

**VISWA BHARATI VIDYODAYA TRUST
(VBVT)**

Annual Report of Activities

2016 -2017

VISWA BHARATI VIDYODAYA TRUST (VBVT)

Annual Report

2016-17

Background

The Viswa Bharati Vidyodaya Trust is a charitable body registered (no. 41 of 1993) under the Indian Trusts Act. Its registered office is 12/669B, Thottamoola, Gudalur – 643 212, The Nilgiris, Tamil Nadu. It has nine members on the board of Trustees, which includes the Managing trustee.

Viswa Bharati Vidyodaya Trust (VBVT) was started in 1993 order to address widespread educational deprivation amongst adivasis in the Gudalur valley. It has focused its energies on the development of innovative, alternative and supplementary educational systems for children who are frequently first-generation learners.

In 1996, on a request from the adivasi community, VBVT took adivasi children into Vidyodaya school. Soon VBVT became a school ran by adivasis, for adivasis. The Trust also took on adivasi educated youth to train as Teachers. Today they form the Education Team, which handles the entire education programme.

In the year 2000, with the support of SRTT, VBVT launched a major programme of ensuring enrollment in schools. From 737 children in year 2000, by 2016 it had covered all the 320 villages ensuring education to 2980 children. A key thrust of VBVT's work has been to ensure 100% enrollment in all these villages. In order to provide motivational and academic back-up to these children who were going to school, an Outreach programme of Camps, Mobile and Village library, Science experiments, and village level institutions such as Study centres, non-formal centres and such other programmes were initiated.

VBVT has been able to create a consciousness about education in the minds of the adivasi population; now, what may be called education-seeking behaviour is the norm rather than the exception. At the same time, there remains a need for good quality schools and teachers sensitive to the cultural hurdles that adivasis face. It is in this context that a long-term collaborative effort with government agencies sensitive to these aspects is envisaged by VBVT.

VBVT's work has been both at the institutional level as well as to reach out to the children in villages and schools through an outreach programme. This report begins with the Institutional approaches first and then goes on to delineate the outreach programmes.

Introduction

The year has been quite eventful. There has been a major change in ours as well as that of the government towards NGO's and both of us have decided to collaborate to ensure the best for the adivasi of Gudalur. The government on their side have also realized that there is no way they can have the kind of reach that we have with regard to adivasis. This acceptance has allowed them to come to us to ensure that benefits are delivered.

The first is that we saw a dream come true with the SSA handing over the school to VBVT. In it we have housed nearly 100 drop-put children. Given this situation, if VBVT can make it a Model then there is a possibility of compelling the Tribal welfare department to begin the process of handing over their schools also to us on the same basis.

The second is that the department of Child welfare and the district administration has come forward to collaborate with the Integrated Child Development Centres (ICDS) in improving their centres. This is a welcome move as VBVT is currently concentrating its efforts to make this effective, given the fact that little or no education takes place in these centres and also because the attendance is only around 50%. This has also resulted in malnutrition among the children under 5 years.

The third is that Vidyodaya school has been given recognition as a Nursery and Primary school by the govt of Tamil nadu and so children can be given the certificates by the school. This has made it a lot easier for the adivasi children and one can see the impact as 15 new admissions have come in this academic year.

Fourthly that two young persons who had joined VBVT have initiated the Adivasi Foundation Course for youth who have dropped out. This is in its experimental stage and hopefully the next year we will have a more full fledged group and programme.

Finally, the purchase earlier this year of the 1.52 acres of land by VBVT on which we can have a school or the AFC in the future gives us hope of carrying on and truly establishing this institution on a long term basis.

While the routine work on the field especially with regard to children going to govt schools and following up on them in the schools continue, the institutional work has taken presence in this year and therefore a lot more space is being devoted to this in this report.



Introduction

The SSA-Nilgiris has been on a commendable mission these last six years to ensure 100% enrolment of children in schools, while at the same time trying to enhance the quality of education in the government schools. It was noticed through their detailed surveys that almost the entire children who were not enrolled or dropped out of school were from the adivasi community. SSA then mooted the idea of starting RSTC's in the district to combat the problem of drop-outs so that after the two year period they could be put back in their age-appropriate classes. To this end, SSA Nilgiris, roped in the support of NGO's who were working specifically with adivasi children to undertake these RSTC's. Two NGO's, the Viswa Bharati Vidyodaya Trust, Gudalur and the Nilgiri-Wyanad Tribal Welfare Society, Ambalamoola, were very successful in running these RSTC's from 2012. However, the children who were put back in the school did not always continue in school.

The SSA-Nilgiris then suggested that two ACCESS Residential schools be sanctioned so that adivasi children could continue to study till they had acquired minimum levels of learning. Two such schools, each accommodating 100 children, were sanctioned and the building were completed and inaugurated by the then Hon'ble Chief Minister on 18th of July 2016. With this a new chapter has begun in the lives of the adivasi community, where they are able to access quality education in a well-established and well-managed residential school.

Staff

It must be said to the credit of the scheme and the SSA-Nilgiris that an excellent staffing arrangement was made. VBVT advertised for staff under various categories that were allowed in the local newspaper and applications were called for. These were scrutinized and a final list was made which was put up before the SSA-Nilgiris and the CEO, Nilgiris. A date was fixed for interviews and a panel consisting of the CEO, District Revenue official and the NGO made the selection. All the selected candidates had the necessary qualifications. The following staff were taken on:

SI no.	Designation	Name
FULL TIME TEACHING STAFF		
1	Head Mistress / Warden	Kum Revathi
2	Maths Teacher	Tmt Mohana
3	Science Teacher	Thiru Kumar
4	English Teacher	Tmt Velanganni
5	Social Studies Teacher	Thiru Selvakumar
6	Tamil Teacher	Thiru Suresh Kannan
PART-TIME TEACHING STAFF		
7	Physical Education	Thiru Dinesh
8	Computer Teacher	Tmt Vijitha
9	Tailoring Teacher	Tmt Udhaya Ambika
Non-TEACHING STAFF		
10	Accountant	Thiru P. Christopher
11	Office Assistant	Tmt Azhagijothi
12	Head Cook	Tmt Selvarani
13	Asst Cook	Tmt Koima
14	Asst Cook	Tmt Agilandam
15	Watchman	Thiru Chandran

It must be said that we have an excellent set of teachers who are working really hard to ensure the development of children.

Infrastructure

The school has been fairly well-equipped with infrastructure and equipments. Unfortunately, the building having been designed for 50 children, has 100 children in it and so the space inside is inadequate. Nevertheless, these essentials have been provided and are being put to good use.

Following item are received up to 31.12.2016

S.No	Item	Qty
1	Steel dual desk with book shelf	15
2	Trunk boxes	34
3	Steel two tier cots	30
4	Steel Racks	2
5	Desk top computer with table	4
6	Printer	1
7	Sewing Machines	6
8	Bedding (Blanket, bed sheet, Pillow contributed by NGO)	100
9	Library books – In process (Presently books are contributed by NGO)	
10	Sports articles – In process (some sports material contributed by NGO)	
11	Science equipment -Purchased	

Steel dual desk with book shelf and Trunk box received from TANSI Structural Galvanizing works located at Mettur dam, Salem District. It is very useful to the students for sitting, writing and more convenient to organize books.

- Trunk box used for keeping students clothes, cosmetics and their belongings.

• Steel two tier cot and Steel rack received from TANSI Structural Galvanizing works Located at

Mettur Dam, Salem district. It helps to avoid sleeping on the floor which is very cold.

• Steel racks used for arranging documents, registers, files, stationary and materials etc.,

Desktop computer with Table and Printer received from Ascent-E Digit solutions (P) Ltd located, Chennai.

- Computer training can now be imparted to children on a regular basis.
- Printer which having Xerox, scanning and faxing facilities are very convenient for office and school use.

- Sewing machine received from Sri Vigneswara located at Pandalur, The Nilgiris. Tailoring training has begun for the older children and stitching and embroidery for the younger ones. This is part of the vocational training programme and lead to self-employment.

- Beddings were purchased from Khadhi Craft located at Gudalur. It is very useful for the children to protect them in the winter.

- Presently library books are issued by NGO above 200 books are available in various topics. More are being purchased.

Additional infrastructure provided by NGO- VISWA BHARATI VIDYODAYA TRUST

SI.No.	Residential School	NGO
1	Kozhikolly	Viswa Bharati Vidyodaya Trust

At the time the building was handed over to VBVT it was found that it was designed for 50 children but we had to accommodate as many as 100 children. The infrastructural needs were somewhat inadequate. Also, given the climate in Gudalur, which has 6 months of rain and also a cold winter, some additional infrastructure had to be put in place. Given below are the contributions made from VBVT.

S.No	Description	Expenditure/Cost
1	Fully Equipped Kitchen (Constructed with smoke-less firewood oven and a separate waste water pipe line On basis of waste water to flow 18 mts from kitchen)	Rs.2,00,714/-
2	Washing area shelter (Constructed with cloth washing facility)	Rs.32,428/-
3	Firewood shelter (Construction work is under process -Expenditure made until 30 th Dec-16)	Rs.23,040/-
4	Water filtering system installation (on availability of pure water for entire building)	Rs.54,546/-
5	Solar water Heaters (2 nos installed at the capacity of 200 Lit each With protection Guard and separate pipe line for hot water)	Rs.1,05,082/-
6	Inverter with battery installation	Rs.40,000/-
7	Washing machine installation	Rs.20,000/-
8	Electricity supply (Electricity cable laid for 130 feet as availability of electricity supply to the Residential school from electric post)	Rs.86,695/-
9	Water supply (New water pipe line connected in distance of 130 mts from Residential school to Main water pipe line)	Rs.28,143/-
	TOTAL	Rs. 5,90,648/-

- New kitchen was constructed based on availability of space for convenient cooking and using firewood oven which has equipped.
- Washing area shelter Constructed considering on protection from rainy season.
- Fire wood shelter is under construction to protect firewood from rain
- Water filtering system installed to provide pure water for drinking, cooking and bathing to prevent disease.
- 2 Solar water heaters were installed to make available hot water to children as it is cold most of the year and also for cooking purposes.
- Inverter with battery was installed for availability of power during power shut down.
- Washing machine was installed for convenience of washing bed sheets and the clothes of smaller children

ENROLMENT IN THE SCHOOL

S I. N O	District	Block	Location	capacitySanctioned	Enrolment	(Social and Gender Category)							
						Gender Category Wise			Social Category Wise				
						Boys	Girls	Total	SC	ST	Muslim	Other	Total
1	Nilgiris	Gudalur	Government Higher secondary school campus, O' Valley Road, Gudalur.	100	89	45	44	89	0	89	0	0	89
Grand Total				100	89	45	44	89		89	0	0	89

Preparatory Camp activities



PARENTS of STUDENTS

Educational awareness was conducted by VBVT volunteers who visited every village in the locality of Gudalur, Devala, Ponnani, Erumad, Pattavayal, Devershola, Srimadurai and Ayyankolly. Awareness was created among the parents about their children's Education and facilities provided by Government. Based on this awareness student's strength increased considerably from 34 in July to 89 at the time of admission. All the children are from the adivasi community. These families live inside the forest or in villages that have no access to schools.

Educational Material

Newspapers and weekly magazines are subscribed for and used to develop the general knowledge of students. In English, Indian Express and in Tamil, Dhinamalar newspapers are purchased and Puthiya thalaimurai kalvi and The children's magazine are subscribed for to encourage reading habit, gaining vocabulary and to know what is happening on a

daily in the world. Regarding Education materials, adequate text books and note books have been provided to students by the Government free cost.

Maintenance – Food and basic amenities

- Nutritious food is decided at the district level and a Menu is prescribed. This is followed very strictly.
- Food sample are preserved considering safety of students' health, hygiene

BASIC AMENITIES

- Basic amenities, namely, Washing and bathing soap, tooth powder, tooth paste, face powder, Hair oil, shampoo, hair clip, ribbon, comb, nail cutter, body lotion are provided to each and every child on a monthly basis.



Sweaters issued to students by NGO

Buckets

- As one time in item soap box, bucket, Mug, towel, sweaters and other important items are provided.

Pedagogy

To ensure that the students do not drop out of this school also, VBVT has undertaken the task of training the teachers in it's own school, the Vidyodaya Nursery and Primary school, which has exclusively adivasi children and has been very successful. The attitudes to children, the manner in which to approach the subjects, especially Maths and English, to develop methods of correcting their Tamil language problems, are all issues which can get compounded as they grow. No pressure is being put on the children in terms of academics yet, but will ensure that they can cope as they settle into an academic mode.

- Material downloaded from the internet is currently being used.
- Science equipments are being purchased but experiments are being conducted using various kind of locally available materials.

Assessment

The academic achievement of the students in the residential school is assessed through the parameters of Continuous and Comprehensive Evaluation. The activities of the students while in the learning process are observed and assessed by the teachers all through the term and the activities are considered and given marks for Formative

Assessment. At the end of the first term summative assessment is conducted and the students performed well in these assessments which are apparent through the marks scored by the students. There is a considerable improvement in achievement of the students in the second term.

The following Tables are representing the comparison of 1st and 2nd Term Assessment of Primary & Upper primary children in all subjects:

COMPARISON OF TERM I & II MARKS TAMIL (Classes I-VIII)																
Category	I		II		III		IV		V		VI		VII		VIII	
	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II
No. of children scored 91-100																1
No. of children scored 81-90						2	2	2	2	1	2	1	4			3
No. of children scored 71-80					1	1	2	3	4	2		2	5		4	1
No. of children scored 61-70				1			1			2	1	1	3		3	1
No. of children scored 51-60					3	1	1	1		2	1	1			2	2
No. of children scored 41-50		5	1	3		1		1		4	1	6			3	8
COMPARISON OF TERM I & II MARKS ENGLISH (Classes I-VIII)																
Category	I		II		III		IV		V		VI		VII		VIII	
	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II
No. of children scored 91-100					2		1	1	1	4	2	1	3			

No. of children scored 81-90						2	4	2	3	4	1	1	5	3	2	2
No. of children scored 71-80		3	1	4	1	2	1	6	2	1	3	2	1	1	6	4
No. of children scored 61-70		2			1					2		1	2	6	2	7
No. of children scored 51-60												2		4		1
No. of children scored 41-50														1	1	2

COMPARISON OF TERM I & II MARKS MATHS (Classes I-VIII)

Category	I		II		III		IV		V		VI		VII		VIII	
	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II
No. of children scored 91-100				1	1	1	6	2	4	2	2		4	1	6	
No. of children scored 81-90				2	3	2			2	3	1	3	4	3	4	
No. of children scored 71-80		5	1	1		1		2		2		1	3	2		1
No. of children scored 61-70								2		2	1		1	1		3
No. of children scored 51-60						1		1		2		1		5		5
No. of children scored 41-50												1	5		2	4

COMPARISON OF TERM I & II MARKS SCIENCE (Classes I-VIII)

Category	I	II	III	IV	V	VI	VII	VIII
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y	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II
No. of children scored 91-100					1		2		1	1			2	3	3	1
No. of children scored 81-90						2	1	1	2			3	3	1	2	4
No. of children scored 71-80					1	2	2	3		7		1	1	1	2	1
No. of children scored 61-70				1	1	1		3	2		1		3	1	2	3
No. of children scored 51-60		1		1	1			1	1	2	1	3	3	4	1	3
No. of children scored 41-50		3	1	1							3	1		4		2

COMPARISON OF TERM I & II MARKS SOCIAL SCIENCE (Classes I-VIII)

Category	I		II		III		IV		V		VI		VII		VIII	
	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II	Term I	Term II
No. of children scored 91-100													1		1	
No. of children scored 81-90						1			2		1		1	2	2	
No. of children scored 71-80						2	2	7	1	3	3	2	8		5	2
No. of children scored 61-70					2	1	3		3	1	1	2	1	4	1	3
No. of children scored 51-60					2	1	1			2		1	1		2	3

No. of children scored 41-50									1		2		2		3		4

Gender Sensitization
Child and women rights

Gender sensitization training was given by Doctor Shylaja Devi M.D., and Miss Rema devi L.L.M. The students were taught about child and women rights. They understood both women’s and men’s roles and responsibilities within community and their relations to each other and also explained girl child rights, awareness and gender equality refers to equal opportunities.

Child help line

Child help line awareness was given by SARAS Trust, who advised about children’s problems, self protection, and misbehaviour by others. They also informed them about Child Help line, civil action and punishment according to the POSCO Act.

Menstrual hygiene

Sanitary pads are issued by health department to ensure the hygiene of the girls.

Life Skills Training

Students are taught life skills like situation awareness, social intelligences and positive development. Situation awareness is the perception of environmental elements and events with respect to time or space and the comprehension of their meaning. It is also a field of study concerned with understanding of the environment critical to decision makers.

Soft skills

Students are taught soft skills are a combination of interpersonal people skills, communication skills, character traits, attitudes and emotional intelligences. For example, to work well with others, perform well, and achieve their goals, the kind of attitudes and capability they have to develop is taught to them.

Social Intelligences

It is capability to effectively social relationship and environments

1. Observation of human behaviour
2. Memory for name and faces
3. Judgement in social situations
4. Sense of humour

Specific skill training

Vermicomposting

Overoptimistic training was given to students by Local former located at Thorapally area of Gudalur. Students belong to 6th, 7th and 8th standard participated in this training. The following method is observed.

Demonstration

1. Selection Separate space for vermicomposting
2. Spreading hay as per measurement of 4 feet length, 2 feet width and ½ feet height.
3. Spreading Cow dung upon hay as per measurement of 4 feet length, 2 feet width and ½ feet height.
4. Making the layer as per above measurement 6 time one upon another up to reach 4 feet height approximately.
5. Preserve one are two month until composting
6. After the above period Vermicompost is ready for use

Spiral Binding and Lamination

Demonstration

1. Taking required document paper for binding
2. Arrange the papers from first page to last page with front and back wrapper sheet
3. Inserting the arranged document paper into the Spiral Binding Machine
4. Operating the Machine
5. Taking back the punctured documentation paper
6. Scroll the binding wire from starting corner to end of corner
7. Spiral binding document is completed.

Online booking

Online line Bus ticket and train ticket booking training was given to students booking ticket through the proper website and Payment method using credit card or debit card. In this training students are given practice to browse website such as uncompressed, impractically and other related website.

First Aid Training

First aid training was conducted among the students and staff by the Nurses in the Gudalur Adivasi Hospital, who explained the usage of medicine and how to use it. Students observed with attention. During the event medicine was applied for a student who had minor injury.

Waste Management

This session was conducted by MSW students from Lady Doak College, Madurai, on the Importance of recycling and segregation.

Disaster Management

As a part of Disaster management, training was given to children how to use fire extinguisher during fire accident.

Arts and Crafts

Art and Craft training is an important part of the children's daily programme. Here they learn to make new artifacts and are motivated to make traditional crafts too. As a beginning skill baby scarf making, craft in chart, artificial flower and basket making are practiced.

Vocational education

As a part of vocational training basic tailoring and measurements are taught as per syllabus. Students are practising regularly and are highly motivated to learn more. In the last few months they have learned to make pillow covers, cloth bags, hand kerchiefs etc.

Computer Education

Computer classes are taught according to a specific syllabus. This is part time programme but the children have access to computers every afternoon. Even children from Class 1 are given opportunity to use the computer so that they get over the fear of technology. There are 4 computers and a Printer in our Residential school. Introduction to computers, basic hardware and software, MS-Paint, Word, Power point presentation and other software usage are taught considering with understanding capacity of students. Classes are conducted both as theoretically and practically.

Physical education

Games are an essential part of the children's daily activity and a schedule is followed strictly to ensure that all the children, both boys and girls, play all the games that are available. Besides, games, physical exercises, march past, running; jumping and such other activities are also conducted regularly. After 5pm they are allowed free play, but until 5pm they have organized games.

PTA Meeting

PTA meetings were held in September and December 2016. Around 60 parents attended both meetings. The teachers met with the parents individually and in groups in order to appraise them about the children. As the parents are not literate, they have to be given a clear understanding of the children's progress, not only in academics, but also health, attitudes, involvement etc. At the general meeting NGO founder and volunteers also spoke. The children also used the opportunity to show case their talents by putting up a performance of songs, recitation, drama in Tamil and English.

A Mother's association was also formed with 8 members including one faculty member

Important Days Celebration

Hand washing Day

Although the components of Hygiene appear to be very simple and silly, in fact, they play an important part in the health of the child. It is with this in view that VBVT invited Health department officials to demonstrate how to wash hands and prevent from bacteria from entering one's body, purifying of water and general health keeping etc. All this was done through demonstration.

Children's Day

Children's' day was celebrated on Nov 14th 2016 by all student and staff. As a Chief Guest Mr. Shanker Asst. HM of Government Higher Secondary school, Gudalur was invited. In the beginning of ceremony National flag was hoisted and the brief talk given by Mr. Shankar was extremely inspiring to the students. Later sports program were conducted

along with competition in elocution in English and Tamil, Dance, Traditional games, musical chairs etc.,

National Integration Day

World integration day celebrated on 19th Nov-2016. Small rally organized as part of awareness

World AIDS Day

AIDS day awareness was conducted on 1st December 2016. Students were distributed red ribbons to wear as symbol of this day. Advice on prevention was given by staff.

Christmas celebration

Christmas function held on 24th Dec-2016 in the school premises. Mr. Robert Head Master of Government Higher secondary school, Gudalur, was invited as Chief Guest and Christmas Gifts were given to all students.

Pongal celebration

Pongal festival was celebrated with full vigour in advance by students and staff on 12.01.2017 with dances and songs. Pongal was made and distributed to students and staff.

Deepavali celebration

Deepavali function was celebrated with sweets distribution among students on 29th November, 2016. No crackers were permitted considering safety of Students.

Field Visits to scientifically important places

Education tours were arranged by VBVT for the children. While a part of the funds were given by SSA, the rest of the funds were given by VBVT. 76 children were taken for tours. Depending upon the age of the children, they were divided into two groups - one group consisting of 51 students visited Gene pool, Nadugani, and Mudhumalai Tiger reserve, both located at near Gudalur in the distance of 10km and 18 Km of each other. The second group consisting of 25 students went to Mysuru and visited the Palace, Botanical garden, Zoo and Brindavan garden. Students are enjoyed this tour as it was the first time for them to travel outside of Gudalur and recorded their tour experience as document.

English club

In English club students are engaged in activities like spelling word game, drawing and writing. The students themselves organize Role play, dialogue speaking, speech, drama etc. to improve their language as well as communication skills. The children are eagerly participating in the competition conducted through these English club activities.

Tamil Club

In this school, Tamil club has organized to develop their Tamil knowledge to develop reading, writing, and speaking skills through these activities. The aim of the club to motivate the students to participate in competitions and get more skills like acting in drama, quiz, speech competition, singing, riddles, storytelling, poetry writing. The children are actively participating in these club activities.

Maths club

Maths club has begun as materials are still in preparation.

Science club

As a beginning of science club, experiments demonstrated in front of the students. The club formed for conducting exhibition, quiz, project and experiments etc., to engage students.

Reading Corner

It is in process as limited availability of books presently

Drawing & Art Corner

Children utilize classrooms itself for drawing specially classes from 1st to 5th standard. They are provided Sketch pens, fabric paint, crayons & water color to make significant improvement in drawing skills.

Games Corner

Children are learning to play Chess and other indoor games given the availability of space. Many more indoor games materials need to be purchased.

Monitoring & Supervision

The Following officers have visited the ACCESS Residential school-Hollyhock in the last few months:

- a. Chief Education Officer
- b. BRTs
- c. APO
- d. Adviser-State project office
- e. State Coordinator
- f. District coordinator

Suggestions

- g. Change in food menu to be approved
- h. Proper maintenance of records
- i. Timely conduction of PTA meetings & health check ups

Follow Up Action

- a. Food menu revised
- b. Record keeping initiated
- c. Parents meeting organized
- d. Health check up in process

Highlights

A Taluk-level drawing competition for primary classes was held on 10thDecember, 2016 in Government Higher secondary school Gudalur. In this competition one of our residential school students, Mr. Sudeesh won the second prize in Taluk level. He was asked to be present in the District headquarters where the Collector gave out the prizes.

Science Exhibition

Science and Maths exhibition was conducted at the school itself in the month of December, 2016 for students to show their creativity and understanding of Science and Maths. Most of the students belonging to 6th, 7th and 8th Std were actively involved and it was highly appreciated given the fact that all of them have been in school only for three months.

Activities in Media

1. One article on reasons for drop out



ADIVASI FOUNDATION COURSE

This is an entirely new programme that has been envisaged by two young persons who have joined VBVT. The idea emerged out of discussions with the education team that there were a number of drop-outs at the 9th std and above levels as they were not motivated enough, or they were not academically sound enough or they were not in a position to find their vocation and were getting lost.

As this was the first year and as it was also a first time the two people anchoring the programme were doing such a programme it was decided to start with 10 students, all of whom were students of the SSA Residential Special training Centre here in Vidyodaya. Therefore it was decided to first of all set down the Objectives of the programme against which we could evaluate at the end.

- **Adivasi Foundation Course Program goals 2016– 17**

- **Organization Mission**

- Vidyodaya's mission is to improve the quality of education received by underprivileged children in adivasi communities and to establish a culturally appropriate learning system with active participation of the community.
- We want to ensure that
- every adivasi child completes schooling, not just to the primary level;
- every child gets good education;
- every child can pursue learning (not only schooling) upto whatever level they desire
- and
- the supportive and cultural environment for this is facilitated.

- **Program Mission**

- Enable adivasi youth who are ignored by the normal education system
- to learn to imagine creatively, reason systematically and learn continuously,
- to confidently interact with the outside world and possibly become anchors in their community
- by exposing them to various skills and knowledge while staying rooted in their values

- **Program Goals (high-level)**

- Enhance abilities for adaptive and positive behaviour that can enable them to deal effectively with the demands and challenges of everyday life
- Provide learning opportunities by making, tinkering and engineering of different things using a variety of traditional and cutting-edge tools and materials
- Provide foundation on Mathematical and Computational Thinking, Communicative English and Tamil

- Develop ability to analyse the strengths and challenges of the community and attempt solutions
- Build further capacity amongst the tribal team to run similar programs
- **Detailed Program Goals, Objectives and Outcomes (in order G -> Obj -> Out)**
- Enhance abilities for adaptive and positive behaviour that can enable them to deal effectively with the demands and challenges of everyday life
- Develop Social Skills like Self Awareness, Effective Communication, Interpersonal Relationship and Empathy
- Able to gain a minimum level of skills in CBSE Life Skills Class 8 or equivalent assessments
- Able to host at least 2 groups of visitors and meet their needs
- Able to interact and learn from others in at least 3 exposure visits
- Able to go to town independently and buy a few things
- Develop Thinking Skills like Creative Thinking, Critical Thinking, Decision Making and Problem Solving
- Able to complete projects for all 10 lessons from CORT module 1
- Able to gain a minimum level of skills in CBSE Life Skills Class 8 or equivalent assessments
- Develop Emotional Skills like Coping with Stress and Coping with Emotions
- Able to gain a minimum level of skills in CBSE Life Skills Class 8 or equivalent assessments
- Provide learning opportunities by making, tinkering and engineering of different things using a variety of traditional and cutting-edge tools and materials
- Develop exposure on activities useful at home like electricals, tailoring and gardening

- Able to complete wiring of a standard switchboard in a modern home
- Able to produce simple finished products with hand-stitching, embroidery and tailoring
- Able to take care of campus gardening as a team
- Gain confidence in planning and executing projects as an individual and as a team
- Able to produce finished products with bamboo, string-art, macrame
- Able to complete at least one week-long real project as a team
- Develop ability to analyse the strengths and challenges of the community and attempt solutions
- Feel proud and believe in adivasi identity
- Able to sing standard adivasi songs and dance
- Able to articulate basic components of Forest Rights Act (FRA)
- Able to identify a solution, plan and execute a project in villages/area as a team
- Build further capacity amongst the tribal team to run similar programs
- Students able to run children camps with minimal support
- Students run at least 4 children camps each with a minimum of 15 people and 2 days or more.
- Tribal teachers drive majority of the program execution
- Tribal teachers plan the course timetable and follow-up with other teachers to ensure classes are run.
- Tribal teachers take lead or play a major role in Tamil, Maths, Programming and Making classes
- Tribal teachers run hostel and mess with support from students
- Tribal teachers and students organize at least 3 long distance exposure visits, and monthly village visits
- Introduce computational thinking skills to shape their logical and sequential thinking abilities
- Able to write block based computer programs that include sequential thinking, conditional, functions and iterations

- Able to complete at least up to Course 2 in www.code.org
- Strengthen fundamental arithmetics necessary for real life situations and progress in academics
- Able to manually perform addition, subtraction, multiplication & division, and apply in real-life use-cases
- Able to excel in Khan Academy Early Math or equivalent
- Able to excel in Khan Academy Arithmetic or equivalent
- Able to excel in Khan Academy Basic Geometry or equivalent
- Provide a strong foundation on communicative English and Tamil
- Able to speak, read and write in simple Tamil without mistakes
- Able to stand in front of a small crowd and narrate a real event without prior preparation for at least 2 minutes
- Able to read and briefly articulate an unfamiliar lesson from 10th standard text book
- Able to write a meaningful 2-page narrative without mistakes
- Able to secure a pass mark in an exam equivalent to 10th standard Tamil-2 paper
- Able to speak, read and write in simple English without mistakes
- Able to stand in front of a small crowd and narrate a real event with prior self-preparation for at least 2 minutes
- Able to read books equivalent to Ladybird top 100 Keywords and translate into Tamil language
- Able to write sentences at minimum using the top 100 keywords in English language
- Able to express ones views through writing in five sentences based on an arbitrary picture
- Able to write instructions in 100 words to guide someone from one place to another based on an arbitrary simple map

- Experiment new ideas for learning that are meaningful and relevant to the students
- **END OF OBJECTIVES**
- Forge strong relationship with the students and support them during and after the course
- Learning by making, tinkering and engineering different things using a variety of traditional and cutting-edge tools and materials
- Enhance abilities for adaptive and positive behaviour that can enable them to deal effectively with the demands and challenges of everyday life
- Foundation on Mathematical and Computational Thinking, Communicative English and Tamil, Finance and Health, possibly linked to 10th standard academics
- Strong relationship with the students during and after the course, providing them all kinds of support
- External apprentice or skill training (short-term or part-time). Locally relevant agri-culture
- Sound analysis of the strengths and challenges of the community and possible solutions
- Exposure visits, Opportunities to interact with outside world
- Learning by teaching others through outreach programs. Exhibitions to showcase work
- Pedagogy suited to the needs of the students. Teachers co-learn with students
- Not to nurture the next Mozart or Einstein, but to help students become better in the ways they deal with everyday problems.
- Attempt at least 10 totally new ideas on short-term/guest projects/lectures
- Other specifics
- indoor & outdoor games
- movies
- drawing
- dance

While the Objectives were elaborate it was not possible to cover all of them during the course of the year. This in itself has been a learning for the Vinoth and Bhuvaneswari, the

two people who anchored the course. They took on 4 of our teacher trainees as teaching assistants – Chandran E, Meena, Parvathi and Badichi. Each of them were assigned different roles to take on and it is to their credit that they were able to carry them off extremely well.

Major Activities:

Presentation @ the Paathashala school, Chennai

The children were invited for a Symposium at Paathashalaa school, Chennai on the theme 'Empathy'. The FC group discussed on what to present and 3 among them gave the presentation on 'Empathy with Nature'. This experience gave a platform to assess themselves and their confidence. They also visited around Chennai (Dakshanachitra, Science museum, beach) and observed/learned a lot.

RLHP visit

VBVT children taught the RLHP children on how to make hand-made soaps. This was the first time the kids got an opportunity to teach something and realized the joy of teaching. They also learned from RLHP children on Organic Farming & Composting.

Computer Center Shifting:

For 3 working days, the students and teachers worked intensely for long hours to shift the Computer center to a different place. Kids were involved in setting goals/objectives, space planning, costing, pipe fitting, wiring, computer set-up, internet wiring and minor masonry work as well. Each of them did complete wiring for one circuit board.

Craft Week @ Marutham Farm School 9 days.

The Children and the teachers of Foundation Course accompanied with 2 teachers of Vidyodaya School visited Marutham Farm School Craft Week for 9 days. They were exposed to around 18 hand crafts training out of which each student learnt a couple of them in detail. They continued doing some of them (Bamboo craft, embroidery, book binding) here in Gudalur.

Hosting our guests

- a. CFL School (16 high school children and 2 adults) from Bangalore visited VBVT and Foundation Course hosted their stay. The children and the teachers taught them traditional bead craft, tribal dance and bamboo craft. They also accompanied CFL group for a village visit on learning about tribals.
- b. Children from Poovidham School, Tharmapuri & CREATIVE School, Bangalore visited VBVT and FC team hosted their stay. Through this hosting experience the children understood the importance of planning, social skills and team work.

Students meeting.

The key needs of the students were critically discussed in these meetings and the decisions from there are proposed to the teachers. One of such decision was to take off for 3 days to visit home - the children were very responsible and were back to school by 3 days (which is not a usual case with residential children). They also conduct Parents Meeting with their parents to discuss their needs.

Village visit to understand traditional herbal medicine

As part of Adivasi knowledge subject, Rajeev took the FC group to Mundakunnu village – to learn on herbal medicine, talks towards reviving herbal medicine and meeting the traditional practitioners. They also did an activity of making the village map.

Butterfly Camp:

The group visited Ecoscape for 2 days Butterfly Camp & Bird watching (guided by experts) where they got an inclination towards research by spotting & classifying

different types of butterflies and moths and their life cycle in detail.

Chennapatna toy making training

Two experts from Chennapatna visited us to train the AFC group on basic toy making.

Kiln construction and clay work

Patty from ASHWINI hospital worked with the children in constructing a Kiln and also taught them on clay model making.

Lantana Training

AFC group attended 2 days training organized by The Shola Trust on Lantana basic product making

Subjects

- Thinking – Self/Social*
- i. *Technology / Programming*
- ii. *Life Skills*
- iii. *Exposure visits*
- iv. *CORT*
- Doing*
- v. *Tailoring/Embroidery*
- vi. *Agriculture*
- vii. *Maker space*
- viii. *Electricals*
- ix. *Sports*
- x. *Performing arts*
- xi. *Visual arts*
- Academics*
- xii. *Languages (English & Tamil)*
- xiii. *Computer Literacy*
- xiv. *Maths*
- Community/Culture*
- xv. *Adivasi knowledge*
- xvi. *Community activities*
- Other sessions*
- xvii. Dr. Sunil on well-being to understand the basic of health and well-being
- xviii. Ankur on 'how to fix price for a product to sell'

Key Issues/Challenges:

- e. As the program was new in itself there were a few challenges
- f. Getting the children and their parents to align to this new program wasn't easy – more doubts, confusions & miscommunication – counselling and group discussions then and there helped to tackle it.
- g. The outcomes of few sessions weren't as expected and we had to re-schedule accordingly
- h. As the children are teenagers there were mood swings too – individual attention and counselling helped in addressing them.
- i. As any new session (like toy making training, kiln making) is scheduled randomly based on the availability of the respective experts, following the already planned scheduled time table was a challenge.
- j. Support from parents aren't as expected - (we realized that the parents are considering their children as grown-ups at this age and hence provide less support)

sometimes it becomes quite difficult to communicate important information and decisions.

- k. As there are a few sessions a week for us to use computers, sudden power-offs was a trouble.

Outreach:

- Participated in Work Camp @ Kottaimedu village – The AFC team were involved in a one day camp of community hall construction.

- **Teaching Community**

@ Students camps

2 student camps (Ponnani & Kotharvayal middle & high school tribal students) hosted by the Foundation Course. The AFC children taught some projects, games, crafts, hand-stitching (backpack bag) to the camp children.

@ Ambalamoola SSA School taught them some crafts and games .

@Adivasi Day The FC team joined the hospital group to celebrate the Adivasi Day where they taught some tribal bead craft to some of the nursing students and staffs.

Best practices:

- Encouraging the children to make decisions helped them to be more responsible.
- Teaching to others helped the children understand the concepts better.
- Coding - the computer programming classes helped the children to think logically and to improve their reasoning skills.

Next Year Plan 2017-18

- Identify and absorb 10 drop-out children from the villages for 1 year program
- Continue successful practices, activities/projects and improve further.
- Fix the challenges faced in the previous year
- To follow-up with the 7 children who finished in Apr 2017
- Start focusing on language skills, maths from the beginning of the course
- Introduce more advanced 'Making classes'.

A further assessment of the objectives and a reality check is called for before venturing out on the next batch as this time we will have more than the last year.

VIDYODAYA NURSERY AND PRIMARY SCHOOL

With the recognition obtained for the continuance of the school, the admissions seem to have improved and parents are more than willing to put their children here. There is a disadvantage that they have to seek admission again when they leave the school but the advantage of having a good foundation here has outweighed this.

VIDYODAYA NURSERY AND PRIMARY SCHOOL
Reg. No: 3649 (2016 -17)

Class Wise – Students Strength			
Classes	Girls	Boys	Total
LKG	5	7	12
UKG	2	4	6
I	7	4	11
II	2	9	11
III	1	4	5
IV	3	9	12
V	3	5	8
Total	23	42	65

One of the notable aspects is that the school has taken on children in the pre-school stage which was generally discouraged in the past. This year as many as 18 children in this category have joined making this a very important part of the school. Fortunately we have very good staff to handle this section and so the children have been doing very well. In fact these staff have been training the ICDS staff also whenever necessary.

The Team of Shanthi and Janaki who are managing the school has been working well and they have taken full responsibility for all aspects including dealing with the government.

One of the major responsibilities that they have taken on is to train the teachers in the SSA school/. These teachers have been coming here for a week at a time and in turn they have been going to the SSA school to supervise and follow up. This has been an additional task and they have willingly taken it on.

The general attendance of the children has been good except for the pre-school children who have been somewhat irregular. They take some time to settle down.

Teacher Trainees

The teacher training programme was conceived in order to have young people who could teach up to primary level in the villages. VBVT has been conducting these training in the past and in the recent past between 2011 and 2015 it conducted two such two-year training programmes. The trainees were essentially drop-outs from the community and put through an intensive two-year training programme along the lines of the Tamil Nadu govt's D.L. Ed syllabus. It was of course modified to suit the conditions of the local community and context. These trainees would after the programme continue to work with the organisation under the supervision of Mentor teachers. We now have the following persons working with the organisation and are paid a stipend:

Sl no	Name	Area of work
1	Meena	Foundation course
2	Nalini Ganesh	Foundation Course
3	E. Chandran	Foundation Course
4	Saroja	Librarian, Vidyodaya school
5	R. Parvathi	Teacher, Vidyodaya school

6	Vishnu	Teacher, Vidyodaya school
7	Prasath	Teacher, Kootat Study Centre
8	V. Chandran	Education Coordinator, Gudalur Area
9	M. Parvathi	Teacher, SSA school
10	Jothimani	Teacher, SSA school
11	Nisha	Teacher, SSA school
12	Priya	Teacher, SSA school
13	Saravanan	Teacher, SSA school
14	Sekar	Teacher, SSA school

OUTREACH

COVERAGE

The total coverage of villages in the two Talukas has been steadily increasing over the years. What has held VBVT back has been the presence of other NGO's who have been uncooperative. In any case we have touched 295 of the 303 villages which is 97%. This does not mean that we have neglected the other villages, but it has been difficult to get details and also to conduct programmes like camps with them.

Student Coverage

Tracking of all the students attending school as well as post-school programme, whether in ITI or colleges is an essential part of the VBVT's work over the years. In each of the Areas, the Area Education Coordinator, keeps a very close watch on all the children and addresses various issues that may arise at institution level or even at the home front in order to ensure that the child does not drop-out.

There has been a steady increase in the number of children reaching Class 10 level and in reaching Class 12 level. This shows the growing confidence in the children by the community over the years. The number of students passing out has also increased. The last year the pass percentage was an abysmal 35% at class 10. This year there are definite signs of improvement.

Class	No of students
1	252
2	349
3	290
4	304
5	340
6	358

7	304
8	287
9	210
10	148
Total	2842
11	104
12	55
Post-school	95
Grand Total	3096

Drop-outs

A concerted efforts has been made to reduce the number of drop-outs. The SSA centre in Gudalur and Ambalamoola have absorbed 200 of them and another 120 have been readmitted to schools. However, it has been difficult to put children from the higher levels back in school. A detailed survey at the end of the August last year showed this status given below:

	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
2016 – 17	3	36	28	22	35	35	70	69	77	76	451

As one can see from the table above there are are very 124 children dropping out at the Primary stage which is 8% of those enrolled. We feel this is mainly because of language difficulties and in course of time our intervention at the Balwadi level will make a difference. We have also pointed this out to the ICDS staff at the state conference of ICDS.

Area Education Coordination

VBVT has one overall Education Coordinator, Mr Gangatharan and eight Area Education Coordinators for each of the eight Areas. These persons have been following up on all work at the Area level, which includes visiting the schools where the children are going, visiting villages if there are problems, following up on drop-outs, checking on those receiving scholarships, deciding on children for camps and so on. On an average they have around 30 villages to cover, most of them on foot as they are not accessible by vehicles.

The Area coordinators also have to support and keep tabs on the Village education workers who are escorting children to school. There are 15 Village education workers taking over 150 children to school or Balwadi.

In addition to these eight persons, we also have two Programme coordinators, one specifically for the Balwadi Programme and another to support the various institutions for their work at the Area level in terms of regularity, talking to parents, and also to deal with the government officials, if necessary.

EARLY CHILDHOOD EDUCATION (ECE)

VBVT has chosen to work in 15 Centres run by the Integrated Child Development Scheme

of the government and develop them as model centres. These were chosen on the basis of the number of tribal children attending. In these 15 centres there are a maximum of tribal children attending. These 15 centres also cover around 23 hamlets in the vicinity. This programme was started in 2015-16.

No of Balwadis	No of Teachers	No of Attendants	Total No of Adivasi students	No attending
15	15 (2 by VBVT)	15	249	217

There is a marked improvement in the regularity of the children in the 13 of the 15 villages that were undertaken by VBVT. In 2 of the villages, Karakapaali and Chembakolli the children were not attending the centres for very different reasons. In Karkapaali, the centre was a rented place and so small that parents did not want to send their children there. In Chembakolli, the elephant had broken a part of the building and so it was in habitable any more. A few of the children were collecting in the verandah of the hut of the centre's teacher and she was doing what was best under the circumstances.

In the meanwhile the AMS gram sabha members had petitioned the Forest Department to sanction the building for a new centre as Chembakolli village comes in the Reserve Forest. This was obtained after a number of petitions through the Forest Rights Act. After obtaining permission, the ICDS dept was informed and they in turn have asked the Panchayat to construct the building. The matter is now pending with the local Panchayat but the building will come up soon. This is a matter of pride for the community as they have fought for it and got the sanction.

Karkapaali is a little more complicated as it is a Kattunaicken community and one needs to work with them a lot more. Discussion have been had with the Area coordinators and health team to take up this issue as the children are losing out on not only their education but also their nutrition.

The marked improvement in the regularity as given in the Table below has been as a result of the work with the community in each of the villages. Parents and community members have been taken to Anaikati where the Vidya Vanam school runs a very good pre-school centre and has trained a large number of ICDS staff. The core committee of the ECE members of VBVT have also undergone training in ECE in Anaikattii, Vidya Vanam school. During the course of the year the intensive and regular visits to the centres and the villages which included meetings of the village committees has helped to change the attitude and the approach to the centres. It has also changed the attitude of the teachers and the staff of ICDS centres. Now meetings with them formally and mostly informally continue to happen. The District Collector has given a letter to VBVT to help support the ICDS programme and this has been a turning point in the attitude of the CDS staff.

Of the 249 children in the 3 to 6 years in the 15 centres, the number of children attending has increased steadily during the year from 169 to 204 to 217. In two of the centres, Karkapaali and Chembakolli the children are not attending fully for reasons that are beyond the villages.

Regularity of children attending ICDS centres

March 2015	March 2016	March 2017
50%	70%	87%

From the children who were in the 15 centres the previous year, 63 of them were enrolled in schools in class 1 at the beginning of the year.

The success of the programme so far has been due to the concerted effort made by the Area Education Coordinators to form committed of the parents and have regular meetings with them, both at the village and at the Area centres. During the course of the year 74 meetings were held in the 23 hamlets that are covered by these 15 centres.

Programmes	Planned	Programmes Conducted
Training for ECE team of 10 persons -	3 sessions	1 sessions
Meeting with ICDS officials	4 meetings	3 officially but 8 others too
Support meetings for Village ECE committee	30 meetings	64 meetings
Exposure visit for team and parents	1	1

The parents and team members have also had the opportunity to go on an exposure visit to Vidya Vanam School, Anaikatti near Coimbatore, where there are some excellent centres run by local communities and also the staff have been the training persons for VBVT. This has been a major source of encouragement of the local people here.

The attendance and regularity of the children have also improved because of the children being escorted to the centres by Village education workers employed by VBVT. As children are small and cannot travel on their own, this has been a great support to the parents.

Teachers at the centres have also improved their regularity because of the constant vigil maintained both by the community and the VBVT staff who are visiting these centres. Today unless called away by the Govt., the teachers are present in the centres.

For Kadichankolly and Chembakolli centres there were no teachers and so VBVT took on 2 young adivasi girls and trained them in Vidyodaya school for 3 months and placed them in the villages. They have been a great support to the teachers and the villages.

In Chembakolli, a makeshift arrangement was made by the community where the children could attend. It is in this centre that VBVT's trained teacher was conducting the centre. However, the enthusiasm of the community has been seen by their concerted effort to petition the Forest department to sanction the land for the centre. This has been approved and now the Panchayat has agreed to construct the building. The credit for this goes entirely to the local community.

Camps

Camps continue to be conducted but depends on availability of funds for them. The Major Camps are conducted in the month of May, while smaller ones during The holidays in September and December. In all 100 children in the 13 to 15 years age-group have been brought to the camps. This is the vulnerable age group and so they have been targeted. As mentioned during the year 100 children from the 8 Areas and 25 villages attended these 3 Camps in May, September and December of 2016.

Scholarships

As the number of children finishing school continues, the number who want to go in for higher studies also increases and so the burden of giving financial support to them also falls to a large extent on VBVT. During the course of this financial year VBVT has extended financial support to 38 students going to college or Higher secondary school to the extent of Rs. 3,04,408/=.

Study centres

The study centre in Kootat village continues to work well with around 30 students attending it regularly. It has been a centre of a lot of activities including football for both boys and girls and frisbee teams. Some of them have even travelled to Chennai to compete.

Trainees

CONCLUSION

This year has been a major challenge for all the staff of VBVT. The taking on of the SSA school itself held a major change in the work programme as it was a completely new experience for all of us, not just the running of a residential school but also to deal with the government and their innumerable reporting. Short-staffed as we are, we had to take on this challenge as we had asked for this. Working with non-tribal teachers was also a challenge and it must be said that in the end we made it work very well. VBVT has to raise a substantial sum of money, around 7 lakhs to make the building a liveable one for the children.

The Foundation course was also a challenge, but with Vinoth and Bhuvana handling it, the rest of the staff could concentrate on their work. However, being completely new, it too called for attention from time to time.

Vidyodaya school getting the necessary recognition as a Primary school has taken the pressure off our backs and we can now work towards setting it up on a more permanent basis. The purchase of land has encouraged us in this regard and hopefully we can build a full-fledged school there.

The coming year VBVT will work to consolidate what we have started and put them on stream and achieve the targets that we have set.