

# ANNUAL REPORT 2024-2025



**CherYsh**

Empower Minds • Secure Lives

**Some years leave their mark in numbers.**

This one left it in the voices of the communities we work with.

# Junior Shiksha

December 2024 – April 2025

## Voices from Our Community

PART A

A1

"I am grateful to CherYsh for bringing the programme to this remote village – the community has embraced it completely."

– Kanchana Kammar,  
Learning Facilitator | Tattigera village

Praised the Phonics Level 1 & 2 books and maths resources

– Katunbi Jamabar & Shahida Mujavar  
Parents, Siddi Community | Jataga Village

"My child now uses the evenings productively and is on par with children from English-medium schools. I never expected that to be possible."

– Sangeetha Parushram Patil  
Parent | Ammanakoppa village

"We are pleased with what the programme has done for our children. The change we see at home tells us it is working."

– Community members  
Parents | Hosavatana Village

*When a parent tells you their six year old is sounding out words on their own at home, you understand that Junior Shiksha's reach goes well beyond the classroom.*



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Junior Shiksha ran across **34 centres** from **December 2024 to April 2025**, guided by **20 Learning Facilitators** and **3 cluster leads**. Monthly training, **SDMC visits**, and regular reporting to the **CPI, BEO and DDPI** offices in Dharwad kept the programme accountable and connected.

A year-end showcase across all centres and a **7-day creative summer camp** rounded out the year. **Report cards from all 34 centres** were received with outstanding results.

**34**

Centers

**20**

Facilitators

**5**

Months Active

**1,000+**

Students reached



## Visits - SDMC, Parents, School & Home

### SDMC Visits

Junior Shiksha visited SDMC members across multiple villages to strengthen the school community link. In Mundwad, SDMC member Maruti Agasar championed the programme publicly, emphasising how English opens doors for rural students. Through these visits, students learned not just English but the value of community involvement and the power of education to transform lives.

## Parents' Visits

Parents' meetings gave families a direct line to their child's progress. In **Jataga village**, parents Katunbi Jamabar and Shahida Mujavar praised the **Phonics Level 1 & 2 books and maths resources**, their children in the **Siddi community** are now **speaking English at home**. In Hosavatana, parents Ramachandra Helvar and Saiyad Mulla expressed satisfaction with the programme's impact.

- Parents updated on academic progress and behaviour
- Action points followed up after each meeting
- School policies and upcoming events shared
- Parents encouraged to ask questions in advance
- Two-way dialogue between educators and families
- Continuous communication between home and school

## School Visits

Regular school visits maintained open communication with teachers and headmasters.

At Hosavatana, Headmaster Mr Shredar Doddamani received the Junior Shiksha programme with enthusiasm. In this Kannada-medium school, **students are now speaking English**.

Visits focused on:

- Appreciating teacher dedication and hard work
- Collaborating with HM on improvement areas
- Gathering feedback on the English curriculum
- Identifying areas of strength to build on

## Home Visits

Home visits allowed facilitators to observe students in their natural environment and **tailor support** accordingly. Sangeetha Parushram Patil of Ammanakoppa Village noted that **children** now use their evening hours productively and are **on par with English medium peers**.

- Positive, open minded approach to build trust
- Identify behavioural patterns needing attention
- Active listening with students and parents
- Tailor interventions to individual student needs
- Observe study habits, routines, family interactions
- Use observations to inform learning strategies



## What we Taught

A4

The **curriculum** from December to April covered **four core areas**, designed to build language confidence and foundational academic skills:

- **Yellow Phonics Books** — letter recognition, sounds, reading fluency
- **Vocabulary Building** — word games, context-based exercises, vocabulary drills
- **Mathematics** — addition (+), subtraction (-), multiplication (×), division (÷)
- **Reading & Writing** — storybooks, journaling, creative and descriptive writing



## Training Sessions

A5

**Five structured training cycles** were conducted throughout the period. All sessions included content alignment with lesson plans, participatory teaching methods, and skill enhancement across **Mathematics, English, and Arts & Crafts**.

S No	Dates	Topics Covered	LFs Attended
1	1–2 Dec 2023	Colour of shapes and writing names; Addition wheels; Arts & Crafts (Levels 1 & 2). Phonics: letter recognition and formation with activities. Vocabulary development; Sentence structures; Creative thinking.	20 LFs + 3 cluster facilitators + program head
2	5–6 Jan 2024	Phonics: voice modulation, confidence, pronunciation, rhymes; Psychomotor skills. Maths: addition (+), subtraction (-), multiplication (×), division (÷).	20 LFs + 3 cluster facilitators + program head
3	2–3 Feb 2024	Review phonics sounds; Introduction: family, school, village; Self-introduction. Phonics Yellow Books reading; Daily sentences. Tables; Multi-digit multiplication & division; Writing skills.	20 LFs + 3 cluster facilitators + program head
4	1–2 Mar 2024 (Year-End)	Phonics sounds and sentence-making; Vocabulary improvement; Lesson plan. Exam revision and year-end showcase preparation.	20 LFs + 3 cluster facilitators + program head
5	23 Mar 2024 (Summer Camp Prep)	Effective communication; Literacy Skills; Good Presentation Skills; Public Speaking; Written Communication; Nonverbal Communication; Active Listening.	18 LFs + 3 cluster facilitators + program head

January 10 – February 20, 2025. **Junior Shiksha presented** its year-end showcase across all **34 centers**. Parents, SDMC members, village representatives and committed educators attended. The **Sangameshwar and Hosavatnal Basavalli village** exhibitions were **standout** moments.

### What students demonstrated:

Welcome speech & self-introduction in English Science: parts of plant, lungs, life cycle, water	Science: parts of plant, lungs, life cycle, water purification
Phonics Books Level 1 & 2 – reading aloud with meaning	Science: water dispatcher, solar system, Chandrayaan-3
Maths: tables, addition wheels, subtraction, types of lines	Family introduction activation
Maths: even & odd numbers, shapes with colours, mental subtraction	Parents' opinion about Shiksha (open session)
English conversations: doctor–patient, buyer–seller (vegetables & fruits)	Vocabulary charts: vegetables, animals, flowers, fruits
Vote of thanks by students	Second Steps in Maths Level 1 & 2 – number counting



## Center-wise showcase notes:

Village / Center	Showcase Date	Village Notes
Doddakoppa	Feb 10, 2025	Inaugural showcase; strong community response. Only Shindhe Maratha family lives here (~40 households); warmly welcomed the programme.
Hosavatanaal	Feb 17, 2025	HM Mr Shredar Doddamani strongly supportive. Students speak English despite Kannada-medium school. School has YouTube channel featuring programme activities.
Adakinakallu	Feb 16, 2025	Students display remarkable proficiency in English & Maths. School Headmistress Manjunath oversees YouTube channel. Full teacher and school support.
Siddi Community village	Sep 9, 2024	Siddi Community – students show great interest. Showcase held in the village temple. Most parents attended.
Kariyampalli	Feb 26, 2025	Students participated well.
Kalaginakoppa	Feb 28, 2025	Students participated well. Junior Shiksha operates within school setting. Parents happy.
Ammanakoppa	Feb 15, 2025	Students participated well. Parents pleased – children on par with English-medium peers.
(Village)	Feb 23, 2025	Students participated well.
(Village)	Jan 25, 2025	Students participated well.
Kariyamapali	Feb 21, 2025	Geeta Janu Jore (age 6) reads & writes English books. Gouli community extends strong support.
Nandigadda	Feb 27, 2025	Full teacher and headmaster support. Junior Shiksha implemented within school premises.
(Village)	Jan 24, 2025	Students participated well.
Sangameshwar		Showcase was a community beacon – strong local and school backing.
Basavalli		Showcase received overwhelming community and school support.
Mutunamari		Students participated well.
Jataga Gouliwad		Siddi community. Students and community deeply engaged.
Remaining centers (20–34)		All students participated well across remaining centers.

# Year-End Showcase - Attendance

A7

Junior Shiksha year-end showcases ran from January to March 2025 across 31 centers. A total of 1,435 parents and 1,164 students attended across all centers.

Sl	Village	Date	Parents Attended	Students Attended	Notes
1	Doddakoppa	Feb 10, 2024	30	30	Inaugural showcase; strong community response.
2	Mainal	Mar 20, 2024	15	20	Only Shindhe Maratha family (~40 households). Warm community welcome.
3	Janaga	Mar 21, 2024	30	22	Students participated well.
4	Hosavatanal	Feb 17, 2024	100	80	HM Mr Shredar Doddamani strongly supportive. Junior Shiksha runs within school.
5	Adakinakallu	Feb 16, 2024	65	25	Students proficient in English & Maths. School YouTube channel. HM Manjunath oversees.
6	Jataga	Sep 9, 2024	33	22	Siddi Community. Students deeply engaged; strong community support.
7	Mundawad	Mar 6, 2024	70	37	Showcase held in village temple. Strong school and community support.
8	Kariyampalli	Feb 26, 2024	15	17	Students participated well.
9	Malawadi	Mar 11, 2024	37	30	Students participated well.
10	Kalaginakoppa	Feb 28, 2024	41	40	Students participated well.
11	Alloli	Feb 19, 2024	20	20	Junior Shiksha operates within school setting.
12	Teganalli	Mar 11, 2024	47	38	Parents happy for this village.
13	Ammanakoppa	Mar 1, 2024	66	38	Students participated well.
14	B.K. Halli	Feb 15, 2024	30	40	Students participated well.
15	Mangalwad	Feb 23, 2024	38	37	Students participated well.

Sl	Village	Date	Parents Attended	Students Attended	Notes
16	Hunsawad	Mar 9, 2024	46	45	Students participated well.
17	Yadoga	Jan 25, 2024	51	63	Students participated well.
18	Kariyamapali	Mar 5, 2024	21	31	Geeta Janu Jore (age 6) reads & writes English books. Gouli community strongly supportive.
19	Havagi	Feb 21, 2024	20	30	Students participated well.
20	Nandigadda	Feb 27, 2024	70	90	Full teacher and headmaster support. Junior Shiksha implemented within school.
21	Banchi	Jan 24, 2025	30	16	Students participated well.
22	Sangmeshwar	Feb 6, 2025	160	35	Students participated well.
23	Shivapur	Feb 17, 2025	40	40	Students participated well.
24	Hasarambi	Jan 30, 2025	89	60	Students participated well.
25	Kerwad	Jan 17, 2025	34	30	Students participated well.
26	Pala	Jan 30, 2025	60	60	Students participated well.
27	Mutunamari	Feb 3, 2025	40	33	Students participated well.
28	Gundolli		27	30	Students participated well.
29	Jataga Gouliwad		40	45	Students participated well.
30	Tergavo		30	30	Students participated well.
31	Basavalli		40	30	Students participated well.
<b>TOTAL</b>		<b>31 centers</b>	<b>1,435</b>	<b>1,164</b>	

At the **start of the year**, more than half the students in **Classes 3 & 4 scored below 40% in English**. By March, that number had fallen to one in five. Across all four assessments — English and Maths for Classes 1 & 2 and Classes 3 & 4 — every student set improved from baseline to endline. The **gains were largest in Maths, where Classes 1 & 2 moved from 46% to 65%** over the course of the year. **Writing**, which began the year as the weakest skill across every group, showed the most growth in every single assessment. These are not small shifts. They are the result of consistent teaching, regular assessment, and a programme built around what students actually need.

### Baseline Assessment - August 2024

**Classes 1 & 2 - English** 78 students were assessed at the start of the year. The average score was 53.1%. Listening and speaking were already reasonably strong (3.66 and 3.69 out of 5), but writing was almost entirely absent — averaging just 0.86 out of 5. Nearly a third of students scored below 40%.

**Classes 1 & 2 - Maths** 77 students averaged 46.4% at baseline — the weakest starting point across all four assessments. Over a third scored below 40%. Writing and reading were the areas of greatest need, with writing averaging just 1.05 out of 5.

**Classes 3 & 4 - English** 147 students averaged 41.5% at the start of the year. More than half — 52% — scored below 40%, reflecting how much ground there was to cover. Writing scored just 0.79 out of 5, and reading was also low at 1.65.

**Classes 3 & 4 - Maths** 147 students started at 56.0%, the strongest baseline of the four groups. Listening and speaking were already solid, but writing (1.21 out of 5) and reading (2.54 out of 5) remained areas needing significant attention.

### Endline Assessment - March 2025

**Classes 1 & 2 — English** 79 students across 10 villages were assessed at endline. The average score was 58.6% — with listening emerging as the strongest area (4.28 out of 5) and writing as the area that needs the most support (2.20 out of 5). Half the cohort scored 60% or above. 14 students scored in the top band (80–100%), a meaningful marker of early fluency for this age group.

**Classes 1 & 2 — Maths** The same 79 students scored an average of 65.3% in Maths — higher than English, and with a stronger spread. 38% of students scored 80% or above. As with English, listening comprehension was the strongest skill, while written expression of mathematical concepts remained the area with most room to grow.

**Classes 3 & 4 — English** 150 students were assessed across 10 villages. The average score was 55.8%. Listening was again the strongest skill (3.89 out of 5), while writing scored lowest (1.97 out of 5) — a consistent pattern across both cohorts that will shape curriculum focus in the year ahead. Half the students scored 60% and above.

**Classes 3 & 4 — Maths** This was the strongest result across all four assessments. 150 students averaged 70.8%, with nearly half — 47% — scoring in the 80–100% band. Listening and speaking were both strong, and even writing, the weakest skill overall, held at 2.57 out of 5. A clear indication that the Maths programme is landing well with older students.



**A 7-day creative communication camp** focused on building confidence, expression and independent thinking.

Day	Skill Focus	10:00–11:30 AM	11:45 AM–1:00 PM
1	Literacy Skills	Prayer   LF storytelling: Tortoise & Monkey   2 students storytelling   Singing rhyme   Phonics sounds activities	Drawing: Favourite animal and vegetables
2	Presentation Skills	Prayer   LF story: The Honest Woodcutter   2 students storytelling   Previous day drawing presentation	Activity: Sell Me This (favourite vegetables)   Direction game
3	Public Speaking	Prayer   LF story: The Wicked Servant   2 students storytelling   Eye-to-eye contact activities	Directions to reach home or Haliyal
4	Written Communication	Prayer   LF story: The Crow with Wisdom   2 students storytelling   Letter writing: sick leave request	Activity: Parts of the body   Telephone game: sentence
5	Nonverbal Communication	Prayer   LF story: The Wise Turtle   2 students storytelling   The communication game	Activity: Sad, Happy, Angry, Naughty, Question, Hardworking   Actions: Sit, Sleep, Walk, Stand, Up, Down
6	Active Listening	LF story: The Big and the Small   2 students storytelling   Number games 1–10	Watch video: Music game   Picture watching & drawing   Village professional talk   Chocolate distribution
7	Showcase Day	Energiser   Previous revision	All-professions showcase

### Additional camp themes included:

- **Dream Big - Power of Imagination**
- **Think Like an Engineer (bridge building with straw, tape & string)**
- **Science experiments (water and lemon, balloon and air)**
- **Deep and active listening | Nonverbal communication: peak & speak**
- **Drama about communication.**



"We have received the report cards from Junior Shiksha's 34 centers — the mark sheets and results were outstanding. Our teachers are thrilled and keen to offer further feedback."

— Program Leadership

CherYsh Trust | Junior Shiksha Programme

### Facilitator Review Summary

Area	Finding
Past Performance	Strong dedication, teamwork and consistent delivery of quality work across all 34 centers. Collaborative approach and goal-alignment consistently praised.
Strengths	Willingness to go above and beyond; strong work ethic; cohesive team spirit; supporting each other to achieve shared objectives.
Areas to Improve	Enhancing internal communication; streamlining processes for efficiency; additional training opportunities for further skill development.
Importance of Role	Junior Shiksha LFs are critical to the success of key projects and to the organisation's mission. Their impact on communities is significant and directly felt.
Overall Impression	Balanced assessment — strengths celebrated with genuine praise; constructive feedback offered; team motivated with a clear growth path. Summarised reviews and feedback from all facilitators to be compiled.



# English Shiksha

June 2024 – April 2025

PART B

## What Our Communities Told Us

B1

"This program is not just about learning English. It is about empowering our students and our villages for a brighter future."

– Maruti Agasar  
SDMC Member | Mundwad Village

"Our children are beginning to speak English at home. We are so grateful to CherYsh for what they have brought to our community."

– Katunbi Jamabar & Shahida Mujavar  
Parents, Siddi Community | Jataga Village

"Although our school is Kannada medium, students are now speaking English. The Junior Shiksha initiative has made a real difference."

– Mr Shredar Doddamani  
School Headmaster | Hosavatanaal Village

"Learning English in the evening means our children use their time well – they are now on par with English-medium school students."

– Sangeetha Parushram Patil  
Parent | Ammanakoppa Village

***"When a parent tells you their child is speaking English at home in the evening, you realise English Shiksha hasn't just taught a language, it has changed what this family believes is possible."***



# The Year in Brief

B2

25

Facilitators

732

Students

437

Girls - 60%

295

Boys

**English Shiksha** reached **732 students** across **25 villages** this year. The year opened with an intensive **20-day training** by **Deshpande Foundation Hubli**, followed by monthly sessions that kept facilitators sharp and the programme current. Regular visits to communities deepened understanding of what students and families actually need – and consistent **reporting to the CPI, DDPI and BEO offices in Dharwad** kept educational authorities informed and engaged.

Centres were monitored throughout the year to maintain **quality and consistency** across all **25 villages**. Students got their moment in the spotlight at the year-end showcase – demonstrating a full year of progress in reading, writing and speaking before parents and community members. A **summer camp in April** rounded out the year, equipping students with public speaking, interpersonal communication and presentation skills that go well beyond the classroom.



# Who we Reached

B3

Sl	Facilitator	Village	Total	Girls	Boys
1	Anjali Kolekar	Yadoga	25	13	12
2	Manjula Gundupkar	Amankoppa	32	21	11
3	Chandrakanth	Tergav	43	23	20
4	Janabai Gouda	Belvatagi	34	30	4
5	Surekha	Sangameshwar	37	25	12
6	Arati	Murkwad	40	33	7
7	Jayshree	Mundwad	39	24	15
8	Namrata	Hampina Halli	27	11	16
9	Divya Gouda	Janaga	30	15	15
10	Geeta Koldar	Shivapur	17	12	5
11	Anita Powar	No1 Haliyal	37	20	17
12	Kanchana More	No2 Haliyal	35	24	11
13	Pooja S Madiwal	Mangalwad	8	1	7
14	Ganga Gadekar	Hunswad	23	14	9
15	Lalita Dephy	Arlwad	28	13	15
16	Priya Sagar	Madnali	22	14	8
17	Jyothi Patil	Kalginkoppa	15	10	5
18	Irine	Kerwad	16	6	10
19	Roopa Munavali	Tergav 1	36	18	18
20	Vinaya Gouda	Kesroli	36	16	20
21	Pooja Chandrakanta	Gundoli	18	9	9
22	Rohini H Topinakatti	Tatwanagi	33	24	9
23	Savita Chandrakant	Hasarambi	13	9	4
24	Annaluviza Periera	Goodnapura	43	22	21
25	Divya K Nalkar	Sullikatti	45	30	15
		<b>TOTAL</b>	<b>732</b>	<b>437</b>	<b>295</b>

<b>Phonics</b> – sounds, word patterns, reading fluency	<b>Writing</b> – storytelling, journalism, descriptive essays
<b>Reading</b> – mini library, storybooks, comprehension	<b>Speaking</b> – conversation practice, role plays
<b>Vocabulary</b> – word games, drills, contextual usage	<b>Listening</b> – structured listening activities

The **English Shiksha curriculum** was built around four things: **reading, writing, speaking and listening**. **Phonics** was at the core – through sounds, word patterns and guided reading sessions, students moved from decoding words to reading with fluency and confidence. **Vocabulary drills, word games and contextual exercises** gave students the language to actually use what they were learning, in conversation as much as on paper.

A **mini library** of storybooks and informative texts, chosen for different ages and reading levels, helped build the habit of reading for pleasure, not just for class. **Writing** came **through storytelling, journaling and descriptive exercises** that let students find their own voice.

By the end of the year, students at Belvatagi, a Kannada-medium school, were speaking English in class. That is the clearest measure of what the curriculum achieved.





Monthly sessions guided by **Deshpande Foundation Hubli** experts.  
All **25 LFs trained** throughout the year:

Dates	Focus	Topics
Dec 1-2	Foundations	Shapes, phonics letter formation, vocabulary, sentence structures, arts &
Jan 5-6	Language & Maths	Phonics modulation, rhymes, maths symbols (+, -, ×)
Feb 2-3	Integration	Phonics review, family/school/village intro, multi-digit maths, writing skills
Year-End	Showcase Prep	Sentence-making, vocabulary improvement, exam revision
Apr	Summer Camp	Communication, literacy, public speaking, nonverbal & written skills

The year opened with a **20-day intensive training** by **Deshpande Foundation Hubli** – a partnership that set the tone for everything that followed. Monthly sessions ran throughout the year, keeping all **25 Learning Facilitators** current on **teaching methodology** and best **practice**.

The **focus** across sessions was consistent: aligning content with **lesson plans**, strengthening participatory **teaching techniques**, and building each facilitator's confidence in the classroom. **Subject matter experts** led the sessions, moving facilitators through interactive workshops and **hands-on practice** rather than passive instruction.

The result was a team that didn't just deliver lessons. They adapted them, responded to what students needed, and held the quality bar across every village they worked in.

## Villages We Visited



SDMC visits to bridge school and community	Home visits to observe and personalise support
Parents' meetings for two-way dialogue	Departmental reporting to CPI, BEO, DDPI offices
School visits to gather headmaster feedback	Deshpande Foundation 20-day intensive + monthly training



The **year-end showcase**, held between **January and February 2025**, was the moment the whole year had been building toward. **Parents, SDMC members, village representatives and educators** gathered across all **25 centres** to **watch students stand up, speak in English**, and demonstrate what they had learned.

**The Haliyal No1 exhibition was the standout** – the community and school turned out in force, and the energy in the room reflected just how deeply the programme had taken root.

**Students moved through reading, writing, speaking and comprehension** with a **confidence** that had been quietly growing all year.

For parents who had watched their children struggle with English at the start of the year, seeing them hold the floor was all the proof they needed.





The **English Shiksha summer camp**, which began in April 2025, was designed around one clear idea: that the skills children need most go beyond what a textbook can teach. **Activities were hands-on** and deliberately varied – **students pitched ideas** in Dream Big, tackled **engineering challenges**, worked their way through escape-room style logic **puzzles**, **composed music**, **told stories**, and **played strategy games**.

Each activity was a different entry point into the same set of capabilities: **creative thinking, problem-solving, communication and confidence**. For many students, it was the first time they had been asked to imagine, argue, narrate and perform – in English, in front of others. That is what made it matter.

The camp didn't just close out the academic year; it gave students a glimpse of what they are capable of without the pressure of exams - with students discovering something new about themselves.

<b>Dream Big</b> – Power of Imagination	<b>Music &amp; Motion</b> – Rhythm and melody creation
<b>Think Like an Engineer</b> – Bridge building challenge	<b>Once Upon a Time</b> – Storytelling and narration
<b>Mission Impossible</b> – Escape-room problem solving	<b>Mind Over Matter</b> – Logic puzzles and brain games



A **dedicated team** that showed up for **25 villages**, every week, all year. The review recognised their commitment and cohesion and set out a clear path for the year ahead.

Area	Finding
<b>Performance</b>	Dedicated, collaborative team delivering consistent quality across all 25 villages
<b>Strengths</b>	Strong work ethic; goes above and beyond; cohesive teamwork
<b>To Improve</b>	Internal communication, process efficiency, more training opportunities
<b>Overall</b>	Balanced review – achievements celebrated, clear growth path set



**The goal was simple: turn skills into a source of income.**

**KLE Technological University's support** this year extended beyond classrooms and into livelihoods. They conducted **two one-day training sessions** focused on practical **skills** women can use immediately, **like email, social media, and the essentials of managing an online presence**. Alongside the digital strand, they ran capacity-building workshops in food preparation, fashion, and textiles, giving women in the programme **hands-on skills connected to real income opportunities**.

The partnership didn't stop at training. **KLE also helped women take their products to market** organising **exhibitions for shawl and quilt work** at Hubballi's Gokul Road. For many participants, it was their first experience selling directly to customers. That step from making to marketing is precisely the kind of confidence this programme is built to create.



Students stopped using technology and started building it



CherYsh had **twelve centres** across **Haliyal Taluk** this year, reaching students in **Classes 7, 8 and 9**. The focus was **Scratch**, a **programming environment** designed for beginners that teaches the **logic of coding** through building and making. Students didn't just learn to use computers; they **learned to think through problems**, break them into steps, and **write code** that did something. For many, it was their first time inside a programme they had made themselves. That shift **"from user to creator"** is what **E Shiksha Lab** is designed to produce.

# Our Partners in Transformation

We don't work alone. Every partnership is a collaboration between belief and action.

C3

## Corporate & Institutional Donors



## Individual Donor

Sanjiv Shanmugam, Managing Partner, MLC Estates LLP  
*A donor with Cherysh for over a decade*

## Programme & Knowledge Partners

- **Deshpande Foundation, Hubli** - knowledge partner for the English Shiksha programme since 2021, providing content and training support Cherysh
- **KLE Technological University, Hubli** - MOU partner supporting tech initiatives including a monitoring app and coding mentorship Cherysh
- **Centre for Training Excellence (CFTE)**, led by Dr. Lalitha Appachu – knowledge partner for Junior Shiksha, providing content and training Cherysh
- **Selco Foundation** - MOU partner supporting women in the Haliyal region with sustainable livelihood options Cherysh



## Government Partners

Karnataka Public Schools | BEO and DDPI offices, Sirsi