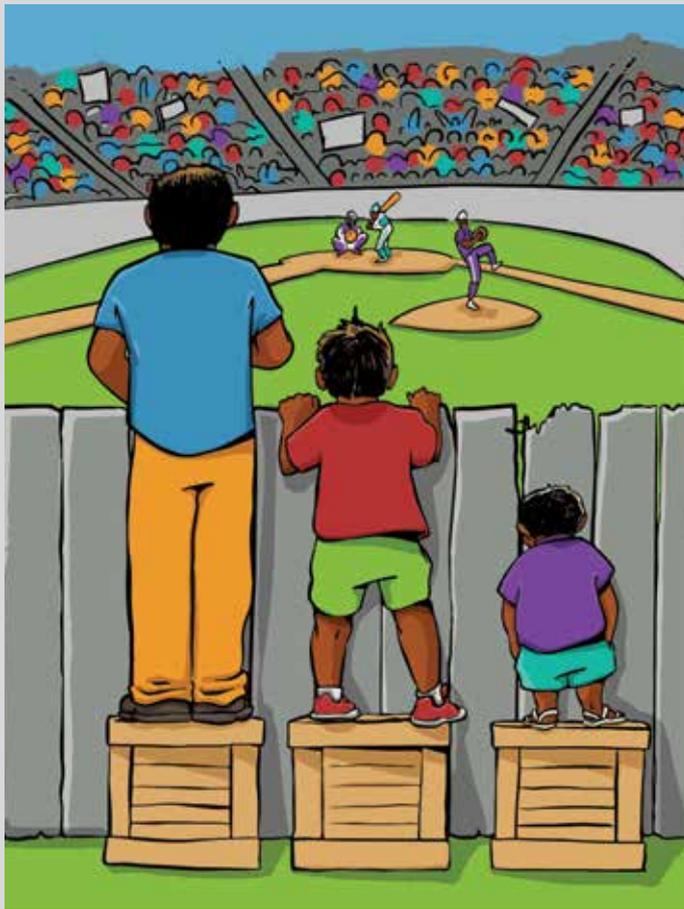
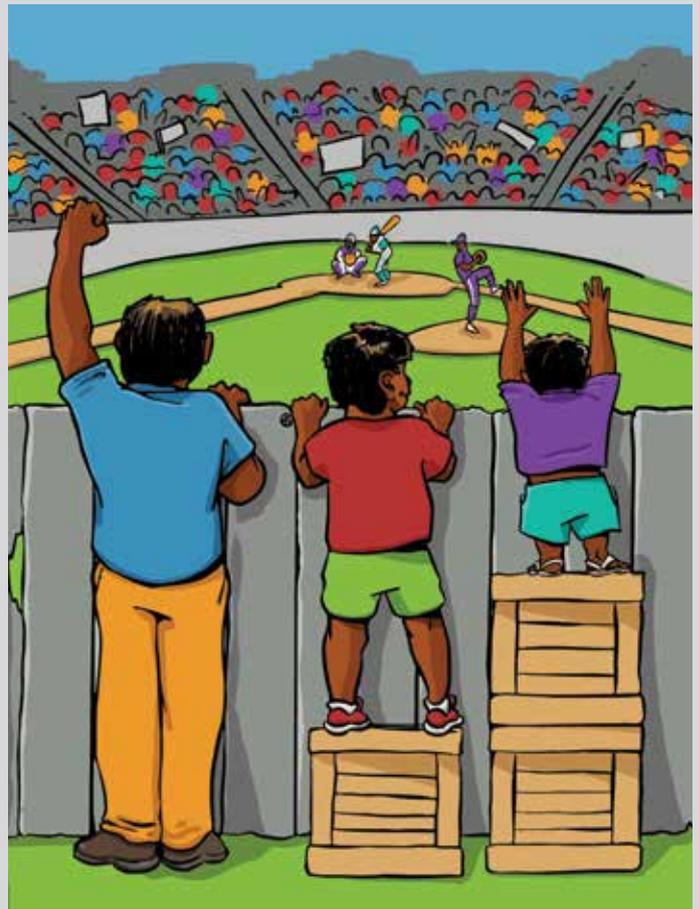


weCan Learning Resource Institute

(Not for profit organization - dedicated to special education and educating the under privileged)



*It's not always about
equal opportunities*



*It's more about giving them what
they need to be successful in life...*

10th Annual General Meeting
at
weCan Learning Resource Institute
15th May, 2021

The highlights of the report are:

- Update From Board Members
- Outreach Going Strong
- Assessment of Learning -
Baseline Assessments For Differentiated Teaching
- Online@weCan
- Infotech Lab@weCan
- Audio-visual set-up@weCan
- Celebrations With a Difference
- A Sensory Path@weCan
- A Community Library@weCan
- Research and Content Development
- Digitalizing Systems@weCan
- Partners in Mission
- Grateful Acknowledgements
- Executive Committee and Mentors
- Affiliations and Registrations



|| BOARD MEMBERS' UPDATE ||

It was lockdown, the biggest satisfaction was that in spite and despite all Covid and online challenges we touched the lives of over 800 under privileged children, some existing and most began the journey with us during these difficult times...

The biggest concern was that the children at the centre were missing out....

In our bid to keep the educational gaps to a minimum, we started **one-to-one online classes** through video calls and/or recorded sessions. The response was over whelming. The children were still learning, and the best part was that the parents were learning too. We achieved what we have been trying to do for a long time, **training the parents**. There was a sea change attitudinally, all because there was no other way out.

Worksheets are the mantra to learning, practicing and memorizing. Hundreds of specialized and customized worksheets were created and shared every day to address the needs of all, even the children with our partnering institutes.

The kids were adapting to the new experience, and hence learning was enhanced. The parents were partners in the real sense of the word. And we kept thinking of ways to get it better and better.

Covid-19 has taught us a lot. Given us ample time to pause, think, re-invent ourselves and evolve in different ways. Most of our future plans have germinated due the experiences during the lockdown. Brain storming sessions which began with firefighting, soon ventured into creative ideas of using technology to address nagging, perennial issues of distance, transport, regularity and affordability.

- ▶ We took this opportunity to move to a bigger place, which would provide for social distancing norms and larger well ventilated rooms. Besides being more cost effective, it has given us the opportunity to put up a **community library** which has been on the cards for long and also a sensory hallway, the fun way to learn and develop.
- ▶ We developed our online systems like never before. Specific content has been developed for online usage and training educators, parents, children and partnering institutes. **We will soon be reaching education to those children who cannot come to education for various reasons.**
- ▶ **The first phase of digitalizing systems of reports and generating plans has been completed.** It saves time on repetitive work, minimizes errors, uses standard formats and most importantly accessible anytime anywhere.
- ▶ Our educators underwent formal **training on using Google Classroom**. That became our official platform for all classes and all communication during the 'stay at home' period.



- ▶ Since we don't know when the Covid scenario will be over, for safety reasons and also for logistic convenience, regular therapy interventions are discontinued. There is however a provision for OPD services. Our senior professionals are be available for parents to consult and take home plans regularly.
- ▶ We have a new partnership with **Ektara School**, which is for the children from underprivileged homes. Strengthening education systems at the primary school level is the magic mantra. We have already finished with assessments at Ektara. The initial stages of discussions and planning are on, for the future course of action. Teacher training and mentoring along with special education resource room will be the focus.
- ▶ Despite all efforts, learning online may not have been equally effective for all children. It is important to now gauge the extent of learning that has happened this past year, so that gaps, if any, can be addressed right now, before they become too big to handle. weCan has been conducting **Baseline Assessment of Learning** which is a tool developed by us, following the NCERT guidelines. It has helped them to get an objective and detailed analysis of learning, for every child which will in turn help them plan the curriculum and implement remedial programmes wherever need be. We will be offering this service to many more schools in our bid to help overcome the post-Covid challenges at schools.
- ▶ All our statutory compliances are in place after the recent change in government regulations with regard to charitable organizations. We have changed our FCRA account and also applied for re-registration as required. ESI has also been started for employees.

We are determined to take difficulties in our stride and make the best of the opportunities that come our way. We are working towards NO CHILD LEFT BEHIND. Our vision and mission is always our focus – **Education for All, Raising the Bar & Bridging the Gaps.**

Our heartfelt gratitude to our mentors and well-wishers. We were able to keep it up only with your blessings and guidance. We also wish to thank the parents who have been partners in our mission at every step. Last but not the least a round of applause to the entire weCan team- nothing would be possible without their hard work, firefighting instincts and their passionate involvement on a day to day basis.

The Management



|| OUTREACH GOING STRONG ||

Successful Completion of Our programme at Kasba Jagadish Vidyapith for Girls

Our 3 years project - The weCan remedial services and the **special education resource** room at KasbaJagadish Vidyapith for Girls was completed successfully during the last year. Our partnership benefitted **atleast 200 students** with learning gaps and difficulties. We trained the teachers regularly and provided counselling services to the girls and parents who lead challenging lives. We will always be there for them, happy to support them, always.



Successful Completion of Our programme at Calcutta Social Project

The partnership with Calcutta Social Project was also focused on **remedial services** and **special education**. *We helped more than 100 students get mainstreamed* during our tenure with them. The most satisfying part of this partnership was *helping 150 street children* who are a part of their shelters. We trained and mentored their caregivers in behaviour management, academics, and pre-vocational activities. The service continued through lockdown and stay at home period. We are very proud to say that we made a positive difference to their time spent at the shelters.



Partnership with All Bengal Women's Union

Our partnership at ABWU of more than 4 years has comprised of a **special education resource room** for the primary section, special **pre-vocational activities** for the more challenged girls, and **Communicative English** for the Pre-primary. It is heartening to see children gain confidence through their academic success. We hope to partner this prestigious institutions for a long time and in many more productive ways. We have touched the lives of **at least 250 children** till date, spanning all our intervention programmes.



Partnership with Future Hope School

A very happy and fruitful partnership with Future Hope School re-iterated our belief in ourselves and gave us an opportunity to work with one of the most well-meaning, and genuine teams. **The special education resource room** benefitted **more than a 150 children** to date. We have conducted **baseline assessments** in the primary school. On the basis of that, we are now in the process of **training and mentoring their educators** and more importantly helping the management **re-structure their systems and curriculum** all with the objective to enhancing learning outcomes in classrooms.



Young Men's Welfare Society

weCan was fortunate to get an opportunity to make a difference at **the grass root level**. We conducted teachers training sessions for teachers from rural schools run by Young Mens' Welfare Society. These schools are in Raghunathpur and Joynagar. The training modules were centred **on lesson planning, teaching material made from locally available material, and learning concepts n skills, application based learning, and moving away from rote learning. They were introduced to the concept of connecting concepts to life and using the Heart, Head, and Hand approach.**



Finalization of Ektara Project

Ektara is an institution which looks after girls from the under-privileged backgrounds. weCan is proud to be associated with them and partner them in supporting their academics to enhance learning outcomes. We have conducted **complete academic assessments of over 500 students** of the primary section with an objective of reporting comprehensively, the present level of each student in comparison to the expected level. We will be **mentoring and giving guidance in good teaching practices**, dealing with under achievers, helping them set up of a **special education resource room** with effective **teaching learning material**. We will also be conducting continuous **teacher training workshops** as per gaps, needs and requirements. We will be happy to guide them in opening up the options of students opting for **Open Schooling**. **We look forward to a fruitful relationship with them with a common goal of educating children from financially challenged backgrounds.**

In the coming year, we have resolved to connect with, and partner as many such institutions as possible.

We want to support and enhance the good work they already do.

We want to make a difference to the lives of all those children who need it the most.



ASSESSMENT OF LEARNING – BASELINE ASSESSMENTS FOR DIFFERENTIATED TEACHING IN CLASSROOMS

There is no doubt that the teachers have been the ‘front line workers’ in the field of education. Be it discomfort with technology, constant network issues and the challenges of working from home in difficult circumstances, overnight they took it upon themselves to keep it going. Appreciation is also due to parents, who became partners in education; in the true sense of the word. All stake holders- the management, administrators, and teachers, parents- everyone pooled in their resources and did whatever was best possible for the continuity of learning for every child.

In these circumstances, despite all efforts, learning online may not have been equally effective for all children. ***It is important to now gauge the extent of learning that has happened this past year, so that gaps, if any, can be addressed right now, before they become too big to handle.***

Identifying gaps and ascertaining a child’s academic level requires, tried and tested methods, trained and experienced observations and most importantly expertise in the system of **baseline and periodic assessments** and for recording and tracking the progress.

The standardized tool- The Competency Ladder- by NCERT is a scientific and accurate way of conducting baseline assessments. The challenge lies in the optimum and most effective use of the tools.



weCan has now taken this service to schools. It was apparent that the learning gaps could be best remedied by the schools themselves, once they are identified and defined. Usually a slight modification in teaching strategy or a little modification of lesson plan would benefit all students in the class. These baseline assessments could help the school in many ways:

- Baseline assessments are the first step in planning and implementing improved teaching and enhancing learning outcomes.
- Assessments ascertain the child’s present level as against the expected level.
- Specific learning gaps are identified
- Goal setting becomes an automatic part of the process.
- In a mainstream classroom, this addresses one more challenge- by grouping children into groups within the class according to their level of learning and addressing the needs of each group following differentiated teaching methodologies.
- Achieved learning outcomes become visible and further planning becomes easier.
- Children with larger gaps, who need special education are easily identified.
- Most importantly, it throws light on the training needs for the teaching staff.

weCan has the required experience and expertise in strategies required for conducting academic assessments for large groups of students. Our software and other technical resources ensure that the process of collating the data and generating the reports is accurate and fast.

Post assessment, we are more than happy to hand-hold and mentor the academic coordinators and teachers to tackle the way forward- curriculum modification, goal setting, setting up special education of resource rooms, managing a class with differentiated learning needs, identification of appropriate strategies and teaching learning material, preparation of concept building exercises and practice worksheets, grouping and mapping progress, etc.



The unprecedented Covid scenario, came out of the blue and hit the education community in a big way. Within a couple of days we realized the impact it will have on the children.

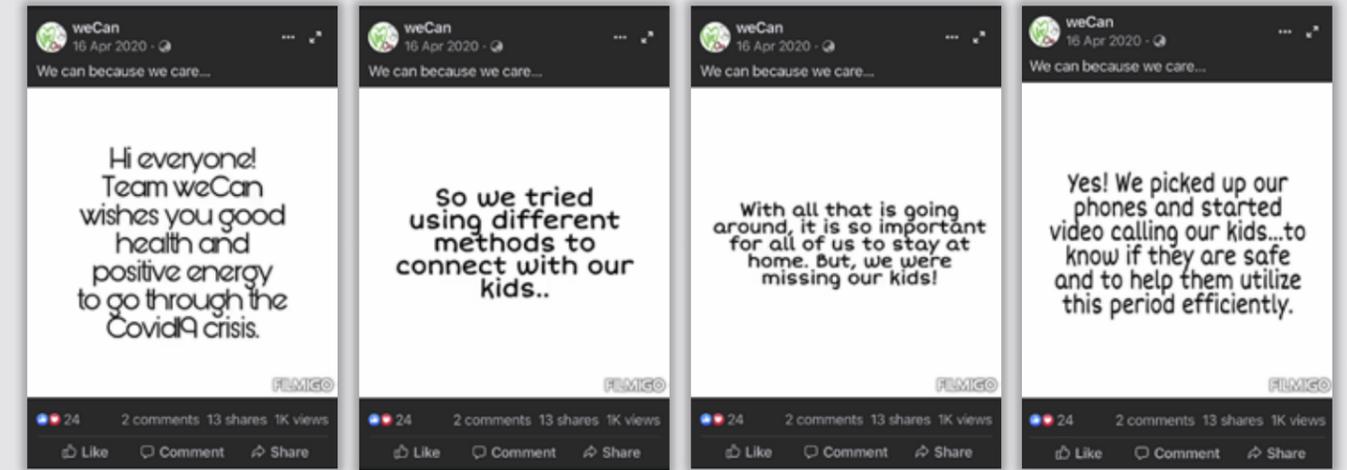
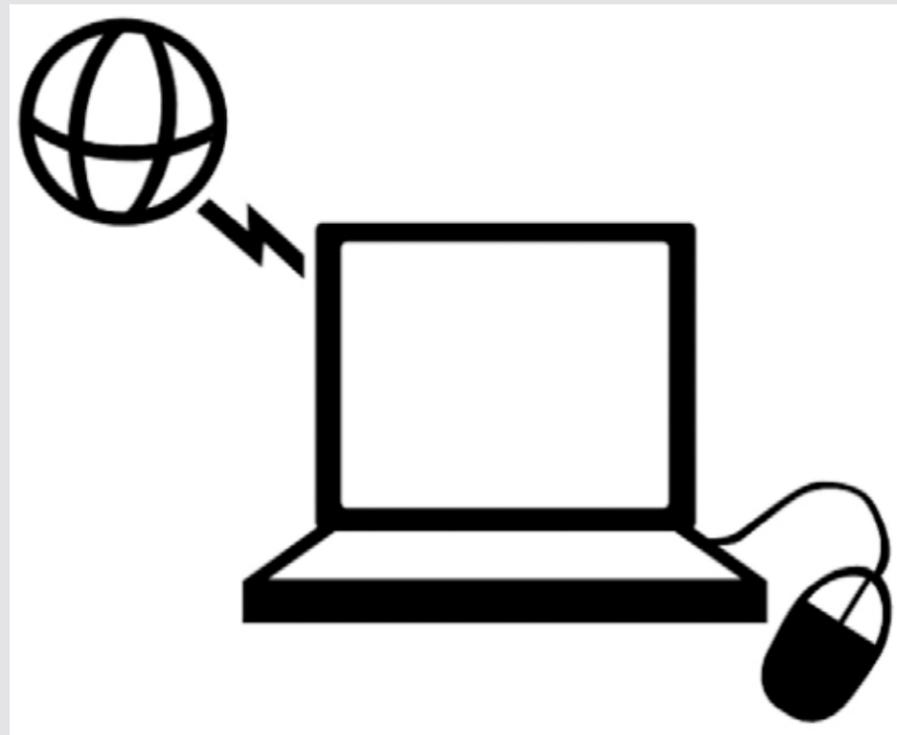
At the onset, our educators made instant contact via video calls to the children and their parents. That in its self was re-assuring. Children with special needs require familiar faces and familiar surroundings regularly. We did our best to establish a routine via video calling in the initial days.

Soon thereafter we decided to formalize processes and classes through the Google Meet platform. We took formal training from Leslie D’Gama, a reputed trainer specializing in technology. He was a teacher himself to begin with, and hence understood the nuances that go into teaching with technology.

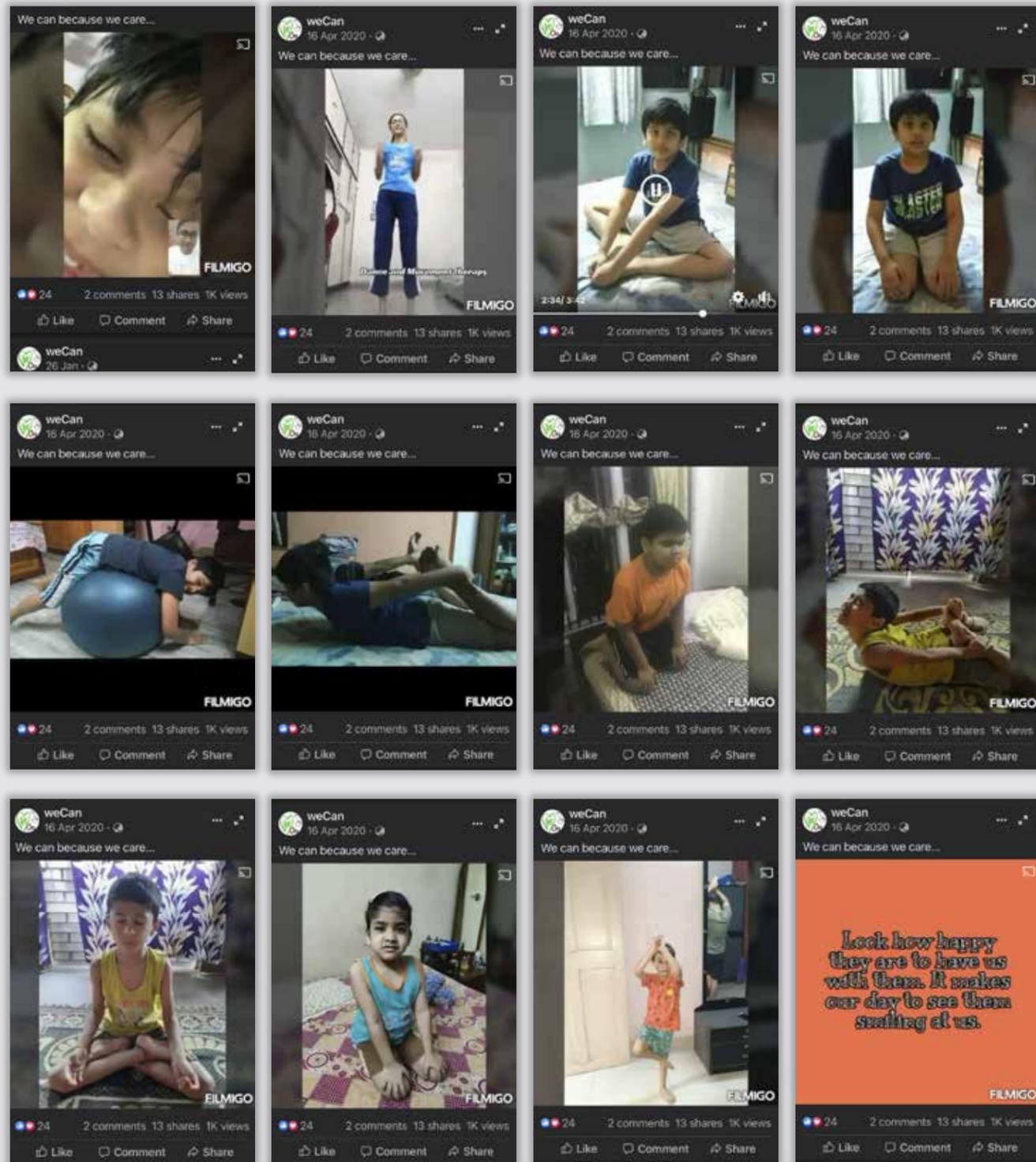
The educators took to it with ease. They learnt how to schedule classes, to conduct classes, to set up assignments and to do corrections, cataloguing and documentation- all online. It opened up a new world of realization- technology can actually ease the workload of the teachers to a great extent.

The next step was to induct parents and students onto the same platform. We ourselves guided them in small groups, and before we knew it we were conducting formal classes on Google Meet. Time-tables and schedules were made with all stake holders in the loop and it soon became a way of life during the Covid turbulence.

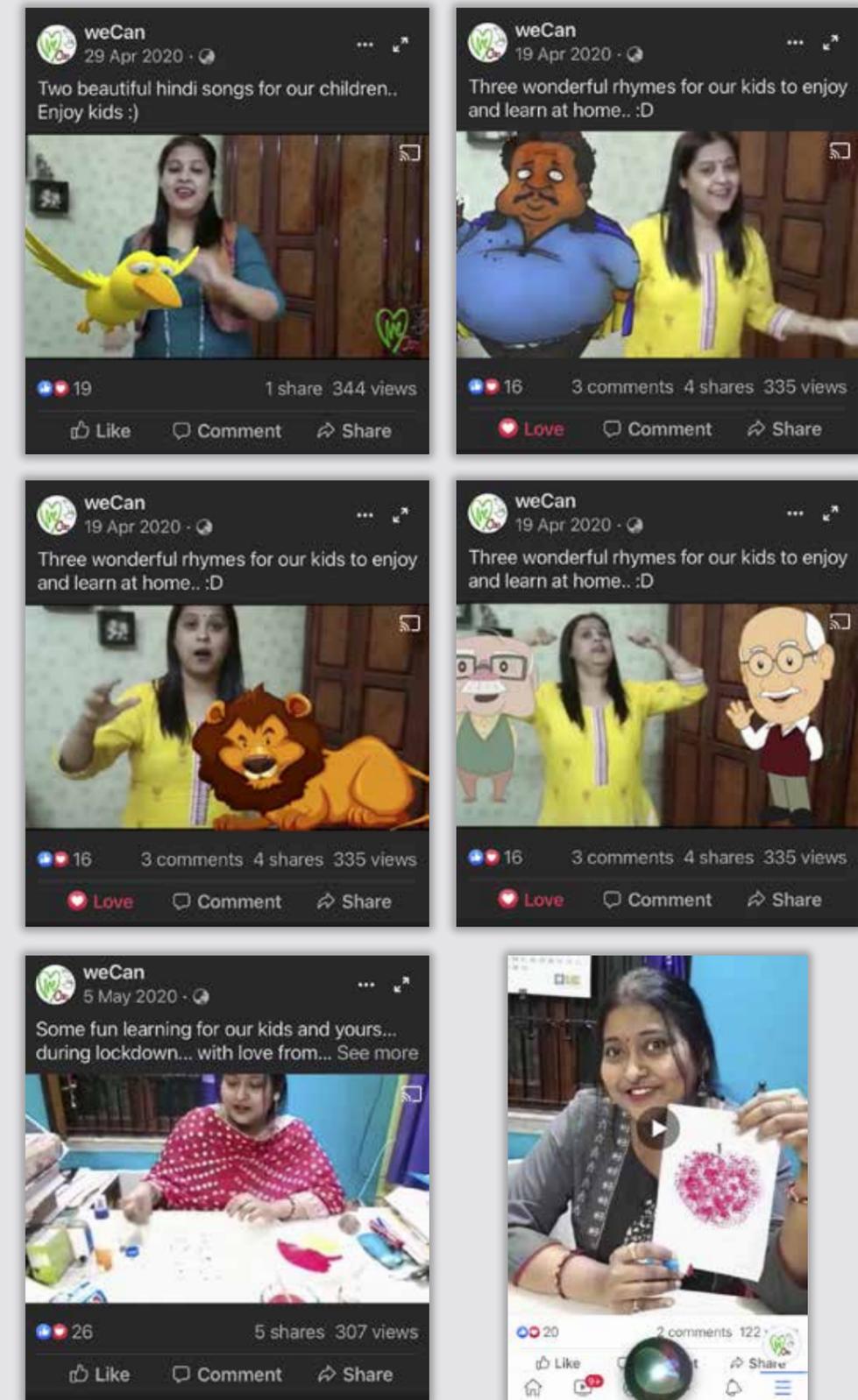
Now that we are slowly putting Covid behind us, we look forward to welcoming our kids back to the centre. In the meantime, we also plan to use our technology upgradation to benefit children who were not able to come to us due to distance and transport issues. Distant education and home plans will now be doable and we will be touching many more lives because of it.



WhatsApp video calls were used for Yoga, Therapies et al...



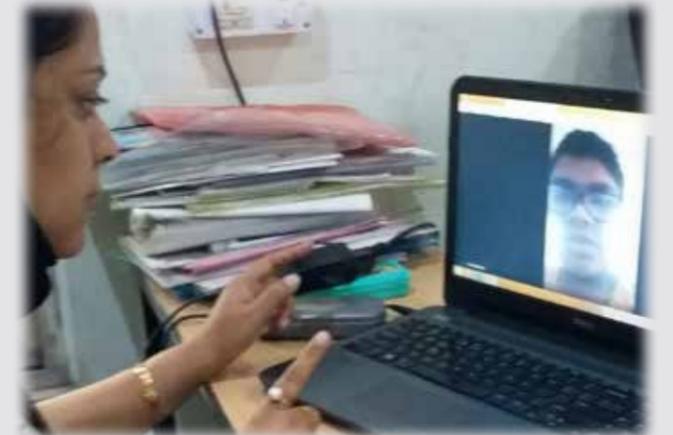
Music, Dance, Art & Craft.... The Children Didn't Miss Out on Anything



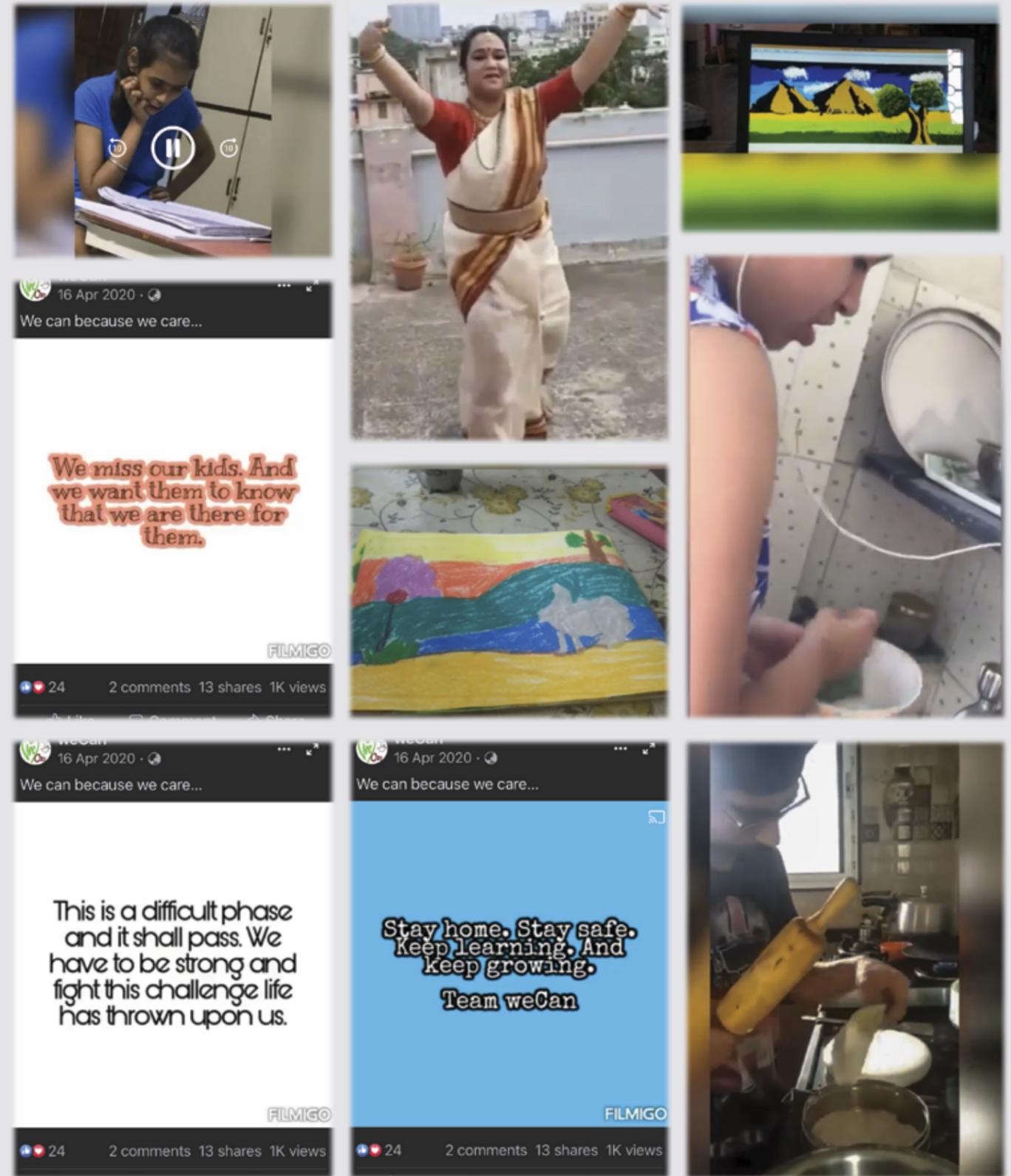
From WhatsApp We Moved to Google Classroom
We were taught how to teach on this amazing platform



Online Teaching & Learning
A New Beginning for Teachers, Parents and Students



After classes we shared lockdown stories everyday...



|| THE INFO TECH LAB@weCan ||

Thanks to the generosity of our well-wishers, we have a brand new InfoTech lab, with all the latest equipment required for online and real time classes. We can now hold formal computer classes, not only as a curriculum but also as a pre-vocational skill building exercise for the kids at the centre, and even virtually for the ones far away.



|| THE AUDIO VISUAL SET-UP@weCan ||

The happiest part of moving to a more spacious space is that technology can be put to effective use. The AV room which we now have will not only have provision for using all the digital content that we have been preparing for all our programmes, but also for teachers training to be a wholesome experience. Presentations made to our donors and partnering schools will be more professional and convenient.



|| CELEBRATIONS WITH A DIFFERENCE ||

All festivals and important days were celebrated in special ways. The children performed at home and we put together online shows. With the parents' cooperation, we were able to dance and sing together from the safe confines of our homes.



|| A SENSORY PATH @weCan ||

A **sensory path** is a series of guided movements for kids to follow, shown by markings on the ground or walls. As students follow the **path** and complete the movements, they work off excess energy and develop their gross motor skills. ... Teachers often use **sensory paths** as their kids walk through a hallway between activities.

Many children just need more movement and more **sensory** input to ground their bodies for focused attention and learning. ... The **Sensory** Corridors allow children with motor planning difficulties regular practice to better their skills which can then be generalized to other play experiences.

At weCan we now have a sensory hallway which will add fun to learning



|| OUR BRAND NEW || COMMUNITY LIBRARY

Reading is the best doorway to a better tomorrow, a window to the world, and ofcourse the easiest way to pass time.

It has been on the cards for a long time, and now that we have the space, we have the library- up and running, for all kids of the locality- and anyone who wants to read.

Very soon we will start activities like story telling sessions, one act plays, and clubs, anything that can promote this very important habit in children.



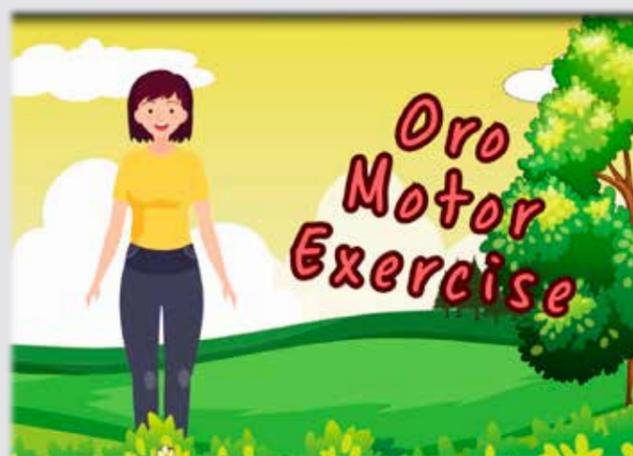
RESEARCH AND CONTENT DEVELOPMENT

Covid times made us look at digitalization of our content and during the last year we focussed on digitalization of the NIOS/ OBE content. All chapters of all subjects for classes 9 and 10 have been converted to AV modules, complete with task analysis, review and revision sheets in each chapter. We have converted almost 150 chapters across 7 subjects which are being used not only for online classes but also for live classes at the centre.

We took this opportunity to reach out to children who needed our support from distant and rural areas. Transport and distance issues no longer seem to be a barrier to our services. Online services and home plans will now be a big part of our future plans. We will also develop content to provide intervention services to children with different challenges and development delays. Videos to teach activities for daily living and functional academics are all in the pipeline.

Last year, the content developed for Suryoday. **Total Learning** was completed. It is a complete set of resource books for teachers of Primary school. These are handbooks created and compiled from a variety of resources. They have concept building sheets, plenty of practice sheets and web links as ready reference for audio visual methods. We already have plenty of **audio-visual aids** and apps, and our library of videos gets richer every year.

At weCan, research and development is an on going process and the most important part of the whole process of intervention. As educators, the team members constantly try to find more suitable strategies, they want to know which a technique has worked and why the other has failed. Reliable data helps them invent and innovate; all with the ultimate objective of it all is to improve learning outcomes for the kids enrolled with us.



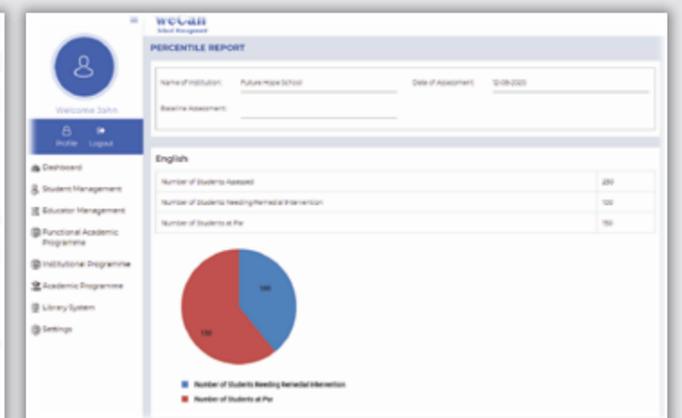
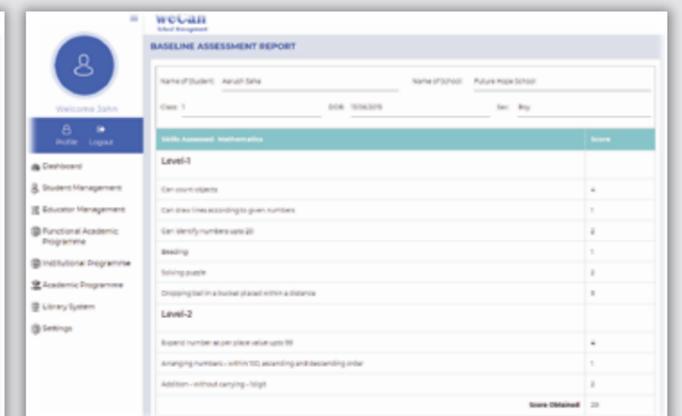
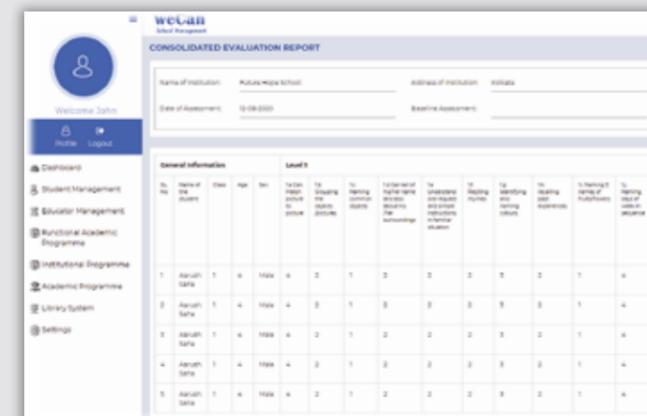
DIGITALIZING SYSTEMS@weCan

After a lot of brainstorming, structuring and compiling, weCan finally has a customized software-

A digital management system, which is automating and standardizing most of our processes and procedures of:

- Assessments
- Individual Education Plans and Goal Setting
- Reporting systems
- Accessing student and staff information and background details without wading through stacks of files and documents.
- Generating error free documents within a specified format
- Moving to environmental friendly systems of automatically generated soft copies.
- Collecting data and use it for research purposes in future.
- Minimizing the time required for typing and inputting data and observations which can be otherwise done with just a click.
- This will help us the most with the school programmes where large number of students have to be engaging assessed and comprehensive reports have to be generated.
- To make the huge library of content (thousands of worksheets, ready links to audio visuals and strategies to deal with specific learning problems) readily available to educators. This will not only standardize the teaching methodology, but also give educators more time to concentrate on engaging delivery instead of content creation. Needless to add we are constantly upgrading our content in accordance with the need and relevance.

Most importantly, due to automation and standardizations, we can scale up our services to many more children with limited resources, in terms of human resources and also limited use of stationery.



|| PARTNERS IN MISSION ||

weCan, gratefully acknowledges that our services, are a the culmination of our learning experience and inspiration while being engaged with prestigious institutes. We realized the need together, had a common goal to help children having difficulties in school, we committed ourselves to the cause, and decided walk the path together.

- The Future Foundation School
- La Martiniere For Boys
- South City International
- Mahadevi Birla World Academy
- Bloomingdale International
- All Bengal Women's Union
- St. Lawrence Evening School
- Kasba Jagadish Vidyapith for Girls
- Calcutta Social Project
- Future Hope School
- Ek Tara School

|| GRATEFUL ACKNOWLEDGEMENTS ||

weCan gratefully acknowledges the unconditional support from our well wishers

Corporate Support	
Abzooba India Infotech	Premier Foundation
Alpex Solar Private Ltd.	Premier Solar Systems Private Ltd.
Bengal NRI Complex Limited	Rawmet Resources Private Ltd.
GiveIndia Foundation	Rungta Foundation
Kothari Foundation	Sany Heavy Industry India Pvt Ltd
Kredence Performance Materials (India) Pvt Ltd	Sarom International
Prag Industries Private Ltd.	UHP Technologies Private Limited

Individual Support	
Aniruddha Lahiri	Ehsaan Noorani
Ashok Kumar Sen	Gautam Kumar
Chhavi Garg	Renuka Agarwal
Dhruv Sharma	Thekken Narayan Gunaseelan
Dr. R.K. Garg	Vikramaditya Lakhota



|| EXECUTIVE COMMITTEE - 2020-21 ||

Dhruv Sharma
 Meenakshi Atal
 Neena Goel
 Anindita Chatterjee
 Aniruddha Lahiri
 Vijaya Sharma
 Mala Banerjee

Mentors

Mr. John Mason
 Dr. Sudha Kaul
 Dr. Reena Sen
 Ms. Seema Sapru

|| REGISTRATIONS AND AFFILIATIONS ||

Reg No. S/1L/ 82958 Reg under the Societies Registration Act of 1961

Approval U/S 80G(5)(vi) Of The Income Tax Act, 1961

Approval U/S 12AA Of The Income Tax Act, 1961

Certificate of Recognition us 52(2) and (4) of The Persons With Disability (Equal opportunities and protection of human rights and full participation) Act '95- by the Social Welfare Department of West Bengal

Registration under Foreign Contribution (Regulation) Act, 2010.

Awarded the GuideStar India Transparency Key





weCan Learning Resource Institute

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YouTube Channel: [weCan Learning Resource Institute](https://www.youtube.com/channel/UC...)