

## VIDYA MYTRI TRUST REPORT - June-2015 TO May-2016

This is the report for the work done this year.

- I. The activities of the trust.
- II. The staff.
- III. Trust administrative work.

- I. The activities of the trust.
  - a. Residential learning centre (RLC).
  - b. Day school.
  - c. Government school supportive programme.
  - d. Documentation of educational materials.

### **RLC - Residential Learning Centre.**

There are 18 children in the RLC. 10 boys and 8 girls of the age group 6years to 13 years. These children have made a choice to be in the RLC and improve their life, their behavior and attitudes. They willingly go through the discipline required for this, with a hope that they will be better people in the future and help others who are in the similar situation.

They go to govt. school from 9.30am to 4.30pm. everyday. They are in the following standards.

Std 1 - 2 children , Std 2 - 6 children, Std 3 - 1 child, Std 4 - 4 children, Std6-2 children, Std 7 - 2 children, Std 8- 1 child.

These children take turns to stay back in the RLC for two days in a week to complete their studies. This is done with the permission of the govt. school teacher.

In the RLC. The day starts at 5.30am. After finishing their personal work, have half-hour shramadana, then prayer and silent reflection of the day, and their class starts at 7.30 am to 9.00 am. Then they have breakfast, outdoor play and start class again from 10.00AM to 1.30PM. and 1.30PM to 2.30PM lunch break. 2.30 to 4.30 is break time for their personal work like washing clothes, resting etc.

In the evening 4.30pm to 5.30pm they have outdoor play, snack and get ready for class. Have class from 6.00pm to 7.30pm. Then they have a group discussion from 7.30pm to 8.30 and have dinner and then retire.

During the discussion they discuss their problems happened in the school, at home, in their group, and get solved. This helps them to speak freely without fear their feelings and thoughts. Here they speak about relationships, love, friendship, anger, revenge etc. and get clarity.

Also we gave extra time (fulltime)class in October during Dasara holiday and during summer holiday. We had a curriculum based basic conceptual learning class. From this class the children's language and mathematic skills improved.

In this year I observed a good improvement in the children's academic learning. Because of this they are respected in the govt. school, this gives them a self-confidence. But deep down there is an inferior feeling in them which is very personal, which we try to help in the RLC. To become aware of this, to accept it and to get out of it, and become a unique person they are meant to be.

This is a most difficult task but we do see change in children which is encouraging.

### **I.b Day school.**

There are 7 children in this group of the age group of 3years to 5years. They come to the campus in the morning at 9.30am and stay till 4.30pm. They have the following activities-- Therapeutic activities, creative activities, constructive activities, stories and songs, outdoor and indoor play and learning activities.

The very young once do not have learning activities. Through play they get a chance to remove their emotional blocks are removed and they are happy, free and motivated to learn. The 5 years have learning activities where they learn the basics of language, number, and environment. This prepares them for academic learning in std.1.

This academic year 4 of these children will be 6 years and will be admitted in std.1 in the government school. Here they have a choice either to go to govt. school from the home or become a member of the RLC.

### **Ic. Building rapport with government schools.**

The children who are in our residential learning centre (RLC) are from std 1 to std 7. While teaching them what I found was, the learning level of the children in std 1 and std 7 were same level of learning. The 7<sup>th</sup> std level children didn't know the alphabet nor were they able to read simple lessons and not able to write. So I have to begin with std 1 lesson for std7.

This was alright because I was able to help the children pick up the concepts and begin to read and write with meaning.

The problem was when they attended the govt. school I found that most of the time they were not in the classroom. Some of them put their bags in the class, gave the attendance and roamed about. Then in the evening they took their bags and returned to the centre or roam about and did not return to the centre. Most of the time, the teachers were not taking regular classes in the government school.

This created problem for my teaching in the RLC if they hadn't attended the govt. school the children would have got regularity and discipline in learning.

Another problem was however much we help them get motivated in learning the motivation did not last for long time. The reason is during the examination time the teacher wrote the answers on the blackboard and the children copied. For those who were absent the ones who attended copied answers. So the urge for learning wasn't there.

To solve this problem I visited the government school, had brief talk with the head master and the teachers and asked them whether I could take a few classes in the school. They willingly agreed to this. The reason why I wanted to take classes was to help the children get motivated in learning, have a discipline of learning. So that what I taught in the RLC will not be a waste. I started my classes for 2 hours a day for 3 days in a week for std. 1, 2, 3&4, in one subject, that is English.

After teaching 3 months what I found was the children were interested to come to school regularly and to learn, but the class teacher was relieved of his duty.

This created another problem. The govt. school teacher felt the children are interested in my class because they compared the classes of both teachers. As a result the teacher discouraged, the children to come to RLC. So I have to make a friendly rapport with the govt. teachers and requested them to come to class when I taught. They agreed to it. And gradually both the teachers got interested in teaching.

On an experimental basis and on the request of the government school teachers I taught std. 1,2,3, and 4<sup>th</sup> children for 2 hours, three days a week for 5 months.

- I taught them beginnings of English. Std 1&2 and 3<sup>rd</sup> & 4<sup>th</sup> combined.
- Though the number of children in the attendance register is 50, the regular number of children present in the beginning was about 10to 15.
- Now the number has increased to 30 -35. The teachers of both classes show interest in learning the methodology and teaching children.
- The CRC in charge visited the classes and asked me whether I could help other 8 schools in his cluster.

**From this experience what I realized was.**

- The Government school teachers have the skill in teaching.

- Some did not have the motivation to teach and others needed support.
- Since most of the children in our govt. school are from vulnerable community, the teachers felt these children are not educable, and it's a waste of time trying to teach them.
- On the other hand children also didn't have the motivation to come to school regularly, they preferred to roam about.
- The parents didn't have the ability to discipline their children. They were helpless.

#### **Id. Documentation of educational material.**

- A teacher's manual for young children of the age group of 3years to 5years is already prepared and sent to Orient Black Swan Publication, who is reviewing it.
- Now the team is preparing work books and lesson plans and teaching materials for this age group. We are also preparing a teacher's training manual for this age group.

#### **II. The staff.**

K.T .Margaret as an educational consultant guides and supports in all the activities of the Trust. Her rich experience in education and in life does benefit all of us in the Trust.

Lavanya Muruli gets instructions from Margaret and try to understand the methodology and helps in documenting all the educational materials.

Teachers – A local graduate Shreedevi.Kakhi was appointed to teach day school children and a group of RLC children. She taught for 4 months from Nov2015 to Feb2016, she is intelligent & interested in teaching children. There was improvement in children's learning. In Mar2016 she got a seat in B.Ed and she has to leave, but according to VMT condition she has to replace another person before leaving. She willingly accepted the condition and got another graduate from the locality in the month of Feb2016, stayed and helped the new person and then left. She is interested in the work and promised to come back after her B.Ed. If it happens we will be happy. The new teacher Fatimabee also is a sincere worker, interested in the children. She committed herself for one year.

So we will be happy if these interested young people come to form a team to improve the work of VMT.

*Cook* - Neelamma - The cook takes full responsibility of the kitchen and prepares healthy hygienic food for children in time.

Campus helper - Shamanna the campus helper does regularly purchasing of fruits, vegetables, & snacks, for children and sees to all maintenance and repair work in the campus.

We didn't get a regular school helper to do the cleaning and washing every day. But 2 young college girls come on Saturdays and Sundays, and do all the cleaning work in the campus, washing children's cloth, and wash young children's hair and help with children in their gardening.

Yallappa - One of the parent of the young children volunteered to bring & take back the young children every day in his auto. It is dangerous to cross the main road and come to campus from their homes. It is not safe for young RLC children also to cross this road to go to government school. We asked Yallappa to pickup these children and drop them back from the school. He agreed to it. For this we pay a small amount every month.

Mary Philomina - a resource person was coming regularly every month for one week supporting the programme. Now her children are teenagers and two are going to college. She finds it difficult to come regularly but she volunteered to come as and how she gets time. She is not bound to come every month. This she does.

Prakash Patil - He is the managing trustee and takes the whole responsibility of the Trust and does the work sincerely. He takes classes for RLC and goes to Government school teaches there and supports the govt. teachers. And he sees to all the administrative works of the Trust. Give guidance to the new teacher and helps them in their teaching.

### **Outing and excursion**

We had one outing and one excursion this year. For one day outing we took all the children, both RLC and day school to Badami, Aihole Pattadakallu & Alamatti dam. The staff and cook also came. Children enjoyed the trip and had discussion about the trip in the group.

For excursion we took RLC children for 4 days to Shivamogga, Honnavara, Udupi, Horanadu, Srungeri, Belooru, Halebeedu, and Dharmasthala. They also had an educational discussion about the trip after they returned.

### **III. Trust formation and work involved in this.**

Vidya Mytri trust was formed in Oct 2015. The trust works for the education of the children of vulnerable communities in Pampanagara colony and surrounding villages of Tavaragera village, in Kushtagi taluk, Koppal district, North Karnataka.

Murtuza & Shaheen from wipro took personal interest and took trouble to form this trust. Their determination made it possible to form the Trust. It was like a dream to us. We are happy and thankful to them.

Murtuza helps me with all the details necessary to complete successfully all the documents needed for the Trust. He generously gives his suggestions. It was a great help for me. At present a CA from Koppal agreed to do the Trust accounts, auditing & a CA from Bangalore is working on 12a & 80g registration. A consultant from Koppal helped in completing the TDS filings.

**Parent's meetings -**

We had regular parent's meetings. All the parents attend meetings with interest except when they are out of station. They seem to understand our method and are cooperative. This is a great help for us in our work.

**Children's health -**

We have contact with the doctor in PHC and he is cooperating in helping us. Children are taken to the PHC when they are not well and get good treatment.

In spite of our challenges and difficulties in our work, we feel and see the programme worked successfully in this year.

We thank all our supporters & well wishers especially WIPRO's support and JOMYTHRY's support which helped us to run the programme successfully. Thank you.

With regards,

Prakash Patil (on behalf of VMT)