas. The taluk is also home to a sizable population of forest-based tribal groups comprising primarily the Jenu Kuruba, Kadu Kuruba, Yarava, Soliga and Paniya tribes that are native to this region.

The tribal hādis are dispersed along the fringes of the Bandipur and Nagarahole National Parks with HD Kote accounting for 51.67% of the total tribal population of Mysuru district. Table-2<sup>5</sup> provides an estimate of the numbers across the major tribal groups in HD Kote which remains one of the most backward taluks in Karnataka and continues to perform poorly on the Human Development Index (HDI)<sup>6</sup> and other development indicators.

The **Viveka Tribal Center for Learning (VTCL)** which started as an informal school in 1988 with just 28 students has 562 students on its rolls today.

*Table-2: Tribes of HD Kote*

Tribe	Population
Jenu Kuruba	16,761
Kadu Kuruba	2,430
Yarava	1,547
Soliga	2,630
Total	23,368

Close to 50% of the students are girls and a majority

of the students come from about 60 nearby hādis of the forest-based tribal groups listed earlier. VTCL is a state-board, fully residential school from grade 6 to 10 and the only high school of the gram panchayat of N Begur. With limited educational opportunities beyond 7th grade in tribal areas and the increasing awareness among parents, the school has seen a steady increase in the admissions over the last 4 years. The school charges a nominal participation fee of Rs. 500 per student per year against the average expenses per student in the school of Rs. 35,000 (up to 6th std) and Rs. 68,000 (7th – 10th std). The school is supported by the Ministry of Tribal Affairs, Govt of India and by the Govt of Karnataka through the grant-

in-aid support for the higher primary school. The school today can boast of a 97% pass-percentage in the SSLC exam and an almost 100% record of students continuing their education after their 10th grade. Over the 33 years, the school has evolved from providing access to education (focusing on admission, attendance

<sup>5</sup> Kumar AH, Mahesh TM, International Journal of Humanities & Social Science Invention. 2014; Volume-3, Issue-1.

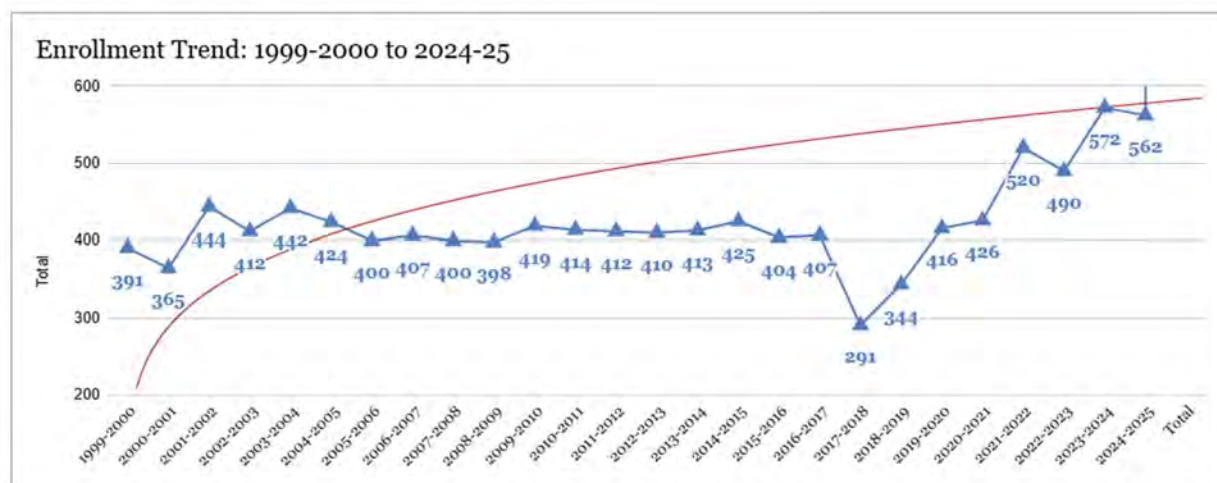
<sup>6</sup> The Human Development Index (HDI) is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and having a decent standard of living.

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& retention) to providing 'holistic' education leading to continuing education beyond 10th std (focusing on the overall development of a child – physical, intellectual, emotional and spiritual).

The table below provides the baseline status for the key indicators as on date.

Key Indicator	Baseline Stats: At the start of the initiative for VTCL	
Enrollment	Overall: 45% increase - 391 students in 1999-2000 versus 562 students in 2024-2025	
Gender Parity (2024-25 reporting year)	Overall, School:	Boys: 286 / Girls: 276
Learning outcomes (pass %)	Last 5 years average (SSLC Xth Board Exam): 95%	
Parent Participation in school activities	PTM average attendance %: 80 – 85% Attendance in School Functions: <ul style="list-style-type: none"> <li>○ National Festivals: 85 – 90%</li> <li>○ Taluk/district-level Sports Meets: 80%</li> <li>○ Tribal – Sports &amp; Cultural Activities: 70%</li> </ul>	



Two data-points are particularly important: **1999-2000** when the school for the first time had students across all grades/classes (I through X) and **2024-25** (the current year). An examination of these two data-points shows a substantial increase in the number of students enrolled into the school: **391 students** in **1999-2000** versus **562 students** in **2024-2025** - an **increase of 171 students** in numbers and a **45% growth** between the assessed starting and end-points. The trend between these two data-point years is presented in the table as well as graphs below. Another data-point that is of interest is in the growth of the **girl-child enrolment** - an increase from **140 to 278**, translating to a **98.6% increase** in enrolment numbers. Furthermore, the gender ratio (girls to boys) has also seen an increase from **36% to 49%** between the two data-points.

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In terms of gender ratio changes between the first 5 years (1999-2004) and the last 5 years (2019-2024), the increase is very significant - from **25% to 90%**.

SECTION-B:

### 5. Report on Performance and Outcome

#### 5.1 Stated overall outcome and overall outcome KPIs

**Stated overall outcome:** SVYM's five-year project (2024-28) aims to provide a value-based, holistic residential education for 75 students\* from marginalized communities in and around Mysuru district. The goal of this program is to ensure that these students complete their education from 8<sup>th</sup> to 12<sup>th</sup> grades to achieve the following as mentioned under the stated overall KPIs:

#### Stated Overall KPIs:

1. Maintaining continuity of education and reducing dropout rates by increasing enrollments in class-8
2. Improving academic performance and overall scholastic and non-scholastic learning outcomes
3. Bridging the gaps in enrollment, gender parity, and learning outcomes between the tribal communities, state and national averages
4. Enhancing community participation and ownership
5. Number of children continuing on to grades 11<sup>th</sup> and 12<sup>th</sup>

\*Actual enrolment (as on date) is 68.

#### Proposed Impact:

1. To decrease the gap of Enrollment, Gender Parity and Learning outcomes between the tribal community and the State and National Averages.
2. To ensure that students shall complete Secondary education (2 years) and Senior Secondary education (2 years) or Equivalent education
3. Students able to make informed career choices and pursue professions contributing directly and indirectly to the community development
4. Parents and the community at large actively participate in school activity and contribute positively to students' learning outcomes.

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<b>5.2 Annual Progress in Outcome KPIs vis-à-vis Overall outcome KPIs for the year reported upon (previous year)</b>					
Stated Intermediate Outcome/s of the project and their KPIs	KPIs Applicable at different outcome levels for reporting year	What has been accomplished in KPIs mentioned in Col. 2?	What could not be accomplished mentioned in Col. 2?	Why could it not be accomplished? Any challenges?	Unintended negative outcome, (if any)
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<p><b>Outcome 1: Secondary Education</b></p> <p>Improvement in enrollment, attendance &amp; retention of students from 8<sup>th</sup> to 10<sup>th</sup> standard</p>	<p># / % children enrolled into Class-8</p>	<p>2024-25 (8<sup>th</sup> grade): Enrolled: 68 (Boys: 36 / Girls: 32)</p> <p>Of these 59 (28 girls) have continued on to 9<sup>th</sup> grade (4 have enrolled into other schools, 5 are undecided)</p> <p>30 (5 girls) new enrollments have happened into 9<sup>th</sup> grade. Current total strength: 72 (Boys: 43 / Girls: 29) – <i>as on reporting date</i></p>	<p>In the starting year of intervention, 75 enrolments for 8<sup>th</sup> grade could not be accomplished.</p>	<p>Drop in enrolment in 24-25 (start year) is a result of introduction of 8<sup>th</sup> grade in Ashrama schools<sup>7</sup> which has led to drop in VTCL enrolments. Upgradation has happened in all 10 schools run by social welfare office leading to enrollment into 8<sup>th</sup> grade in these schools</p> <p>However, education continuity in the community has been maintained.</p>	<p>None</p>

<sup>7</sup>Ashrama Schools are being maintained under the Backward Classes Welfare Department with a view to providing primary education to Backward Classes students. Since the last year, the schools have added 8<sup>th</sup> grade.

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	<p>% increase in overall attendance – achieve at least 90%</p>	<p>Marginal increase in attendance from 82% to 86%</p> <p>Analysis of month-wise attendance shows a gradual increase (from Jun thru April (71% to 94%))</p>	<p>Ensuring attendance at the start of the AY as well as immediately after a holiday break remains a challenge. Attendance improves as the AY progresses</p>		
	<p>% increase in student retention – students moving from 8<sup>th</sup> to 9<sup>th</sup> and so on</p>	<p>There is an increase of 10 students between 2023-24 and 2024-25 (verified thru attendance records).</p>			
<p><b>Outcome 2: Learning Outcomes</b></p> <p>Achievement of age-appropriate learning outcomes</p>	<p># of students achieving grade-level proficiency in age-appropriate learning outcomes (as per DSERT)</p>	<p>A+ (90-100) A (70-89) B+ (50-69) B (30-49) C (&lt;30) ..... <b>Science:</b> A+ = 32 A = 9 B+ = 13 B = 4 C = 10  <b>Math:</b> A+ = 15 A = 10 B+ = 19 B = 9 C = 15  <b>I Lang (Kannada):</b> A+ = 30 A = 14</p>	<p>Target was to ensure that all students secure B+ and above – this could not be achieved, although progression is noted over the years and from mid-term to final</p>	<p>Inadequate parental involvement</p> <p>Lack of a desire to excel in academic scores</p>	

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		<p>B+ = 13 B = 5 C = 6</p> <p><b>II Lang (English):</b> A+ = 5 A = 13 B+ = 23 B = 15 C = 12</p> <p><b>III Lang (Hindi):</b> A+ = 4 A = 3 B+ = 27 B = 15 C = 19</p> <p><b>Social Science:</b> A+ = 29 A = 12 B+ = 13 B = 2 C = 12</p>			
	<p>participation in district, state and national level competitions &amp; events showcasing the talent of students in scholastic &amp; co-scholastic areas</p>	<p><b>NCC:</b> 11 from this batch (out of 46) participated in state-level NCC camp</p> <p><b>Athletics:</b> (Running, Long jump, triple jump): 4 students (1 girl) selected to represent district.</p> <p><b>Badminton:</b> 1 student selected to represent district.</p>			

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		<p><b>Yoga:</b> 2 students selected to represent district.</p> <p><b>Gita Chanting:</b> 1 student selected to represent taluk</p>			
<p><b>Outcome 3: Community Engagement</b></p> <p>Attendance &amp; participation of parents &amp; community members in school activities &amp; PTMs</p>	% increase in PTM attendance	<p><b>23-24:</b> 4 PTMs conducted Avg. Attendance (verified thru' registration notebook): 80.5%</p> <p><b>24-25:</b> 4 PTMs conducted Avg. Attendance: 82.5%</p> <p>Marginal increase in attendance.</p>	<p>Plan to achieve 90% PTM attendance could not be accomplished</p> <p><b>Recommendation</b> : Open &amp; maintain attendance register similar to student register</p>	<p>PTMs are conducted on fixed dates as per academic calendar. Seasonal farming patterns and migration are reasons for non-attendance.</p> <p>Parents not attending PTMs are called separately &amp; briefed</p>	
	Increased community participation in school decisions and monitoring	<p>School Management Committee (SMC) reconstituted with 3 members from community</p> <p>Alumni teachers as RPs for 'eco-club', 'science-club' – sharing of community wisdom</p>	<p>2 meetings planned for the year but only 1 could be completed</p> <p>Alumni Sessions: Planned: 4 sessions / Achieved: 4 sessions</p> <p>Plan to increase # of sessions to 6 in 2025-26</p>	<p>Ensuring attendance by committee members remains a challenge.</p> <p><b>Recommendation:</b></p> <p>Going forward dates to be fixed &amp; communicated to members in advance &amp; meetings can be online or offline depending on convenience</p>	

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	Parent Savings towards children's education	Scheme started in 2024-25. Opening of exclusive Bank a/c towards saving for student's higher education only. Bank a/c opened in Begur & frozen for specific purpose only. Each parent contributes ₹2,000 per semester. SVYM matches contribution. Total at the end of 3 years ₹24,000 to be used for 11 <sup>th</sup> & 12 <sup>th</sup> grade fee.	Enrollment Plan: 68 Achievement: 54	Lack of documents (Aadhar/PAN) Lack of cooperation from parents  <b>Recommendations:</b> One-to-one counseling with parents and need-based assistance in accessing documentation & social entitlements	
<b>Outcome-4: Continuing Education</b>  Enrolment & retention of students from 11 <sup>th</sup> to 12 <sup>th</sup> standards (or equivalent courses)	Improved transition rate from Grade 10 to Grade 11	NA for reporting year (students have moved from 8 <sup>th</sup> to 9 <sup>th</sup> grade only)			
	# enrolling into 11th and going on to complete 12th grade	NA for reporting year (students have moved from 8 <sup>th</sup> to 9 <sup>th</sup> grade only)			
<b>Outcome-5: Diversity of Career Choices</b>  # students pursuing diverse streams after 10 <sup>th</sup> grade including vocational, sports, and visual arts	# of students choosing different streams & % increase in diversity of choice	NA for reporting year (students have moved from 8 <sup>th</sup> to 9 <sup>th</sup> grade only)			

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<b>5.3 Annual Progress of Activities and Inputs vis-à-vis stated Output KPIs in the year reported upon (previous year)</b>					
State overall output KPIs at each level of outcome Unit	Overall activity target of the project (unit)	Activity target of the year reported upon	Achievement during the year reported upon	Deviation (if any) for the year reported upon	Reasons for deviation
		Physical (unit)	Physical (unit)	Physical (unit)	Physical
1	2	3	4	5	6
<b>Outcome 1: Secondary Education:</b> Improvement in enrollment, attendance & retention of students from 8th to 10th standard					
75 children enrolled into class-8 Increase overall enrollment	Community enrollment drives during March through May by community facilitators	12 community visits/drive programs (4 per month)	12 visits completed	NA	NA
	Awareness program for parents (Parents contribution to children's education)	2 special session by education leader to address parents on the importance of educating their children. ..... It is noted that staff & teachers have mentioned the paradigm shift in the approach that has been put in place at VTCL. Enrolment drives, including door-to-door to visit which used to be the norm earlier, have considerably reduced because of a greater interest from parents & community.	Session-1: Mr. Prakash MC, retired Principal, Vidyavardhaka 1 <sup>st</sup> grade College, Bengaluru.  Session-2: Mr. Prasad S, Lecturer, Govt. PU College, Harave, Chamarajanar		

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		Furthermore, the school is focused on improving quality at the school which is believed to have led to voluntary (& sustained) enrolments.			
<b>Outcome 2: Learning Outcomes:</b> Achievement of age-appropriate learning outcomes					
Achievement of age-appropriate learning outcomes (as prescribed by DSERT)	Remedial Classes for low achievers	No activity target fixed (# of units)	These activities are being conducted but number of sessions/classes etc. cannot be quantified in this report.  <b>Recommendation:</b> List # of activities/session plans etc. for tracking & reporting from the next year onwards.	NA	
	Peer group learning	No activity target fixed (# of units)		NA	
<b>Outcome 3: Community Engagement:</b> Attendance & participation of parents & community members in school activities & PTMs					
% increase in PTM attendance		Conduct 4 PTMs in the year	4 PTMs completed		
Increased community participation in school decisions and monitoring		Achieve 90% PTM attendance	Has increased to 82.5%		
Parent Savings towards children's education	Parent orientation sessions on purpose and need	Enroll all 68 parents into the Parent Savings Scheme	54 enrollments completed till date		
<b>Outcome-4: Continuing Education:</b> Enrolment & retention of students from 11 <sup>th</sup> to 12 <sup>th</sup> standards (or equivalent courses)					

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Improved transition rate from Grade 10 to Grade 11	NA for reporting year.  Plan to include specific activities from the next year onwards				
# enrolling into 11th and going on to complete 12th grade	NA for current reporting year.  Plan to include specific activities from the next year onwards				
<b>Outcome-5: Diversity of Career Choices:</b> # students pursuing diverse streams after 10 <sup>th</sup> grade including vocational, sports, and visual arts					
# of students choosing different streams & % increase in diversity of choice	NA for current reporting year.  Plan to include specific activities from the next year onwards				

<b>5.4 Cumulative Financial budget utilization versus stated utilization: itemized</b>						
Item	Unit cost: Per Student	Total for 75 students (planned)	Total for 68 students (planned)	Actual for 68 students	Variance	Reasons for variance
Personnel Cost	₹ 14060	₹ 1,054,500	₹ 956,080	₹ 1,092,662	₹ -136,582	Overspend of 14% as the salary of teachers has remained the same despite the drop in the number of students from 75 to 68

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Teaching Aids	₹ 1,933	₹ 144,975	₹ 131,444	₹ 94,207	₹ 37,237	Underspend of 29% as a consequence of successful negotiations with the vendor
Exposures & Camps	₹ 1,230	₹ 92,250	₹ 83,640	₹ 59,530	₹ 24,110	Underspend of 29% as a consequence of successful negotiations with the vendor
Sports & Cultural Programs	₹ 1,054	₹ 79,050	₹ 71,672	₹ 68,593	₹ 3,079	Underspend of 4.3% as a consequence of successful negotiations with the vendor
Uniform & Clothing	₹ 2,109	₹ 158,175	₹ 143,412	₹ 159,302	₹ -15,890	Overspend of 11% as the cost of the uniform was higher than estimated
Students' transportation & other miscellaneous expenses	₹ 351	₹ 26,325	₹ 23,868	-	₹ 23,868	The transportation cost has not been utilized because funds have been sourced from existing sources and also because transport facility already exists
Food Expenses	₹ 10,545	₹ 790,875	₹ 717,060	₹ 870,390	₹ -153,330	Overspend of 21% due to government mandating the introduction of egg along with meals. This was not estimated earlier at the time of budgeting
Accommodation & medical expenses	₹ 4,782	₹ 358,650	₹ 325,176	₹ 160,744	₹ 164,432	Underspend of 51% as the medical expenses are lower than the estimated
Capacity building & awareness	₹ 879	₹ 65,925	₹ 59,772	₹ 32,754	₹ 27,018	Underspend of 45% as the actual Resource Person cost incurred was lower than budgeted.
School maintenance cost	₹ 3,515	₹ 263,625	₹ 239,020	₹ 177,558	₹ 61,462	Underspend of 26% as the actual maintenance cost was lower than estimated
Lab & other equipment	₹ 3,663	₹ 274,725	₹ 249,084	₹ 11,977	₹ 237,107	Underspend of 95% as the lab & other equipment were in good condition and were retained for the current year
School Administration Charges	₹ 879	₹ 65,925	₹ 59,772	₹ 25,533	₹ 34,239	Underspent of 57% as the actual admin cost was lower than estimated

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Total	₹ 45,000	<b>3,375,000</b>	<b>3,060,000</b>	<b>2,753,250</b>	₹ <b>306,750</b>	There is an overall underspend of 10% with the largest unspent block coming from the non-purchase of lab equipment due to the reasons cited above.
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<b>5.5 Cumulative deviation in output KPIs under each outcome KPI of the previous years before the year reported upon</b>					
Outputs at each level of outcome <sup>8</sup>	Cumulative KPI achievement and finance utilized in the previous years before the year reported upon		Cumulative Deviation, if any, in the previous years <sup>13</sup>		Reasons for deviation, if any
	KPI (unit <sup>9</sup> )	Financial (Rs.)	KPI (unit <sup>13</sup> )	Financial (Rs.)	KPI and /or Finance
1	4	5	6	7	8
Outcome 1 KPI	NA for this reporting year as we do not have a baseline to base it on. Will be tracked and reported from the next year onwards.				
Outcome 2 KPI					

<sup>8</sup> For details see year on year physical and financial progress of the organization

<sup>9</sup> Unit to be set as per the physical activity

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<b>5.6 Convergence and contribution of the year reported upon (previous year)</b>					
Intermediate outcome wise KPIs at each level	Convergence from the outside the project			Contributions rendered voluntarily by target beneficiaries/community/ entity, if any	
	Convergence items <sup>10</sup> Unit <sup>11</sup>	Agencies <sup>12</sup>	Estimated money value <sup>13</sup> of convergence (Optional)	Contribution items <sup>14</sup> Units <sup>14</sup>	Estimated money value of <sup>16</sup> contribution (Optional)
1	2	3	4	5	6
Outcome 1 KPIs:	New Hostel building	FANUC India Private Limited	NA	NA	NA
Outcome 3 KPIs	CC-TV cameras	AVAILITY India Pvt. Ltd.	NA	NA	NA

<sup>10</sup> Convergence Items consist of assets/ expertise/capacities or any other support mobilized through partnerships, networks and influence from the stakeholders within and outside the project

<sup>11</sup> Unit to be set as per the convergence/ contribution item

<sup>12</sup> Agencies could be any government or any non-government partner institutions and individuals who has a stake in the project or whose stake needs to be developed in the interest of the Project

<sup>13</sup> **Giving this information is optional**, but this will be very useful in creating narrative on stakeholders’ participation/contribution in tangible terms. This should be provided only if the organization has a reasonable basis of calculation to provide this information

<sup>14</sup> Any agreed upon voluntary contribution of time, money, materials, or labour to the project (social/ environmental/ cultural) activities by the target community/entity, or stake undertaken by the target community/entity to sustain the project with considerations for reach, depth, inclusion

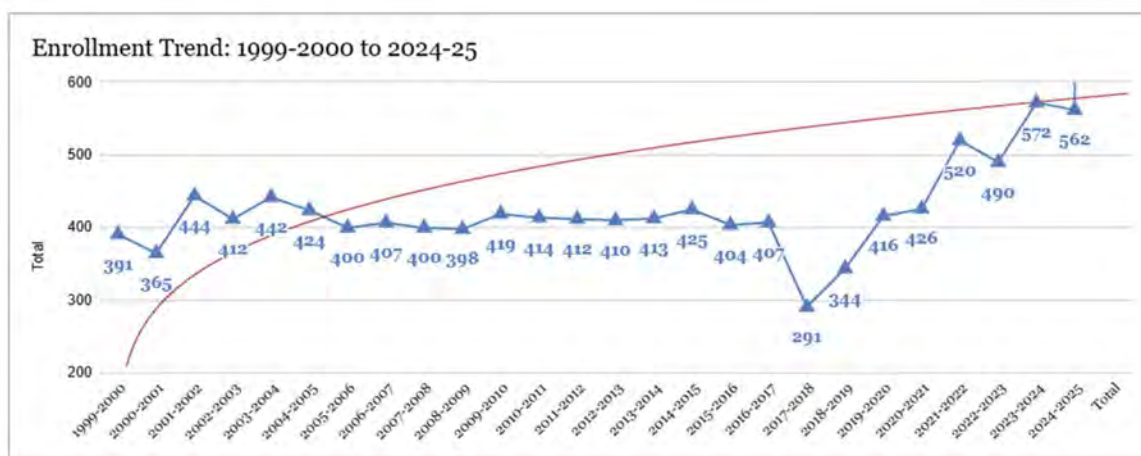
**5.6 Past performance trend**

*What has been the past performance trend? What are the organization’s learnings on what went well and what did not work well?*

Over the years, VTCL has transitioned its outlook from a provisioning outlook (ensuring health, nutrition, education, and minimal sociocultural loss to the community, to reframing its paradigmatic approach to serve as “a platform for the fulfillment of tribal aspirations.” There are several standout achievements over the years that has led to significant human and social capital outcomes. Some of these are summarized below.

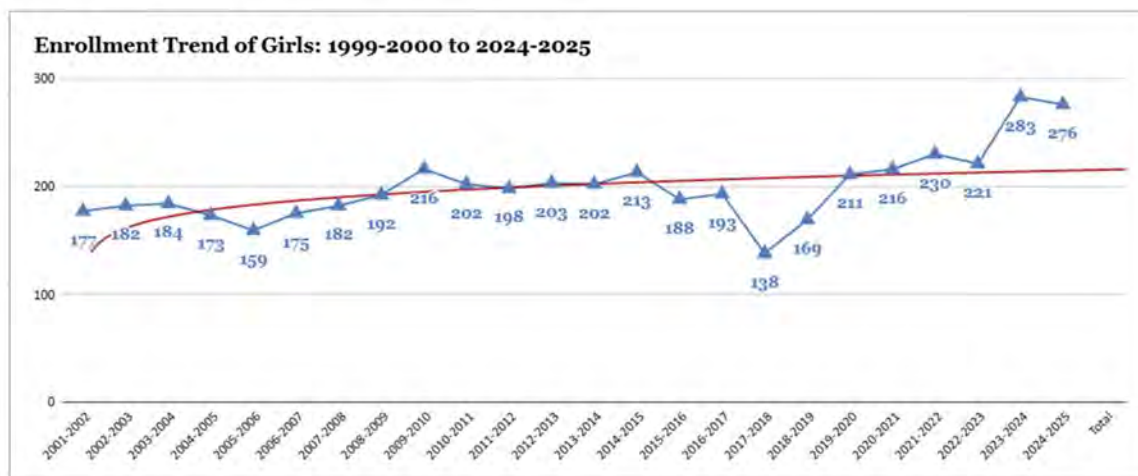
**Increasing trend in enrollments:**

Two data-points are particularly important: **1999-2000** when the school for the first time had students across all grades/classes (I through X) and **2024-25** (the current year). An examination of these two data-points shows a substantial increase in the number of students enrolled into the school: **391 students** in **1999-2000** versus **562 students** in **2024-2025** - an **increase of 171 students** in numbers and a **45% growth** between the assessed starting and end-points. The trend between these two data-point years is presented in the table as well as graphs below. Another data-point that is of interest is in the growth of the **girl-child enrolment** - an increase from **140 to 278**, translating to a **98.6% increase** in enrolment numbers. Furthermore, the gender ratio (girls to boys) has also seen an increase from **36% to 49%** between the two data-points. In terms of gender ratio changes between the first 5 years (1999-2004) and the last 5 years (2019-2024), the increase is very significant - from **25% to 90%**.



*Overall enrolment trend of girls: considering the two data-points of 1999 & 2024 when the school had classes I through 10.*

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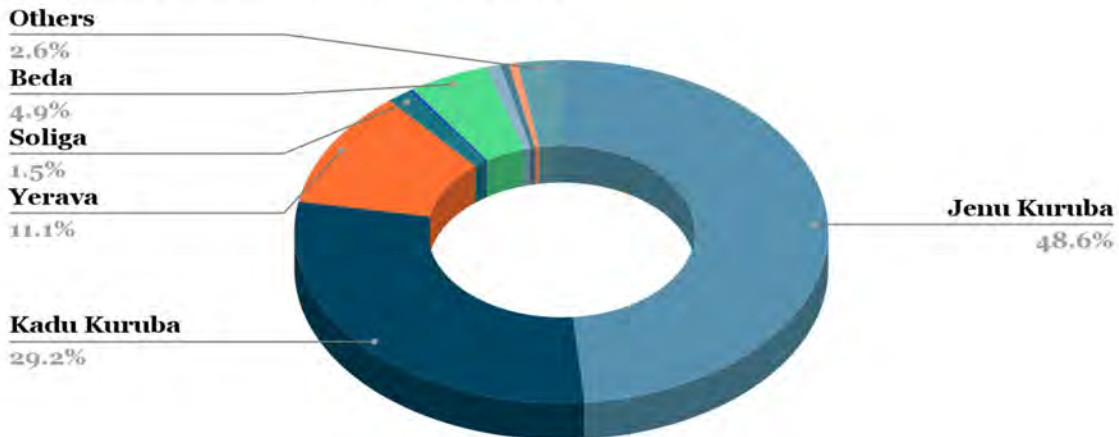
**Representation across tribal groups**

The school caters to several tribal groups. The total number of students across the various tribal groups who have enrolled and studied at the school shows a predominance of the Jenu Kuruba and Kadu Kuruba groups. Table-6 below gives the absolute numbers of each tribal group who have studied at the school till date. However, as can be seen from the trend shown in graph-3 below, there has been a trend towards a more uniform distribution across groups in the last five years in particular. An analysis of the data shows that enrolments from the Beda community for example started from only from the year 2015-16 and has since shown a steady increase from 44 (30 boys & 14 girls) in 2015-16 to 86 (48 boys & 38 girls) in 2024-25. Similarly, the Nayaka community had only 3 students (all boys) in 2019-20 and has since grown to 18 (5 boys & 13 girls).

*Table-6: Distribution of students across tribal groups (from the time of inception).*

Jenu Kuruba	Kadu Kuruba	Yerava	Soliga	Iruliga	Beda	Nayaka	SC	OBC
3,849	2,311	875	118	20	385	68	41	42

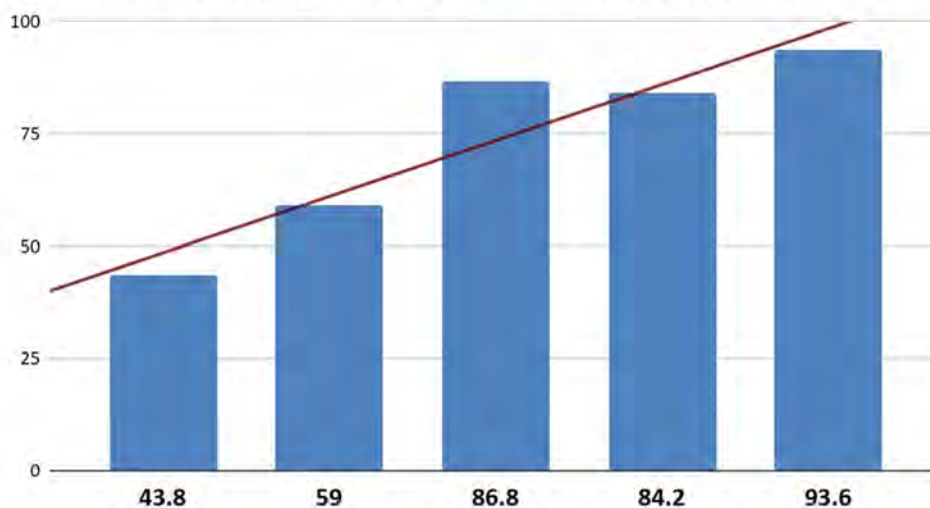
**Enrollment distribution across Tribal Groups**



**Results: A progressive trend**

An analysis of the pass percentages in five 5-year blocks (from the time data on results is available) shows a steadily rising trend from **43.8%** in **block-1** to **93.6%** in **block-5**. Graph-4 below shows this trend: **[1999-2000 to 2003-2004]; [2004-2005 to 2008-2009]; [2009-2010 to 2013-2014]; [2014-2015 to 2018-2019]; [2019-2020 to 2023-2024]**.

**Pass Percentage in 5-year blocks: 1999-2000 through 2023-2024**

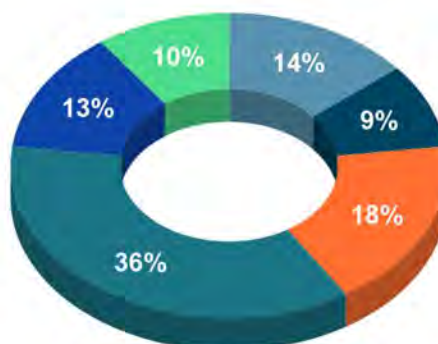


**Continuing Education - after completion of class x**

There has been a steady and consistent increase in the number of students (boys and girls) choosing to pursue further studies after completion of their tenth class. Introduction of a scholarship support, industry and academic linkages, special guidance and counselling sessions have aided this trend. Chart-5 below, provides a snapshot of some of the career-choices and trends with regard to what students do/take up after completion of their Class-X.

**What do those who clear Xth do?**

- Continuing Higher Edu
- Factory & Contractual Employees
- Unemployed &/or Homemakers
- Self-employed/farming/petty business
- Govt (lawyers/forest officers)
- Others/underemployed



There is also a positive trend in those pursuing higher studies after the completion of Class-X. An assessment of the last four years shows a steady upward trend as summarized in Table-7 below.

<i>Summary of students pursuing higher studies after completion of Class X</i>											
Year	Arts		Commerce		Science		Diploma		Boys	Girls	Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			
2020-2021	2	6	0	0					2	6	8
2021-2022	3	3	3	1	0	1	2	0	8	5	13
2022-2023	8	17	3	1	3	2	8	1	22	21	43
2023-2024	13	14	2	6	0	1	8	4	23	25	48
<b>Total</b>	<b>26</b>	<b>40</b>	<b>8</b>	<b>8</b>	<b>3</b>	<b>4</b>	<b>18</b>	<b>5</b>	<b>55</b>	<b>57</b>	<b>112</b>

Of the many lessons learned and incorporated into the intervention plans, include the following:

1. Change and empowerment are gradual processes that have to be community-led, community-owned, and community-driven. That is why SVYM’s approach is defined by “working with community” rather than “working for community” – it is this approach that ensures sustainability.
2. Investing in building Human and Social Capital are crucial to human development, sustainable outcomes, and positive economic consequences.
3. Interventions have to be cognizant of taking on board community wisdom while being culturally appropriate and contextually relevant.
4. While there has been significant achievements over the past several years, the lack of a cohort of Role Models from within the community remains a challenge – it is to be noted that this too is seeing a positive trend with more students pursuing higher education across diverse streams and also finding jobs and livelihoods more aligned with the mainstream.

**6. Report on risks and unintended negative outcome**

<b>6.1 In the previous year, what have you seen as the biggest risks to the achievement of the desired impact? How are these being mitigated?</b>			
<b>#</b>	<b>Risk Category</b>	<b>Risk Description</b>	<b>Mitigation</b>
1	Statutory Compliance Risk	Uncertainty of future legal and regulatory changes: Amendments to statutory compliance rules, introduction of new compliance & reporting obligations can significantly impact operations. Ambiguity and/or evolving nature of these laws can pose challenges in maintaining compliance and adapting to new requirements. Furthermore failure to comply/adhere can lead to adverse consequences	Establish comprehensive compliance framework for continuous monitoring of legislative changes and ensuring that all activities align with current laws and regulations at all times
2	CSR Funding Risk	Changes in the legal or regulatory framework that potentially reduce the CSR spends and grants. This could potentially lead to reductions in donations and grants that can have a direct adverse impact on operations.	(1) Diversify donor base to reduce dependency on specific contributors (2) Establish financial reserves for contingencies. (3) Explore innovative fundraising avenues.
3	Foreign Funds Risk	SVYM holds a valid registration under Foreign Contribution (Regulation) Act. However, modifications to regulations and applicable laws governing FCRA contributions could potentially pose adverse effects on operations, finance, and compliance.	(1) Continue to focus on consciously reducing foreign contributions over a period of time (2) Actively monitoring legislative developments and engaging in ongoing dialogues with relevant authorities to stay informed and adapt to potential changes effectively (3) Diversify funding sources and explore alternative avenues to build resilience.
4	Natural disasters, epidemics/pandemics	Rain, floods, fire, pandemics (like COVID-19), earthquakes etc. can potentially disrupt programs and create challenges that demand immediate attention	(1) Develop detailed contingency plans outlining specific actions to be taken in response to each scenario. (2) Ensure contingency plans include provisions for resource allocation, communication strategies, and coordination with local authorities and partners.

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			(3) Prioritize programs that have a lasting impact and can withstand disruptions, thereby reducing overall organizational vulnerabilities.
5	Stakeholder apathy	Success of this initiative is dependent on stakeholder involvement and ownership. Inadequate stakeholder ownership/cooperation can adversely impact outcomes in the - and impact in the long-term.	(1) Map stakeholders to roles & responsibilities and track to ensure ownership and cooperation (2) Work with community leaders and all stakeholders to ensure information flow and empowerment.

**6.2 Describe any potential unintended negative outcome of this project seen in the year reported upon (previous year). How are these being addressed?**

**Unintended (Negative) Outcomes**

Any initiative, however well-intentioned, is not immune to unintended consequences. As part of the assessment, all unintended consequences (if any) were sought to be captured through qualitative and observational methods. These included specific questions posed during open-ended surveys, Focus Group Discussions, and Key Informant Interviews. Stakeholders were also encouraged to share their thoughts openly and call out any unintended issues that may have cropped up as a result of the intervention. There have been no unintended outcomes as on date. In effect this is the first year when the metrics are being measured and as such it might be too early to state this with absolute clarity.

The following recommendations and suggestions were given to the leadership team, teachers and staff at VTCL for future tracking, reporting, and documenting any unintended consequences.

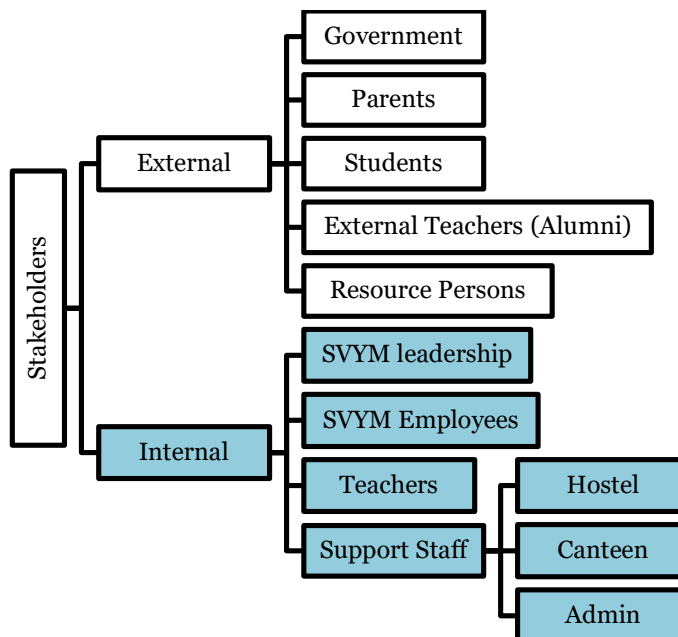
1. Maintenance of incident reports, monitoring reports, and field staff notes that can document any and every unintended consequence.
2. Maintenance of a register (online/offline) that provides traceability of reported unintended consequences
3. It was further noted that unintended consequences can also be positive and not only negative. Therefore, these too are to be noted going forward.
4. A quarterly informal skip-level meeting across levels and stakeholders has been recommended from the next year where participants should be encouraged to share their feedback in a freely and clearly.

**7. Report on Stakeholder consultation**

*Has the organization taken into consideration relevant stakeholders' feedback in the year reported upon? What has been the stakeholder wise feedback? How they have been used by the organization?*

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The SIP contains the following chart mapping the stakeholders relevant to the school.



A sample of the stakeholder feedback and notes from meeting is given below. The table below summarizes the approach taken towards drawing the samples to ensure adequate representation from each group.

Target Group	Approach/Methodology
Teachers at VTCL	Include those with at least 3 years of experience at VTCL. Break teachers into 3 groups: (1) > 5 years (2) 3 months - 3 years (3) people who have moved out of VTCL into other departments of SVYM including VSOE. Ensure, teachers from all subjects are included. Total 15 teachers.
Students of VTCL	Sample drawn using probability sampling across 8th, 9th, 10th class (simple random sampling using a number generator/roll of dice) - randomization done after clustering into boys and girls to ensure representative sample  Make 2 groups: (1) those who studied from 1st standard (2) those who moved in after 6th  Ensure mix includes forest-based tribes and others Group-1 included 15 students & Group-2: 10 students
Parents of VTCL	Only 5 parents could be met for this assessment cycle due to extraneous circumstances including non-availability.

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Alumni	16 alumni were met.
Education Core Group at VTCL	4 members were met.
Leadership Team (past & present)	10 members (personal interviews)

Templates of FGDs and questions asked is included in the appendix section of this report. Of the stakeholders mapped, interaction and discussions both informal and formal were conducted with teachers, support staff, students, and school leadership team. In general, teachers point to a positive trend specifically in enrolment trends, gender parity outcomes, learning outcomes, community and parental involvement. Some of the key recommendations from stakeholders that have been taken on board include the following:

1. All 15 teachers mentioned that they had noticed a significant improvement in ‘voluntary enrolment’, meaning that parents were bringing their children themselves to the school as opposed to ‘forced-drives’ that had to be conducted earlier to not only ensure parents enrolled their children into school but also to retain them at school
2. Point-1 above was substantiated by the members of the Education Core Group (4 members) as well as the leadership group that was interviewed – they recalled a time when staff had to be placed around the periphery of the school to ensure that students did not jump over the walls and run away from school!
3. It is this (points 1 & 2 above) that has led to the paradigm shift in the approach being taken at VTCL towards enrollment as mentioned earlier in this report (under table 5.3) – an increased focus and emphasis on enhancing the quality of engagement and transactions across the board – this has meant an emphasis on improving learning outcomes, holistic development (scholastic & co-scholastic), completion of senior secondary education that would lead to parents/community approaching the school voluntarily to enroll their children into the school – the benefits accrued include voluntary enrolments driven by the community with less frequent community visits and more sustainable long-term outcomes.
4. Focus on quality has also led to improvements in learning outcomes and performances in scholastic and co-scholastic areas – this is borne out by the number of children matching the DSERT standards for age-appropriate learning outcomes – see table 5.3, ‘outcome-2: Learning Outcomes’ row. Furthermore, teachers expressed how greater involvement of parents in the learning outcomes and progress of their children has led to perceptible shifts and improvements in outcomes.
5. On learning outcomes, there is also an improvement across summative assessment-1 versus summative assessment-2 of the current cohort of 8<sup>th</sup> grade students with 33 students getting ‘A+’ or ‘A’ grade in summative assessment-2 as compared to 23 in summative assessment-1.
6. Attendance too has shown a significant improvement – from 71% in June 2024 to 94% in April 2025 and an overall increase from 82% to 86% over the same period of the previous year – this was shared by the teachers and documents (attendance registers) confirm this.
7. One of the key challenges that the school has faced in terms of gender parity is the issue of girl-child dropouts’ particularly at the secondary school level and transition into grade 8. Unlike other rural

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or underserved communities, active gender-based discrimination is not prevalent in these tribal communities. However, early marriages and more specifically dropouts on attainment of puberty is a challenge that remains in some pockets, despite major cultural shifts that have taken place. This particular initiative being implemented at VTCL is important in facilitating this change through ensuring continuity in education. It must be noted that of the 9 dropouts that have occurred in the transition from grade-8 to 9 of this cohort, 4 girl dropouts are primarily because these girls have 'attained age', meaning they have started to menstruate. The teachers noted that they are in touch with the parents of these students and there is a possibility that they might rejoin the school.

8. Grievance redressal mechanisms' including 'food suggestion register' for reporting issues with food are mechanisms' born out of stakeholder recommendations. Although there is a committee that looks into student grievances and is constituted with members drawn from student-representatives, teachers, administrative, and hostel staff it has been recommended that at least one parent and/or community member be included in the grievance committee when it is next reconstituted.
9. Teacher capacity building for ensuring better learning outcomes of students is a key recommendation that has been received from stakeholders including teachers themselves, Education Core Group, and Leadership Team.

### **8. Report on sustainability of the interventions made as envisaged in the Fund Raising Document**

*Has the project recommended a sustainability plan in FRD and SIP? If yes, any measures implemented from SIP for sustainability of activity/ intervention/ programs or project outcomes during the year reported upon? When will the organization start preparing/ preparing a withdrawal plan for exit?*

The SIP plans to implement the Sustainability plan from the third year of implementation, i.e., 2025-26 in consultation with community and other stakeholders. The following is reproduced from the SIP for reference. This needs to be followed through and action taken needs to be included in the Annual Impact Report for 2025-26.

The Sustainability plan for the project is envisaged to be developed in consultation with the community and the relevant stakeholders after completion of the second year of the solution implementation. As such it is planned to have consultation meeting with all stakeholders and stakeholder-groups individually and collectively in order to chalk out a plan of action that can be rolled out in year-3 and followed through to completion and handover.

### **9. Plan for using Social Impact Assessment for Knowledge Management**

*How the knowledge on Social Impact Assessment has been used by the organization to create a sharper narrative about the Sector works and how such knowledge is being disseminated to the stakeholders for cross learning to the Sector's advantage?*

*\*It could involve publishing the executive summary of the Social Impact Assessment on the Organization's website or discussing on the uniqueness of the organization's impact assessment experience to uncover certain issue-based realms that could be spread for cross-learning to the Sector's advantage.*

The SIP confirms how the information from the intervention will be used for the betterment of the

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development sector as well as the tribal/marginalized communities in the country. It is also noted that a book tracing the history, challenges, and progress of VTCL has already been drafted and is in the process of publication. The following extract from the SIP is reproduced for reference:

The information obtained through this 5-year intervention will serve as a useful contribution to the development sector's goals of equitable and inclusive development, particularly of the marginalized and underserved communities – in this case the tribal community. Of the several outputs to be generated from this initiative, some of those planned, include the following:

- A compiled Impact Report of the 5-year intervention including the SIP and the execution thereof will be made publicly available for anyone from the development sector to use going forward.
- A paper on the tribal population of HD Kote, the challenges and the Human and Social Capital benefits that have accrued as a consequence of the initiatives will be published.

A book tracing the history and development of VTCL will be published which will serve to help similar communities that face similar challenges in other parts of the country.

### 10. Plans for the next Social Impact Assessment Cycle<sup>15</sup>

The next social impact assessment cycle is planned to be conducted in phases at the end of each quarter and the final report compiled on the basis of the same. It is recommended that the indicators be tracked on an ongoing basis and reported quarterly for follow-up and follow-through action.

### 11. Photographs conveying before and after impact of the Program

A few photographs of specific activities as planned in the plan are included. Given the nature of the indicators being tracked, it may not be possible to provide photos specifically that showcase the “before” and “after” impact.

Photos from PTM:



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<sup>15</sup> to be filled by the Social Enterprise after receiving the comments on Annual Impact Report from Assessors at Section C and before the final draft

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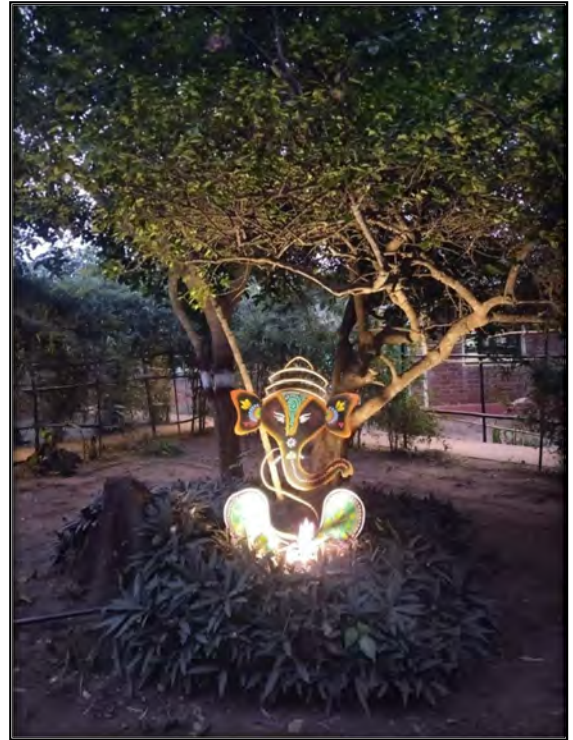
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Photos from Talent enrichment programs and educational tours conducted for the cohort of students



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List of Annexures included in this report (Table-3 below):

Item	NA	If applicable		Notes
		Yes	No	
<b>Annexure I:</b> National and State schemes relevant to the social impact report		Yes		A table with a brief summary of each scheme is included
<b>ANNEXURE II:</b> Blank copy of any questionnaire or survey forms used		Yes		FGD templates are included
<b>ANNEXURE III:</b> Summary analysis of surveys undertaken		Yes		Summary takeaways from each FGD is included
<b>ANNEXURE IV:</b> Copies of evidence summarized or quoted in the social impact report		Yes		Photos of activities have been included in the body of the text itself. PTM attendance sheet photos are included in the
<b>ANNEXURE V:</b> Notes of the previous social impact assessment meetings (when applicable)	NA			
<b>ANNEXURE VI:</b> Past Social Impact Assessment Statements for the projects funded by the Listed Security (when applicable)	NA			
<b>ANNEXURE VII:</b> Completion certificate of SEBI approved mandatory capacity building workshops	NA			
<b>ANNEXURE VIII:</b> Case Studies/ Stakeholder Testimonials				Link to recording and notes provided
<b>ANNEXURE IX:</b> All stand-alone reports and that have contributed to the organization's impact reporting for this period		Yes		Previous year's impact report and document tracing history of VTCL included as downloadable links.

**ANNEXURE I:** Table providing summary details of National and State schemes relevant to the social impact report

	Scheme	Description
	National	Aims to reduce the level of under-nutrition, stunting, anemia

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Nutrition Mission (NNM) (Core)	(among young children, women and adolescent girls) as well as reduce low birth weight babies and other problems affecting the nutritional status of pregnant women, lactating mothers and children in our country
National Food Security Act (NFSA), passed in 2013	Aims to provide food and nutritional security to a significant portion of the population.
Mid-Day Meal Scheme	Aims to provide a free, nutritious meal to children in government and aided schools in India to improve their nutritional levels and support their education
Kasturba Gandhi Balika Vidyalaya	Scheme launched by the Government of India to provide quality, residential education to girls from disadvantaged communities in rural areas
Padhe Bharat Badhe Bharat	National educational initiative aimed at improving the quality of education in India and promoting a reading culture among students
Sarva Shikshana Abhiyan	The primary objective is to provide free and compulsory education to children between 6 and 14 years of age, as stated in the 86th Amendment of the Constitution of India.
Rashtriya Madhyamik Shiksha Abhiyan	The objective of the scheme is to universalize secondary education by enhancing access and to improve quality of education at secondary stage, while ensuring equity.
Support for Educational Development including Teachers Training & Adult Education	Adult Education aims at extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education, but now feel a need for learning of any type, including literacy, basic education equivalency, skill development (Vocational Education) and Continuing Education.
Rashtriya Uchhtar Shiksha Abhiyan	Aims to usher transformative reforms in the State Higher Education System by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions. State videos highlighting their reforms in higher education due to RUSA can be found in this section.

### ANNEXURE II: Templates of FGDs and questionnaires used for collecting information

Note: Focus Group Discussions (FGDs) fall under the category of qualitative research and are conducted to provide insights into perceptions, feelings, and opinions of the selected FGD that brings

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together a small group of people to answer questions in a moderated setting. The group is chosen due to predefined demographic traits, and the questions are designed to shed light on a topic of interest

1. A topic that is the subject of discussion
2. Define the objectives, scope, and broad hypotheses
3. List the broad and indicative questions for the moderator to guide the FGD
4. Decide target audience for each FGD
5. Setup and host the FGD
6. Record the discussion with permission of the participants
7. Collect, collate, analyze, and report data

FGD – 01	
Research Type	Qualitative, exploratory, semi-structured
Target Audience	<b>Teachers at VTCL</b> - include those with at least 3 years of experience at VTCL Break teachers into 3 groups: (1) > 5 years (2) 3 months - 3 years (3) people who have moved out of VTCL into other departments of SVYM including VSOE
Hypothesis	<i>This FGD assumes that teachers at VTCL believe that the integrated residential education model significantly improves student learning and development – this is the hypothesis that is being tested through this FGD.</i>  The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand “for” or “against” the stated hypothesis/proposition.
Objective of FGD-01	Elicit views from teachers on the following:  <ol style="list-style-type: none"> <li>1. How have students progressed academically and emotionally under their guidance?</li> <li>2. Do they believe that the school provides sufficient support (infrastructure, materials, training)?</li> <li>3. What issues commonly hinder student performance?</li> <li>4. How effective are PTMs and how often do the parents engage with them?</li> <li>5. What kind of training or support do they require to perform better</li> <li>6. Would they recommend VTCL as a model for tribal education across India?</li> </ol>
Methodology	Moderated FGD, recorded
Duration	120 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 75 minutes, closing and summary - 25 minutes

FGD – 02	
Research Type	Qualitative, exploratory, semi-structured

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Target Audience	<b>School leaders, administrators and coordinators</b> - sample drawn using probability sampling (simple random sampling using a number generator)
Hypothesis	<i>This FGD assumes that the administrative team recognizes the challenges and impact of VTCL's education model and is striving to ensure scalability and sustainability – this is the hypothesis that is being tested through this FGD.</i>  The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand “for” or “against” the stated hypothesis/proposition.
Objective of FGD-03	Elicit views from parents on the following: <ol style="list-style-type: none"> <li>1. What trends are they observing in student retention, enrollment and academic success?</li> <li>2. What are the top three challenges faced in running the school?</li> <li>3. Are the infrastructure and resources adequate?</li> <li>4. How often do they see parents engaging meaningfully with the school?</li> <li>5. What efforts are made to integrate technology and vocational education?</li> <li>6. How does the school ensure alignment with NEP 2020?</li> <li>7. What future strategies are being developed for further improving learning outcomes?</li> </ol>
Methodology	Moderated FGD, recorded
Duration	90 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 45 minutes, closing and summary - 25 minutes

<b>FGD – 03</b>	
Research Type	Qualitative, exploratory, semi-structured
Target Audience	<b>Parents of VTCL students</b> - sample drawn using probability sampling across class 8 (simple random sampling using a number generator) - ensure representation across all tribal/demographic groups
Hypothesis	<i>This FGD assumes that parents generally have a positive perception of VTCL but differ in awareness and involvement levels – this is the hypothesis that is being tested through this FGD.</i>  The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand “for” or “against” the stated hypothesis/proposition.
Objective of FGD-03	Elicit views from parents on the following: <ol style="list-style-type: none"> <li>1. Are they aware of their child's academic progress and school activities?</li> <li>2. What changes have they noticed in their child after enrolling in VTCL?</li> <li>3. Are they saving for their child's future? If not, why?</li> <li>4. How frequently do they attend PTMs or visit the school?</li> <li>5. What suggestions do they have to improve the school further?</li> </ol>

**Form 2.1: Annual Social Impact Report by SVYM (Social Enterprise)-2025**

Methodology	Moderated FGD
Duration	90 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 45 minutes, closing and summary - 25 minutes

<b>FGD – 04</b>	
Research Type	Qualitative, Exploratory, Structured
Target Audience	<b>Students of VTCL</b> - sample drawn using probability sampling from 8th and 9th standard (simple random sampling using a number generator/roll of dice) - randomization done after clustering into boys and girls to ensure representative sample  Ensure mix includes forest-based tribes and others
Hypothesis	<i>This FGD assumes that students may hold mixed, but largely positive views about their experiences at VTCL – this is the hypothesis that is being tested through this FGD.</i>  The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand “for” or “against” the stated hypothesis/proposition.
Objective of FGD-04	Elicit views from students on the following:  <ol style="list-style-type: none"> <li>1. What do they like most about studying at VTCL?</li> <li>2. How do teachers support their learning, especially when they are stuck?</li> <li>3. Are they satisfied with the opportunities in sports, arts and vocational training?</li> <li>4. Do they feel safe and respected in the school environment?</li> <li>5. Do they know the streams they want to choose after 10th or career they want to choose after 12th?</li> <li>6. If they could bring 3 changes to the school, what would it be?</li> </ol>
Methodology	Moderated FGD
Duration	90 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 45 minutes, closing and summary - 25 minutes

**ANNEXURE III: Summary analysis of surveys and FGDs**

**FGD-1: Teachers**

15 teachers were met in all. This was an exploratory discussion where the moderator placed the questions in front of the group and the group responded through interactive discussion. A summary of the key points from all interactions are provided under the section dealing with Stakeholder Consultation Report (Pages 26 though 28) and as such only the purpose of the FGD and key points are included in this section in order to avoid repetition.

**Summary of Qualitative Impressions:** Many of the teachers, even the new ones, seemed to be able to relate to the VTCL narrative - to serve as the springboard for tribal aspirations. Many of them came to VTCL reluctantly but soon discovered that they like the place, the people, the children, and the ecosystem – the sentiment shared by them was that “VTCL grows on you”. Most were appreciative of the environment, the support, and the opportunities provided to them at VTCL. Some did express the thought that they would like to be more involved in decision-making and a more consultative approach would be appreciated. They also spoke of how they had come here under the illusion that they would be teaching the tribal children and have realized now, how much they have learned themselves.

**Key Points from Quantitative improvements:** Improvement in learning outcomes is a key improvement over baseline both in the current year as well as across years. For example, summative assessment-1 versus summative assessment-2 of the current cohort of 8th grade students with 33 students getting ‘A+’ or ‘A’ grade in summative assessment-2 as compared to 23 in summative assessment-1. Attendance too has shown a significant improvement – from 71% in June 2024 to 94% in April 2025 and an overall increase from 82% to 86% over the same period of the previous year – this was shared by the teachers and documents (attendance registers) confirm this.

### **FGD-2: School leaders including principal, Head Master**

25 students (drawn as per the approach mentioned earlier) were part of the interaction. Some of these school leaders have been engaged with the school since inception and for them, the change they see is immense, particularly in enrolment numbers, gender parity, scholastic and non-scholastic performances of the tribal children. All audio recordings are available at:

### **FGD-3: Parents of VTCL students**

VTCL already has second and third generation learners with parents of many of these children being past alumni of the school. There is an increasing understanding and desire in parents to see that their children become part of the mainstream of society. There is an aspiration to see their children as leaders of society who will become part of and contribute towards the nation’s development story – this is a paradigmatic shift in perspective that has occurred and is an important positive trend.

### **FGD-4: Students of VTCL**

The change that has come about in the students is their attending school willingly. The positive trend in attendance is a direct result of this willingness in students. During the discussions, they were able to clarify their objectives, goals, and aspirations of what they would like to become and make of themselves. This too is a paradigm shift in attitudes as compared to earlier.

In addition to FGDs, interviews with key personnel including founders, past leaders of VTCL, and alumni of VTCL were conducted. All the recordings are available at: [Recordings](#)

**Personal Interview Template**

**Introduction:** The personal interviews are planned with a *select group of individuals* who fulfil one, some, or all of the following criteria:

1. Founder members of SVYM/VTCL
2. Have a granular idea of “The idea of VTCL”
3. Will be able to articulate the vision at the time of inception and the vision for a developing idea of VTCL
4. Have been associated with VTCL in a leadership role or have contributed to furthering the idea of VTCL

<b>Objectives</b>
Conduct a free flowing interview for approximately 60 minutes with each interviewee across three themes: (1) The idea of VTCL - origins and how it is a developing idea (2) The journey till date and the specific contributions, insights, experiences of the interviewee (3) The way forward in terms of the idea as well as the specific steps to be taken
<b>Mode</b>
Online or offline with an option to record the conversation for future reference
<b>Repurposing of content</b>
Repurpose the content into a script for publication

**Indicative questions for theme-1:**

1. Why did you think of the idea of a tribal school? What was the seed that started the whole process? OR What has been your experience of the tribal school? How has the idea of a school in a tribal geography appealed to you?
2. How do you see the progress of that idea? Do you see it as a still developing idea or something that has reached some level of saturation/steady-state
3. If you had an opportunity to travel back in time, would you change anything at all, and if ‘Yes’ what would that be?
4. VTCL is seen as the “soul of SVYM” the place where change is visible - what are the specific changes that have left an impact on you?
5. Influence of well wishers in the developing idea and how it has shaped the evolution of the school
6. Adhoc contributions by visitors/government personnel - what has been the impact of that?

## **Form 2.1: Annual Social Impact Report by SVYM (Social Enterprise)-2025**

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7. Connections with Ramakrishna Vidyashala and Ramakrishna mission - how has that shaped the growth and development of VTCL?
8. Community dynamics

### ***Indicative questions for theme-2:***

1. How do you see the journey till date - your own personal/professional journey as well as that of VTCL?
2. What would you consider are your most important contributions to VTCL?
3. Can you share a few standout experiences during your time at VTCL that reinforced your commitment to the development of this idea and the school?

### ***Indicative questions for theme-3:***

1. VTCL as an idea has global relevance - it can work across geography and communities. How do you think this “idea of VTCL” can be globalized and mainstreamed? What do you think needs to be done in that direction?
2. Where do you see VTCL 10 years from now?

SECTION-C

**13. Analysis of Solution Implementation Plan (SIP) and Key Performance Indicators**

**13.1 Solution Implementation Plan:**

The Solution Implementation Plan (SIP) is detailed and follows a logical structure. The contextualization of the issues at hand and the interventions planned for achieving the planned objectives, through the use of a problem tree and objective tree helps visualize the problem and solutions. The SIP includes a Logical Framework Analysis (LFA) model that provides the narrative summary for each outcome/output along with the indicators and means of verification. Assumptions made for each indicator and outcome/output KPI are in line and will need to be tracked to ensure compliance and implementation.

The Financial KPIs are not at the level of activities or tasks and as such are being tracked at the level of cost-per student, operational expenditures, and personnel cost. It is recommended that additional line-items including apportioning of cost towards tracking and reporting of metrics relevant to the Annual Impact Report be included going forward and from the next year's report.

**13.2 Key Performance Indicators for Reporting:**

**Appropriateness of KPIs:**

<b>KPI identified</b>	<b>Appropriateness of identified KPI</b>
Improvement in enrollment & retention among students from tribal and rural communities over baseline	This KPI is appropriate and needs to be tracked because there is a continuing challenge in enrolment and retention of students. Therefore, any intervention that aims to improve enrolment can help contribute to improving human and social capital determinants spanning health, education, skills, livelihoods and overall development
Improvement in student academic scores & holistic development over baseline	Learning outcomes, particularly those that measure overall holistic outcomes are key to ensure rounded and complete development of students and hence this KPI is appropriate

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<p>Increase in overall parental and community involvement in school activities leading to greater ownership, participation, ultimately leading to greater sustainability of outcomes</p>	<p>Parental and community involvement in the education and wellbeing of their children is a key indicator of children’s overall development. The lack of Intra and inter-generational equity is a key challenge in ensuring development, learning outcomes, and future wellbeing, prosperity, and growth.</p> <p>Ownership, participation, and leadership demonstrated by parents and community elders are key determinants of long-term sustainability, impact, and</p>
<p>Increase in the number of students studying beyond 10th and going on to complete senior secondary education</p>	<p>Although this indicator can be tracked only 3 years after the commencement of the initiative, this is an important indicator as it demonstrates the sustained success of the intervention. If the cohort that enrolled into 8<sup>th</sup> grade, goes on to complete 10<sup>th</sup> grade then it fulfills an important requirement of the intervention – completion of secondary school education and then continuing on further towards at least completion of 12<sup>th</sup> grade.</p>
<p>Increased participation in higher and professional education leading to greater number of students completing 12<sup>th</sup> grade and choosing diverse steams</p>	<p>This indicator too can be measured only in the long-term on completion of the intervention but is an important measure of the number and percentage of those who go on to complete 12<sup>th</sup> grade and is a key indicator of the impact of the intervention and its long-term sustainability where the onus shifts to the individuals and the community demonstrating true empowerment.</p>
<p>Improvements in family and community-level investment in children's education, improved community ownership for long-term sustainability - identified through perceptional and behavioral shifts</p>	<p>Schemes like the ‘parents saving scheme’ that proposes that each parent commit to depositing of ₹2,000 every semester for the 5 years of the program with a matching donation or ₹2,000 from SVYM, helps inculcate the habit of saving for children’s education, while also building a corpus fund for the children’s higher education.</p> <p>Efforts at instilling community-ownership are also key to ensure sustainability of the initiative</p>
<p><b>Generic Observations and notes</b></p>	
<p>While quantitative measures are important in arriving at output-based achievements, qualitative indicators will need to be measured on an ongoing basis. This includes Focus Group Discussions, questionnaire-based surveys and interviews.</p> <p>It has been recommended that going forward, interim assessments and reports are done on a quarterly basis to ensure ongoing verification of progress indicators and course corrections if any.</p>	
<p><b>Is there any modification required to the indicators?</b></p>	

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None at the moment.

### 14. Previous Social Impact Assessments, if any

14.1 A detailed impact report as well as a document tracing the history and growth of VTCL have been created and are available at the links below:

1. [VTCL Impact Assessment-2024 - Annexure 9.2](#)
2. [The Journey of VTCL - Annexure 9.1](#)

Although not conforming to the format and structure of this AIP, it provides the necessary grounding and structure for a base-document that can be used for secondary data purposes and also tracing the growth of the school, the challenges faced and how they were overcome. The report also includes details of focus group discussions, interviews, and analysis of all years (from inception to current) across multiple parameters including enrollment data – 1999-2000 through 2024-2025, enrollment trends for girls, pass-percentages, trend of those pursuing higher studies and diversity of streams chosen, and so on.

4 broad recommendations were provided in the previous report, 3 of these have been followed-through

1. **Expand Career Guidance and Scholarships:** Establish targeted programs to guide students in post 10th grade options, possibly in partnership with local colleges or vocational institutions, and expand scholarship availability to support students' continued education. – [Although not specifically relevant to this reporting period, it is noted that the 'Viveka-Chetana' scholarship initiative, has resulted in an increase in enrolment particularly of girl-children in grade-8.](#)
2. **Enhance Health and Nutrition Monitoring:** Introduce regular health and nutrition assessments as part of the school's impact framework to track student wellbeing and identify any immediate needs – [while changes to diets, meal-plans have been incorporated along with regular health checks and monitoring, the health parameter and indicators have not yet been listed and tracked. It has been recommended that it be tracked from this year onwards. Although not a direct indicator, it is a proxy indicator than can influence and impact attendance, scholastic and co-scholastic performance.](#)
3. **Strengthen Alumni Engagement:** Create an alumni network that can serve as mentors, role models, or resources for current students, particularly those looking to give back to their communities after graduation. – [Alumni continue to be engaged with school and its activities and many work at the school itself and also contribute as Resource Persons, influencers, and ambassadors.](#)
4. **Include Environmental Education and Conservation Efforts:** As the school is located in a unique ecosystem, incorporating conservation education could foster environmental stewardship

## Form 2.1: Annual Social Impact Report by SVYM (Social Enterprise)-2025

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among students and align with local cultural values. – This is active and includes eco clubs, nature tours, and alumni-managed bird watching and so on.

### 15. Report on Performance

#### 15.1 Performance on Outcome

As on the reporting date, the program appears to be on track with regard to the outcome KPIs and outputs planned. The enrolment numbers although slightly lower than the planned target are backed by solid reasons – the upgradation of the Ashrama Schools of the state government has led to a drop in enrolment at VTCL, however, there has been an uptick in the overall enrolment from the community which fulfils the larger objective of increasing enrolment at grade-8 and ensuring that students complete higher secondary schooling – the increase in enrolment into grade-9 at VTCL is an indication of continuing education.

There has been an overall increasing trend in girl-child enrolment, particularly in the higher secondary school level. Furthermore, there is an upward trend in the academic performance and learning outcomes of students as measured against DSERT standard norms. There has also been an increase in parental participation and community involvement. The Parents Saving Scheme, an innovative approach to not only enhance parental involvement, ownership, and commitment toward education of their children has also seen good compliance. 80% of parents (54 of 68) have enrolled into the scheme and have started depositing money into the scheme. The long-term impact of these interventions will be known only in a few years and the intermediate impact can be noted in the next year of the report.

There are not many gaps or challenges as of now but a few may emerge as the intervention progresses. A few recommendations have been marked out for action in the following year. These include:

1. Tracking health and nutritional parameters of the students and monitoring overall wellbeing as part of determining Human Capital determinants of the impact – these are to be implemented from current year onwards.
2. Maintenance of a register for PTMs to track attendance – at present attendance is documented on sheets.
3. Start tracking activity-level numbers (visits to community, number of sessions conducted etc.)
4. Start counseling sessions on POSH and PoCSO for teachers and staff.

#### 15.2 Stakeholder Feedback

The stakeholder feedback, consultation, and inputs taken are covered under Section-B of this report (Pages 26 & 27).

**15.3 Convergence, Contribution, Knowledge Management, Advocacy, and Sustainability**

The information obtained through this 5-year intervention will serve as a useful contribution to the development sector's goals of equitable and inclusive development, particularly of the marginalized and underserved communities – in this case the tribal community. Of the several outputs to be generated from this initiative, some of those planned, include the following:

- A compiled Impact Report of the 5-year intervention including the SIP and the execution thereof will be made publicly available for anyone from the development sector to use going forward.
- A paper on the tribal population of HD Kote, the challenges and the Human and Social Capital benefits that have accrued as a consequence of the initiatives will be published.

A book tracing the history and development of VTCL will be published which will serve to help similar communities that face similar challenges in other parts of the country.

The SIP plans to implement the Sustainability plan from the third year of implementation, i.e., 2025-26 in consultation with community and other stakeholders. The following is reproduced from the SIP for reference. This needs to be followed through and action taken needs to be included in the Annual Impact Report for 2025-26.

The Sustainability plan for the project is envisaged to be developed in consultation with the community and the relevant stakeholders after completion of the second year of the solution implementation. As such it is planned to have consultation meeting with all stakeholders and stakeholder-groups individually and collectively in order to chalk out a plan of action that can be rolled out in year-3 and followed through to completion and handover.

**16. Issues for Achievement**

No major issues impinging on the successful completion of this intervention at the time of compiling this report.

## Form 2.1: Annual Social Impact Report by SVYM (Social Enterprise)-2025

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### SECTION-D Confirmation by Social Enterprise (SVYM)

I, on behalf of the Swami Vivekananda Youth Movement (SVYM), confirm that the social impact assessment process was carried out as per the terms of reference of the engagement and the draft report was shared with us and our responses heard. The minutes of the Social Impact Assessment Meetings capture our responses and the points for action. These minutes are maintained in our records. Feedback as appropriate will be incorporated for review in the next social impact assessment cycle.

Remarks, (if any):

Authorized Representative: **Ms. Savitha Sulugodu, Chief Executive Officer, SVYM.**

Signed:  \_\_\_\_\_

Date: June 29, 2025

Place: Bengaluru



Seal of the Social Enterprise (SVYM)

## FORM 3.1: ANNUAL SOCIAL IMPACT ASSESSMENT REPORT

{In terms of Regulation 91E (2) of SEBI (Listing Obligations and Disclosure Requirements) Regulations, 2015}

### 1. Introduction

We, Bluesky Sustainable Business LLP, a Social Impact Assessment Entity (SRO registration number ICMAI SAO/2024-25/SIAO/0002, were engaged by Swami Vivekananda Youth Movement (SVYM) (“Client”), a Social Enterprise listed on the Social Stock Exchange, to conduct an annual Social Impact Assessment (SIA) of specific projects placed below for which funds were obtained through a process of listing on BSE/NSE Social Stock Exchange. The boundary of our assessment is restricted to the activity in the financial year 2024-2025 and for project with referenced appendices for Assessors’ Report/s as stated below:

Sl. No	Name of the Project/Program Intervention	State & Districts	SDGs	Financial Year	Appendix
1	Viveka Tribal Centre for Learning (A unit of SVYM).	Hosahalli village, H D Kote taluk, Mysuru District. Karnataka	<p><b>Goal 4.</b> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p><b>Goal-2.</b> End hunger, achieve food security and improved nutrition and promote sustainable agriculture</p> <p><b>Goal 5:</b> Achieve gender equality and empower all women and girls</p>	2024-2025	1

This report is prepared exclusively for the benefit of the Client, as defined in the engagement agreement between Bluesky Sustainable Business LLP, a Social Impact Assessment Entity (SRO registration number ICMAI SAO/2024-25/SIAO/0002) and the Client SVYM.

### 2. Management Responsibility

The management of SVYM is, inter-alia, responsible for identification of programme output in terms of eligible activities under Regulation 292E of SEBI (ICDR) Regulations, establishing and maintaining appropriate performance management and internal control systems and compilation of performance data for reporting purposes.

In relation to the Social Impact Report and more specifically Section 3, referred to in this report contained therein, the management is responsible for ensuring that the Report is prepared in accordance with established social impact assessment methodologies and relevant guidelines and the accuracy and completeness of the information as presented in the Report including a comprehensive assessment of the social impact arising from the organization's activities.

Management is also responsible for disclosing all relevant social impacts, even those that may be perceived as unfavourable. Transparency is crucial for stakeholders to understand the full range of potential social consequences.

### **3. Social Impact Assessment Entity Responsibility**

A Social Impact assessment, conducted as an independent, objective and reliable examination of impact of a project Viveka Tribal Centre for Learning (VTCL) - A unit of SVYM, is designed to assess whether the project is operating in accordance with the stated strategic intent and planning, assesses the stated performance in terms of impacts/outcomes and to provide suggestions, if any, to improve the impact measurement and/ or performance and to provide a report thereon.

This report also includes a specific review of and our comments on the matters as contained in the Social Impact Report prepared by the SVYM and placed before us in Form 2.1.

SVYM implements similar project(s) in the same geographies funded through sources other than through the Stock Exchange. However, such projects, if any, have not been subject to Social Impact Assessment by us and are excluded from the scope and boundary of our assessment.

We conducted our engagement in accordance with SEBI Regulations/Guidelines, as applicable for Social Enterprises listed on a Social Stock Exchange and the terms of listing of the project on BSE/ NSE.

The Social Impact Assessment Report by its very nature involves numerous assumptions, inherent risks, and uncertainties, both general and specific. The conclusions drawn are based on the information available with us at the time of writing this report. No representation or warranty, express or implied, is made with respect to the information contained in this report.

The work was limited to the samples/specific procedures described in this report and were based only on the information and analysis of the data obtained for desk review, primary data through interviews of key stakeholders of the project, selected as sample respondents. Accordingly, changes in circumstances/samples/ procedures or information available could affect the findings outlined in this report.

The deliverables in this report in no way should be construed as an opinion, attestation, certification, or other form of assurance. Further, comments in our report are not intended, nor should they be interpreted to be legal advice or opinion.

To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the client for the report, or for the conclusions expressed in this independent Social Impact Assessment Report and the conduct of the engagement is

based on the assumption that the data and information provided to us is complete and true. We expressly disclaim any liability or co-responsibility for any decision, a person or entity would make based on this report.

#### **4. Work Undertaken**

To conduct social impact assessment of the program - **Viveka Tribal Center for Learning (VTCL)** for the project period 2024-25. This is an ongoing program starting from 2023 and ending in 2028. However, the scope of this Impact assessment is only limited to the project period of 2024-25. The scope of assessment covers the verification of the activities conducted; outputs and outcomes achieved in FY 2024-25.

The assessment examined the Annual Social Impact Report in Form 2.1 by performing procedures including review of records of SVYM, documents in relation to projects assessed, review of learning level surveys, FGDs and KIIs and meetings with the client's team.

We have also examined a sample of the data and the sources of information on which the Social Impact Assessment Report is based. The annual social impact assessment consisted of sample verification of student beneficiaries in Viveka Tribal Center for Learning, Hosahalli village, H D Kote taluk, Mysuru District. Karnataka which forms 10% of the project.

#### **5. Independence**

The social impact<sup>1</sup> assessment was conducted by professionals with domain knowledge of the concerned thematic subject, and suitable skills, competence and experience in social impact assessment in the thematic area as per SEBI requirements for Social Impact Assessment. Our work was performed in compliance with the requirements of the Code of Conduct for Social Impact Assessors of ICAI SAO which requires, among other requirements, that the members of the assessment team be independent of the organization assessed. The Code also includes detailed requirements for practitioners in relation to integrity, objectivity, professional competence and due care, confidentiality and professional behaviour. The social impact assessment organization has systems and processes in place to monitor compliance with the Code and to prevent conflicts regarding independence.

#### **6. Report**

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<sup>1</sup> Impact may not come in initial years and may come later in the fourth or fifth year onwards, in such cases there would not be any impact to report. Hence the word impact should be used very judiciously. Reference may be made to the logic model framework in this regard.

Our detailed report, concluded based on discussions with the client on the listed projects is placed in Appendix 1. appended to this report and includes the following details on a project wise basis:

- Name of the project and Appendix No.
- Scope and objectives of the Social Impact Assessment
- Approach & Methodology, if any, used, including Sampling, Data collection and study Limitations, if any
- Project wise Assessors' findings and overall comments including Specific comments of the Social Impact Report placed and recommendations for improvement
- Any other matters as considered relevant and necessary.
- Status of implementation of Social Impact Assessment Reports of earlier periods
- Annexures (as applicable)



Signature:

Social Impact Assessor Name: Rohit Agarwal

Social Impact Assessor Membership No.: ISAI/SA-511

For Social Impact Assessor's Entity Name: Bluesky Sustainable Business LLP

Social Impact Assessor's Entity Registration No: ICMAI SAO/2024-25/SIAO/002

Empanelled with: ICMAI SAO

Seal of Social Impact Assessor's Entity:



## Appendix 1

### Social Impact Assessors Annual Report for Financial Year 2023-2024

**1. Project Name:** Viveka Tribal Center for Learning (VTCL) Hosahalli village, H D Kote taluk, Mysuru District. Karnataka

#### 2. Scope and Objectives of the Social Impact Assessment

The Social Impact Assessment (SIA) aims to evaluate the effectiveness and reach of the Viveka Tribal Center for Learning (A unit of SVYM) based on the recommendations of the National Education Policy 2020. The school is located in Hosahalli village, H D Kote taluk, Mysuru District. Karnataka.

Viveka Tribal Center for Learning SVYM has a project period for 5 years starting from 2023-24 to 2027-28.

The scope of assessment covers the cohort of 68 students from marginalized communities in and around Mysuru district who are being supported through residential school support at VTCL (Viveka Tribal Center for Learning).

In total the project targets the school education of 562 children enrolled in the school.

Key objectives of Viveka Tribal Center for Learning (VTCL) include –

1. To decrease the gap of Enrollment, Gender Parity and Learning outcomes between the tribal community and the State and National Averages.
2. To ensure that students shall complete Secondary education (2 years) and Senior Secondary education (2 years) or Equivalent education
3. Students able to make informed career choices and pursue professions contributing directly and indirectly to the community development
4. Parents and the community at large actively participate in school activity and contribute positively to students' learning outcomes.

#### 3. Approach & Methodology –

##### a. Basic Approach - Sampling Methodology

- The impact assessment was based on the **SAS standards 300 & 400** to understand inclusiveness, relevance, effectiveness and efficiency, convergence and sustainability of the project.
- **Desk review** of existing project documents were conducted to gain further insight into the outcomes achieved in FY 2024-25. Each outcome linked KPI was evaluated by reviewing documents pertaining to listed outcomes in the Form 2.1 (AIR). Desk review of documents related to the VTCL program included –

- Enrolment data of students in Class 8<sup>th</sup>
  - Learning Level Assessments data of 10 sample beneficiary students
  - Attendance data of students
  - Bank passbooks to review the contributions made by both parents and SVYM towards savings for children's education
  - PTM attendance sheets, Subject wise summative assessment sheets of 68 students enrolled in Grade 8
- **Qualitative data:** A purposive sampling technique was used to select participants for Key informant interviews. 2 Key Informant Interviews were conducted – 1 with Principal and 1 with Program Coordinator of the program. All stakeholder interactions were done virtually through telephonic calls. Due to challenges related to availability of student beneficiaries, they could not be reached out for interactions.

#### **b. Data Collection:**

Data was gathered through interviews with School Principal and Program Coordinator.

#### **c. Study Limitations:**

- Sample size and demographic representation may affect generalizability.
- Students could not be reached out for interaction due to unavailability.
- Feedback collection from external stakeholders was informal and might not capture all perspectives.
- The 12-month timeframe limits long-term impact analysis.

### **4. Supplementary information to be provided by the Assessor**

#### **a) Project-wise Assessors' Findings**

- **Total Students Reached:**
  - **562 students enrolled** in the school in FY 2024–25.
  - Of these, **68 students in Class 8** (target cohort for this intervention).
- **Attendance Performance:**
  - Overall attendance improved from **82% in 2023-24** to **86% in 2024-25**.
  - Month-wise attendance rose from **71% in June 2024** to **94% in April 2025**.
  - Attendance improves progressively through the academic year; early-session absenteeism remains a minor challenge.
- **Student Retention:**

- Increase in retention numbers: **10 additional students retained between 2023-24 and 2024-25** across grades.
- 59 out of 68 Class 8 students moved to Class 9; marginal dropout (9 students), with cultural factors (girls attaining puberty) affecting girl students.
- **Learning Level Improvements (as per DSERT benchmarks):**
  - **High performers (A+ and A grades):**
    - Science: 41 students
    - Math: 25 students
    - Kannada: 44 students
    - English: 18 students
    - Hindi: 7 students
    - Social Science: 41 students
  - **Improvement noted between Summative Assessment 1 & 2:** From 23 students scoring A+ or A to 33 students in 8th grade.
- **Participation in Scholastic & Co-scholastic Activities:**
  - **11 students in NCC** state-level camps.
  - **4 students (1 girl)** in athletics for district representation.
  - **1 student in badminton, 2 in yoga, 1 in Gita chanting** at district/taluk level.
- **Parental & Community Participation:**
  - PTM attendance increased from **80.5% in 2023-24 to 82.5% in 2024-25**.
  - Active alumni engagement: 4 alumni sessions conducted.
  - SMC reconstituted with **3 community members**.
  - Alumni-led initiatives in eco-club and science-club.
- **Parent Savings Scheme for Higher Education:**
  - **54 out of 68 parents enrolled** (79% achievement against target).
  - Challenges due to documentation gaps (Aadhar/PAN) and cultural hesitancy.
- **Career Continuation (Grade 11+):**
  - Not applicable for reporting year (students currently in Grades 8 & 9).
  - Historical trends indicate steady increase in post-Grade 10 transition rates.
- **Financial Performance:**
  - **Overall underspend of 10%** against the planned budget.
  - Notable overspends in **food expenses (21%)** and **personnel costs (14%)**; savings in teaching aids, exposure visits, maintenance, and equipment.
- **Risks & Mitigation:**
  - Risks identified: regulatory changes, CSR fund dependency, natural calamities, stakeholder apathy.

- Mitigation strategies in place, including compliance frameworks, donor diversification, and community engagement plans.
- **Unintended Outcomes:**
  - None observed during this reporting period. Recommendation for future incident reporting protocols initiated.
- **Sustainability Measures Initiated:**
  - Community consultations and sustainability plan scheduled for Year-3.
  - Alumni and parental participation models show early indicators of long-term sustainability.

## **b) Stakeholder Feedback**

- Teachers and students report increased voluntary enrolments and improved learning outcomes.
- Community leaders observed reduced need for enrolment drives as parents actively bring children to school.
- Positive shifts in student aspirations and attendance trends.
- Key challenge remains ensuring continuity of education amongst girls in tribal communities.

## **c) Specific Comments:**

Based on a comprehensive review of the Annual Social Impact Report (Form 2.1) submitted by Swami Vivekananda Youth Movement (SVYM) for the Viveka Tribal Center for Learning (VTCL) project, along with verification of supporting documents, beneficiary data, financial records, and stakeholder consultations, the following specific observations are noted:

- It must be acknowledged that the demonstrated impact of the program in the time frame of FY24-25 builds on the cumulative efforts and experience of SVYM which started VTCL as an informal school in 1988.
- Recommendations for improvement include incorporating measurable KPIs related to gender related aspects as it is mapped to thematic scope of promoting gender equality. Other thematic alignment if planned for the project in terms of addressing hunger, poverty, malnutrition or Promoting health care, has to be incorporated in the form of measurable KPIs linked to specific project outcomes.
- The project continues to demonstrate strong alignment with its stated objectives of improving access to quality education for tribal children in the region and addressing barriers to attendance, learning, and retention.

- The progressive improvement in attendance rates (from 82% to 86%) and sustained retention rates in the reporting year reflect effective programme delivery, enhanced parental engagement, and improved student engagement strategies implemented by the school management.
- The learning level improvements, particularly in Science, Kannada, and Social Science subjects, indicate positive academic outcomes. The increment in the number of A+ and A-grade students between successive assessments confirms the efficacy of remedial and enrichment initiatives undertaken.
- The parental participation rate in Parent-Teacher Meetings (PTMs) exceeding 82% is commendable, particularly given the socio-cultural dynamics of tribal communities. The gradual increase in alumni involvement and community-driven initiatives such as eco-clubs and science-clubs indicates growing ownership and potential pathways for project sustainability.
- While the project has made considerable progress in enrolling parents in the Higher Education Savings Scheme (79% achievement), documentation challenges for a segment of beneficiaries remain an area for attention. A targeted awareness and documentation facilitation campaign is recommended to enhance participation.
- Stakeholder feedback indicates a positive perception of the project's impact, with notable shifts in student aspirations, community attitudes toward education, and reduction in absenteeism linked to household labour and cultural factors.
- No significant unintended outcomes or adverse risks were observed during the verification period. The project's risk mitigation measures appear adequate at this stage, though the dependency on external CSR funding and cultural challenges like continued education amongst girls remain areas requiring continuous monitoring.

#### **d) Any Other Matters Considered Relevant**

During the course of this independent verification and assessment, the following additional aspects were considered relevant to the performance, impact, and future sustainability of the **Viveka Tribal Center for Learning (VTCL) project**, though not explicitly mandated within the reporting framework:

- **Operational Resilience Post-Pandemic:**

It was observed that the project has successfully navigated post-COVID operational challenges. The rebound in attendance, engagement levels, and learning outcomes since the pandemic disruptions reflects effective programme adaptation and resilience measures.

- **FGD and KII Documentation:** For future assessments, systematic documentation and summary analysis of FGDs and KIIs will ensure organizing stakeholder feedback in line with the predefined areas of enquiry. This alignment will enhance the clarity, relevance, and evidence quality of stakeholder consultations and improve the coherence of reporting against project objectives. This will also support better triangulation of qualitative data with quantitative findings and strengthen the credibility of outcome reporting in the Annual Impact Report (Form 2.1) and subsequent independent verification.
- **Alignment with SSE Objectives:**  
The project reflects strong alignment with the objectives of the Social Stock Exchange (SSE) framework, particularly in its focus on measurable, community-level outcomes in underserved tribal areas. The inclusion of both outcome and process indicators in SVYM's reporting supports transparency and accountability as expected under the SSE framework.
- **Documentation and Data Quality:**  
The reporting quality of Form 2.1 was high, with well-organized annexures and disaggregated beneficiary data. Learning outcome data, attendance trends, and stakeholder feedback were clearly linked to programmatic inputs. This level of documentation significantly supports the verification process.

## 5. Assessors' Overall comments:

The Viveka Tribal Center for Learning (VTCL) project, implemented by Swami Vivekananda Youth Movement (SVYM), represents a well-structured and thoughtfully executed educational initiative addressing the learning, retention, and development needs of tribal children in a historically underserved region. The project's implementation strategy demonstrates a clear alignment with its stated objectives and the broader social impact priorities envisaged by the Social Stock Exchange (SSE) framework.

The impact assessment confirms notable improvements in student attendance, learning outcomes, and parental engagement over the reporting period. The upward trend in student performance across key subjects, enhanced participation in scholastic and co-scholastic activities, and increased parental involvement through structured initiatives such as the higher education savings scheme reflect tangible, positive changes resulting from the project's interventions.

The reporting quality in **Form 2.1** was comprehensive, evidence-based, and well-supported by disaggregated data, beneficiary records, and financial utilisation statements. The documentation practices followed by SVYM, coupled with the organization's proactive stakeholder engagement processes, have facilitated a credible, transparent, and verifiable assessment exercise. While certain contextual challenges — notably cultural factors influencing adolescent girls' education and minor documentation gaps in specific beneficiary categories — persist, SVYM has demonstrated sensitivity and responsiveness in addressing these issues.

Based on the independent verification of the Annual Social Impact Report, supporting records, and stakeholder consultations, it is confirmed that the **Viveka Tribal Center for Learning (VTCL)** project has achieved its stated objectives for the reporting period and is delivering tangible, evidence-based social outcomes. The reporting submitted by **Swami Vivekananda Youth Movement (SVYM)** is found to be credible, transparent, and in alignment with the disclosure requirements under the **Social Stock Exchange (SSE) framework**.



Signature:

Social Impact Assessor Name: Rohit Agarwal

Social Impact Assessor Membership No.: ISAI/SA-511

For Social Impact Assessor's Entity Name: Bluesky Sustainable Business LLP

Social Impact Assessor's Entity Registration No: ICMAI SAO/2024-25/SIAO/002

Empanelled with: ICMAI SAO

Seal of Social Impact Assessor's Entity:





# SVYM

**Swami Vivekananda Youth Movement (SVYM)**

Admin Office:

Hanchipura Road, Saragur,

Saragur Taluk,

Mysuru District - 57112, Karnataka

Tel/Fax: (08228) 265877, 265412, 265413

Email: [info@svym.org.in](mailto:info@svym.org.in)

Website: [www.svym.org](http://www.svym.org)

Registered office:

CA2, KIADB Industrial Housing Area

Ring Road, Hebbal,

Mysuru - 570 016, Karnataka

Tel: +91 96866 66313

## Declaration

<b>S1: Upto Rs1 Cr</b>	<b>S2: More than Rs1 Cr</b>
Must Reply	Must Reply ✓

*I hereby certify that all the information provided in this report are correct and that all documents submitted by our organisation are true copies.*

**Authorised Representative of Swami Vivekananda Youth Movement,**

**Name: Savitha Sulugodu, Chief Executive Officer**

Signed:.....

**Date: 28.06.2025**

**Place: Bengaluru**

**Seal of NPO:**





# SVYM

**Swami Vivekananda Youth Movement (SVYM)**

**Admin Office:**

Hanchipura Road, Saragur,

Saragur Taluk,

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**Registered office:**

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Ring Road, Hebbal,

Mysuru - 570 016, Karnataka

Tel: +91 96866 66313

## Statement of Compliance

**I, Savitha Sulugodu Chief Executive Officer of Swami Vivekananda Youth Movement certify that:**

- All activities undertaken by the Social Enterprise are in conformity with the objectives as stated in the relevant constitution documents and aligned to the vision, purpose and mission of the Social Enterprise.
- Activities reflect primacy of Social intent in the functioning of the Social Enterprise as per SEBI Act and regulations made thereunder that at least 67 percent\* of our organisation's activities cover target population segments/ entities that are under-served or less privileged or live in regions recording lower performance in the development priorities of central or state governments (immediately preceding 3-year average of revenues/ expenditure/ total customer base and/or total number of beneficiaries<sup>1</sup>)
- I have reviewed the financial statements prepared by the Social Enterprise for the year ended March 31, 2025 and to the best of my knowledge and belief these Statements do not contain any materially untrue statement or omit any material fact or contain statements that might be misleading. Further, these Statements together present a true and fair view of the Social Enterprise's affairs and are in compliance with the relevant Accounting Standards, applicable laws and regulations
- To the best of my knowledge and belief, no transactions entered into by the Social Enterprise during the year ended March 31, 2025 are fraudulent, illegal or violative of the laws, regulations and policies and procedures of the Social Enterprise. The Social Enterprise has complied with all applicable laws and regulations as applicable for the Social Enterprise
- I accept responsibility for establishing and maintaining internal controls for operations as well as financial reporting and the Social Enterprise has implemented and evaluated the effectiveness of internal control systems of the Social enterprise in the conduct of operations and reporting thereon
- I am not aware of any instance during the year of significant fraud with involvement therein of the management or any employee having a significant role in the Social Enterprise's internal control systems.

**Name: Savitha Sulugodu**

**Chief executive Officer**

**Swami Vivekananda Youth Movement**

Signed:.....

**Date:28.06.2025**

**Place: Bengaluru**

**Seal of NPO:**



<sup>1</sup> Beneficiaries includes entities such as individual, person, thing, article, unit, body, creature

Swami Vivekananda Youth Movement  
Balance Sheet as at March 31, 2025

Sch	Development Support	Educational Activity	SEEP	Health	Training & Research	(Amount in Rs.)		
						As at March 31, 2025	As at March 31, 2024	
<b>SOURCE OF FUNDS</b>								
<b>Restricted funds</b>								
Endowment funds	2	14,28,485	3,06,34,285	49,284	92,32,792	26,17,627	4,39,62,473	4,38,65,473
Staff benefit funds	3	2,88,44,521	-	-	-	-	2,88,44,521	2,48,32,050
<b>Earmarked funds</b>								
Social Stock Exchange	4A	-	1,22,46,760	-	-	-	1,22,46,750	1,50,00,000
Others	4B	-	45,07,318	18,45,258	5,49,14,577	6,03,268	6,18,70,420	1,80,75,988
Asset funds	5	46,62,646	22,24,38,911	42,89,573	10,42,34,283	2,53,94,625	36,10,20,037	29,72,88,246
		<b>3,49,35,652</b>	<b>26,98,27,263</b>	<b>61,84,115</b>	<b>16,83,81,651</b>	<b>2,86,15,520</b>	<b>50,79,44,201</b>	<b>39,90,61,757</b>
<b>Designated funds</b>								
Endowment funds	6	33,40,383	-	-	-	-	33,40,383	24,71,487
Earmarked funds	7	-	17,54,624	22,74,750	55,41,843	-	95,71,217	99,59,624
Asset replacement fund	8	-	25,56,549	1,56,846	1,59,85,388	27,28,768	2,14,27,551	1,86,77,482
General operating fund	9	44,91,985	2,07,67,797	3,90,117	1,28,31,824	18,277	3,85,00,000	3,10,00,000
Revolving fund	10	10,00,000	11,41,338	-	-	-	21,41,338	21,41,338
Staff support fund	11	5,00,000	5,00,000	5,00,000	5,00,000	2,00,000	22,00,000	22,00,000
		<b>93,32,368</b>	<b>2,67,20,308</b>	<b>33,21,713</b>	<b>3,48,59,055</b>	<b>29,47,045</b>	<b>7,71,80,489</b>	<b>6,64,49,931</b>
<b>Unrestricted Funds</b>								
General fund	12	96,76,881	44,23,921	40,59,450	1,66,48,412	4,89,962	3,52,98,626	3,01,08,702
		<b>5,39,44,900</b>	<b>30,09,71,492</b>	<b>1,35,65,278</b>	<b>21,98,89,118</b>	<b>3,20,52,527</b>	<b>62,04,23,316</b>	<b>49,56,20,389</b>
<b>TOTAL FUNDS</b>								
<b>APPLICATION OF FUNDS</b>								
<b>Property, plant &amp; equipment</b>								
Tangible assets	13A	68,35,465	20,86,06,464	42,89,573	9,96,36,862	2,53,94,623	34,47,62,788	28,96,22,325
Intangible assets	13B	11,956	1	-	81,502	2	93,461	5,64,459
Capital work in progress	13C	1,80,540	2,00,95,953	-	52,16,957	-	2,54,93,450	1,88,21,646
<b>Investments</b>								
Long term investments	14	3,48,81,723	3,87,62,624	48,12,603	5,55,99,767	58,07,104	13,96,63,820	11,94,43,256
Current investments		45,66,178	1,76,99,067	30,53,534	2,60,31,814	8,18,268	5,21,68,860	-
Deposits	15	6,56,719	-	9,600	4,38,631	28,310	11,33,260	14,84,577
Current assets	16	2,06,81,911	5,67,30,412	1,08,81,124	7,03,72,500	1,13,994	15,87,59,940	13,21,04,474
<b>TOTAL ASSETS</b>		<b>6,78,14,492</b>	<b>34,18,94,520</b>	<b>2,28,26,434</b>	<b>25,73,77,832</b>	<b>3,21,62,301</b>	<b>72,20,75,579</b>	<b>56,20,40,737</b>
<b>Liabilities</b>								
<b>Long term liabilities</b>								
Long term borrowings	17	19,57,832	21,92,659	-	57,088	-	42,07,579	74,41,739
Other long term liabilities	18	40,66,178	22,61,630	37,787	10,602	15,000	63,91,197	59,11,595
<b>Current liabilities</b>								
Short term borrowings	19	4,07,484	1,21,59,558	-	1,47,63,181	-	2,73,30,223	2,50,01,128
Other current liabilities	20	74,38,098	2,43,09,182	92,23,369	2,26,57,843	94,774	6,37,23,265	2,80,65,867
<b>TOTAL LIABILITIES</b>		<b>1,38,69,592</b>	<b>4,09,23,028</b>	<b>92,61,156</b>	<b>3,74,88,714</b>	<b>1,09,774</b>	<b>10,16,52,264</b>	<b>6,64,20,348</b>
<b>NET ASSETS</b>		<b>5,39,44,900</b>	<b>30,09,71,492</b>	<b>1,35,65,278</b>	<b>21,98,89,118</b>	<b>3,20,52,527</b>	<b>62,04,23,316</b>	<b>49,56,20,389</b>

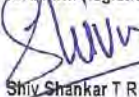
Material accounting policies, notes referred to above form an integral part of balance sheet

As per our report of even date

For MSSV & Co,

Chartered Accountants


ICAI Firm Registration Number: 001987S

  
Shiv Shankar T R  
Partner

Membership No. : 220517



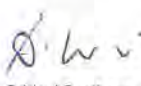
For and on behalf of Governing Body of Swami Vivekananda Youth Movement



Mr. Shreeharsha M S  
Senior Finance Manager



Ms. Savitha S  
Chief Executive Officer



Dr. Sridevi Seetharam  
Treasurer



Dr. Prashanth C R  
Secretary



Dr. Sudheer B Bangalore  
President

Place: Bengaluru

Date: May 27, 2025

**Swami Vivekananda Youth Movement**  
Statement of Income and Expenditure for the year ended March 31, 2025

	Sch	Development Support	Educational Activity	SEEP	Health	Training & Research	For the year ended March 31, 2025	For the year ended March 31, 2024
<b>INCOME</b>								
<b>Unrestricted</b>								
Contribution	21	48,28,011	34,27,499	12,07,450	1,57,68,066	11,980	2,52,43,006	2,03,21,957
Income from activities - community contribution	22	1,13,78,695	4,83,32,817	43,60,885	7,10,21,134	56,51,033	14,07,44,364	11,97,12,414
Income from activities - support services		1,51,786	2,18,92,861	56,22,730	5,94,41,902	2,37,59,678	11,08,68,957	10,34,19,724
Interest income		40,62,036	7,00,836	2,31,730	25,68,250	1,96,685	77,59,536	65,06,637
Amount no longer payable		6,01,699	-	-	-	-	6,01,699	9,258
Interest on IT refund		44,698	-	-	-	-	44,698	-
Other Income		1,017	-	-	14,881	-	15,898	99,219
<b>Designated</b>								
Interest income on endowments	6	1,74,428	-	-	-	-	1,74,428	1,34,387
<b>Restricted</b>								
Earmarked funds								
- Social stock exchange	23	-	27,53,250	-	-	-	27,53,250	5,00,000
- Other than social stock exchange		1,66,65,703	15,73,49,876	7,46,68,475	19,39,22,517	1,48,76,330	45,74,82,901	34,38,66,806
Interest income on endowments	2	85,709	18,36,907	2,957	5,53,969	1,57,057	26,36,599	26,22,511
<b>TOTAL</b>		<b>3,79,93,781</b>	<b>23,62,93,846</b>	<b>8,60,94,227</b>	<b>34,32,90,719</b>	<b>4,46,52,763</b>	<b>74,83,25,336</b>	<b>59,71,92,913</b>
<b>EXPENDITURE</b>								
Development support	24	3,06,11,274	-	-	-	-	3,06,11,274	3,05,04,599
Institution based services	25	-	8,18,08,352	-	10,10,90,664	2,20,60,355	20,49,59,371	16,85,81,717
Community based services	26	-	12,12,96,911	7,89,24,964	19,58,59,677	-	39,60,81,552	28,95,90,698
Support services	27	-	2,01,89,176	44,35,961	5,61,21,771	1,22,72,757	9,30,19,665	8,15,34,406
Provision for doubtful receivable & amount no longer receivable	28	37,226	-	75,756	1,03,883	-	2,16,864	-
Depreciation	29	14,23,943	1,11,76,693	10,60,733	1,20,02,628	17,38,686	2,74,02,683	2,47,27,847
<b>TOTAL</b>		<b>3,20,72,442</b>	<b>23,44,71,131</b>	<b>8,44,97,414</b>	<b>36,51,78,622</b>	<b>3,60,71,798</b>	<b>75,22,91,408</b>	<b>59,49,39,267</b>
<b>Net movement in funds</b>	30	<b>59,21,339</b>	<b>18,22,714</b>	<b>15,96,813</b>	<b>(2,18,87,903)</b>	<b>85,80,965</b>	<b>(39,66,072)</b>	<b>22,53,646</b>

Material accounting policies, notes referred to above form an integral part of statement of income and expenditure

As per our report of even date

For MSSV & Co,

Chartered Accountants

ICAI Firm Registration Number: 001987S

  
Shiv Shankar T R

Partner

Membership No. : 220517



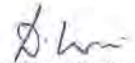
For and on behalf of Governing Body of Swami Vivekananda Youth Movement



Mr. Shreeharsha M S  
Senior Finance Manager



Ms. Savitha S  
Chief Executive Officer



Dr. Sridevi Seetharam  
Treasurer



Dr. Prashanth C R  
Secretary



Dr. Sudheer B Bangalore  
President

Place: Bengaluru

Date: May 27, 2025

**Swami Vivekananda Youth Movement**  
**Statement of Receipts and Payments for the year ended March 31, 2025**

							(Amount in Rs.)	
Sch	Development Support	Educational Activity	SEEP	Health	Training & Research	For the year ended March 31, 2025	For the year ended March 31, 2024	
<b>Opening balance</b>								
	16E							
						4,02,388	2,07,404	
						6,38,11,213	3,74,15,886	
						3,67,320	1,37,000	
						<b>6,45,80,921</b>	<b>3,77,60,290</b>	
<b>Add: Receipts</b>								
Donations & grants	31	2,23,62,610	21,03,25,442	7,73,37,674	28,22,68,798	1,89,18,360	80,92,12,884	39,81,03,775
Receipts from activities	32	1,19,91,868	7,07,70,582	1,00,50,553	12,87,40,163	2,94,28,256	25,09,81,442	21,80,31,666
Other receipts	33	9,60,352	4,97,228	-	1,11,307	(6,460)	15,62,427	10,79,921
Interest on fixed deposit & others		41,79,914	24,81,261	2,38,938	27,12,881	3,54,901	99,67,895	84,09,887
<b>TOTAL</b>		<b>3,94,94,764</b>	<b>28,40,74,512</b>	<b>8,76,27,165</b>	<b>41,38,33,149</b>	<b>4,66,95,057</b>	<b>87,17,24,648</b>	<b>62,56,25,250</b>
<b>Less: Payments</b>								
Secured loan - (net)	34	1,34,851	(40,86,806)	10,00,000	23,25,238	15,31,782	9,05,065	13,92,468
Purchase of Property, plant & equipments (capital payments)	35	53,27,578	5,49,28,355	30,30,996	1,40,85,526	-	7,73,72,455	6,61,77,488
Loans & advances and deposit	36	18,900	60,000	53,172	1,70,846	-	3,02,918	1,27,500
Expenses for the year and other utilities	37	2,12,94,833	21,95,69,884	7,60,79,339	35,39,98,495	3,49,20,639	70,58,63,190	55,51,95,557
		<b>2,67,76,163</b>	<b>27,04,71,433</b>	<b>8,01,63,507</b>	<b>37,05,80,104</b>	<b>3,64,52,421</b>	<b>78,44,43,628</b>	<b>62,28,93,013</b>
Investments in deposits/ other investments - (net)		70,16,812	1,81,16,335	62,12,634	3,96,95,190	11,47,425	7,20,86,397	(2,40,88,394)
<b>Closing balance</b>						<b>7,97,73,544</b>	<b>6,45,80,921</b>	
<b>Represented by</b>	16E							
Cash on hand						4,63,504	4,02,388	
Cash at scheduled banks						7,83,43,172	6,38,11,213	
Cash at UPI clearing house						14,868	-	
Cheques on hand						9,52,000	3,67,320	
<b>TOTAL</b>						<b>7,97,73,544</b>	<b>6,45,80,921</b>	

Material accounting policies, notes referred to above form an integral part of statement of receipts and payments

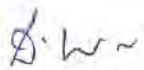
As per our report of even date

For MSSV & Co,  
Chartered Accountants  
ICAI Firm Registration Number 0019878  
  
Shiv Shankar T R  
Partner  
Membership No. : 220517  

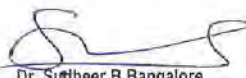

For and on behalf of Governing Body of Swami Vivekananda Youth Movement

  
Mr. Shreeharsha M S  
Senior Finance Manager

  
Ms. Savitha S  
Chief Executive Officer

  
Dr. Sridevi Seetharam  
Treasurer

  
Dr. Prashanth C R  
Secretary

  
Dr. Suthier B Bangalore  
President

Place: Bengaluru  
Date: May 27, 2025

## 1 MATERIAL ACCOUNTING POLICIES

### 1.1 PROGRAM HEADS

The financial statements are maintained and presented in accordance with the applicable Accounting Standards issued by the Institute of Chartered Accountants of India (ICAI) and the generally accepted accounting principles (GAAP) in India. For the purpose of program-specific fund management, the accounts are classified under five key functional heads: Development Support (DST), Educational Activities, Socio-Economic Empowerment Program (SEEP), Health, and Training & Research."

#### 1.1.1 DST - Development Support Team

The primary objective is to initiate, support, guide, and synergize organizational efforts to achieve the Trust's strategic goals and objectives. The key result areas encompass program and project management, fund mobilization and resource development, effective fund utilization and financial management, maintenance of financial records in compliance with applicable Accounting Standards and Indian GAAP, donor and public relations management, and adherence to statutory and regulatory compliance requirements under relevant laws governing charitable trusts.

#### 1.1.2 Education

The Strategic goal of Education sector is to promote holistic and equitable education through its institution and community based initiatives and also create Centre of Excellence (CoE) over next 3 years. This is to be accomplished by adopting contextually relevant and inclusive educational technologies, and fostering sustainable collaborations with key stakeholders including local communities, educational institutions, government bodies, and funding partners.

These services are delivered through a network of programs and initiatives aimed at enhancing access, equity, and quality of education. The interventions focus on formal and non-formal education, capacity building of educators, digital learning integration, and continuous learner engagement, thereby ensuring alignment with national educational priorities and the Sustainable Development Goals (SDGs).

a) **Institution Based:** These initiatives focus on providing structured, formal education through dedicated institutions:

- i. **Viveka Tribal Centre for Learning , Hosahalli** - serves as a springboard for tribal aspirations by providing equitable and holistic education to tribal children. With residential facilities, the centre fosters education by identifying and nurturing individual talents. It also showcases functional models of schools in rural and tribal areas, aligned with the guiding principles of the National Education Policy (NEP) 2020.
- ii. **Viveka School of Excellence Saragur**, a rural Central Board of Secondary Education school recognized by the Sainik School Society under the Ministry of Defence, offers holistic education by integrating arts, sports, life skills, technology, interdisciplinary learning, and the Indian knowledge system. The school also serves as a community hub, actively engaging local residents through its library, laboratories, sports facilities, and other resources.
- iii. **Viveka Pre-University College (VPUC) & Viveka Scholar Program (VSP), Saragur** - is focusing on supporting socio - economically challenged, academically meritorious students to excel and pursue meaningful professional education. Catering its services to children across Karnataka, expanding reach and achieve desired academic results. Access to scholarship for aspiring children and engage in nation building through volunteering, alumni engagement & mentoring.
- iv. **Vivekananda Teacher Training & Research Centre** - Creating a conducive ecosystem for teachers, who are ethical, motivated and capable, of learning from self-reflection, peers and experts. It is focusing on enhancing knowledgeable teachers and creating opportunities to recognize teachers' efforts / best practices.

b) **Community Based:** These initiatives are decentralized and focus on community involvement for equitable & inclusive educational development.

- i. **School Education Program (SEP), Equitable Education for Rural Communities (EERC) & Nurseries of Talent programs** are building a conducive learning environment in the schools and the society at large by augmenting learning resources, promoting career awareness especially STEM, providing financial assistance teachers' capacity building and enhancing community participation in government schools of Karnataka. It is also focusing on enabling the system to achieve NEP 2020 targets by 2028 in government schools.

#### 1.1.3 SEEP – Social Economic Empowerment Program

Build the human and social capital of rural and indigenous tribal communities with special focus on women and youth through creation of livelihood opportunities leading to sustainable and contextually relevant socio-economic consequences in selected districts of India by 2028. Key focus areas includes promoting -Self Help Groups, skill development to enhance employability and employment, infrastructure development in remote & difficult geographic areas to reduce power and water inequalities.



## Swami Vivekananda Youth Movement

### Notes to accounts

#### 1.1.4 Health

Goal is to emerge as a leader in academics (education & research) & training related to health program implementation for Global South by 2034 focusing on -

- establishing an academy/school of transformational health practice & research that serves as a hub for disseminating knowledge on effective implementation of health programs
- Demonstrate Impact maximization in all the nine SDG 3 targets through innovative initiatives in current geographies & scale interventions in newer geographies
- Demonstrate enhanced effectiveness and efficiency in healthcare programs using information and other technological tools.

- Institution Based:** 100 bedded hospital offering multi-specialty secondary care at Saragur.
- Community Based:** Mobile clinics, health camps, Comprehensive Care, Support & Treatment (CCST) program for person with disability, network of grass root level workers handling projects in key result areas including primary care, water-sanitation, hygiene, environmental programs, Reproductive & Child Health and palliative care.

#### 1.1.5 Training & Research

The goal is to build human and social capital by strengthening the capacities of individuals and institutions within the development sector. It also seeks to promote India and Indianness as part of a global citizenship narrative. Key areas of focus include influencing public policy, developing innovative programmatic models, program evaluation & impact assessments, designing & delivering learning & development programs for individuals in the government, social, and corporate sectors and fostering collaboration among government bodies, NGOs and corporates in the social sector. Training and research services are delivered through two dedicated institutions.

- Institution Based:** Vivekananda Institute for Leadership Development (V-LEAD), Vivekananda Institute of Indian Studies (VIIS).

#### 1.1.6 Support Services

Support Services are a set of auxiliary services provided at the campuses of the Organization. These services include maintenance of Property, plant & equipment, facility management, transport, central material store, agricultural, office services & canteen.

### 1.2 BASIS OF PRESENTATION

Organization presents its accounts in accordance with the Fund Based Accounting System. All the figures reported in Financial Statements are in Indian Rupee. Generally Accepted Accounting Principles (GAAP) applicable in India are followed. Accounts have been prepared on going concern basis under historical cost convention. Organization follows accrual system of accounting unless stated otherwise. The preparation of financial statements requires Organization to make estimates and assumptions that affect the figures reported in Balance Sheet, Statement of Income & Expenditure and Statement of receipts and payments. The actual results could differ from these estimates.

### 1.3 PRINCIPLES OF CONSOLIDATION

The consolidated financial statements of the Organization includes accounts of foreign contribution and other than foreign contributions.

### 1.4 FUND ACCOUNTING

The organization follows a structured approach by maintaining distinct funds (fund accounting) for each of its five Program Focus Areas: Development Support, Educational Activity, SEEP, Health, and Training & Research. Within each focus area, available funds are classified into three specific categories—Restricted Funds, Designated Funds, and Unrestricted Funds—in accordance with donor-imposed conditions, internal organizational policies, and relevant legal requirements.

#### 1.4.1 Restricted Funds

Restricted Funds are funds received subject to specific stipulations imposed by donors or mandated by applicable statutory provisions, which limit their use to designated purposes and/or defined time periods. In accordance with the principle of fund accountability, upon satisfaction of the conditions precedent—such as completion of the specified activity or lapse of the restricted period—such funds shall be reclassified. Where applied toward revenue expenditure, the corresponding amount shall be transferred to the Statement of Income and Expenditure; where applied toward capital expenditure, such amount shall be transferred to the Asset Fund in accordance with generally accepted accounting principles and the governing legal and regulatory framework.

- Endowment Funds** constitute non-expendable funds held in perpetuity, subject to express stipulations that the principal amount shall be preserved inviolate and invested in accordance with prudent investment norms, with only the income or earnings arising therefrom to be applied towards purposes specifically designated by the donor or governing instruments.

The Governing Body of the Organization shall, at the close of each financial year, determine and recommend the notional rate of interest to be attributed to the Endowment Fund, having due regard to the average yield on investments and any allocable administrative overheads.



## Swami Vivekananda Youth Movement

### Notes to accounts

Any portion of the investment income that remains unutilized at the end of the financial year shall, by resolution of the Governing Body, be accreted to the corpus of the Endowment Fund, thereby augmenting the principal amount held in perpetuity

- b) **Staff Benefit Funds** are amounts earmarked in accordance with applicable statutory provisions and the Organization's internal policies, for the purpose of meeting obligations related to employee retirement benefits and other welfare measures. These funds are maintained to ensure the financial security and well-being of the Organization's personnel, both during and after the term of their employment.

i) **Defined Contribution Plans: Provident Fund**

The Organization operates defined contribution plans for post-employment benefits in the form of a Provident Fund, applicable to all employees, which is administered by the Regional Provident Fund Commissioner in accordance with statutory requirements. Contributions to the Provident Fund are recognized as an expense in the Statement of Income and Expenditure in the year in which they are incurred. The Organization bears no further obligation, whether contractual or constructive beyond the fixed contributions made to the fund.

ii) **Defined Benefit Plan: - Gratuity Fund**

The Organization maintains a gratuity scheme classified as a defined benefit plan, established in accordance with applicable labour laws, for the benefit of all eligible employees. Pursuant to the provisions of this scheme, the Organization is obligated to disburse a lump sum gratuity payment to employees upon cessation of employment, whether by way of retirement, resignation, or termination. The quantum of such benefit is actuarially determined, taking into account the employee's last drawn salary and the length of continuous service rendered to the Organization.

The Organization shall invest contributions to the Gratuity Fund exclusively in securities and term deposits authorized under applicable regulatory frameworks. The amount of such contribution is determined pursuant to an actuarial valuation conducted as of the balance sheet date by an independent actuary, in accordance with accepted actuarial standards. The resulting contribution liability is recognized as an expense in the Statement of Income and Expenditure.

- iii) **Leave Encashment fund** represents the accrued liability provided in accordance with the actuarial valuation from a certified valuator.

c) **Earmarked Funds**

- i) Expendable Funds are those funds whose utilization is expressly prescribed and restricted by donor agreements or pursuant to applicable statutory provisions.
- ii) Amounts raised through **Zero Coupon Zero Principal Instruments ("ZCZP")** shall be classified as earmarked funds, given that such amounts are procured for a specified purpose as delineated by the terms governing the instrument. Revenue recognition shall occur proportionately in each financial year, corresponding to the extent to which the related restrictions have been duly satisfied.

d) **Asset Fund**

Asset Funds constitute non-expendable funds invested in Property, plant & equipment (net block) exclusively for use in the Organization's activities and are expressly restricted from being applied to any other purpose. Funds utilized for capital expenditures are transferred from their respective sources—whether specified contributions or general contributions—to the Asset Fund upon capitalization of the asset. In instances where Property, plant & equipment are financed through loan funds, an amount equivalent to the principal portion of the loan repaid during the financial year is likewise transferred to the Asset Fund.

Furthermore, on an annual basis, an amount corresponding to the depreciation charged on the gross block of Property, plant & equipment is transferred from the Asset Fund to the Statement of Income and Expenditure, reflecting the systematic allocation of asset cost over its useful life.

#### 1.4.2 Designated Funds

These are the funds designated by the Governing Body for specific purposes and reserved to address future obligations arising from present commitments, notwithstanding their general availability and absence of donor-imposed restrictions.

- a) **Endowment Funds** are non-expendable funds subject to stipulation that the principal is maintained and invested in perpetuity and earnings on investment are to be used for specified purposes. Governing Body of the Organization recommends the interest rate that needs to be allocated to Endowment at the end of each financial year taking into consideration average earning on investment and other administrative expenses. Any unutilized earning at the end of the year is added back to the endowment principal.

- b) **Earmarked Funds** are expendable funds as per the purpose specified by the Governing body



## Swami Vivekananda Youth Movement

### Notes to accounts

- c) Asset Replacement fund is an expendable fund used for the major repairs & replacement of the Property, plant & equipment. When an asset is sold, retired or transferred, the equivalent amount is transferred from Asset fund to this fund. The rent collected from the facilities owned by the Organization is credited to this fund.
- d) **General Operating Fund** is used to meet the working capital needs of the Organization. This fund is also used to meet the expenses incurred during the time gap between commencement of an externally funded project and actual receipt of funds; on reimbursable basis.
- e) **Revolving Fund** it is a revolving fund which is used to meet seed money/ initial deposit / working capital for entrepreneurial initiatives identified through structured selection process as detailed in the fund guidelines.
- f) **Staff support fund** - Organization has set aside Staff Support Fund for the welfare of the employees including but not restricted to Health Insurance & other staff benefits

#### 1.4.3 Unrestricted Fund

- a) **General Fund:** These are unconditional expendable funds available for use at the discretion of Governing Body for furtherance of Organization's objectives. These funds are neither restricted by donor nor designated for specific purpose by the Governing Body. All unrestricted unutilized donations are credited to General Fund. Surplus or deficit arising out of the operations in each of the Program Focus Areas is adjusted against their respective general fund. It is assumed that at times fluctuations will occur in projected income and expenditure; which cannot be fully anticipated during the planning process. In the light of such circumstances, it is the policy of the Organization to maintain a prudent level of General Fund to provide stability and flexibility.

## 1.5 ACCOUNTING OF INCOME AND EXPENDITURE

### 1.5.1 Revenue Recognition

- a) All income is recognized on an accrual basis when the Organization has established a legally enforceable right to receive the income and the amount can be measured with reasonable certainty, in accordance with applicable accounting standards and financial reporting frameworks.
- b) Interest income arising from the deployment of funds is recognized on an accrual basis using the time proportion method, taking into account the applicable interest rates and the effective yield on the underlying financial instruments.
- c) Revenue arising from training activities is recognized in the period in which the related services are rendered or upon completion of the training program, whichever is earlier, in accordance with the accrual basis of accounting and applicable revenue recognition principles.
- d) Membership fees received from members are recognized on a receipt basis, in accordance with the cash accounting principle. Life Membership Fees are treated as a designated endowment fund and accounted for under non-expendable funds. To be maintained in perpetuity and utilized in accordance with the internal governance policies of the Organization.

**1.5.2 General Contributions** comprise voluntary, unspecified donations received either in cash or in kind. Such contributions are not subject to any donor-imposed restrictions and are recognized as income in the period of receipt, in accordance with the Organization's accounting policies and applicable financial reporting standards.

**1.5.3 Earmarked Funds** received for the purpose of meeting recurrent expenditure are credited to the respective income accounts to the extent the conditions or restrictions attached to such funds are fulfilled, in accordance with the principles of fund-based accounting and applicable donor agreements.

**1.5.4 Income from activities** comprises revenue earned through user charges, training fees, and consultancy fees for services rendered. Such income is recognized on an accrual basis in the period in which the services are performed, in accordance with applicable accounting standards and revenue recognition principles.

**1.5.5 Net Movement in Funds** represents the surplus or deficit arising from the operations conducted under each Program Focus Area during the reporting period. Such movement is adjusted against the respective opening fund balances, in accordance with fund-based accounting principles and the Organization's internal financial management policies.



## Swami Vivekananda Youth Movement

### Notes to accounts

#### 1.6 Property, plant & equipment

Property, plant & equipment are stated at historical cost of acquisition or construction. In the case of assets received by way of donation in kind, such assets are capitalized at a nominal value. Expenditure incurred on routine maintenance, repairs, and acquisition of minor assets is charged to the Statement of Income and Expenditure in the year in which it is incurred.

Expenditures that result in a material enhancement of the value of an asset or that extend its estimated useful life are capitalized and added to the carrying amount of the asset.

Assets that have completed their estimated useful life are retired from active use and written off at their book value, with the corresponding charge recognized in the Statement of Income and Expenditure.

Proceeds from the sale of assets are credited to the asset account up to the extent of their net book value. Any resultant gain or loss on disposal of assets is recognized in the Statement of Income and Expenditure in the year of disposal.

#### 1.7 DEPRECIATION

Depreciation on Property, plant & equipment has been charged on Straight Line Method at the following rates:

SL No.	Asset	Dep. Rate (in %)
1	<b>Building</b>	
	All type of building	3.33
	Asphalted roads	20
	Bore wells	20
2	<b>Furniture &amp; fixtures</b>	
	All type of furniture	14.29
3	<b>Equipment</b>	
	Medical Lab equipment	10
	General equipment	12.5
	Renewal energy devices	20
4	<b>Computer</b>	
	Server and Network	16.67
	End-user-systems	33.33
5	<b>Vehicle</b>	
	All types of motor Car, Bus & Jeep	20
	All kinds of two wheelers	10

#### 1.8 INVENTORY

Medicines, reagents, groceries, stationery, and other consumables are stated at the lower of cost or net realizable value, consistent with the Organization's fiduciary duty to present a true and fair view of its financial position. The determination of cost is effected using the First-In-First-Out (FIFO) method, which is applied consistently in accordance with established accounting principles and relevant regulatory frameworks.

#### 1.9 FOREIGN EXCHANGE TRANSACTIONS

Transactions denominated in foreign currencies are translated into Indian Rupees at the exchange rates prevailing on the date of the transaction. This translation is performed in accordance with applicable accounting standards and regulatory requirements to ensure accurate reflection of monetary items in the financial statements.

#### 1.10 INVESTMENTS

Investments are made in compliance with the provisions of Section 11 of the Income tax Act, 1961. All funds are collectively pooled for investment purposes, with each participating fund's contributions and withdrawals adjusted in accordance with fund movements. Investments are stated at cost, inclusive of accrued interest, in accordance with applicable accounting standards and statutory requirements.



**Swami Vivekananda Youth Movement**

**Notes to accounts**

**1.11 BORROWING COST**

Borrowing cost that is specifically attributable to the acquisition, construction or production of qualifying assets is capitalized as part of the cost of such asset. A qualifying asset is an asset that necessarily takes a substantial period of time to get ready for its intended use or sale. Other borrowing costs are recognized as an expense in the period in which they are incurred.

**1.12 ACCOUNTING OF LEASE**

Leases under which the lessor retains substantially all the risks and rewards incidental to ownership of the leased asset are classified as operating leases. Lease payments under operating leases are recognized as expenses in the Statement of Income and Expenditure on a systematic basis over the lease term, in accordance with applicable accounting standards and regulatory guidelines.

**1.13 TAXATION**

The Organization is registered under Section 12A of the Income tax Act, 1961, and accordingly, is exempt from income tax on its income and gains, subject to compliance with the conditions prescribed under the said section and other applicable provisions of the Act.



Swami Vivekananda Youth Movement  
Schedule to Financial Statements

2. ENDOWMENT FUNDS - RESTRICTED

(Amount in Rs.)

	Opening balance	During the Year			Closing balance
		Contribution	Interest	Total	
<b>Development support</b>					
For 'development activities'	14,28,485	-	85,709	15,14,194	14,28,485
<b>Sub total - I</b>	<b>14,28,485</b>	<b>-</b>	<b>85,709</b>	<b>15,14,194</b>	<b>14,28,485</b>
<b>Education</b>					
For 'annadhanam'	12,000	-	720	12,720	12,000
For 'prizes & scholarship'	2,31,01,941	-	13,86,118	2,44,88,059	2,31,01,941
For 'other educational activities'	74,23,344	97,000	4,50,069	79,70,413	75,20,344
<b>Sub total - II</b>	<b>3,05,37,285</b>	<b>97,000</b>	<b>18,36,907</b>	<b>3,24,71,192</b>	<b>3,06,34,285</b>
<b>Social economic empowerment program</b>					
For 'SEEP activities'	49,284	-	2,957	52,241	49,284
<b>Sub total - III</b>	<b>49,284</b>	<b>-</b>	<b>2,957</b>	<b>52,241</b>	<b>49,284</b>
<b>Health</b>					
For water, sanitation, hygiene & environment	1,08,000	-	6,480	1,14,480	1,08,000
For 'VMH fund'	5,30,500	-	31,830	5,62,330	5,30,500
For 'prizes & scholarship'	28,298	-	1,698	29,996	28,298
For 'poor patient & palliative care'	85,65,994	-	5,13,961	90,79,955	85,65,994
<b>Sub total - IV</b>	<b>92,32,792</b>	<b>-</b>	<b>5,53,969</b>	<b>97,86,761</b>	<b>92,32,792</b>
<b>Training &amp; research</b>					
For 'prizes & scholarship'	44,23,921	-	1,57,057	27,74,684	44,23,921
<b>Sub total - V</b>	<b>26,17,627</b>	<b>-</b>	<b>1,57,057</b>	<b>27,74,684</b>	<b>26,17,627</b>
<b>Total (I+II+III+IV+V)</b>	<b>4,38,65,473</b>	<b>97,000</b>	<b>26,36,599</b>	<b>4,65,99,072</b>	<b>4,39,62,473</b>

Note 2A : Total endowment of Rs. 4,39,62,473/- includes 87 number of endowments from individuals (Previous year Rs. 4,38,65,473/- includes 87 number of endowments received from individuals). The above endowments ranging from Rs.5,000/- to Rs.1,65,98,315/- depending on the purpose specified by the donor.

Note 2B : During the year governing body has allocated interest of Rs.6% p.a. after considering related expenditure in maintaining the endowment fund

3. STAFF BENEFIT FUND

(Amount in Rs.)

	Opening balance	During the Year		Closing Balance
		Contribution / Additions	Total	
Gratuity fund*	2,16,74,429	55,21,127	2,71,95,556	2,55,71,317
Leave encashment fund**	31,36,835	4,49,471	35,86,306	32,68,402
Staff recreation fund	20,786	-	20,786	4,802
<b>Total</b>	<b>2,48,32,050</b>	<b>59,70,598</b>	<b>3,08,02,648</b>	<b>2,88,44,521</b>

\*Refer note No. 41

\*\*Refer note No. 42

4. EARMARKED FUNDS

A. SOCIAL STOCK EXCHANGE

(Amount in Rs.)

4(a).	Opening balance	Received during the year	Receivable for the year	Total	Expended	Returnable / returned	Closing balance
<b>Education activity</b>							
Zero Coupon Zero Principal (ZCZP) Bond towards Viveka Tribal Centre for Learning	1,50,00,000	-	-	1,50,00,000	27,53,250	-	1,22,46,750
<b>Total education - SSE - I</b>	<b>1,50,00,000</b>	<b>-</b>	<b>-</b>	<b>1,50,00,000</b>	<b>27,53,250</b>	<b>-</b>	<b>1,22,46,750</b>
<b>Total - SSE (A)</b>	<b>1,50,00,000</b>	<b>-</b>	<b>-</b>	<b>1,50,00,000</b>	<b>27,53,250</b>	<b>-</b>	<b>1,22,46,750</b>

4(b). Zero Coupon Zero Principal Bond

(Amount in Rs.)

Particulars	As at 31st March	
	2025	2024
<b>Issued, subscribed &amp; fully paid up ZCZP</b>		
1,55,00,000 ZCZP bonds of Re.1 each fully paid up	1,55,00,000	1,55,00,000
	<b>1,55,00,000</b>	<b>1,55,00,000</b>



Swami Vivekananda Youth Movement  
Schedule to Financial Statements

4(c). Reconciliation of number of ZCZP outstanding at the beginning and at the end of the reporting period (Amount in Rs.)

Particulars	As at 31st March 2025		As at 31st March 2024	
	No of ZCZP Bonds	Amount in Rs	No of ZCZP Bonds	Amount in Rs
At the beginning of the year	1,55,00,000	1,55,00,000	-	-
ZCZP Bonds issued during year	-	-	1,55,00,000	1,55,00,000
Deletion during the year	-	-	-	-
<b>Outstanding at the end of the year</b>	<b>1,55,00,000</b>	<b>1,55,00,000</b>	<b>1,55,00,000</b>	<b>1,55,00,000</b>

4(d). List of persons holding more than 5% Zero Coupon Zero Principle bonds in the Organisation (Amount in Rs.)

Particulars	Status	As at 31st March 2025		
		No of ZCZP subscribed	Consideration received in Rs	%
Zerodha Broking Limited	Corporate	75,00,000	75,00,000	48%
A.T.E Chandra Foundation	Trust & Foundation	31,00,000	31,00,000	20%
Govind Vaidiram Iyer	Individual	15,00,000	15,00,000	10%
Vidya Rashesh Shah	Individual	12,50,000	12,50,000	8%
Ashish Kacholia	Individual	11,00,000	11,00,000	7%

Note 4e: Also refer note 44 to this financial statements

B. OTHERS

I. Based on sources

	(Amount in Rs.)						
	Opening balance	Received during the year	Receivable for the year	Total	Expended	Returnable / returned	Closing balance
<b>Educational activity</b>							
Government body	3,34,688	6,07,463	83,57,566	92,99,717	68,29,118	-	4,71,600
Trusts & foundations	11,00,688	96,82,320	-	1,07,83,008	97,74,142	-	10,08,866
Corporates	32,81,009	19,15,79,544	1,43,08,196	20,91,68,748	20,64,41,896	-	27,26,852
Individuals	3,00,000	3,30,000	-	6,30,000	3,30,000	-	3,00,000
<b>Total education - I</b>	<b>50,16,385</b>	<b>20,21,99,327</b>	<b>2,26,65,761</b>	<b>22,98,81,474</b>	<b>22,53,74,156</b>	-	<b>45,07,318</b>
<b>Social economic empowerment program</b>							
Trusts & foundations	47,320	-	-	47,320	-	-	47,320
Corporates	17,97,938	8,24,46,908	8,84,447	8,51,29,293	8,33,31,355	-	17,97,938
<b>Total SEEP - II</b>	<b>18,45,258</b>	<b>8,24,46,908</b>	<b>8,84,447</b>	<b>8,51,76,613</b>	<b>8,33,31,355</b>	-	<b>18,45,258</b>
<b>Health</b>							
Government body	2,317	22,95,396	77,82,432	1,00,80,145	1,00,80,145	-	-
Trusts & foundations	27,79,482	12,78,88,065	73,500	13,07,41,047	10,44,23,426	-	2,63,17,621
Academia	42,63,580	5,90,00,236	-	6,32,63,816	4,17,81,852	-	2,14,81,964
Corporates	38,69,841	5,72,05,688	35,54,930	6,46,30,459	5,76,33,052	-	69,97,407
UN agencies	-	22,51,438	3,67,935	26,19,373	26,19,373	-	-
Individuals	1,94,125	20,000	-	2,14,125	96,540	-	1,17,585
<b>Total health - III</b>	<b>1,11,09,345</b>	<b>24,86,60,822</b>	<b>1,17,78,797</b>	<b>27,15,48,965</b>	<b>21,66,34,388</b>	-	<b>5,49,14,577</b>
<b>Training &amp; research</b>							
Government body	-	1,33,17,471	-	1,33,17,471	1,33,17,471	-	-
Trusts & foundations	40,801	20,57,262	-	20,98,063	15,58,994	-	5,39,069
Individuals	64,199	-	-	64,199	-	-	64,199
<b>Total training &amp; research - IV</b>	<b>1,05,000</b>	<b>1,53,74,733</b>	<b>-</b>	<b>1,54,79,733</b>	<b>1,48,76,465</b>	-	<b>6,03,268</b>
<b>Total - Others B ( I + II + III + IV )</b>	<b>1,80,75,988</b>	<b>54,86,81,791</b>	<b>3,53,29,005</b>	<b>60,20,86,784</b>	<b>54,02,16,364</b>	-	<b>6,18,70,420</b>

Note 4B: Refer note 45 to this financial statements



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(Amount in Rs.)

II. Based on programs

	Opening balance	Received during the year	Receivable for the year	Total	Expended	Returnable / returned	Balance
<b>i. Educational activity</b>							
<b>Government body</b>							
Viveka tribal centre for learning	3,34,688	6,07,463	83,57,566	92,99,717	88,28,118	-	4,71,600
	<b>3,34,688</b>	<b>6,07,463</b>	<b>83,57,566</b>	<b>92,99,717</b>	<b>88,28,118</b>	-	<b>4,71,600</b>
<b>Trusts &amp; foundations</b>							
Viveka tribal centre for learning	-	64,51,260	-	64,51,260	57,21,270	-	7,29,990
Vivekananda teachers training and research centre	11,00,688	-	-	11,00,688	8,21,812	-	2,78,876
Student education & teacher empowerment	-	32,31,060	-	32,31,060	32,31,060	-	-
	<b>11,00,688</b>	<b>96,82,320</b>	-	<b>1,07,83,008</b>	<b>97,74,142</b>	-	<b>10,08,866</b>
<b>Corporates</b>							
Viveka tribal centre for learning	13,84,690	3,05,77,935	-	3,19,62,625	3,19,62,625	-	-
Viveka School of Excellence	-	3,58,08,864	1,42,26,195	5,00,35,059	5,00,35,059	-	-
Vivekananda teachers training and research centre	-	18,83,301	-	18,83,301	18,83,301	-	-
Student education & teacher empowerment	18,96,319	12,33,09,444	82,000	12,52,87,763	12,25,60,911	-	27,26,852
	<b>32,81,009</b>	<b>19,15,79,544</b>	<b>1,43,08,195</b>	<b>20,91,68,748</b>	<b>20,64,41,896</b>	-	<b>27,26,852</b>
<b>Individuals</b>							
Viveka tribal centre for learning	3,00,000	3,30,000	-	6,30,000	3,30,000	-	3,00,000
	<b>3,00,000</b>	<b>3,30,000</b>	-	<b>6,30,000</b>	<b>3,30,000</b>	-	<b>3,00,000</b>
<b>Total education - I</b>	<b>50,16,385</b>	<b>20,21,99,327</b>	<b>2,26,65,761</b>	<b>22,98,81,474</b>	<b>22,53,74,156</b>	-	<b>45,07,318</b>

II. Social economic empowerment program

Trusts & foundations

Pandemic & disaster relief	47,320	-	-	47,320	-	-	47,320
	<b>47,320</b>	-	-	<b>47,320</b>	-	-	<b>47,320</b>

Corporates

Tribal, women & youth socio economic empowerment program	13,43,836	8,24,46,908	8,84,447	8,46,75,191	8,33,31,355	-	13,43,836
Disaster relief	4,54,102	-	-	4,54,102	-	-	4,54,102
	<b>17,97,938</b>	<b>8,24,46,908</b>	<b>8,84,447</b>	<b>8,51,29,293</b>	<b>8,33,31,355</b>	-	<b>17,97,938</b>

<b>Total SEEP - II</b>	<b>18,45,258</b>	<b>8,24,46,908</b>	<b>8,84,447</b>	<b>8,51,76,613</b>	<b>8,33,31,355</b>	-	<b>18,45,258</b>
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III. Health

Government body

Vivekananda memorial hospital	-	-	35,37,625	35,37,625	35,37,625	-	-
Academic & medical research	-	-	21,90,147	21,90,147	21,90,147	-	-
Medical care & rehabilitation	1,750	-	14,93,660	14,95,410	14,95,410	-	-
HIV/AIDS - care & control	567	22,95,396	5,61,000	28,56,963	28,56,963	-	-
	<b>2,317</b>	<b>22,95,396</b>	<b>77,82,432</b>	<b>1,00,80,145</b>	<b>1,00,80,145</b>	-	-

Trusts & foundations

Vivekananda memorial hospital	19,77,563	51,44,301	-	71,21,864	46,92,102	-	24,29,762
HIV/AIDS & TB - care & control	1,74,048	10,14,51,897	73,500	10,16,99,445	8,03,71,058	-	2,13,28,387
Slum development program	68,399	22,39,655	-	23,08,054	23,08,054	-	-
Care & rehabilitation	5,59,472	20,00,000	-	25,59,472	-	-	25,59,472
Medical care & rehabilitation	-	1,70,52,212	-	1,70,52,212	1,70,52,212	-	-
Water, sanitation, hygiene & environment	-	-	-	-	-	-	-
	<b>27,79,482</b>	<b>12,78,88,065</b>	<b>73,500</b>	<b>13,07,41,047</b>	<b>10,44,23,426</b>	-	<b>2,63,17,621</b>



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**Corporates**

Vivekananda memorial hospital	-	56,56,917	-	56,56,917	56,56,917	-	-
Slum Development Program	-	-	20,79,509	20,79,509	20,79,509	-	-
Medical care & rehabilitation	32,05,122	2,64,30,786	9,15,338	3,05,51,246	2,47,57,578	-	57,93,668
Care & rehabilitation	6,64,719	10,00,000	-	16,64,719	16,64,719	-	-
Water, sanitation, hygiene & environment	-	2,41,17,985	5,60,083	2,46,78,068	2,34,74,329	-	12,03,739
	<b>38,69,841</b>	<b>5,72,05,688</b>	<b>35,54,930</b>	<b>6,46,30,459</b>	<b>5,76,33,052</b>	-	<b>69,97,407</b>

**World bodies**

Water, sanitation, hygiene & environment	-	22,51,438	3,67,935	26,19,373	26,19,373	-	-
	-	<b>22,51,438</b>	<b>3,67,935</b>	<b>26,19,373</b>	<b>26,19,373</b>	-	-

**Individuals**

Academic & research	96,540	-	-	96,540	96,540	-	-
Medical care & rehabilitation - CCST	97,585	20,000	-	1,17,585	-	-	1,17,585
Vivekananda memorial hospital	-	-	-	-	-	-	-
	<b>1,94,125</b>	<b>20,000</b>	<b>-</b>	<b>2,14,125</b>	<b>96,540</b>	-	<b>1,17,585</b>
<b>Total health - III</b>	<b>1,11,09,345</b>	<b>24,86,60,822</b>	<b>1,17,78,797</b>	<b>27,15,48,965</b>	<b>21,66,34,388</b>	-	<b>5,49,14,577</b>

**IV. Training & research**

**Government body**

Capacity building	-	1,33,17,471	-	1,33,17,471	1,33,17,471	-	-
	-	<b>1,33,17,471</b>	-	<b>1,33,17,471</b>	<b>1,33,17,471</b>	-	-

**Trusts & foundations**

**Capacity building**

	40,801	20,57,262	-	20,98,063	15,58,994	-	5,39,069
	<b>40,801</b>	<b>20,57,262</b>	-	<b>20,98,063</b>	<b>15,58,994</b>	-	<b>5,39,069</b>

**Individuals**

Academic & research	64,199	-	-	64,199	-	-	64,199
	<b>64,199</b>	-	-	<b>64,199</b>	-	-	<b>64,199</b>

**Total training & research - IV**

	<b>1,05,000</b>	<b>1,53,74,733</b>	-	<b>1,54,79,733</b>	<b>1,48,76,465</b>	-	<b>5,03,268</b>
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**Total ( I + II + III + IV )**

	<b>1,80,75,988</b>	<b>54,86,81,791</b>	<b>3,53,29,005</b>	<b>60,20,86,784</b>	<b>54,02,16,364</b>	-	<b>6,18,70,420</b>
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**5. ASSET FUND**

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total
Opening balance	36,94,565	16,85,97,182	28,55,207	9,50,07,982	2,71,33,311	29,72,88,246
Add: Additions during the year						
Out of Earmarked fund	-	5,96,64,300	23,46,195	2,07,22,969	-	8,27,33,465
Out of Asset replacement fund	-	-	-	-	-	-
Out of General Fund	21,41,211	17,60,027	1,48,903	2,02,780	-	42,52,921
Add: Transfer from general fund - repayment of loan	2,50,814	35,94,094	-	5,72,814	-	44,17,522
(Less): Transfer of sale of asset to asset replacement fund	-	-	-	(9,52,037)	-	(9,52,037)
Add: Reversal of accumulated depreciation towards sale of assets	-	-	-	6,82,603	-	6,82,603
Add / (Less): Transfer from / (to) statement of income & expenditure	(14,23,943)	(1,11,78,693)	(10,60,733)	(1,20,02,628)	(17,38,666)	(2,74,02,683)
<b>Closing balance</b>	<b>46,62,646</b>	<b>22,24,38,911</b>	<b>42,89,573</b>	<b>10,42,34,283</b>	<b>2,53,94,625</b>	<b>36,10,20,037</b>

**6. ENDOWMENT FUNDS - DESIGNATED**

(Amount in Rs.)

	Opening Balance	During the Year			Closing Balance	
		Contribution	Interest	Total		
<b>Development support</b>						
Staff fund	21,33,987	7,98,896	1,52,072	30,84,955	1,52,072	29,32,883
Life membership fee fund	3,37,500	70,000	22,356	4,29,856	22,356	4,07,500
<b>Total</b>	<b>24,71,487</b>	<b>8,68,896</b>	<b>1,74,428</b>	<b>35,14,811</b>	<b>1,74,428</b>	<b>33,40,383</b>



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7. EARMARKED FUNDS - DESIGNATED

(Amount in Rs.)

	Opening Balance	Transferred from general fund	Total	Expended during the year	Balance
<b>I Education</b>					
Tribal education fund	17,54,624	-	17,54,624	-	17,54,624
<b>Total education - I</b>	<b>17,54,624</b>	<b>-</b>	<b>17,54,624</b>	<b>-</b>	<b>17,54,624</b>
<b>II SEEP</b>					
SEEP fund	7,84,974	-	7,84,974	-	7,84,974
Flood relief fund	5,45,461	-	5,45,461	-	5,45,461
Tribal development fund - SEEP	2,50,319	6,93,996	9,44,315	-	9,44,315
<b>Total SEEP - II</b>	<b>15,80,754</b>	<b>6,93,996</b>	<b>22,74,750</b>	<b>-</b>	<b>22,74,750</b>
<b>III Health</b>					
Paramedical scholarship & research fund	94,587	-	94,587	3,587	91,000
Medical speciality fund - OBG	3,44,419	-	3,44,419	-	3,44,419
Medical speciality fund - ortho	22,500	-	22,500	-	22,500
Poor patient fund	10,78,816	-	10,78,816	10,78,816	-
Tribal mobile health unit fund	14,04,561	-	14,04,561	-	14,04,561
Community development fund - health	36,79,363	-	36,79,363	-	36,79,363
<b>Total health - III</b>	<b>66,24,246</b>	<b>-</b>	<b>66,24,246</b>	<b>10,82,403</b>	<b>55,41,843</b>
<b>Total (I+II+III)</b>	<b>99,59,624</b>	<b>6,93,996</b>	<b>1,06,53,620</b>	<b>10,82,403</b>	<b>95,71,217</b>

8. ASSET REPLACEMENT FUND

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous year
Opening balance	-	21,60,592	88,185	1,38,54,406	25,74,309	1,86,77,482	1,92,48,784
Add: Sale of asset (net)	-	-	-	2,89,434	-	2,69,434	3,94,077
Add / (Less): Transfer from / (to) statement of income & expenditure	-	3,95,967	68,661	18,61,548	1,54,459	24,80,635	22,56,429
(Less): Utilised for purchase of Property, plant & equipment	-	-	-	-	-	-	(32,21,808)
<b>Closing balance</b>	<b>-</b>	<b>25,56,549</b>	<b>1,56,846</b>	<b>1,59,85,388</b>	<b>27,28,768</b>	<b>2,14,27,551</b>	<b>1,86,77,482</b>

9. GENERAL OPERATING FUND

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous year
Opening balance	44,91,985	1,32,67,797	3,90,117	1,28,31,824	18,277	3,10,00,000	3,10,00,000
Add: Amount transferred from general fund	-	75,00,000	-	-	-	75,00,000	-
Add / (Less) Fund movement	-	-	-	-	-	-	-
<b>Closing balance</b>	<b>44,91,985</b>	<b>2,07,67,797</b>	<b>3,90,117</b>	<b>1,28,31,824</b>	<b>18,277</b>	<b>3,85,00,000</b>	<b>3,10,00,000</b>

**Note 9A** This fund serves the working capital needs of the entire organization. Based on the needs, this fund is allocated to different sectors.

10. REVOLVING FUND

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous year
Statement of	10,00,000	11,41,338	-	-	-	21,41,338	21,41,338
Add / (Less): Transfer from / (to) statement of income & expenditure	-	-	-	-	-	-	-
Add: Addition during the year	-	-	-	-	-	-	-
Less: Utilized during the year	-	-	-	-	-	-	-
<b>Closing balance</b>	<b>10,00,000</b>	<b>11,41,338</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>21,41,338</b>	<b>21,41,338</b>



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11. STAFF SUPPORT FUND

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous year
Opening balance	5,00,000	5,00,000	5,00,000	5,00,000	2,00,000	22,00,000	22,00,000
Add / (Less): Transfer from / (to) statement of income & expenditure	-	-	-	-	-	-	-
Add: Addition during the year	-	-	-	-	-	-	-
Less: Utilized during the year	-	-	-	-	-	-	-
<b>Closing balance</b>	<b>5,00,000</b>	<b>5,00,000</b>	<b>5,00,000</b>	<b>5,00,000</b>	<b>2,00,000</b>	<b>22,00,000</b>	<b>22,00,000</b>

12. GENERAL FUND

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous year
Opening balance	47,23,623	51,74,602	43,13,464	1,00,88,226	58,08,786	3,01,08,702	3,67,58,993
Add / (Less): Transfer from / (to) statement of income & expenditure	73,45,283	1,26,03,440	25,88,885	(1,05,64,420)	1,01,81,176	2,20,54,363	2,48,28,296
Add/(Less): Transfer between general fund	-	(5,00,000)	(20,00,000)	1,80,00,000	(1,55,00,000)	-	-
Add/(Less): Transfer to general operating fund	-	(75,00,000)	-	-	-	(75,00,000)	-
ADD: Dissolution of designated funds	-	-	-	-	-	-	-
ADD/(LESS): Transfer to designated earmarked fund	-	-	-	-	-	-	-
Add/(Less): Transfer to designated earmarked fund	-	-	(6,93,996)	-	-	(6,93,996)	-
Less: Capital payments	21,41,211	17,60,027	1,48,903	2,02,780	-	42,52,921	2,77,39,327
Less: Repayment of loan	2,50,814	35,94,094	-	5,72,614	-	44,17,522	37,39,261
<b>Closing balance</b>	<b>96,76,881</b>	<b>44,23,921</b>	<b>40,59,450</b>	<b>1,66,48,412</b>	<b>4,89,962</b>	<b>3,52,98,626</b>	<b>3,01,08,701</b>



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13A Property, plant & equipment

A. Based on sector

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total
<b>Gross carrying amount</b>						
As at 31 March 2023	17,98,741	15,94,41,279	34,80,263	14,58,91,273	4,51,87,536	35,57,99,091
Additions	30,48,164	5,75,87,319	6,09,081	1,36,78,379	12,65,780	7,61,88,724
Deletions/ transfer	-	-	-	13,04,488	9,97,228	23,01,716
As at 31 March 2024	48,46,905	21,70,28,598	40,89,344	15,82,65,164	4,54,56,088	42,96,86,099
Additions	44,37,253	5,91,59,128	30,36,409	1,57,08,792	-	8,23,41,582
Deletions/ transfer	-	-	-	9,52,037	-	9,52,037
As at 31 March 2025	92,84,158	27,61,87,726	71,25,753	17,30,21,919	4,54,56,088	51,10,75,644
<b>Accumulated depreciation</b>						
Upto 31 March 2023	8,93,947	4,57,09,174	12,93,948	5,23,11,235	1,75,40,665	11,77,48,969
Depreciation charge during the year	5,24,376	1,06,95,396	4,81,499	1,08,41,555	16,79,619	2,42,22,445
Deletions/ transfer	-	-	-	10,10,134	8,97,505	19,07,639
Upto 31 March 2024	14,18,323	5,64,04,570	17,75,447	6,21,42,656	1,83,22,779	14,00,63,775
Depreciation charge during the year	10,30,369	1,11,76,693	10,60,733	1,19,25,204	17,36,686	2,69,31,685
Deletions/ transfer	-	-	-	6,82,603	-	6,82,603
Upto 31 March 2025	24,48,692	6,75,81,263	28,36,180	7,33,85,257	2,00,61,465	16,63,12,857
<b>Net carrying amount</b>						
Balance as at 31 March 2024	34,28,582	16,06,24,028	23,13,897	9,61,22,508	2,71,33,309	28,96,22,324
Balance as at 31 March 2025	68,35,466	20,86,06,464	42,89,573	9,96,36,662	2,53,94,623	34,47,62,788

B. Based on Asset

(Amount in Rs.)

	Land	Building	Vehicles	Plant & Equipment	Computers	Furniture & fittings	Total
<b>Gross carrying amount</b>							
As at 31 March 2023	52,33,866	21,55,21,425	2,25,31,938	8,51,35,847	1,26,64,475	1,47,11,541	35,57,99,091
Additions	-	5,70,52,369	42,50,304	1,02,26,669	13,51,908	33,07,475	7,61,88,724
Deletions/ transfer	-	-	9,97,228	13,04,488	-	-	23,01,716
As at 31 March 2024	52,33,866	27,25,73,793	2,57,85,014	9,40,58,027	1,40,16,383	1,80,19,016	42,96,86,099
Additions	-	4,44,04,623	1,19,10,922	1,12,73,847	63,09,589	84,42,601	8,23,41,582
Deletions/ transfer	-	-	-	8,81,069	-	70,968	9,52,037
As at 31 March 2025	52,33,866	31,69,78,416	3,76,95,936	10,44,50,805	2,03,25,972	2,63,90,649	51,10,75,644
<b>Accumulated depreciation</b>							
Upto 31 March 2023	-	4,84,76,408	1,34,92,824	3,70,48,806	1,02,17,197	85,13,734	11,77,48,969
Depreciation charge during the year	-	83,84,006	32,63,460	96,24,671	11,99,529	17,50,779	2,42,22,445
Deletions/ transfer	-	-	8,97,505	10,10,134	-	-	19,07,639
Upto 31 March 2024	-	5,68,60,414	1,58,58,779	4,56,63,343	1,14,16,726	1,02,64,513	14,00,63,775
Depreciation charge during the year	-	1,02,84,635	35,31,366	92,95,343	16,59,046	21,61,295	2,69,31,685
Deletions/ transfer	-	-	-	6,12,288	-	70,315	6,82,603
Upto 31 March 2025	-	6,71,45,049	1,93,90,145	5,43,46,398	1,30,75,772	1,23,55,493	16,63,12,857
<b>Net carrying amount</b>							
Balance as at 31 March 2024	52,33,866	21,57,13,379	99,26,235	4,83,94,684	25,99,658	77,54,503	28,96,22,325
Balance as at 31 March 2025	52,33,866	24,98,33,367	1,83,05,791	5,01,04,407	72,50,200	1,40,35,156	34,47,62,788



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13B INTANGIBLE ASSETS

A. Based on sector

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total
<b>Gross carrying amount</b>						
As at 31 March 2023	27,90,871	35,000	-	4,55,646	49,200	33,30,717
Additions	16,236	-	-	-	-	16,236
Deletions/ transfer	-	-	-	-	-	-
As at 31 March 2024	28,07,107	35,000	-	4,55,646	49,200	33,46,953
Additions	-	-	-	-	-	-
Deletions/ transfer	-	-	-	-	-	-
As at 31 March 2025	28,07,107	35,000	-	4,55,646	49,200	33,46,953
<b>Accumulated depreciation</b>						
Upto 31 March 2023	19,73,599	34,999	-	2,19,296	49,198	22,77,092
Depreciation charge during the year	4,27,978	-	-	77,424	-	5,05,402
Deletions/ transfer	-	-	-	-	-	-
Upto 31 March 2024	24,01,577	34,999	-	2,96,720	49,198	27,82,494
Depreciation charge during the year	3,93,574	-	-	77,424	-	4,70,998
Deletions/ transfer	-	-	-	-	-	-
Upto 31 March 2025	27,95,151	34,999	-	3,74,144	49,198	32,53,492
<b>Net carrying amount</b>						
Balance as at 31 March 2024	4,05,530	1	-	1,58,926	2	5,64,459
Balance as at 31 March 2025	11,956	1	-	81,502	2	93,461

B. Based on Asset

(Amount in Rs.)

	Software	Total
<b>Gross carrying amount</b>		
As at 31 March 2023	33,30,717	33,30,717
Additions	16,236	16,236
Deletions/ transfer	-	-
As at 31 March 2024	33,46,953	33,46,953
Additions	-	-
Deletions/ transfer	-	-
As at 31 March 2025	33,46,953	33,46,953
<b>Accumulated depreciation</b>		
Upto 31 March 2023	22,77,092	22,77,092
Depreciation charge during the year	5,05,402	5,05,402
Deletions/ transfer	-	-
Upto 31 March 2024	27,82,494	27,82,494
Depreciation charge during the year	4,70,998	4,70,998
Deletions/ transfer	-	-
Upto 31 March 2025	32,53,492	32,53,492
<b>Net carrying amount</b>		
Balance as at 31 March 2024	5,64,459	5,64,459
Balance as at 31 March 2025	93,461	93,461



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13C CAPITAL WORK-IN-PROGRESS

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous year
Opening balance	4,49,583	1,78,30,754	5,41,310	-	-	1,88,21,647	2,35,47,812
Add: Additions	4,63,112	5,11,21,493	-	52,16,957	-	5,68,01,562	4,91,39,723
Less: Capitalisation/deletion	(7,32,155)	(4,88,56,294)	(5,41,310)	-	-	(5,01,29,759)	(5,38,65,889)
<b>Closing balance</b>	<b>1,80,540</b>	<b>2,00,95,953</b>	<b>-</b>	<b>52,16,957</b>	<b>-</b>	<b>2,54,93,450</b>	<b>1,88,21,646</b>

i. Ageing Schedule - current year  
Amounts in capital work - in progress for the period of

	Development Support	Education	SEEP	Health	Training & Research	Total
Less than 1 year	1,80,540	71,23,795	-	52,16,957	-	1,25,21,292
More than 1 year and less than 2 years	-	1,26,70,276	-	-	-	1,26,70,276
More than 2 year and less than 3 years	-	3,01,882	-	-	-	3,01,882
More than 3 years	-	-	-	-	-	-
<b>Total</b>	<b>1,80,540</b>	<b>2,00,95,953</b>	<b>-</b>	<b>52,16,957</b>	<b>-</b>	<b>2,54,93,450</b>

ii. There are no projects under capital work-in-progress where activities has been suspended as at March 31, 2025.

i. Ageing Schedule - previous year  
Amounts in capital work - in progress for the period of

	Development Support	Education	SEEP	Health	Training & Research	Total
Less than 1 year	4,49,583	1,75,28,872	5,41,310	-	-	1,85,19,765
More than 1 year and less than 2 years	-	3,01,882	-	-	-	3,01,882
More than 2 year and less than 3 years	-	-	-	-	-	-
More than 3 years	-	-	-	-	-	-
<b>Total</b>	<b>4,49,583</b>	<b>1,78,30,754</b>	<b>5,41,310</b>	<b>-</b>	<b>-</b>	<b>1,88,21,646</b>

ii. There were no projects under capital work-in-progress where activities has been suspended as at March 31, 2024.

14. INVESTMENT

A. Classification based on maturity

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
<b>Long term investments</b>							
Term deposits	3,48,81,723	3,87,62,624	45,12,603	5,55,99,767	58,07,104	13,96,63,820	11,94,43,256
<b>Current investments</b>							
Short term deposits	45,66,178	1,76,99,067	30,53,534	2,60,31,814	8,18,268	5,21,68,860	-
<b>Total</b>	<b>3,94,47,901</b>	<b>5,64,61,691</b>	<b>76,66,137</b>	<b>8,16,31,580</b>	<b>66,25,372</b>	<b>19,18,32,681</b>	<b>11,94,43,256</b>

B. Fund wise allocation

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
<b>Restricted funds</b>							
Restricted endowment funds	14,28,485	3,06,34,285	49,284	92,32,792	26,17,627	4,39,62,473	4,38,65,473
Staff benefit fund	2,88,44,521	-	-	-	-	2,88,44,521	2,48,32,050
Earmarked funds	-	1,67,54,068	18,45,258	3,86,35,080	6,03,268	5,78,37,674	84,99,264
<b>Designated funds</b>							
Designated endowment funds	33,40,383	-	-	-	-	33,40,383	24,71,487
Designated earmarked fund	-	17,54,624	22,74,750	55,41,844	-	95,71,218	43,34,113
Asset replacement fund	-	25,56,549	1,56,848	1,59,85,388	27,28,768	2,14,27,551	1,86,77,481
General operating fund	-	-	-	21,90,149	-	21,90,149	-
Revolving fund	-	4,55,969	-	-	-	4,55,969	-
Staff support fund	5,00,000	5,00,000	5,00,000	5,00,000	2,00,000	22,00,000	18,88,353
<b>Unrestricted funds</b>							
General funds	12,68,334	28,61,064	28,02,212	95,41,327	4,60,709	1,69,33,646	1,40,58,670
<b>Other funds</b>							
Long term liability	40,66,178	8,45,132	37,787	5,000	15,000	50,69,097	8,16,365
<b>Total</b>	<b>3,94,47,901</b>	<b>5,64,61,691</b>	<b>76,66,137</b>	<b>8,16,31,580</b>	<b>66,25,372</b>	<b>19,18,32,680</b>	<b>11,94,43,256</b>



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15. DEPOSITS

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous year
Opening balance	6,86,736	2,21,728	9,600	5,44,663	21,850	14,84,577	12,35,279
Add. deposit given/(received back) during the year	(30,017)	(2,21,728)	-	(1,06,032)	6,460	(3,51,317)	2,49,298
<b>Closing balance</b>	<b>6,56,719</b>	<b>-</b>	<b>9,600</b>	<b>4,38,631</b>	<b>28,310</b>	<b>11,33,260</b>	<b>14,84,577</b>

Note 15A : Deposits represent deposits with electricity board, district milk union & telecom department etc.,

16. CURRENT ASSETS

A. Earmarked fund receivable (Considered good)

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Government body	-	1,17,21,553	-	1,27,74,637	-	2,44,96,190	3,69,71,342
Corporates	-	1,44,88,154	8,84,447	14,75,421	-	1,68,48,022	21,47,100
Trusts & foundations	-	-	-	20,79,509	-	20,79,509	14,34,479
Individuals	-	-	-	3,67,936	-	3,67,936	22,97,935
<b>Sub total - A</b>	<b>-</b>	<b>2,62,09,707</b>	<b>8,84,447</b>	<b>1,66,97,503</b>	<b>-</b>	<b>4,37,91,657</b>	<b>4,28,50,856</b>

Note 15A(i) - Earmarked fund receivable - Ageing Schedule

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Less than 1 year	-	2,26,65,762	8,84,447	1,17,78,797	-	3,53,29,006	2,41,19,885
More than 1 year and less than 2 years	-	19,98,622	-	43,65,621	-	63,64,243	1,84,92,166
More than 2 year and less than 3 years	-	15,45,323	-	3,14,280	-	18,59,603	-
More than 3 years	-	-	-	2,38,805	-	2,38,805	2,38,805
	<b>-</b>	<b>2,62,09,707</b>	<b>8,84,447</b>	<b>1,66,97,503</b>	<b>-</b>	<b>4,37,91,657</b>	<b>4,28,50,856</b>

B. Other receivables

Government body	4,12,071	-	-	-	-	4,12,071	7,89,878
Other receivables	2,24,669	24,06,230	85,566	84,78,336	943	1,11,95,744	1,03,93,413
<b>Sub total - B</b>	<b>6,36,740</b>	<b>24,06,230</b>	<b>85,566</b>	<b>84,78,336</b>	<b>943</b>	<b>1,16,07,815</b>	<b>1,11,83,291</b>

C. Loans & advances

Capital advance	32,21,024	1,55,547	-	36,54,761	-	70,31,332	20,61,656
Rental advance	5,81,400	1,80,000	3,93,172	1,70,000	-	13,24,572	12,12,500
Sub grantees Advance	-	-	-	1,70,846	-	1,70,846	-
Vendor & staff advances	10,21,961	11,44,091	1,78,838	64,39,376	-	87,84,265	35,43,066
Other loans & advances	12,72,496	6,85,369	80,020	5,05,221	8,851	25,51,957	27,27,884
<b>Sub total - C</b>	<b>60,96,881</b>	<b>21,65,007</b>	<b>6,52,030</b>	<b>1,09,40,203</b>	<b>8,851</b>	<b>1,98,62,972</b>	<b>95,45,106</b>

D. Inventory

Inventory	-	3,04,951	-	34,19,003	-	37,23,954	39,44,300
<b>Sub total - D</b>	<b>-</b>	<b>3,04,951</b>	<b>-</b>	<b>34,19,003</b>	<b>-</b>	<b>37,23,954</b>	<b>39,44,300</b>

E. Cash & bank balances

Cash on hand	60,266	1,05,060	1,80,500	1,16,452	1,227	4,63,504	4,02,388
Cash at scheduled banks	1,38,88,026	2,55,39,457	90,58,681	2,97,54,135	1,02,973	7,83,43,171	6,38,11,213
Cash at UPI clearing house	-	-	-	14,868	-	14,868	-
Cheque on hand	-	-	-	9,52,000	-	9,52,000	3,67,320
<b>Sub total - E</b>	<b>1,39,48,290</b>	<b>2,56,44,517</b>	<b>92,39,081</b>	<b>3,08,37,455</b>	<b>1,04,200</b>	<b>7,97,73,543</b>	<b>6,45,80,921</b>

**Total (A+B+C+D+E)** **2,06,81,911** **5,67,30,412** **1,08,61,124** **7,03,72,500** **1,13,994** **15,87,59,940** **13,21,04,474**



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17. LONG TERM BORROWINGS

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Term loan from banks for acquisition of Property, plant & equipment	19,57,832	21,92,659	-	57,088	-	42,07,579	74,41,739
<b>Total</b>	<b>19,57,832</b>	<b>21,92,659</b>	<b>-</b>	<b>57,088</b>	<b>-</b>	<b>42,07,579</b>	<b>74,41,739</b>

Note 17A : Default in repayment of borrowings:

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Principal	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-
	-	-	-	-	-	-	-

Note 17B: Terms and conditions:

(Amount in Rs.)

SL No.	Particulars	Nature of security	Opening Balance as on 1/04/2024	Loan availed during the year	Repaid during the year	Closing Balance as on 31/03/2025	Terms of repayment
1	Name of the bank - Canara bank  Purpose - Construction of building, purchase of furniture etc at Saraguru - doctors' block	Hypothecation of asset created out of term loan Equitable mortgage of land & existing building at CA-2 Mysore	12,73,453	NIL	5,72,614	7,00,839	93 monthly instalment of Rs.55,447 starting from November 2018
2	Name of the bank - Canara bank  Purpose - Construction of building, purchase of furniture etc at Saraguru - teachers' block	Hypothecation of asset created out of term loan Equitable mortgage of land & existing building at CA-2 Mysore	41,71,488	NIL	18,66,662	23,04,826	97 monthly instalment of Rs.1,83,218 starting from November 2018
3	Name of the bank - Canara bank  Purpose - Construction of building, purchase of furniture etc at Saraguru - Viveka school of excellence	Hypothecation of asset created out of term loan Equitable mortgage of land & existing building at CA-2 Mysore	56,86,112	NIL	17,27,432	39,58,680	77 monthly instalment of Rs.1,84,868 starting from October 2020
4	Name of the bank - Canara bank  Purpose - Usage for the Saraguru support service activities	Hypothecation of Bolero Neo vehicle	5,89,130	NIL	1,12,570	4,76,560	60 monthly instalment of Rs.13,667 starting from September 2023
5	Name of the bank - Canara bank  Purpose - Usage for the Bengaluru support service activities	Hypothecation of TATA Altroz vehicle	NIL	8,97,000	1,09,055	7,87,945	60 monthly instalments of Rs. 12,853 starting from July 2024
6	Name of the bank - Canara bank  Purpose - Usage for the Saraguru support service activities	Hypothecation of Maruti Ertiga vehicle	NIL	11,30,000	29,189	11,00,811	60 monthly instalments of Rs. 9,586 starting from January 2025
<b>Total</b>			<b>1,17,20,183</b>	<b>20,27,000</b>	<b>44,17,522</b>	<b>93,29,661</b>	
Less : Current maturities of long term debt (refer note no. 19)						51,22,082	
<b>Closing balance of long term borrowings</b>						<b>42,07,579</b>	



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18. OTHER LONG TERM LIABILITIES

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Cautions deposit							
- Staff	35,22,178	-	-	-	-	35,22,178	32,42,178
- Contractors	-	5,26,630	-	10,602	-	5,37,232	6,00,129
- Honorary worker	4,81,500	-	-	-	-	4,81,500	4,69,500
- Customers	62,500	4,00,000	37,787	-	15,000	5,15,287	5,20,287
- VSP students	-	13,35,000	-	-	-	13,35,000	10,79,500
<b>Total</b>	<b>40,66,178</b>	<b>22,61,630</b>	<b>37,787</b>	<b>10,602</b>	<b>15,000</b>	<b>63,91,197</b>	<b>59,11,594</b>

19. SHORT TERM BORROWINGS

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Current maturities of long term debt*	4,07,484	40,70,847	-	5,43,751	-	51,22,082	42,78,444
Short term loan from bank**	-	80,88,711	-	1,41,19,430	-	2,22,08,141	2,07,22,684
<b>Total</b>	<b>4,07,484</b>	<b>1,21,59,558</b>	<b>-</b>	<b>1,47,63,181</b>	<b>-</b>	<b>2,73,30,223</b>	<b>2,50,01,128</b>

\*Refer note No 17B for terms & conditions of loan

\*\* Availed on pledge of fixed deposit worth of Rs.19,18,32,681/- (PY Rs.11,94,43,256/-)

20. OTHER CURRENT LIABILITIES

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Unspent specified contribution returnable	-	2,28,577	1,00,000	1,10,000	-	4,38,577	4,38,577
Sundry creditors for purchases & services							
- for capital expenditure	-	1,33,31,151	-	68,71,913	-	2,02,03,064	79,68,800
- for revenue expenditure	26,21,355	89,54,032	91,23,369	1,56,89,342	38,528	3,64,26,627	1,67,81,247
Statutory payables	48,12,131	-	-	-	-	48,12,131	13,38,099
Advance received	4,610	17,95,422	-	(13,412)	56,246	18,42,866	15,39,163
<b>Total</b>	<b>74,38,097</b>	<b>2,43,09,182</b>	<b>92,23,369</b>	<b>2,26,57,843</b>	<b>94,774</b>	<b>6,37,23,265</b>	<b>2,80,65,887</b>

21. CONTRIBUTION

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Indian contribution	40,91,812	34,27,499	12,07,450	1,56,67,434	11,980	2,44,06,175	1,96,93,296
Foreign contribution	7,36,199	-	-	1,00,632	-	8,36,831	6,28,661
<b>Total</b>	<b>48,28,011</b>	<b>34,27,499</b>	<b>12,07,450</b>	<b>1,57,68,066</b>	<b>11,980</b>	<b>2,52,43,006</b>	<b>2,03,21,957</b>

22. INCOME FROM ACTIVITIES

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Community contribution	1,13,78,695	4,83,32,617	43,60,885	7,10,21,134	56,51,033	14,07,44,364	11,97,12,414
Support services	1,51,786	2,18,92,861	56,22,730	5,94,41,902	2,37,59,678	11,08,68,957	10,34,19,724
<b>Total</b>	<b>1,15,30,481</b>	<b>7,02,25,478</b>	<b>99,83,615</b>	<b>13,04,63,036</b>	<b>2,94,10,711</b>	<b>25,16,13,321</b>	<b>22,31,32,138</b>

23. EARMARKED FUNDS - INCOME

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Tribal development programs	22,08,799	3,81,84,213	87,24,510	47,91,284	-	5,39,08,806	3,89,26,761
Students' education & teacher empowerment	64,05,509	12,18,10,641	68,284	2,57,116	2,75,514	12,88,16,064	12,68,35,334
Youth empowerment & community awareness program	27,57,847	-	4,06,63,800	96,72,222	-	5,30,93,869	4,67,60,827
HIV/AIDS - care & control	7,78,053	-	-	8,14,98,303	1,45,45,816	9,68,22,172	4,13,95,792
Academic & research	-	-	-	2,87,61,984	-	2,87,61,984	1,31,59,842
Care & rehabilitation	10,79,168	-	-	2,93,36,520	-	3,04,15,688	3,72,61,718
Water, sanitation, hygiene & environment programs	1,75,868	1,08,272	-	2,56,35,324	54,000	2,59,73,464	2,72,49,832
Integrated village development program	29,91,498	-	2,52,11,881	10,87,732	-	2,92,91,111	-
Patient care & treatment	1,14,322	-	-	86,49,088	-	87,63,410	83,13,620
Slum development program	1,54,619	-	-	42,32,944	-	43,87,563	44,63,080
Infrastructure development	-	-	-	-	-	-	-
<b>Total</b>	<b>1,66,85,703</b>	<b>16,01,03,126</b>	<b>7,46,68,475</b>	<b>19,39,22,517</b>	<b>1,48,76,330</b>	<b>46,02,36,151</b>	<b>34,43,66,806</b>

Note 23A : These are earmarked funds released from restrictions as specified activities are performed and qualifying expenditure incurred during the year



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24. DEVELOPMENT SUPPORT

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Accounting & monitoring	81,96,061	-	-	-	-	81,96,061	70,92,211
HR expenses	43,76,875	-	-	-	-	43,76,875	49,26,372
Gratuity & leave encashment	51,84,060	-	-	-	-	51,84,060	61,32,205
Monitoring & evaluation	66,17,538	-	-	-	-	66,17,538	69,43,873
Governing body expenses	34,904	-	-	-	-	34,904	60,628
Fundraising & promotional expenses	62,01,836	-	-	-	-	62,01,836	53,49,310
<b>Total</b>	<b>3,06,11,274</b>	-	-	-	-	<b>3,06,11,274</b>	<b>3,05,04,599</b>

25. INSTITUTION BASED SERVICES EXPENSES

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Viveka tribal centre for learning at Hosahalli	-	3,73,69,645	-	-	-	3,73,69,645	3,44,82,261
Viveka school of excellence at Saragur	-	3,37,59,161	-	-	-	3,37,59,161	2,70,32,863
Vivekananda teachers training and research centre at Hosahalli	-	36,00,130	-	-	-	36,00,130	17,00,000
Viveka pre-university college at Saragur	-	70,79,416	-	-	-	70,79,416	71,46,540
Vivekananda memorial hospital at Saragur	-	-	-	10,10,90,664	-	10,10,90,664	7,65,26,368
Vivekananda institute of Indian studies at Mysuru	-	-	-	-	34,36,561	34,36,561	53,08,266
Vivekananda institute of leadership development at Mysuru	-	-	-	-	1,86,23,794	1,86,23,794	1,63,85,419
<b>Total</b>	-	<b>8,18,08,352</b>	-	<b>10,10,90,664</b>	<b>2,20,60,355</b>	<b>20,49,59,371</b>	<b>16,85,81,717</b>

(The above expenses includes personal cost, operational cost & program cost of the Institution)

26. COMMUNITY BASED SERVICES EXPENSES

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Students' education & teacher empowerment	-	12,12,96,911	-	-	-	12,12,96,911	12,16,65,328
Tribal development program	-	-	1,78,32,683	41,95,407	-	2,20,28,090	2,39,82,580
Rural livelihood program	-	-	5,93,36,639	-	-	5,93,36,639	2,24,12,545
Community radio station	-	-	17,55,642	-	-	17,55,642	20,92,406
HIV/AIDS - care & control	-	-	-	8,20,37,242	-	8,20,37,242	3,08,10,607
Medical care & rehabilitation	-	-	-	5,69,06,300	-	5,69,06,300	4,94,13,685
Academic & research	-	-	-	2,35,75,502	-	2,35,75,502	94,30,732
Water, sanitation, hygiene & environment program	-	-	-	2,50,65,610	-	2,50,65,610	2,56,58,251
Slum development program	-	-	-	40,79,616	-	40,79,616	41,24,564
<b>Total</b>	-	<b>12,12,96,911</b>	<b>7,89,24,964</b>	<b>19,58,59,677</b>	-	<b>39,60,81,552</b>	<b>28,95,90,698</b>

27. SUPPORT SERVICES EXPENSES

(Amount in Rs.)

	Education		SEEP	Health	Training & Research	Total	Previous Year
	Hosahalli	Bengaluru	Kenchanahalli	Saragur	Mysuru		
Agricultural activities	5,77,376	-	2,15,898	2,64,333	-	10,57,607	8,39,585
Canteen	1,04,34,911	-	19,86,922	91,78,453	51,39,514	2,67,39,800	2,92,25,442
Campus & office services	32,66,121	45,51,916	18,82,630	59,22,741	34,20,484	1,90,43,892	1,92,02,735
Transport services	10,05,130	2,34,282	-	79,33,531	5,35,096	98,08,039	89,77,179
IT & other services	-	1,19,440	-	15,07,189	8,17,497	24,44,126	21,60,739
Ayurveda medicine preparation	-	-	3,50,511	-	-	3,50,511	2,53,854
Hostel	-	-	-	2,29,44,684	22,60,166	2,52,04,850	1,86,34,542
Ceafal stores	-	-	-	83,70,840	-	83,70,840	22,40,230
<b>Total</b>	<b>1,52,83,538</b>	<b>49,05,638</b>	<b>44,35,961</b>	<b>5,61,21,771</b>	<b>1,22,72,757</b>	<b>9,30,19,665</b>	<b>8,15,34,406</b>



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28. AMOUNT NO LONGER RECEIVABLE

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Government	-	-	71,519	-	-	71,519	-
Trusts & foundations	-	-	-	9,322	-	9,322	-
Others	37,225	-	4,237	94,561	-	1,36,023	-
<b>Total</b>	<b>37,225</b>	<b>-</b>	<b>75,756</b>	<b>1,03,883</b>	<b>-</b>	<b>2,16,864</b>	<b>-</b>

29. DEPRECIATION

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
Foreign section	-	18,84,458	12,456	56,26,479	2,19,349	77,42,741	78,56,226
General section	14,23,943	92,92,235	10,48,277	53,76,149	15,19,337	1,96,59,941	1,68,71,621
<b>Total</b>	<b>14,23,943</b>	<b>1,11,76,693</b>	<b>10,60,733</b>	<b>1,20,02,628</b>	<b>17,38,686</b>	<b>2,74,02,683</b>	<b>2,47,27,847</b>

30. NET MOVEMENT IN FUNDS

(Amount in Rs.)

	Development Support	Education	SEEP	Health	Training & Research	Total	Previous Year
<b>Transferred from statement of Income &amp; Expenditure</b>							
To general fund	73,45,283	1,27,89,279	25,88,885	13,38,787	1,02,35,862	3,42,98,096	3,26,41,321
To asset replacement fund	-	3,95,967	68,661	18,61,548	1,54,459	24,80,635	23,50,800
To designated earmarked fund	-	-	-	-	-	-	-
<b>Sub total - I</b>	<b>73,45,283</b>	<b>1,31,85,246</b>	<b>26,57,546</b>	<b>32,00,335</b>	<b>1,03,90,321</b>	<b>3,67,78,731</b>	<b>3,49,92,121</b>
<b>Transferred to statement of Income &amp; Expenditure</b>							
From general fund	-	1,85,839	-	1,20,03,208	54,686	1,22,43,733	78,13,026
From asset fund	14,23,943	1,11,76,693	10,60,733	1,20,02,628	17,38,686	2,74,02,683	2,47,27,847
From Designated Earmarked Fund	-	-	-	10,82,403	-	10,82,403	-
From asset replacement fund	-	-	-	-	-	-	94,371
From staff recreation fund	-	-	-	-	15,984	15,984	1,03,223
<b>Sub total - II</b>	<b>14,23,943</b>	<b>1,13,62,532</b>	<b>10,60,733</b>	<b>2,50,88,238</b>	<b>18,09,356</b>	<b>4,07,44,802</b>	<b>3,27,38,467</b>
<b>Total (I - II)</b>	<b>59,21,339</b>	<b>18,22,714</b>	<b>15,96,813</b>	<b>(2,18,87,903)</b>	<b>85,80,965</b>	<b>(39,66,072)</b>	<b>22,53,646</b>

Note 30A Refer note no. 49 to financial statements



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31. GRANTS AND DONATIONS

(Amount in Rs.)

	Development Support	Educational Activity	SEEP	Health	Training & Research	Total	Previous year
General contribution	48,28,011	34,27,499	12,07,450	1,57,68,066	11,980	2,52,43,006	2,03,21,958
Earmarked funds spent through reversal expenditure	1,66,65,703	16,01,03,126	7,46,68,475	19,39,22,517	1,48,76,330	46,02,36,151	34,43,66,808
Earmarked funds received for purchase of Property, plant & equipment	-	5,96,64,300	23,46,195	2,07,22,969	-	8,27,33,465	3,98,67,658
Change in earmarked fund receivable	-	(97,04,166)	(8,84,447)	80,50,015	15,31,782	(10,06,817)	(78,58,446)
Change in earmarked fund	-	(32,62,317)	-	4,38,05,232	4,98,268	4,10,41,182	5,80,291
Change in restricted endowment fund	-	97,000	-	-	-	97,000	3,62,101
Change in designated endowment fund	8,68,896	-	-	-	-	8,68,896	4,63,405
<b>Total</b>	<b>2,23,62,610</b>	<b>21,03,25,442</b>	<b>7,73,37,674</b>	<b>28,22,68,798</b>	<b>1,69,18,360</b>	<b>60,92,12,884</b>	<b>39,81,03,775</b>

32. INCOME FROM ACTIVITIES

(Amount in Rs.)

	Development Support	Educational Activity	SEEP	Health	Training & Research	Total	Previous year
Community contributions	1,13,78,695	4,83,32,617	43,60,885	7,10,21,134	56,51,033	14,07,44,364	11,97,12,413
Support services	1,51,786	2,18,92,861	56,22,730	5,94,41,902	2,37,59,678	11,08,68,957	10,34,19,723
Change in income received in advance	1,502.03	3,29,596	-	(13,412)	(13,983)	3,03,703	(9,37,148)
Change in other receivable	4,59,905	2,15,508	66,938	(17,09,461)	31,528	(9,35,582)	(41,63,322)
<b>Total</b>	<b>1,19,91,888</b>	<b>7,07,70,582</b>	<b>1,00,50,553</b>	<b>12,87,40,163</b>	<b>2,94,28,256</b>	<b>25,09,81,442</b>	<b>21,80,31,666</b>

33. OTHER RECEIPTS

(Amount in Rs.)

	Development Support	Educational Activity	SEEP	Health	Training & Research	Total	Previous year
Income tax refund	6,27,712	-	-	-	-	6,27,712	-
Caution deposit - VSP students	-	2,55,500	-	-	-	2,55,500	2,75,250
Others receipt	10,623	20,000	-	5,275	-	35,898	3,09,219
Deposits received back	30,017	2,21,728	-	1,06,032	(6,460)	3,51,317	(2,49,298)
Staff caution deposit repayment	2,92,000	-	-	-	-	2,92,000	7,44,750
<b>Total</b>	<b>9,60,352</b>	<b>4,97,228</b>	<b>-</b>	<b>1,11,307</b>	<b>(6,460)</b>	<b>15,62,427</b>	<b>10,79,921</b>

34. SECURED LOANS

(Amount in Rs.)

	Development Support	Educational Activity	SEEP	Health	Training & Research	Total	Previous year
<b>Opening Balance of Secured Loans</b>							
Term Loan - construction of immovable property	-	98,57,600	-	12,73,453	-	1,11,31,053	1,48,09,444
Vehicle Loan	5,89,130	-	-	-	-	5,89,130	-
Overdraft & others	19,11,037	4,07,811	10,00,000	1,58,72,054	15,31,782	2,07,22,684	1,90,25,891
<b>Total</b>	<b>25,00,167</b>	<b>1,02,65,411</b>	<b>10,00,000</b>	<b>1,71,45,507</b>	<b>15,31,782</b>	<b>3,24,42,867</b>	<b>3,38,35,335</b>
<b>Closing Balance of Secured Loan</b>							
Term loan - construction of immovable property	-	62,63,506	-	7,00,839	-	69,64,345	1,11,31,053
Vehicle loan	23,65,316	-	-	-	-	23,65,316	5,89,130
Overdraft & others	-	80,88,711	-	1,41,19,430	-	2,22,08,141	2,07,22,684
	23,65,316	1,43,52,217	-	1,48,20,269	-	3,15,37,802	3,24,42,867
<b>Change in secured loans increase/(decrease)</b>	<b>1,34,851</b>	<b>(40,86,806)</b>	<b>10,00,000</b>	<b>23,25,238</b>	<b>15,31,782</b>	<b>9,05,065</b>	<b>13,92,468</b>



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35. PURCHASE OF PROPERTY PLANT & EQUIPMENT (CAPITAL PAYMENTS)

(Amount in Rs.)

	Development Support	Educational Activity	SEEP	Health	Training & Research	Total	Previous year
Addition to Property, plant & equipment as per balance sheet	44,37,253	5,91,59,128	30,36,409	1,57,08,792	-	8,23,41,582	7,62,04,960
Deletion during the year	-	-	-	(2,69,434)	-	(2,69,434)	(3,94,076)
Change in capital work in progress	(2,69,043)	22,65,199	(5,41,310)	52,16,957	-	66,71,803	(47,26,165)
Change in caution deposit contractors	-	62,897	-	-	-	62,897	32,479
Change in creditors for capital asset	-	(65,58,869)	5,35,897	(65,70,789)	-	(1,25,93,761)	(49,39,710)
Change with contractors and capital advance	11,59,368	-	-	-	-	11,59,368	-
<b>Total</b>	<b>53,27,578</b>	<b>5,49,28,355</b>	<b>30,30,996</b>	<b>1,40,85,526</b>	<b>-</b>	<b>7,73,72,455</b>	<b>6,61,77,488</b>

36. LOANS AND ADVANCES

(Amount in Rs.)

	Development Support	Educational Activity	SEEP	Health	Training & Research	Total	Previous year
Sub grantee advance	-	-	-	1,70,846	-	1,70,846	-
Rental advance	18,900	60,000	53,172	-	-	1,32,072	1,27,500
<b>Total</b>	<b>18,900</b>	<b>60,000</b>	<b>53,172</b>	<b>1,70,846</b>	<b>-</b>	<b>3,02,918</b>	<b>1,27,500</b>

37. EXPENSES FOR THE YEAR AND OTHER UTILITIES

(Amount in Rs.)

	Development Support	Educational Activity	SEEP	Health	Training & Research	Total	Previous year
<b>Expenses for the year as per statement of Income and Expenditure</b>							
Development support	3,06,11,274	-	-	-	-	3,06,11,274	3,05,04,599
Institution based services	-	8,18,08,352	-	10,10,80,664	2,20,60,355	20,49,59,371	17,80,12,449
Community based services	-	12,12,96,911	7,89,24,964	19,58,59,677	-	39,60,81,552	28,01,59,966
Support services	-	2,01,89,176	44,35,961	5,61,21,771	1,22,72,757	9,30,19,665	8,15,34,397
Changes in inventory	-	(3,02,847)	-	82,501	-	(2,20,346)	(6,56,306)
Change in staff benefit fund	(40,12,471)	-	-	-	(15,984)	(40,28,455)	(68,36,745)
Program advance - others	(5,53,832)	(53,180)	88,859	93,84,651	8,851	88,75,349	(1,23,024)
Changes in payables	(47,27,510)	(41,31,813)	(73,37,657)	(77,59,293)	5,94,660	(2,33,61,614)	(93,25,712)
Change in specified contribution returnable	-	37,787	(32,787)	-	-	5,000	2,00,000
Changes in other current liabilities	57,511	7,25,498	-	(7,82,775)	-	233	17,01,961
Change in other receipts	(80,138)	-	-	1,300	-	(78,838)	23,972
<b>Total</b>	<b>2,12,94,833</b>	<b>21,95,69,884</b>	<b>7,60,79,339</b>	<b>35,39,98,495</b>	<b>3,49,20,639</b>	<b>70,58,63,190</b>	<b>55,51,95,557</b>



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**37. INTERNAL CONTROL AND RISK MANAGEMENT**

The Governing Body holds ultimate accountability for establishing and maintaining an effective system of internal control within the Organization. Such system is designed to provide reasonable assurance against material misstatements, errors, and fraud. Responsibility and authority are clearly delegated through the Chief Executive Officer to the respective management and operational levels within the Organization.

The Organization has instituted a strategic planning process with a rolling review cycle of three years, complemented by an annual budgeting framework which requires approval from the Governing Body. Material deviations from the approved budgets necessitate specific authorization by the Governing Body. Revised forecasts are conducted periodically throughout the financial year to ensure proactive financial management.

A robust financial reporting system is in place, whereby actual performance is monitored against budgeted targets on a monthly basis. This comprehensive planning and monitoring framework, coupled with the policy to maintain prudent reserves within the General Fund, enables the Organization to effectively oversee, mitigate, and manage its exposure to operational and financial risks.

**38. INVESTMENTS**

During the year Rs.44,68,309/- (Previous Year Rs. 41,67,280/-) of interest has been accrued but not received on investments and it has been included in total investment of Rs.19,18,32,681/- (Previous Year Rs.11,94,43,256/-)

**39. MICRO, SMALL AND MEDIUM ENTERPRISES DEVELOPMENT ACT, 2006**

There are material dues owed by the Company to Micro and Small Enterprises, which are outstanding for more than 45 days during the year end as at March 31, 2025. This information as required under the Micro, Small and Medium Enterprises Development Act, 2006 has been determined to the extent such parties have been identified on the basis of information available with the Company.

Particulars	(Amount in Rs.)	
	As At March 31, 2025	As At March 31, 2024
i. Principal amount remaining unpaid to any supplier as at the end of the accounting year.	2,36,355	-
ii. Interest due thereon remaining unpaid to any supplier as at the end of the accounting year.	-	-
iii. The amount of interest paid / written back along with the amounts of the payment made to the supplier beyond the appointed day.	-	-
iv. The amount of interest due and payable for the year	-	-
v. The amount of interest accrued and remaining unpaid at the end of the accounting year	-	-
vi. The amount of further interest due and payable even in the succeeding year, until such date when the interest dues as above are actually paid.	-	-

**40. OBLIGATION ON LONG TERM, NON-CANCELLABLE OPERATING LEASE**

The Organization has taken leases of office premises, chapter and branch activities. The Organisation has paid Rs.15,07,500/- as refundable security deposit to 23 lessors (Previous year 14 lessors Rs.12,12,500/-). The total rental expense for the year of Rs.38,63,670/- (Previous year Rs.33,37,098/-) has debited to the statement of income and expenditure for the year ending March 31, 2025.

Future minimum lease payments due under non-cancellable operating leases are as follows:

Particulars	(Amount in Rs.)	
	As at March 31, 2025	As at March 31, 2024
Not later than 1 year	-	-
Later than 1 year and not later than 5 years	-	-
Later than 5 years	-	-



**41. STAFF BENEFIT FUND - GRATUITY FUND**

The following table provides the disclosure in accordance with Revised AS – 15 in respect of Gratuity for the year ended and as at March 31, 2025.

Particulars	(Amount in Rs.)	
	As at March 31, 2025	As at March 31, 2024
<b>I. Change in Defined benefit Obligations:</b>		
Projected Defined Benefit obligations at the beginning of the year	2,16,74,429	1,62,25,976
Current Service Cost	29,50,394	23,12,166
Interest Cost	15,80,768	12,09,393
Past Service Cost	-	-
Actuarial Losses / (Gain)	9,89,965	26,56,745
Benefits paid	(15,24,239)	(7,29,853)
Projected Defined Benefit obligations at the end of the year	<u>2,55,71,317</u>	<u>2,16,74,429</u>
<b>II. Change In Plan Assets</b>		
Plan assets at the beginning of the year at Fair Value	-	-
Contributions by the employer	16,24,239	7,29,853
Benefits paid	(16,24,239)	(7,29,853)
Plan assets at the end of the year at Fair Value	-	-
<b>III. Present Value of Defined Benefit Obligation</b>	2,55,71,317	2,16,74,429
Plan Assets at the end of the year at Fair Value *	-	-
Total Liability as at the end of the year **	<u>2,55,71,317</u>	<u>2,16,74,429</u>
<b>IV. Financial Assumptions at the Valuation Date</b>		
Discount Rate (P.A)	6.55%	7.15%
Salary Escalation Rate	6.00%	6.00%

\* Plan Assets does not include the fixed deposit made by the Organization.

\*\* Liability for gratuity shown under Gratuity fund in note 3 as Gratuity Fund in financial statements.

Breakup of Gratuity fund is as follows;

Particulars	(Amount in Rs.)	
	As at March 31, 2025	As at March 31, 2024
Current liability	48,54,050	50,32,348
Non current liability	2,07,17,266	1,66,42,081
Total liability	<u>2,55,71,317</u>	<u>2,16,74,429</u>

**42. STAFF BENEFIT FUND - LEAVE ENCASHMENT**

- i. The leave obligations cover the Organisation's liability for earned leave and is not funded. Future leave liability is based on AS 15 (Revised) on actuarial basis.
- ii. Leave encashment benefit expensed in the Statement of Income and Expenditure for the year is Rs.4,49,471/- (Previous year Rs.15,56,285/-).
- iii. Leave encashment benefit outstanding is Rs.32,68,402/- (Previous year Rs.31,36,835/-).
- iv. Breakup of leave encashment fund is as follows:

Particulars	(Amount in Rs.)	
	As at March 31, 2025	As at March 31, 2024
Current liability	8,03,386	7,74,602
Non current liability	24,65,016	23,62,233
Total liability	<u>32,68,402</u>	<u>31,36,835</u>

\* Liability for leave encashment shown under leave encashment fund in Note 3 to financial statements.

**43. SEGMENT REPORTING**

**I. Operating Segments**

Financial Statements has been prepared based on the broad areas of operation by the Organization. Assets and liabilities for each area has been treated separately and disclosed in the financial statement.

**II. Geographical Segment**

It is based on the geographical location of the donors and expenses incurred out of such source. Geographical segment is broadly classified into contribution received from Indian source and contribution received from foreign sources. The geographic sector wise financials as follows;



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Segment reporting

Balance Sheet as at March 31, 2025

(Amount in Rs.)

Particulars	As at March 31, 2025		As at March 31, 2024	
	Foreign	Indian	Foreign	Indian
<b>SOURCE OF FUNDS</b>				
Restricted Funds	14,68,16,205	36,11,27,996	11,98,49,031	27,92,12,726
Designated Funds	55,72,988	7,16,07,501	54,27,385	6,10,22,546
Unrestricted Funds	1,88,00,961	1,64,97,666	1,54,20,568	1,46,88,134
<b>TOTAL FUNDS</b>	<b>17,11,90,153</b>	<b>44,92,33,163</b>	<b>14,06,96,985</b>	<b>35,49,23,405</b>
<b>APPLICATION OF FUNDS</b>				
<b>Property, plant &amp; equipment</b>	8,97,65,713	28,05,83,986	8,22,80,760	22,67,27,659
Investments	6,79,17,093	12,39,15,587	5,75,54,458	6,18,88,798
Deposits	-	11,33,260	-	14,84,577
Current Assets	2,14,18,705	13,73,41,236	33,60,226	12,87,44,248
<b>TOTAL ASSETS</b>	<b>17,91,01,510</b>	<b>54,29,74,070</b>	<b>14,31,95,445</b>	<b>41,88,45,292</b>
<b>Liabilities</b>				
Current Liabilities	74,05,621	8,36,47,866	19,92,725	5,10,74,289
Long Term Liabilities	5,05,735	1,00,93,042	5,05,735	1,28,47,598
<b>TOTAL LIABILITIES</b>	<b>79,11,356</b>	<b>9,37,40,907</b>	<b>24,98,460</b>	<b>6,39,21,887</b>
<b>NET ASSETS</b>	<b>17,11,90,153</b>	<b>44,92,33,162</b>	<b>14,06,96,985</b>	<b>35,49,23,405</b>

Statement of Income and Expenditure for the year ended March 31, 2025

(Amount in Rs.)

Particulars	For the year ended March 31, 2025		For the year ended March 31, 2024	
	Foreign	Indian	Foreign	Indian
<b>INCOME</b>				
Unrestricted	35,30,556	28,17,47,602	31,36,495	24,69,32,714
Designated	-	1,74,428	-	1,34,387
Restricted	3,40,99,904	42,87,72,846	2,37,38,544	32,32,50,773
<b>TOTAL</b>	<b>3,76,30,460</b>	<b>71,06,94,876</b>	<b>2,68,75,039</b>	<b>57,03,17,874</b>
<b>EXPENDITURE</b>				
Development Support	34,172	3,05,77,102	2,45,855	3,02,58,744
Institution Based Services	1,06,13,023	19,43,46,348	83,21,591	16,02,60,126
Community Based Services	2,35,36,132	37,25,45,420	1,53,84,118	27,42,06,580
Support Services	-	9,30,19,665	-	8,15,34,406
Amount no longer receivable	-	2,16,864	-	-
Depreciation	77,42,741	1,96,59,941	78,56,226	1,68,71,621
<b>TOTAL</b>	<b>4,19,26,068</b>	<b>71,03,65,340</b>	<b>3,18,07,790</b>	<b>56,31,31,477</b>
<b>Net Movement in Funds</b>	<b>(42,95,608)</b>	<b>3,29,536</b>	<b>(49,32,751)</b>	<b>71,86,397</b>



**Swami Vivekananda Youth Movement**  
**Schedule to Financial Statements**

**44. FUND RAISED THROUGH SOCIAL STOCK EXCHANGE (SSE)**

During the Financial Year 2023-24 the Organisation had registered under Social Stock Exchange of National Stock Exchange (NSE) & Bombay Stock Exchange (BSE) which is a electronic fund raising platform regulated by Securities and Exchange Board of India (SEBI). Further the Organisation had listed "Zero Coupon Zero Principal Instruments (ZCZP)" of 1,55,00,000 ZCZP instruments of Rs.1/- each and had raised total contribution of Rs.1,55,00,000/-.

The Organisation proposed to spend the said fund for "Viveka Tribal Centre for Learning" through which SVYM envisions to create a learning environment which is holistic, inclusive and joyful for the children from the rural and tribal areas of H D Kote and neighbouring taluks over the period of five years.

During the year organisation has an opening balance of unspent amounting to Rs.1,50,00,000/- and expenses made during the year constitutes to Rs.27,53,250/- relating to the listing of ZCZP Instruments. As on 31st March, 2025 the unspent amount of Rs.1,22,46,750/- is disclosed as earmarked fund under the head 'Education' (refer note no 3A). The matching amount of Rs.1,22,46,750/- is kept in a separate bank account as on March 31, 2025.

**45. EARMARKED FUNDS**

- i. Expenditure incurred during the year from earmarked fund is for both capital and recurring expenditure.
- ii. Unspent amount available as on the balance sheet date is Rs.7,41,17,170/- (Previous year Rs.3,30,75,989/-)

**46. RELATED PARTY DISCLOSURE**

As required under "Accounting Standard - 18", issued by Institute of Chartered Accountants of India, the Organization has disclosed the transaction with related parties effected during the financial year 2024-25.

**A Related parties and relationship**

**i. Governing body members**

Sl No.	Name of the Person	Relationship	Age	Qualification	Service rendered in SVYM	Specialization
1	Dr. Sudheer B Bangalore	President	57	MBBS	39 Years	Paediatrician
2	Dr. Chandrashekhar K N	Vice President	65	MBBS	41 Years	General Physician
3	Dr. Pushpalatha S	Secretary	60	MBBS	41 Years	Gynaecologist
4	Dr. Dathathri M A	Joint Secretary	47	MBBS	20 Years	Ophthalmologist
5	Dr. Sridevi Seetharam	Treasurer	56	MBBS	39 Years	Pathologist
6	Ms. Swathi R	Executive Member	36	MSc	7 Years	Educationalist
7	Dr. Prashanth	Executive Member	48	MBBS	20 Years	Ophthalmologist

**ii. Other related parties**

1	Ms. Savilha S (Key Managerial Personnel)	Chief Executive Officer	44	Chartered Accountant	14 years	Not Applicable
2	Dr M R Seetharam	Spouse of Treasurer	60	MBBS, MS (Ortho)	41 Years	Orthopaedical



Swami Vivekananda Youth Movement  
Schedule to Financial Statements

**B. Transaction with related parties and Key Managerial Personnel**

Particulars	(Amount in Rs.)	
	For the year ended March 31, 2025	For the year ended March 31, 2024
Salary, Allowances and Professional fees to governing body*	NIL	NIL
Salary and Allowances to Chief Executive Officer*	15,90,000	15,00,000
Professional fees to Dr M R Seetharam*	24,67,581	NIL
	<b>40,57,581</b>	<b>15,00,000</b>

\* The above figures do not include provision for gratuity payable and leave encashment as the same are actuarially determined for the Organization as a whole and separate figures for related parties are not available.

**47. CAPITAL COMMITMENTS**

Particulars	(Amount in Rs.)	
	As at March 31, 2025	As at March 31, 2024
Major capital commitments	17,75,00,000	11,25,00,000
	<b>17,75,00,000</b>	<b>11,25,00,000</b>

**48. PENDING LITIGATION**

One of the donors had donated a land & building measuring about 2400 sq. ft. located at Bengaluru (Karnataka). The referred property is registered in the name and title of the Organization. However, during the course of the ownership, a relative of the donor is claiming the title and deed of the property on his behalf. The concerned matter is been pending before the Hon'ble High Court of Karnataka as a civil case bearing O.S. No. 9725/2014.

**49. NET MOVEMENT OF FUNDS**

- Surplus or deficit arising out of operations, adjusted against the General Fund.
- Unutilized interest earned on Endowment Funds credited to Endowment Principle.
- Unutilized interest earned on Asset Replacement Fund credited to Asset Replacement Fund.
- Unutilized interest earned on Staff Recreation Fund credited to Staff Recreation Fund.
- Depreciation charged during the year is transferred to asset fund through net movement of funds

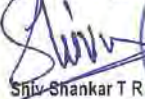
**50. GENERAL**

- Further, the Organization has used accounting software for maintaining its books of account which has a feature of recording audit trail (edit log) facility and the same has operated throughout the year for all relevant transactions recorded in the accounting software, except for audit trail feature is not enabled for certain changes made, if any, using privileged/ administrative access rights to the SAP Business ONE application and the underlying database. Further no instance of audit trail feature being tampered with was noted in respect of the accounting software.
- The management is taking steps to ensure that the books of account are maintained as required under the applicable statute.
- Previous year's figures have been regrouped and reclassified wherever necessary to confirm with current year's presentation.

For MSSV & Co,

Chartered Accountants

ICA Firm Registration Number: 0019875

  
Shri Shankar T R  
Partner

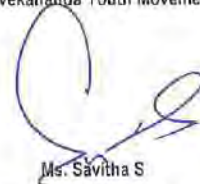
Membership No.: 220517



For and on behalf of Governing Body of Swami Vivekananda Youth Movement

  
Mr. Shreeharsha M S

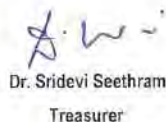
Senior Finance Manager

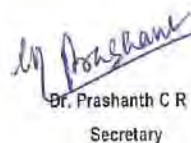
  
Ms. Savitha S

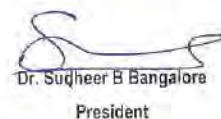
Chief Executive Officer

Place: Bengaluru

Date: May 27, 2025

  
Dr. Sridevi Seethram  
Treasurer

  
Dr. Prashanth C R  
Secretary

  
Dr. Sudheer B Bangalore  
President

## INDEPENDENT AUDITOR'S REPORT

To,  
The Members of Governing Body,  
Swami Vivekananda Youth Movement,  
CA2 KIADB, Industrial Housing Area,  
Hebbal, Mysore – 570 016

### Report on the audit of financial statements

#### Opinion

We have audited the accompanying Financial Statements of **M/s. Swami Vivekananda Youth Movement** ('the organization'), which comprise the Balance Sheet as at March 31, 2025, the Statement of Income & Expenditure, the Statement of Receipts and Payments for the year then ended and notes to the financial statements, including a summary of material accounting policies and other explanatory information (hereinafter referred to as the "Financial Statements").

In our opinion and to the best of our information and according to the explanations given to us, the aforesaid financial statements give the information in the manner so required and give a true and fair view in conformity with the accounting principles generally accepted in India, of the state of affairs of the organization as at March 31, 2025, its excess of expenditure over income and its cash flows for the year ended on that date.

#### Basis for Opinion

We have conducted audit of the financial statements in accordance with the Standards on Auditing (SAs) issued by the Institute of Chartered Accountants of India ("ICAI"). Our responsibilities under those Standards are further described in the "Auditor's Responsibilities for the Audit of the Financial Statements" section of our report. We are independent of the entity in accordance with the 'Code of Ethics' together with the ethical requirements that are relevant to our audit of the Financial Statements, and we have fulfilled our other ethical responsibilities in accordance with the Code of Ethics. We believe that the audit evidence we have obtained is sufficient and appropriate to provide our audit opinion on the financial statements.

**Responsibilities of Management and Those Charged with Governance for the Financial Statements**



**Responsibilities of Management and Those Charged with Governance for the Financial Statements**

Management of the organization is responsible for the preparation of the Financial Statements that give a true and fair view of the financial position, financial performance and cash flows of the organization in accordance with the accounting principles generally accepted in India. This responsibility also includes maintenance of adequate accounting records and design, implementation and maintenance of internal control, relevant to the preparation of the Financial Statements that give a true and fair view and are free from material misstatement, whether due to fraud or error.

In preparing the Financial Statements, management is responsible for assessing the organization's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the organization or to cease operations, or has no realistic alternative but to do so.

The Management is also responsible for overseeing the organization's financial reporting process.

**Auditor's Responsibilities for the Audit of the Financial Statements:**

Our objectives are to obtain reasonable assurance about whether the Financial Statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with SAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these Financial Statements.

As part of an audit in accordance with SAs, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control.



- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the entity to cease to continue as a going concern.

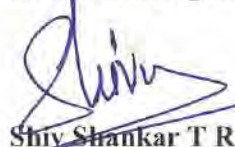
We communicate with management of the organization, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

We also provide management with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, related safeguards.

*for MSSV & Co.,*

Chartered Accountants

ICAI Firm Registration No.: 001987S

  
Shiv Shankar T R

Partner



Membership No.: 220517

UDIN : 25220517BMLLLB4844

Date : May 27, 2025

Place : Bengaluru



SVYM

# Together,

Investing in Building  
Human & Social Capital



Swami Vivekananda  
Youth Movement

Abridged Annual Activity Report 2024-25



## Swami Vivekananda Youth Movement

Swami Vivekananda Youth Movement (SVYM) is a development organization, engaged in building a new civil society in India through its grassroots to policy level action in Health, Education, Socio Economic Empowerment and Training & Research sectors since 1984.

SVYM has its headquarters in Mysuru district of Karnataka state in Southern India. Acting as a key promoter-facilitator in the community's efforts towards self-reliance and empowerment, SVYM is developing local, innovative and cost-effective solutions to sustain community-driven progress. SVYM believes that building human and social capital will result in economic consequences and all of SVYM's programs are driven by this development paradigm.



# Communities We Serve



## Indigenous Tribal Population

Since our inception, we have partnered with indigenous forest based tribal communities comprising Jenu Kuruba, Betta Kuruba, Yarava, Soliga, Irluga & Paniya living on the fringes of Nagarhole and Bandipur Forest & Tiger Reserves.

Jenu Kurubas are given the status of Particularly Vulnerable Tribal Group (PVTGs) by the Govt. of India. It is said that one can take Jenu Kuruba out of the forest, but one cannot take the forest out of Jenu Kuruba. Back in Maharaja's days, Jenu Kuruba men, being deft Mahouts, were commissioned to escort the royal hunt parties. Even today, Jenu Kuruba Mahouts are a part of the royal procession during Mysore Dasara.



Rural Youth



Urban Poor



Migrant Workers



Persons with Disabilities



People with HIV/Chronic Illness



Pregnant Women & Mothers



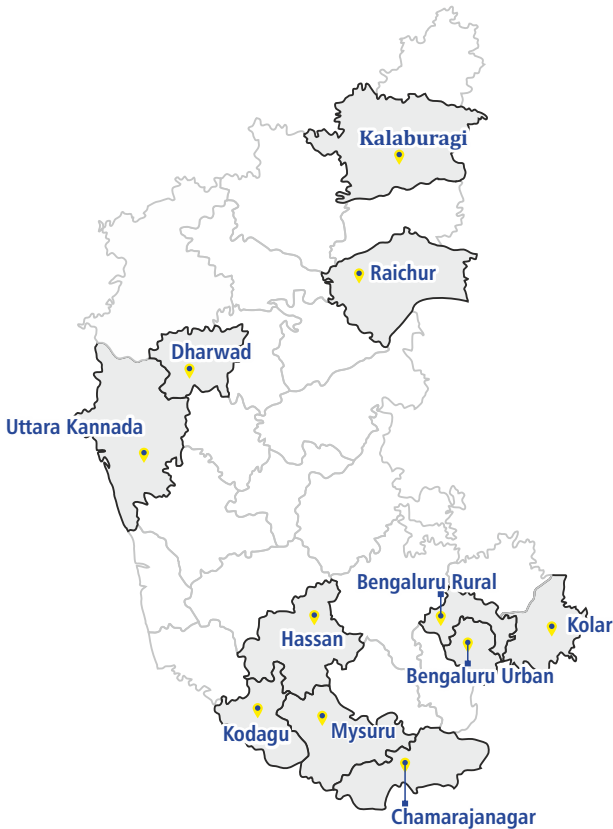
Elderly



Grassroots Government Functionaries



# SVYM's Reach in Karnataka



SVYM intervention areas with regional/project offices

- 3.5 Million people being served
- 40+ Programs
- 31 Districts of Karnataka



Care & Support Centre (CSCs) 2.0 (HIV) across Karnataka



Eliminating TB through decentralizing pediatric TB services & Innovative ACF in Karnataka (Intense, lite & TA)

## SVYM at a glance

**41**

Years of Service

**3.5**

Million People being Served

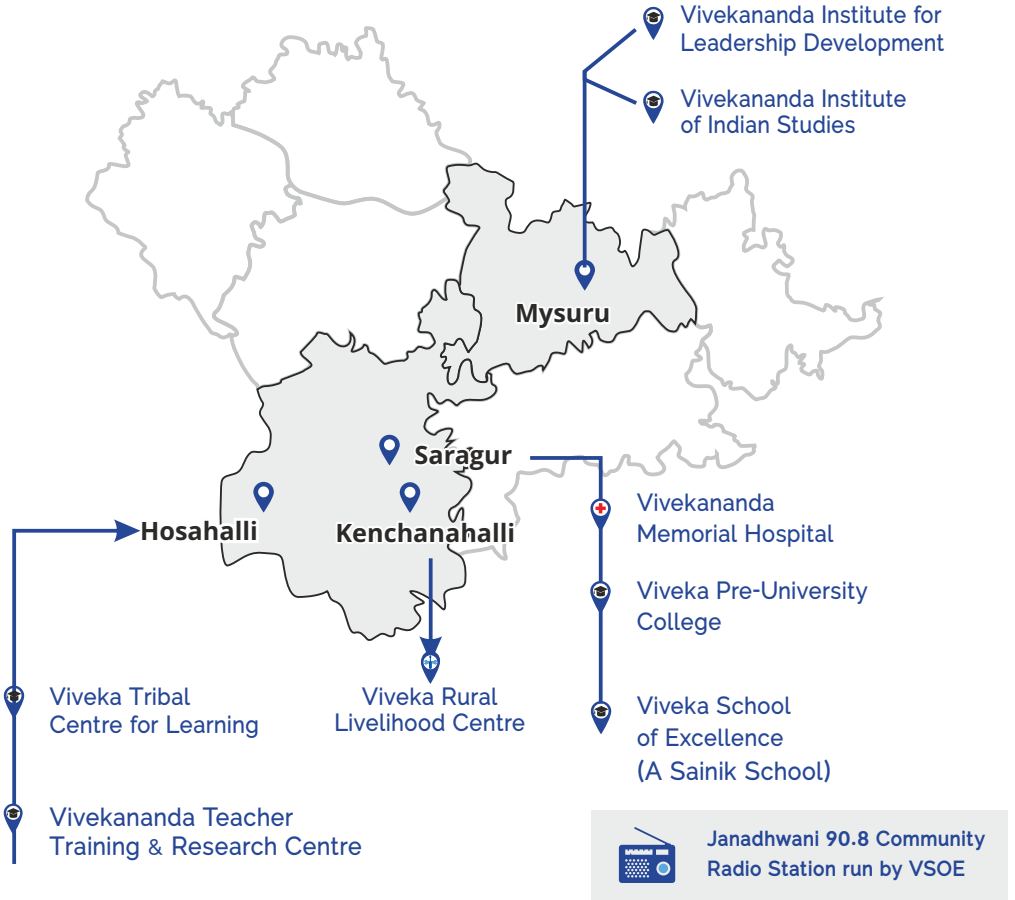
**40+**

Projects

**100+**

Partners

# SVYM's Institutions in Mysuru District



**31**  
Districts

**7**  
Institutions

**33**  
Awards so far

## Development Paradigm

Developing Human & Social Capital to build a resurgent India

## Vision

A caring and equitable society, free of deprivation and strife

## Mission

To facilitate and develop processes that improve the quality of life of people

### Guided by our core value of Satya



Transparency in action,  
disclosures &  
accounting procedures



We work with ethical  
& socially conscious  
partners



Listed in NGO-DARPAN of  
NITI Aayog, GuideStar India  
& Credibility Alliance

### Guided by our core values of Seva & Tyaga



Ensuring dignity  
in development



Nurturing a non-transactional relation  
with our community partners



Service before self

### Guided by our core value of Ahimsa



Striving to be energy  
sufficient & green



Transitioning towards zero plastic,  
zero paper, zero waste



All SVYM events are  
plastic free

## Vivekananda Memorial Hospital



SVYM's **100** bedded secondary care rural hospital in Saragur, Vivekananda Memorial Hospital serves the rural and tribal communities with ethical, rational and cost effective health care. **67,078** patient visits recorded in 2024-25.



## Health Sector Highlights

**10,786** Individuals received subsidised health care to a tune of **INR 47,36,818** Lakhs



Reproductive maternal, newborn, child, adolescent health Program reaches **66,000** tribals in **3** districts of Karnataka. **1001 (98.1%)** of registered pregnant women delivered safely in hospital settings in 2024-25

**13,480** Individuals from remote indigenous tribal communities in H D Kote with over **50%** women & **9,375** individuals in urban slums in Bengaluru accessed timely primary care through health outreach services



The Pediatric TB project implemented across Karnataka to address one of the most vulnerable populations affected by this disease.

Towards the goal of ending HIV by **2030**, Care & Support Centre (CSC 2.0) Project implemented across Karnataka through **36** Sub-sub-recipients (SSRs), leveraging community-based networks to manage and deliver care.

Program for migrants reaches **11,000+** and prison inmates reaches **42,000+**



Palliative Care Program served **2128** active cases in Mysuru, Saragur, Hassan, Madikeri, Bengaluru and Dharwad through home based and institutional care

Comprehensive, Care, Support & Treatment of PwDs in Mysuru and Kodagu Districts engages PwDs with medical (screening, medical and rehabilitation) and socio-economic rehabilitation (formation of Self Help Groups and vocational skills). 301 children & 582 adults received comprehensive rehabilitation



Healthy Life Trajectories Initiative (HeLTI), a global research initiative towards reducing long term risks of NCDs is being undertaken in **105** villages and **2** towns of Saragur and H D Kote taluk of Mysuru district. **4419** women & **732** husbands recruited for the research.

Viveka Tribal Centre for Learning



Viveka Tribal Centre for Learning, a residential school for indigenous tribals extends equitable education to **562 students (49% girls)** with a focus on introduction to basic technology, art and sports.



## Education Sector Highlights



**573** Students at Viveka School of Excellence access quality CBSE Board Education

The Sainik School Section with **162** Students ranks amongst the top Sainik Schools

Viveka Pre University College provides affordable quality education to **159** students from rural communities. Meritorious students from economically humble backgrounds are awarded scholarship seats.



Viveka Scholar Program extends scholarship to meritorious students from economically humble backgrounds. Initiated in 2007, the program has benefited **2000+** students.

**217** Students in Pre-University, **456** Students in higher education were supported in 2024-25.



School Education Program collaborated with **190** Govt. schools towards better learning outcomes.

**46,000** Students and **11,000** Teachers engaged in **7** districts of Karnataka



Nurseries of Talent Program aims at nurturing the exceptional talents of children in rural, tribal, and underserved communities with access to modern learning tools and resources, enhancing their educational experience. In 2024-25, digital classrooms were set up in **15** new schools in addition to **10** existing ones.



Future Teachers of India, a 3-month fellowship offered by Vivekananda Teacher Training & Research Institute taken by **28** teacher trainees.





Socio-economic empowerment of rural and tribal communities through formation of Self Help Groups, micro-saving activities, vocational & agricultural skills and small scale business units.

**120** tribal women SHGs saved INR **10,91,795** in 2024-25



## Socio-economic Empowerment Program Highlights



Viveka Rural Livelihood Centres provide vocational, agro-based and academic training to rural youth and women to create employment and entrepreneurship opportunities.

**3856** individuals trained with **83%** job placement

**9** Rural Social Business Units entirely run and managed by rural and tribal women Self Help Groups producing Ragi based products, soaps, cloths & handloom, with a cumulative sale worth INR **42,03,165**



SVYM's Janadhvani Community Radio reaches a population of **2,70,000** in **250** villages with **40+** programs aired for 14 hours every day related to education, health & community led development



Solar electrification of remote tribal hamlets on the fringes of the Bandipur Forest creating energy equity for over **200** families from indigenous communities.

Focusing on building the human & social capital through interventions in health, education, livelihood & sustainable energy, Integrated Village Development Program implemented in the remotest & less developed communities living in rural locations in Joida, M M Hills and Orohalli in Karnataka.

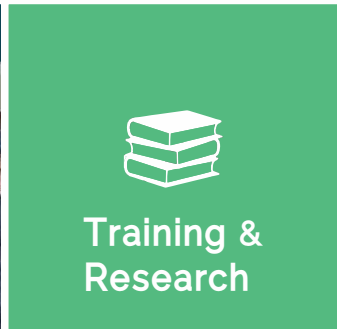


The comprehensive sustainable village development through Watershed Development & Tank Rejuvenation in Kolar, Karnataka implemented in **2** Gram Panchayats of Mulbagal block. About **536** hectares of land belonging to **350** farmers in **7** Villages covered under this project





Vivekananda Institute for Leadership Development conducted capacity building and training programs for Govt., Corporate and CSOs.



## Vivekananda Institute of Indian Studies

Collaborating with 28 universities worldwide, Viveka Institute of Indian Studies engaged 40+ international students with tailored immersion programs

# Our partners in building a resurgent India

## UN & Multilateral Agencies

UNICEF

The Global Fund to Fight AIDS, Tuberculosis and Malaria - GFATM

## Government of India

CSIR - Centre for Cellular and Molecular Biology, Hyderabad, Council of Scientific and Industrial Research, Ministry of Science & Technology

Department of Biotechnology, Ministry of Science & Technology

Indian Council of Agricultural Research (ICAR)

Institute of Secretariat Training and Management

Ministry of Defence

Ministry of Information & Broadcasting

Ministry of Tribal Affairs

National AIDS Control Organisation (NACO)

National Bank for Agriculture and Rural Development

National Health Mission (NHM)

National Tuberculosis Elimination Program (NTEP)

Rashtriya Madhyamik Shikshan Abhiyan

Sainik School Society (SSS)

Tribal Cooperative Marketing Federation of India (TRIFED)

## Government of Karnataka

Administration Training Institute, Mysore

Department of Fisheries

Department of Forest, Ecology & Environment

Department of Health & Family Welfare

Department of Primary and Secondary Education

Department of Rural Development & Panchayat Raj

Department of Women and Child Development

Department of Youth Empowerment & Sports

District Disability Rehabilitation Center

Integrated Tribal Development Project (ITDP)

Karnataka State Health Welfare

Karnataka Science and Technology Academy (KSTA)

Karnataka Science and Technology Promotion Society

Karnataka State AIDS Prevention Society (KSAPS)

Karnataka State Minerals Corporation Limited

Rural Drinking Water & Sanitation Department

## Banking Partners

Canara Bank

State Bank of India

## Non-Profit Institutions

Asha For Education  
Ashraya Hastha Trust  
Bharat Foundation  
Chitta Sanjeevini Charitable Trust  
CSI Wesley Church, Hassan  
Devagiri Charitable Trust  
Essae Padmaaruna Trust  
Freedom Trust, Chennai  
Inner Wheel Club, Kushalnagar  
Karimiya Rice Mill  
Kaveri Seva Foundation  
Kaveripatnam Subbaraya Setty Anniah Setty Charities  
Marathe Foundation  
Rotary Club, Kushalnagar  
Mulla Saifuddin Mulla Rubabai Vagh Trust  
Nihchal Israni Foundation  
NSE Foundation  
Om Prakash & Vimal Abbhi Daan Punya Trust  
Online Giving Foundation  
Raghulal & Co  
Rotary Avoidable Blindness Foundation  
Rotary Club of Hassan Midtown  
Rotary Club, Gonikoppa  
Rotary Club, Somwarpet  
Rotary Misty Hills, Madikeri  
Shilpa Nagendran & Dyuti Charitable Trust  
Smt Bhagwanidevi Basudev Jhunjhunwala Trust  
Society for Study on Chronic Diseases  
Solidarity and Action Against The HIV Infection In India (SAATHII)  
Sri Krishna Charitable Trust  
SVYM of NA  
SVYM of UK  
The Association of People with Disability  
The Mysore Rotary Club Charitable Trust  
The UK Online Giving Foundation  
Urban Health Care (UHC) Centre, Madikeri  
Vartakara Mandali, Saragur  
Visit Hampi Ltd Partnership  
WMG Foundation

## Academic and Institutional Partners

Albion College	The University of Illinois Urbana-Champaign
ATME College of Engineering	The University of Kansas
Creighton University	The University of Texas at Austin
Episcopal School of Dallas	The University of Utah
Heritage High School, Saginaw Michigan, USA	United Educational Society
Malgudi Public School	University of California Riverside
Sinai Health System	University of Zagreb, School of Medicine

## Corporate and Private Partners

Akamai Technologies India CSR Trust  
Ametek Instruments India Pvt Ltd  
Aminbhavi & Hegde Consulting Engineers Pvt Ltd  
Aristo Pharmaceuticals Pvt Ltd  
Association of Specialised Logistics India  
Aurigene Oncology Ltd  
Avality India Pvt Ltd  
Bharat Petroleum Corporation Ltd  
Canara Bank Ltd  
CanFin Homes Ltd  
Centre for Cellular and Molecular Platforms (C-Camp)  
Chem Trend Chemicals Company Pvt Ltd  
Klubor Lubrication India Pvt Ltd  
Cloudera Data Platform India Pvt Ltd  
Desmet India Corporation Private Limited  
Fanuc India Pvt Ltd  
GLT Techserv Pvt Ltd  
Gmmco Ltd  
Hindustan Petroleum Corporation Ltd  
Hunger Heroes  
Indian Sports & Scientific Company  
Ionidea Interactive Pvt Ltd  
Juniper Networks India Pvt Ltd  
Kotak Mahindra Prime Ltd  
Lindstrom Services India Pvt Ltd  
Lodestar Innovations Pvt Ltd  
LTIMindtree Foundation  
Maxim India Integrated Circuit Design Pvt Ltd  
McAfee Software India Pvt Ltd  
MD Manage (India) Pvt Ltd  
MN Associates  
Momentive Performance Materials (India) Pvt Ltd  
Musarubra Software India Pvt Ltd (Trellix)  
NewSpace India Ltd  
Oil and Natural Gas Corporation Ltd  
Padmini VNA Mechatronics Pvt Ltd  
PayPal Payments Pvt Ltd  
PriceWaterhouseCoopers (PWC) India Foundation  
Qualcomm India Pvt Ltd  
Raadhi Advisors LLP  
Raj and Raj Investments  
Right to Live  
S.K. Steeltech Pvt Ltd  
Sandvine Technologies (India) Pvt Ltd  
Schevaran Laboratories Pvt Ltd  
Siemens Technology and Services Pvt Ltd  
Soften Trust  
Sycomp Technologies India Pvt Ltd  
TaeguTec India Pvt Ltd  
Tata Consumer Products Ltd  
Tektronix India Pvt Ltd  
Texas Instrument India Pvt Ltd  
Textron India Pvt Ltd  
Titan Company Ltd  
Trelleborg India Pvt Ltd  
Universal Sompo General Insurance Company Ltd  
Vinyas Innovative Technologies  
Wipro Foundation

## Individual Donors

Mr. Antonat Franklin  
Dr. Balasubramaniam R  
Ms. Bhrmarambha  
Mr. Dhruv Singhal  
Mr. Govind Nadadur R  
Mr. Hariprasad Shanbhogue Alampady  
Ms. Janaki Acharya  
Ms. Jayalekshmi  
Mr. Joish Rajendrakumar  
Mr. Kagalkar A N  
Mr. Paniraj S  
Ms. Pushpalatha M & Mr. Subraya Baliga  
Mr. Rajesh Babu D.N  
Mr. Ravichandra More  
Ms. Saumitra Chakravarty  
Ms. Savithamma K  
Mr. Seshanna K S  
Ms. Shanthi Ganapathy P  
Mr. Shashidhar Sastry L  
Mr. Sheshadri K N  
Mr. Sreedhar K V  
Mr. Sreepada Rao M S  
Ms. Sudha Raman

## Volunteers

Ms. Aarabhi  
Dr. Abhay Matkar  
Dr. Ajai Shreevatsa  
Mr. Ajay Soodh  
Mr. Anikethan V  
Mr. Anwaarrah  
Dr. Arunkumar C  
Mr. Ashok Kori  
Dr. Bindu C B  
Mr. Channappa  
Dr. Damayanthi H R  
Dr. Deepk P  
Mr. Dinesh  
Mr. Ganesh chandan K  
Mr. GC Tallur  
Dr. Gopalkrishna D. Kamalapur  
Mr. Harsha S  
Dr. Hemalatha Pattabhi  
Dr. Hemanth H T  
Mr. Hemanth D  
Dr. Jagadish C N  
Mr. Kiran Kumar B  
Mr. Kollegala Sharma  
Mr. Kulkarni B V  
Mr. Kushwant Kolibailu  
Dr. Mahesh Desai  
Mr. Mallikarju Hugar  
Dr. Mamatha B S  
Ms. Mamatha Patil  
Dr. Managala Kanabargi  
Dr. Manjunath Bhanjantri  
Mr. Nagaraj Hugar  
Dr. Nagesh K A  
Mr. Nandisha N  
Mr. Ningappa Hadapad  
Mr. Ningaraju  
Mr. Pavan Kumar K K  
Ms. Pavitra Ullagaddi  
Ms. Pooja Raghunandhan  
Dr. Raghavendra Nayak  
Mr. Rajgopal Setty Ravish  
Mr. Rajesh Kalal  
Dr. Ramesh Kadam  
Ms. Raneka Dindoor  
Mr. Rangaswamy  
Mr. Sabir Ahmed  
Dr. Sachin B S  
Dr. Sameer Mangalwedhe  
Ms. Sangeetha R  
Dr. Santhosh S V and Family Hassan  
Mr. Satisha M S  
Dr. Settar (Kotresh) M M  
Dr. Shakti N  
Dr. Shilp B J  
Dr. Shridhar Kulkarni  
Dr. Shylaja S Kumar  
Dr. Srinivas V  
Mr. Suresh Guruji  
Ms. Tanuja  
Dr. Thirumalachar  
Dr. Ulhas Kanabargi  
Ms. Vanishree  
Dr. Vedvyas M. Deshpande  
Dr. Veena T A  
Dr. Venkatesh G M  
Dr. Vijayalaxmi Thota  
Dr. Vishal  
Mr. Vishwanath  
Mr. Vreddhi Bhat  
Dr. Zahan Akthar

## Institutional Volunteer

Cauvery College of Physiotherapy, Mysuru  
CSI Holdsworth Memorial Hospital, Mysuru  
Indian Red Cross Society, Hassan Branch  
Interactive Research School for Health Affairs, Pune  
KVG Hospital, Sullia  
MCKS Food for the Hungry Foundation, Karnataka

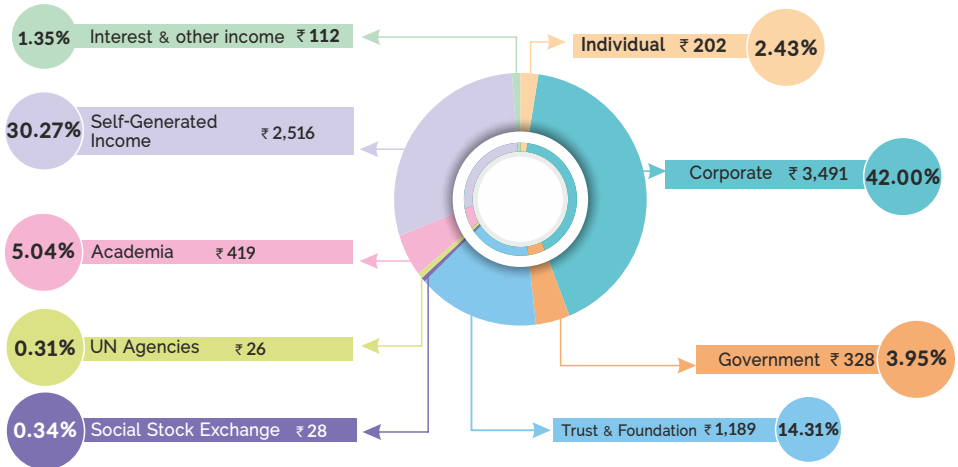
Mount Sinai Hospital, University of Toronto, Canada  
Mysore Medical College & Research Institute, Mysuru  
Primary Healthcare Centre (PHC), Bhagamandala  
Rajiv College of Physiotherapy, Hassan  
Yoganjali Spiritual Fitness Centre, Hassan

# Financial Highlights

## Analysis of the sources of Income for the year 2024-25

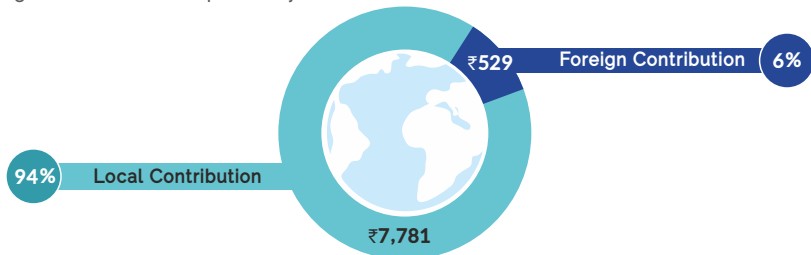
### Composition of Income

Expenditure	Amount in lakhs of ₹		% Change
	2024-25	2023-24	
Individual	₹202	₹166	22
Corporate	₹3,491	₹2,267	54
Government	₹328	₹336	(2)
Trust & Foundation	₹1,189	₹1,097	8
Social Stock Exchange	₹28	₹5	451
UN Agencies	₹26	₹31	(16)
Academia	₹419	₹144	191
Self-Generated Income	₹2,516	₹2,231	13
Interest & other income	₹112	₹94	20
<b>Grand Total</b>	<b>₹8,311</b>	<b>₹6,371</b>	



### Income Composition for FY 2024-25 (in lakhs)

During the FY 2024-25, Foreign contribution increased to ₹376 lakhs from ₹269 lakhs of FY 2023-24. Despite the increase in contribution for the year, the foreign contribution continued to represent 6% of the total funding, consistent with the previous year



### Geographical Segmentation

## You can make a difference by donating

### For donors in India



The Cheques/DD may be sent in the name of "Swami Vivekananda Youth Movement" to our office: Swami Vivekananda Youth Movement CA-2, KIADB Industrial Housing Area, Ring Road, Hebbal, Mysuru - 570 016, Karnataka State, INDIA

**Account Name** Swami Vivekananda Youth Movement , **Account No:** 0566101026241, **Bank Name:** Canara Bank, Branch - Jayalakshmi Puram, **Bank address** - #6, Ganga, Temple Road, Jayalakshmi Puram, Mysore - 570012, **IFSC** - CNRB0000566 , **SWIFT** - CNRBINBBJLM

Donate online <https://svym.org/donate>

Donations made to SVYM in India are exempt from Income Tax under Sec. 80 (G)



### For donors in USA



2832, Alderberry Court, Fullerton, California 92835, USA

**Account Name** Swami Vivekananda Youth Movement of North America, **Account No:** 00101158270, **Bank Name:** Orange County Credit Union, **Bank address:** P.O.Box 60097, CA 91716, **Routing/Transit Number:** 322281989

SVYM NA is a registered 501(c)3 Organization. Your donations are tax-deductible to the extent allowed by law

### For donors in United Kingdom



38, Montmano Drive, Didsbury Point, Manchester M20 2EB

**Account Name** SVYM UK, **Account No:** 6523 2923, **Bank Name:** The Cooperative Bank P.L.C **Sort code:** 08-92-99

Donations made to SVYM UK are tax deductible. UK Registered charity number: 1118678

### Donate Online

<https://svym.org/donate>

through our easy and secure payment modes  
Netbanking | Credit Card | UPI

13683399026241@cnrb

Scan & Pay with any BHIM UPI app



PhonePe

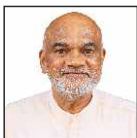


Donations made to SVYM in India are exempt from Income Tax under Sec. 80(G)

## Governing Body 2024-25



**Dr. Sudheer B Bangalore**  
President



**Dr. Chandrashekar K N**  
Vice President



**Dr. S Pushpalatha**  
Secretary



**Dr. Dathathri H A**  
Joint Secretary



**Dr. Sridevi Seetharam**  
Treasurer



**Dr. Prashanth C R**  
Executive Member



**Ms. Swathi R**  
Executive Member

## SVYM Advisors



**Dr (Flt Lt) M A Balasubramanya**  
Advisor and Founding Member, SVYM  
Chairman & Designated Partner,  
NAVGRAAM



**Dr M R Seetharam**  
Advisor & Founding Member, SVYM  
Senior Orthopaedic Consultant,  
Vivekananda Memorial Hospital

## SVYM Executive Leadership



**Ms. Savitha S**  
Chief Executive  
Officer



**Mr. Praveen Kumar S**  
Deputy Chief Executive  
Officer &  
Head - Education Sector



**Dr. Kumar G S**  
Head -  
Health Sector



**Dr. Dennis D Chauhan**  
Director -  
Socio - Economic  
Empowerment Program



**Mr. Jayanth K S**  
Head -  
North Karnataka  
Programs

# Statutory Registrations

## Swami Vivekananda Youth Movement (SVYM) is

Registered under the **Karnataka Societies Registration Act**, vide No. 122/84-85, dated 1-12-1984

Registered under Sec 12 A of **The Indian Income Tax Act 1961**, vide No. Trust/718/10A/Vol B II/85 having PAN: AAATS5045F

Registered with **Ministry of Home Affairs**, Government of India, under FCRA 1976 vide No. 094590102

Registered under **Service Tax**, vide No. AAATS5045FSD001

Registered under **NGO Partnership System, (NITI Aayog)** Unique Id vide No. KA/2009/0002213

**Organization GST REG - 06 29AAATS5045F1ZG**

Office of Registrar of Companies, **Ministry of Corporate Affairs**,  
Gol - CSR00002215

SVYM is registered under BSE Social Stock Exchange- Registration Number - BSESSE0032NP2324

SVYM is registered under NSE Social Stock Exchange- Registration Number - NSESSEN0030

### Our Auditor

**M/s. MSSV & Co.**  
2<sup>nd</sup> Floor, 63/2, Railway Parallel Road,  
Kumara Park West, Bengaluru - 560 020,  
Karnataka, India

### Legal Advisors

**Sri J Purushotham**  
Advocate, Mysuru



# 33

## Awards so far

Best NGO in INDIA under the Category of large NGOs (2014/15)



SAFA Award - Best Presented Annual Report (2017)



ICAI Awards - Excellence in Financial Reporting (2015)



“

Three things I would emphasize about SVYM, First, it is the economy with which results are achieved and the carefulness with which money is spent. Secondly, it's highly professional. And thirdly, that it's a very transparent model. The kind of transparency of working, of funding of auditing of accountability is something which should commend itself as an ideal for prototypes of this type in India. SVYM is truly a metaphor for the change which we want to see."

**Shri Justice M N Venkatachalaiah**

Former Chief Justice of Supreme Court of India  
Former Chairman, National Human Rights Commission, India



“

It is indeed a very heartening experience to see SVYM's enthusiasm in popularising Science and bringing the process of Science to the student community

**Shri Kiran Kumar**

Former Chairman,  
Indian Space Research Organisation (ISRO)



“

As corporate, we brought in excellence, thought process and strategic thinking to work with our partners to do best what they do. And year on year with every interaction, SVYM took every single opportunity to improve in their programs and work with us like a true partner. They experimented and have created successful models with that.

**Shri Sridhar N E**

Chief Sustainability Officer, Titan Company Ltd



# शिव ज्ञाने जीव सेवा Serving God in Man

Featuring on SVYM's emblem and translating to 'Knowledge of God through service of man', in just four words 'Shiva Jnane Jeeva Seva' captures the essence of spirituality. It encourages us to pursue divinity in an experiential way by devoting ourselves in the service of the others, guiding us to see everyone as equal and serve them with equality, fairness and compassion to uphold their dignity.

We believe, SVYM is a platform for everyone to come and exercise spirituality by serving others.

## Administrative Office

**Swami Vivekananda Youth Movement**  
Hanchipura Road, Saragur, Saragur Taluk, Mysuru  
District - 571121, Karnataka State, INDIA  
Tel/Fax: (08228) 265877, 265412  
Mobile: +91 96866 66312

## Registered Office

**Swami Vivekananda Youth Movement**  
CA-2, KIADB Industrial Housing Area  
Ring Road, Hebbal, Mysuru - 570 016  
Karnataka State, INDIA  
Ph: +91 - 96866 66313

# Swami Vivekananda Youth Movement

## VTCL Questionnaire Draft

---

### Introduction/Objectives:

The objective of this questionnaire is to gather insights into the impact of VTCL on the community and how the community has in turn contributed in shaping the “idea of VTCL.” The feedback and opinions from the community will help assess the school’s performance and its influence on the community and surrounding areas, as well as to identify areas for improvement. The questionnaire will also attempt to capture the impact/influence of VTCL on the larger ecosystem that drives education - donors, CSR, government, SVYM staff.

---

**Disclaimer:** *This survey and your responses to the following questions will be used for general analytical purposes only. Although we collect your email address along with your answers, your specific responses will not be connected to you in any way whatsoever. After your results are added into the final tally, your email address, individual responses, and any other confidential information you share, will not be given to any third party whatsoever.*

*In addition, you will not be added to any mailing lists without a prior written consent from you, subsequent to this survey. Proceeding to the survey implies that you understand and agree to provisions in this disclaimer. Your cooperation and participation in this survey is highly appreciated.*

---

### Section-1

This is a generic section and common to everyone who is included within the ambit of the test sample and the questionnaire is administered to.

1. Name \_\_\_\_\_ Required
2. E-mail address \_\_\_\_\_ Optional
3. Mobile \_\_\_\_\_ Required
4. How have you been associated with VTCL? You can choose all that apply. Required
  - a. Parent (of a student)
  - b. Community member



- c. Individual Donor
- d. Faculty/Teacher
- e. CSR professional
- f. SVYM employee
- g. Other (specify)  \_\_\_\_\_

5. How long has your association with VTCL been?

- a. 1 - 3 years
- b. 3 - 5 years
- c. 5 - 10 years
- d. > 10 years

If your response to Q-4 was (a), then go to section-2 of this questionnaire, (b), go to section-3, (c) go to section-4, (d), go to section-5, (e) go to section-6, (f), go to section-7.

## Section-2 [Parents]

This section of the questionnaire attempts a qualitative assessment among the parents on their “experience with VTCL” - what was it like before the advent of VTCL and how has VTCL changed their outlook toward life, what does VTCL mean to them and how do they see themselves contributing towards VTCL.

1. Are you an alumnus of VTCL?
  - a. YES
  - b. NO
2. If you answered ‘YES’ to the previous question, how did your being an alumnus of VTCL influence your decision to enroll your child/ward into VTCL?
  - a. It was an important consideration



- b. It did not influence my decision
- c. It had a limited influence on my decision
3. If you answered 'NO' to Q-2, then how did you come to know of VTCL?
- a. Friends/Family member
- b. School staff contacted me
- c. Community leader advice
4. What are the other schools in and around your community that you are aware of?
- 
- 
5. Why did you choose VTCL over other schools ? (Select all that apply)
- a. Quality of teaching
- b. Infrastructure & Facilities
- c. Life skills being taught
- d. Extracurricular activities
- e. Better employment opportunities
- f. Community participation/involvement
- g. Other (please specify)  \_\_\_\_\_
6. What were the primary challenges you faced regarding your children's education before VTCL? (Select all that apply)
- a. Lack of access to schools
- b. Poor quality of education
- c. Financial constraints
- d. Other:  \_\_\_\_\_



7. In what ways has VTCL changed your outlook toward education and life? (Select all that apply)

- a. Increased value placed on education
- b. Greater hope for children's future
- c. Improved community cohesion
- d. Enhanced our cultural pride

8. What additional support or programs would you like VTCL to offer to better assist parents and the community? (Select all that apply)

- a. Parenting workshops
- b. Adult education programs
- c. Vocational training
- d. Health and wellness programs
- e. Other (Specify)  \_\_\_\_\_

9. How has the school impacted your family's overall quality of life?

- a. Positively
- b. Neutral
- c. No comments

10. On a scale of 1 to 5 (where 1 is poor, 3 is good, and 5 is excellent), how would you rate the quality of education provided by VTCL?

3

This section of the questionnaire attempts a qualitative assessment among the community on their “experience with VTCL” - what was it like before the advent of VTCL and how has VTCL changed their outlook toward life, what does VTCL mean to them and how do they see themselves contributing towards VTCL. This section also attempts to find out if the community is aware of other schools (if at all) in the vicinity and do they exercise choice in deciding which school to send their children/wards to.

1. How many children of school-going age live in your community?

\_\_\_\_\_

2. How many schools are there in and around your community?

\_\_\_\_\_

3. How many children of school-going age have enrolled into a school (any school)?

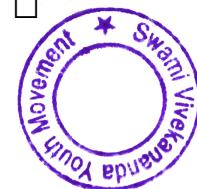
\_\_\_\_\_

4. In what ways can VTCL improve its relationship with the community? (Select all that apply)

- a. Regular community meetings
- b. More cultural events
- c. Improved communication channels
- d. Increased community involvement in school activities
- e. Other (specify)  \_\_\_\_\_

5. What additional support or programs would you like VTCL to offer to better assist the community? (Select all that apply)

- a. Community development workshops
- b. Building a better tomorrow for the community
- c. Vocational training



- d. Health and wellness programs
- e. Other (Specify) \_\_\_\_\_

6. In what ways has VTCL changed the community's outlook toward education and life?

(Select all that apply)

- a. Increased value placed on education
- b. Greater hope for the future
- c. Improved community cohesion
- d. Better job opportunities
- e. Other (Specify) \_\_\_\_\_

7. How accessible was education for children in your community before VTCL?

- a. Accessible
- b. Somewhat Accessible
- c. Not Accessible

8. What improvements would you suggest for VTCL to enhance its impact on the community? (Select all that apply)

- a. Enhancements in infrastructure
- b. More diverse educational programs
- c. Increased cultural integration
- d. Greater community involvement
- e. Enhanced teacher training
- f. Other: \_\_\_\_\_

**Section-4 [Individual Donor]**



This section of the questionnaire attempts a qualitative assessment among the community on their “experience with VTCL” - what was it like before the advent of VTCL and how has VTCL changed their outlook toward life, what does VTCL mean to them and how do they see themselves contributing towards VTCL. This section also attempts to find out if the community is aware of other schools (if at all) in the vicinity and do they exercise choice in deciding which school to send their children/wards to.

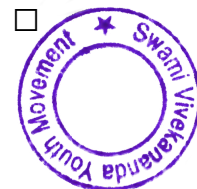
1. How long have you been a donor for VTCL?  
\_\_\_\_\_
  
2. What initially motivated you to become a donor for VTCL? (Select all that apply)
  - a. Belief in the cause of tribal education
  - b. Personal connection to the community
  - c. Desire to give back to society
  - d. Recommendation from friends/family
  - e. Other:  \_\_\_\_\_
  
3. How did you first hear about VTCL?
  - a. Through friends or family
  - b. Social media
  - c. VTCL events or campaigns
  - d. Media coverage
  - e. Other:  \_\_\_\_\_
  
4. How well do you think VTCL communicates with its donors?
  - a. Very Well
  - b. Could be better
  - c. No comments
  
5. In what ways do you think your donation has made an impact on VTCL? (Select all that apply)
  - a. Enhanced Infrastructure
  - b. Improved educational facilities
  - c. Enhanced quality of teaching
  - d. Better access to educational resources
  - e. Cultural preservation and promotion



- f. Community development
- g. Other (Specify)  \_\_\_\_\_
6. How do you prefer to contribute to VTCL? (Select all that apply)
- a. Financial donations
- b. Volunteering time and skills
- c. Participating in fundraising events
- d. Providing in-kind donations
- e. Other:  \_\_\_\_\_
7. How frequently do you receive updates about VTCL's activities and progress?
- a. Monthly
- b. Quarterly
- c. Annually
- d. Only when significant updates occur
8. On a scale of 1 to 5 how would you rate the effective utilization of your donation/contribution towards overall achievement of VTCL goals?

4

9. What impact stories or outcomes from VTCL have resonated with you the most? (Select all that apply)
- a. Success stories of students
- b. Community development projects
- c. Infrastructure improvements
- d. Health and wellness programs
- e. Other:  \_\_\_\_\_
10. How likely are you to increase your involvement or recommend others to get involved with VTCL?
- a. Highly likely
- b. Unlikely
- c. I don't have the time now, but definitely later



d. I can recommend others who would be keen

11. What additional information or resources would you like VTCL to provide to its donors?

(Select all that apply)

- a. Human Capital Impact reports
- b. Regular output reports
- c. Donor recognition programs
- d. Opportunities for direct involvement
- e. Other: \_\_\_\_\_

### Section-5 [Teacher]

1. What motivated you to join VTCL as a faculty member or teacher? (Select all that apply)

- a. Passion for teaching
- b. Desire to contribute to tribal education
- c. Recommendation from colleagues
- d. VTCL/SVYM mission and values
- e. Past Alumnus of VTCL
- f. Other (Specify)  \_\_\_\_\_

2. How did you first hear about VTCL?

- a. Job listing
- b. Through friends or family
- c. VTCL outreach programs
- d. Media coverage
- e. Other:  \_\_\_\_\_

3. On a scale of 1 -5 (where 1 is poor and 5 is excellent) how would you rate your overall experience and satisfaction of working at VTCL?

2

4. How well do you think VTCL supports its faculty and teaching staff - please rate this on a scale of 1-5 where 1 is poor and 5 is excellent

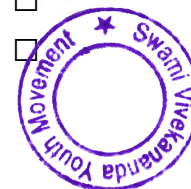


5

5. (On a scale of 1-5 ) How would you rate the quality of educational resources and materials available at VTCL? Here, 1 is poor and 5 is excellent

1

6. How would you describe your relationship with the students at VTCL? (choose all that apply)
- a. Feel a sense of responsibility
  - b. Warm and friendly
  - c. Professional and restricted to classroom transactions
7. How would you describe your interaction with the local community? (Choose all that apply)
- a. There is much I have learnt from the community
  - b. Their cooperation and support are critical for success
  - c. Sometimes difficult to manage
8. How would you assess the impact of your teaching on the students and community
- a. Significant Positive Impact
  - b. Have not thought about this
  - c. Neutral
9. What additional support or resources would help you perform your role more effectively?  
(Select all that apply)
- a. More educational materials
  - b. Enhanced professional development
  - c. Better infrastructure
  - d. Increased community engagement
  - e. Other: \_\_\_\_\_
10. How likely are you to recommend VTCL as a place to work for other educators?
- a. Very Likely
  - b. Depends on the person
  - c. Unlikely



## Section 6 : CSR professional

1. How did your organization first learn about VTCL?
  - a. Internal research
  - b. Networking events/Org reachout
  - c. Media coverage
  - d. Referral from other organizations
  - e. Legacy engagement
  - f. Other: \_\_\_\_\_
  
2. What motivated your organization to support VTCL through CSR initiatives? (Select all that apply)
  - a. Alignment with corporate values
  - b. Impact on tribal education
  - c. Community development goals
  - d. Recommendation from stakeholders
  - e. Other (specify)  \_\_\_\_\_
  
3. On a scale of 1 to 5, how would you rate your satisfaction with the partnership between your organization and VTCL?  
**1**
  
4. How well does VTCL align with your organization's CSR objectives?
  - a. Excellent
  - b. Very Good
  - c. Good
  - d. Neutral



5. How would you rate VTCL's reporting and communication of the progress and impact it is creating? Rate this on a scale of 1 to 5 where 1 is poor and 5 is excellent

4

6. What types of support does your organization provide to VTCL? (Select all that apply)

- a. Financial donations
- b. Volunteer support
- c. In-kind donations
- d. Technical expertise
- e. Other:  \_\_\_\_\_

7. How would you rate the impact of your organization's contributions to VTCL's vision and mission?

- a. Very High Impact
- b. High Impact
- c. Moderate Impact

8. In what areas do you believe your contributions have made the most significant impact?

(Select all that apply)

- a. Educational facilities
- b. Teacher training and development
- c. Student scholarships
- d. Community outreach programs

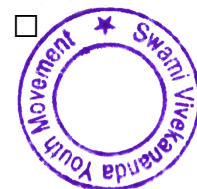


- e. Infrastructure development
- f. Other (specify)  \_\_\_\_\_
9. Would your organization consider increasing its support to VTCL in the future?
- a. Yes
- b. No
- c. Not Sure
10. How frequently would you want to receive updates from VTCL about its activities and progress?
- a. Monthly
- b. Quarterly
- c. Annually
- d. Only when significant updates occur
11. What additional support or resources would help your organization strengthen its partnership with VTCL? (Select all that apply)
- a. Detailed impact reports
- b. Regular meetings with VTCL representatives
- c. Opportunities for employee engagement
- d. Recognition and visibility of contributions
- e. Other (specify)  \_\_\_\_\_

**Section 7 : SVYM/VTCL employee (include all employees including support staff)**

1. What motivated you to join VTCL? (Select all that apply)

- a. Alignment with personal values
- b. Desire to contribute to social development



- c. Recommendation from friends/family
- d. Reputation of SVYM
- e. An opportunity to work in a peaceful setting
- f. Other: \_\_\_\_\_
2. How did you first hear about SVYM?
- a. Job listing
- b. Through friends or family
- c. SVYM outreach programs
- d. Media coverage
- e. Other (specify)  \_\_\_\_\_
3. How satisfied are you with your overall experience working at SVYM?
- a. Very Satisfied
- b. Satisfied
- c. Neutral
4. On a scale of 1 to 5, how would you rate SVYM's support to its employees?  
4
5. How familiar are you with the mission and goals of VTCL and do you understand them fully?
- a. Very Familiar
- b. Familiar
- c. Unfamiliar
6. How often do you interact with VTCL staff or participate in VTCL-related activities?
- a. Very Often



- b. Often
- c. Occasionally
- d. Rarely
- e. Never

7. In what ways do you contribute to the initiatives of VTCL? (Select all that apply)

- a. Direct involvement in VTCL projects
- b. Providing administrative support
- c. Fundraising and resource mobilization
- d. Community engagement
- e. Other (specify)  \_\_\_\_\_

8. What are the main challenges you face while working on VTCL projects? (Select all that apply)

- a. Lack of resources
- b. Community resistance
- c. Logistical issues
- d. Communication barriers
- e. Other (specify)  \_\_\_\_\_

9. How well do you think SVYM and VTCL collaborate on shared goals?

- a. Excellent
- b. Very Good
- c. Good
- d. Fair
- e. Poor



10. What suggestions do you have for improving the working conditions and support for employees involved in VTCL projects? (Select all that apply)

- a. Better communication with leadership
- b. More professional development opportunities
- c. Improved facilities and resources
- d. Greater involvement in decision-making
- e. Other (specify)  \_\_\_\_\_



## Personal Interview Template

**Introduction:** The personal interviews are planned with a *select group of individuals* who fulfill one, some, or all of the following criteria:

1. Founder members of SVYM/VTCL
2. Have a granular idea of “The idea of VTCL”
3. Will be able to articulate the vision at the time of inception and the vision for a developing idea of VTCL
4. Have been associated with VTCL in a leadership role or have contributed to furthering the idea of VTCL

<b>Objectives</b>
Conduct a free flowing interview for approximately 60 minutes with each interviewee across three themes: (1) The idea of VTCL - origins and how it is a developing idea (2) The journey till date and the specific contributions, insights, experiences of the interviewee (3) The way forward in terms of the idea as well as the specific steps to be taken
<b>Mode</b>
Online or offline with an option to record the conversation for future reference
<b>Repurposing of content</b>
Repurpose the content into a script for publication

***Indicative questions for theme-1:***

1. Why did you think of the idea of a tribal school? What was the seed that started the whole process? OR What has been your experience of the tribal school? How has the idea of a school in a tribal geography appealed to you?
2. How do you see the progress of that idea? Do you see it as a still developing idea or something that has reached some level of saturation/steady-state
3. If you had an opportunity to travel back in time , would you change anything at all, and if ‘Yes’ what would that be?



4. VTCL is seen as the “soul of SVYM” the place where change is visible - what are the specific changes that have left an impact on you?
5. Influence of well wishers in the developing idea and how it has shaped the evolution of the school
6. Adhoc contributions by visitors/government personnel - what has been the impact of that?
7. Connections with Ramakrishna Vidyashala and Ramakrishna mission - how has that shaped the growth and development of VTCL?
8. Community dynamics

***Indicative questions for theme-2:***

1. How do you see the journey till date - your own personal/professional journey as well as that of VTCL?
2. What would you consider are your most important contributions to VTCL?
3. Can you share a few standout experiences during your time at VTCL that reinforced your commitment to the development of this idea and the school?

***Indicative questions for theme-3:***

1. VTCL as an idea has global relevance - it can work across geography and communities. How do you think this “idea of VTCL” can be globalized and mainstreamed? What do you think needs to be done in that direction?
2. Where do you see VTCL 10 years from now?



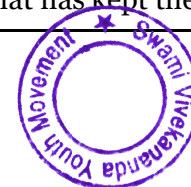
**Swami Vivekananda Youth Movement**

## Focus Group Discussion Template

Note: Focus Group Discussions (FGDs) fall under the category of qualitative research and are conducted to provide insights into perceptions, feelings, and opinions of the selected FGD that brings together a small group of people to answer questions in a moderated setting. The group is chosen due to predefined demographic traits, and the questions are designed to shed light on a topic of interest

1. A topic that is the subject of discussion
2. Define the objectives, scope, and broad hypotheses
3. List the broad and indicative questions for the moderator to guide the FGD
4. Decide target audience for each FGD
5. Setup and host the FGD
6. Record the discussion with permission of the participants
7. Collect, collate, analyze, and report data

<b>FGD-01</b>	
Research Type	Qualitative, exploratory, semi-structured
Target Audience	<p><b>Teachers at VTCL</b> - include those with at least 3 years of experience at VTCL</p> <p>Break teachers into 3 groups: (1) &gt; 5 years (2) 3 months - 3 years (3) people who have moved out of VTCL into other departments of SVYM including VSOE</p>
Hypothesis	<p><i>This FGD assumes that VTCL teachers in general would have a positive opinion about VTCL - this is the hypothesis that is being tested through this FGD.</i></p> <p>The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand “for” or “against” the stated hypothesis/proposition.</p>
Objectives of FGD-01	<p>Elicit views from teachers on the following:</p> <ol style="list-style-type: none"> <li>1. What has VTCL meant to them in terms of their personal &amp; professional development ? - impact of the VTCL model</li> <li>2. What do they think are the unique aspects at VTCL that make it special?</li> <li>3. How has teaching at VTCL changed their outlook towards life?</li> <li>4. For group- 2, rephrase Q to: Why are you dedicating your prime years to VTCL (What is in it for you or what moves you)</li> <li>5. Why did they choose to work at VTCL and what has kept them</li> </ol>



### Swami Vivekananda Youth Movement

	<p>going over the years?</p> <p>6. Would they be willing to enroll their children into VTCL if they had the opportunity?</p> <p>7. How have the lives of the tribal population changed because of VTCL</p>
Methodology	Moderated FGD, recorded
Duration	120 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 75 minutes, closing and summary - 25 minutes

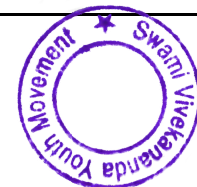
<b>FGD-02</b>	
Research Type	Qualitative, exploratory, structured
Target Audience	<p><b>Students of VTCL</b> - sample drawn using probability sampling across 8th, 9th, 10th class (simple random sampling using a number generator/roll of dice) - randomization done after clustering into boys and girls to ensure representative sample</p> <p>Make 2 groups: (1) those who studied from 1st std (2) those who moved in after 6th</p> <p>Ensure mix includes forest-based tribes and others</p>
Hypothesis	<p><i>This FGD assumes that VTCL students' opinion may range from "no opinion" or "vague opinion" through "positive opinion" about VTCL - this is the hypothesis that is being tested through this FGD.</i></p> <p>The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand "for" or "against" the stated hypothesis/proposition.</p>
Objectives of FGD-02	<p>Elicit views from students on the following:</p> <ol style="list-style-type: none"> <li>1. What do they like the most at VTCL?</li> <li>2. What do they want to do after completing school?</li> <li>3. Are they confident to face the world after their stint at VTCL?</li> <li>4. What are the life-lessons they have learnt at VTCL</li> <li>5. If they had the opportunity to change three things at VTCL, what would that be?</li> <li>6. Do they take pride in being identified as a tribal and does VTCL provide the platform for the expression of this pride in their identity?</li> </ol>
Methodology	Moderated FGD, recorded
Duration	90 minutes with 20 minutes for setting up the FGD, clarifying



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	objectives, initiating the interaction, net-interaction/discussion = 45 minutes, closing and summary - 25 minutes
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<b>FGD-03</b>	
Research Type	Qualitative, exploratory, semi-structured
Target Audience	<b>Parents of VTCL students</b> - sample drawn using probability sampling across all classes (simple random sampling using a number generator) - ensure representation across all tribal/demographic groups
Hypothesis	<p><i>This FGD assumes that VTCL parents would in general have a positive opinion about VTCL with the caveat that a few parents may hold a contradictory opinion - this is the hypothesis that is being tested through this FGD.</i></p> <p>The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand “for” or “against” the stated hypothesis/proposition.</p> <p>Two groups: Gen-Z parents/day scholar versus residential and parents of high school students</p>
Objective of FGD-03	<p>Elicit views from parents on the following:</p> <ol style="list-style-type: none"> <li>1. How many of them are alumni of VTCL and how many completed their education at VTCL?</li> <li>2. What do they think of the VTCL model of education?</li> <li>3. What do they want their children to become when they grow up? Or What is the future that they envisage for their children?</li> <li>4. What do they want VTCL to focus on in the future?</li> <li>5. How has VTCL helped them become part of mainstream society?</li> <li style="background-color: yellow;">6. Do they think that boys and girls need to get an equal opportunity at education?</li> <li>7. Are there any specific issues that they would discuss with regard to VTCL?</li> <li>8. What is the level of involvement they have with regard to the running of VTCL?</li> <li>9. What do you think are the indicators of quality education?</li> </ol> <p><i>Forest-based tribes versus normal scheduled tribes, VTCL versus Ashram schools (for control group)</i></p>



**Swami Vivekananda Youth Movement**

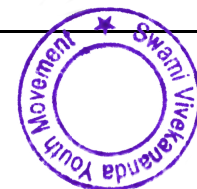
Methodology	Moderated FGD, recorded
Duration	90 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 45 minutes, closing and summary - 25 minutes

**FGD-04**

Research Type	Qualitative, exploratory, semi-structured
Target Audience	<b>Community leaders &amp; Alumni</b> - sample drawn using probability sampling across all classes (simple random sampling using a number generator)
Hypothesis	<i>This FGD assumes that community leaders' may have a wide range of opinions and may also bring in their reflections from the time when VTCL did not exist - this is the hypothesis that is being tested through this FGD.</i>  The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand "for" or "against" the stated hypothesis/proposition.
Objectives of FGD-04	Elicit views from community leaders on the following: <ol style="list-style-type: none"> <li>1. Do they remember the times when VTCL was not part of their community?</li> <li>2. What do they think of the VTCL model of education?</li> <li>3. What has changed since the advent of VTCL in terms of community dynamics?</li> <li>4. Overall, do they agree that the advent of VTCL and its growth has led to a net-positive for the community?</li> <li>5. Where do they see VTCL going in the future?</li> </ol>
Methodology	Moderated FGD, recorded
Duration	75 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 40 minutes, closing and summary - 15 minutes

**FGD-05**

Research Type	Qualitative, exploratory, semi-structured
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**Swami Vivekananda Youth Movement**

Target Audience	<p><b>Core Group</b></p> <ol style="list-style-type: none"> <li><b>1. SVYM</b></li> <li><b>2. Education Sector</b></li> <li><b>3. GB</b></li> </ol>
Hypothesis	<p><i>This FGD assumes that community leaders' may have a wide range of opinions and may also bring in their reflections from the time when VTCL did not exist - this is the hypothesis that is being tested through this FGD.</i></p> <p>The hypothetical assumption in itself will not influence the questions posed or the way the moderator will moderate the FGD. This is more like a debating proposition where people can take a stand “for” or “against” the stated hypothesis/proposition.</p>
Objectives of FGD-04	<p>Elicit views from core group on the following:</p> <ol style="list-style-type: none"> <li>1. Do they remember the times when VTCL was not part of their community?</li> <li>2. What do they think of the VTCL model of education?</li> <li>3. What has changed since the advent of VTCL in terms of community dynamics?</li> <li>4. Overall, do they agree that the advent of VTCL and its growth has led to a net-positive for the community?</li> <li>5. Where do they see VTCL going in the future?</li> </ol>
Methodology	Moderated FGD, recorded
Duration	75 minutes with 20 minutes for setting up the FGD, clarifying objectives, initiating the interaction, net-interaction/discussion = 40 minutes, closing and summary - 15 minutes



## Swami Vivekananda Youth Movement

Summary analysis of surveys and FGDs

### FGD-1: Teachers

15 teachers were met in all. This was an exploratory discussion where the moderator placed the questions in front of the group and the group responded through interactive discussion. A summary of the key points from all interactions are provided under the section dealing with Stakeholder Consultation Report (Pages 26 through 28) and as such only the purpose of the FGD and key points are included in this section in order to avoid repetition.

**Summary of Qualitative Impressions:** Many of the teachers, even the new ones, seemed to be able to relate to the VTCL narrative - to serve as the springboard for tribal aspirations. Many of them came to VTCL reluctantly but soon discovered that they like the place, the people, the children, and the ecosystem – the sentiment shared by them was that “VTCL grows on you”. Most were appreciative of the environment, the support, and the opportunities provided to them at VTCL. Some did express the thought that they would like to be more involved in decision-making and a more consultative approach would be of appreciated. They also spoke of how they had come here under the illusion that they would be teaching the tribal children and have realized now, how much they have learned themselves.

**Key Points from Quantitative improvements:** Improvement in learning outcomes is a key improvement over baseline both in the current year as well as across years. For example, summative assessment-1 versus summative assessment-2 of the current cohort of 8th grade students with 33 students getting ‘A+’ or ‘A’ grade in summative assessment-2 as compared to 23 in summative assessment-1. Attendance too has shown a significant improvement – from 71% in June 2024 to 94% in April 2025 and an overall increase from 82% to 86% over the same period of the previous year – this was shared by the teachers and documents (attendance registers) confirm this.

### FGD-2: School leaders including principal, Head Master

25 students (drawn as per the approach mentioned earlier) were part of the interaction. Some of these school leaders have been engaged with the school since inception and for them, the change they see is immense, particularly in enrolment numbers, gender parity, scholastic and non-scholastic performances of the tribal children. All audio recordings are available at:

### FGD-3: Parents of VTCL students

VTCL already has second and third generation learners with parents of many of these children being past alumni of the school. There is an increasing understanding and desire in parents to see that their children become part of the mainstream of society. There is an aspiration to see their children as leaders of society who will become part of and contribute towards the nation’s development story – this is a paradigmatic shift in perspective that has occurred and is an important positive trend.



## Swami Vivekananda Youth Movement

### FGD-4: Students of VTCL

The change that has come about in the students is their attending school willingly. The positive trend in attendance is a direct result of this willingness in students. During the discussions, they were able to clarify their objectives, goals, and aspirations of what they would like to become and make of themselves. This too is a paradigm shift in attitudes as compared to earlier.

In addition to FGDs, interviews with key personnel including founders, past leaders of VTCL, and alumni of VTCL were conducted. All the recordings are available at: [Recordings](#)



# Swami Vivekananda Youth Movement

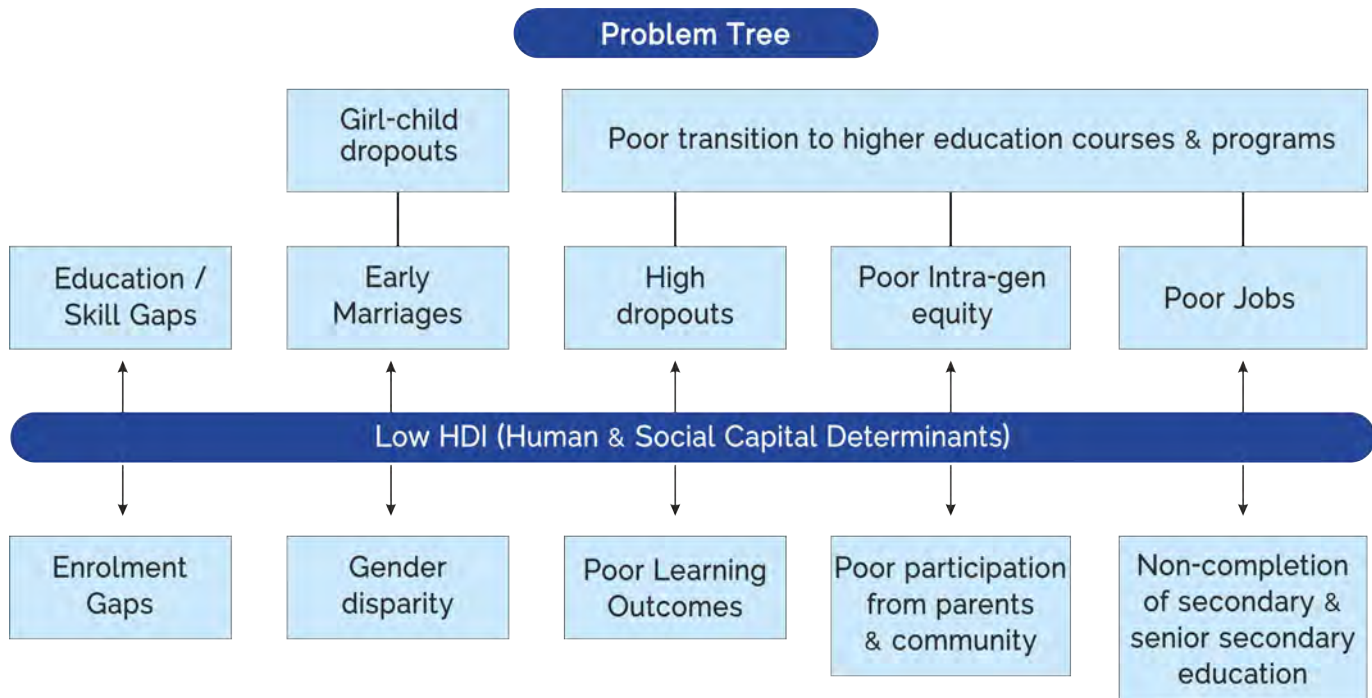
## Viveka Tribal Center for Learning

### Impact Map linking outputs and outcomes to activities

In order to visually represent the ‘roots of the problem’, the underlying causes, and the probable negative consequences that can emerge out of them, a “Problem Tree Chart” was created. As indicated, the **problem-tree chart** summarizes the main problems, their underlying causes, and the potential consequences if these problems remain unaddressed.

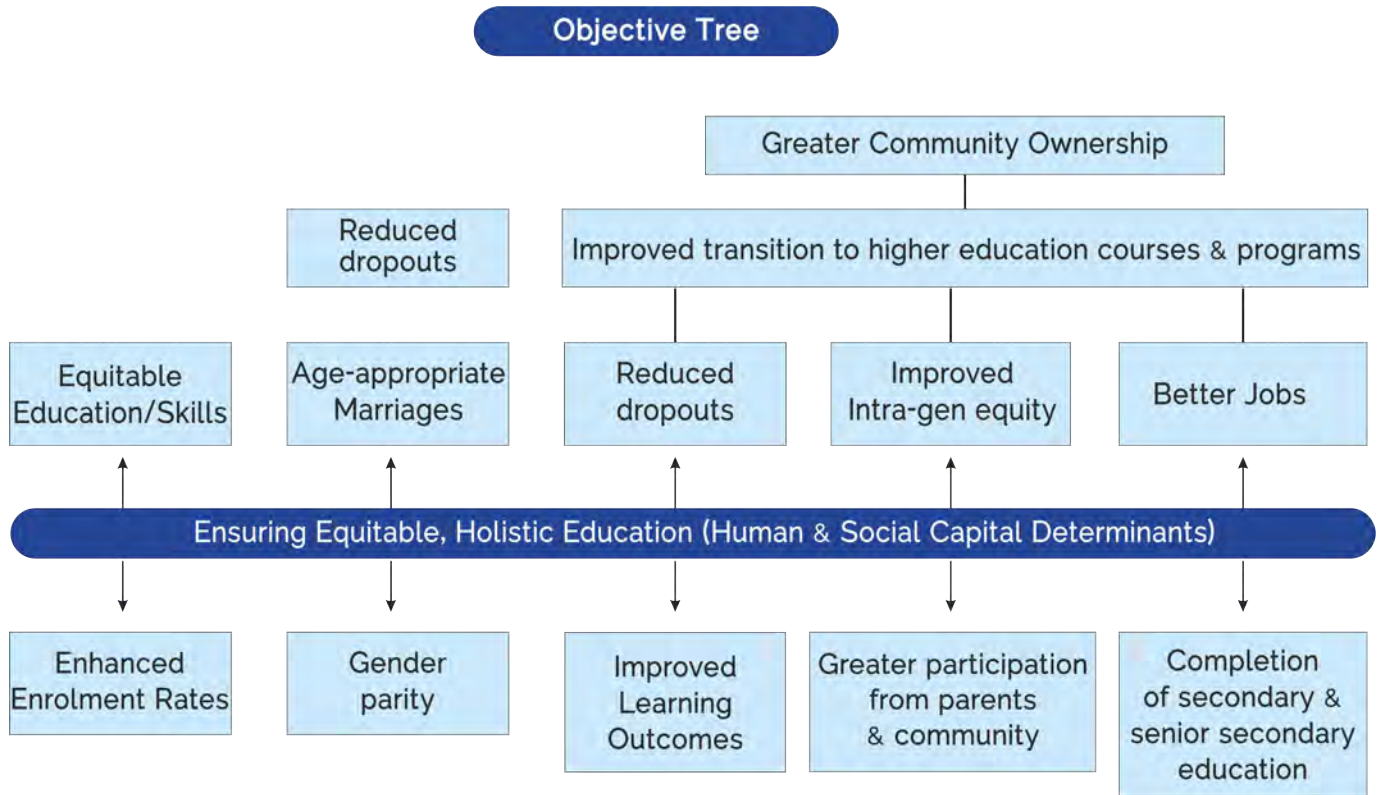
Secondarily, an **objective-tree (or solution-tree) chart** was also created. This chart turns these problem (negative) statements into positive solution statements that can help address the problems and their underlying causes.

The problem tree and the objective tree are shown in the following pages below.



As can be seen from the problem-tree chart, while the root problem is a low HDI, the underlying causes are multifactorial with enrolment gaps, gender disparities, poor learning outcomes, and low community involvement being the main contributors.

These underlying causes have led to consequences that include widening education gaps, dropouts, early marriages (among girls), and a poor transition rate of children and youth into higher education and quality employment. It is this assessment that forms the basis for the intervention planned for the cohort of students being tracked over a period of 5 years



The objective tree shown above turns each of the underlying causes into positive statements of intent that can identify doable solutions for each problem and potentially lead to sustainable change for the community.

These solutions were then transposed into the Logical Framework Analysis (LFA) grid with the narrative summary capturing the expected end-goal for each level of the intervention and then broken down into their component outcomes, outputs, indicators, and means of verification. This would form the broad framework for implementation, tracking-monitoring, and assessment of the intervention.

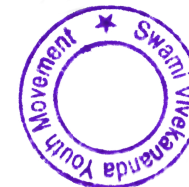


### LFA Framework for Assessment

Narrative Summary	Outcome	Output	Indicators	Means of Verification	Assumption
Continuous education from 8th to 12th grade with no dropouts.	<b>Outcome 1: Secondary Education</b>  Improvement in enrollment, attendance & retention of students from 8 <sup>th</sup> to 10 <sup>th</sup> standard	<b>Output 1:</b>  # / % children enrolled into Class-8 and increase in attendance parameters	# / % children enrolled into Class-8	Enrollment tracking	Adequate residential and emotional support
			New Enrollments (class-9)		
			% increase in overall attendance – achieve at least 90%	Attendance registers	Accessible and inclusive admission process
			% increase in student retention – students moving from 8 <sup>th</sup> to 9 <sup>th</sup> and so on	Retention tracking-year wise	Parents see value in formal education
Achievement of age-appropriate learning outcomes in line with DSERT parameters	<b>Outcome 2: Learning Outcomes</b>  Achievement of age-appropriate learning outcomes	<b>Output 2:</b>  Academic Performance & co curricular activities performance  participation in district, state and national level competitions & events showcasing the talent of students in scholastic & co-scholastic areas	Age-appropriate learning outcomes (as prescribed by DSERT)	Examination marks and annual scores	Adequate teachers and resource materials available
			Participation in district, state and national level competitions	Certificates, Competition results	Students regularly attend school
			Students in scholastic and non-scholastic areas	Record of student participation in events	Availability of extracurricular infrastructure
			Cross-cutting generic indicator of scholastic & non-scholastic levels	Interaction with randomized sample of students	Students willing to share their experience & feedback honestly



<p>Fostering active community involvement in supporting the students' journeys</p> <p>Children continuing education after 10<sup>th</sup> into 11<sup>th</sup> and completing 12<sup>th</sup></p> <p>Career and course choices being made by children and their diversity. Improved knowledge on opportunities &amp; avenues available to them</p>	<p><b>Outcome 3:</b></p> <p>Attendance &amp; participation of parents &amp; community members in school activities &amp; PTMs</p>	<p><b>Output 3:</b></p> <p>% increase in PTM attendance</p> <p>Increased community participation in school decisions and monitoring</p> <p>Parent Savings towards children's education</p>	Attendance in PTMs	PTM attendance tracking	Parents value their child's education
			Participation in school activities	Event reports and photographs	Flexible meeting times and accessible venues
				Interaction with parents / community members	Community members are willing to engage and contribute time to school activities
			Number of parents enrolled in the scheme	Bank Passbooks, # of accounts	Parents see value in investing in children's education
	<p><b>Outcome-4: Continuing Education</b></p> <p>Enrolment &amp; retention of students from 11<sup>th</sup> to 12<sup>th</sup> standards (or equivalent courses)</p>	<p><b>Output 4:</b></p> <p>Improved transition rate from Grade 10 to Grade 11</p> <p>Improved transition rate from Grade 10 to Grade 11</p>	Number of children passing 10th grade	10th grade exam results	Students are motivated and supported to pursue higher education
			Number of children pursuing diverse streams after 10th grade	Stream-wise enrollment data	Students and parents are aware of opportunities beyond the traditional career paths
	<p><b>Outcome-5: Diversity of Career Choices</b></p> <p># students pursuing diverse streams after 10<sup>th</sup> grade including vocational, sports, and visual arts</p>	<p><b>Output 5:</b></p> <p># of students choosing different streams &amp; % increase in diversity of choice</p>	# of counseling sessions conducted to inform children on career choices	Review of follow-up data records	Financial aid/scholarships available
			Tracking & documentation of streams chosen	Follow up surveys with students and alumni	Career pathways are clearly understood



The following documents that were verified are being submitted as annexures in the order mentioned below:

1. Enrolment data of students in Class 8: Scanned copies of attendance sheets
2. Learning Level Assessments data of 10 sample beneficiary students
3. Attendance data of students – 9<sup>th</sup> standard, showing transition from 8<sup>th</sup> to 9<sup>th</sup>
4. Bank passbooks to review the contributions made by both parents and SVYM towards savings for children's education – 10 passbooks
5. PTM attendance sheets
6. Subject wise summative assessment sheets of 68 students enrolled in Grade 8







2.Learning Level Assessments data of 10 sample beneficiary students



ವಿವೇಕ ಗೌರವನ ಶೈಕ್ಷಣಿಕ ಕೇಂದ್ರ - ಹೊಸಹಳ್ಳಿ  
ಸಂಕಲನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ 1 - ಸೆಪ್ಟೆಂಬರ್ 2024 -25

ಅಭ್ಯಾಸ ಹಾಳೆ

SATS NO 124160267

ವಿಷಯ: ಸಮಾಜ ವಿಜ್ಞಾನ

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು: ಝಂಡನ

ದಿನಾಂಕ: 26/9/2024

ತರಗತಿ: 8ನೇ B

ಗರಿಷ್ಠ ಅಂಕಗಳು: 40

ಸಮಯ: 90 ನಿಮಿಷಗಳು

ಪಡೆದ ಅಂಕಗಳು: 23

ಷರಾ : Good (B)

ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ: [Signature]

I. ಈ ಕೆಳಗೆ ನೀಡಲಾದ ನಾಲ್ಕು ಉತ್ತರಗಳಲ್ಲಿ ಸರಿಯಾದ ಉತ್ತರವನ್ನು ಆರಿಸಿ ಬಿಟ್ಟಿಕ್ಕು ತುಂಬಿ. 5X1=5

1. ಸಮಾಜಶಾಸ್ತ್ರದ ಪಿತಾಮಹ ಒಗನ್ಸ್ ಟಿನ್ಬನ್

A) ಆಗಸ್ತ್ ಕಾಮ್ಪೆ

B) ರವೀಂದ್ರನಾಥ್

C) ಗೋವಿಂದ ರಾನಡೆ

D) ಚರ್ಚಿಲ್

2. ಬೂದಿಯ ಕುರುಹುಗಳು ಕರ್ನಾಟಕ ನ ಗವಿಗಳಲ್ಲಿ ದೊರೆತಿವೆ.

A) ತ್ರಿಪುರ

B) ಜೈಪುರ

C) ಮೈಸೂರು

D) ಕರ್ನಾಟಕ

3. ಕನ್ನಡ ಭಾಷೆಯಲ್ಲಿ ದೊರೆತಿರುವ ಮೊದಲ ಶಾಸನ ಹಲ್ಲಡಿ.

A) ದೇಕಬ್ಬೆ

B) ಬಾದಮಿ

C) ಹಲ್ಲಡಿ

D) ತಾಳಗುಂದ

4. ವೇದ ಪದದ ಅರ್ಥ ತೀರ್ಪು.

A) ಶಾಂತಿ

B) ತಿಳಿವಳಿಕೆ

C) ದುಃಖ

D) ನಾಚಿಕೆ

5. ವಾಯುವು ಯಾವ ದಿಕ್ಕಿನಿಂದ ಬೀಸುತ್ತದೆ ಎಂಬುದನ್ನು ತಿಳಿಯಲು ಬಳಸುವ ಉಪಕರಣ ಪವನದಿಕ್ಕುಚಿ.

A) ಪವನದಿಕ್ಕುಚಿ

B) ಮಿಲಿಬಾರ್

C) ಬಾರೋಮಿಟರ್

D) ಸೆಂಟಿಗ್ರೇಡ್

5X1=5

II. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಒಂದು ವಾಕ್ಯದಲ್ಲಿ ಉತ್ತರಿಸಿ.

6) ಪ್ರಾಗೈತಿಹಾಸಿಕ ಕಾಲ ಎಂದರೇನು?

ಉ: ಮೊಗಲನ ಲೋಕನವನ್ನು ಕಂಡು ಹಿಡಿದದ್ದನ್ನು.

7) "ಕಲ್ಚರ್" ಎಂಬ ಪದವು ಯಾವ ಭಾಷೆಯಿಂದ ಬಂದಿದೆ?

ಉ: ಕಲ್ಚರ್ ಎಂಬ ಪದವು ಲ್ಯಾಟಿನ್ ಭಾಷೆಯಿಂದ ಬಂದಿದೆ.

[Signature]  
13/7/24



SVYM

ವಿವೇಕ ಗಿರಿಜನ ಶೈಕ್ಷಣಿಕ ಕೇಂದ್ರ - ಹೊಸಹಳ್ಳಿ

2024-25 ನೇ ಸಾಲಿನ ಸಂಕಲನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ-2

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು : ಇಂದಿವ

ವಿಷಯ : ಸಮಾಜ ವಿಜ್ಞಾನ

ಸಮಯ : 90 ನಿಮಿಷಗಳು

ತರಗತಿ : 8 ನೇ B

ಅಭ್ಯಾಸ ಹಾಳೆ

ಅಂಕಗಳು : 40

ದಿನಾಂಕ : 26/3/2025

ಪಡೆದ ಅಂಕಗಳು :

ಎಸ್. ಎ. ಟಿ. ಎಸ್ ನಂಬರ್ : 194160267

ಕೊಠಡಿ ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ : 26/3/25

32

I. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಸರಿಯಾದ ಉತ್ತರವನ್ನು ಆಯ್ಕೆಮಾಡಿ ಬಿಟ್ಟ ಸ್ಥಳಗಳಲ್ಲಿ ಬರೆಯಿರಿ. 5 x 1 = 5

1. ಸಿಮುಖನ ರಾಜಧಾನಿ ಶ್ರೀಕಾಕುಲಂ

A) ಪಾಟಲ ಮತ್ತ B) ಭಾಣಾಮಿ C) ಶ್ರೀಕಾಕುಲಂ D) ತಲಕಾಡು

2. ಸ್ಥಳೀಯ ಸಂಸ್ಥೆಗಳ ಚುನಾವಣೆಗಳನ್ನು ನಡೆಸುವ ಸಂಸ್ಥೆ ರಾಜ್ಯ ಚುನಾವಣಾ ಆಯೋಗ

A) ಕೇಂದ್ರ ಚುನಾವಣಾ ಆಯೋಗ B) ರಾಜ್ಯ ಚುನಾವಣಾ ಆಯೋಗ

C) ವಿಧಾನ ಪರಿಷತ್ D) ಲೋಕಸಭೆ

3. ಶೂದ್ರಕನು ರಚಿಸಿದ ಕೃತಿ ಮೃಚ್ಛಕಟಿಕ

A) ಮೃಚ್ಛಕಟಿಕ B) ಚಾವುಂಡರಾಯ ಪುರಾಣ C) ವಡ್ಡಾರಾಧನೆ D) ಕವಿರಾಜಮಾರ್ಗ

4. ಬೇಡಿಕೆ ಹೆಚ್ಚಾದಾಗ ಉತ್ಪಾದನೆ ಹೆಚ್ಚಾಗುತ್ತದೆ

A) ಕಡಿಮೆಯಾಗುತ್ತದೆ B) ಹೆಚ್ಚಾಗುತ್ತದೆ C) ಸಮವಾಗುತ್ತದೆ D) ಏನೂ ಆಗುವುದಿಲ್ಲ

5. ಪ್ರಸ್ತುತ ಚಾಲ್ತಿಯಲ್ಲಿರುವ ಕರ್ನಾಟಕ ಪಂಚಾತ್ ರಾಜ್ ಕಾಯಿದೆಯ ಜಾರಿಯಾದ ವರ್ಷ 1993

A) 1994 B) 1993 C) 1992 D) 1991

II. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಒಂದು ವಾಕ್ಯಗಳಲ್ಲಿ ಉತ್ತರಿಸಿ. 5 x 1 = 5

6. ಜಲಗೋಳ ಎಂದರೇನು?

ಉ: ನೀರಿನಲ್ಲಿ ಉಳಿವು ಕೊಡುವಂತಹ ಜಲಜೀವಿ. ಇದು ನೀರಿನಲ್ಲಿ

7. ಕುಶಾಣರು ಯಾವ ಸಂತತಿಗೆ ಸೇರಿದವರು ?

ಉ: ಕುಶಾಣರು ಯಾವ ಸಂತತಿಗೆ ಸೇರಿದವರು

8. ಪರಿಸರದ ಅರ್ಥ ತಿಳಿಸಿ?

ಉ: ಮಿಲಿ ಕೋಟಿ ಜೀವಿಗಳ ಜೊತೆಗೆ ವಾತಾವರಣದ ಸಮಗ್ರತೆಯನ್ನು ಒಳಗೊಂಡು ಪರಿಸರವೆಂದು

9. ಪಶುಪಾಲನ ಸಮಾಜ ಎಂದರೇನು?

ಉ: ಪಶುಗಳನ್ನು ಹಿಂತೆಗೆ ಹಿಡಿದು ಸಾಗುವ ಸಮಾಜಕ್ಕೆ ಪಶುಪಾಲನ ಸಮಾಜ

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SVYM

ವಿವೇಕ ಗಿರಿಜನ ಶೈಕ್ಷಣಿಕ ಕೇಂದ್ರ - ಹೊಸಹಳ್ಳಿ

ಸಂಕಲನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ - 2 ಮಾರ್ಚ್ 2025.

ಅಭ್ಯಾಸ ಹಾಳೆ

SATS NO : 191973994

ವಿಷಯ: ಕನ್ನಡ

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು: ಅಶ್ವಿನಿ

ದಿನಾಂಕ: 24/03/25

ತರಗತಿ: 8ನೇ ವಿಭಾಗ: B

ಗರಿಷ್ಠ ಅಂಕಗಳು: 40

ಸಮಯ: 90 ನಿಮಿಷಗಳು

ಪಡೆದ ಅಂಕಗಳು: 27

ಷರಾ :

ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ: [Signature]

I. ಈ ಕೆಳಗೆ ನೀಡಲಾದ ನಾಲ್ಕು ಉತ್ತರಗಳಲ್ಲಿ ಸೂಕ್ತ ಉತ್ತರವನ್ನು ಆರಿಸಿ ಬರೆಯಿರಿ.

5X1=5

1. ದಾಶರಥಿ ಎಂದರೆ ರಾಜಾ.

ಎ) ಕೃಷ್ಣ

ಬಿ) ಕರ್ಣ

ಸಿ) ರಾಮ

ಡಿ) ದುರ್ಯೋಧನ

2. ಗುಣವನ್ನು ಈ ಪದವು ಕ್ರೂರವು ಸಂಧಿಗೆ ಉದಾಹರಣೆ.

ಎ) ಆಗಮ

ಬಿ) ಆದೇಶ

ಸಿ) ಸರ್ವಣದೀರ್ಘ

ಡಿ) ಲೋಪ

3. "ನರೆದಲಗ" ಪದದ ಅರ್ಥ ರಾಗಿ.

ಎ) ರಾಗಿ

ಬಿ) ಅಕ್ಕಿ

ಸಿ) ನವಣೆ

ಡಿ) ಗೋಧಿ

4. ಕೋಟಿ ಗೋಡೆಗೆ ಮೆಟ್ಟಿಲುಗಳ ಕಟ್ಟಲು ನಮ್ಮ ದೇಶ ಗಳಿಂದ ಕಟ್ಟುತ್ತೇವೆ.

ಎ) ದೇಹ

ಬಿ) ಹಣ

ಸಿ) ಕಾಲು

ಡಿ) ರಟ್ಟೆ

5. ಕೋಗಿಲೆ - ಈ ಪದದ ತದ್ಭವ ರೂಪ ಕೋಕಿಲ.

ಎ) ಕೋಗಿಲೆ

ಬಿ) ಕೋಕಿ

ಸಿ) ಕೋಕಿಲ

ಡಿ) ಸಂಕಿಲೆ

II. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಒಂದು ವಾಕ್ಯದಲ್ಲಿ ಉತ್ತರಿಸಿ.

5X1=5

6. ಪ್ರಾರ್ಥನೆಯಿಂದ ಮಳೆಬರಿಸುವುದಾಗಿ ಹೇಳಿದ್ದವನಾಕು?

ಉ: ಶಿವ ಋಷಿಯೇ

7. ಮುದ್ದಣ್ಣನಿಗೆ ಸಿದ್ಧಿಸಿದ ಮಂತ್ರದ ಹೆಸರೇನು?

ಉ: ಋಷಿ ಋಷಿಯೇ

8. ತಿಂಗಳಿಗೊಮ್ಮೆ ಕಾಫಿ ಬೀಜವನ್ನು ತಂದು ಕೊಡುತ್ತಿದ್ದವರು ಯಾರು?

ಉ: ಋಷಿ ತಿಂಗಳಿಗೊಮ್ಮೆ ಕಾಫಿ ಬೀಜವನ್ನು ತಂದು ಕೊಡುತ್ತಿದ್ದವರು.

9. ಕಾಯಕ - ಈ ಪದಕ್ಕೆ ಸ್ವಂತವಾಕ್ಯ ಬರೆಯಿರಿ.

ಉ: ಕಾಯಕವೇ ಕ್ರೀಡಾಕಲಾ - ಎಲೆವುದು

[Signature]



SVYM

ವಿವೇಕ ಗಿರಿಜನ ಶೈಕ್ಷಣಿಕ ಕೇಂದ್ರ - ಹೊಸಹಳ್ಳಿ

ಸಂಕಲನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ - 2 ಮಾರ್ಚ್ 2025.

ಅಭ್ಯಾಸ ಹಾಳೆ

SATS NO : 191973994

ವಿಷಯ: ಕನ್ನಡ

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು: ಅಶ್ವಿನಿ

ದಿನಾಂಕ: 24/03/25

ತರಗತಿ: 8ನೇ ವಿಭಾಗ: B

ಗರಿಷ್ಠ ಅಂಕಗಳು: 40

ಸಮಯ: 90 ನಿಮಿಷಗಳು

ಪಡೆದ ಅಂಕಗಳು: 27

ಷರಾ :

ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ: [Signature]

I. ಈ ಕೆಳಗೆ ನೀಡಲಾದ ನಾಲ್ಕು ಉತ್ತರಗಳಲ್ಲಿ ಸೂಕ್ತ ಉತ್ತರವನ್ನು ಆರಿಸಿ ಬರೆಯಿರಿ.

5X1=5

1. ದಾಶರಥಿ ಎಂದರೆ ರಾಜಾ.

ಎ) ಕೃಷ್ಣ

ಬಿ) ಕರ್ಣ

ಸಿ) ರಾಮ

ಡಿ) ದುರ್ಯೋಧನ

2. ಗುಣವನ್ನು ಈ ಪದವು ಕ್ರೂರವು ಸಂದಿಗೆ ಉದಾಹರಣೆ.

ಎ) ಆಗಮ

ಬಿ) ಆದೇಶ

ಸಿ) ಸರ್ವಣದೀರ್ಘ

ಡಿ) ಲೋಪ

3. "ನರೆದಲಗ" ಪದದ ಅರ್ಥ ರಾಗಿ.

ಎ) ರಾಗಿ

ಬಿ) ಅಕ್ಕಿ

ಸಿ) ನವಣೆ

ಡಿ) ಗೋಧಿ

4. ಕೋಟಿ ಗೋಡೆಗೆ ಮೆಟ್ಟಿಲುಗಳ ಕಟ್ಟಲು ನಮ್ಮ ದೇಶ ಗಳಿಂದ ಕಟ್ಟುತ್ತೇವೆ.

ಎ) ದೇಹ

ಬಿ) ಹಣ

ಸಿ) ಕಾಲು

ಡಿ) ರಟ್ಟೆ

5. ಕೋಗಿಲೆ - ಈ ಪದದ ತದ್ಭವ ರೂಪ ಕೋಕಿಲ.

ಎ) ಕೋಗಿಲೆ

ಬಿ) ಕೋಕಿ

ಸಿ) ಕೋಕಿಲ

ಡಿ) ಸಂಕಿಲೆ

II. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಒಂದು ವಾಕ್ಯದಲ್ಲಿ ಉತ್ತರಿಸಿ.

5X1=5

6. ಪ್ರಾರ್ಥನೆಯಿಂದ ಮಳೆಬರಿಸುವುದಾಗಿ ಹೇಳಿದ್ದವನಾಕು?

ಉ: ಶಿವ ಋಷಿಯೇ

7. ಮುದ್ದಣ್ಣನಿಗೆ ಸಿದ್ಧಿಸಿದ ಮಂತ್ರದ ಹೆಸರೇನು?

ಉ: ಋಷಿ ಋಷಿಯೇ

8. ತಿಂಗಳಿಗೊಮ್ಮೆ ಕಾಫಿ ಬೀಜವನ್ನು ತಂದು ಕೊಡುತ್ತಿದ್ದವರು ಯಾರು?

ಉ: ಋಷಿ ತಿಂಗಳಿಗೊಮ್ಮೆ ಕಾಫಿ ಬೀಜವನ್ನು ತಂದು ಕೊಡುತ್ತಿದ್ದವರು.

9. ಕಾಯಕ - ಈ ಪದಕ್ಕೆ ಸ್ವಂತವಾಕ್ಯ ಬರೆಯಿರಿ.

ಉ: ಕಾಯಕವೇ ಕ್ರೀಡಾಕಲೆ - ಉತ್ತಮ

[Signature]



VIVEKA TRIBAL CENTRE FOR LEARNING – HOSAHALLI  
SUMMATIVE ASSESSMENT-I: SEPTEMBER-2024.

WORKSHEET

SATS NO: \_\_\_\_\_

Class: VIII

Subject: ENGLISH

Date: 25/9/2024

Student Name: Gagan. B. Section: A

Max. Marks: 40

Time allowed: 90 Minutes

Secured Marks: 13 1/2

Remarks: Study well

Invigilator's Sign: [Signature]

I. Choose the correct answer for the following questions.

4x1=4

1. The school named Shantinikethan was Rabindranath Tagore  
A) Gandhiji B) Rabindranath Tagore C) Nehru D) Bhagath singh
2. The bee sits on the flower to collect Honey from it.  
A) Oil B) Honey C) Water D) Fruit
3. Oliver twist was born in Poorhouse  
A) Poorhouse B) Palace C) Hut D) Bungalow
4. The Beauty is seen during day time is Singer chanting  
A) Harvesting B) Yourself C) Wind sighing D) Singer chanting

II. Analogy

2x1=2

5. Father of the nation : Gandhiji :: Guru deva : Rabindranath Tagore
6. Remember : forget :: White : [scribble]

III. Answer the following question in a sentence.

4x1=4

7. What are the Shantiniketan boys famous for?

Ans: sports and game

8. How long did Raman work at calcutta university?

Ans: Sindasta



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VIVEKA TRIBAL CENTRE FOR LEARNING – HOSAHALLI  
SUMMATIVE ASSESSMENT-II: MARCH-2025.

WORK SHEET

SATS NO: 120 852 904

Class: VIII

Subject: ENGLISH

Date:

Student Name: Gagan.g Section: A

Max. Marks: 40

Time allowed: 90 Minutes

Secured Marks: 22

Remarks: Study well.

Invigilator's Sign: [Signature]

I. Choose the correct answer for the following questions.

4x1=4

1. Siddhartha was a Prince  
A) King B) Minister C) Chief Minister D) Prince

2. The woman was standing at the Crossing  
A) Crossing B) Market C) Temple D) House.

3. Grandfather was Sai's playing companion.  
A) Mother B) Grandfather C) Brother D) Sister

4. There are 8 parts of speech in English.  
A) 8 B) 12 C) 26 D) 5

II. Analogy

2x1=2

6. Social : anti-social :: Purpose : malite Purpose

7. Remember : forget :: White : black

III. Make your own sentence for the given words:

2x1=2

8. Mother: \_\_\_\_\_

9. Trees: \_\_\_\_\_

IV. Answer the following question in a sentence.

5x1=5

10. What kind of a woman do you find in this poem?

Ans: \_\_\_\_\_

11. What was Sai's first published book?

Ans: ~~that~~ Grandfather



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ವಿವೇಕ ಗಿರಿಜನ ಶೈಕ್ಷಣಿಕ ಕೇಂದ್ರ - ಹೊಸಹಳ್ಳಿ  
ಸಂಕಲನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ 1 - ಸೆಪ್ಟೆಂಬರ್ 2024 -25

ಅಭ್ಯಾಸ ಹಾಳೆ

SATS NO 124263572

ವಿಷಯ: ವಿಜ್ಞಾನ

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು: Keerthi

ದಿನಾಂಕ: 21/9/2024

ತರಗತಿ: 8ನೇ 'B'

ಗರಿಷ್ಠ ಅಂಕಗಳು: 40

ಸಮಯ: 90 ನಿಮಿಷಗಳು

ಪಡೆದ ಅಂಕಗಳು: 38

ಷರಾ:

ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ:

I. ಈ ಕೆಳಗೆ ನೀಡಲಾದ ನಾಲ್ಕು ಉತ್ತರಗಳಲ್ಲಿ ಸರಿಯಾದ ಉತ್ತರವನ್ನು ಆರಿಸಿ ಬಿಟ್ಟುಕೊಳ್ಳಿ ತುಂಬಿರಿ. 5X1=5

1. ಮಣ್ಣನ್ನು ತಿರುವು ಹಾಕಿ ಸಡಿಲಗೊಳಿಸುವ ಪ್ರಕ್ರಿಯೆಗೆ ಬಿತ್ತನೆ ಎನ್ನುವರು.

- A) ನೀರಾವರಿ
- B) ಉಳುಮೆ
- C) ಬಿತ್ತನೆ
- D) ಕೊಯ್ಲು

2. ಕಾಲರಾ ರೋಗಕ್ಕೆ ಕಾರಣವಾದ ಜೀವಿ ಬ್ಯಾಕ್ಟೀರಿಯ.

- A) ಶಿಲೀಂಧ್ರ
- B) ಶೈವಲ
- C) ವೈರಸ್
- D) ಬ್ಯಾಕ್ಟೀರಿಯ

3. ಅತ್ಯಂತ ಕಡಿಮೆ ಮಾಲಿನ್ಯ ಉಂಟುಮಾಡುವ ವಾಹನ ಇಂಧನ ವೈನಿಲಿಕ್ ಆಸಿಡ್.

- A) ನೈಸರ್ಗಿಕ ಅನಿಲ
- B) ಪೆಟ್ರೋಲ್
- C) ಡೀಸೆಲ್
- D) ಕಲ್ಲಿದ್ದಲು

4. ಎಣ್ಣೆಯಿಂದ ಉಂಟಾದ ಬೆಂಕಿಯನ್ನು ನೀರು ನಿಂದ ನಿಯಂತ್ರಿಸಲಾಗುವುದಿಲ್ಲ.

- A) ಜಲಜನಕ
- B) ನೀರು
- C) ಇಂಗಾಲದ ಡೈ ಆಕ್ಸೈಡ್
- D) ಆಮ್ಲಜನಕ

5. ಒಂದು ವಸ್ತುವಿನ ಮೇಲೆ ವಿರುದ್ಧ ದಿಕ್ಕಿನಲ್ಲಿ ಪ್ರಯೋಗಿಸುವ ಬಲಗಳು ಸಮವಾದರೆ ಅವುಗಳ ಮೇಲೆ ವರ್ತಿಸುತ್ತಿರುವ ಫಲಿತ ಬಲ ನಿರು ಆಗಿರುತ್ತದೆ.

- A) ಸೊನ್ನೆ
- B) ಒಂದು
- C) ಎರಡು
- D) ಮೂರು

II. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಒಂದು ವಾಕ್ಯದಲ್ಲಿ ಉತ್ತರಿಸಿ. 5X1=5

6. ನೀರನ್ನು ಉಳಿತಾಯ ಮಾಡುವ ನೀರಾವರಿಯ ಎರಡು ವಿಧಾನಗಳನ್ನು ಹೆಸರಿಸಿ.

ಉ: \* ಸ್ಪ್ರಿಂಕಲರ್ ನೀರಾವರಿ \* ಡ್ರಿಪ್ ನೀರಾವರಿ

21/9/24



ವಿವೇಕ ಗಿರಿಜನ ಶೈಕ್ಷಣಿಕ ಕೇಂದ್ರ - ಹೊಸಹಳ್ಳಿ  
ಸಂಕಲನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ - 2, ಮಾರ್ಚ್ 2025

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು : Kuntahi

ವಿಷಯ : ವಿಜ್ಞಾನ

ಅಂಕಗಳು : 40

ತರಗತಿ : 8 ನೇ 'B'

SATS No : 134268542

ಸಮಯ : 1 ಗಂಟೆ 30 ನಿ.

ದಿನಾಂಕ : 22/03/2025

ಪಡೆದ ಅಂಕಗಳು : 39 1/2

ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ : [Signature]

ಷರಾ : V. good

I. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಸರಿಯಾದ ಉತ್ತರವನ್ನು ಆರಿಸಿ ಬಿಟ್ಟ ಸ್ಥಳದಲ್ಲಿ ತುಂಬಿರಿ.

5x1=5

1. ನಿರ್ದಿಷ್ಟ ಪ್ರದೇಶದಲ್ಲಿ ಮಾತ್ರ ಕಂಡುಬರುವ ಜೀವಿ ಪ್ರಭೇದಗಳಿಗೆ ಸ್ಥೂಲ ಸ್ಥಳೀಯತೆ ಎನ್ನುತ್ತಾರೆ.

21/3/25

- a) ಹಳ್ಳಿ ಪ್ರಭೇದಗಳು    b) ಸ್ಥಳೀಯ ಪ್ರಭೇದಗಳು    c) ನಗರ ಪ್ರಭೇದಗಳು    d) ಹತ್ತಿರದ ಪ್ರಭೇದಗಳು

2. ಈಸ್ಟ್ರೋಜನ್ ಸ್ತ್ರೀ ಸಂಬಂಧಿ ಹಾರ್ಮೋನ್ ಆಗಿದೆ.

- a) ಟೆಸ್ಟೋಸ್ಟಿರಾನ್    b) ಈಸ್ಟ್ರೋಜನ್    c) ಅಡ್ರಿನಾಲಿನ್    d) ಥೈರಾಕ್ಸಿನ್

3. ಒಂದು ಗೊದಮೊಟ್ಟೆ ಕೊಳೆ ಸಂರಕ್ಷಣೆ ಪ್ರಕ್ರಿಯೆಯ ಮೂಲಕ ಪುನಃ ಕಪ್ಪೆಯಾಗಿ ಬೆಳೆಯುತ್ತದೆ.

- a) ನಿಶೇಚನ    b) ನಾಟುವಿಕೆ    c) ಮೊಗ್ಗುವಿಕೆ    d) ರೂಪ ಪರಿವರ್ತನೆ

4. ಶಬ್ದವು ಪ್ರಸಾರವಾಗುವುದು ಘನ ದ್ರವ ಮತ್ತು ಉಲ್ಕಾ ಮಾಲಕ

- a) ಅನಿಲಗಳ ಮೂಲಕ    b) ಘನಗಳ ಮೂಲಕ  
c) ದ್ರವಗಳ ಮೂಲಕ    d) ಘನ, ದ್ರವ ಮತ್ತು ಅನಿಲಗಳ ಮೂಲಕ

5. ಈ ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಘರ್ಷಣೆಯಿಂದ ಆವೇಶಗೊಳಿಸಲು ಸಾಧ್ಯವಿಲ್ಲದ ವಸ್ತು ವಿದ್ಯುತ್ ನೆಕೆಲೆ

- a) ಗಾಜಿನ ಕಡ್ಡಿ    b) ತಾಮ್ರದ ಸರಳು    c) ಉಬ್ಬಿದ ಬಲೂನ್    d) ಪ್ಲಾಸ್ಟಿಕ್ ಅಳತೆ ಪಟ್ಟಿ

II. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಒಂದು ವಾಕ್ಯದಲ್ಲಿ ಉತ್ತರಿಸಿ:

5x1=5

6. ವಿದ್ಯುತ್ ಲೇಪನ ಎಂದರೇನು ?

ಉ: ಇಯೊನಿಕ್ ನಿಯಂತ್ರಣದ ಮೂಲಕ ವಿದ್ಯುತ್ ಲೇಪನ ಮಾಡುವ ಪ್ರಕ್ರಿಯೆಯನ್ನು ವಿದ್ಯುತ್ ಲೇಪನವೆಂದು ಕರೆಯಲಾಗುತ್ತದೆ.

7. ಹದಿಹರೆಯವನ್ನು ವ್ಯಾಖ್ಯಾನಿಸಿ.

ಉ: ಹದಿಹರೆಯವು 15 ರಿಂದ 19 ವರೆಗೆ ಇರುವ ವಯಸ್ಸಿನ ವ್ಯಕ್ತಿಯನ್ನು ಸೂಚಿಸುತ್ತದೆ.

8. ಕಂಪನ ಎಂದರೇನು ?

ಉ: ಇಂಥಾ ಕಂಪನವು ಯಾವುದೇ ಸಮಯದಲ್ಲಿ ಉಂಟಾಗುವ ವಿದ್ಯುತ್ ಕಂಪನವನ್ನು ಸೂಚಿಸುತ್ತದೆ.

9. ಅಮೀಬಾದಲ್ಲಿ ನಡೆಯುವ ಅಲೈಂಗಿಕ ಸಂತಾನೋತ್ಪತ್ತಿಗೆ ಏನೆಂದು ಕರೆಯುವರು ?

ಉ: ಬಿನ್ಯೂಟಿಂಗ್ ಮತ್ತು ಪಿನ್ಯೂಟಿಂಗ್ ಮೂಲಕ ಸಂತಾನೋತ್ಪತ್ತಿ ನಡೆಯುತ್ತದೆ.



ವಿವೇಕ ಗರಿಜನ ಶೈಕ್ಷಣಿಕ ಕೇಂದ್ರ - ಹೊಸಹಳ್ಳಿ  
ಸಂಕಲನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ 1 - ಸೆಪ್ಟೆಂಬರ್ 2024 -25

ಅಭ್ಯಾಸ ಹಾಳೆ

SATS NO 122064667

ವಿಷಯ: ಸಮಾಜ ವಿಜ್ಞಾನ

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು: ಶೈಲಶ್ಯ.1K

ದಿನಾಂಕ: 26/8/2024

ತರಗತಿ: 8ನೇ A

ಗರಿಷ್ಠ ಅಂಕಗಳು: 40

ಸಮಯ: 90 ನಿಮಿಷಗಳು

ಪಡೆದ ಅಂಕಗಳು: 16

ಷರಾ :

ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ: [Signature]

I. ಈ ಕೆಳಗೆ ನೀಡಲಾದ ನಾಲ್ಕು ಉತ್ತರಗಳಲ್ಲಿ ಸರಿಯಾದ ಉತ್ತರವನ್ನು ಆರಿಸಿ ಬಿಟ್ಟುಸುಳ ತುಂಬಿರಿ. 5X1=5

1. ಸಮಾಜಶಾಸ್ತ್ರದ ಪಿತಾಮಹ ಆಗಸ್ಟ್ ಕಾಂಪ್ಯು

- A) ಆಗಸ್ಟ್ ಕಾಂಪ್ಯು      B) ರವೀಂದ್ರನಾಥ್      C) ಗೋವಿಂದ ರಾನಡೆ      D) ಚರ್ಚಿಲ್

2. ಬೂದಿಯ ಕುರುಹುಗಳು ಕೆನಡಾ ನ ಗವಿಗಳಲ್ಲಿ ದೊರೆತಿವೆ.

- A) ತ್ರಿಪುರ      B) ಜೈಪುರ      C) ಮೈಸೂರು      D) ಕರ್ನಾಟಕ

3. ಕನ್ನಡ ಭಾಷೆಯಲ್ಲಿ ದೊರೆತಿರುವ ಮೊದಲ ಶಾಸನ ಹಲ್ಲಿಡಿ.

- A) ದೇಕಬ್ಬೆ      B) ಬಾದಮಿ      C) ಹಲ್ಲಿಡಿ      D) ತಾಳಗುಂದ

4. ವೇದ ಪದದ ಅರ್ಥ ಕೆಳವಳಿಕೆ.

- A) ಶಾಂತಿ      B) ತಿಳಿವಳಿಕೆ      C) ದುಃಖ      D) ನಾಚಿಕೆ

5. ವಾಯುವು ಯಾವ ದಿಕ್ಕಿನಿಂದ ಬೀಸುತ್ತದೆ ಎಂಬುದನ್ನು ತಿಳಿಯಲು ಬಳಸುವ ಉಪಕರಣ ವೇವನದಿಕ್ಕು

- A) ಪವನದಿಕ್ಕುಚಿ      B) ಮಿಲಿಬಾರ್      C) ಬಾರೋಮಿಟರ್      D) ಸೆಂಟಿಗ್ರೇಡ್

II. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಒಂದು ವಾಕ್ಯದಲ್ಲಿ ಉತ್ತರಿಸಿ. 5X1=5

6) ಪ್ರಾಗೈತಿಹಾಸಿಕ ಕಾಲ ಎಂದರೇನು?

ಉ: \_\_\_\_\_

7) "ಕಲ್ಚರ್" ಎಂಬ ಪದವು ಯಾವ ಭಾಷೆಯಿಂದ ಬಂದಿದೆ?

ಉ: ಫ್ರೆಂಚ್ ಎಂಬ ಪದವು ಇಂದಿನ ಫಿಲಿಪೈನ್ಸ್ ದಿಂದ ಬಂದಿದೆ.

[Signature]  
13/7/24



SVYM

ವಿವೇಕ ಗಿರಿಜನ ಶೈಕ್ಷಣಿಕ ಕೇಂದ್ರ - ಹೊಸಹಳ್ಳಿ

2024-25 ನೇ ಸಾಲಿನ ಸಂಕಲನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ-2

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು : ಕೃಷ್ಣೇಶ್  
ಸಮಯ : 90 ನಿಮಿಷಗಳು

ವಿಷಯ : ಸಮಾಜ ವಿಜ್ಞಾನ

ತರಗತಿ : 8 ನೇ A

ಅಭ್ಯಾಸ ಹಾಳೆ

ಅಂಕಗಳು : 40

ದಿನಾಂಕ : 26/3/2025

ಪಡೆದ ಅಂಕಗಳು : 22

ಎಸ್. ಎ. ಟಿ. ಎಸ್ ನಂಬರ್ : 123064667

ಕೋರಡಿ ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ : 26/03/25

I. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಸರಿಯಾದ ಉತ್ತರವನ್ನು ಆಯ್ಕೆಮಾಡಿ ಬಿಟ್ಟ ಸ್ಥಳಗಳಲ್ಲಿ ಬರೆಯಿರಿ. 5 x 1 = 5

1. ನಿಮುಖನ ರಾಜಧಾನಿ ಶಿವಮೊಗ್ಗ

A) ಪಾಟಲ ಪುತ್ರ B) ಭಾದಾಮಿ C) ಶ್ರೀಕಾಕುಲಂ D) ತಲಕಾಡು

2. ಸ್ಥಳೀಯ ಸಂಸ್ಥೆಗಳ ಚುನಾವಣೆಗಳನ್ನು ನಡೆಸುವ ಸಂಸ್ಥೆ ಲೋಕಸಭೆ

A) ಕೇಂದ್ರ ಚುನಾವಣಾ ಆಯೋಗ B) ರಾಜ್ಯ ಚುನಾವಣಾ ಆಯೋಗ

C) ವಿಧಾನ ಪರಿಷತ್ D) ಲೋಕಸಭೆ

3. ಶೂದ್ರಕನು ರಚಿಸಿದ ಕೃತಿ ಮೃಗಶಿಕ್ಷೆ

A) ಮೃಚ್ಛಕಟಕ B) ಚಾವುಂಡರಾಯ ಪುರಾಣ C) ವಡ್ಡಾರಾಧನೆ D) ಕವಿರಾಜಮಾರ್ಗ

4. ಬೇಡಿಕೆ ಹೆಚ್ಚಾದಾಗ ಉತ್ಪಾದನೆ ಹೆಚ್ಚಾಗುತ್ತದೆ

A) ಕಡಿಮೆಯಾಗುತ್ತದೆ B) ಹೆಚ್ಚಾಗುತ್ತದೆ C) ಸಮವಾಗುತ್ತದೆ D) ಏನೂ ಆಗುವುದಿಲ್ಲ

5. ಪ್ರಸ್ತುತ ಚಾಲ್ತಿಯಲ್ಲಿರುವ ಕರ್ನಾಟಕ ಪಂಚಾತ್ ರಾಜ್ ಕಾಯಿದೆಯು ಜಾರಿಯಾದ ವರ್ಷ 1993

A) 1994 B) 1993 C) 1992 D) 1991

II. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಒಂದು ವಾಕ್ಯಗಳಲ್ಲಿ ಉತ್ತರಿಸಿ. 5 x 1 = 5

6. ಜಲಗೋಳ ಎಂದರೇನು?

ಉ: ಭೂಗರ್ಭದಲ್ಲಿ ವಾಕ್ಯ ವ್ಯಾಪ್ತವಾದ ನೀರಿನ ಅಂಶವನ್ನು ಕರೆಯುತ್ತೇವೆ.

7. ಕುಶಾಣರು ಯಾವ ಸಂತತಿಗೆ ಸೇರಿದವರು ?

ಉ: ಕುಶಾಣರು ಆರ್ಯ ಸಂತತಿಗೆ ಸೇರಿದವರು.

8. ಪರಿಸರದ ಅರ್ಥ ತಿಳಿಸಿ?

ಉ: ಇದು ಭೂಮಿ ಮತ್ತು ವಾತಾವರಣದ ನೈಸರ್ಗಿಕ ಸಮಗಮನವನ್ನು ಸೂಚಿಸುತ್ತದೆ.

9. ಪಶುಪಾಲನ ಸಮಾಜ ಎಂದರೇನು?

ಉ: ಕೃಷಿ ಜೀವನಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಕುಟುಂಬಗಳನ್ನು ಸೂಚಿಸುತ್ತದೆ.

ಪಶುಪಾಲನ ಸಮಾಜ

*(Handwritten signature)*



ವಿವೇಕ ಗಿರಿಜನ ಶೈಕ್ಷಣಿಕ ಕೇಂದ್ರ-ಹೊಸಹಳ್ಳಿ

ಸಂಕಲನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ-01: ಸೆಪ್ಟೆಂಬರ್-2024

ಅಭ್ಯಾಸ ಹಾಳೆ

SATS NO : 21606008

ವಿಷಯ : ಗಣಿತ

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು : ಮೂನಶ

ದಿನಾಂಕ : 24/9/2024

ತರಗತಿ : 8ನೇ B

ಗರಿಷ್ಠ ಅಂಕಗಳು : 40

ಸಮಯ : 90 ನಿಮಿಷ

ಪಡೆದ ಅಂಕಗಳು : 23 1/2

ಷರಾ : Understand the concept first  
to do some fracting

ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ :

I. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ನಾಲ್ಕು ಪರ್ಯಾಯ ಉತ್ತರವನ್ನು ನೀಡಲಾಗಿದೆ. ಸೂಕ್ತವಾದ ಉತ್ತರವನ್ನು ಆರಿಸಿ,  $5 \times 1 = 5$

ಕ್ರಮಾಕ್ಷರದೊಂದಿಗೆ ಪೂರ್ಣ ಉತ್ತರವನ್ನು ಬರೆಯಿರಿ

1. ಸಂಖ್ಯೆ 1ನ್ನು ಭಾಗಲಬ್ಧ ಸಂಖ್ಯೆಗಳ ಸುಖಾಕ್ಷರ ಅನನ್ಯತಾಂಶವೆಂದು ಹೇಳುತ್ತೇವೆ.

- a) ಸಂಕಲನ      b) ವ್ಯವಕಲನ      c) ಗುಣಾಕಾರ      d) ಭಾಗಕಾರ

2. ವಜ್ರಾಕೃತಿಯ ಕೋನಗಳು ಪರಸ್ಪರ ಲಂಬಾರ್ಧಕಗಳಾಗಿರುತ್ತದೆ.

- a) ಬಾಹುಗಳು      b) ಕೋನಗಳು      c) ಕರ್ಣಗಳು      d) ಕಿರಣಗಳು

3. ಪೃತ್ತಾಕಾರದಲ್ಲಿ ತೋರಿಸುವ ಮಾಹಿತಿಯನ್ನು ಶ್ರುತಿ ನಕ್ಷೆ ಎನ್ನುತ್ತೇವೆ.

- a) ಚಿಹ್ನೆ      b) ಸ್ತಂಭ      c) ಜೋಡಿಸ್ತಂಭ      d) ಪೈ

4.  $(2m)^2 + 2(m-1) = (m+1)^2$

- a)  $2m-1$       b)  $2(m-1)$       c)  $(m-1)^2$       d)  $2(m-1)^2$

5.  $7^3$  ಸಂಖ್ಯೆಯ ಘನಸಂಖ್ಯೆ 343.

- a) 344      b) 433      c) 434      d) 343

II. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗೆ ಉತ್ತರಿಸಿ :

$5 \times 1 = 5$

6. ಭಾಗಲಬ್ಧ ಸಂಖ್ಯೆ ಎಂದರೇನು ?

ಇವು ಪೂರ್ಣ ಸಂಖ್ಯೆ ಮತ್ತು  $\frac{p}{q}$  ರೂಪದಲ್ಲಿ ವ್ಯಕ್ತಪಡಿಸಬಹುದಾದ  $p$  ಮತ್ತು  $q$  ಗಳು ಪೂರ್ಣಸಂಖ್ಯೆ ಮತ್ತು  $q \neq 0$  ಆದವು ಭಾಗಲಬ್ಧ ಸಂಖ್ಯೆ ಎನ್ನುವರು.

7. ಬಿಡಿಸಿರಿ :  $2x - 3 = x + 2$

$2x - 3 = x + 2$

$2x - 3 = x + 2$

$2x - x = 2 + 3$

$x = 5$



SVYM

ವಿವೇಕ ಗಿರಿಜನ ಶೈಕ್ಷಣಿಕ ಕೇಂದ್ರ-ಹೊಸಹಳ್ಳಿ

ಸಂಕಲನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ-02: ಮಾರ್ಚ್-2025

ಅಭ್ಯಾಸ ಹಾಳೆ

SATS NO: 18/500605

ವಿಷಯ: ಗಣಿತ

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು: ಮೌನಿ

ದಿನಾಂಕ: 19/3/2025

ತರಗತಿ: 8ನೇ B

ಗರಿಷ್ಠ ಅಂಕಗಳು: 40

ಸಮಯ: 90 ನಿಮಿಷ

ಪಡೆದ ಅಂಕಗಳು: 35 1/2

ಪರಾ: Focus on your mistakes

ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ: [Signature]

19/3/25

I. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ನಾಲ್ಕು ಪರ್ಯಾಯ ಉತ್ತರವನ್ನು ನೀಡಲಾಗಿದೆ. ಸೂಕ್ತವಾದ ಉತ್ತರವನ್ನು ಆರಿಸಿ,  $5 \times 1 = 5$  ಕ್ರಮಾಕ್ಷರದೊಂದಿಗೆ ಪೂರ್ಣ ಉತ್ತರವನ್ನು ಬರೆಯಿರಿ

1. ಠೇವಣಿಯಾಗಿರಿಸಿದ ಹಣಕ್ಕೆ ಪಾವತಿಸುವ ಹೆಚ್ಚುವರಿ ಹಣವನ್ನು ಬಡ್ಡಿ ಎನ್ನುವರು.

- a) ಬಡ್ಡಿ                      b) ತೆರಿಗೆ                      c) ರಿಯಾಯಿತಿ                      d) ಹೆಚ್ಚುವರಿ ಖರ್ಚು

2.  $-4p \times 7pq =$   $-28p^2q$

- a)  $28p^2q$                       b)  $-28p^2q$                       c)  $28pq^2$                       d)  $28pq^2$

3. ವಜ್ರಾಕೃತಿಯ ವಿಸ್ತೀರ್ಣವು =  $d_1 \times d_2$

- a)  $\frac{1}{2} \times d_1 \times d_2$                       b)  $\frac{1}{4} \times d_1 \times d_2$                       c)  $\frac{1}{8} \times d_1 \times d_2$                       d)  $\frac{1}{10} \times d_1 \times d_2$

4.  $2^{-2} =$   $\frac{1}{4}$

- a)  $\frac{1}{2}$                       b)  $\frac{1}{4}$                       c)  $\frac{1}{6}$                       d)  $\frac{1}{8}$

5. ಒಂದು ಪೊಟ್ಟಣದಲ್ಲಿರುವ ಮಿಠಾಯಿಯನ್ನು 24 ಮಕ್ಕಳಿಗೆ ಹಂಚಿದಾಗ ಪ್ರತಿಯೊಬ್ಬರಿಗೂ 5 ಮಿಠಾಯಿ ಸಿಗುವುದು.

ಮಕ್ಕಳ ಸಂಖ್ಯೆಯನ್ನು 4 ಕಡಿಮೆ ಮಾಡಿದಾಗ ಪ್ರತಿಯೊಬ್ಬರಿಗೆ ಸಿಗುವ ಮಿಠಾಯಿಗಳು 6

- a) 2                      b) 4                      c) 6                      d) 8

II. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗೆ ಉತ್ತರಿಸಿ :

$5 \times 1 = 5$

6. ರಿಯಾಯಿತಿ ಎಂದರೇನು?

ವಸ್ತುವಿನ ನಿಯೂದಿತ ಮೌಲ್ಯದಿಂದ ವಾಸ್ತವ ಮೌಲ್ಯದ ಕಡಿತವನ್ನು ರಿಯಾಯಿತಿ ಎನ್ನುವರು.

ರಿಯಾಯಿತಿ = ನಿಯೂದಿತ ಮೌಲ್ಯ - ವಾಸ್ತವ ಮೌಲ್ಯ

[Signature]



ವಿವೇಕ ಗಿರಿಜನ ಶೈಕ್ಷಣಿಕ ಕೇಂದ್ರ - ಹೊಸಹಳ್ಳಿ

ಸಂಕಲನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ - 1 ಸೆಪ್ಟೆಂಬರ್ 2024-25.

ಅಭ್ಯಾಸ ಹಾಳೆ

SATS NO : 125834072

ವಿಷಯ: ಕನ್ನಡ

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು: ಮಣಿ

ದಿನಾಂಕ: 17/9/2024

ತರಗತಿ: 8ನೇ ವಿಭಾಗ: ಮಾ'ಎ'

ಗರಿಷ್ಠ ಅಂಕಗಳು: 40

ಸಮಯ: 90 ನಿಮಿಷಗಳು

ಪಡೆದ ಅಂಕಗಳು: 37/40

ಪರಾ :

ಶೇಖರ್ ಮೊಳಿ (ಎ) ಉಪ್ಪೇರ ನಂದಿರಾಜ ಶೆಟ್ಟಿ

ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ: OA

I. ಈ ಕೆಳಗೆ ನೀಡಲಾದ ನಾಲ್ಕು ಉತ್ತರಗಳಲ್ಲಿ ಸೂಕ್ತ ಉತ್ತರವನ್ನು ಆರಿಸಿ ಬರೆಯಿರಿ.

5X1=5

1. ರಹೀಮ ಮಗ್ಗವನ್ನು ಮುಟ್ಟದೆ 20 ವರ್ಷಗಳಾಗಿತ್ತು.

ಎ) 50

ಬಿ) 20

ಸಿ) 5

ಡಿ) 10

2. ಅನ್ವರ್ಥ ನಾಮಕ್ಕೆ ಉದಾ ಕುರುಡ.

ಎ) ಕಲ್ಪಿ

ಬಿ) ರಮ್ಯ

ಸಿ) ಸೂರ್ಯ

ಡಿ) ಕುರುಡ

3. "ದಿವಂ" ಪದದ ಅರ್ಥ ಆಕಾಶ.

ಎ) ಆಕಾಶ

ಬಿ) ಭೂಮಿ

ಸಿ) ನೇಸರ

ಡಿ) ಚುಕ್ಕೆ

4. ಕರ್ನಾಟಕ ಸಂಗೀತದ ಪಿತಾಮಹ ವಿಂಕದೇವನಿಶಿ.

ಎ) ಕನಕದಾಸ

ಬಿ) ಪುರಂದರ ದಾಸ

ಸಿ) ವ್ಯಾಸರಾಯ

ಡಿ) ನರಹರಿ ತೀರ್ಥ

5. ಗಡಿಗೆಯನ್ನು - ಈ ಪದದಲ್ಲಿರುವ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯ ಅನ್ಯ.

ಎ) ಅ

ಬಿ) ಇಂದ

ಸಿ) ಅನ್ನು

ಡಿ) ಉ

II. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಒಂದು ವಾಕ್ಯದಲ್ಲಿ ಉತ್ತರಿಸಿ.

5X1=5

6. ರಾಜನಿಗೆ ಕನಸಿನ ವಿಚಾರವನ್ನು ತಿಳಿಸಿದವರು ಯಾರು?

ಉ: ರಾಜನಿಗೆ ಕನಸಿನ ವಿಚಾರವನ್ನು ತಿಳಿಸಿದವರು ಯಾರು?

7. ವಿದೇಶಗಳಲ್ಲಿ ನೀರಿಗಿಂತ ಅಗ್ಗವಾಗಿ ಸಿಗುವುದೇನು?

ಉ: ನೀರಿಗಿಂತ ಅಗ್ಗವಾಗಿ ಸಿಗುವುದೇನು?

8. ಗಾಳಿಯಲ್ಲಿ ಬೂದಿಯನ್ನು ತೂರಿದಾಗ ಎಲ್ಲಿ ಬೀಳುತ್ತದೆ?

ಉ: ಗಾಳಿಯಲ್ಲಿ ಬೂದಿಯನ್ನು ತೂರಿದಾಗ ಎಲ್ಲಿ ಬೀಳುತ್ತದೆ?

9. ವರದಕ್ಷಿಣೆ - ಈ ಪದಕ್ಕೆ ಸ್ವಂತವಾಕ್ಯ ಬರೆಯಿರಿ.

ಉ: ವರದಕ್ಷಿಣೆ ವಿಶ್ವಾಸಾರ್ಹವಾಗಿ ತಿಳಿಸಿಕೊಡುವ

*Handwritten signature*



SVYM

ವಿವೇಕ ಗಿರಿಜನ ಶೈಕ್ಷಣಿಕ ಕೇಂದ್ರ - ಹೊಸಹಳ್ಳಿ

ಸಂಕಲನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ - 2 ಮಾರ್ಚ್ 2025.

ಅಭ್ಯಾಸ ಹಾಳೆ

SATS NO : 125834071

ವಿಷಯ: ಕನ್ನಡ

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು: ಮಣಿ

ದಿನಾಂಕ: 24/3/25

ತರಗತಿ: 8ನೇ ವಿಭಾಗ: A

ಗರಿಷ್ಠ ಅಂಕಗಳು: 40

ಸಮಯ: 90 ನಿಮಿಷಗಳು

ಪಡೆದ ಅಂಕಗಳು: 33

ಷರಾ :

ಜಾಣ (ಓ) ✱

ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ: [Signature]

I. ಈ ಕೆಳಗೆ ನೀಡಲಾದ ನಾಲ್ಕು ಉತ್ತರಗಳಲ್ಲಿ ಸೂಕ್ತ ಉತ್ತರವನ್ನು ಆರಿಸಿ ಬರೆಯಿರಿ.

5X1=5

1. ದಾಶರಥಿ ಎಂದರೆ ಶಾಪ.

ಎ) ಕೃಷ್ಣ

ಬಿ) ಕರ್ಣ

ಸಿ) ರಾಮ

ಡಿ) ದುರ್ಯೋಧನ

2. ಗುಣವನ್ನು ಈ ಪದವು ಅಗಮ ಸಂಧಿಗೆ ಉದಾಹರಣೆ.

ಎ) ಅಗಮ

ಬಿ) ಆದೇಶ

ಸಿ) ಸವರ್ಣದೀರ್ಘ

ಡಿ) ಲೋಪ

3. "ನರೆದಲಗ" ಪದದ ಅರ್ಥ ಶಾಗಿ.

ಎ) ರಾಗಿ

ಬಿ) ಅಕ್ಕಿ

ಸಿ) ನವಣೆ

ಡಿ) ಗೋಧಿ

4. ಕೋಟಿ ಗೋಡೆಗೆ ಮೆಟ್ಟಿಲುಗಳ ಕಟ್ಟಲು ನಮ್ಮ ಶಿಲ್ಪಿ ಗಳಿಂದ ಕಟ್ಟುತ್ತೇವೆ.

ಎ) ದೇಹ

ಬಿ) ಹೆಣ

ಸಿ) ಕಾಲು

ಡಿ) ರಟ್ಟೆ

5. ಕೋಗಿಲೆ - ಈ ಪದದ ತದ್ಭವ ರೂಪ ಕೋಲಿ.

ಎ) ಕೋಗಿಲೆ

ಬಿ) ಕೋಕಿ

ಸಿ) ಕೋಕಿಲ

ಡಿ) ಸಂಕಿಲೆ

II. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಒಂದು ವಾಕ್ಯದಲ್ಲಿ ಉತ್ತರಿಸಿ.

5X1=5

6. ಪ್ರಾರ್ಥನೆಯಿಂದ ಮಳೆಬರಿಸುವುದಾಗಿ ಹೇಳಿದ್ದವನಾರು?

ಉ: ಪ್ರಾಧನವೆಂದೆಡೆ ಅಕ್ಷಯನು ತಿಲ್ಲೂರಲವನು ತಿಲ್ಲೂರಲವನು

7. ಮುದ್ದಣ್ಣನಿಗೆ ಸಿದ್ಧಿಸಿದ ಮಂತ್ರದ ಹೆಸರೇನು?

ಉ: ಮುದ್ದಣ್ಣನಿಗೆ ಸಿದ್ಧಿಸಿದ ಮಂತ್ರ ಸಹಜ ಭವೋದಯ

8. ತಿಂಗಳಿಗೊಮ್ಮೆ ಕಾಫಿ ಬೀಜವನ್ನು ತಂದು ಕೊಡುತ್ತಿದ್ದವರು ಯಾರು?

ಉ: ತಿಂಗಳಿಗೊಮ್ಮೆ ಕಾಫಿ ಬೀಜವನ್ನು ತಂದು ಕೊಡುತ್ತಿದ್ದವರು

9. ಕಾಯಕ - ಈ ಪದಕ್ಕೆ ಸ್ವಂತವಾಕ್ಯ ಬರೆಯಿರಿ.

ಉ: ಕಾಯಕವೆ ಕೈ ಲಾಂ ಬಿಡು ಬಿಡು

[Signature]



SVYM

VIVEKA TRIBAL CENTRE FOR LEARNING – HOSAHALLI  
SUMMATIVE ASSESSMENT-I: SEPTEMBER-2024.

WORKSHEET

SATS NO: 12/885 712

Class: VIII

Subject: ENGLISH

Date: 25/06/24

Student Name: Manju Section: A

Max. Marks: 40

Time allowed: 90 Minutes

Secured Marks: 14 1/2

Remarks: Need more practice

Invigilator's Sign: [Signature] 25/9/24

I. Choose the correct answer for the following questions.

4x1=4

1. The school named Shantinikethan was Rabindranath Tagore  
A) Gandhiji B) Rabindranath Tagore C) Nehru D) Bhagath singh

2. The bee sits on the flower to collect Honey from it.  
A) Oil B) Honey C) Water D) Fruit

3. Oliver twist was born in Poorhouse.  
A) Poorhouse B) Palace C) Hut D) Bungalow

4. The Beauty is seen during day time is Singer chanting.  
A) Harvesting B) Yourself C) Wind sighing D) Singer chanting

II. Analogy

2x1=2

5. Father of the nation : Gandhiji :: Guru deva : Rabindranath Tagore

6. Remember : forget :: White : Black Black

III. Answer the following question in a sentence.

4x1=4

7. What are the Shantiniketan boys famous for?

Ans: Sports and games

8. How long did Raman work at calcutta university?

Ans: Calcutta university 15 years



SVYM

VIVEKA TRIBAL CENTRE FOR LEARNING - HOSAHALLI  
SUMMATIVE ASSESSMENT-II: MARCH-2025.

WORK SHEET

SATS NO: 121 885 713

Class: VIII

Subject: ENGLISH

Date: 28-3-2024

Student Name: manju Section: A

Max. Marks: 40

Time allowed: 90 Minutes

Secured Marks: 31½

Remarks: study well

Invigilator's Sign: [Signature]

I. Choose the correct answer for the following questions.

4x1=4

1. Siddhartha was a Prince  
A) King B) Minister C) Chief Minister D) Prince

2. The woman was standing at the Crossing  
A) Crossing B) Market C) Temple D) House.

3. Ground was Sai's playing companion.  
A) Mother B) Grandfather C) Brother D) Sister

4. There are 8 parts of speech in English.  
A) 8 B) 12 C) 26 D) 5

II. Analogy

2x1=2

6. Social : anti-social :: Purpose : Purpose

7. Remember : forget :: White : Black

III. Make your own sentence for the given words:

2x1=2

8. Mother: I love very much my mother

9. Trees: Trees is green

IV. Answer the following question in a sentence.

5x1=5

10. What kind of a woman do you find in this poem?

Ans: the woman was very old poor and very weak

11. What was Sai's first published book?

Ans: Sai's first published book was mularca meera



ವಿವೇಕ ಗಿರಿಜನ ಶೈಕ್ಷಣಿಕ ಕೇಂದ್ರ-ಹೊಸಹಳ್ಳಿ

ಸಂಕಲನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ-01: ಸೆಪ್ಟೆಂಬರ್-2024

ಅಭ್ಯಾಸ ಹಾಳೆ

SATS NO : 124173407

ವಿಷಯ : ಗಣಿತ

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು : ಶುಭನ್

ದಿನಾಂಕ : 04/9/2024

ತರಗತಿ : 8ನೇ ಬಿ

ಗರಿಷ್ಠ ಅಂಕಗಳು : 40

ಸಮಯ : 90 ನಿಮಿಷ

ಪಡೆದ ಅಂಕಗಳು : 20/40

ಷರಾ : Good Attempt & Keep practicing

ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ : [Signature]

I. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ನಾಲ್ಕು ಪರ್ಯಾಯ ಉತ್ತರವನ್ನು ನೀಡಲಾಗಿದೆ. ಸೂಕ್ತವಾದ ಉತ್ತರವನ್ನು ಆರಿಸಿ,  $5 \times 1 = 5$

ಕ್ರಮಾಕ್ಷರದೊಂದಿಗೆ ಪೂರ್ಣ ಉತ್ತರವನ್ನು ಬರೆಯಿರಿ

1. ಸಂಖ್ಯೆ 1ನ್ನು ಭಾಗಲಬ್ಧ ಸಂಖ್ಯೆಗಳ ಗುಣಕ ಅನನ್ಯತಾಂಶವೆಂದು ಹೇಳುತ್ತೇವೆ.

- a) ಸಂಕಲನ      b) ವ್ಯವಕಲನ      c) ಗುಣಕಾರ      d) ಭಾಗಕಾರ

2. ವಜ್ರಾಕೃತಿಯ ಕೋನಗಳು ಪರಸ್ಪರ ಲಂಬಾರ್ಧಕಗಳಾಗಿರುತ್ತದೆ.

- a) ಬಾಹುಗಳು      b) ಕೋನಗಳು      c) ಕರ್ಣಗಳು      d) ಕಿರಣಗಳು

3. ವೃತ್ತಾಕಾರದಲ್ಲಿ ತೋರಿಸುವ ಮಾಹಿತಿಯನ್ನು ಛೇದ ನಕ್ಷೆ ಎನ್ನುತ್ತೇವೆ.

- a) ಚಿಹ್ನೆ      b) ಸ್ತಂಭ      c) ಜೋಡಿಸ್ತಂಭ      d) ಪೈ

4.  $(2m)^2 + 2m - 1 = (m + 1)^2$

- a)  $2m - 1$       b)  $2(m - 1)$       c)  $(m - 1)^2$       d)  $2(m - 1)^2$

5.  $7^3$  ಸಂಖ್ಯೆಯ ಘನಸಂಖ್ಯೆ 343

- a) 344      b) 433      c) 434      d) 343

II. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗೆ ಉತ್ತರಿಸಿ :

$5 \times 1 = 5$

6. ಭಾಗಲಬ್ಧ ಸಂಖ್ಯೆ ಎಂದರೇನು ?

7. ಬಿಡಿಸಿರಿ :  $2x - 3 = x + 2$

$$2x - 3 = x + 2$$

$$2x - x = 8 + 3$$

$$x = 5$$



SVYM

ವಿವೇಕ ಗಿರಿಜನ ಶೈಕ್ಷಣಿಕ ಕೇಂದ್ರ-ಹೊಸಹಳ್ಳಿ

ಸಂಕಲನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ-02: ಮಾರ್ಚ್-2025

ಅಭ್ಯಾಸ ಹಾಳೆ

SATS NO: 124173407

ವಿಷಯ: ಗಣಿತ

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು: ಶಿವನ್

ದಿನಾಂಕ: 19/3/2025

ತರಗತಿ: 8ನೇ B

ಗರಿಷ್ಠ ಅಂಕಗಳು: 40

ಸಮಯ: 90 ನಿಮಿಷ

ಪಡೆದ ಅಂಕಗಳು: 27 1/2

ಪಠಾ: Focus on The Concept  
you got good Marks

ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ: Chase

I. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ನಾಲ್ಕು ಪರ್ಯಾಯ ಉತ್ತರವನ್ನು ನೀಡಲಾಗಿದೆ. ಸೂಕ್ತವಾದ ಉತ್ತರವನ್ನು ಆರಿಸಿ,  $5 \times 1 = 5$  ಕ್ರಮಾಕ್ಷರದೊಂದಿಗೆ ಪೂರ್ಣ ಉತ್ತರವನ್ನು ಬರೆಯಿರಿ

1. ಠೇವಣಿಯಾಗಿರಿಸಿದ ಹಣಕ್ಕೆ ಪಾವತಿಸುವ ಹೆಚ್ಚುವರಿ ಹಣವನ್ನು ಬಡ್ಡಿ ಎನ್ನುವರು.

- a) ಬಡ್ಡಿ                      b) ತೆರಿಗೆ                      c) ರಿಯಾಯಿತಿ                      d) ಹೆಚ್ಚುವರಿ ಖರ್ಚು

2.  $-4p \times 7pq = -28p^2q$

- a)  $28p^2q$                       b)  $-28p^2q$                       c)  $28pq^2$                       d)  $28pq^2$

3. ವಜ್ರಾಕೃತಿಯ ವಿಸ್ತೀರ್ಣವು =  $\frac{1}{2} \times d_1 \times d_2$

- a)  $\frac{1}{2} \times d_1 \times d_2$                       b)  $\frac{1}{4} \times d_1 \times d_2$                       c)  $\frac{1}{8} \times d_1 \times d_2$                       d)  $\frac{1}{10} \times d_1 \times d_2$

4.  $2^{-2} = \frac{1}{4}$

- a)  $\frac{1}{2}$                       b)  $\frac{1}{4}$                       c)  $\frac{1}{6}$                       d)  $\frac{1}{8}$

5. ಒಂದು ಪೊಟ್ಟಣದಲ್ಲಿರುವ ಮಿಠಾಯಿಯನ್ನು 24 ಮಕ್ಕಳಿಗೆ ಹಂಚಿದಾಗ ಪ್ರತಿಯೊಬ್ಬರಿಗೂ 5 ಮಿಠಾಯಿ ಸಿಗುವುದು.

ಮಕ್ಕಳ ಸಂಖ್ಯೆಯನ್ನು 4 ಕಡಿಮೆ ಮಾಡಿದಾಗ ಪ್ರತಿಯೊಬ್ಬರಿಗೆ ಸಿಗುವ ಮಿಠಾಯಿಗಳು 6

- a) 2                      b) 4                      c) 6                      d) 8

II. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗೆ ಉತ್ತರಿಸಿ :

$5 \times 1 = 5$

6. ರಿಯಾಯಿತಿ ಎಂದರೇನು?

ಉತ್ತರ: ವಸ್ತುವಿನ ನಡುವಿನ ಬೆಲೆಯ [m.p] ಮತ್ತು ನೇರವಾಗಿ ಕಡಿತವಾದ, ರಿಯಾಯಿತಿ ಎನ್ನುವರು  
 ರಿಯಾಯಿತಿ = ನಡುವಿನ ಬೆಲೆ - ಮಾರಪ ಬೆಲೆ



विवेक गिरिजन शैक्षणिक केंद्र, होसहल्ली  
संकलनात्मक मूल्यांकन-I : सितम्बर 2024-25

अभ्यास पत्रिका SATS संख्या: \_\_\_\_\_  
विषय: हिंदी

छात्र का नाम: पवन कुमार  
कक्षा: VIII विभाग: B  
समय: 90 मिनट  
टिप्पणियाँ: \_\_\_\_\_

दिनांक: 23/9/2024  
कुल अंक: 40  
प्राप्तांक: 21

निरीक्षक के हस्ताक्षर: [Signature]

I. नीचे दिये गये प्रश्नों के चार-चार विकल्प दिए गये हैं सही उत्तर चुनकर लिखिए। 6X1=6

1) 'मालिक' का अन्य लिंग रूप है।

- अ) मालि                      आ) मालकिन                      इ) मलकन                      ई) मालिक

उत्तर: - मालकिन

2) 'माला' शब्द का अन्य वचन शब्द है।

- अ) माला                      आ) मलाए                      इ) मालाएँ                      ई) मालाए

उत्तर: - मालाएँ

3) 'वारिधर' शब्द का समनार्थक रूप है।

- अ) बदला                      आ) बादल                      इ) बाल                      ई) बदल

उत्तर: - बादल

4) 'लिखना' शब्द का प्रथम प्रेरणार्थक रूप है।

- अ) लिख                      आ) लिखना                      इ) लिखाना                      ई) लिखना

उत्तर: - लिखना

5) मंगलरू समाचार : कन्नड :: उदंड मार्तंड : .....

- अ) हिंदी                      आ) हिदी                      इ) हिंद                      ई) हिंदूस्थान

उत्तर: - हिंदी

6) मेरा देश मेरी माँ : कहानी :: मिर्च मसाला : .....

- अ) लोककथा                      आ) लककथा                      इ) लेक                      ई) लककथ

उत्तर: - लोककथा

II. एक वाक्य में उत्तर लिखिए। 6X1=6

7) एक दिन भोलू क्या कर रहा था?

उत्तर: - \_\_\_\_\_


8) भारत पर दुश्मनों ने कब आक्रमण किया?

उत्तर: - \_\_\_\_\_

9) शिशु ने रो-रोकर क्या सीखा है?

उत्तर: - \_\_\_\_\_

[Signature]  
13/9/24

**छात्र का नाम:** पवन कुमार
**अभ्यास पत्रिका**
**SATS नाम संख्या :** 18 31394 23
**कक्षा: VIII विभाग:** 'B'
**विषय: हिंदी**
**दिनांक:**
**समय: 90 मिनट**
**कुल अंक: 40**
**टिप्पणियाँ:** improve your handwriting
**प्राप्तांक: 24**
**निरीक्षक के हस्ताक्षर:** 
**I. नीचे दिये गये प्रश्नों के चार-चार उत्तर दिए गए हैं, उनमें से सही उत्तर चुनकर लिखिए** 5X1=5
**1) 'गलती' का अन्य वचन रूप है-**

- अ) गलतियाँ      आ) गलतिया      इ) गलते      ई) गलति

**उत्तर:-** गलतियाँ
**2) 'पानी' शब्द का समानार्थक शब्द है-**

- अ) जला      आ) जल      इ) जले      ई) चल

**उत्तर:-** जल
**3) 'दिन' शब्द का विलोम शब्द है-**

- अ) रात      आ) राल      इ) राते      ई) रत

**उत्तर:-** रात
**4) निम्नलिखित में से शुद्ध रूप शब्द है-**

- अ) उतरायण      आ) उत्तरायण      इ) उतरयण      ई) उत्तरयण

**उत्तर:-** उत्तरायण
**5) 'भाई' शब्द का अन्य लिंग रूप:**

- अ) बहु      आ) ब्रेहुन      इ) बहन      ई) बेन

**उत्तर:-** बेहुन
**II. निम्नलिखित प्रश्नों के उत्तर एक-एक वाक्य में लिखिए** 5X1=5
**6) पेड से क्या गिरा था?**
**उत्तर:-** पत्तियाँ
**7) गुब्बी तालुका (तहसील) किस जिले में स्थित है?**
**उत्तर:-** गुब्बी तालुका तुमकूर किस जिले में स्थित है
**8) बीरबल कितने दिनों तक घूमते रहे?**
**उत्तर:-** सात
**9) जीवन के लिए क्या अनिवार्य है ?**
**उत्तर:-** पानी



SVYM

ವಿವೇಕ ಗಿರಿಜನ ಶೈಕ್ಷಣಿಕ ಕೇಂದ್ರ - ಹೊಸಹಳ್ಳಿ  
ಸಂಕಲನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ 1 - ಸೆಪ್ಟೆಂಬರ್ 2024 -25

ಅಭ್ಯಾಸ ಹಾಳೆ

SATS NO 126621488

ವಿಷಯ: ವಿಜ್ಞಾನ

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು: ಸೌತ್ವಿಂ

ದಿನಾಂಕ: 21/9/2024

ತರಗತಿ: 8ನೇ B

ಗರಿಷ್ಠ ಅಂಕಗಳು: 40

ಸಮಯ: 90 ನಿಮಿಷಗಳು

ಪಡೆದ ಅಂಕಗಳು : 35/40

ಷರಾ : ಅಕ್ಷರಗಳನ್ನು ಸೆಪ್ಪಾಡಿ ಬರೆಯಬೇಡಿ

ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ: (R) 21/9/24

I. ಈ ಕೆಳಗೆ ನೀಡಲಾದ ನಾಲ್ಕು ಉತ್ತರಗಳಲ್ಲಿ ಸರಿಯಾದ ಉತ್ತರವನ್ನು ಆರಿಸಿ ಬಿಟ್ಟುಕೊಳ್ಳ ತುಂಬಿರಿ. 5X1=5

1. ಮಣ್ಣನ್ನು ತಿರುವು ಹಾಕಿ ಸಡಿಲಗೊಳಿಸುವ ಪ್ರಕ್ರಿಯೆಗೆ ಉಳುಮೆ ಎನ್ನುವರು.

- A) ನೀರಾವರಿ
- B) ಉಳುಮೆ
- C) ಬಿತ್ತನೆ
- D) ಕೊಯ್ಲು

2. ಕಾಲರಾ ರೋಗಕ್ಕೆ ಕಾರಣವಾದ ಜೀವಿ ಬ್ಯಾಕ್ಟೀರಿಯಾ.

- A) ಶಿಲೀಂಧ್ರ
- B) ಶೈವಲ
- C) ವೈರಸ್
- D) ಬ್ಯಾಕ್ಟೀರಿಯಾ

3. ಅತ್ಯಂತ ಕಡಿಮೆ ಮಾಲಿನ್ಯ ಉಂಟುಮಾಡುವ ವಾಹನ ಇಂಧನ ನೈಸರ್ಗಿಕ ಅನಿಲ

- A) ನೈಸರ್ಗಿಕ ಅನಿಲ
- B) ಪೆಟ್ರೋಲ್
- C) ಡೀಸೆಲ್
- D) ಕಲ್ಲಿದ್ದಲು

4. ಎಣ್ಣೆಯಿಂದ ಉಂಟಾದ ಬೆಂಕಿಯನ್ನು ನೀರು ನಿಂದ ನಿಯಂತ್ರಿಸಲಾಗುವುದಿಲ್ಲ.

- A) ಜಲಜನಕ
- B) ನೀರು
- C) ಇಂಗಾಲದ ಡೈ ಆಕ್ಸೈಡ್
- D) ಆಮ್ಲಜನಕ

5. ಒಂದು ವಸ್ತುವಿನ ಮೇಲೆ ವಿರುದ್ಧ ದಿಕ್ಕಿನಲ್ಲಿ ಪ್ರಯೋಗಿಸುವ ಬಲಗಳು ಸಮವಾದರೆ ಅವುಗಳ ಮೇಲೆ ವರ್ತಿಸುತ್ತಿರುವ

ಫಲಿತ ಬಲ ಶೂನ್ಯ (0) ಆಗಿರುತ್ತದೆ.

- A) ಶೂನ್ಯ
- B) ಒಂದು
- C) ಎರಡು
- D) ಮೂರು

II. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಒಂದು ವಾಕ್ಯದಲ್ಲಿ ಉತ್ತರಿಸಿ.

5X1=5

6. ನೀರನ್ನು ಉಳಿತಾಯ ಮಾಡುವ ನೀರಾವರಿಯ ಎರಡು ವಿಧಾನಗಳನ್ನು ಹೆಸರಿಸಿ.

ಉ: ನೀರನ್ನು ಉಳಿಸಲು ಮಾಡುವ ನೀರಾವರಿಯ ಎರಡು ವಿಧಾನಗಳು

ಒಳನೀರಾವರಿ, ತುಂತುರು ನೀರಾವರಿ

21/9/24



SVYM

ವಿವೇಕ ಗಿರಿಜನ ಶೈಕ್ಷಣಿಕ ಕೇಂದ್ರ - ಹೊಸಹಳ್ಳಿ  
ಸಂಕಲನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ - 2, ಮಾರ್ಚ್ 2025

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು : ಸೃಷ್ಟಿ

ವಿಷಯ : ವಿಜ್ಞಾನ

ಅಂಕಗಳು : 40

ತರಗತಿ : 8 ನೇ B

SATS No : 126641288

ಸಮಯ : 1 ಗಂಟೆ 30 ನಿ.

ದಿನಾಂಕ : ೨/೩/೨೫

ಪಡೆದ ಅಂಕಗಳು : 39

ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ :

ಪರಾ : good

I. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಸರಿಯಾದ ಉತ್ತರವನ್ನು ಆರಿಸಿ ಬಿಟ್ಟ ಸ್ಥಳದಲ್ಲಿ ತುಂಬಿರಿ.

5x1=5

1. ನಿರ್ದಿಷ್ಟ ಪ್ರದೇಶದಲ್ಲಿ ಮಾತ್ರ ಕಂಡುಬರುವ ಜೀವಿ ಪ್ರಭೇದಗಳಿಗೆ ಸೂಕ್ಷ್ಮೀಯ ಟ್ರೋಫಿಕ್ ವಿಸ್ತಾರ.

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- a) ಹಳ್ಳಿ ಪ್ರಭೇದಗಳು
- b) ಸ್ಥಳೀಯ ಪ್ರಭೇದಗಳು
- c) ನಗರ ಪ್ರಭೇದಗಳು
- d) ಹತ್ತಿರದ ಪ್ರಭೇದಗಳು

2. ಈ ಸೋಲನ ಸ್ತ್ರೀ ಸಂಬಂಧಿ ಹಾರ್ಮೋನ್ ಆಗಿದೆ.

- a) ಟೆಸ್ಟೋಸ್ಟಿರಾನ್
- b) ಈಸ್ಟ್ರೋಜನ್
- c) ಅಡ್ರಿನಾಲಿನ್
- d) ಥೈರಾಕ್ಸಿನ್

3. ಒಂದು ಗೊದಮೊಟ್ಟೆ ರೂಠೆ ಪರಿಚಿತವೆ ಪ್ರಕ್ರಿಯೆಯ ಮೂಲಕ ವಯಸ್ಕ ಕಪ್ಪೆಯಾಗಿ ಬೆಳೆಯುತ್ತದೆ.

- a) ನಿಶೇಚನ
- b) ನಾಟುವಿಕೆ
- c) ಮೊಗ್ಗುವಿಕೆ
- d) ರೂಪ ಪರಿವರ್ತನೆ

4. ಶಬ್ದವು ಪ್ರಸಾರವಾಗುವುದು ಘನ ದ್ರವ ಮತ್ತು ಘನ ಮೂಲಕ

- a) ಅನಿಲಗಳ ಮೂಲಕ
- b) ಘನಗಳ ಮೂಲಕ
- c) ದ್ರವಗಳ ಮೂಲಕ
- d) ಘನ, ದ್ರವ ಮತ್ತು ಅನಿಲಗಳ ಮೂಲಕ

5. ಈ ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಘರ್ಷಣೆಯಿಂದ ಆವೇಶಗೊಳಿಸಲು ಸಾಧ್ಯವಿಲ್ಲದ ವಸ್ತು ಶುದ್ಧ ತಾಮ್ರದ ಸೊಕ್ಕು

- a) ಗಾಜಿನ ಕಡ್ಡಿ
- b) ತಾಮ್ರದ ಸರಳು
- c) ಉಬ್ಬಿದ ಬಲೂನ್
- d) ಪ್ಲಾಸ್ಟಿಕ್ ಅಳತೆ ಪಟ್ಟಿ

II. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಒಂದು ವಾಕ್ಯದಲ್ಲಿ ಉತ್ತರಿಸಿ:

5x1=5

6. ವಿದ್ಯುತ್ ಲೇಪನ ಎಂದರೇನು ?

ಉ: ಒಂದು ಅಗಲದ ಇನ್ಸೂಲಿಂಗ್ ಲೇಪನ ತೆಳುಪಾದ ಅಲೆನ ಅಧ್ಯಕ್ಷ  
ಠಾಲು ಅಥವಾ ಮೂಲಕ ಕ್ರಿಯೆಗೆ ಅಧ್ಯಕ್ಷ ಲೇಪನ ಎಸಗುವರು.

7. ಹದಿಹರೆಯವನ್ನು ವ್ಯಾಖ್ಯಾನಿಸಿ.

ಉ: ನೋಡುವ ವಯಸ್ಸಿನಲ್ಲಿ ಒತ್ತಡಗೊಳಿಸುವ ಸೂಕ್ಷ್ಮಜೀವಿ ಕ್ರಿಯೆ ಅಧ್ಯಕ್ಷ  
ವಿರೂಪದ ಲೇಪನದ ಉದಾಹರಣೆ ರೂಪವನ್ನು ಎಸಗುವರು.

8. ಕಂಪನ ಎಂದರೇನು ?

ಉ: ಒಂದು ಕೆಲಸವನ್ನು ಮಾಡುವುದು ಅಥವಾ ಉದ್ದಕ್ಕೂ ಅಥವಾ ಮುಂದಕ್ಕೆ ಅಥವಾ

9. ಅಮೀಬಾದಲ್ಲಿ ನಡೆಯುವ ಅಲೈಂಗಿಕ ಸಂತಾನೋತ್ಪತ್ತಿಗೆ ಏನೆಂದು ಕರೆಯುವರು ?

ಉ: ಅಮೀಬಾದಲ್ಲಿ ನಡೆಯುವ ಅಲೈಂಗಿಕ ಸಂತಾನೋತ್ಪತ್ತಿಗೆ ಅಪ್ಪಿಟಾಪ್ಪಿಸ ಎಸಗುವರು.







4. Bank passbooks to review the contributions made by both parents and SVYM towards savings for children's education – 10 passbooks

Indian Overseas Bank Branch Code : 3727 उपयोगी सुझाव / Useful Tips 372701000006969

1. अपने खाते की जानकारी प्राप्त करने के लिए अपना मोबाइल नंबर एवं ई-मेल आईडी पंजीकृत करें।  
Register your Mobile and e-mail id for getting information about your account.

2. आप वृक्षलाभ आदि के लिए टोल फ्री नंबर पर कॉल कर सकते हैं।  
You may call for free number for inquiry etc.

3. नियमित रूप से पासबुक अद्यतन करें। / Get pass book updated regularly

4. जहाँ कहीं भी संभव हो स्थायी अनुदेश जारी करें। / Issue standing instructions wherever possible.

5. पासबुक में कहीं भी अपने हस्ताक्षर न करें। / Do not put your signature anywhere in the passbook.

6. हम आपके सुझावों का स्वागत करते हैं। / We welcome your suggestions

7. किसी भी बन्दिनाई के मामले में या मूल्य वर्धित सेवाओं के लिए शाखा प्रबंधक से संपर्क करें  
Contact Branch Manager in case of any difficulty or for Value Added Services.

8. टोल फ्री हेल्प लाइन से 1800 425 4445 है। / Toll Free Help Line No. 1800 425 4445.

9. झूठे चार्टों की चोरी में न आएं। संश्लेष योजनाओं से सावधान रहें।  
Do not fall prey to false promises: beware of dubious schemes.

10. कृपया अपने खाते / नेट बैंकिंग बूजर आईडी और पासवर्ड / एटीएम डेबिट कार्ड / क्रेडिट कार्ड / मोबाइल बैंकिंग / व्यक्तिगत जानकारी आदि के विवरण किसी अन्य व्यक्ति से साझा / को प्रकट न करें।  
Please do not share / disclose details of your account / Netbanking user id and Password/ ATM Debit Card / Credit Card / Mobile Banking / Personal Informations etc to any other person.

11. जो प्रत्येक जमाकर्ता के लिए उपलब्ध अधिकतम जमा बीमा कवर ₹. 5,00,000/- (मूलधन और ब्याज सहित) है, जो खाताधारक द्वारा समय-समय पर परिवर्तन के अधीन एक ही अधिकार और सामान्य क्षमता में धारित है।  
Deposit Insurance Cover available for each depositor is up to a maximum of Rs. 5,00,000/- (inclusive of principal and interest) held by the account holder in the same right and same capacity subject to change from time to time.


 **इण्डियन ओवरसीज़ बैंक**  
Indian Overseas Bank  
SAVINGS BANK ACCOUNT  
Branch: [ 3727 ] N-BEGURU  
NEAR PANCHAYAT OFFICE, N-BEGURU, H.D.KOTE TALUK  
MYSORE DISTRICT TAL-571116 KARNATAKA, INDIA  
Account No: 372701000006969  
MSTER. ADITHYA

HOSAHALLI  
BEERAMBALLI  
MYSORE  
HEGGADADEVANKOTE, KARNATAKA, INDIA, PIN-571116  
Cust. E-Mail:  
Nomination: NOT REGISTERED

Br Phone: 08223269033  
MICR: 570020508  
IFSC: IOBA0003727  
E-Mail: iob3727@iob.in  
Scheme Code: SBLTS  
Cust Id: 517724487  
CKYCR ID: Not Available  
Opened On: 20-07-2024  
MOP: SELF OPERATED

  
शाखा प्रबंधक Branch Manager

Indian Overseas Bank

Branch Code : 3727

Account No : 372701000006969

Date	Cheque No.	Particulars	Withdrawals	Deposits	Balance Initial
20-07-2024		UPI/420216571974		500.00	500.00 Cr
26-08-2024		TRTR/42391550318		1000.00	1500.00 Cr
20-09-2024		NEFT-CNRB-P26424		500.00	2000.00 Cr
06-11-2024		SB Int:10-2024:3		11.00	2011.00 Cr
22-01-2025		TEFT/50331051135		1000.00	3011.00 Cr
06-02-2025		NEFT-CNRB-CNRBH00		1000.00	4011.00 Cr
08-02-2025		SB Int:01-2025:3		14.00	4025.00 Cr

Indian Overseas Bank

Useful Tips

Branch Code : 3727

Account No : 372701000007010

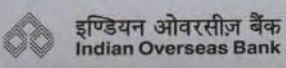


Regular information about / call toll free number

for Value Added Services / schemes / CVV to any person /

10. Deposits up to a maximum of Rs 5,00,000 are allowed by the account holder in the same right and same capacity subject to change from time to time

1. अपने खाते की जानकारी प्राप्त करने के लिए अपना मोबाइल नंबर साई इ-सेवा ऑपरेटर पर रजिस्टर कराएं।
2. टोल फ्री सहायता नं. 1800 425 4445 है। आप मुद्रास्वयं के लिए टोल फ्री नंबर पर कॉल कर सकते हैं।
3. विद्योपलान हॉम में साप्ताहिक अद्यतन करें।
4. जहाँ कहीं भी संभव हो शक्यों अनुदेश जारी करें।
5. पासवर्ड से कहीं भी अपने प्रोफाइल न करें।
6. इस उपयोग के सुझावों का उपयोग करने हैं।
7. किसी भी स्ट्रिटवाई के मामले में या कुछ बर्तित पैमानों के लिए लाभा कवचक से संपर्क करें।
8. बूटे कर्टी को फोटो में न उठाएँ। सेंटिनल पैकनरको से सावधान हो।
9. कृपया अपना पिन / ओटीपी / पासवर्ड / सीमेंटी किसी भी व्यक्ति / कर्मचारी / वेबमास्टर पर साझा न करें।
10. इत्येक इत्येककों के लिए तुल्यव्य अतिरिक्ततत तथा सीमा करर 5,00,000/- (पुनःपन और साकं महिती) है, सी साकाशाक द्वारा समक-नमय पर पॉसिबल के इतिहास तक ही अधिपता और समत अधता से करीक है।



इण्डियन ओवरसीज बैंक  
Indian Overseas Bank

SAVINGS BANK ACCOUNT  
Branch: [ 3727 ] N-BEGURU  
NEAR PANCHAYAT OFFICE, N-BEGURU, H.D.KOTE TALUK  
MYSORE DISTRICT TAL-571116 KARNATAKA, INDIA  
Account No: 372701000007010  
MS.ANITHA

HD KOTE TALUK  
ANTHARASANTHE HOBLI  
DODDABYRANAKUPPE  
HEGGADADEVANKOTE, KARNATAKA, INDIA, PIN-571114  
Cust.E-Mail:  
Nomination: NOT REGISTERED

Br Phone: 08223269033  
MICR: 570020508  
IFSC: IOBA0003727  
E-Mail: iob3727@iob.in  
Scheme Code: SBLTS  
Cust Id: 517915830  
CKYCR ID: Not Available  
Opened On: 03-08-2024  
MOP: SELF OPERATED



शाका प्रबन्धक Branch Manager

Indian Overseas Bank

Branch Code : 3727

Account No : 372701000007010

Date	Cheque No. Particulars	Withdrawals	Deposits	Balance Initial:
03-08-2024	BY CASH		500.00	500.00 Cr
26-08-2024	TRTR/42391550330		1000.00	1500.00 Cr
20-09-2024	NEFT-CNRB-P26424		500.00	2000.00 Cr
06-11-2024	SB Int:10-2024:3		10.00	2010.00 Cr
15-11-2024	BY CASH CASH		1000.00	4010.00 Cr
06-02-2025	NEFT-CNRB-CNRBH00		1000.00	4010.00 Cr
08-02-2025	SB Int:01-2025:3		20.00	4030.00 Cr

Indian Overseas Bank

Useful Tips Branch Code : 3727

Account No : 372701000007016



Information about  
may call toll free number  
for Value Added Services  
schemes  
to any person /

Deposit Insurance Cover Available for each depositor is up to a maximum of Rs.50,00,000- (inclusive of principal and interest) held by the account holder in the bank's total insurance capacity subject to change from time to time.

1. बैंक खाते की सुरक्षा का सबसे अच्छा तरीका है कि आप अपना बैंक खाता एक सुरक्षित स्थान पर रखें।
2. बैंक की सहायता हेतु 1800 425 4445 हेतु। बैंक सुरक्षा के लिए बैंक की वेबसाइट पर जाते हैं।
3. बैंक खाते से धन निकालने के लिए बैंक की वेबसाइट पर जाते हैं।
4. बैंक खाते से धन निकालने के लिए बैंक की वेबसाइट पर जाते हैं।
5. बैंक खाते से धन निकालने के लिए बैंक की वेबसाइट पर जाते हैं।
6. बैंक खाते से धन निकालने के लिए बैंक की वेबसाइट पर जाते हैं।
7. बैंक खाते से धन निकालने के लिए बैंक की वेबसाइट पर जाते हैं।
8. बैंक खाते से धन निकालने के लिए बैंक की वेबसाइट पर जाते हैं।
9. बैंक खाते से धन निकालने के लिए बैंक की वेबसाइट पर जाते हैं।
10. बैंक खाते से धन निकालने के लिए बैंक की वेबसाइट पर जाते हैं।



इण्डियन ओवरसीज बैंक  
Indian Overseas Bank

SAVINGS BANK ACCOUNT  
Branch: [ 3727 ] N-BEGURU  
NEAR PANCHAYAT OFFICE, N-BEGURU, H.D. KOTE TALUK  
MYSORE DISTRICT TAL-571116 KARNATAKA, INDIA  
Account No: 372701000007016  
MR. MUDDU

HD KOTE TALUK  
ANTHARASANTE HOBLI  
KARAPURA  
HEGGADAVEYANKOTE, KARNATAKA, INDIA, PIN-571116  
Cust. E-Mail:  
Nomination: NOT REGISTERED

Br Phone: 08223269033  
MICR: 570020508  
IFSC: IOBA0003727  
E-Mail: iob3727@iob.in  
Scheme Code: SBLTS  
Cust Id: 517942358  
KYCR ID: Not Available  
Opened On: 05-08-2024  
MOP: SELF OPERATED



शाका प्रबंधक Branch Manager

Indian Overseas Bank

Branch Code : 3727

Account No : 372701000007016

Date	Cheque No.	Particulars	Withdrawals	Deposits	Balance Initial
05-08-2024		BY CASH		500.00	500.00 Cr
19-08-2024		TRTR/42321600077		1000.00	1500.00 Cr
20-09-2024		NEFT-CNRB-P26424		500.00	2000.00 Cr
08-02-2025		SB Int: 01-2025:3		14.00	2024.00 Cr
19-03-2025		TRTR/507812002220		1000.00	3024.00 Cr
31-03-2025		NEFT-CNRB-CNRBH00		1000.00	4024.00 Cr

Indian Overseas Bank Branch Code : 3727

Account No. 372701000007023



Reason about

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Value Added Services  
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up to a maximum of  
Rs.5,00,000/- (inclusive of principal and interest) held by the account holder  
in the same BSM and same capacity subject to change from time to time.

1. अपने खाते को आवश्यक रूप से अपने बैंक अफसर से संपर्क करें।
2. टोल फ्री नंबर 1800 425 4445 है। आप नुसराबाद के लिए टोल फ्री नंबर पर कॉल कर सकते हैं।
3. नियमित रूप से पैसे जमा करें।
4. बैंक खाते से पैसे निकालने के लिए बैंक का उपयोग करें।
5. पैसे जमा करने में बैंक की मदद लें।
6. हम आपके पैसे को सुरक्षित रखेंगे।
7. किसी भी परिस्थिति में आपका पैसा सुरक्षित रहेगा।
8. बैंक खाते से पैसे निकालने में बैंक की मदद लें।
9. कृपया अपना पिन / मोबाइल / पासवर्ड / सीसीडी किसी भी व्यक्ति / कर्मचारी पर साझा न करें।
10. प्रत्येक जमाकर्ता के लिए एकल अधिकतम जमा सीमा रु. 5,00,000/- (पंचम सह सत्रह हजार) है, जो धाराधारक द्वारा समय-समय पर परिवर्तित के अधीन एक ही अधिकतम और समय अवधि में धारित है।



इण्डियन ओवरसीज बैंक  
Indian Overseas Bank

SAVINGS BANK ACCOUNT  
Branch: [ 3727 ] N-BEGURU  
NEAR PANCHAYAT OFFICE, N-BEGURU, H.D.KOTE TALUK  
MYSORE DISTRICT TAL-571116 KARNATAKA, INDIA  
Account No: 372701000007023  
MR. PRADEEP

H D KOTE TALUK  
KANDALIKE HOBLI  
MOLEYUR  
HEGGADAEVANKOTE, KARNATAKA, INDIA, PIN-571121  
Cust.E-Mail:  
Nomination: NOT REGISTERED

Br Phone: 08223269033  
MICR: 570020508  
IFSC: IOBA0003727  
E-Mail: iob3727@iob.in  
Scheme Code: SBLTS  
Cust Id: 517973666  
CKYCR ID: Not Available  
Opened On: 07-08-2024  
MOP: SELF OPERATED



शाका प्रबंधक Branch Manager

Indian Overseas Bank Branch Code : 3727 Account No : 372701000007023

Date	Cheque No.	Particulars	Withdrawals	Deposits	Balance Initial
07-08-2024		CASH		500.00	500.00 Cr
29-08-2024		TRTR/42421251810		1000.00	1500.00 Cr
20-09-2024		NEFT-CNRB-P26424		500.00	2000.00 Cr
<del>08-02-2025</del> 24		SB Int: 01-2025:3-2024:3		14.00	2024.00 Cr
25-03-2025		UPI/508433452795/		1000.00	3024.00 Cr
31-03-2025		NEFT-CNRB-CNRBH00		1000.00	4024.00 Cr

Indian Overseas Bank

Useful Tips

Branch Code : 3727

Account No.

372701000007024



any number

Related Services

any person /

a maximum of  
account holder  
me to time.

1. अपने कले की आवश्यकता होने के लिए अपना मोबाइल नंबर अपने ई-मेल आईडी पर जोड़ें।
2. टोल फ्री सहायता नं. 1800 425 4445 है। आप सुबहास के लिए टोल फ्री संदर पर कॉल कर सकते हैं।
3. निष्पक्ष रूप से पासवर्ड अपडेट करें।
4. कहीं कहीं भी समय से अपने अट्रेंडेंस जर्नल करें।
5. पासवर्ड में कहीं भी बदले लगाए न करें।
6. इस ब्लॉक सुझावों का पालन करें।
7. किसी भी कठिनाई के मामले में या कुछ उचित सेवाओं के लिए शाखा प्रबंधक से संपर्क करें।
8. कुछ कले को पॉस्ट में न जाएं। सीटिंग योजनाओं में शामिल न हों।
9. कृपया अपना पिन / जेटीपी / पासवर्ड / सीपीवी किसी भी व्यक्ति / किसी एप / वेबसाइट पर साझा न करें।
10. प्रत्येक नयाकर्ता के लिए उपलब्ध अधिकतम कमा सीमा कवर ₹ 5,00,000/- (पंचायत और पंचायत सहित) है, जो शाखाध्यक्ष द्वारा समय-समय पर परिवर्तन के अधीन एक ही अधिकार और तबत प्रमत्ता में शामिल है।



इण्डियन ओवरसीज बैंक  
Indian Overseas Bank

SAVINGS BANK ACCOUNT  
Branch: [ 3727 ] N-BEGURU  
NEAR PANCHAYAT OFFICE, N-BEGURU, H.D. KOTE TALUK  
MYSORE DISTRICT TAL-571116 KARNATAKA, INDIA  
Account No: 372701000007024  
MS. RAJINI .

H D KOTE TALUK  
SARGUR TOWN  
PURADAKATTE VILLAGE  
HEGGADAEVANKOTE, KARNATAKA, INDIA, PIN-571121  
Cust. E-Mail:  
Nomination: NOT REGISTERED

Br Phone: 08223269033  
MICR: 570020508  
IFSC: IOBA0003727  
E-Mail: iob3727@iob.in  
Scheme Code: SBLTS  
Cust Id: 517973912  
CKYCR ID: Not Available  
Opened On: 07-08-2024  
MOP: SELF OPERATED



शाखा प्रबंधक Branch Manager

• Indian Overseas Bank Branch Code : 3727 Account No : 372701000007024

Date	Cheque No.	Particulars	Withdrawals	Deposits	Balance Initial
07-08-2024		CASH		500.00	500.00 Cr
18-09-2024		TRTR/42621451469		1000.00	1500.00 Cr
20-09-2024		NEFT-CNRB-P26424		500.00	2000.00 Cr
06-11-2024		SB Int:10-2024:3		8.00	2008.00 Cr
30-01-2025		TRTR/56601200530		1000.00	3008.00 Cr
08-02-2025		NEFT-CNRB-CNRBHO0		1000.00	4008.00 Cr
08-02-2025		SB Int:01-2025:3		14.00	4022.00 Cr

Indian Overseas Bank Useful Tip Branch Code : 3727

Account No. 372701000007021



you may call toll free number

book

Faculty or for Value Added Services / dubious schemes / password / CVV to any person /

10. Deposit Insurance Cover: Insured for each depositor is up to a maximum of Rs.5,00,000/- (inclusive of principal and interest) held by the account holder in the same right and same capacity subject to change from time to time.

1. अपने खाते की जानकारी प्राप्त करने के लिए अपने बैंकपाल से हमें ईमेल यादगरी प्रेषित करें।
2. टोल फ्री नम्बरों नं. 1800 425 4440 है। सभी सुझावों के लिए टोल फ्री नंबर पर फोन कर सकते हैं।
3. विपणन का या पासवर्ड प्रदान करें।
4. जहाँ खाते से पैसा ले सकते हैं उसे सुरक्षित रखें।
5. पासवर्ड में नहीं ही अपने कुंजीपत्र न करें।
6. हम आपके सुझावों का स्वागत करते हैं।
7. किसी भी बटिमारी के मामले में या कुछ बचिव सेवाओं के लिए अपना इलाका में संपर्क करें।
8. हमें आपके बैंक खाते में न करें। अलग-अलग बैंक खातों में सहायता ले।
9. कृपया अपना पिन / वेबसाइट / पासवर्ड / सीबीडी सिडी भी अफ़िक / कभी नए / केसाइट पर साझा न करें।
10. आपके जमाकों के लिए उपलब्ध अधिकतम रकम सीमा रु.5,00,000/- (पंचसह सौ अक्षर सहस्र) है, जो धारकताएँ द्वारा समकक्षक पर उचितता के अधीन पर ही अधिकार और समय समय पर बदलें।



इण्डियन ओवरसीज़ बैंक  
Indian Overseas Bank

SAVINGS BANK ACCOUNT  
Branch: [ 3727 ] N-BEGURU  
NEAR PANCHAYAT OFFICE, N-BEGURU, H.D. KOTE TALUK  
MYSORE DISTRICT TAL-571116 KARNATAKA, INDIA  
Account No: 372701000007021  
MS.RAMYA

HD KOTE TALUK  
ANTHARASANTE HOBLI  
BEERAMBALI  
HEGGADADEVANKOTE, KARNATAKA, INDIA, PIN-571116  
Cust. E-Mail:  
Nomination: NOT REGISTERED

Br Phone: 08223269033  
MICR: 570020508  
IFSC: IOBA0003727  
E-Mail: iob3727@iob.in  
Scheme Code: SBLTS  
Cust Id: 517956189  
CKYCR ID: Not Available  
Opened On: 06-08-2024  
MODERATELY OPERATED



शाखे प्रबंधक Branch Manager

Indian Overseas Bank Branch Code : 3727 Account No : 372701000007021

Date	Cheque No.	Particulars	Withdrawals	Deposits	Balance Initial
06-08-2024		TRTR/42191600056		500.00	500.00 Cr
26-08-2024		TRTR/42391500164		1000.00	1500.00 Cr
20-09-2024		NEFT-CNRB-P26424		500.00	2000.00 Cr
06-11-2024		SB Int:10-2024:3		10.00	2010.00 Cr
30-02-2024		NEFT-CNRB-CNRBHO0200350		1000.00	4010.00 Cr
08-02-2025		SB Int:01-2025:3		16.00	4026.00 Cr

Indian Overseas Bank Branch Code : 3727

Account No : 372701000007027



Information about

24 hours toll free number

Additional Services  
Yes/No

V to any person /

10. Deposit facilities are available for each depositor up to a maximum of Rs. 5,00,000/- (inclusive of principal and interest) held by the account holder in the same right and same capacity subject to change from time to time.

1. अपने खाते की जानकारी प्राप्त करने के लिए अपना पतेवासी पता एवं ई-मेल अवधि तक भेजें।
2. टोल फ्री सहायता सं. 1800 425 4445 है। आप पुस्तिका के लिए टोल फ्री नंबर पर कॉल कर सकते हैं।
3. निवास का भी पता सूचना देना है।
4. जहाँ कहीं भी संचालन से खाते की सुविधा नहीं है।
5. पासवर्ड में कभी भी बदलाव न करें।
6. हम आपके मुझसे का स्वागत करते हैं।
7. किसी भी बचत खाते के मामले में या मुख्य बचत खाते के लिए आपका प्रेषक से संपर्क करें।
8. कुछ खाते की शर्तें पढ़ें और। सटीक जानकारी के लिए संपर्क करें।
9. नृपणा अपना पिन / ओटीपी / पासवर्ड / सीपीसी फिजी भी व्यक्ति / जाती रूप / वेबसाइट पर साझा न करें।
10. प्रत्येक बचत खाते के लिए उपलब्ध अधिकतम जमा सीमा रु. 5,00,000/- (पाँच लाख और शून्य मात्र) है, जो धारक/धारक द्वारा समकालीन रूप से परिवर्तन के अधीन एक ही अधिकार और बचत क्षमता में धारित है।



इण्डियन ओवरसीज़ बैंक  
Indian Overseas Bank

SAVINGS BANK ACCOUNT  
Branch: [ 3727 ] N-BEGURU  
NEAR PANCHAYAT OFFICE, N-BEGURU, H.D.KOTE TALUK  
MYSORE DISTRICT TAL-571116 KARNATAKA, INDIA  
Account No: 372701000007027  
MS.SHRUSHTI

H D KOTE TALUK  
TUMBASOGE POST  
NILUVAGILU VILLAGE  
HEGGADAVEVANKOTE, KARNATAKA, INDIA, PIN-571121  
Cust.E-Mail:  
Nomination: NOT REGISTERED

Br Phone: 08223269033  
MICR: 570020508  
IFSC: IOBA0003727  
E-Mail: iob3727@iob.in  
Scheme Code: SBLTS  
Cust Id: 517973146  
CKYCR ID: Not Available  
Opened On: 07-08-2024  
MOP: SELF OPERATED



शाखा प्रबंधक Branch Manager

: Indian Overseas Bank

Branch Code : 3727

Account No ; 372701000007027

Date	Cheque No.	Particulars	Withdrawals	Deposits	Balance Initial
07-08-2024		CASH		500.00	500.00 Cr
18-09-2024		TRTR/42621451495		1000.00	1500.00 Cr
20-09-2024		NEFT-CNRB-P26424		500.00	2000.00 Cr
06-11-2024		SB Int:10-2024:3		8.00	2008.00 Cr
22-01-2025		TRTR/60001000425		1000.00	3008.00 Cr
06-02-2025		NEFT-CNRB-CNRBH00			4008.00 Cr
08-02-2025		SB Int:01-2025:3		15.00	4023.00 Cr

Indian Overseas Bank **Useful Tips** Branch Code : 3727

Account No. : 372701000007007

1. Register your Mobile and e-mail id for getting information about



call toll free number

3. Value Added Services schemes / CVV to any person /

Free cover available for each depositor is up to a maximum of Rs. 100,000/- (inclusive of principal and interest) held by the account holder in the same right and same capacity subject to change from time to time.

1. अपने बैंक की जानकारी प्राप्त करने के लिए अपने मोबाइल नंबर को 1800-425-4445 पर रजिस्ट्रार करें।
2. टोल फ्री नम्बर पर 1800 425 4445 है। आप पृष्ठभूमि के लिए टोल फ्री नंबर पर कॉल कर सकते हैं।
3. विपन्नता से निवारण के लिए बैंक द्वारा सहायता दी जाती है।
4. बैंक की वेबसाइट पर जानकारी उपलब्ध है।
5. पासवर्ड में बदलाव करने के लिए बैंक से संपर्क करें।
6. बैंक की वेबसाइट पर नए सेवाएं उपलब्ध हैं।
7. किसी भी परिवार के सदस्य के लिए बैंक से संपर्क करने के लिए बैंक से संपर्क करें।
8. बैंक की वेबसाइट पर नए सेवाएं उपलब्ध हैं।
9. कृपया अपना बैंक / मोबाइल / पासवर्ड / वीसीडी किसी भी व्यक्ति / किसी भी व्यक्ति पर साझा न करें।
10. बैंक के अधिकारों के लिए उपरोक्त अधिकार का अर्थ है कि बैंक को 5,00,000/- (पांच लाख और शून्य मात्र) तक के धन के लिए बैंक से संपर्क करने के अधिकार हैं।



इण्डियन ओवरसीज़ बैंक  
Indian Overseas Bank

SAVINGS BANK ACCOUNT  
Branch: [ 3727 ] N-BEGURU  
NEAR PANCHAYAT OFFICE, N-BEGURU, H.D. KOTE TALUK  
MYSORE DISTRICT TAL-571116 KARNATAKA, INDIA  
Account No: 372701000007007  
MS.SINDHU

ANNUR  
MUSKOR  
MYSORE

HEGGADAVEVANKOTE, KARNATAKA, INDIA, PIN-571114  
Cust.E-Mail:  
Nomination: NOT REGISTERED

Br Phone: 08223269033  
MICR: 570020508  
IFSC: IOBA0003727  
E-Mail: iob3727@iob.in  
Scheme Code: SBLTS  
Cust Id: 517915718  
CKYCR ID: Not Available  
Opened On: 03-08-2024  
MOP: SELF OPERATED



शाका प्रबंधक Branch Manager

Indian Overseas Bank

Branch Code : 3727

Account No : 372701000007007

Date	Cheque No.	Particulars	Withdrawals	Deposits	Balance Initial:
03-08-2024		BY CASH		500.00	500.00 Cr
18-09-2024		TRTR/42621400610		1000.00	1500.00 Cr
20-09-2024		NEFT-CNRB-P26424		500.00	2000.00 Cr
06-11-2024		SB Int:10-2024:3		8.00	2008.00 Cr
30-12-2024		TRTR/42651200495		1000.00	3008.00 Cr
06-02-2025		NEFT-CNRB-CNRB00		1000.00	4008.00 Cr
08-02-2025		SB Int:01-2025:3		17.00	4025.00 Cr

Indian Overseas Bank Useful Tips Branch Code : 3727

Account No. 372701000007019



Information about  
all toll free number  
Value Added Services  
SMS  
VV to any person /

10 Days up to a maximum of  
Rs.5,00,000/- (inclusive of principal and interest) held by the account holder  
in the same right and same capacity subject to change from time to time.

1. अपने कर्तव्य को जांचने के लिए अपने बैंक से संपर्क करें।
2. टोल फ्री नंबर 1800 425 4445 है। आप नुसरात के लिए टोल फ्री नंबर पर कॉल कर सकते हैं।
3. निजीता का यह प्रमाण अमान्य नहीं।
4. कर्तव्य को सफल से प्रमाण प्रदान करने के लिए।
5. पासवर्ड से कहीं भी अपने हस्ताक्षर न करें।
6. इस अकाउंट में किसी भी प्रकार का लेनदेन नहीं है।
7. किसी भी बैंकिंग के मामले में या अपने बैंक से किसी भी बैंकिंग के मामले में संपर्क करें।
8. कृपया अपने बैंक / ब्रांच / एजेंट / एजेंट से संपर्क करें।
9. कृपया अपना पिन / मोबाइल / पासवर्ड / किसी भी व्यक्ति / किसी भी / किसी भी पर साझा न करें।
10. प्रत्येक प्रमाण के लिए उपलब्ध अधिकतम जमा सीमा रुपये 5,00,000/- (पंचसहस्र और नवसहस्र) है, जो खाताधारक द्वारा अलग-अलग पर प्रमाण के अंतर्गत एक ही अधिकार और समान क्षमता में शामिल है।



इण्डियन ओवरसीज बैंक  
Indian Overseas Bank

SAVINGS BANK ACCOUNT  
Branch: [ 3727 ] N-BEGURU  
NEAR PANCHAYAT OFFICE, N-BEGURU, H.D.KOTE TALUK  
MYSORE DISTRICT TAL-571116 KARNATAKA, INDIA  
Account No: 372701000007019  
MS.TEJASHWINI J V

AREKADU  
MADIKERI KODAGU  
AREKADU VILLAGE  
MADIKERI, KARNATAKA, INDIA, PIN-571253  
Cust.E-Mail:  
Nomination: NOT REGISTERED

Br Phone: 08223269033  
MICR: 570020508  
IFSC: IOBA0003727  
E-Mail: iob3727@iob.in  
Scheme Code: SBLTS  
Cust Id: 517955443  
KYCR ID: Not Available  
Opened On: 06-08-2024  
MOP: SELF OPERATED



शाका प्रबंधक Branch Manager

Indian Overseas Bank

Branch Code : 3727

Account No : 372701000007019

Date	Cheque No.	Particulars	Withdrawals	Deposits	Balance	Initials
06-11-2024		SB Int:10-2024:3		3.00	503.00	Cr
08-02-2025		SB Int:01-2025:3		504.00	507.00	Cr
27-03-2025		UPI/102122679029/		2000.00	2507.00	Cr
31-03-2025		NEFT-CNRB-CNRBH00		1500.00	4007.00	Cr

5. PTM attendance sheets

27/08/24

ಪ್ರೋಜೆಕ್ಟರ್ ಸಭೆ

8ನೇ ತರಗತಿ


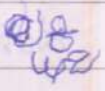
Page No.	
Date	/ /

ಕ್ರ. ಸಂ	ಅಧ್ಯಾಪಕರ ಹೆಸರು	ತರಗತಿ	ಯೋಜನೆ ನಂ.	ಪ್ರೋಜೆಕ್ಟರ್ ಹೆಸರು
1	ಶ್ರೀಯುಕ್ತ. ಎ.	8 <sup>th</sup>	6361725581	ಹೊಸಗಿರಿ
2	ರಾಜುಲ್	8 <sup>th</sup>	98 105105 0367	ಸುಜಾ
3	ಮಣಿಕಂಠ. K.L.	8 <sup>th</sup>	9972917378	Vinutha
4	ರವ್ಯು. H.S.	8 <sup>th</sup>	990030	ಲಲಿತಾ
5	ಶರಣ್	8 <sup>th</sup>	9108606826	ಅನಿಲ್
6	ವಿಜಯ	8 <sup>th</sup>	9900291041	ಗೌರವ್
7	ಶಂಕರ್ ನಿಂಕರ್	8 <sup>th</sup>	8151897358	Ka
8	ನಿಂಧಾ	8 <sup>th</sup>	9008466718	ರಾಜ
9	ಮಂಜು	8 <sup>th</sup>	9686582467	ಪದ್ಮ
10	ರಾಜು	8 <sup>th</sup>	8123601125	ರಾಜು
11	ಹೆಮಂತ್	8 <sup>th</sup>	9945490153	ಪ್ರಜ್ವಲ
12	ನಿಡುವ್ವ	8 <sup>th</sup>	8197119851	ಶಿವ

ಕ್ರ. ಸಂ	ಅಧ್ಯಕ್ಷನ ಹೆಸರು	ಶಾಖೆ	ಮೊ. ನಂ	ಪ್ರೋಫೆಸರ್ ಪದ
(13)	ವಿಶ್ವ	8 <sup>th</sup>	7899406613	ಕಾಂತ್ಕುಮಾರ
(14)	ಕೀರ್ತಿ	8 <sup>th</sup>	9743030308	K. S. D
(15)	ಪಾತ್ರ	8 <sup>th</sup>	7204136297	K. S. D
(16)	ಚಂದನ	8 <sup>th</sup>	8971972997	ಭಗ
(17)	ಸಂಧ್ಯಾ	8 <sup>th</sup>	9480133127	ನಿಜಾನ್
(18)	ತೇಜಸ್	8 <sup>th</sup>	7483553405	Suresh
(19)	ಪವನ	8 <sup>th</sup>	7338651469	ಮಿ
(20)	ಸುತ್ತಿಕ. ಲ.	8 <sup>th</sup>	9482996057	ಅರ್ಜುನ್
(21)	ಶಿವಾಶ. p.s.	8 <sup>th</sup>	9845888196	K. eluk
(22)	ರಾಜಕುಮಾರ	8 <sup>th</sup>	9660329218	Ramesh
(23)	ಮಾನಸ	8 <sup>th</sup>	6368215500	ಶ್ರೀ
(24)	ವಾದು	8 <sup>th</sup>	9433748960	ಸುಜ್ಞಾನಂ ರಾಜ್

ಕ್ರ. ಸಂ	ಲಭ್ಯರಿಸ್ತೀ ಆಧಾರ್	ತರಗತಿ	ಯೋ. ನಂ	ಪೋಸ್ಟಲ್ ಸೆಲ
25	ಮಣಿಯ	8 <sup>th</sup>	9207780575	ರಾಜು
26	ರಕ್ಷಿತ	8 <sup>th</sup>	9301226230	M.P.
27	ಚಂದ್ರಕುಮಾರ	8 <sup>th</sup>	7306044871	Ravi
28	ಸುನೀಲ್.ಡಿ.	8 <sup>th</sup>	9300645243	Dwivedi gopal
29	ಮಣಿ	8 <sup>th</sup>	9480904230	ರವಿ
30	ಮಣಿಯ	8 <sup>th</sup>	9731351370	ವಿಜಯ
31	ಹರಿಕೇಶ	8 <sup>th</sup>	8971545412	ನರೇಶ
32	ಸುಜ್ಞ	8 <sup>th</sup>	9591801686	Nagaraju
33	ಗಗನ್.ಒ.	8 <sup>th</sup>	9148332376	ಮಣಿ
34	ವಂದೀಶ್ ಒ.	8 <sup>th</sup>	7349449183	ಗಣೇಶ
35	ಪ್ರದೀಪ್	8 <sup>th</sup>	9901763719	ರವಿ
36	ಪವನಕುಮಾರ	8 <sup>th</sup>	938072097	ಕೆ.ಎ.ಎ

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ಕ್ರ. ಸಂ	ಅಧ್ಯಕ್ಷಿಣೀಕರಣ	ತರಗತಿ	ಪೋ. ಸಂ	ವ್ಯಕ್ತಿ. ಸಂ
37	ಸುಜಾತೆ	8 <sup>th</sup>	9845140364	ಪಿ.ಎಂ.
38	ಬೇಬಿ	8 <sup>th</sup>	7204548425	ಕೆ.ಎಂ.
39	ಪ್ರಿಯಾ. B.S	8 <sup>th</sup>	9686476577	
40	ಸುಜಾತೆ	8 <sup>th</sup>	7022181832	ದೇವಮ್ಮ
41	ಪ್ರಿಯಾ	8 <sup>th</sup>	9190191248 9880177008	ದಾಸ
42	ತೇಜಸ್ವಿನಿ	8 <sup>th</sup>	8951015287	
43	ಕೀರ್ತನೆ	8 <sup>th</sup>	8123603212	ಪಿ.ಎಂ.
44	ನಿತ್ಯಾಶ್ರಮ	8 <sup>th</sup>	9036569270	Gretha
45	ವಿಜ್ಞಾನಿ	8 <sup>th</sup>	9008579565	
46	ಅನಿತಾ	8 <sup>th</sup>	7306573793	
47	ನಾಯಕಿ	8 <sup>th</sup>	9591367213	ಪ್ರಿಯಾ
48	ಮಾಧವಿ	8 <sup>th</sup>	9972917378	ಮಿನಾಕ್ಷಿ



### 6. 8th Standard Summative Assessment -1 Marks Sheet- 2024-25

Class	8th	Kannada					English					Hindi					Mathematics					Science					Social Science									
		Pen Paper	Viva	Total	Convert to 30%	Grade	Pen Paper	Viva	Total	Convert to 30%	Grade	Pen Paper	Viva	Total	Convert to 30%	Grade	Pen Paper	Viva	Total	Convert to 30%	Grade	Pen Paper	Viva	Total	Convert to 30%	Grade	Pen Paper	Viva	Total	Convert to 30%	Grade					
<b>S.No.</b>	<b>Students Name</b>	<b>40</b>	<b>10</b>	<b>50</b>	<b>30</b>	<b>A+</b>	<b>40</b>	<b>10</b>	<b>50</b>	<b>30</b>	<b>A+</b>	<b>40</b>	<b>10</b>	<b>50</b>	<b>30</b>	<b>A+</b>	<b>40</b>	<b>10</b>	<b>50</b>	<b>30</b>	<b>A+</b>	<b>40</b>	<b>10</b>	<b>50</b>	<b>30</b>	<b>A+</b>	<b>40</b>	<b>10</b>	<b>50</b>	<b>30</b>	<b>A+</b>	<b>40</b>	<b>10</b>	<b>50</b>	<b>30</b>	<b>A+</b>
1	Adhithya	33	10	43	26	A+	15	10	25	15	B+	19	9	28	17	B+	23	8	31	19	B+	17	10	27	16	B+	20	8	28	17	B+					
2	Ajith	14	6	20	12	B	15	6	21	13	B	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B					
3	Anitha	36	9	45	27	A+	15	6	21	13	B	30	8	38	23	A	22	7	29	17	B+	19	9	28	17	B+	25	7	32	19	B+					
4	Baby	25	9	34	20	A	14	6	20	12	B	17	8	25	15	B+	20	6	26	16	B+	19	9	28	17	B+	22	7	29	17	B+					
5	Basappa	16	8	24	14	B+	14	6	20	12	B	22	7	29	17	B+	20	6	26	16	B+	15	9	24	14	B+	18	5	23	14	B+					
6	Basappa	14	6	20	12	B	15	6	21	13	B	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B					
7	Chandana	15	8	23	14	B+	14	6	20	12	B	14	6	20	12	B	16	6	22	13	B	14	6	20	12	B	15	5	20	12	B					
8	Chandrakumar	17	8	25	15	B+	14	6	20	12	B	17	8	25	15	B+	16	6	22	13	B	10	9	19	11	B	17	5	22	13	B					
9	Chethankumbrel	34	10	44	26	A+	17	8	25	15	B+	17	8	25	15	B+	20	7	27	16	B+	30	10	40	24	A	26	8	34	20	A					
10	Chikkanna	28	9	37	22	A	14	7	21	13	B	22	8	30	18	B+	15	7	22	13	B	17	9	26	16	B+	31	7	38	23	A					
11	Deekshitha	14	6	20	12	B	15	6	21	13	B	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B					
12	Devaraju	19	9	28	17	B+	14	7	21	13	B	22	8	30	18	B+	16	7	23	14	B+	12	9	21	13	B	16	5	21	13	B					
13	Gagan	30	9	39	23	A	14	8	22	13	B	16	8	24	14	B+	25	7	32	19	B+	29	10	39	23	A	24	6	30	18	B+					
14	Hemant	33	9	42	25	A	15	8	23	14	B+	20	7	27	16	B+	16	7	23	14	B+	36	10	46	28	A+	28	6	34	20	A					
15	Ishwarya	38	10	48	29	A+	15	8	23	14	B+	20	7	27	16	B+	19	9	28	17	B+	29	10	39	23	A	24	7	31	19	B+					
16	Kavya	31	9	40	24	A	15	7	22	13	B	16	8	24	14	B+	15	7	22	13	B	21	9	30	18	B+	15	6	21	13	B					
17	Keerthana	40	10	50	30	A+	14	9	23	14	B+	34	9	43	26	A+	23	8	31	19	B+	36	10	46	28	A+	38	9	47	28	A+					
18	Keerthi	40	10	50	30	A+	15	8	23	14	B+	23	9	32	19	B+	21	8	29	17	B+	36	10	46	28	A+	30	7	37	22	A					
19	Krishna	23	7	30	18	B+	11	6	17	10	B	14	8	22	13	B	22	6	28	17	B+	14	8	22	13	B	16	5	21	13	B					
20	Kumari	39	10	49	29	A+	20	10	30	18	B+	23	9	32	19	B+	19	8	27	16	B+	28	9	37	22	A	22	7	29	17	B+					
21	Lakshmi	40	10	50	30	A+	25	10	35	21	A	26	9	35	21	A	19	8	27	16	B+	33	10	43	26	A+	35	8	43	26	A+					
22	Mahadeva	34	10	44	26	A+	14	8	22	13	B	21	9	30	18	B+	14	8	22	13	B	14	8	22	13	B	15	8	23	14	B+					
23	Madhu	18	18	36	22	A	14	6	20	12	B	21	8	29	17	B+	18	6	24	14	B+	14	8	22	13	B	15	7	22	13	B					
24	Manasa	29	9	38	23	A	14	6	20	12	B	21	7	28	17	B+	17	6	23	14	B+	14	8	22	13	B	14	5	19	11	B					
25	Mani	35	9	44	26	A+	15	6	21	13	B	20	7	27	16	B+	19	7	26	16	B+	17	9	26	16	B+	26	6	32	19	B+					
26	Manikanta	40	10	50	30	A+	32	10	42	25	A	38	10	48	29	A+	24	8	32	19	B+	32	10	42	25	A	40	9	49	29	A+					
27	Manikanta K L	39	10	49	29	A+	17	9	26	16	B+	25	9	34	20	A	23	9	32	19	B+	28	10	38	23	A	18	9	27	16	B+					
28	Maniya	16	8	24	14	B+	14	6	20	12	B	14	6	20	12	B	14	8	22	13	B	14	8	22	13	B	15	5	20	12	B					
29	Maniya	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B					
30	Manju	25	8	33	20	A	15	7	22	13	B	17	8	25	15	B+	17	7	24	14	B+	14	8	22	13	B	18	7	25	15	B+					
31	Muddu	23	8	31	19	B+	16	6	22	13	B	20	8	28	17	B+	19	8	27	16	B+	19	9	28	17	B+	26	8	34	20	A					
32	Nandeesh G	39	10	49	29	A+	24	9	33	20	A	28	8	36	22	A	30	8	38	23	A	22	9	31	19	B+	37	9	46	28	A+					
33	Nayana	35	10	45	27	A+	24	9	33	20	A	28	8	36	22	A	18	7	25	15	B+	27	10	37	22	A	34	9	43	26	A+					
34	Nithyashree	27	10	37	22	A	20	8	28	17	B+	23	9	32	19	B+	25	7	32	19	B+	22	9	31	19	B+	32	7	39	23	A					
35	Pavan	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B					
36	Pavankumar	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B					
37	Pavithra	20	8	28	17	B+	14	6	20	12	B	14	7	21	13	B	18	7	25	15	B+	19	7	26	16	B+	14	6	20	12	B					
38	Pavithra K	21	9	30	18	B+	20	9	29	17	B+	14	7	21	13	B	16	6	22	13	B	23	7	30	18	B+	20	6	26	16	B+					
39	Pradeep	36	9	45	27	A+	23	10	33	20	A	25	8	33	20	A	39	10	49	29	A+	39	10	49	29	A+	40	10	50	30	A+					
40	Prajwal	19	7	26	16	B+	19	9	28	17	B+	20	8	28	17	B+	22	8	30	18	B+	37	9	46	28	A+	23	7	30	18	B+					
41	Rahul	18	6	24	14	B+	14	6	20	12	B	14	7	21	13	B	15	6	21	13	B	20	8	28	17	B+	25	8	33	20	A					
42	Rajini	32	8	40	24	A	27	10	37	22	A	21	9	30	18	B+	38	9	47	28	A+	36	10	46	28	A+	36	10	46	28	A+					
43	Rakesh	20	6	26	16	B+	14	6	20	12	B	14	6	20	12	B	15	6	21	13	B	17	7	24	14	B+	20	6	26	16	B+					
44	Rakshitha	14	6	20	12	B	15	6	21	13	B	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B					
45	Ramu	14	6	20	12	B	15	7	22	13	B	16	7	23	14	B+	15	6	21	13	B	18	7	25	15	B+	22	5	27	16	B+					
46	Ramya H S	38	9	47	28	A+	14	8	22	13	B	24	8	32	19	B+	34	9	43	26	A+	36	10	46	28	A+	33	8	41	25	A					
47	Ravikumar	35	7	42	25	A	14	7	21	13	B	27	8	35	21	A	20	8	28	17	B+	17	9	26	16	B+	27	7	34	20	A					
48	Sandya	27	6	33	20	A	15	8	23	14	B+	20	7	27	16	B+	20	8	28	17	B+	34	9	43	26	A+	28	8	36	22	A					
49	Sathvik.U	30	7	37	22	A	17	8	25	15	B+	21	7	28	17	B+	19	7	26	16	B+	24	9	33	20	A	21	8	29	17	B+					
50	Shankar Sinkeer	31	9	40	24	A	19	8	27	16	B+	29	9	38	23	A	23	8	31	19	B+	23	9	32	19	B+	22	7	29	17	B+					
51	Shivesh	21	7	28	17	B+	14	6	20	12	B	14	6	20	12	B	16	7	23	14	B+	19	7	26	16	B+	21	6	27	16	B+					
52	Shreyas	27	6	33	20	A	17	9	26	16	B+	22	7	29	17	B+	18	7	25	15	B+	26	8	34	20	A	21	7	28	17	B+					
53	Shwetha	29	7	36	22	A	14	6	20	12	B	14	7	21	13	B	15	6	21	13	B	19	7	26	16	B+	20	6	26	16	B+					
54	Siddava	21	6	27	16	B+	15	8	23	14	B+	17	7	24	14	B+	16	6	22	13	B	22	7	29	17	B+	20	4	24	14	B+					
55	Sindhu	33	9	42	25	A	32	10	42	25																										

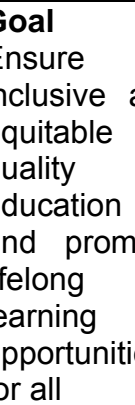

Class	8th	Kannada					English					Hindi					Mathematics					Science					Social Science				
		Pen Paper	Viva	Total	Convert to 30%	Grade	Pen Paper	Viva	Total	Convert to 30%	Grade	Pen Paper	Viva	Total	Convert to 30%	Grade	Pen Paper	Viva	Total	Convert to 30%	Grade	Pen Paper	Viva	Total	Convert to 30%	Grade	Pen Paper	Viva	Total	Convert to 30%	Grade
1	Adhithya	33	10	43	26	A+	24	10	34	20	A	16	8	24	14	B+	18	9	27	16	B+	35	10	45	27	A+	30	8	38	23	A
2	Ajitha	13	8	22	13	B	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B	10	6	16	10	B	10	6	16	10	B
3	Anitha	40	10	50	30	A+	24	10	34	20	A	25	8	33	20	A	27	7	34	19	B+	31	9	40	24	A	32	5	37	22	A
4	Baby	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B	10	6	16	10	B	10	6	16	10	B
5	Basappa	16	8	24	14	B+	19	9	28	17	B+	19	8	27	16	B+	20	6	26	16	B+	22	8	30	19	B+	20	5	25	15	B+
6	Basappa	15	8	23	14	B+	14	6	20	12	B	14	6	20	12	B	14	6	20	12	B	10	6	16	10	B	10	6	16	10	B
7	Chandana	28	9	37	22	A	16	8	24	14	B+	18	6	24	14	B+	21	7	28	17	B+	14	7	21	13	B	16	5	21	13	B
8	Chandrakumar	39	10	49	29	A+	25	8	33	20	A	16	8	24	14	B+	24	7	31	19	B+	18	8	26	16	B+	21	5	26	16	B+
9	Chethankumbrei	34	8	42	25	A	35	10	45	27	A+	25	9	34	20	A	22	8	30	18	B+	38	10	48	29	A+	39	7	46	28	A+
10	Chikkanna	33	9	42	25	A	22	10	32	19	B+	17	8	25	15	B+	22	7	29	17	B+	30	9	39	23	A	25	8	33	20	A
11	Deekshitha	30	8	38	23	A	25	9	34	20	A	17	7	24	14	B+	10	6	16	10	B	21	8	29	17	B+	28	6	34	20	A
12	Devaraju	39	10	49	29	A+	22	10	32	19	B+	17	7	24	14	B+	18	7	25	17	B+	27	8	35	21	A	22	5	27	16	B+
13	Gagan	39	10	49	29	A+	31	10	41	25	A	22	9	31	19	B+	31	8	39	23	A	38	10	48	29	A+	37	7	44	26	A+
14	Hemant	33	10	43	26	A+	28	10	38	23	A	22	9	31	19	B+	38	8	46	28	A+	36	10	46	28	A+	40	7	47	28	A+
15	Ishwarya	34	9	43	26	A+	24	9	33	20	A	21	8	29	17	B+	28	8	36	22	A	32	8	40	24	A	24	6	30	18	B+
16	Kavya	39	10	49	29	A+	21	8	29	17	B+	20	8	28	17	B+	23	7	30	18	B+	24	8	32	19	B+	24	5	29	17	B+
17	Keerthana	39	10	49	29	A+	32	10	42	25	A	26	9	35	21	A	40	9	49	29	A+	40	10	50	30	A+	40	8	48	29	A+
18	Keerthi	16	8	24	14	B+	32	10	42	25	A	24	9	33	20	A	37	9	46	28	A+	40	10	50	30	A+	40	7	47	28	A+
19	Krishna	36	9	45	27	A+	20	8	28	17	B+	16	6	22	13	B	20	7	27	16	B+	14	7	21	13	B	10	6	16	10	B
20	Kumari	40	10	50	30	A+	31	9	40	24	A	29	9	38	23	A	10	7	17	10	B	31	9	40	24	A	29	5	34	20	A
21	Lakshmi	36	10	46	28	A+	36	10	46	27	A+	39	10	49	29	A+	36	9	45	27	A+	39	10	49	29	A	37	9	46	28	A+
22	Madava	18	8	26	16	B+	27	10	37	22	A	22	8	30	18	B+	19	7	26	16	B+	19	9	28	17	B+	22	6	28	17	B+
23	Madhu	26	8	34	20	A	26	8	34	20	A	20	8	28	17	B+	19	7	26	16	B+	17	7	24	14	B+	16	5	21	13	B
24	Manasa	26	8	34	20	A	18	10	28	17	B+	21	8	29	17	B+	26	7	33	20	A	17	7	24	14	B+	22	7	29	17	B+
25	Mani	38	10	48	29	A+	27	8	35	21	A	21	7	28	17	B+	34	6	40	24	A	16	8	24	14	B+	18	6	24	14	B+
26	Manikanta	38	9	47	28	A+	32	10	42	25	A	39	9	48	29	A+	40	9	49	29	A+	40	10	50	30	A+	33	8	41	25	A
27	Manikanta K L	24	8	32	19	B+	27	10	37	22	A	20	8	28	17	B+	34	9	43	26	A+	32	9	41	25	A	35	6	41	25	A
28	Maniya	25	8	33	20	A	19	10	29	17	B+	17	6	23	14	B	18	7	25	15	B+	15	8	23	14	B+	20	5	25	15	B+
29	Maniya	35	9	44	26	A+	14	6	20	12	B	14	6	20	12	B	10	6	16	10	B	0	0	0	0	Ab	10	6	16	10	B
30	Manju	36	10	46	28	A+	20	9	29	17	B+	23	7	30	18	B+	10	6	16	10	B	15	7	22	13	B	22	6	28	17	B+
31	Muddu	39	10	49	29	A+	30	10	40	24	A	28	8	36	22	A	21	8	29	17	B+	23	9	32	19	B+	21	6	27	16	B+
32	Nandeesh G	30	8	38	23	A	22	10	32	19	B+	38	9	47	28	A+	24	8	42	25	A	39	10	49	29	A+	40	8	48	29	A+
33	Nayana	13	8	22	13	B	31	10	41	25	A	25	9	34	20	A	23	9	33	20	A	40	10	50	30	A+	37	9	46	28	A+
34	Nithyashree	13	8	22	13	B	26	10	36	22	A	22	8	30	18	B+	23	8	31	19	B+	27	8	35	21	A	34	6	40	24	A
35	Pavan	26	10	36	22	A	14	6	20	12	B	14	6	20	12	B	10	6	16	10	B	10	6	16	10	B	10	6	16	10	B
36	Pavankumar	37	10	47	28	A+	14	6	20	12	B	14	6	20	12	B	10	6	16	10	B	10	6	16	10	B	10	6	16	10	B
37	Pavithra	27	9	36	22	A	14	6	20	12	B	14	6	20	12	B	10	6	16	10	B	10	6	16	10	B	10	6	16	10	B
38	Pavithra K	15	8	23	14	B+	19	10	29	17	B+	17	7	24	14	B+	20	6	26	16	B+	18	7	25	15	B+	32	8	40	24	A
39	Pradeep	26	10	36	22	A	30	10	40	24	A	24	8	32	19	B+	40	10	50	30	A+	40	10	50	30	A+	40	10	50	30	A+
40	Prajwal	18	9	27	16	B+	22	10	32	19	B+	15	6	21	13	B	23	7	30	18	B+	25	8	33	20	A	27	9	36	22	A
41	Rahul	13	8	22	13	B	18	10	28	17	B+	14	6	20	12	B	25	8	33	20	A	16	7	23	14	B+	19	8	27	16	B+
42	Rajini	14	8	24	14	B+	29	10	39	23	A	21	8	29	17	B+	36	10	46	28	A+	40	10	50	30	A+	39	10	49	29	A+
43	Rakesh	30	10	40	24	A	17	10	27	16	B+	14	6	20	12	B	20	6	26	16	B+	16	8	24	14	B+	16	8	24	14	B+
44	Rakshitha	20	9	29	17	B+	14	6	20	12	B	14	6	20	12	B	10	6	16	10	B	10	6	16	10	B	10	6	16	10	B
45	Ramu	22	9	31	19	B+	19	10	29	17	B+	14	6	20	12	B	22	5	27	16	B+	16	7	23	14	B+	20	9	29	17	B+
46	Ramya H S	27	9	36	22	A	25	10	35	21	A	19	7	26	16	B+	33	8	41	25	A	38	10	47	28	A+	35	10	45	27	A+
47	Ravikumar	14	8	24	14	B+	23	10	33	20	A	14	6	20	12	B	27	7	34	20	A	33	10	42	25	A	29	9	38	23	A
48	Sandya	15	8	23	14	B+	23	10	33	20	A	20	7	27	16	B+	28	8	36	22	A	23	9	31	19	B+	29	10	39	23	A
49	Sathwik	17	8	25	15	B+	27	10	37	22	A	24	8	32	19	B+	21	8	29	17	B+	29	9	37	22	A	30	10	40	24	A
50	Shankar Sinkeer	18	9	27	16	B+	24	10	34	20	A	19	7	26	16	B+	22	7	29	17	B+	10	6	16	10	B	27	10	37	22	A
51	Shivesh	15	9	24	14	B+	21	10	31	19	B+	14	6	20	12	B	21	6	27	16	B+	16	8	23	14	B+	23	8	31	19	B+
52	Shreyas	31	10	41	25	A	23	10	33	20	A	20	7	27	16	B+	21	7	28	17	B+	17	9	25	15	B+	20	9	29	17	B+
53	Shwetha	17	8	25	15	B+	20	10	30	18	B+	20	7	27	16	B+	20	6	26	16	B+	16	9	24	14	B+	28	8	36	22	A
54	Siddha	13	8	22	13	B	18	10	28	17	B+	14	6	20	12	B	20	4	24	14	B+	18	8	24	14	B+	16	9	25	15	B+
55	Sindhu	14	8	22	13	B	34	10	44	26	A+	23	7	30	18	B+	38	10	48	29	A+	40									

### FORM 3.1: ANNUAL SOCIAL IMPACT ASSESSMENT REPORT

{In terms of Regulation 91E (2) of SEBI (Listing Obligations and Disclosure Requirements) Regulations, 2015}

#### 1. Introduction

We, Bluesky Sustainable Business LLP, a Social Impact Assessment Entity (SRO registration number ICMAI SAO/2024-25/SIAO/0002, were engaged by Swami Vivekananda Youth Movement (SVYM) (“Client”), a Social Enterprise listed on the Social Stock Exchange, to conduct an annual Social Impact Assessment (SIA) of specific projects placed below for which funds were obtained through a process of listing on BSE/NSE Social Stock Exchange. The boundary of our assessment is restricted to the activity in the financial year 2023-2024 and for project with referenced appendices for Assessors’ Report/s as stated below:

S No	Name of Project / Program / Intervention	State and Districts	SDGs	Financial year	Appendix
1	Viveka Tribal Center for Learning (A unit of SVYM).	Hosahalli village, H D Kote taluk, Mysuru District. Karnataka	<p><b>Goal 4.</b> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>  <p><b>Goal 8.</b> Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p> 	2023-2024	1

			 <p><b>Goal 2.</b> End hunger, achieve food security and improved nutrition and promote sustainable agriculture</p>	
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This report is prepared exclusively for the benefit of the Client, as defined in the engagement agreement between Bluesky Sustainable Business LLP, a Social Impact Assessment Entity (SRO registration number ICMAI SAO/2024-25/SIAO/0002) and the Client SVYM.

## 2. Management Responsibility

The management of SVYM is, *inter-alia*, responsible for identification of programme output in terms of eligible activities under Regulation 292E of SEBI (ICDR) Regulations, establishing and maintaining appropriate performance management and internal control systems and compilation of performance data for reporting purposes.

In relation to the Social Impact Report and more specifically Section 3, referred to in this report contained therein, the management is responsible for ensuring that the Report is prepared in accordance with established social impact assessment methodologies and relevant guidelines and the accuracy and completeness of the information as presented in the Report including a comprehensive assessment of the social impact arising from the organization's activities.

Management is also responsible for disclosing all relevant social impacts, even those that may be perceived as unfavorable. Transparency is crucial for stakeholders to understand the full range of potential social consequences.

## 3. Social Impact Assessment Entity Responsibility

A Social Impact assessment, conducted as an independent, objective and reliable examination of impact of a project Viveka Tribal Center for Learning -A unit of SVYM, is designed to assess whether the project is operating in accordance with the stated strategic intent and planning, assesses the stated performance in terms of impacts/



outcomes and to provide suggestions, if any, to improve the impact measurement and/or performance and to provide a report thereon.

This report also includes a specific review of and our comments on the matters as contained in the Social Impact Report prepared by the SVYM and placed before us in Form 2.1.

SVYM implements similar project(s) in the same geographies funded through sources other than through the Stock Exchange. However, such projects, if any, have not been subject to Social Impact Assessment by us and are excluded from the scope and boundary of our assessment.

We conducted our engagement in accordance with SEBI Regulations/Guidelines, as applicable for Social Enterprises listed on a Social Stock Exchange and the terms of listing of the project on BSE/ NSE.

The Social Impact Assessment Report by its very nature involves numerous assumptions, inherent risks, and uncertainties, both general and specific. The conclusions drawn are based on the information available with us at the time of writing this report. No representation or warranty, express or implied, is made with respect to the information contained in this report.

The work was limited to the samples/specific procedures described in this report and were based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the project, selected as sample respondents. Accordingly, changes in circumstances/samples/ procedures or information available could affect the findings outlined in this report.

The deliverables in this report in no way should be construed as an opinion, attestation, certification, or other form of assurance. We have not performed any procedure which can be constituted as an examination or a review in accordance with generally accepted auditing standards or attestation standards. We have not audited or otherwise verified the information supplied to us in connection with this engagement, from whatever source. Further, comments in our report are not intended, nor should they be interpreted to be legal advice or opinion.

To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the client for the report, or for the conclusions expressed in this independent Social Impact Assessment Report and the conduct of the engagement is based on the assumption that the data and information provided to us is complete and true. We expressly disclaim any liability or co-responsibility for any decision, a person or entity would make based on this report.

#### 4. Work Undertaken

We have conducted a social impact assessment of the projects placed before us and also examined the Annual Social Impact Report in Form 2.1 by performing procedures including review of records of SVYM, documents in relation to projects assessed, conduct of telephonic surveys, review of survey responses, and meetings with the client's team.

We have also examined a sample of the data and the sources of information on which the Social Impact Assessment Report is based. The annual social impact assessment consisted of sample verification of student beneficiaries in Viveka Tribal Center for Learning, Hosahalli village, H D Kote taluk, Mysuru District. Karnataka which forms 10% of the project.

#### 5. Independence

The social impact<sup>1</sup> assessment was conducted by professionals with domain knowledge of the concerned thematic subject, and suitable skills, competence and experience in social impact assessment in the thematic area as per SEBI requirements for Social Impact Assessment.

Our work was performed in compliance with the requirements of the Code of Conduct for Social Impact Assessors of ICAI SAO which requires, among other requirements, that the members of the assessment team be independent of the organization assessed. The Code also includes detailed requirements for practitioners in relation to integrity, objectivity, professional competence and due care, confidentiality and professional behavior. The social impact assessment organization has systems and processes in place to monitor compliance with the Code and to prevent conflicts regarding independence.

#### 6. Report

Our detailed report, concluded based on discussions with the client on the listed projects is placed in **Appendix 1**, appended to this report and includes the following details on a project wise basis:

- Name of the project and Appendix No.
- Scope and objectives of the Social Impact Assessment
- Approach & Methodology, if any, used, including Sampling, Data collection and study Limitations, if any
- Project wise Assessors' findings and overall comments including Specific comments of the Social Impact Report placed and recommendations for improvement
- Any other matters as considered relevant and necessary

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<sup>1</sup> Impact may not come in initial years and may come later in the fourth or fifth year onwards, in such cases there would not be any impact to report. Hence the word impact should be used very judiciously. Reference may be made to the logic model framework in this regard.



- Status of implementation of Social Impact Assessment Reports of earlier periods
- Annexures (as applicable)



Signature:

Social Impact Assessor Name: Rohit Agarwal

Social Impact Assessor Membership No.: ISAI/SA-511

For Social Impact Assessor's Entity Name: Bluesky Sustainable Business LLP

Social Impact Assessor's Entity Registration No: ICMAI SAO/2024-25/SIAO/002

Empanelled with: ICMAI SAO

Seal of Social Impact Assessor's Entity:



## Swami Vivekananda Youth Movement

### Viveka Tribal Center for Learning

#### Stories of Change

##### 1. Budding athletes at VTCL!



VTCL athletes performed well in the district-level sports tournament organised by the Department of School Education on 23rd October 2024 at Mysuru. Puneeth came first in the 200 metres and relay race while securing the second position in the 100 metres.

Puneeth is shortlisted for the state-level competition along with three other athletes.

Puneeth comes from Balle Hadi, a Jenu Kuruba tribal settlement inside the Bandipur forest reserve. Chethan, his teammate in the relay race event, was given admission on merit basis after he proved his caliber last year at Pratibha Anveshane, SVYM's state-level sports event for identifying and nurturing talented athletes. Chethan came all the way from Dharwad and now is chasing his dream of becoming a sprinter.

All the athletes returned to the school before the Dasara vacations were even over to practice and prepare for the event. This shows the commitment of the athletes and the coaches and results are evident.



The coaches feel confident that the young athletes have the potential to represent the school at Nationals too.



## 2. Proving that learning flows in many directions—from teachers to students, students to teachers and from nature to them all



Our tribal school VTCL abutting the Bandipur forest and separated only by a fenced trench is not just home to students but also to residents found in the wild, occasionally visiting the school. Some regular visitors often make the students feel at home with the chirping sounds heard in open-air classrooms built under a canopy of over 3,500 trees.

Chandan, a young science teacher at VTCL found his calling in the continuous chirping. Following the sounds, he developed an interest in the birds and started identifying and documenting them.

Interestingly, he found that the children knew a lot about birds too and would often stand next to him curiously staring at the birds playing hide and seek in the branches. Being the children of nature, students shared with Chandan the native names of the birds and things

about their behaviour and Chandan shared back what he read in the books. This is how the bird-watching club started three years ago at VTCL.

Every Sunday, Chandan and the students walk the school trails, carefully observing, listening and learning about the birds. The Bandipur forest is not only their home; it's their classroom. Every bird they name and every flight they capture is a step closer to understanding the wildlife that they are blessed to see so closely. Chandan says, " I find lots of joy in sharing this passion with the children and bonding with them."

Proving that learning flows in many directions—from teachers to students, students to teachers and from nature to them all. On World Wildlife Day, we too hope that these children can become the conservators of nature and ensure that the chirpings continue to be the voice of nature for many years to come.



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# Jungle School - the story of VTCL

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## Preface and Introduction

They say that a generational shift occurs every decade. Going by that measure, VTCL is well into its 4th decade of existence. Much water has flown down the Kabini<sup>1</sup> river in that time and VTCL has grown from being an experiment into an emulatable role model. The journey has been far from easy as any journey that has lasted this long would be expected to be. Moments of joy have been interspersed with despair, success, and failure in equal measure. The journey is far from over and there are still many miles to be traversed, many hills to climb, and rivers to cross but there comes a time when you have to pause and look back at the path traversed. Look back, in order to reset, refresh, and renew the journey. This is an effort in that direction.

The **Viveka Tribal Center for Learning (VTCL)** has a history that is rich, a present that is relevant, and a future that is exciting. It is not often that organizations look back at the road that they have traversed, the crossroads they stood at, and the forks they took, and sometimes missed taking. While focusing on the present is important and is often seen as the fashionable thing to do in today's parlance, it is important to recognize that the past has important lessons to teach us. These lessons are not just reflections on the journey and milestones but also on the struggles and compulsions that led to some of the decisions and directions that has brought us to where we are today.

Furthermore, just as they say that "history repeats itself" it is also true that challenges also tend to repeat themselves, it's just that we don't see them as having a past, a present, and a future. Therefore, documenting the journey helps reflect on what was, what is, and what can be and shines a light on the way forward.

This short book attempts to place these lessons, reflections, reminiscences, and stories in the context of the present and their relevance for the future. The book has four distinct sections that can be read in any order. Additionally, each section can be a standalone booklet on its own while also making sense when read as part of the whole. These four sections are:

1. Section-1 is about the ***Journey of VTCL*** largely compiled from the reflections of many of those who were critical cogs in the wheel, and some who were the axle that

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<sup>1</sup> The Kabini river (also known as the Kapila river) is one of the major tributaries of the river Cauvery in Southern India. The river is formed by the confluence of the Panamaram and Mananthavady rivers in the Kozhikode (Calicut) district of Kerala. The river follows along an eastward path through Wayanad district and enters Karnataka through Mysuru district where it meets river Cauvery. Close to the town of Saraguru it forms the huge Kabini Reservoir. The backwaters and adjoining areas are known to be one of the most biodiverse wildlife ecosystems in the country.

## Jungle School - The Journey of VTCL

turned the wheel. This section traces the broad contours of the history along with the twists and turns of the journey of VTCL. It is documented (to the extent possible) in the voice in which it was related to the author. Therefore, this section reads more like a story than a report. The other sections are more “report-like” in their content as well as tone.

2. Section-2 is about the **community impact of VTCL** - when referring to the community, it is to be understood as referring to the specific community and geography that has been (and is being serviced) by VTCL - this is a subset of the larger community in and around HD Kote. The discussions were primarily with past alumni of VTCL, current batch of students, teachers, administrative staff, parents of children studying at VTCL, and senior leadership personnel who were closely involved with the initial days of VTCL. This helps largely in providing a qualitative assessment of VTCL’s impact over the last three decades. Furthermore, available secondary data was sourced, scoured, and used to capture and report certain parameters that provide information on the quantitative impact of VTCL.
3. Section-3 came about as an afterthought and provides a summary of the best practices at VTCL that have evolved largely organically and become institutionalized over time. These best practices could be of value to similar institutions that work with tribal populations and also in general at educational institutions because many of these practices are platform and community agnostic in their appeal. This section, titled, The **VTCL toolkit**, attempts to document the best practices at VTCL that can serve as benchmarks and guides for VTCL itself in the future and also for similar schools that function or are planned in the future.
4. Section-4, titled The **Road ahead** looks at what VTCL aims to achieve and reach in the years ahead and is compiled largely from the conversations with the Education sector head and the current team at VTCL.

The Appendix section includes all of the tables and infographics in full. Finally, the Suggested Reading section includes a few recommendations and suggestions for those interested in additional reading on VTCL in particular and tribal education in general, and SVYM’s history down the ages.

## Section-1: The Story...

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This section traces in brief the journey of VTCL. It is not always easy to crunch the history of 35 years into a few pages. However, the attempt has been to present the story of VTCL in as succinct a manner as possible.

Constructed through conversations, reading, responses to questionnaires, and Focus Group Discussions (FGDs), this section captures the journey of 3 decades in a time-capsule of about 30 pages...

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### The “idea” of the idea of VTCL

An idea is first seeded in the mind, where it germinates in the soil of imagination and grows into a sapling, before being transferred into the real world. Stephen Covey<sup>2</sup>, famously remarked that all things are created twice, once in the mind and then in reality. The Vivekananda Tribal Center for Learning or VTCL for short was an idea that was born thirty five years ago. An informal school that began in a cowshed has grown into a full-fledged, formal educational institution offering high quality, affordable and accessible education to some of the most backward tribal communities of our country. The seed from where all of this has sprouted, remains fresh and that is why VTCL remains a developing idea that is constantly renewing and refreshing itself in its quest to serve as a platform for tribal aspirations.

*Platform for tribal aspirations and a developing idea, constantly renewing itself...*

What does it take to build a school on the fringes of a forest<sup>3</sup> and attempt to provide mainstream education to a population that has never seen the outside of a school? Those who see the school today, would scarcely realize the challenges the early pioneers faced, because the school today boasts of high quality infrastructure, a structured curriculum, enthusiastic teachers, and willing students. This was not at all the case in those early days. This was the question we posed to a select group of people who were involved with both the “idea” of the ‘idea’ of VTCL and also with converting that “idea” into a reality. This meant that the cohort we selected included those who were involved in bringing the idea to fruition and also those who were involved in its execution - the thinkers, planners, executors, and implementers. The appendix section includes a complete list of people who spoke with us on this topic. The next subsection summarizes these memories and reminisces of these people<sup>4</sup>.

### Reminiscences and Reflections on a developing idea

These conversations were conducted in an informal setting, with the idea being to allow each

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<sup>2</sup>Stephen Richards Covey (October 24, 1932 – July 16, 2012) was an American educator, author, businessman, and speaker, who is the author of the bestseller “The 7 Habits of Highly Effective People.” from where the quote is paraphrased.

<sup>3</sup>The school abuts the Bandipur National Park, an 874-sq km forested reserve in Karnataka and known for its small population of tigers besides Indian elephants, spotted deer, gaurs, antelopes and numerous other native species.

<sup>4</sup>While each of these conversations lasted at least an hour if not more, only the key reflections are presented in this section so as to ensure brevity and readability.

## Jungle School - The Journey of VTCL

one of them to share their thoughts, emotions, and memories in a free flowing and easy manner. Questions and interjections were minimal and when done were primarily for the purpose of clarifying a point or exploring a thought further. Each one of them was asked to share their thoughts on the challenges, moments of joy, some moments of despair, and the lessons that have stayed with them over time. Several common strands emerged from these

*“We thought we were there to teach the tribals, soon we realized that there was much for us to learn from them...”*

conversations besides a few that were divergent, however, every single one of them spoke about the unconditional love and affection of the tribal children towards those who had come there to educate them. Many of these early ‘adventurers’ admitted with refreshing candor that they brought with them their own biases and beliefs but soon found out that this was going to be a roller coaster journey of mutual learning and growth. One of the early facilitators who joined VTCL when it was still in its infancy, Ms. Poshini<sup>5</sup> spoke of how she herself came there with an impression that she would impart knowledge but soon was humbled by the embedded wisdom of the community.

Another common thread that appears from these conversations is how most of those who came to this school came with the idea of ‘testing the waters’ or as a novelty often thinking that they would grow out of it, but instead found themselves drawn more and more into the fascinating journey of engaging with this community. For some like Ms. Malathi<sup>6</sup> It was an “accident” as she called it, she stumbled into the school, seeing it as an opportunity to gain some experience, and found herself drawn deeper and deeper into the surroundings, the environment, the needs of the children, the running of the school and so on. The first class she handled was Class-I. Having handled students of higher classes, this was a sort of let down for her. However, after completion of the one hour session, when the class was expected to assemble back in the classroom, not one student came back! This was the beginning of the realization that standard methodologies and pedagogy wouldn’t serve the needs of the tribal community. It would require “out-of-the-box” thinking, planning and execution, if the school were to truly live up to its stated purpose of “*being a platform for tribal aspirations.*” An anecdote shared by Mr. Ramkumar<sup>7</sup> who served as principal at VTCL from 2014 through 2018 is particularly poignant and is testimony to how learning has been a mutual affair at VTCL. He was witness to how a class-II girl student took the advice of

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<sup>5</sup> Poshini worked at VTCL before moving on to community development programs and projects.

<sup>6</sup> Malathi has over two decades experience in the education sector with a stellar track record of managing state & CBSE board schools and an Elementary training college. She is also the co-founder of Avinya AcademicIEQ Consultancy services. She engaged with the tribal children during her stint at VTCL.

<sup>7</sup>Mr. Ramkumar was principal at VTCL from 2014 through 2018.

## Jungle School - The Journey of VTCL

conserving water so much to heart, that she collected the water she had used to wash her plate to water a plant nearby. Curious, he asked her why she did what she did and was moved by her response “*Plants also need water and food, no, sir?*”

Many of them admitted to the dilemma of balancing the values and culture of the tribal community with the realities of modernity and the compulsions of running a structured school. Where does one draw the line? Should we draw a line at all? How does one reconcile the realities of a rapidly changing world, with the needs and aspirations of a displaced population that had already lost its earlier ways of life? There were those who believed that the school must be a “niche school” keeping the tribal way of life including the customs, rituals, and traditions alive. In this context, Ms. Mamta<sup>8</sup> one of the early administrators at VTCL, spoke of this conflict and how she would have preferred to keep the school “niche”. However, the flip side of this argument is/was the reality of tribal displacement and the need for integration through investments in human<sup>9</sup> and social capital<sup>10</sup>

In the midst of all of these shifting perspectives, VTCL has since morphed into a school that seamlessly blends vocational and co-scholastic activities with a standard educational curriculum; however, it was not always the case.

One of the best perspectives we got on this shifting paradigm in the VTCL journey was from Mr. Kumara, principal at VTCL. His perspective threw light on how these shifts were not only organic but also were also a response to the changing needs of the community itself. The community was undergoing a generational shift in how they were viewing the world and their place in it and VTCL was responding to these shifting perspectives. As Mr. Kumara noted, during the initial stages the emphasis was on health, nutrition, providing the children with wholesome meals, and so on. In fact the provisioning of meals at the school was an important determinant of school attendance among children, besides motivating parents to send their wards to school!

As things moved along and the community became more integrated with society, the needs changed as well - education, children’s future, academic performance became important. It also was influenced by the fact that this was already the “next” generation of students who

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<sup>8</sup> Ms. Mamta worked as the head of the school for some time.

<sup>9</sup>Human Capital is the set of physical, intellectual, emotional, and spiritual capabilities that an individual possesses that affords him or her the agency to lead and sustain their life.

<sup>10</sup>Social capital broadly as the institutions, relationships, attitudes, and values that govern interactions among people and contribute to economic and social development.

## Jungle School - The Journey of VTCL

had ‘inherited’ some level of intergenerational equity, which meant that many of the parents who were alumni of VTCL knew the value of the education they had gained. VTCL responded to (and continues to respond to) these shifting perspectives and needs, in line with its stated purpose of existence - “serving as a platform for tribal aspirations.”

Mr. Kumara also spoke of how the present generation of children have dreams that are different from that of the earlier generations, their desires have changed, and their ambitions are different... While they continue to take pride in their tribal identities, they also want to aspire to a better lifestyle, be part of the nation’s growth story and at the same time build their own future as well. Change therefore has been a constant at VTCL. In order to understand how this journey started, we must travel back in time to when the first batch of students were rounded up and herded into a makeshift classroom.

It all began in a cowshed and a chance remark by the *Kāñci Śaṅkarācārya*<sup>11</sup> Śrī Jayendra Sarasvatī<sup>12</sup>, the 69th in the unbroken line of monks of the *Śaṅkarā Matha* who was at that time visiting the little “medical center”<sup>13</sup> that had been setup to provide healthcare to the tribals. When he saw the children running around, he remarked “*Why don’t you do something for these children?*” The other inspiration was Swami Sureshanandaji<sup>14</sup> who was at the time the correspondent of the Sri Ramakrishna Vidyashala<sup>15</sup> at Mysuru. As Dr. R. Balasubramanian<sup>16</sup> (Dr. Balu), the founder of SVYM reminisced in his conversation for this book, “*the former (Śrī Jayendra Sarasvatī) was driven by compassion towards those in*

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<sup>11</sup> Kañchī or sometimes referred to as Kanchi, Kanchipuram or Kanjeevaram is today a city located approximately 72 kms from Chennai. It is home to the Kañchī Kāmakoti Pīṭam founded by *Ādi Śaṅkarācārya*

<sup>12</sup> Jagadguru Sri Jayendra Saraswathi Shankaracharya Swamigal (born Subrahmanyam Mahadeva Iyer; 18 July 1935 – 28 February 2018) was the 69th Shankaracharya Guru and head or pontiff (Pīṭhādhipati) of the Kanchi Kamakoti Peetham. He was nominated by his predecessor, Chandrashekarendra Saraswati, as his successor and with the title Sri Jayendra Saraswathi on 22 March 1954

<sup>13</sup> The medical center today has been converted into a Sabha Bhavan, where the local Panchayat officials meet to discuss administrative matters. The cowshed however, still remains with little to no change whatsoever.

<sup>14</sup> Swami Sureshananda joined the Ramakrishna Order in 1951 at Sri Ramakrishna Ashrama, Bangalore and received the diksha from Srimat Swami Yatiswaranandaji Maharaj and later in 1960 had his Sannyasa Diksha from Srimat Swami Shankaranandaji Maharaj. Swami Sureshananda served the Ashrama centers at Bangalore and Chandigarh before being posted to Mysore Ashrama towards the end of 1971. He assumed charge of Sri Ramakrishna Vidyashala as its Correspondent in April 1972 in which capacity he continued for a record number of 19 years. He became the President of Mysore Ashrama in 1991 and continued in that post till 1998.

<sup>15</sup> Sri Ramakrishna Vidyashala is a residential school for boys run by the Ramakrishna Mission. It is situated in Mysuru, Karnataka.

<sup>16</sup> Dr. R. Balasubramanian is founder SVYM & GRAAM and is currently Member, HR of the Capacity Building Commission, Government of India. He is also the author of 7 books.

## Jungle School - The Journey of VTCL

need, and the latter (Swami Sureshanandji) by his conviction that education was the only means to human emancipation, nation-building, and growth.”

In this same context, Dr. Seetharam<sup>17</sup>, one of the senior core team members and key architects of SVYM since its inception, recalls how it was the children who were the conduits

...inspired by the ideals of Swami Vivekananda, shaped by the zeal of its founder, influenced by the perceived needs of the tribal community, and guided by the blessings of remarkable Gurus.

to engaging with the community for the young doctors in those early years. It was not always easy in those days to earn the trust of the community and it was the children who often broke the ice. Although there were government schools around the place, there weren't many children who were enrolling into these schools. The attitude of the parents particularly, seemed to be “*We never went to school, so where is the need*

*for our children to go to school?*” The government schools too, for their part, were not really engaged in encouraging or mobilizing these children to attend school. Therefore, the pressing need for a school was compounded by several factors including community reluctance and lack of interest, absence of intergenerational equity<sup>18</sup> that would encourage these children, the lack of an educational ecosystem that would help these children progress in life, and finally the gradual dawning in the minds of the doctors of the fact that healthcare alone would no longer suffice if these displaced tribals had to be set on the path towards development.

A “happy accident” that morphed into a school...

A cowshed that had earlier housed a cow was now vacant because the cow that had been donated by Swami Sureshanandaji had been returned after realizing that cow's milk was not something that the tribals particularly relished. The *Śankarācārya* who was contributing Rs. 5,000 per month, said he would increase it by Rs. 2,000 if something was done towards educating the tribal children. Thus began this experiment to provide a “*platform (to the tribals) for the fulfillment of (their) tribal aspirations*”. Lalitha, a Kādukuruba girl who had studied till the eighth grade became the

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<sup>17</sup>Dr. Seetharam is one of the senior core team members and key architects of SVYM since its inception and also a consultant orthopedic surgeon besides his interest in Water Sanitation & Hygiene (WASH), culture, and wildlife.

<sup>18</sup>Intergenerational equity is a principle of distributive justice which relates to the past, present and future generations. In the present context it is being used to refer to the Human and Social Capital equity that can potentially be transferred from parents to children. In those who do not have the benefit of this intergenerational equity (because parents are not educated or they have limited access to because of the geography they are confined to), it can become a great challenge for them to break out of the shackles of poverty and/or development.

## Jungle School - The Journey of VTCL

first teacher of this “cowshed-school”. The first batch had 28 children herded (literally) into the cowshed with the primary intent of ‘feeding them’. As Dr. Balu admits quite candidly, “*there was no intent to build a school, we were medical practitioners, there to provide medical care...*” This is a sentiment that is seconded by both Dr. M.A. Balasubramanya (Dr. MAB)<sup>19</sup> as well as Dr. M.R. Seetharam (Dr. MRS) whom we spoke to and who were involved with SVYM right from its inception.

There is also the acknowledgement of the lack of understanding of what constituted tribal education in the first place. It was the convergence of good intent and the wise words of the seers that led to the setting up of the school. In the light of all this, VTCL truly is a “happy accident”.

Dr. Balu also recounts how as the engagement with the students blossomed, his own interest in education peaked along with a waning interest in medicine. It helped that there were other volunteers and interns who had started to take on the mantle of providing healthcare, freeing Dr. Balu to focus more on education. A book on Educational Psychology that was given to him by Swami Achalanandaji<sup>20</sup> impacted not only his thinking but also the contours of how the school would be shaped and developed. Five principles that he culled out of this book were critical to the evolution of the school from a cowshed to the sprawling campus today. The infographic to the right provides a summary of the 5 principles. These 5 principles that tie the learner, the learning facilitator, learning methodology, learning context, and learning content are in a sense eternal principles of education but in the hustle and bustle of running a school, they often get diluted and lost. VTCL’s focus on these principles is a singular



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<sup>19</sup>Dr. M.A. Balasubramanya (Dr. MAB) is one of the senior core team members and key architects of SVYM. He has worked as CEO and Secretary of the Organization.

<sup>20</sup> A former Engineer in the government department, who resigned from government service and took Sanyasa at the age of 54 from Swami Chidanandaji of Divine Life Society. Because of his proximity to the Mission and his scholastic achievements, the Ramakrishna Ashram had permitted him to stay at RIMSE and guide the younger monks and Brahmacharis. To read more: <https://rbalu.com/5-swami-achalanandaji/>

## Jungle School - The Journey of VTCL

achievement, more so because these five principles continue to form the foundational basis of how the school is run even today. A more detailed explanation of these principles and how they are integrated into the VTCL system is provided in section-3 of this book.

One of the questions that comes to mind has to do with the issue of ensuring socio-cultural appropriateness and context. This is particularly important, given the fact that this population had already been displaced from their natural ecosystem. They had also never been exposed to a structured school environment ever and on top of it this was not a homogeneous tribal population where a one size fits all approach could be taken - they came from (primarily) four distinct tribal populations<sup>21</sup> that had their own sociocultural, and dialectic traditions. One unique and totally unexpected challenge that emerged was the reluctance of other tribal groups to learn from a fellow-tribal. This meant the need to bring in non-tribal teachers from outside to teach tribal learners. It was not that the experiment to have tribals teach tribals was not tried out, in fact, it was repeatedly attempted without much success. Therefore, as Dr. Balu notes *“You cannot keep experimenting at the cost of not being able to run the school. Sometimes it is better to look for the least common denominator that can work in a given context rather than look for the best, when the best runs the risk of failing... Therefore, this is what was attempted in those initial days...”* Also, when the goal is to educate the largest number of students from the community, then one cannot aim to build a niche school but rather look to build an ecosystem that provides an avenue for the largest number of people to get educated and find success in life. The choice really was either about experimenting for the sake of experimenting or choosing the well-trodden path that would provide the basics of a good education and the chance at a fulfilling livelihood to a population group that had already been displaced from their natural environment. The experiments and innovations could always be introduced later, once the system had stabilized.



This early two-fold filter of **contextual relevance** and **cultural appropriateness** that was attempted to be applied on the content and substance of what would be taught at the school was constrained by two factors:

1. finding those who could identify what constituted ‘contextual relevance’ or for that matter ‘cultural appropriateness’ because all those who were involved in creating the content or defining the context were not from the same cultural milieu.

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<sup>21</sup> Kādukurubas, Jenu Kurubas, Yerevas, and the Paniyas.

## Jungle School - The Journey of VTCL

2. Absence of a benchmark or even a reference that could serve as a pointer to how context and culture could be bridged. There weren't any ready made material that could be used to plug this gap.

The attempt therefore was always about finding a middle path, a sort of equilibrium that would not rock the boat nor would it be too much of a compromise. An example of attempting to achieve this “equilibrium” was the choice of Kannada as the medium of education - although the tribals had their own dialects, it was not possible to choose one dialect in which classes could be transacted from among the many dialects that were spoken. Therefore, Kannada being the regional language of the state and in a sense the common thread (a language that was understood across tribal groups) was chosen.

“You can try any experiment on yourself or on your own child, but not on 200-300 children...”

It was also the time when Ms Anita Kaul<sup>22</sup> had been posted to the District Primary Education Program (DPEP) and was piloting the Nali-Kali<sup>23</sup> experiential learning program at the government ashram<sup>24</sup> schools. This content that was being used by the Nali-Kali model was adapted for the tribal school as well because it was the closest to the cultural context and also aligned with what was being taught at mainstream government schools. An advice from Ms. Kaul was prescient - *“We simply don't have the mandate to decide what is good for other children, we could perhaps do it for our own children but definitely not for 200-300 children who could well question us later on how we assumed the authority to decide for them.”* Essentially, she was pointing out the reality of how it is not advisable to assume that we know what is right for others. Also, we might be making choices based on our assumptions and beliefs that come from our contexts and lived-experiences. We have neither lived their lives, nor can we expect to fully comprehend their contexts, compulsions, and motivations - therefore, looking for the least common denominator makes a lot of sense, especially when the alternative is far more riskier with little to no clarity on the outcomes and/or benefits that might accrue. Furthermore, while the state (government) is constitutionally authorized to decide for its citizens, an individual or an organization,

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<sup>22</sup> Anita Kaul (1954-2016) was an Indian Administrative Service (IAS) Officer known best for her key role in reforming India's elementary education system including the Right to Education movement and the Nali-Kali program that was developed in collaboration with UNICEF.

<sup>23</sup> The Nal-Kali system (literally learn while you play) is a unique experiment that was piloted at HD Kote and has subsequently spread to most parts of Karnataka State and variants have been adopted across several other states in the country.

<sup>24</sup> Ashram schools are residential schools which impart education up to the secondary level to children belonging to the scheduled tribes (STs).

## Jungle School - The Journey of VTCL

however, altruistic in his/their outlook cannot presume to have the mandate to decide for other citizens.

Therefore, the decision to choose the Nali-Kali state curriculum for the school was born out of careful consideration and selecting the option that would best suit the contextual and cultural imperatives of that point in time. Therefore, it was a conscious decision to align with

the mainstream path rather than risk experimenting with the lives and livelihoods of so many people.

Need to balance the realities of today's pressures with the demands of a community facing an identity crisis

Another insight into why a mainstream educational system seemed to be most appropriate for the population that was being served is informed quite strangely by the entry of television sets and their impact on the lives and lifestyles of the tribals. Dr. Seetharam notes how as the TV sets started to make their way into the hādis, they brought with them the aspirational lives and habits of the urban,

rich and famous. The desire to emulate this 'aspirational lifestyle' seemed to have taken hold among the tribal community as well. The implications of these influences and societal pressures meant that an ecosystem that was structured and comprehensive was crucial to inculcate discipline, values, and habits that would stand these children in good stead for their future.

Dr. Seetharam is in fact quite clear that the structured and mainstream approach that was adopted from the early days of the school has in fact helped slow down the erosion of tribal values and culture by protecting the students from the mindless onslaught of digitized and romanticized versions of urban culture through Television then and social media now.

In retrospect, given where the school has reached today, it appears to have been the right choice or at least the best choice in the given circumstances. Ultimately any school and particularly a school that is primarily for the tribal population, has to balance (to the best of its abilities) the realities of today's societal pressures with the demands of a community facing an identity crisis. This is particularly true when the community that is being addressed is at a crossroads and there is no pre-existing model against which what was being attempted could be benchmarked or validated. Today, however, is a different story. As Dr. M. A. Balasubramanya remarked during his conversation (and which led to the writing of sections-3 and 4 of this book), VTCL today by itself serves as a benchmark for other schools to emulate and learn from. There are several "best-practices" and lessons learned through

## Jungle School - The Journey of VTCL

practice, trial-and-error, and from community-embedded wisdom that can serve as pointers to other schools that hope to create a similar platform for under-served communities.

The curriculum that was adopted (and largely followed till today) was/is a hybridized model that takes the Nali-Kali model as the base and builds on it - a mainstream, contextually modern curriculum that still retains its socio-cultural appropriateness and contextual relevance:

1. Follow the Nali-Kali model in toto up to 4th grade
2. A customized curriculum that includes the best parts of the Nali Kali model and a structured model from grade-5 through grade-7 - this was in order to ensure that the learners, almost all of them being first-generation learners were 'mainstreamed' gradually rather than being 'shocked' into the realities of the modern world. This also explains the structuring of the classrooms at the school, the lower classes being almost open-to-air and the higher classes gradually transitioning into more closed and standard structures.
3. From grade-8 through grade-10 the school follows the standard structured curriculum that aligns with the state board of education. Here too, practical considerations and the sage advice of Ms. Anita Kaul helped frame the approach. As Dr. Balu notes *"You cannot afford to tell your child to exist without the option of integrating with the rest of mainstream education, because higher education in our country cannot possibly be structured exclusively for tribals."*

Exposure to modernity is a given & change is a reality...VTCL has served as a shock absorber that has helped temper the relentless pace of modernity & change...

It is important to recognize and appreciate the fact that the opportunities and frameworks that exist for higher education in our country follow an approach that is standardized and largely uniform with minimal differences. This means that if the system of education in the lower to mid-level stage is radically different, then, it would make it extremely difficult for children coming out of such a setup to acclimatize themselves to the standardized frameworks of higher education in India. This therefore was an important consideration in arriving at the type of curriculum and the methodology of transaction to be followed at VTCL and preparing the students for the reality of what constitutes higher education beyond class-10 thus became a pressing imperative.

Development is the constant expansion of human capabilities...

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Furthermore, it needs to be acknowledged that “*education for economic growth*” is a reality. While “*education for enlightenment*” is a noble thought and must be part of the ideal of education, however, that alone cannot be the goal for all because economic prosperity is a critical component of individual growth and prosperity along with nation building and development. It is this that informs SVYM’s development model of investing in human and social capital leading to economic consequences and nation building, because “*development is the constant expansion of human capabilities*”<sup>25</sup>.

An interesting point that came up during the conversations not just with Dr. Balu but also with several others who were interviewed for this book, was the topic of the medium of instruction to be adopted at a school such as VTCL. As part of tracing the history and developments that have shaped the growth of VTCL, we posed this question to the teachers. We could see a clear divide between the senior teachers and the newer teachers with regard to this aspect. While the senior teachers were unanimous in maintaining that Kannada (regional/mother tongue) must continue to be the medium of instruction, the younger generation of teachers seemed to view this a little more pragmatically while acknowledging the realities of today.

The newer generation of teachers also spoke about the pushback from the tribal community itself who want their children to study in English medium because they see English as the gateway to national and international success. While, the sentiments associated with sticking to one’s mother tongue and/or the regional language of the state is perfectly understandable, it must be acknowledged that English is rapidly being seen not just as the universal link language but also as the language of corporate and entrepreneurial success, particularly in an increasingly globalized world order. Additionally, if VTCL has to be true to its stand of serving as a platform for the fulfilment of tribal aspirations, then it must take on board the changing aspirations and expectations of the community.

In this context, it is interesting to see Dr. Balu’s views on this and how Kannada was chosen more as a compromise option rather than as a conscious choice! As he clarified very succinctly “*I was clear from the beginning that Kannada could be the ‘cultural bridge’ but the Vyavahārika (transactional) bridge had to be English.*” The only reason that Kannada

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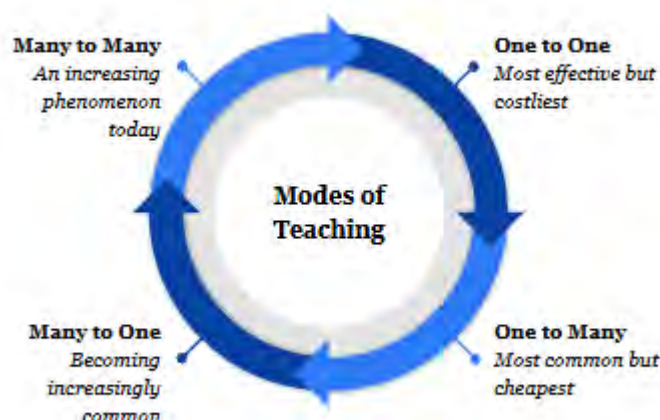
<sup>25</sup> Development as a constant expansion of human capabilities is proposed both by Amartya Sen and Martha Nussbaum - a field of Development Economics that is focused on the capabilities approach to human development

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was chosen was because he couldn't find competent English teachers willing to commit themselves to VTCL at that time. He sees this as a “*lost opportunity*”<sup>26</sup>

Another key decision that was taken early on was the methodology/approach to teaching. There are four modes of teaching that are possible (shown in the infographic). However, the decision to opt for a particular mode of teaching, derives from the practicality and practicability of the context and current realities at a given point in time. Therefore, the methodology adopted was

“one-to-many” which is the commonest, most economical, practical, and practicable when the need is to address a large group of learners. A key consideration in the one-to-many approach is the need to create appropriate “learning spaces” i.e., one-to-many learning necessarily needs to be infrastructure-driven for it to



be effective and efficient. Another factor that needed to be taken into consideration was the need to build three distinctly different types of learning spaces to cater to the learning model that had been adopted at VTCL - the open model for grades 1 through 4, the semi-open model for grades 5 through-7 and the standard classrooms for grades 8 through 10. The infrastructure that has existed till today (it is undergoing some changes today) is a reflection of this thinking and the work of architect Tara Murali<sup>27</sup> The pathway that leads up to the school is an example of the architectural and infrastructural philosophy followed at VTCL. It is a winding path that was initially allowed to form naturally as a consequence of the repeated footfalls of the children coming to and going back from school.

It is important also to realize that when we speak of “learning spaces” we are not speaking only of physical infrastructure but also of creating the requisite mindspace for learning to

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<sup>26</sup> The school now has the first batch of students who are learning with English as the medium of instruction today and this is seen as a natural progression of addressing the changing needs of the community.

<sup>27</sup> Tara Murali is an architect based out of Chennai and a former Secretary of Indian Institute of Architects, Tamil Nadu Chapter and Vice President of the Palani Hills Conservation Council.

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happen - a soul in the school that facilitates learning. As a new generation of learners as well as a new generation of teachers emerge in and around VTCL, the contours of the school are also transforming in line with the evolving needs of the community. As Praveen Kumar S, the current head of Education and whose vision for what and how VTCL needs to grow in the future, is shaping the current contours of the school, notes for example, - *“the choice of English as the medium of instruction is largely a response to the demands and felt-needs of the community.”*

Another important change that has come about and which is helping the school be more experimental in its approach towards tribal education is the relative easing in the funding challenge - it is no longer about the money deciding what can and cannot be done, but rather about what needs to be done and how and from where can the fund be sourced.

## Section-2: The Impact...

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This section traces the impact that VTCL has created in the communities and geographies it has worked in and traces how key indicators of Human and Social Capital have moved over the years...

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## **Section-2: The Community Impact of VTCL**

*Table-1: Summary demographic details, HD Kote*

<b>Parameter</b>	<b>Number</b>	<b>Percentage</b>
Population	2,63,706	
Males	1,32,748	50.34%
Females	1,30,958	49.66%
Children	29,554	
Overall literacy		56.92%
Male literacy		63.29%
Female literacy		50.46%
Scheduled Tribes		23.61%
Scheduled Castes		27.78%
Average Sex Ratio: 987 females per 1000 males		

The Viveka Tribal Center for Learning (VTCL)

is spread across 18 acres, bounded on the South and South West by the lush Bandipur National Park and the approximately 114 hādis<sup>28</sup> on the other side. Heggadadevankote (HD Kote) is one of 7 taluks comprising the Mysuru district of Karnataka and contains 281 villages and just 2 towns (the taluk panchayats of Saraguru and HD Kote). COVID-19 has meant that the census scheduled for 2021 could not be conducted, hence most of the demographic data available for this region is drawn from the census of 2011. Table-1 summarizes the key

demographic details of this region<sup>29</sup>.

The urban/rural split is quite stark with 90.2% of the population living in the rural areas and only 9.8% in urban areas. The taluk is also home to a sizable population of forest-based tribal groups comprising primarily the Jenu Kuruba, Kadu Kuruba, Yarava, Soliga and Paniya tribes that are native to this region.

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<sup>28</sup> The nearest English equivalent of Hādi is a hamlet or small settlement.

<sup>29</sup> Available at: <https://bit.ly/4g46msv>. Last accessed. Oct 23, 2024.

## Jungle School - The Journey of VTCL

The tribal hādis are dispersed along the fringes of the Bandipur and Nagarahole National Parks with HD Kote accounting for 51.67% of the total tribal population of Mysuru district. Table-2<sup>30</sup> provides an estimate of the numbers across the major tribal groups in HD Kote which

remains one of the most backward taluks in Karnataka and continues to perform poorly on the Human Development Index (HDI)<sup>31</sup> and other development indicators.

The **Viveka Tribal Center for Learning (VTCL)** which started as an informal school in 1988 with 28 students today has 562 students on its rolls. 51% of the students are girls and a majority of the students come from about 60 nearby hādis of the forest-based tribal groups

listed earlier. VTCL is a state-board, fully residential school from grade 6 to 10 and the only highschool of the gram panchayath of N Begur. With limited educational opportunities beyond 7th std in tribal areas and the increasing awareness among parents, the school has seen a steady increase in the admissions over the last 4 years. The school charges a

<b>Tribe</b>	<b>Population</b>
Jenu Kuruba	16,761
Kadu Kuruba	2,430
Yarava	1,547
Soliga	2,630
Total	23,368

nominal participation fee of Rs. 500 per student per year against the average expenses per student in the school of Rs. 35,000 (up to 6th std) and Rs. 68,000 (7th – 10th std). The school is supported by the Ministry of Tribal Affairs, Govt of India and by the Govt of Karnataka through the grant-in-aid support for the higher primary school. The school today can boast of a 97% pass-percentage in the SSLC exam and an almost 100% record of students continuing their education after their 10th grade. Over the 33 years, the school has evolved from providing access to education (focusing on admission, attendance & retention) to

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<sup>30</sup> Kumar AH, Mahesh TM, International Journal of Humanities & Social Science Invention. 2014; Volume-3, Issue-1.

<sup>31</sup> The Human Development Index (HDI) is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and having a decent standard of living.

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providing 'holistic' education leading to continuing education beyond 10th std (focusing on the overall development of a child – physical, intellectual, emotional and spiritual).

### **The Socio-cultural challenge at the heart of the problem**

Before, we go into the assessment framework used or the methodology and tools, a quick summary of the socio-strategic intent and objectives of setting up the school and the key objectives to be achieved through the medium of school education need to be placed in context.

The Kabini dam with its huge reservoir and the formation of the Bandipur National Park created to the south of Nagarhole submerged and displaced many villages, ancient temples and tribal hamlets, including large areas of the national park. As a result, many indigenous communities/tribes and villages were relocated to the edge of the forest and the Kabini reservoir. The Jenu Kurubas in particular but also other tribes such as the Soligas, Yerawas, and Kadu kurubas had to relocate outside the forest area. It was this displaced tribal population that faced health, educational, and socio-economic challenges. Although it was primarily a group of doctors who had gotten together to provide basic healthcare, it soon became clear that the entire gamut of challenges could not be addressed only through provisioning of the basics like healthcare, nutrition, and so on.

A long-term approach that focused on building the requisite Human and Social Capital that would make it possible for the tribal population to develop the knowledge and skills to take care of themselves was a critical component of the developmental approach - this meant creating the ecosystem and infrastructure for a mainstream educational model that would (i) meet the standards and requirements of a highly quality school (ii) be accessible & affordable to the tribal population that it was serving, and (iii) ensure there is minimal socio-cultural loss and displacement during the process of mainstreaming (preserving the culture and cultural consciousness of the tribal population). Today, while, few of the initial challenges

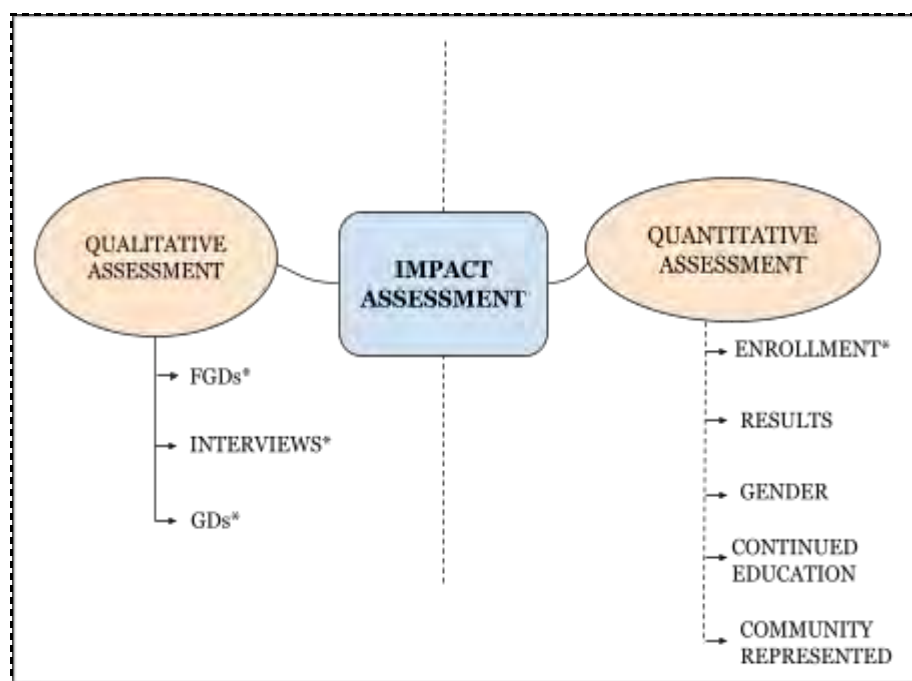
## Jungle School - The Journey of VTCL

remain, the challenges that emerged and being tackled, particularly in the last five years include, (i) the need to broadbase the reach of the schools (ii) ensure greater gender parity in enrollment - an increased focus on girl-child education (iii) ensuring continuance of education beyond higher primary and later after completion of tenth grade (iv) improving results (pass% outcomes). This has led to the reframing and positioning of the purpose of VTCL to: **“a platform for the fulfillment of tribal aspirations.”** The target segment remains the school-going age population of the tribal. The target segment remains the school-going age population of the tribal hādis being serviced the school. The stakeholders include the parents, teachers, the communities, donors, funding agencies, SVYM (as the parent organization), and the government

### **Impact Assessment Framework**

The framework used for the assessment as shown in the infographic to the right includes

both qualitative and quantitative aspects and derives from the paradigm of measuring Human and Social Capital<sup>32</sup> as a key indicator of Human development. Table-1 provides the indicators and dimensions of this impact assessment framework. Although there is clear



consensus that sustainable and equitable development can only be achieved by prioritizing investments in Human Capital, it is not an easy metric to be tracked. There are three

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<sup>32</sup> Human capital is the knowledge, skills, and other personal characteristics that people have that help them be productive. Social capital is the value that comes from social networks, or groupings of people, which allow individuals to achieve things they couldn't on their own

## Jungle School - The Journey of VTCL

approaches towards capturing Human Capital indicators, the income approach, the cost approach, and the indicator approach. Appendix-5 provides a summary of each of these approaches. For the purpose of this assessment, the indicator approach has been adopted. In the table below, the items highlighted in green have been assessed for this report. However the other indicators could not be evaluated because of the absence of relevant data for those indicators.

<b>Measure</b>	<b>Definition</b>	<b>Indicators</b>	<b>Dimensions</b>
Indicator Approach	Investment in Knowledge, Skills, Health	<i>Child / adult survival rate</i>	Health & Nutrition
		<i>Prevalence of stunting in children</i>	Health & Nutrition
		<i># of years of schooling</i>	Education
		<i>Test scores</i>	Education
		<i>School enrollment</i>	Education
		<i>Literacy</i>	Education
		<i>Education attainment</i>	Education
		<i>Skill mix (of employment)</i>	Skill
		<i>Labor force participation</i>	Livelihood
		<i>Work, Jobs, continuing education, &amp; Income</i>	Livelihood
		<i>Social &amp; civic engagement</i>	Inclusion & Participation
		<i>Health &amp; Wellbeing</i>	Health & Nutrition

It is to be noted that although at the moment there aren't enough records to provide comprehensive details on aspects of Health & Nutrition, anecdotal evidence from interviews

## Jungle School - The Journey of VTCL

and Focus Group Discussions (FGDs) point to physiological and health improvements in children across the board. One of the recommendations of this report is to include these indicators in the assessment framework going forward.

### **Results and Outcomes**

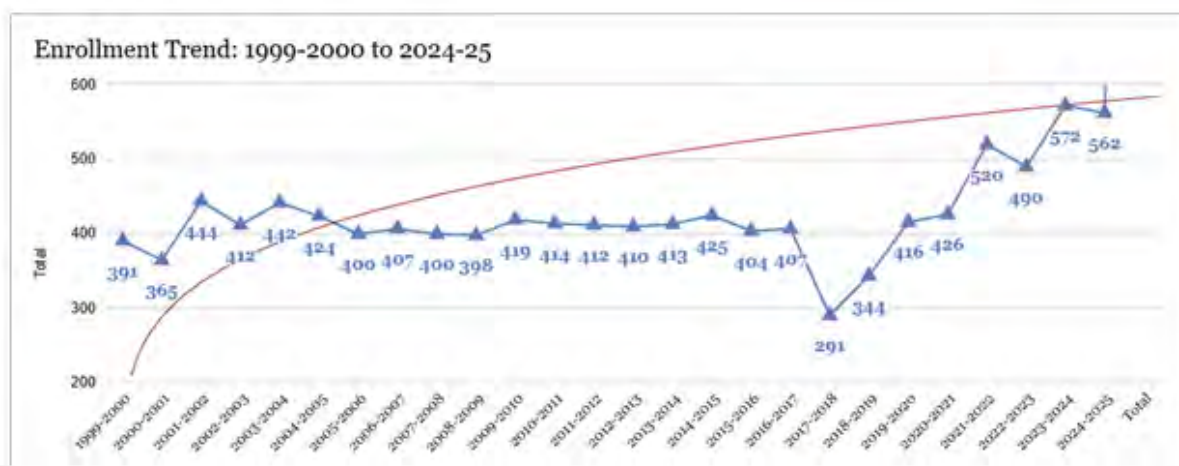
#### ***Enrollments: An increasing trend in general***

Two data-points are particularly important: **1999-2000** when the school for the first time had students across all grades/classes (I through X) and **2024-25** (the current year). An examination of these two data-points shows a substantial increase in the number of students enrolled into the school: **391 students** in **1999-2000** versus **562 students** in **2024-2025** - an **increase** of **171** students in numbers and a **45% growth** between the assessed starting and end-points. The trend between these two data-point years is presented in the table as well as graphs below. Another data-point that is of interest is in the growth of the **girl-child enrollment** - an increase from **140 to 278**, translating to a **98.6% increase** in enrollment numbers. Furthermore, the gender ratio (girls to boys) has also seen an increase from **36% to 49%** between the two data-points.

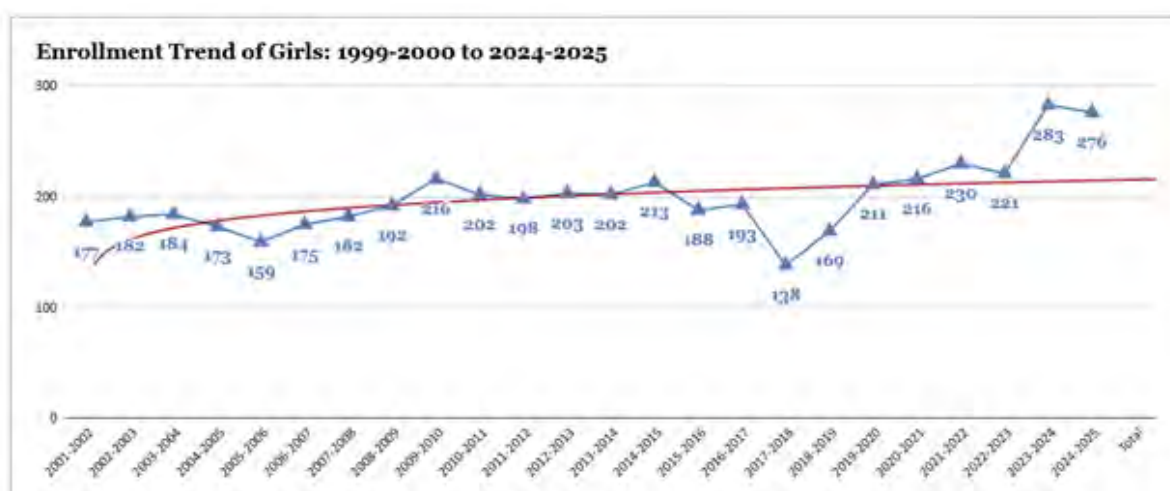
In terms of gender ratio changes between the first 5 years (1999-2004) and the last 5 years (2019-2024), the increase is very significant - from **25% to 90%**.

## Jungle School - The Journey of VTCL

*Graph-1: Overall enrollment trend: considering the two data-points of 1999 & 2024 when the school had classes I through 10.*



*Graph-2: Overall enrollment trend of girls: considering the two data-points of 1999 & 2024 when the school had classes I through 10.*



### **Representation across tribal groups**

As has been indicated the school caters to several tribal groups. The total number of students across the various tribal groups who have enrolled and studied at the school shows a predominance of the Jenu Kuruba and Kadu Kuruba groups. Table-6 below gives the absolute numbers of each tribal group who have studied at the school till date. However, as can be seen from the trend shown in graph-3 below, there has been a trend towards a more

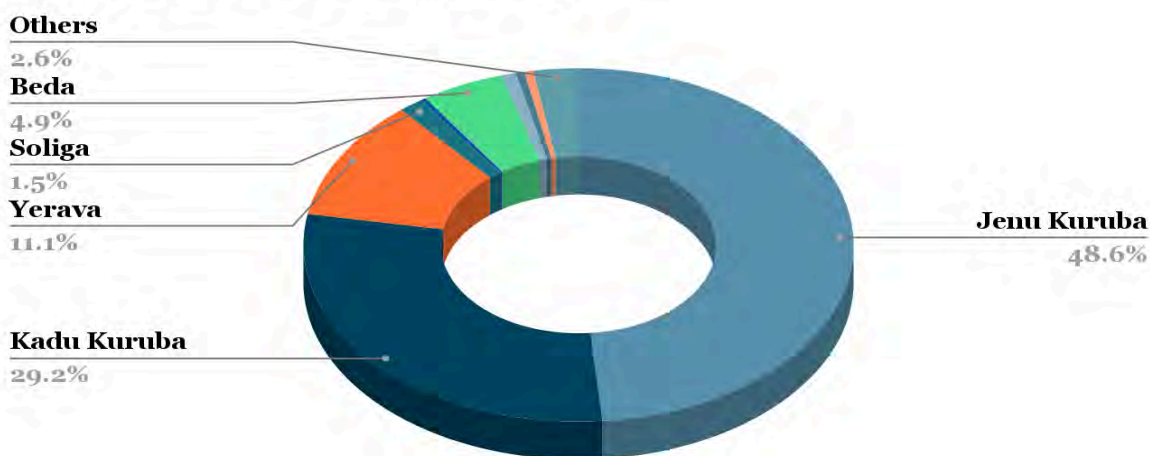
## Jungle School - The Journey of VTCL

uniform distribution across groups in the last five years in particular. An analysis of the data shows that enrollments from the Beda community for example started from only the year 2015-16 and has since shown a steady increase from 44 (30 boys & 14 girls) in 2015-16 to 86 (48 boys & 38 girls) in 2024-25. Similarly, the Nayaka community had only 3 students (all boys) in 2019-20 and has since grown to 18 (5 boys & 13 girls).

*Table-6: Distribution of students across tribal groups (from the time of inception).*

JK	KK	Ya	Sol	Ia	Beda	Nay	SC	OBC
3,849	2,311	875	118	20	385	68	41	42

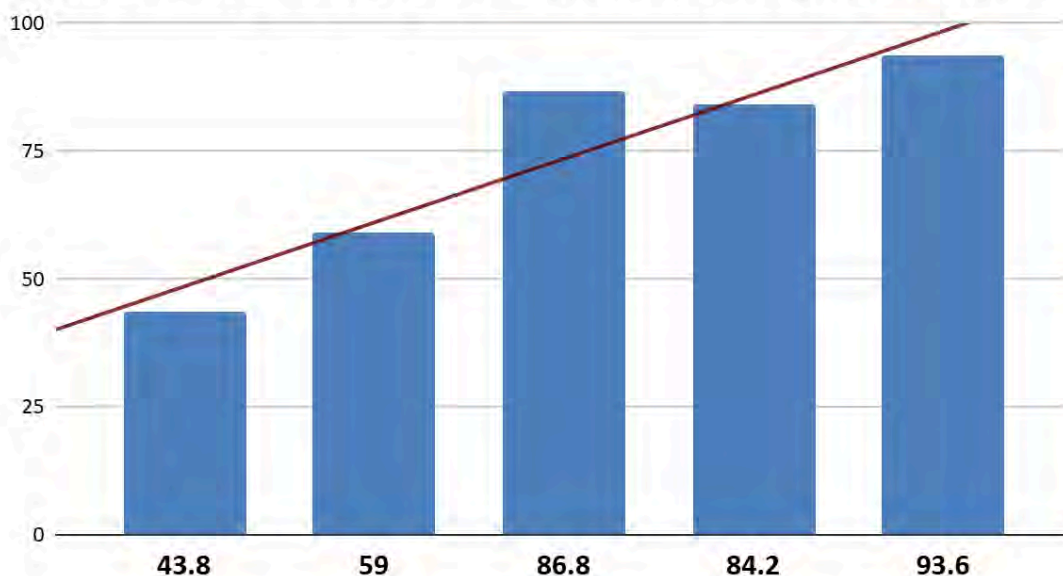
### Enrollment distribution across Tribal Groups



### **Results: A progressive trend**

An analysis of the pass percentages in five 5-year blocks, i.e., the available data has been divided into 5-year blocks and then compared from the first 5-year block through to the current 5-year block, ending in 2024. This shows a steadily rising trend from **43.8%** in **block-1** to **93.6%** in **block-5**. Graph-4 below shows this trend. The 5-year blocks are shown in the table below.

**Pass Percentage in 5-year blocks: 1999-2000 through 2023-2024**



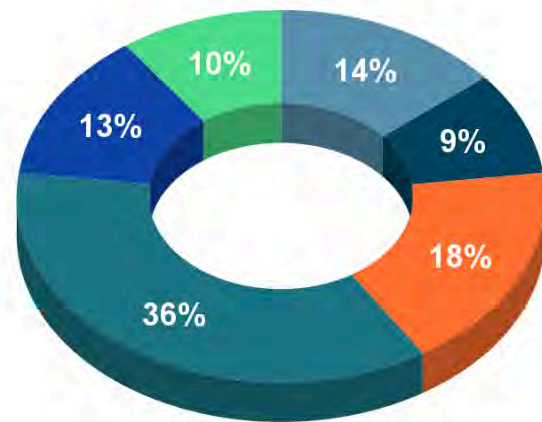
<b>5-year Blocks</b>	<b>Results (%)</b>
<b>Block-1:</b> 1999-2000 to 2003-2004	43.8%
<b>Block-2:</b> 2004-2005 to 2008-2009	59%
<b>Block-3:</b> 2009-2010 to 2013-2014	86.8%
<b>Block-4:</b> 2014-2015 to 2018-2019	84.2%
<b>Block-5:</b> 2019-2020 to 2023-2024	93.6%

**Continuing Education - after completion of class X**

There has been a steady and consistent increase in the number of students (boys and girls) choosing to pursue further studies after completion of their tenth class. Introduction of a scholarship support, industry and academic linkages, special guidance and counseling sessions have aided this trend. Chart-5 below, provides a snapshot of some of the career-choices and trends with regard to what students do/take up after completion of their Class-X.

### What do those who clear Xth do?

- Continuing Higher Edu
- Factory & Contractual Employees
- Unemployed &/or Homemakers
- Self-employed/farming/petty business
- Govt (lawyers/forest officers
- Others/underemployed



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There is also a positive trend in those pursuing higher studies after the completion of



Class-X. An assessment of the last four years shows a steady upward trend as summarized in Table-7 below.

*Table-7: Summary of students pursuing higher studies after completion of Class X*

Year	Arts		Commerce		Science		Diploma		B	G	Total
	B	G	B	G	B	G	B	G			
2020-2021	2	6	0	0					2	6	8
2021-2022	3	3	3	1	0	1	2	0	8	5	13
2022-2023	8	17	3	1	3	2	8	1	22	21	43
2023-2024	13	14	2	6	0	1	8	4	23	25	48
<b>Total</b>	<b>26</b>	<b>40</b>	<b>8</b>	<b>8</b>	<b>3</b>	<b>4</b>	<b>18</b>	<b>5</b>	<b>55</b>	<b>57</b>	<b>112</b>

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An additional feature of the school which makes it not only unique but also provides the students an opportunity to equip themselves with the skill to expand their job opportunities and earning potential is the introduction from 2011, of the “Introduction to Basic Technology (IBT)” as a part of the school curriculum. The course introduces students to various vocational skills like plumbing, carpentry, fitting, electrical work, tailoring and agriculture from class-6 itself. The course has been successful in expanding the career options for the students beyond pre-university education and has ensured continuity of education beyond 10th std. Several alumni (esp. from land-owning tribal families) have taken up agriculture and are able to improve their family income through well-informed practices and also support and guidance from the livelihoods sector of SVYM in collaboration with the Indian Council for Agricultural Research (ICAR).



## Section-3: The VTCL Toolkit...

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Practice makes perfect, repeated practice creates lessons for others to draw inspiration from.

Over the more than three decades of its existence, there have been several lessons gleaned  
from the experiences and experiments at VTCL.

This section examines the best practices that have emerged over the years at VTCL and have  
endured the test of time, repeatability, and replicability.

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## Section-3: The VTCL Toolkit

This section examines the best practices that have emerged over the years at VTCL and have endured the test of time, repeatability, and replicability. There are two subsections here.

### Best Practices at VTCL

Best practices are a set of guidelines, practices, routines, or procedures that represent the most efficient, prudent, and best course of action in a given context

The best practices at VTCL that have evolved over the years and become institutionalized can be classified into three categories:

Infrastructure	Practices & Rituals	Curricular & Co-curricular aspects
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#### **Infrastructure:**

Here the term is used in its broadest application and not narrowly defined to mean the physical infrastructure only. It includes the ideas that help create the learning spaces/environment, the design of the ecosystem, the 'environment of learning', the creative deployment and optimization of resources, and the physical spaces that make learning enjoyable.

#### ***Best Practice-1: Allow new ideas to evolve and track where they go***

*A philosophy that continues to be practiced at VTCL is the premise that change is a constant and that ideas can come from everyone and everywhere. This does not mean that all ideas are taken on board or incorporated but that ideas are allowed to be expressed and nurtured - this helps build a system where the status quo is constantly questioned and challenged. It is this cross pollination of ideas that helps build a robust system that can consistently renew itself while being contextually relevant and culturally appropriate, because contexts and cultural relevance can change over time.*

## Jungle School - The Journey of VTCL

### *Best Practice-2: Create Learning Spaces*

A “Learning Space” is a conceptual understanding of what constitutes a learning ecosystem. The five fundamental principles that informed the journey of VTCL at its initiation remain relevant today.

- **Know your learner:** *The journey of education begins with understanding the learner.* This includes knowing their capabilities, where they come from, identifying their aspirations and aligning our aspirations with those of the learner.

The learner's perspectives and aspirations are constantly evolving and the conceptual design of the “learning space” has to keep up with this change, while not compromising on the fundamentals.

- **Learning Context:** What is the context from which these learners are coming and how does the context impact/influence what can be and needs to be transacted? Obviously this too has changed. The context is very different today from what it was 35 years ago. Today, third and fourth generation learners at the school often come on their own volition, parents and community stakeholders have a clearer understanding of the importance of education. This was not the case at the time of inception where the primary need was to ensure that children attend school, have access to nutritious food and in the process avail education that can make them survive in the changed realities of the world. Today, the focus while remaining on enrollment, attendance, and access has also expanded to encompass quality of education, academic excellence, skilling, continuing education and so on. Again, the



## Jungle School - The Journey of VTCL

need to revisit and re-calibrate the learning context is crucial to building a continuously improving learning space.

- **Learning Content:** The question that was asked at the time of inception was “*how can it be made contextually relevant, culturally appropriate, and contemporary?*” While the question remains relevant even today, there The need to be contextually relevant when it comes to education is a given.
- **Learning Facilitator/Teachers:** *Who do the children and the community want to learn from? Who would be best suited to impart the best that is possible to these learners?* As the initial experiments showed, it was the counterintuitive narrative that actually worked at VTCL! The tribal community preferred to learn from non-tribal teachers rather than from those from their own community.
- **Learning Methodology:** *What will be most suitable given the understanding that comes from the contextual relevance, cultural appropriateness, learning context, and the available learning facilitators?*
- **Ambience and ecosystem:** What is the infrastructure that can best suit the context?

### ***Best Practice-3: Optimize available resources***

When working within the constraints of a resource-limited setting, creating an energizing learning environment becomes a challenge. At VTCL, this is addressed by optimizing available resources while taking advantage of the natural geography of the place. One of the best examples of this practice is the Rain Water Harvesting facility. Unlike standard settings where rain water harvesting is limited to the catchment areas of roofs, at VTCL water is allowed to flow naturally and “find its level”. The sprawling campus and the large open areas obviously aid in making this possible. A natural pond in a low-lying area of the campus serves as a collecting point of water that flows naturally across the

open land surface. Groundwater all around the campus as well as in the borewells in and around the campus have been significantly replenished and the water table augmented.

Another design element that was incorporated early on is the open classrooms particularly

Randomness is in the very nature of the world we live in and therefore order in chaos is an acknowledgement of the fundamental reality of life itself.

for the junior sections. The newer layouts carry forward the design elements of the old with one change being octagonal classrooms replacing the hexagonal designs. The open classrooms bring several advantages besides helping tribal students overcome their claustrophobia of closed spaces. The natural lighting helps save on energy consumption and cost

while also enhancing the learning experience. The octagonal shapes of the classrooms also means that learners are not sitting in rows of one behind the other, making the front-bencher/back-bencher narrative irrelevant and redundant.

Yet another example that can be cited is the natural haphazardness of the overall layout of the campus itself - this comes from an acknowledgement of the fact that randomness is in the very nature of the world we live in and therefore order in chaos is an acknowledgement of the fundamental reality of life itself. Even the winding pathway that children walk on, to get to their classrooms is a product of this very same principle - the pathway was allowed to develop on its own as a result of several years of student footfalls.

### **Rituals and Practices:**

The term Ritual is derived from the sanskrit “*Rta*” which is the root for several other English words including Rhythm. “*Rta*” stands for the natural order or rhythm of the universe and the need for everyone to aim to be in-synch with the natural order of things as they are. This natural order or rhythm plays out across contexts, situations, timeframes, and places. This need to respect this *Rta* is organically inherent in the very DNA of VTCL. For example, the respect for community embedded rituals and wisdom has informed and influenced all of the practices at VTCL.

### ***Best Practice-1: Support and nurture pre-existing tribal group dynamics and inter-group bonding***

Group bonding and inter-group dynamics exist in all group settings. This bonding and dynamic is particularly strong amongst tribal populations and the need to respect this is crucial to build trust and cooperation. VTCL has traditionally supported these dynamics and allowed them to play out before introducing new norms or practices that may be important within a school setting. Several examples can be given to substantiate this practice. When Lalitha, the Kādukuruba girl was made the first teacher at the “cowshed” school, there was pushback from the tribal community both from within the Kādukuruba group as well as the other tribal groups. The tribals were more “comfortable” learning from what we would consider an ‘outsider’. Thus it was that teachers from traditional urban schools were recruited to teach the tribals. The residential quarters for the teachers that came up within the campus were also for the same

reason - teachers who came from towns and cities like Mysuru and Bengaluru had to be provided accommodations within the campus. This is where the contextually relevant and culturally sensitive part of the philosophy comes into play. At the same time, every effort to document, preserve,



and incorporate the tribal culture into the system is made. Asking the tribal Yajamānas<sup>33</sup> to address the students, compilation of the traditional songs of the tribal community into a book are some examples of efforts towards preserving and fostering the culture. The book,

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<sup>33</sup> Yajamāna - local leader of a tribal community/group

## Jungle School - The Journey of VTCL

which is a compilation of the Jenu Kuruba and Betta Kuruba traditional songs and stories, serves as a resource for teachers to use as a teaching tool for the students

### ***Best Practice-2: Flat, minimally hierarchical structure***

Most traditional schools are hierarchical in how they are structured and organized. A conscious decision was taken early on at VTCL to ensure that the structure would be as flat as possible. This was done in order not to overwhelm the tribal students as well as parents. While this has evolved over the years into a more traditionally hierarchical structure, it has been a gradual process that has allowed for the tribal population to grow into it. In the early days of VTCL one of the practices was that a parent walking into the campus could approach anyone for enrollment and they would be facilitated. To a large extent till today VTCL follows an informal approach that emphasizes a humane approach towards all interactions and transactions.

### ***Best Practice-3: Exposure and experience sharing***

VTCL greatly benefits from being embedded within the larger framework of SVYM.

An example of this could be the visitors, donors, and well wishers of SVYM who visit and share their experience and best practices with the students, teachers, and stakeholders at VTCL. This exposure has also enhanced the 'market presence' and the associated spinoffs that come from it, including funding, knowledge, and support. SVYM's engagement in other developmental areas like Healthcare, livelihoods, palliative care, capacity building, and so on has meant that these services have been extended to VTCL as well. The students as well as the community have benefited from these extended services. Anecdotal evidence confirms that the health parameters of all students at VTCL has shown a significant improvement across time and this can be directly correlated with the healthcare services extended by SVYM to VTCL - this includes immunization schedules, health checkups & health monitoring, WASH<sup>34</sup>, health & hygiene, and nutrition. The livelihoods and skilling programs

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<sup>34</sup> WASH = Water Sanitation and Hygiene.

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that SVYM offers, has also enhanced the employability, lifeskills, and job opportunities for alumni of VTCL. A more quantitative and qualitative assessment of the health parameters of the students at VTCL (entry-level, ongoing, and exit-level) is being planned in order to better capture and report a crucial aspect of Human Capital improvement.

### ***Best Practice-4: Integrating the community being served into the system***

A crucial aspect of social delivery is to understand that “*We work WITH the community & not FOR the community.*” Unless and until there is community buy-in and more importantly, community participation for the programs we offer, the program will not be sustainable. It is crucial to always put the program in the middle and involve multiple stakeholders. At VTCL too, the emphasis is on the program with the community seen as one among several key stakeholders. The infographic to the left summarizes this approach.



### **Curricular and co-curricular practices:**

The curricular and co-curricular practices and aspects at VTCL have evolved since the time of its inception in keeping with the theme of VTCL being a “developing idea” Furthermore, the best practices have emerged out of several years of experimentation and trial & error. Even then, the practices that have been institutionalized continue to be questioned and reflected upon for their contextual relevance and cultural appropriateness.

### ***Best Practice-1: Contextualization of the curricular aspects***

This aspect of contextualization of the curriculum takes into consideration, the following broad aspects:

- **Documentation:** are we documenting learning and the changing aspects of how education is being perceived, consumed, and projected. Archival, retrieval, and traceability systems are crucial to ensure this aspect.
- **Skilling & Vocational education:** Education, particularly in the tribal context needs to include the aspect of skilling and vocational education. This is not just an acknowledgement of the natural abilities of the target population but also a key metric of employability.
- **Inculcating cultural aspects seamlessly into the curriculum:** Modern education need not translate into deracination and uprooting of tradition and cultural inheritance. There needs to be a mechanism where there is synergy between modern education and cultural grounding. Inclusion of tribal songs, dances, and inviting the Yajamanas (tribal chieftains) to address the students, retaining infrastructural and ecosystem markers are all examples of integrating culture with curriculum.

### ***Best Practice-2: Focus on the community as a whole instead of only the students***

VTCL is unlike standard schools that have a transactional relationship with their students. The relationship at VTCL extends beyond students and alumni networks to encompass the parents, family, and the larger community as a whole. For example, the family of the students get connected (based on the need) to other programs of SVYM like Health and Livelihoods - this is in line with SVYM's approach of treating the family and the community as a unit and the tribal population as a whole. Another example of this approach is VTCL's outreach to other schools in the area, particularly government schools - this takes the form of sharing of resources and teachers along with transfer of best practices, which helps those schools develop their capacities as well.

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This means that the school is much more than an educational institution. Its expanse includes community development through the instrumentality of education of tribal children and education cannot be restricted to the narrow transactional needs of the classroom but extends to all aspects of life and livelihood.

### **Best Practice-3: Emphasis on teacher capacity augmentation**

One of the challenges of running a school inside a tribal colony is to attract and retain good teachers and teaching talent. This challenge that was acute during the initial stages of the school has dissipated to a large extent but challenges remain. In order to address these challenges, several programs aimed at teacher capacity building, improving motivation and morale, building mentor-mentee relationships with teachers from VSOE<sup>35</sup>, and enhancing teacher-bonding. The efforts of the last several years have led to significant increases in retention and a steep drop in attrition rates at VTCL.

### ***Best Practice-4: Broadbase academic performance metrics***

Academic review and metrics at VTCL is no longer only about marks scored or pass-percentage in the six subjects that are mandatory. It has been broadbased to include quality of education in co-scholastic activities, attendance (not forced but willing attendance), overall performance across multiple touchpoints, and most importantly the happiness quotient of the students. The point being “If at the end of it all, students are not happy and learning is not fun, then what is the point of education?”

### **Best Practice-5: Collaborative Management**

To run a school of the scale and size of VTCL, particularly in a resource-limited setting poses several challenges that can be addressed only by taking a collaborative approach to management. It would require the teachers to go beyond their mandate of teaching and extend into caregiving and counseling, administrators to double-up as mentors and coaches and so on. The allied programs being offered by SVYM like the School Education Program

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<sup>35</sup> VSOE = Viveka School of Education, the only CBSE school of HD Kote, run by SVYM at Saraguru

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(SEP)<sup>36</sup> provide an excellent cover for VTCL in terms of enrollment and community engagement. The effort to instill pride and ownership among all stakeholders at VTCL has also gone a long way in making running VTCL a more collaborative effort involving personnel and resources across SVYM.

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<sup>36</sup> The SEP program aims to build a conducive learning environment in the schools and the society at large for every child by augmenting learning resources, promoting career awareness especially STEM, providing financial assistance and enhancing community participation. Today, the School Education Programs of SVYM work with over 300 Government schools across the state of Karnataka.

## Section-4: The Road Ahead...

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Some journey's last a lifetime, some several lifetimes. The journey of VTCL is one such. Even as there has been much that is good, there is much more to do...

This section summarizes the future and the roads that shall be taken

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## Section-4: The Road Ahead

This section attempts to summarize the future outlook for VTCL. In attempting to capture this aspect, we posed a common set of questions to almost all of those who consented to speak with us. These questions explored two broad themes.

1. VTCL, seen as an idea has global relevance and applicability, therefore should we look to take this idea to other geographies and contexts. Did they think that the idea of VTCL was community-agnostic and thus applicable globally?
2. Where did they see VTCL 10 years from now?

*Appendix- 4 provides a summary of the approach taken for the personal interviews as well as the specific questions that were posed to each interviewee.*

As is to be expected for questions of this nature, the answers and outlooks were varied and diverse. While presenting a cross-section of the important views, this section also summarizes the view of the current leadership team and their roadmap for the future.

In terms of the quantitative aspects, like number of classes, enrollment, and so on, VTCL has touched the benchmarks that it had set for itself and also the requirement standards of the education department. Qualitative aspects of diversity and gender parity have also been achieved.

## Jungle School - The Journey of VTCL

The way forward

### ***Tribal school to Viveka Center for Human Excellence...***

The compulsions that existed at the time of inception of VTCL that led to the nomenclature including the word “Tribal” no longer exist. A key consideration that drives the current thinking at VTCL is the need to make it broad based and attract students from all walks of life. This comes from the basic premise that development cannot occur in isolation and needs the participation of all stakeholders. Furthermore, now that mainstreaming of tribal populations and integrating them with the larger population of the nation has become inevitable, this mainstreaming can be better served if children learn to engage with children from other communities and walks of life.

It is this that informs and influences the thinking of transforming VTCL into the Viveka Center for Human Excellence (VCHE). At a time when inclusion and diversity are buzzwords, why should tribals alone be ‘excluded’ from the mainstream? It is through mainstreaming and focusing on Human excellence as a critical outcome of education that VTCL seeks to build conscientious citizens of tomorrow who will participate in the nation-building process.

#### *Enhance VTCL’s reach across Tribal communities*

As of today, only 20% of tribal students study at VTCL. The remaining 80% are either unschooled or enroll in other government schools. The question to be addressed is how will VTCL reach these students? The answer to this may not be in building more VTCLs but rather in building robust community connections with other schools through innovative engagement models. This will help enhance the overall educational ecosystem of the tribal population while broad-basing VTCL’s model of achieving human excellence and citizenship through building Human and Social Capital.

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### *Create Role Models who will be worthy of emulation*

A key lacuna that is sought to be addressed going forward is to create role models from within the student community - a pool of role model alumni who can serve as goodwill ambassadors and sources of inspiration. Efforts towards this end have already been initiated including a greater focus on STEM<sup>37</sup> education and encouraging students to pursue careers in the civil services, corporate sector and so on. While there is the odd alumnus who has progressed to become an advocate or a forest officer, there is a need to increase the number of those who can serve as true role models for the future generations. This will involve ensuring that each student is helped to find his/her purpose in life and mentored to get there.

### *English as a means of education*

Another aspect of this approach of mainstreaming will include the gradual transformation of VTCL from a Kannada medium educational institution to an English medium education. This is not an attempt to reduce the importance of Kannada but rather an acknowledgement that while Kannada as a language is crucial, English has become the language of business and progress and is crucial to economic and social development. While Kannada will remain important and students will continue to learn it as a language, the shift to English as the medium of instruction is in line with the modern approach to education. Additionally, this is a demand that has come from the tribal communities themselves and as such is a response in the right direction.

### *Moving to Central Board of Education (CBSE)*

The approach going forward will also be to align with the Central Board of Education (CBSE) which will help align with the standard curriculum transacted nationally. It will also help open up opportunities to students that will go beyond state boundaries. Additionally, the

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<sup>37</sup> STEM = Science Technology Engineering Mathematics

## **Jungle School - The Journey of VTCL**

CBSE curriculum provides greater flexibility to schools to include co-scholastic activities which are crucial to the overall vision of VTCL. A CBSE curriculum will make the school more open to students from urban areas who could choose VTCL as their boarding school - this too aligns with VTCL's expansive vision of building the Viveka School of Human Excellence that will be inclusive and promote diversity.

## VTCL Toolkit

This simple and ready to use toolkit is presented as a generic toolkit that can be used as a template/reference to define, describe, and measure program impact across sectors with minor tweaks

### 1.0 Description of key terms

There are specific terms that are used regularly in the social sector, often without going into the nuances of what they actually mean at the level of program delivery. 5 key terms and their definitions that are relevant to impact assessment are provided below.

#### 1.1 Impact

Positive or negative, primary and/or secondary, long-term effects/results produced as a consequence of a development intervention, directly or indirectly; intended or unintended. <sup>[1]</sup>

[2]

1. 2 steps above 'Outputs' & 1 step above 'Outcomes'
2. Long-term intended & unintended consequences
3. Positive and/or negative
4. Sustainability: (defined as) project success after support withdrawal/project exit - *key to sustained impact.*

Impact is different from outcome because impact can have 'snowball effects' that outcomes don't, i.e., impact can have secondary effects that were not part of the original program definition - these can be positive or negative.

#### 1.2 Outcomes

Short-term and/or medium-term consequences/effects of the outputs of a social sector intervention. <sup>[1][2]</sup>

1. 1 step below 'Impact' & 1 step above 'Outputs'
2. Measure various intended & unintended consequences (short-term & long-term)
3. Can be achieved at various levels of program/project:
  - a. Preliminary outcomes
  - b. Intermediate outcomes
  - c. Overall outcomes

Outcomes provide information on what is the benefit that has accrued to the

## Jungle School - The Journey of VTCL

community/target segment specifically in the short-term.

### *1.3 Outputs*

The products/goods/services that are a direct consequence of the development intervention. They reflect what was achieved based on the action plan of the program. Outputs have a direct bearing on the outcomes but not necessarily on the impact.

1. 1 step below 'Outcomes' & 2 steps below 'Impact'
2. First-level direct products/spinoffs from project activities
3. From single or many activities

### *1.4 Activities/Tasks/WBS*

Activities or tasks or Work Breakdown Structures that are executed/performed in order to deliver on the outputs. All tasks involve the use of inputs and resources and as such need to be tracked at that level for efficiency, effectiveness, accuracy, timeliness, and funds utilization.

1. Actions or logical sequence of tasks to achieve/complete specific milestones
2. Course corrections happen at this level

### *1.5 Inputs*

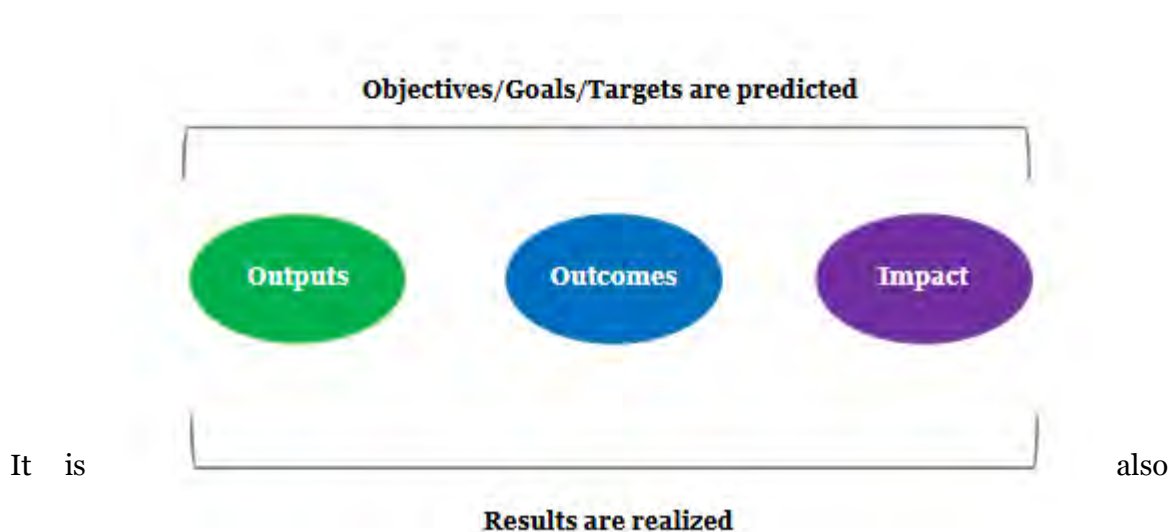
All the resources deployed toward achievement of the program/project goals.

1. Resources invested/deployed
  - a. Financial
  - b. Pre-project activities
  - c. Non-financial
    - i. Human
    - ii. Community
    - iii. Organization
    - iv. Donor agencies
    - v. Government

## Jungle School - The Journey of VTCL

### *1.6. How are the 5 elements connected and how do they fit together?*

Typically, in most social sector projects outputs alone or sometimes outputs and outcomes are predicted at the start of a project or program. However, the impact the program is expected to cause, is not regularly predicted, tracked, or assessed. Moving forward, social sector projects will need to bring in predictive as well as assessment models that can help in benchmarking, reporting, and assessing the real value a social program is delivering. Impact assessment is key to measuring the Social Return on Investment (SROI)



important to understand that there can be overlap between the 5 elements and therefore it is crucial to define each element carefully at project initiation stage. This can be illustrated through an example. Let us take the example of a project that involves building classrooms for a school: If the target is to dig 100 wells, then the process of digging wells can be an activity and every completed well can be counted as an output, even as the digging process continues.

## **2.0 Structuring a program for impact assessment**

It is important to structure a program or an intervention right from the beginning to be conducive for impact assessment. Impact assessment cannot be a retrospective analysis

alone. While the final impact assessment report can be prepared after program completion, the inputs/metrics that go into impact analysis have to be structured and captured throughout the lifecycle of the program or intervention. The steps to be taken are listed below

### *2.1 Strategic Intent*

This is the most important aspect of the program/intervention because it clarifies the intent as well as defining the social problem that is sought to be addressed. It contains the following elements.

#### *2.1.1 Social challenge/problem being addressed*

The primary social/cultural/environmental challenge or problem that is being addressed needs to be clearly defined such that it is clear to all stakeholders involved. A brief description of the problem and why it is important to be addressed helps clarify purpose and objectives.

#### *2.1.2 Are we working in this areas (present) / Have we working in this area (past)*

A thorough scan of currently active programs within the organization is critical to identify if there are similar programs that are being implemented. This helps in synergizing resources and also draw lessons from programs of similar nature that can help in the implementation of the new program.

#### *2.1.3 Target Audience / Social Segment being addressed*

A clear definition of the community that is being addressed and the demographic details, including health, education, employment and other parameters is important. This provides details on the “baseline” status and can be the ground to measure progress (if any).

#### *2.1.4 Outputs*

Outputs need to be listed, defined, and described as appropriate. Tasks must be broken down into WBS and listed under each output.

#### *2.1.5 Outcomes*

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The outcomes must be mapped to outputs and described clearly enough for all stakeholders to understand what would be the benefit that would accrue to the target segment. Outputs should be upwardly mapped to outputs and downwardly to impact.

### *2.1.6 Impact*

The possible impacts (positive and/or negative) need to be predicted to the extent possible at the beginning of the project, tracked through the program lifecycle, and after program completion.

### *2.1.6 Risk and Risk Mitigation*

All programs and interventions come with their own risks - these could be financial, social, cultural or a combination of more than one. It is crucial to list all the possible risks, define the scope and impact of the potential risk and decide on possible mitigative steps to address these risks. A simple “Risk Table” can be used to predict, track and solve risks during the program lifecycle. An example is given below

#### **Risk Table**

<b>Risk</b>	<b>Probability +</b>	<b>Impact</b>	<b>Score</b>	<b>Risk Response</b>
	<b>P [1.0]</b>	<b>[1--5]</b>	<b>P X I</b>	
Funds may not be available on time	0.5	5	2.5	Identify other sources of funds

## **3.0 Approach**

### **3.1 Baseline status / Situation analysis**

A baseline status of the situation that needs to be addressed must be available before commencement of the intervention. Check to see if it is already available. If not, a baseline survey needs to be commissioned to assess and report the situation “as-is, where-is” as, this will be the basis for defining the outcomes and impact to be achieved and also to benchmark the outcomes and impact for later assessment and reporting.

### **3.2 Context description**

A clear description of the context and the prevailing attitudes needs to be included in order to set the program/intervention in perspective. The inputs for context description will come from the baseline analysis, project brief, and also preliminary field surveys.

### **3.3 Implementation Plan or Project plan**

A detailed project plan, drilled down to the WBS level needs to be prepared along with a timeplan and scope summary. Alignment of the intervention with national and/or international development goals (like SDGs) needs to be included and mapped.

### **4.0 Social Impact Scorecard (SIS)**

A social impact scorecard is a tool used to measure, track, assess, and report social performance. It is a set of metrics and indicators that help compare objectives versus achievement, measure and report short-term and long-term impact, and provide an idea of whether the social change that has been implemented has the potential to be sustainable over time.

The scorecard approach is based on the belief that what gets measured gets managed effectively, and what gets managed has a greater impact, and greater the impact greater the chance of sustainability.

#### **4.1 Steps involved in creating the SIS**

The SIS typically involves the following steps:

- Identify metrics
- Describe metrics
- Define/describe tracking methodology
- Create scorecard
- Publish scorecard

#### **4.2 Steps involved in creating the SIS**

The SIS is important because as a tool it goes beyond impact assessment alone and benefits

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the organization as a whole by enhancing:

- Transparency
- Accountability
- Benchmarking
- Sustainability
- Relevance

### **4.3 What is to be measured through the SIS**

The SIS is typically customized for each program, but typically almost all interventions/programs will have an impact on these parameters and these “generic” parameters will need to be included in all programs.

- Environmental Impact
- Social Impact
- Cultural Impact
- Economic Impact
- Overall Governance
- Sustainability

### **4.4 Creating a Social Impact Scorecard Dashboard (SIS):**

Given below is a simple table of how a SIS can be created and used for reporting. Template-1 provides a dashboard taking the example of “increasing girl child enrollments into school”

This template provides a snapshot

Year	Baseline	# Enrollments	Target	Ach	Diff
2022-23					
2023-24					

Narrative: Include a summary of what is the societal change that you think makes this trend sustainable. A few questions in this context can be helpful.

- Are the newer enrollments community-driven or are they still dependent on mobilization and motivation by the program implementation organization/NGO?

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- What is the Behavior Change that has come about as a result of the efforts taken till date?

The responses to these questions can be derived through questionnaire-based surveys, focus group discussions,

Impact Category	Impact Description	Positive/ Negative	Reversible / Sustainable?	Impact Timeline
Health	Reduce anemia in girl children age 12 - 18 to less than 10%	To be filled-in after project evaluation	To be filled-in after project evaluation	By end 2025
Education				

### 5.0 The Log Frame

The logical framework, or logframe, is the most common planning tool used in social development. It defines the logic of a program or intervention from its activities through to the desired changes, and is used as a basis for monitoring and evaluation.

The elements and the “logic” of the Log Frame are summarized in the table below along with a brief description of each of the elements used in the log frame.

Narrative Summary		Objectively Verifiable Indicators	Means of Verification	Assumptions / Risks
GOAL	Long-term change program / intervention hopes to achieve	Metrics & Measures defined / described for	Sources & Methods used to collect information	NA

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PURPOSE	Change aimed for by the end of the program / intervention	verification		Fill as relevant to the program. Include Risks
OUTPUTS	Products &/or Services			
ACTIVITIES: Tasks, WBS across program lifecycle				
INPUTS: Financial, Human, Material Resources deployed				

### 5.1 Objectively verifiable indicators

The indicators identified must be objective and not subjective, that is they must be ‘provable’ on the basis of facts and not influenced by subjective feelings, beliefs, opinions, gut-sense, or interpretations.

### 5.2 Means of verification

What tools would be used to collect, collate, and verify the data and indicators? Methodologies include questionnaires, door-to-door surveys/interviews, Focus group discussions, secondary information, personal interviews and so on.

### 5.3 Assumptions

All programs have a few assumptions that can be listed and risks predicted. Social sector projects have many moving parts and several variables. Therefore it is prudent to identify these assumptions and risks at the start and list appropriate mitigating actions.

The logic of a log frame can be summarized as below<sup>38</sup>:

- IF the activities are carried out **AND** the assumptions are realised **THEN** the outputs should be delivered.
- IF the outputs are delivered **AND** the assumptions are realised **THEN** the purpose should be achieved.

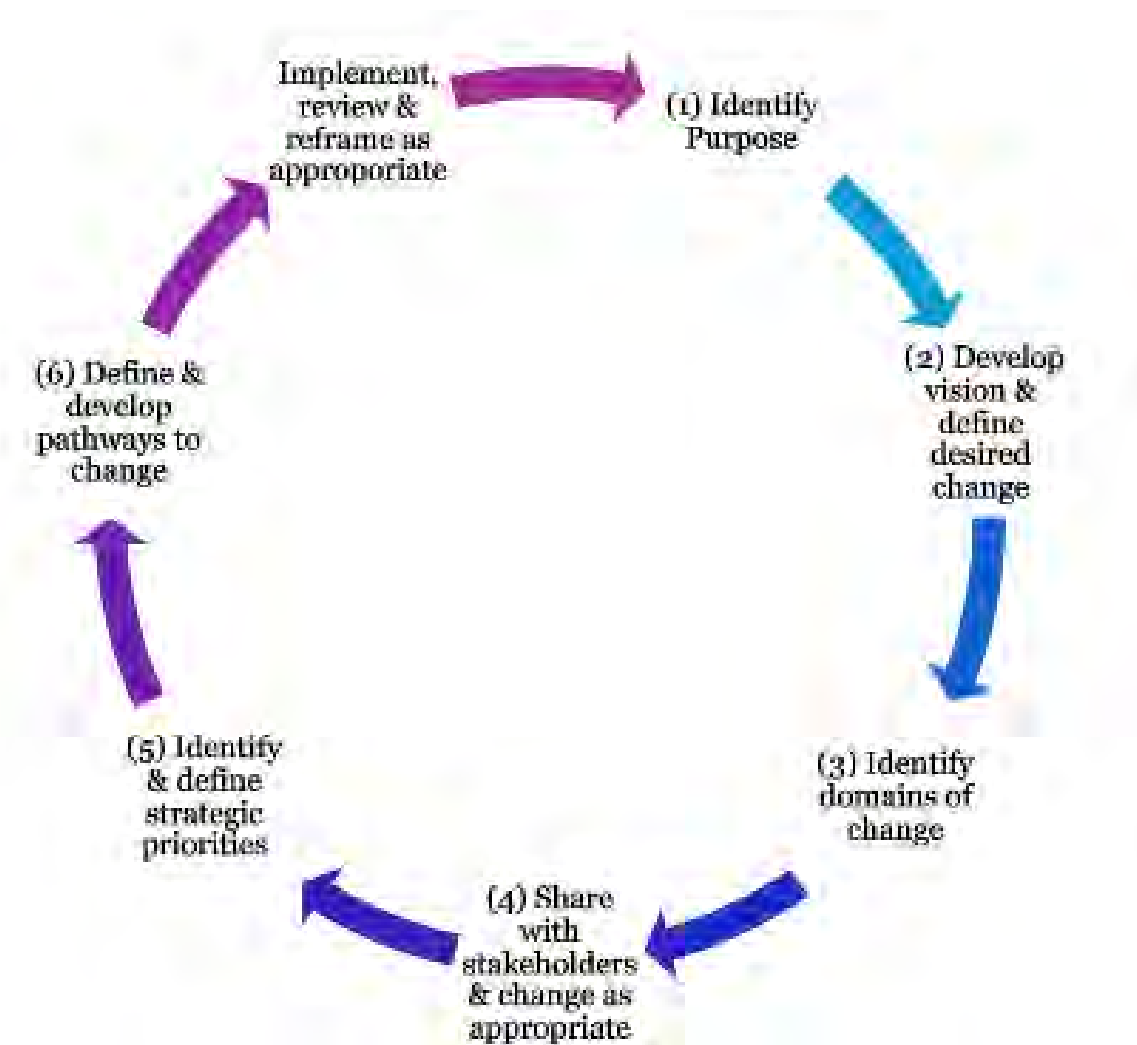
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<sup>38</sup> Adapted from INTRAC 2024. Garbutt A and Simister N. Available at: <https://bit.ly/413TPRx>. Last Accessed: Nov 24, 2024.

- IF the purpose is achieved **AND** the assumptions are realised **THEN** the goal should be achieved.

### **6.0 Theory of Change**

A theory of change defines a method of how an intervention, or set of interventions, could probably lead to a specific or series of specific developmental change(s), drawing on a causal analysis based on available evidence.<sup>39</sup>

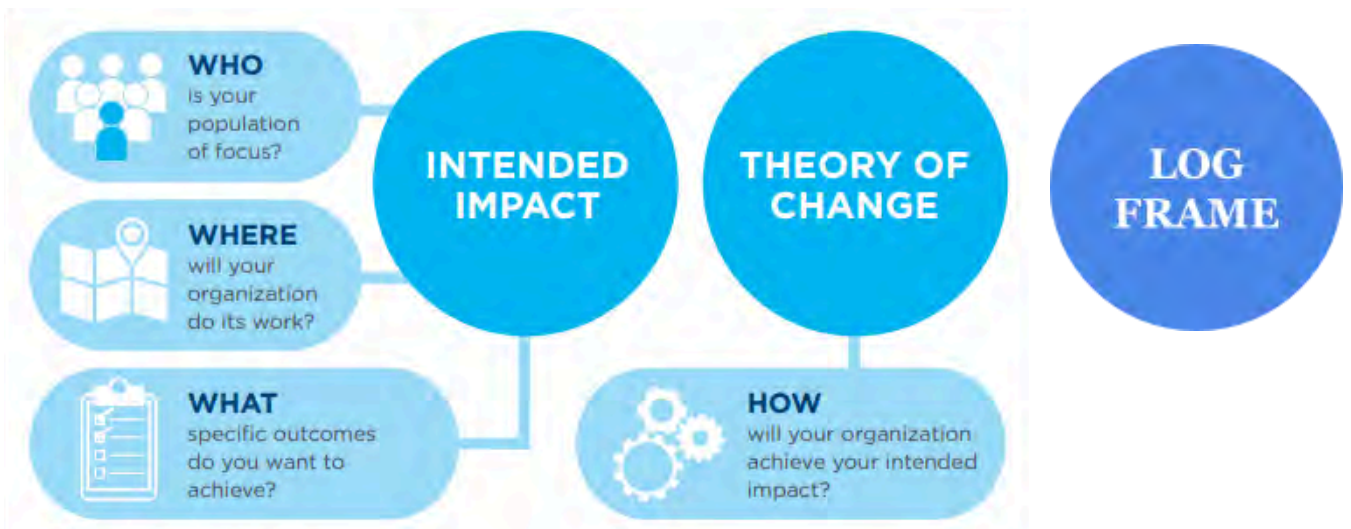


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<sup>39</sup> Adapted from UNDAF. UNDAF Companion Guide: Theory of Change.

## 7.0 How the intended impact is connected to the models of change

This is summarized in the infographic below.



# Appendices

*Appendix-1: Enrollment (Boys and Girls): 1990-91 through 2024-25*

Year	C-1		C-2		C-3		C-4		C-5		C-6		C-7		C-8		C-9		C-10	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1990-1 991	32	12																		
1991-1 992	22	18	24	12																
1992-1 993	24	27	25	21	23	7														
1993-1 994	22	19	24	24	23	20	23	7												
1994-1 995	22	19	22	18	22	25	25	15	29	12										
1995-1 996	22	18	20	15	20	18	23	29	26	14	28	11								
1996-1 997	24	21	20	19	20	16	16	19	20	28	25	7	26	8						
1997-1 998	14	8	18	21	21	14	17	13	24	29	21	21	21	5	26	4				
1998-1 999	24	19	16	9	24	23	29	16	23	21	25	26	27	19	32	4	32	2		
1999-2 000	15	14	23	14	17	9	24	20	29	20	29	19	21	30	29	8	32	4	32	2
2000- 2001	14	13	11	13	26	16	24	13	32	20	23	20	32	20	20	18	15	5	28	2
2001- 2002	20	21	25	15	27	16	24	21	41	24	30	22	36	16	28	22	20	15	16	5

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2002-2003	18	22	22	21	19	22	20	16	33	23	34	13	21	19	29	17	19	17	15	12
2003-2004	19	23	30	13	21	21	19	21	32	20	31	22	35	15	29	19	24	16	18	14
2004-2005	29	17	22	23	27	13	15	22	18	21	29	14	24	19	36	14	28	16	23	14
2005-2006	19	22	31	14	22	20	27	14	16	21	19	20	22	14	37	15	27	12	21	7
2006-2007	21	16	21	19	27	13	23	22	25	16	16	22	14	23	25	19	34	14	26	11
2007-2008	20	22	23	12	17	17	23	12	23	22	26	15	20	22	13	30	23	17	30	13
2008-2009	17	23	20	18	24	16	18	16	22	15	19	23	24	14	26	24	13	27	23	16
2009-2010	25	20	15	22	22	21	25	18	13	25	21	21	18	22	29	20	23	21	12	26
2010-2011	15	26	24	16	16	24	24	21	25	16	17	23	25	20	23	24	25	14	18	18
2011-2012	19	23	16	26	26	17	14	23	24	22	22	18	17	21	33	19	19	19	24	10
2012-2013	22	22	18	23	17	24	26	16	15	22	22	19	22	20	18	21	29	18	18	18
2013-2014	24	19	19	22	19	23	16	25	26	14	15	26	22	18	23	19	19	20	28	16
2014-2015	27	26	24	18	18	23	20	22	20	24	26	11	15	26	21	23	22	20	19	20
2015-2016	22	8	25	20	25	18	18	21	23	20	23	21	31	13	12	27	18	20	19	20
2016-2017	18	21	18	10	27	20	26	18	19	28	25	16	17	25	28	13	19	23	17	19
2017-2018	5	7	11	16	10	4	18	14	19	11	12	16	18	12	18	25	28	12	14	21

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2018-2019	10	16	9	9	16	22	19	9	19	18	26	15	16	19	22	21	14	29	24	11
2019-2020	9	16	17	19	10	18	24	27	26	19	25	22	30	18	28	28	22	21	14	23
2020-2021	13	11	10	14	17	24	8	18	21	28	27	19	20	22	47	33	25	26	22	21
2021-2022	9	11	18	10	19	14	25	22	18	18	27	27	30	17	38	30	45	34	43	35
2022-2023	22	9	9	12	15	10	18	12	24	17	23	22	36	28	38	30	32	30	36	34
2023-2024	13	11	22	12	8	16	17	11	22	19	29	32	31	32	55	62	36	34	29	27
2024-2025	18	12	14	11	21	13	10	17	19	12	23	25	30	32	40	34	58	51	32	34
<b>Total</b>	669	612	666	561	666	577	658	570	726	619	718	588	701	569	803	623	701	537	601	449

### *Appendix-2: Results year-wise summary: 1999-00 through 2024-25*

Year	Total Students (Appeared)	Boys	Girls	Total		Boys		Girls		Pass % Attempt -1
				Pass	Fail	Pass	Fail	Pass	Fail	
1999-2000	26	25	1	6	20	6	19	0	1	23%
2000-2001	30	28	2	18	12	17	11	2	1	60%
2001-2002	21	16	5	7	14	7	9	0	5	33%
2002-2003	27	15	12	15	12	12	3	4	8	55%
2003-2004	31	18	14	16	15	11	7	5	8	48%
2004-2005	29	18	11	17	12	11	7	6	5	46%

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2005-2006	28	21	7	12	16	12	9	0	7	43%
2006-2007	38	26	12	35	3	23	3	12	12	93%
2007-2008	36	29	7	6	30	5	24	1	6	16%
2008-2009	36	21	15	35	1	21	0	14	1	97%
2009-2010	33	11	22	22	11	9	2	13	9	67%
2010-2011	32	16	16	30	2	16	0	14	2	94%
2011-2012	34	24	10	32	2	23	1	9	1	94%
2012-2013	31	18	13	31	0	18	0	13	0	100%
2013-2014	43	27	16	34	9	22	5	12	4	79%
2014-2015	34	16	18	26	7	14	2	12	6	79%
2015-2016	35	19	16	26	9	14	5	12	4	74%
2016-2017	34	15	19	28	6	12	3	16	3	82%
2017-2018	34	13	21	33	1	13	0	20	1	97%
2018-2019	35	24	11	31	4	22	2	9	2	89%
2019-2020	35	14	21	33	2	14	0	21	2	94%
2020-2021	43	22	21	43	0	22	0	21	0	100%
2021-2022	42	19	23	33	9	18	1	15	8	79%
2022-2023	68	35	33	67	1	35	0	32	1	99%
2023-2024	54	27	27	49	5	23	4	26	1	96%
<b>Total</b>	<b>889</b>	<b>517</b>	<b>373</b>	<b>685</b>	<b>203</b>	<b>400</b>	<b>117</b>	<b>289</b>	<b>98</b>	<b>77%</b>

*Appendix-3: Subject-wise failure and progress thereof (particularly Maths, Science, & English)*

Year	Analysis of subject-wise failure & progress thereof					
	Kannada	English	Hindi	Maths	Science	Social
1999-2000	0	10	5	17	18	7
2000-2001	0	7	5	8	4	5

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2001-2002	0	8	0	14	8	11
2002-2003	0	6	0	10	9	6
2003-2004	1	7	5	12	3	1
2004-2005	2	5	0	11	7	5
2005-2006	0	1	0	16	3	0
2006-2007	0	0	0	3	0	0
2007-2008	0	5	0	30	1	1
2008-2009	1	1	0	0	0	0
2009-2010	5	5	2	11	8	7
2010-2011	0	1	0	2	2	2
2011-2012	2	1	0	0	0	1
2012-2013	0	0	0	0	0	0
2013-2014	6	6	3	15	12	9
2014-2015	5	4	1	1	2	1
2015-2016	2	1	1	7	6	3
2016-2017	4	4	5	12	7	7
2017-2018	1	0	0	0	0	0
2018-2019	0	2	0	4	4	2
2019-2020	0	0	0	0	0	0
2020-2021	0	0	0	0	0	0
2021-2022	5	5	5	5	2	2
2022-2023	1	0	0	0	0	1
2023-2024	0	5	3	3	5	2
<b>Total</b>	<b>35</b>	<b>84</b>	<b>35</b>	<b>181</b>	<b>101</b>	<b>73</b>

## Jungle School - The Journey of VTCL

*Appendix-4: List of questions posed to the interviewees and the structure used for the interviews.*

**Approach:** The personal interviews were planned with a ***select group of individuals*** who fulfill one, some, or all of the following criteria:

1. Founder members of SVYM/VTCL
2. Have a granular idea of “The idea of VTCL”
3. Will be able to articulate the vision at the time of inception and the vision for a developing idea of VTCL
4. Have been associated with VTCL in a leadership role or have contributed to furthering the idea of VTCL

<b>Objectives</b>
Conduct a free flowing interview for approximately 60 minutes with each interviewee across three themes: (1) The idea of VTCL - origins and how it is a developing idea (2) The journey till date and the specific contributions, insights, experiences of the interviewee (3) The way forward in terms of the idea as well as the specific steps to be taken
<b>Mode</b>
Online or offline with an option to record the conversation for future reference
<b>Repurposing of content</b>
Repurpose the content into a script for publication

### ***Indicative questions for theme-1:***

1. Why did you think of the idea of a tribal school? What was the seed that started the whole process? OR What has been your experience of the tribal school? How has the idea of a school in a tribal geography appealed to you?
2. How do you see the progress of that idea? Do you see it as a still developing idea or something that has reached some level of saturation/steady-state

## Jungle School - The Journey of VTCL

3. If you had an opportunity to travel back in time , would you change anything at all, and if 'Yes' what would that be?
4. VTCL is seen as the “soul of SVYM” the place where change is visible - what are the specific changes that have left an impact on you?
5. Influence of well wishers in the developing idea and how it has shaped the evolution of the school
6. Adhoc contributions by visitors/government personnel - what has been the impact of that?
7. Connections with Ramakrishna Vidyashala and Ramakrishna mission - how has that shaped the growth and development of VTCL?
8. Community dynamics

### ***Indicative questions for theme-2:***

1. How do you see the journey till date - your own personal/professional journey as well as that of VTCL?
2. What would you consider are your most important contributions to VTCL?
3. Can you share a few standout experiences during your time at VTCL that reinforced your commitment to the development of this idea and the school?

### ***Indicative questions for theme-3:***

1. VTCL as an idea has global relevance - it can work across geography and communities. How do you think this “idea of VTCL” can be globalized and mainstreamed? What do you think needs to be done in that direction?
2. Where do you see VTCL 10 years from now?

### *Appendix-5: Table summarizing the approaches to measuring Human Capital.*

<b>Measure</b>	<b>Definition</b>	<b>Indicators</b>	<b>Dimensions</b>
Indicator Approach	Investment in Knowledge, Skills, Health	<i>Child / adult survival rate</i>	Health & Nutrition
		<i>Prevalence of stunting in children</i>	Health & Nutrition
		<i># of years of schooling</i>	Education
		<i>Test scores</i>	Education
		<i>School enrollment</i>	Education

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		<i>Literacy</i>	Education
		<i>Education attainment</i>	Education
		<i>Skill mix (of employment)</i>	Skill
		<i>Labor force participation</i>	Livelihood
		<i>Work, Jobs &amp; Income</i>	Livelihood
		<i>Social &amp; civic engagement</i>	Inclusion & Participation
		<i>Health &amp; Wellbeing</i>	Health & Nutrition
Cost Approach	Current Gross Investment = Direct Spending + Estimated value of unpaid time devoted to HC development	<i>School enrollment - age, gender, type of schooling</i>	Education
		<i>Direct spending on formal education &amp; training &amp; other HC investments</i>	Education
		<i>"Time-Value" of HC-investments (student-time, employer/employee time), teacher-time, institutional time etc.</i>	Proxy/Notional Indicators
		<i>Mortality rates by age &amp; gender</i>	Health & Nutrition
Income Approach	Current Gross Investment = Direct Spending + Estimated value of unpaid time devoted to HC development	<i>School enrollment - age, gender, type of schooling</i>	Health & Nutrition
		<i>Population dynamics by age, gender, &amp; educational attainment</i>	Inclusion & Participation
		<i>Earnings by age, gender, &amp; educational attainment</i>	Livelihood
		<i>Mortality rates by age &amp; gender</i>	Health & Nutrition

Appendix-6: Table summarizing the Human & Social Capital approach at SVYM.

<b>Definition: Human Capital</b>
Human Capital is the set of physical, intellectual, emotional, and spiritual capabilities that an individual possesses that affords him or her the agency to lead and sustain their life
<b>Corollaries to the above definition:</b>
Human Capital as envisioned by SVYM is not synonymous with the Human Resources definition of Human Capital where Human Capital is fundamentally seen as a factor of production and connected to labour productivity
Therefore, Human Capital as envisioned by SVYM is embedded in the fundamental principle of Human Development and manifests as the following:

## Jungle School - The Journey of VTCL

<i>(1) Human welfare should be increased through investments in education &amp; health even if such investments do not necessarily result in a direct increase in labor productivity - this means, Economic Consequences flow naturally from individual and collective choice (with regard to the means) and are not a forced outcome of labor practices that potentially exploit Human beings</i>
<i>(2) Human beings are not a means to an end (where the end is a function of increased productivity), rather Human beings and Human development are both ends in themselves</i>
<i>(3) Health, Education, and Empowerment shall provide individual human beings with the agency and means to make a free choice of how they would want their lives to play out and how they would like to lead a happy, healthy and long life</i>
<b>Glossary</b>
<b>Agency</b>
Thoughts and actions of people that express their individual power & choice
the feeling of control over actions and their consequences
the capacity to act of one's free will. To be able to make choices unconstrained by external structures
give individuals the choice to lead their own lives independently and provide economic security to themselves and their families
able to afford basic necessities of life, health and education that affords them current wellbeing and also savings for their future wellbeing
enable individuals to bring changes in their attitudes and behavior, to act in different ways as per the demands of changing circumstances and manage their personal and professional lives constructively
Individuals with human capital take care of themselves, spend time on leisure activities and also think and act beyond consumption by serving others selflessly and contributing to the development of their society, environment and country
<b>Physical</b>
Need to differentiate from the "factors of production" definition used in economics, i.e. tangible, human-made goods that assist in the process of creating a product or service - physical assets - machinery, land, building etc.
"Physical" in the context of Human Capital refers to health and wellbeing, absence of and/or ability to prevent/overcome disease, development of physical dexterity, mobility
is a function of adequate nutrition, hygienic living conditions and the learning & practice of healthy habits
is a function of access to health care, ability to purchase/consume & knowledge of what is adequate nutrition, what constitutes hygienic living, ability to access preventative medication (vaccines) and what are healthy habits
<b>Intellectual</b>
knowledge, awareness, scientific temperament, communication, leadership and vocational skills that are developed through access to formal and informal educational experiences
<b>Emotional</b>
wellbeing, lower levels of stress & anxiety, empathy, confidence, self-esteem and people skills
<b>Spiritual</b>

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Find one's true calling in life, work on what is useful & not expedient, Serve Self & others		
<b>Lead Life</b>		
The ability & freedom to determine how one wants to lead his/her own life & the		
<b>Sustain Life</b>		
Ability to sustain the freedom of choice & lead life as per the chices made		
<b>Definition: Social Capital</b>		
The institutions, relationships, attitudes, and values that govern interactions among people and contribute to economic and social development		
The benefits an individual receives from his/her social networks		
<i>Corollaries to the above definition:</i>		
Are we creating the necessary institutional processes and networks?		
What are the Bonds, Bridges, and Links that inform us of our creation of Social Capital?		
How do we measure Social Capital across its Structural, Relational and Cognitive dimensions?		
<b>Structural Dimension</b>		
Network Structure: Network Diversity, Density, Size	Civic Engagement: Assoc. Member, Volunteerism, Civic & Political Participation	Trust: General, Institutional, Interpersonal
<b>Relational Dimension</b>		
Social Cohesion: Social Interaction, Neighborhood cohesion, Togetherness	Social Networks: Bonding, Bridging, Linking relationships	
<b>Cognitive Dimension</b>		
Norms & Values: Shared emotional connect, Social support, Collective goals, Affective bonds, Civic norms	Trust: Interpersonal, Reciprocity	

## Bibliography & Suggested Reading

### Chapter-1

1. Balu's Musings at: <https://rbalu.com/> Specifically under: <https://bit.ly/3CLvfef>.
2. Voices from the Grassroots: Book by Dr. R. Balu. Available at: <https://bit.ly/3AZYt8C>. The book is a collection of stories and reflections that captures the pulse of the commonest people, whose diverse contexts, aspirations and struggles make up the social landscape of the Indian subcontinent.
3. Kumar AH, Mahesh TM, Tribal women and PRIs: a Study of Mysore District, Karnataka. International Journal of Humanities and Social Science Invention: 2319 – 7714; [www.ijhssi.org](http://www.ijhssi.org); Volume 3; Issue 1. Available at: <https://bit.ly/3Zn6yos>. Last accessed: Nov 25, 2024.

### Chapter-2:

### Chapter-3:

### Chapter-4:

1. The logical framework. Available at: <https://bit.ly/413TPRx>. Last accessed: Nov 25, 2024
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## Viveka Tribal Center for Learning

*Developing Human and Social Capital to build a resurgent India*

**THE VIVEKA TRIBAL CENTER FOR LEARNING (VTCL)**

Nestled in the midst of a forest, the sylvan ecosystem of the Viveka Tribal Center for Learning (VTCL) is spread across 18 acres, bounded on the South and South West by the lush Bandipur National Park and the approximately 114 hādis<sup>1</sup> on the other side. Heggadadevankote (HD Kote) is one of 7 taluks comprising the Mysuru district of Karnataka and contains 281 villages and just 2 towns (the taluk panchayats of Saraguru and HD Kote). COVID-19 has meant that the census scheduled for 2021 could not be conducted, hence most of the demographic data available for this region is drawn from the census of 2011. The table on the right summarizes the key demographic details of this region<sup>2</sup>.

The urban/rural split is quite stark with 90.2% of the population living in the rural areas and only 9.8% in urban areas. The taluk is also home to a sizable population of forest-based tribal groups comprising primarily the Jenu Kuruba, Kadu Kuruba, Yarava, Soliga and Paniya tribes that are native to this region.

The tribal hādis are dispersed along the fringes of the Bandipur and Nagarahole National Parks with HD Kote accounting for 51.67% of the total tribal population of Mysuru district. Table-2<sup>3</sup> provides an estimate of the numbers across the major tribal groups in HD Kote.

*Table-1: Summary demographic details, HD Kote*

Parameter	Number	Percentage
Population	2,63,706	
Males	1,32,748	50.34%
Females	1,30,958	49.66%
Children	29,554	
Overall literacy		56.92%
Male literacy		63.29%
Female literacy		50.46%
Scheduled Tribes		23.61%
Scheduled Castes		27.78%
Average Sex Ratio: 987 females per 1000 males		

*Table-2: Tribes of HD Kote*

Tribe	Population
Jenu Kuruba	16,761
Kadu Kuruba	2,430
Yarava	1,547



<sup>1</sup> The nearest English equivalent of Hādi is a hamlet or small settlement.

<sup>2</sup> Available at:

[https://www.censusindia2011.com/karnataka/mysore/heggadadevankote-population.html#google\\_vignette](https://www.censusindia2011.com/karnataka/mysore/heggadadevankote-population.html#google_vignette). Last accessed. Oct 23, 2024.

<sup>3</sup> Kumar AH, Mahesh TM, International Journal of Humanities & Social Science Invention. 2014; Volume-3, Issue-1.

Soliga	2,630
Total	23,368

The taluk remains one of the most backward taluks in Karnataka and continues to perform poorly as per the Human Development Index (HDI)<sup>4</sup> and other development indicators.

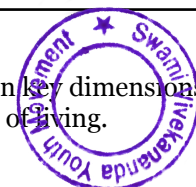
The **Viveka Tribal Center for Learning (VTCL)** which started as an informal school in 1988 with 28 students today has 429 students on its rolls. 51% of students are girls and a majority of the students come from about 60 nearby hādīs of the forest-based tribal groups listed earlier. VTCL is a state-board, fully residential school from grade 6 to 10 and the only highschool of the gram panchayath of N Begur. With limited educational opportunities beyond 7th std in tribal areas and the increasing awareness among parents, the school has seen a steady increase in the admissions over the last 4 years. The school charges a nominal participation fee of Rs. 500 per student per year against the average expenses per student in the school of Rs. 35,000 (up to 6th std) and Rs. 68,000 (7th – 10th std). The school is supported by the Ministry of Tribal Affairs, Govt of India and by the Govt of Karnataka through the grant-in-aid support for the higher primary school. The school today can boast of a 97% pass-percentage in the SSLC exam and an almost 100% record of students continuing their education after their 10th grade. Over the 33 years, the school has evolved from providing access to education (focusing on admission, attendance & retention) to providing ‘holistic’ education leading to continuing education beyond 10th std (focusing on the overall development of a child – physical, intellectual, emotional and spiritual).

#### SUMMARY OF THE SOCIO-STRATEGIC PARAMETERS AND OBJECTIVES

Before, we go into the assessment framework used or the methodology and tools, a quick summary of the socio-strategic intent and objectives of setting up the school and the key objectives to be achieved through the medium of school education are summarized in Table-3 below:

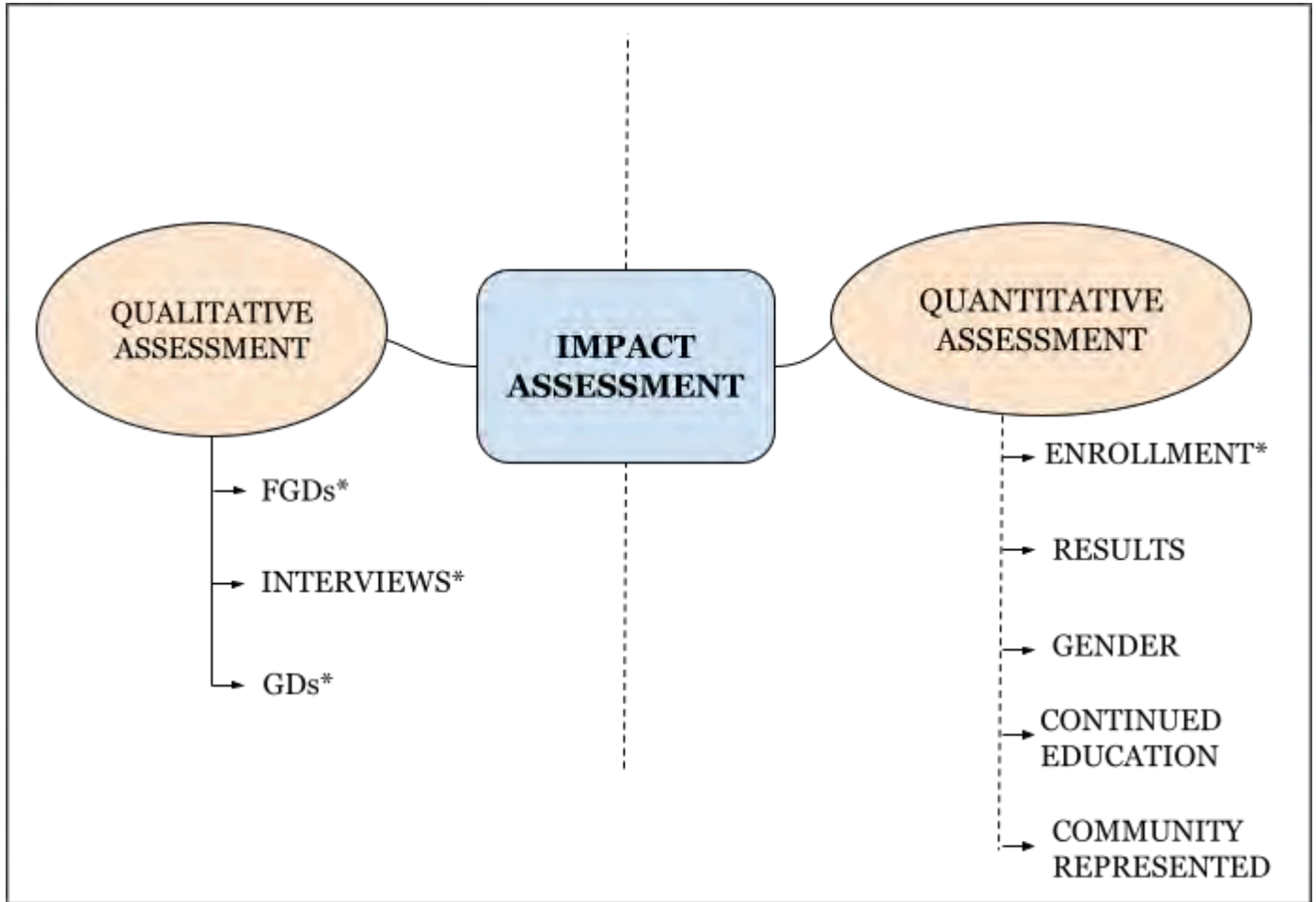
<i>Table-3: Socio-strategic parameters and objectives</i>	
Socio-cultural challenge	<p><b>At the beginning:</b> Displaced tribal population that faced socio-economic challenges that could not have been addressed only through provisioning of the basics like healthcare, nutrition, and so on. A long-term approach that focused on building the requisite Human and Social Capital that would make it possible for the tribal population to develop the requisite knowledge and skills to take care of themselves was a critical component of the developmental approach - this meant creating the ecosystem and infrastructure for a mainstream educational</p>

<sup>4</sup> The Human Development Index (HDI) is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and having a decent standard of living.



	<p>model that would (i) meet the standards and requirements of a highly quality school (ii) be accessible &amp; affordable to the tribal population that it was serving, and (iii) ensure there is minimal socio-cultural loss and displacement during the process of mainstreaming (preserving the culture and cultural consciousness of the tribal population).</p> <p><b>Today:</b> While, few of the initial challenges remain today, the challenges that emerged and being tackled, particularly in the last five years include, (i) the need to broadbase the reach of the schools (ii) ensure greater gender parity in enrollment - an increased focus on girl-child education (iii) ensuring continuance of education beyond higher primary and later after completion of tenth grade (iv) improving results (pass% outcomes). This has led to the reframing and positioning of the purpose of VTCL to: “<b><i>a platform for the fulfillment of tribal aspirations.</i></b>”</p>
<p>Target Segment/Stakeholders</p>	<p>The target segment remains the school-going age population of the tribal hādis being serviced by the school. The stakeholders include the parents, teachers, the communities, donors, funding agencies, SVYM (as the parent organization), and the government.</p>



**IMPACT ASSESSMENT FRAMEWORK**


The framework used for the assessment (as shown in the infographic above) includes both qualitative and quantitative aspects and derives from the paradigm of measuring Human and Social Capital<sup>5</sup> as a key indicator of Human development. Table-1 provides the indicators and dimensions of this impact assessment framework. It is to be noted that although at the moment there aren't enough records to provide comprehensive details on aspects of Health & Nutrition, anecdotal evidence from interviews and Focus Group Discussions (FGDs) point to physiological and health improvements in children across the board. One of the recommendations of this report is to include these indicators in the assessment framework going forward. The indicators and dimensions highlighted in green in Table-4 form the basis of this assessment report.

<sup>5</sup> Human capital is the knowledge, skills, and other personal characteristics that people have that help them be productive. Social capital is the value that comes from social networks, or groupings of people, which allow individuals to achieve things they couldn't on their own

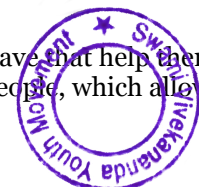


Table:4 Indicators and dimensions of the Impact Assessment Framework			
Measure	Definition	Indicators	Dimensions
Indicator Approach	Investment in Knowledge/Education, Skills, Health	<i>Child / adult survival rate</i>	Health & Nutrition
		<i>Prevalence of stunting in children</i>	Health & Nutrition
		<i># of years of schooling</i>	Education
		<i>Test scores</i>	Education
		<i>School enrollment</i>	Education
		<i>Literacy</i>	Education
		<i>Education attainment</i>	Education
		<i>Skill mix (of employment)</i>	Skill
		<i>Labor force participation</i>	Livelihood
		<i>Work, Jobs, continuing education, &amp; Income</i>	Livelihood
		<i>Social &amp; civic engagement</i>	Inclusion & Participation
		<i>Health &amp; Wellbeing</i>	Health & Nutrition

#### ENROLLMENTS: AN INCREASING TREND IN GENERAL

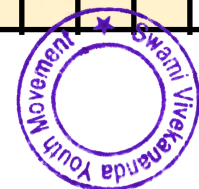
Two data-points are particularly important: **1999-2000** when the school for the first time had students across all grades/classes (I through X) and **2024-25** (the current year). An examination of these two data-points shows a substantial increase in the number of students enrolled into the school: **391 students** in **1999-2000** versus **568 students** in **2024-2025** - an **increase** of **177** students in numbers and a **45% growth** between the assessed starting and end-points. The trend between these two data-point years is presented in the table as well as graphs below. Another data-point that is of interest is in the growth of the **girl-child enrollment** - an increase from **140 to 278**, translating to a **98.6% increase** in enrollment numbers. Furthermore, the gender ratio (girls to boys) has also seen an increase from **36% to 49%** between the two data-points.

In terms of gender ratio changes between the first 5 years (1999-2004) and the last 5 years (2019-2024), the increase is very significant - from **25% to 90%**.

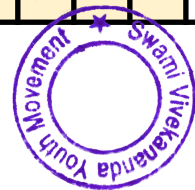


**Table-5: Enrollment across the years: 1999-2000 through 2024-2025.**

Year 1999 thru' 2025	Class-1		Class-2		Class-3		Class-4		Class-5		Class-6		Class-7		Class-8		Class-9		Class-10		Montessori		Total
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
99-00	15	14	23	14	17	9	24	20	29	20	29	19	21	30	29	8	32	4	32	2			39 1
00-01	14	13	11	13	26	16	24	13	32	20	23	20	32	20	20	18	15	5	28	2			36 5
01-02	20	21	25	15	27	16	24	21	41	24	30	22	36	16	28	22	20	15	16	5			44 4
02-03	18	22	22	21	19	22	20	16	33	23	34	13	21	19	29	17	19	17	15	12			41 2
03-04	19	23	30	13	21	21	19	21	32	20	31	22	35	15	29	19	24	16	18	14			44 2
04-05	29	17	22	23	27	13	15	22	18	21	29	14	24	19	36	14	28	16	23	14			42 4
05-06	19	22	31	14	22	20	27	14	16	21	19	20	22	14	37	15	27	12	21	7			40 0
06-07	21	16	21	19	27	13	23	22	25	16	16	22	14	23	25	19	34	14	26	11			40 7
07-08	20	22	23	12	17	17	23	12	23	22	26	15	20	22	13	30	23	17	30	13			40 0
08-09	17	23	20	18	24	16	18	16	22	15	19	23	24	14	26	24	13	27	23	16			39 8

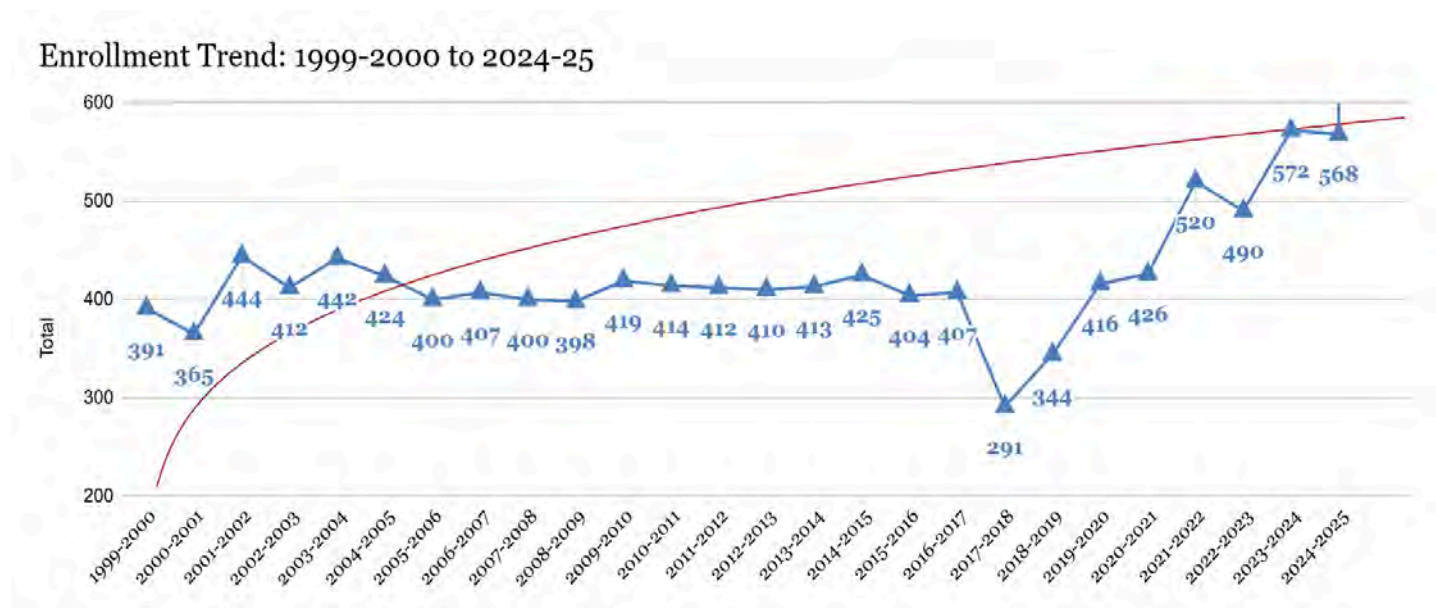


09-10	25	20	15	22	22	21	25	18	13	25	21	21	18	22	29	20	23	21	12	26			41 9
10-11	15	26	24	16	16	24	24	21	25	16	17	23	25	20	23	24	25	14	18	18			41 4
11-12	19	23	16	26	26	17	14	23	24	22	22	18	17	21	33	19	19	19	24	10			41 2
12-13	22	22	18	23	17	24	26	16	15	22	22	19	22	20	18	21	29	18	18	18			41 0
13-14	24	19	19	22	19	23	16	25	26	14	15	26	22	18	23	19	19	20	28	16			41 3
14-15	27	26	24	18	18	23	20	22	20	24	26	11	15	26	21	23	22	20	19	20			42 5
15-16	22	8	25	20	25	18	18	21	23	20	23	21	31	13	12	27	18	20	19	20			40 4
16-17	18	21	18	10	27	20	26	18	19	28	25	16	17	25	28	13	19	23	17	19			40 7
17-18	5	7	11	16	10	4	18	14	19	11	12	16	18	12	18	25	28	12	14	21			29 1
18-19	10	16	9	9	16	22	19	9	19	18	26	15	16	19	22	21	14	29	24	11			34 4
19-20	9	16	17	19	10	18	24	27	26	19	25	22	30	18	28	28	22	21	14	23			41 6
20-21	13	11	10	14	17	24	8	18	21	28	27	19	20	22	47	33	25	26	22	21			42 6
21-22	9	11	18	10	19	14	25	22	18	18	27	27	30	17	38	30	45	34	43	35	18	12	52 0



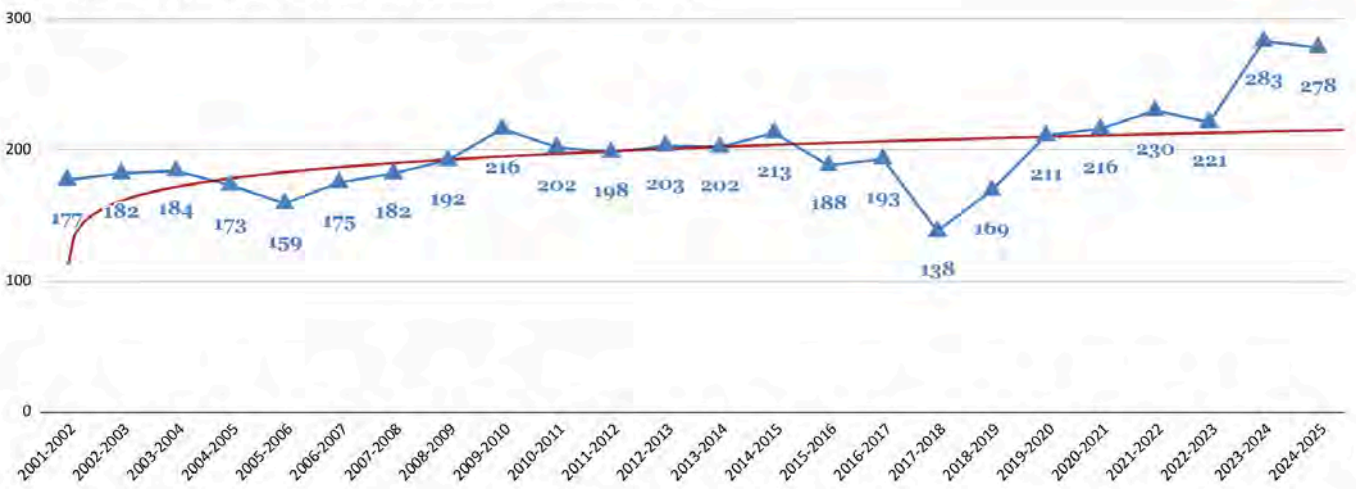
22-23	22	9	9	12	15	10	18	12	24	17	23	22	36	28	38	30	32	30	36	34	16	17	490
23-24	13	11	22	12	8	16	17	11	22	19	29	32	31	32	55	62	36	34	29	27	27	27	572
24-25	18	12	14	11	21	13	10	17	19	12	23	25	30	32	40	34	58	51	32	34	25	37	568

Graph-1: Overall enrollment trend: considering the two data-points of 1999 & 2024 when the school had classes I through 10.



Graph-2: Overall enrollment trend of girls: considering the two data-points of 1999 & 2024 when the school had classes I through 10.



**Enrollment Trend of Girls: 1999-2000 to 2024-2025**

**REPRESENTATION ACROSS TRIBAL GROUPS**

As has been indicated the school caters to several tribal groups. The total number of students across the various tribal groups who have enrolled and studied at the school shows a predominance of the Jenu Kuruba and Kadu Kuruba groups. Table-6 below gives the absolute numbers of each tribal group who have studied at the school till date. However, as can be seen from the trend shown in graph-3 below, there has been a trend towards a more uniform distribution across groups in the last five years in particular. An analysis of the data shows that enrollments from the Beda community for example started from only from the year 2015-16 and has since shown a steady increase from 44 (30 boys & 14 girls) in 2015-16 to 86 (48 boys & 38 girls) in 2024-25. Similarly, the Nayaka community had only 3 students (all boys) in 2019-20 and has since grown to 18 (5 boys & 13 girls).

*Table-6: Distribution of students across tribal groups (from the time of inception).*

Jenu Kuruba	Kadu Kuruba	Yerava	Soliga	Iruliga	Beda	Nayaka	SC	OBC
3,849	2,311	875	118	20	385	68	41	42



**Enrollment distribution across Tribal Groups**
**Others**

2.6%

**Beda**

4.9%

**Soliga**

1.5%

**Yerava**

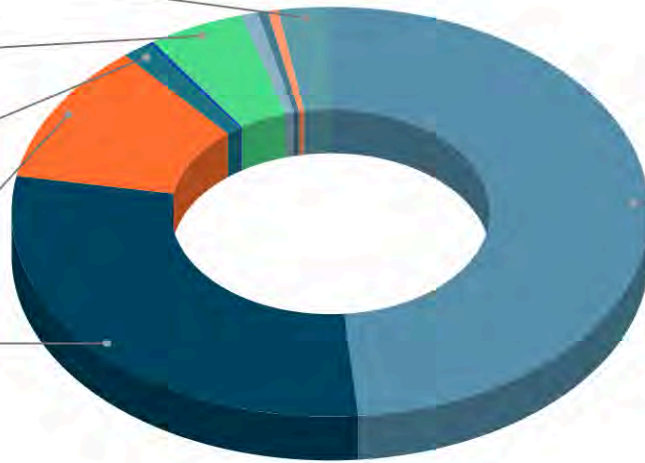
11.1%

**Kadu Kuruba**

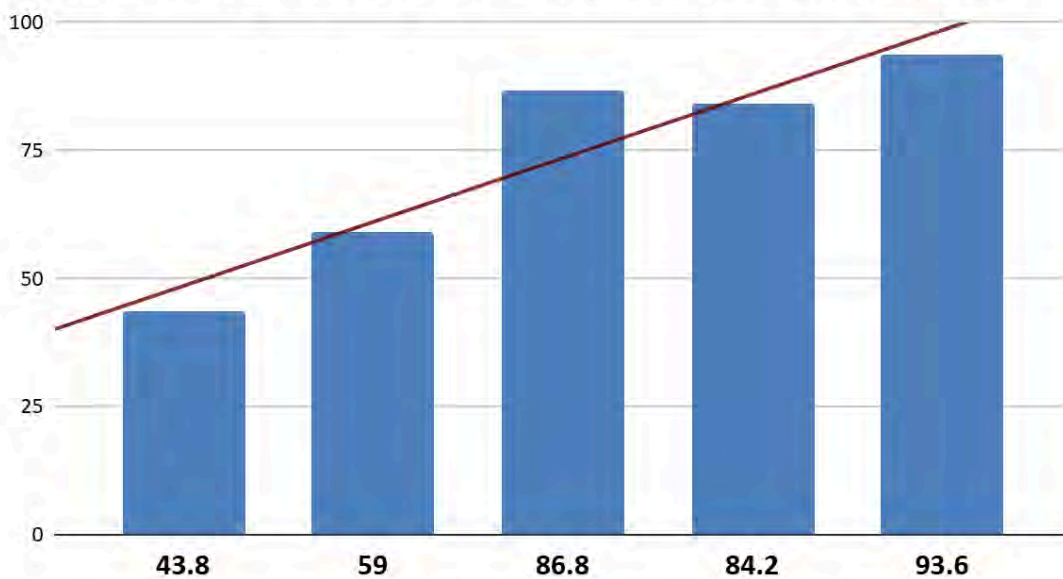
29.2%

**Jenu Kuruba**

48.6%


**RESULTS: A PROGRESSIVE TREND**

An analysis of the pass percentages in five 5-year blocks (from the time data on results is available) shows a steadily rising trend from **43.8%** in **block-1** to **93.6%** in **block-5**. Graph-4 below shows this trend: **[1999-2000 to 2003-2004]; [2004-2005 to 2008-2009]; [2009-2010 to 2013-2014];**

**Pass Percentage in 5-year blocks: 1999-2000 through 2023-2024**


**[2014-2015 to 2018-2019]; [2019-2020 to 2023-2024].**

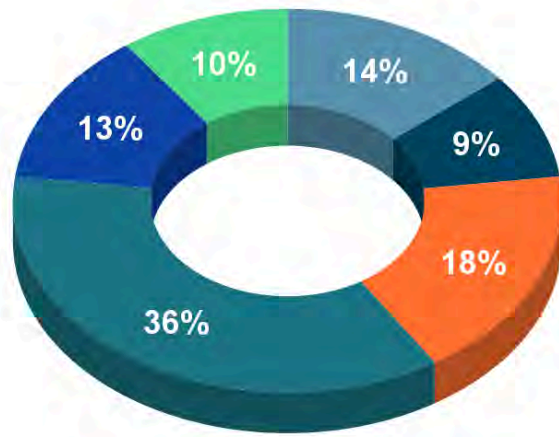


**CONTINUING EDUCATION - AFTER COMPLETION OF CLASS X**

There has been a steady and consistent increase in the number of students (boys and girls) choosing to pursue further studies after completion of their tenth class. Introduction of a scholarship support, industry and academic linkages, special guidance and counseling sessions have aided this trend. Chart-5 below, provides a snapshot of some of the career-choices and trends with regard to what students do/take up after completion of their Class-X.

### What do those who clear Xth do?

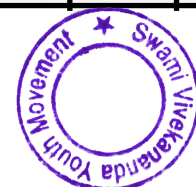
- Continuing Higher Edu
- Factory & Contractual Employees
- Unemployed &/or Homemakers
- Self-employed/farming/petty business
- Govt (lawyers/forest officers)
- Others/underemployed



There is also a positive trend in those pursuing higher studies after the completion of Class-X. An assessment of the last four years shows a steady upward trend as summarized in Table-7 below.

*Table-7: Summary of students pursuing higher studies after completion of Class X*

Year	Arts		Commerce		Science		Diploma		Boys	Girls	Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			
2020-2021	2	6	0	0					2	6	8
2021-2022	3	3	3	1	0	1	2	0	8	5	13
2022-2023	8	17	3	1	3	2	8	1	22	21	43
2023-2024	13	14	2	6	0	1	8	4	23	25	48
<b>Total</b>	<b>26</b>	<b>40</b>	<b>8</b>	<b>8</b>	<b>3</b>	<b>4</b>	<b>18</b>	<b>5</b>	<b>55</b>	<b>57</b>	<b>112</b>



An additional feature of the school which makes it not only unique but also provides the students an opportunity to equip themselves with the skill to expand their job opportunities and earning potential is the introduction from 2011, of the “Introduction to Basic Technology (IBT)” as a part of the school curriculum. The course introduces students to various vocational skills like plumbing, carpentry, fitting, electrical work,



tailoring and agriculture from class-6 itself. The course has been successful in expanding the career options for the students beyond pre-university education and has ensured continuity of education beyond 10th std. Several alumni (esp. from land-owning tribal families) have taken up agriculture and are able to improve



their family income through well-informed practices and also support and guidance from the livelihoods sector of SVYM in collaboration with the Indian Council for Agricultural Research (ICAR).

*Note: The full data sets of the parameters assessed are provided as appendices to this report.*

When it came to Qualitative research, the primary methodologies used were Focus Group Discussions and Interviews. The methodology/approach used and a summary of the key findings are provided in Tables 8 and 9 below.

*Table-8: FGD & Interview approach*

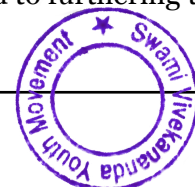
Research Type	Qualitative, exploratory, semi-structured
---------------	-------------------------------------------

**Target Audience Groups:** The following groups were met with and each of the FGDs were recorded after obtaining permission from the participants

1. **Teachers at VTCL** - include those with at least 3 years of experience at VTCL. Break teachers into 3 groups: (1) > 5 years (2) 3 months to 3 years (3) people who have moved out of VTCL into other departments of SVYM including VSOE. Each group had a minimum of 5 participants.
2. **Students of VTCL** - sample drawn using probability sampling across 8th, 9th, 10th class (simple random sampling using a number generator/roll of dice) - randomization done after clustering into boys and girls to ensure representative sample. Make 2 groups: (1) those who studied from 1st std (2) those who moved in after 6th. Ensure mix includes forest-based tribes and others. Each group had 25 - 30 participants
3. **Community leaders & Alumni** - A total of 16 alumni
4. **Parents of VTCL:** 5 parents (till date)
5. **Education Core group of SVYM:** 5 members

**Introduction:** The personal interviews were planned and conducted with a ***select group of individuals*** who fulfilled one, some, or all of the following criteria:

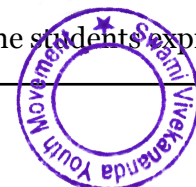
1. Founder members of SVYM/VTCL
2. Have a granular idea of “The idea of VTCL”
3. Will be able to articulate the vision at the time of inception and the vision for a developing idea of VTCL
4. Have been associated with VTCL in a leadership role or have contributed to furthering the idea of VTCL



<b>Objectives</b>
Conduct a free flowing interview for approximately 60 minutes with each interviewee across three themes: (1) The idea of VTCL - origins and how it is a developing idea (2) The journey till date and the specific contributions, insights, experiences of the interviewee (3) The way forward in terms of the idea as well as the specific steps to be taken
<b>Mode</b>
Online or offline with an option to record the conversation for future reference

*Table-9: Key points from FGDs and Interviews*

<b>FGDs</b>	<b>Key Points</b>
<ul style="list-style-type: none"> <li>Teachers at VTCL</li> </ul>	<ul style="list-style-type: none"> <li>There is a paradigm shift between how the early teachers see their experience at VTCL versus the newer teachers - for the former it is about the early struggles and how much has changed since, for the latter it is more about the experience and opportunities to learn that they can gain from working at VTCL</li> <li>All teachers are impressed by the attitude of service, simplicity and minimalism at the school</li> <li>The opportunity to serve an under-served population and in the process contribute to nation-building is a key motivator to many of the teachers at VTCL</li> </ul>
<ul style="list-style-type: none"> <li>Students at VTCL</li> </ul>	<ul style="list-style-type: none"> <li>The new generation is clear about their motives and what they want to achieve in life.</li> <li>It helps that they come from third generation learners and they are driven by the passion to succeed and make something out of their lives</li> <li>All of them are appreciative of the opportunities that they have been provided including the co-scholastic opportunities across sports, IBT, and exposure</li> <li>A heartening point is how many of the students expressed</li> </ul>



	<p>their wish to come back to their own tribal hamlets and contribute to the development of their areas.</p>
<ul style="list-style-type: none"> <li>Alumni/Community</li> </ul>	<ul style="list-style-type: none"> <li>There was a mixed response from the alumni - while some were appreciative of all the efforts that had gone into providing for the support of the displaced tribals, some shared the opinion that the lack of opportunities after completing Class-X close to the tribal hamlets meant that they could neither pursue future education or job opportunities.</li> <li>There were other alumni (particularly an advocate, those who are working in government jobs) who felt that VTCL was the platform/launching pad and it was important for the individual to use that to build their careers/lives</li> </ul>
<ul style="list-style-type: none"> <li>Parents</li> </ul>	<ul style="list-style-type: none"> <li>Parents in general and particularly those who have been past alumni of VTCL are keen on seeing their children getting educated and progress in their careers/lives</li> <li>The initial resistance that used to be present in students as well as parents has reduced considerably and is almost non-existent in the populations being served.</li> </ul>
<ul style="list-style-type: none"> <li>Education Core Group</li> </ul>	

## CONCLUSION & RECOMMENDATIONS

### CONCLUSION

The Viveka Tribal Center for Learning (VTCL) has made significant strides in advancing educational access and quality for tribal communities, evidenced by increased enrollment, improved pass rates, and the notable retention of students through higher grades. The school's commitment to addressing socio-cultural challenges and supporting a culturally sensitive learning environment has effectively promoted both academic and personal growth for students. The integration of vocational skills in the curriculum also provides practical pathways for students' future employment and self-sufficiency, supporting the broader goal of sustainable tribal development.

### RECOMMENDATIONS



**1. Expand Career Guidance and Scholarships:** Establish targeted programs to guide students in post 10<sup>th</sup> grade options, possibly in partnership with local colleges or vocational institutions, and expand scholarship availability to support students' continued education.

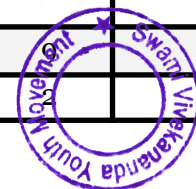
**2. Enhance Health and Nutrition Monitoring:** Introduce regular health and nutrition assessments as part of the school's impact framework to track student wellbeing and identify any immediate needs.

**3. Strengthen Alumni Engagement:** Create an alumni network that can serve as mentors, role models, or resources for current students, particularly those looking to give back to their communities after graduation.

**4. Include Environmental Education and Conservation Efforts:** As the school is located in a unique ecosystem, incorporating conservation education could foster environmental stewardship among students and align with local cultural values.

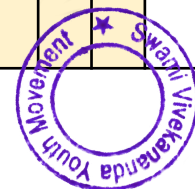
**APPENDICES**

Year	Total Students (Appeared)	Boys	Girls	Total		Boys		Girls		Pass % Attempt -1
				Pass	Fail	Pass	Fail	Pass	Fail	
1999-2000	26	25	1	6	20	6	19	0	1	23%
2000-2001	30	28	2	18	12	17	11	2	1	60%
2001-2002	21	16	5	7	14	7	9	0	5	33%
2002-2003	27	15	12	15	12	12	3	4	8	55%
2003-2004	31	18	14	16	15	11	7	5	8	48%
2004-2005	29	18	11	17	12	11	7	6	5	46%
2005-2006	28	21	7	12	16	12	9	0	7	43%
2006-2007	38	26	12	35	3	23	3	12	12	93%
2007-2008	36	29	7	6	30	5	24	1	6	16%
2008-2009	36	21	15	35	1	21	0	14	1	97%
2009-2010	33	11	22	22	11	9	2	13		67%
2010-2011	32	16	16	30	2	16	0	14		94%



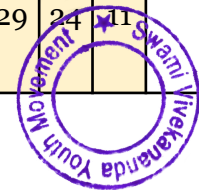
2011-2012	34	24	10	32	2	23	1	9	1	94%
2012-2013	31	18	13	31	0	18	0	13	0	100%
2013-2014	43	27	16	34	9	22	5	12	4	79%
2014-2015	34	16	18	26	7	14	2	12	6	79%
2015-2016	35	19	16	26	9	14	5	12	4	74%
2016-2017	34	15	19	28	6	12	3	16	3	82%
2017-2018	34	13	21	33	1	13	0	20	1	97%
2018-2019	35	24	11	31	4	22	2	9	2	89%
2019-2020	35	14	21	33	2	14	0	21	2	94%
2020-2021	43	22	21	43	0	22	0	21	0	100%
2021-2022	42	19	23	33	9	18	1	15	8	79%
2022-2023	68	35	33	67	1	35	0	32	1	99%
2023-2024	54	27	27	49	5	23	4	26	1	96%
<b>Total</b>	<b>889</b>	<b>517</b>	<b>373</b>	<b>685</b>	<b>203</b>	<b>400</b>	<b>117</b>	<b>289</b>	<b>98</b>	<b>77%</b>

Year	Class-1		Class-2		Class-3		Class-4		Class-5		Class-6		Class-7		Class-8		Class-9		Class-10		Montessori		Girls	Total
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		B
1990-1991	32	12																					12	44
1991-1992	22	18	24	12																			30	76
1992-1993	24	27	25	21	23	7																	55	127
1993-1994	22	19	24	24	23	20	23	7															70	162
1994-1995	22	19	22	18	22	25	25	15	29	12													89	209



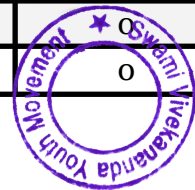


2007-2008	20	22	23	12	17	17	23	12	23	22	26	15	20	22	13	30	23	17	30	13			18	40
																						2	0	
2008-2009	17	23	20	18	24	16	18	16	22	15	19	23	24	14	26	24	13	27	23	16			19	39
																						2	8	
2009-2010	25	20	15	22	22	21	25	18	13	25	21	21	18	22	29	20	23	21	12	26			21	41
																						6	9	
2010-2011	15	26	24	16	16	24	24	21	25	16	17	23	25	20	23	24	25	14	18	18			20	41
																						2	4	
2011-2012	19	23	16	26	26	17	14	23	24	22	22	18	17	21	33	19	19	19	24	10			19	41
																						8	2	
2012-2013	22	22	18	23	17	24	26	16	15	22	22	19	22	20	18	21	29	18	18	18			20	41
																						3	0	
2013-2014	24	19	19	22	19	23	16	25	26	14	15	26	22	18	23	19	19	20	28	16			20	41
																						2	3	
2014-2015	27	26	24	18	18	23	20	22	20	24	26	11	15	26	21	23	22	20	19	20			21	42
																						3	5	
2015-2016	22	8	25	20	25	18	18	21	23	20	23	21	31	13	12	27	18	20	19	20			18	40
																						8	4	
2016-2017	18	21	18	10	27	20	26	18	19	28	25	16	17	25	28	13	19	23	17	19			19	40
																						3	7	
2017-2018	5	7	11	16	10	4	18	14	19	11	12	16	18	12	18	25	28	12	14	21			13	29
																						8	1	
2018-2019	10	16	9	9	16	22	19	9	19	18	26	15	16	19	22	21	14	29	24	11			16	34
																						9	4	



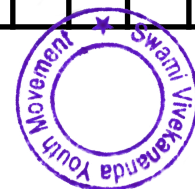
2019-2020	9	16	17	19	10	18	24	27	26	19	25	22	30	18	28	28	22	21	14	23			211	416
2020-2021	13	11	10	14	17	24	8	18	21	28	27	19	20	22	47	33	25	26	22	21			216	426
2021-2022	9	11	18	10	19	14	25	22	18	18	27	27	30	17	38	30	45	34	43	35	18	12	230	520
2022-2023	22	9	9	12	15	10	18	12	24	17	23	22	36	28	38	30	32	30	36	34	16	17	221	490
2023-2024	13	11	22	12	8	16	17	11	22	19	29	32	31	32	55	62	36	34	29	27	27	27	283	572
2024-2025	18	12	14	11	21	13	10	17	19	12	23	25	30	32	40	34	58	51	32	34	25	37	278	568
	669	612	666	561	666	577	658	570	726	619	718	588	701	569	803	623	701	537	601	449	86	93		12793

Year	Analysis of subject-wise failure & progress thereof					
	Kannada	English	Hindi	Maths	Science	Social
1999-2000	0	10	5	17	18	7
2000-2001	0	7	5	8	4	5
2001-2002	0	8	0	14	8	11
2002-2003	0	6	0	10	9	6
2003-2004	1	7	5	12	3	1
2004-2005	2	5	0	11	7	5
2005-2006	0	1	0	16	3	
2006-2007	0	0	0	3	0	0

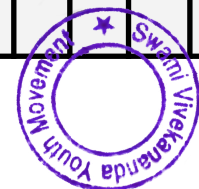


2007-2008	0	5	0	30	1	1
2008-2009	1	1	0	0	0	0
2009-2010	5	5	2	11	8	7
2010-2011	0	1	0	2	2	2
2011-2012	2	1	0	0	0	1
2012-2013	0	0	0	0	0	0
2013-2014	6	6	3	15	12	9
2014-2015	5	4	1	1	2	1
2015-2016	2	1	1	7	6	3
2016-2017	4	4	5	12	7	7
2017-2018	1	0	0	0	0	0
2018-2019	0	2	0	4	4	2
2019-2020	0	0	0	0	0	0
2020-2021	0	0	0	0	0	0
2021-2022	5	5	5	5	2	2
2022-2023	1	0	0	0	0	1
2023-2024	0	5	3	3	5	2
<b>Total</b>	<b>35</b>	<b>84</b>	<b>35</b>	<b>181</b>	<b>101</b>	<b>73</b>

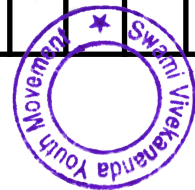
Year	Community-wise distribution of students who studied at VTCL																			
	JK		KK		Ya		Sol		Irul		Beda		Nayaka		SC		OBC		Others	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1990-1991	10	4	17	7	3	1	0	0											2	0
1991-1992	15	19	24	9	2	1	1	0											4	1
1992-1993	30	34	32	19	2	0	0	0											8	2
1993-1994	37	44	40	23	2	0	0	0											13	3
1994-1995	38	48	55	34	2	0	0	0											25	7



1995-1996	45	56	69	39	4	0	0	0											22	10
1996-1997	44	51	79	56	6	4	0	0											22	7
1997-1998	30	33	73	50	17	21	2	1											14	6
1998-1999	44	33	80	69	28	22	2	2											12	7
1999-2000	43	33	73	65	30	21	2	0											10	7
2000-2001	45	26	71	60	31	22	8	4											7	3
2001-2002	107	68	64	48	25	16	4	2											3	1
2002-2003	88	73	54	51	21	11	11	0											4	0
2003-2004	104	75	58	51	16	8	5	1											4	0
2004-2005	95	72	52	46	14	11	1	0											2	0
2005-2006	88	69	49	40	16	15	2	1											1	0
2006-2007	82	72	51	39	12	19	1	1											1	1
2007-2008	76	65	62	39	12	17	2	1												
2008-2009	74	68	52	37	16	19	2	1												
2009-2010	78	84	40	32	20	33	1	0												



2010-2011																				
2011-2012																				
2012-2013																				
2013-2014																				
2014-2015	98	107	28	30	20	11	4	2			0	0								
2015-2016	83	74	27	22	23	7	4	4			30	14	0	0						
2016-2017	94	87	22	22	30	23	3	4			1	2	0	0						
2017-2018	54	57	8	9	20	13	4	1			5	0	0	0	2	0				
2018-2019	74	78	10	12	16	16	6	1	3	1	2	0	2	0	2	0				
2019-2020	87	109	13	12	18	13	4	2	6	0	9	3	3	0	0	0	1	0		
2020-2021	75	100	13	12	12	14	2	2	2	0	12	6	3	0	0	0	2	0		
2021-2022	68	68	15	20	14	13	2	1	2	0	46	18	7	1	4	0	6	2		
2022-2023	57	65	18	22	10	13	1	4	2	0	53	19	10	3	6	1	6	0		
2023-2024	60	60	20	17	13	19	1	3	2	1	49	30	8	13	8	4	8	3		
2024-2025	45	49	22	28	16	21	4	1	1	0	48	38	5	13	9	5	10	4		



<b>Total</b>	<b>19</b>	<b>18</b>	<b>12</b>	<b>10</b>	<b>47</b>	<b>40</b>	<b>79</b>	<b>39</b>	<b>18</b>	<b>2</b>	<b>255</b>	<b>130</b>	<b>38</b>	<b>30</b>	<b>31</b>	<b>10</b>	<b>33</b>	<b>9</b>	<b>154</b>	<b>55</b>
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**Statutory External Auditor:**

**MSSV & Co.**, Chartered Accountants

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