

inside the young minds

2014-15

# Annual Report



Divya Deepa Charitable Trust

Kenchalagudu village

Manandavadi Road

Mysore – 570008

Karnataka, India

[www.divyadeepatrust.org](http://www.divyadeepatrust.org)

# Annual Report 2014-15

## JOURNEY

**inside the young minds**



### DIVYA DEEPA CHARITABLE TRUST

Kenchalagudu village, Manandavadi Raad, Rayanakere post, Jayapura hobli,

Mysore – 570008, Karnataka, India

Phone : 91- 821-3202249, 09538499901, 9341369901

Email : [divyadeepa.trust@gmail.com](mailto:divyadeepa.trust@gmail.com)

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

Facebook : <https://www.facebook.com/divyadeepa>

Blog : <http://www.divya-deepa.blogspot.in/>

Route map to divyadeepa : <http://divyadeepatrust.org/contactus.php>

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## INSPIRATION

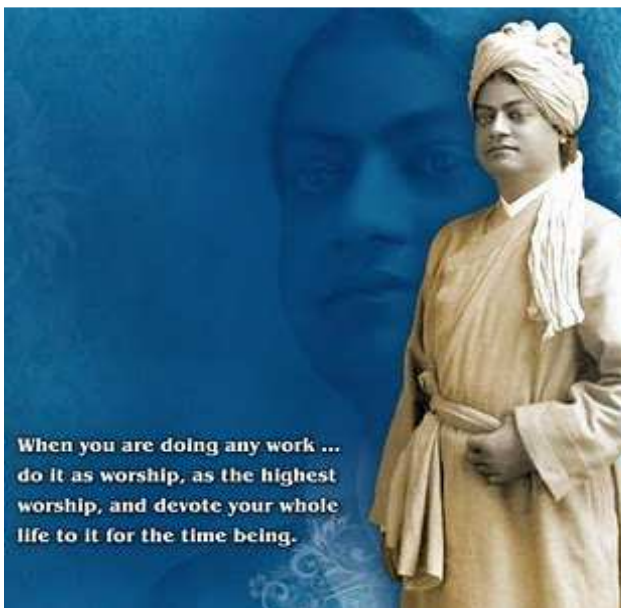


Sri Aurobindo in one of his letters to his wife Mrunalini, spells out his three types of madnesses. “The first one is this. I firmly believe the accomplishments, genius, higher education, that God has given me are His. I have a right to spend for the maintenance of the family and what is essential. The rest must be returned to God. What does giving to God mean? It means to spend on good works. To help others is a sacred duty.

**My second madness is this:** By whatever means, I must have the direct vision of God. Religion these days means repeating the name of God at any odd hour, praying in public, showing off how pious one is. I want nothing of this. If God exists, there must be some way to experience His existence. However arduous path is, I have made up my mind to follow it.

**My third madness is that** while others look upon their country as an inert piece of matter – a few meadows and fields, forests and hills and rivers – I look upon my country as The Mother. What would a son do if a demon sat on his mother’s breast and started sucking her blood? Would he quietly sit down to his dinner, amuse himself with his wife and children? I know I have the strength to deliver this fallen race. It is not physical strength – but the strength of knowledge. I do not say that the work will be accomplished during my lifetime, but it certainly will be done.”

Divyadeepa derives inspiration from the philosophy of Sri Aurobindo and Swami Vivekananda and their ideals related to the concepts of education, human development and patriotism.



Swami Vivekananda was of the firm view that a nation is advanced in proportion as education and intelligence spread among the masses. According to him, “Education is not the amount of information that is put into your brain and runs riot there undigested all your life. We want that Education by which character is formed strength of mind is increased, the intellect is expanded and by which one can stand on one’s own feet. It is Man-making Education all round that we want.”

Perhaps no other person or book define RELIGION as candidly, using a very few words as Swami Vivekananda. He declares, “Each soul is potentially Divine. The goal is to manifest this Divinity within us, by controlling nature, external and internal. Do this either by work or worship, psychic control and philosophy – by one or more, or all of these and be free. This is the whole of religion. Doctrines or dogmas, rituals or books, temples or forms, are but secondary details.”

## REGISTRATIONS

Sl. No.	Details	Number & Date
1	Registration of Divya Deepa as a public Charitable Trust	No. 745 dt. 04-03-1999
2	Registration u/s 12A (a) of Income Tax Act 1961	D-17/12A/CIT/Mys/99-2000 dt. 02-03-2000
3	Recognition u/s 80G of Income Tax Act 1961	F No. D-16/80G/CIT/Mys/2010-11 dt. 04-05-2010
4	Permanent Account Number	AAATD3194J
5	Registration under The Foreign Contribution (Regulation) Act 2010 Nature : Educational, Social	No. 094590203 dt. 06-07-2011
6	Registration with Department of Women & Child Development, Government of Kamataka Under the provisions of Section 34(3) of the Juvenile Justice (Care and Protection of Children) Act, 2000 and Amendment Act, 2006 as Child Care Institution (Children home) for Boys and Girls in the age group above 6 years.	No. KA230001GEPE dt. 11/09/2012

### Vision of Divyadeepa

**DEVELOPED INDIA**

**WHERE ALL HER CITIZENS**

**LIVE HAPPILY IN HARMONY**

### Mission of Divyadeepa

*To transform rural 'out of system' children into self-reliant citizens of India, by giving them Love, Care, Empathy & Education.*

*To carry out intense grass-roots level research about development and education of 'out of system-school children' through a free quasi-residential rural school &*

*To share the findings with the stake holders.*

## DIVYADEEPA TEAM

### Trustees :

Sl. No.	Name	Address
1	M.R. Ananth Kumar Founder, Managing Trustee & life term volunteer	No. 1, 'Divyadeepa' Kenchalagudu village Manandavadi Road, Jayapura hobli, Mysore - 570008
2	Sri Shivalingu Trustee	s/o Kanchaiah, Near Hallikere, Mellahalli, Varuna hobli, Mysore – 570013
3	Smt. Seethalakshmi Ramaswami Trustee	87, 3 <sup>rd</sup> Cross, A.G. Tannerappa Road, Sriranga nagara, Banashankari 3 <sup>rd</sup> Stage, Bangalore - 560085
4	Sri Naga Prasad J. Rao Trustee	No. 7, 28 <sup>th</sup> Block, Madhuvana Layout, Srirampura 2 <sup>nd</sup> Stage, Mysore – 570023
5	Smt. Nayana Prasad	No. 8, Vinayaka Koil Street, Pondicherry

### Advisory Committee :

Sl. No.	Name	Specialized field of advice
1	Shri L.M. Shah Puducherry Industrialist, Philanthropist	Infrastructure
2	Dr. N. Ram Kumar Educational researcher	Education
3	Sri T.N. Ramadas Auditors	Finance
4	Dr. Janardhan Medicine	Health
5	Sri Vinay Kulkarni Manager, Juniper Networks, Bangalore	Funds & Volunteers
6	Sri U.N. Ravi Kumar Environmentalist	Environment
7	Sri Vasudeva Bhat Rotary Mysore	General

**And hundreds of Volunteers, Patrons & Well wishers**

## CHASING THE DREAM

Each one of us dream. Man cannot exist without dreaming. It does not cost us! Dreaming is not taxable in any country.

So we too had a big dream in June, 2005. Our dream was to start a free experimental quasi-residential school for rural opportunity deprived children such as school dropouts, first generation school-goers, children from difficult backgrounds and other OUT OF SYSTEM children who had remained out of the ambit of learning systems. What infrastructure we had? We had two acres and 33 guntas of land 15 kms. away from the heart of the city in a village. Approach road from city to our land was full of potholes. Transformer which was 2km. away used to supply electricity at a voltage of 120 Volts instead of 240 Volts for about 8 hours per day. We used to get up during midnight to catch water, because voltage used to be reasonably good during nights. The only building the land had was a 50'x30' size dilapidated structure, The land was inhabited by owls, beautiful birds, snakes, mosquitoes, bandicoots, bats and 6 human beings – 4 children and two life term volunteers of Divyadeepa. The land looked green with full of Mulberry bushes, Coconut trees, Silver oak trees, Teak trees and Parthenium shrubs. Rest of the land was covered by 'touch me not' carpet. The land used to reverberate with the sounds of nightingale, chirping of birds, stridulations of the insects and swaying songs of the trees. We erected a small hut from the available materials which became our classroom. Whether for a grocery shop or for a doctor, there was no vehicle except an old Kinetic Honda scooter. Divyadeepa's bank balance was `5334/-. There was not even one computer, not to speak about internet. We readied one room of the building for

children's stay. No cots, no beds, children slept on mats. No, no, ..nos were many. But we had one 'Yes' thing. That was God's Grace. For every one forward step of ours, God took us 10 steps forward.

Today 108 rural children with difficult educational / social /emotional / economical backgrounds are getting free education at Kaliyuva Mane. 39 needy children out of them are getting food, accommodation, medical facility completely free of cost. Children are happily evolving. Hundreds of youth from Engineering & Medical colleges, home makers are volunteering for this remote free school during their free time. Two international volunteers are at the campus since 5 years. Now the school has reasonably good infrastructure. School bus ferries children to the school. Teachers' training programme is on. Performance of the children in the milestone 10<sup>th</sup> standard examination holds out hopes for millions of such children in India! A new education system has emerged here, which has been appreciated by almost all the visitors. Many of them have become ambassadors of this Kaliyuva Mane We have sat at the feet of Dr. APJ Abdul Kalam. Dr. N.R. Narayana Murthy, Infosys founder has visited Kaliyuva Mane and remarked, "I'm so happy to see the wonderful work being done by Ananth and team to empower the 'forgotten India'."

"Feel from the bottom of your heart. Take up a problem. Find out a solution. Put your hands to the wheels of work. Don't worry about money or men. Money WILL come, Men WILL come, God's Grace WILL come" is the well known quotation of Swami Vivekananda. For us, it is not a mere quotation of Vivekananda, but also the truth experienced by us.

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But the big question is, "Have we realized our big dream? Have we reached our destination?" Answer is, 'No". We are aware, our dreams have become bigger. Our journey is a never ending one.

Journey itself is challenging and equally rewarding. Initially, it used to be difficult to involve parents/guardians in the school activities, as they are uneducated and do not know the worth of education. But we are able to engage them in a better way this year. We are learning to surmount challenges posed by tough children. We have to master it. It is very difficult to find right type of human resource for this type of project in a village. We should start a human resource training centre to produce teachers for schools like ours. But on the job training is going on. The school needs a compound wall. We should create a corpus fund which catalyses the sustainable growth of the institution. We also should start income cum employment generating units. We should transform Kaliyuva Mane into a replicable model of education system for rural children who are not suitable for main stream schools...and start few more Kaliyuva Manes.

2014-15 was also a significant year from several perspectives. As usual 10<sup>th</sup> standard results were good. Volunteers were active. Many educationists visited Kaliyuva Mane. Kaliyuva Mane is on the verge of getting formal recognition too. DDPI has forwarded our application to the Commissioner for Public Instructions, recommending recognition to Kaliyuva Mane as a special school. Hon'ble Education Minister has written letter to the Commissioner to take necessary steps to grant recognition to Kaliyuva Mane.

But without the effort and support of Trustees, children, staff members, volunteers, patrons and well-wishers, our dream would have remained a dream. So Divyadeepa is grateful to all the persons, institutions who have poured oil into Divyadeepa, so that we could light up the lives of opportunity deprived children. We need your continued support to reach greater heights. We are happy to place this Annual report in your hands. It will update you about the progress of Divyadeepa during 2014-15 and our future plans. We request you to visit Divyadeepa to experience first-hand an atmosphere of joy and hope prevailing here.

Ananth Kumar M.R.  
Managing Trustee



## NATIONAL ISSUE WE ARE ADDRESSING

Divyadeepa is addressing a national issue in a humble way. Even after 68 years of political independence, India has remained a developing country. Reasons are many - overpopulation, unemployment, corruption, political system, wrong policies, poverty, etc. But root cause is not giving the right priority to the issue of education. Often awareness to importance of education itself is lacking in rural areas – 69.4% of Indian Population lives in villages (Indian census, 2011)

Most of the educated people live in a highly connected world and are from developed urban region. The 'India', they perceive is very utopian and is quite different from the 'Real India'. Educated parents send their children to ICSE / CBSE /English medium schools, monitor children's progress, mentor them, send them to tuition classes, and provide all facilities for their children so that they excel.

But it is a different story altogether in villages. Whether it rains or shines, 3-4 hours of power is available during the entire day. Newspapers do not reach many villages. Many villages lack primary health centres. Sanitation facilities are very poor. Majority of the inhabitants are not educated and belong to socially and economically weaker sections of the society. Environment at home is not congenial for studies. Children are disinterested in going to schools; many schools lack infrastructure; rote teaching methods contribute substantially to this factor. Though our constitution guarantees **EQUALITY** of status and of opportunity to all Indians, this has remained a distant dream. Lack of facilities and comforts in villages generally repel educated persons from staying in villages.

So the Rural-Urban divide is deepening day by day and the ideal of '**Equality of status**' is becoming a mirage.

Divyadeepa's work has a national relevance. In India, more than 13 crore children enrol in primary schools. In the next stage, class VI to VIII, the number drops dramatically to about 5.5 crore. (According to Times of India report) As per Annual Status of Education Report 2014, only 47% of 5th standard rural children can read standard II level text book of their mother tongue and only 25.7% can solve a 3 digit by one digit division problem. There are millions of children with turbulent backgrounds for whom education is the last/lost priority. So rural educational scenario is very gloomy.

"Human capital is a vital ingredient in building a nation. Education is the passport to accelerated economic growth and is the key to build human capital". So the only sustainable way of developing a nation is to develop its children. Divyadeepa is exactly doing this through Kaliyuva Mane. It is a unique school based on the philosophy, 'School for the children' rather than 'Children for school.' Divyadeepa is trying to develop a replicable model of education system for millions of Indian rural children who have remained out of the ambit of formal education system. 'The Hindu' in its article on the success of Kaliyuva Mane children in 10<sup>th</sup> standard exams wrote like this : *".....But for these children who had no hope of education and had given up on learning, it is a major milestone and holds out hope for the millions like them."* The success of Kaliyuva Mane gives hopes to all patriots of India.

## CHALLENGES OF EDUCATING RURAL KIDS

Education has several perspectives: child's, parent's/guardian's, society's, teacher's and nation's. Child's learning depends on several factors such as inherent ability of the child, food security, the emotional environment at home and school, parent's/guardian's education and economic condition, neighbourhood society, facilities available in the surroundings, peer group, infrastructure at the school, knowledge and attitude of the teachers, school's rules and regulations and the prevailing education system.

Normally rural people work from dawn to dusk to earn their livelihood and don't get time to monitor the education of their children. Sometimes, acute poverty compels the parents to send their boys for work. Many villages lack proper health care centres. Sanitation and hygiene conditions are substandard. Tap water is rarely available at homes. Newspapers do not reach villages. Daily a minimum of 12 hours of power cut is a norm in villages, whether it rains or shines.



Most villages lack basic infrastructure and facilities, are not well connected to the world outside (underdeveloped transportation as well as communication systems) and are completely in the dark about the luxuries and entertainment available to the urban crowd - shopping complexes, higher education institutes, function halls, book shops, studio, broadband net connection, courier facilities, swimming pools, music schools etc. This repels the educated lot from

settling down in villages. Consequently, bridging the ever-increasing gap between urban and rural areas is quite a challenge in itself. Even the medicos prefer to pay the fine instead of serving villages. Additionally, urban educated people many times fail to comprehend and appreciate the problems of rural children.

Most of the rural children are first-generation school-goers. They naturally respond to activity based learning rather than rote learning. Children have to be taught the lessons about hygiene, toilet habits and material organisation discipline. Children normally dislike writing. Their copying skills have to be honed. They find it difficult to withstand the pressure of competitive public examination. Teachers have to put herculean efforts to prepare them for structured public examinations

*But children are smart and intelligent. Their grasping ability is good. They ask plenty of relevant questions. Rural children have a different skill set. Kaliyuva Mane is a sincere attempt to find a solution to this issue by adopting an innovative approach to education.*

which not only test children's memory and writing skills but also teacher's patience and commitment.

## PROJECT TARGET & OUTREACH

Goal is to transform the lives of underprivileged children of the rural community. Children who fail to reach the desired educational standards due to illiteracy, ignorance and poverty of parents, children with turbulent childhoods, children battered by family with uncivilized background and school dropouts are prioritized for admission into this 'Home for Learning'. Currently we have 108 children, amongst whom 39 are residents. Additionally we have employed 15 personnel from marginalised section of society (physically challenged, single women, rural unemployed youth). Most of the day scholars belong to nearby villages such as Kenchalagudu, Salhundi, Dhanagahalli, Gujgegowdanapura, Arasinakere, and Srirampura. Resident scholars belong to distant places.

## KALIYUVA MANE CAMPUS



The home-cum-school is located on the outskirts of Mysore city off Manandavadi Road, around 15 kilometres from the heart of the city. It is located in a vast expanse of land, a plot of almost 3 acres. The school is in a rustic area, away from the hustle and bustle of the city, which stimulates the children to think freely and in tune with nature. More than 300 trees of different species like coconut, teak, and

silver oak sway and keep the land green, clean and cool. The land is completely fenced with barbed wire. The school, which has adopted a very practical approach to education, is surrounded by a cluster of villages and is located just half a kilometre from Kenchalagudu village. Most of the inhabitants here belong to the socially, educationally and economically backward strata of society. However due to the recent real estate boom, some RCC houses have also sprung up.

## CONCEPTUALIZATION OF KALIYUVA MANE

The vision of this project evolved from the philosophy of Sri Aurobindo and Swami Vivekananda and their ideals related to the concepts of education, human development and patriotism. Personal experiences of the founding member and his association with Sri Aurobindo Ashram of Pondicherry and Vivekananda Kendra of Kanyakumari helped to shape the educational thought of this school for children, thus beginning the journey in education and self-exploration. This idea took shape in a Government school through interactions with the children of Srirampura village, Mysore for a period of over 12 years. The struggles of the children coming from difficult family backgrounds, the difficulties of first generation school goers and personal interest took shape in the form of the Kaliyuva mane. Hence this school is child-centric, innovative, eco-conscious and aims at social and national development.

## FREQUENTLY ASKED QUESTIONS (FAQ)

### 1) Why Kaliyuva Mane is called an alternative school?

Regular education system considers all children as machines with equal efficiency, who can learn a predetermined textual content within a stipulated period, in a certain way and at a predetermined pace. As long as children learn happily this way, there is no problem. When this does not happen, problems crop up. When a child cannot learn, she/he loses interest in the class, starts indulging in cross-talking. This disturbs the teacher's concentration. An agitated teacher fails to do justice to her/his profession. Lacking in prerequisites, the child fails to understand subsequent lessons. This has a cascading effect. Such a child either drops out of the school or remains in the school out of compulsions. Teachers are pressurized to promote such children also to the next higher standards, irrespective of the children's success in learning. This practice, which is in vogue, has deprived such children of learning. But at Kaliyuva Mane, the nucleus of the school is the child. We are ready to bend any rule so that each child evolves happily. Because Kaliyuva Mane works on the alternative principle, i.e. 'School for the CHILDREN' rather than 'CHILDREN for school', it is called an alternative school.

### 2) Who are the beneficiaries of this school?

Opportunity-deprived children such as: Rural underprivileged children, School dropouts, First-generation school-goers, Children going to schools but not able to reach the grades, Children from difficult family backgrounds, Children of domestic maids, Child labourers and Dyslexic children. Mentally retarded children, deaf and dumb children, blind children and other children who need special human resources are not considered for admission. Few children from urban middle class families are also studying in this school which has brought an inclusive nature to the school.

### 3) Do you collect any fees from the children/parents/guardians?

The school does not collect any fees from the children, in any form. For resident children, food, shelter, clothing and healthcare are provided free of cost. For day-scholars, uniforms, note books and other requisite stationery are provided free of cost in addition to education. Most of the parents/guardians are economically backward and uneducated.

### 4) Where is it located?

It is located at Kenchalagudu village, half a kilometer off Manandavadi High Way, near Salhundi, Jayapura hobli, Mysore taluk. (15 km. from Mysore City Railway station)

### 5) What is the inspiration behind starting Kaliyuva Mane?

Divyadeepa, the parent organization of Kaliyuva Mane, derives inspiration from the philosophies of Sri Aurobindo and Swami Vivekananda, and their ideals related to the concepts of compassion, patriotism and human development.

We feel that natural resources and human resources are vital factors for the development of any country. Both are abundant in India. Education transforms normal human beings into Human

Capital. Human capital is a vital ingredient in building a nation. Education is the passport to accelerated economic growth and is the key to build human capital.

#### **6) How did you get the idea of starting such a school?**

Settling in a village, the founder of Divyadeepa initiated free supporting classes for the benefit of rural school-going children in 1992. This activity went on till 2004. The first public contribution came in 1999 and the trust was registered. During this period, the founder observed that due to various factors such as poverty & ignorance of the parents, poor infrastructure at rural schools, poor student-to-teacher ratio, rote teaching methods, many rural children either drop out from the school or fail to reach the grade. This experience also taught him that there exists a sizable percent of rural children who are mentally normal but find mainstream rural schools inadequate. The struggles of the children coming from difficult domestic and social backgrounds and the difficulties of first-generation school-goers inspired him to conceptualize an alternative school, 'Kaliyuva Mane' based on the philosophy, 'School for Children', rather than 'Children for School'. So the school was started in Kenchalagudu village in 2005.

#### **7) What infrastructure Kaliyuva Mane has?**

Currently Divyadeepa has 2 acre and 33 guntas of fully fenced land, office, computer laboratory, toilets, multipurpose hall with multimedia projector, science laboratory, library, 4 innovative learning spaces, 2 conventional class rooms, a bore-well, water sump of 50,000 litres capacity, Overhead tank of 8000 litres capacity, spacious playground, kids' bank, kids' court, girls' dormitory, boys' dormitory, dining area, kitchen, staff rooms, residence of the founder, RO water purifier system for drinking water, 3 Phase- 15KVA generator set, a school van, a mini school bus. Kaliyuva Mane is a solar school. Optimum intake of the school is 120 children including 36 resident scholars.

#### **8) How do you get funds for this school?**

Initial financial help to purchase the land was provided to the founder by his ex-employer, Sri Lalit Mohanlal Shah who is a devotee of Sri Aurobindo whose ashram is at Pondicherry. Later on, Sri Shah founded The Grace & Gratitude Trust, a funding organization. The Grace and Gratitude Trust has funded 60% of the infrastructure.

Kaliyuva Mane solely depends on corporate, funding agencies, philanthropic individuals & volunteers and God's Grace for regular maintenance and running costs. But it is a big challenge.

#### **9) In what way the Government is supporting 'Kaliyuva Mane'?**

The Government is not supporting Kaliyuva Mane in any way.

#### **10) Have parents of the children accepted this school?**

Yes. Parents/guardians are aware that Kaliyuva Mane lacks recognition from the Government. It is mentioned in the school application form itself.

#### **11) How do you get manpower for this school?**

It is one of the big challenges Kaliyuva Mane is facing. People with knowledge, skill, and willingness to learn innovative practices are hard to find. So, from 2012, Kaliyuva Mane has started its own on-the-job empowerment programme for teachers.

### **12) When was Kaliyuva Mane started? How it has grown?**

Kaliyuva Mane was started in 2005 with 14 children including 4 resident scholars, literally in a hut. Currently, 108 children are happily evolving here including 36 resident scholars.

### **13) Is there any uniform for the children in this school?**

On four days in a week, children wear uniform. On their birthday, children are exempted from wearing it.

### **14) Is it a coeducational school?**

Yes.

### **15) How do you select teachers?**

- Persons with required knowledge and passion are selected as teachers. They are being trained also.
- Senior volunteers[Ladies and gentlemen] teach about 6 hours per week
- Many volunteers from engineering and medical colleges are also involved in peripheral teaching, fundraising, computer laboratory maintenance and other activities.

### **16) We hear that many youth volunteers work for Kaliyuva Mane. What role they play?**

They have enriched the emotional ambience of Kaliyuva Mane. They have become sisters and brothers for our kids. During their free time they teach our kids. They conduct sports day, talents day etc. They have brought out T shirts. They set up stalls at corporate offices and colleges; sell T shirts and greeting cards made by us. They collect old newspapers from houses, sell them off and give the proceeds to empower children. For volunteering please contact: divyadeepa.trust@gmail.com

### **17) Can I contribute to this noble cause?**

Yes. Kaliyuva Mane needs your support. These are the ways in which you can support our work financially. All contributions are tax exempted u/s 80G of IT Act.

- (i) Please visit Kaliyuva Mane and offer your contribution.
- (ii) Send cheques/DD in favour of 'Divya Deepa Charitable Trust, Mysore' by speed post to : "Divya Deepa Charitable Trust, Kenchalagudu village, Rayanakere post, Manandavadi Road, Mysore – 570008" [Private courier agencies do not operate in this village]
- (iii) Please online transfer the amount in favour of 'Divya Deepa Charitable Trust' to either of the following accounts : (if you are an Indian or an NRI with Indian passport)
  - (a) ICICI Bank, Main branch, Rama Vilasa Road, Mysore  
Account no. 625501008826

RTGS / NEFT / ISFC Code : ICIC0006255

(b) Canara Bank, Vivekanandanagar, Mysore - 570023

Account no. 2334101005969

ISFC Code CNRB0002334

18) **Is there any other way, I can help this unique school?**

Spread the word about Kaliyuva Mane.

## **COMPARATIVE ANALYSIS OF KALIYUVA MANE WITH REGULAR SCHOOLS**

### **ADMISSION PROCESS:**

- ▶ There is no fixed admission period. Boys and girls are admitted throughout the year, depending on the available resources. Children below 14 are given higher priority. However, the school does consider elder children if they show a keen interest in learning. The school intends to support deserving and needy children till they stand on their own feet.
- ▶ Children with difficult family backgrounds are admitted as resident scholars and the rest as day scholars. All children stay as resident scholars, during their preparation for the milestone 10th Standard exams, i.e. 2 or 3 years prior to their exams.
- ▶ An informal test is conducted at the time of admission to fix the curriculum for the child. Performance in this is not a parameter for the admission of the child.
- ▶ The school does not collect any fees from the children in any form. For resident children, food, shelter, clothing, medical care, etc. are provided. For day scholars, uniforms, note books and other requisite stationery are provided free of cost in addition to education.
- ▶ Revealing 'caste' and 'religion' of the child is optional till the child appears for 10th standard examination. The school in no way discriminates on this factor.
- ▶ Transfer certificate and Aadhar card are required at the time of admission. But some exceptions are made with genuine cases. The school feels that the children are more important than their documents.
- ▶ During the time of admission of a new child, parents/guardians are briefed about the functioning of Kaliyuva Mane.
- ▶ Kaliyuva Mane does not have right human resource to handle children with mental problems, blind children and deaf & dumb children. So such children are not being considered for admission at present.
- ▶ To give an inclusive nature to the school, some children from middle class are being admitted.

### **DYNAMIC TEAMS INSTEAD OF RIGID STANDARDS :**

▶ Children have not been divided into 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> standard etc. Instead they have been divided into dynamic teams : Chilipili, Chiguru, Prajna, Sphoorthi, Mythri, Tejas, Chinmayi, Spoorthi, Chaitanya Vivek and Aravind for academic purposes only. More teams names will be created to avoid comparing teams with the standards in the main stream schools. This teaming is based on children's age, grasping ability, knowledge and other factors such as comfort level of the children and teachers. A child need not attend regular classes immediately after joining the school. Enough time is given for the child to feel emotionally comfortable. During this period, 1:1 mentoring is done. This may vary from a few days to a few months. An emotional environment, conducive for studies has been carefully created at Kaliyuva mane.



► After this initial period, an attempt is made to put the child into any one of the teams. If the child does not fit into any team, 1:1 tutoring is done till the child becomes suitable to be integrated into any one of the teams. The movement from one team to another is highly individualized and not uniform for all children. Movement of the children from one team to another is not period-bound. A child is allowed to learn one subject with in team and another subject in another team.

We have learnt that learning is not a time-bound activity, but a process-based activity. Even a 12 years old child without the knowledge of basics finds space at Kaliyuva Mane. There are instances of children on their volition opting for team changes, when they cannot follow a particular subject. Slow learners are given extra attention at Kaliyuva Mane.

### **EMOTIONAL AMBIENCE :**



At Kaliyuva Mane, we have discovered that an unduttered mind is a pre-requisite for learning. Love, care and empathy are the essential ingredients for an uncluttered mind. We believe strongly that children should retain a 'sense of wonder' in them and enjoy their childhood to the brim. A healthy emotional atmosphere is very necessary for the children to blossom. Children respond to activity based learning and interactive classes. At Kaliyuva Mane we are striving hard to practice these principles in letter and spirit.

**DYNAMIC CURRICULUM** : The curriculum in Kaliyuva Mane is dynamic and evolving, yet rooted in the sum of all the experiences provided to the children. Kaliyuva Mane believes that the aim of education is rooted not merely in the acquisition of life skills and knowledge but in the very process of developing the same. Curriculum is fixed for each child based on the following factors: Age,



academic background, cognitive ability, age appropriate life skills, necessary academic knowledge and the skills required to pass 10<sup>th</sup> standard public examination. 'Known to Unknown' approach is followed in fixing the curriculum.

Hence, Kaliyuva Mane includes the individual experiences of children, text books from the State and Central Boards of Education and interactions with the outside world through volunteers, NGOs and the community, as a part of the curriculum.

**Example** : How Mathematics is taught to a school dropout ?

Initially basics covering the following topics are taught with practical examples : Numbers and counting – Addition, Subtraction, Multiplication and Division – Multiplication tables up to 10 - Concept of Fraction and Decimals – Concept of LCM and HCF – Percentage - Geometric shapes, construction – Concept of areas and volumes – Concept of algebra – Basics of algebraic addition, subtraction, multiplication and division.

Afterwards the teacher will start with the 10<sup>th</sup> standard text book prescribed by the Karnataka State Board. For example, Set theory and Matrices do not need much prerequisite. Children's morale also gets a boost when they are taught 10th standard curriculum. If a child finds it difficult to follow some particular topic, then lower standard text books containing that particular topic are referred and taught. This way normally at Kaliyuva Mane a child learns basics of mathematics needed for life and the skills for passing the 10<sup>th</sup> grade Mathematics within a span of 3 to 6 years.

**A BILINGUAL SCHOOL :**

► Kaliyuva Mane is neither a ‘Kannada medium’ school nor an ‘English medium’ school in the conventional sense. It is a bilingual school in the sense that all children learn both Kannada and English. It is a children’s medium school.

► In today’s world, English is not only a crucial tool to learn mathematics, science and computers, but also has become a necessary life-skill. So children are encouraged to listen and speak and are rectified whenever they commit mistakes. This rectification is carried out in an informal way during off-class hours. During class hours, children are taught reading and writing skills. All resident children above 10 years are encouraged to speak only in English between 6.00 am and 10.00 am – right or wrong! “Love and learn your mother tongue; Learn English” is the principle followed in the case of the languages.

► Language component of core subjects (Mathematics, Science and Social Science) is taught similar to teaching of English language. All children appear for 10th standard public examinations in ‘English medium’.

**TEACHERS :**

At Kaliyuva Mane, teacher is not a strict task master, but a friend and a guide. Teachers study the background and preferences of each child. They build a rapport with the child. In recruiting



teachers, a lot of importance is given to factors such as knowledge, acceptance by children, values and the ability to transmit the knowledge rather than to formal degrees. Children also learn from visitors, volunteers and from each other. Children address all teachers as ‘Akka’ or ‘Anna’. [Sister or brother] Resident teachers involve in all the activities of the

school, like cooking, office work and maintenance of rooms. This has created a feeling of home at Kaliyuva Mane. Teachers focus more attention on slow-learners, instead of labelling them as slow-learners. Teacher- to-student ratio varies between 1:1 and 1:10 for regular academic subjects.

**FREEDOM TO FAIL AND LEARN :**

The school firmly believes that in order to succeed, one should have a certain degree of freedom to fail and learn. No place is forbidden for children in Kaliyuva Mane, including the kitchen & the office. Children are allowed to discover, explore and expand their knowledge through various learning experiences. When children accidentally commit mistakes / break materials, they are not admonished if they accept mistakes. All the staff members are being trained in this regard.

**EXAMINATIONS:**

Kaliyuva Mane feels that the purpose of examination is to evaluate the child's progress, to review the curriculum and the teaching methods. It is not to brand the child as 'passed' or 'failed'. This is easily achieved by conducting informal tests rather than fear-instilling, memory-testing long-duration examinations. Only oral/written tests are conducted at regular intervals to quantify the change that is underway. Marks scored in such tests are not being revealed to the young and sensitive children.

Normally children above 15 years (when ready) will appear for 10<sup>th</sup> standard public examinations in English medium conducted by KSEEB as private candidates. Block Education Officer (BEO) has given us a letter to us regarding this provision. Children are being trained to face the public examinations during their preparation.

**TEACHERS' EMPOWERMENT PROGRAM :**

From the academic year 2012-13, Kaliyuva Mane has started 3 years on the job, teacher empowerment program. 10<sup>th</sup> standard passed students from Kaliyuva Mane / Fresh D.Ed. - passed candidates are recruited and they are being provided all the facilities including food, accommodation and an attractive stipend. During this period, candidates are trained in the following:

- ▶ Revision of academic subjects
- ▶ Child psychology - Interactions with children and clinical psychologists apart from books
- ▶ Material organisation skills
- ▶ Newspaper reading and TV viewing
- ▶ Mental faculty training – through games like Chess, Brain teasers and quiz programmes.
- ▶ Sense of time
- ▶ Hygiene training skills
- ▶ First Aid
- ▶ Child care
- ▶ Computer skills
- ▶ Physical education including Yoga
- ▶ Spoken English
- ▶ Arts and crafts
- ▶ Soft skills
- ▶ Activity-based teaching
- ▶ Office administration

**CONTEXTUAL LEARNING :**

Learning is not restricted to class hours. Children enjoy contextual learning during off-school hours too. For example, whenever a rainbow is seen, the children will learn the mystery behind it, i.e. about the dispersion of light. Similarly standing in front of the rising sun, it is easier for children to grasp the concept of directions.

**ENVIRONMENTAL EDUCATION :**

The entire Kaliyuva Mane campus is a practical laboratory for environmental studies and this includes a good waste disposal system. Children become subconsciously eco-sensitive. The functioning and the importance of all eco-friendly projects are being taught to the senior kids. Children are exposed to following environment related projects:

- ▶ Rain water harvesting
- ▶ Bore well recharging
- ▶ Dairy and Gobar gas plant
- ▶ Organic farming
- ▶ Biomass boiler
- ▶ Eco sanitation
- ▶ Astra stove
- ▶ Recycled handmade greeting cards made from tailoring waste and cardboard wastes.
- ▶ Solar campus and building lights
- ▶ Solar cooker
- ▶ Solar pump [for pumping water from sump to OH tank]
- ▶ Use of eco-chip boards (Pressed boards made from plastic wastes)
- ▶ Use of asbestos-free roof sheets
- ▶ Waste disposal system
- ▶ Solar e learning facilities
- ▶ Solar powered Mixie & Refrigerator

**CAMPUS AS A LEARNING TOOL:**

Children subconsciously learn many things in life from the surroundings. Children measure the angle between the fixed wall and the library door because the floor is painted with a picture of a compass. The length and breadth of the blackboard at our science lab 'Sadhana' are marked, so that children can easily grasp the meaning of area. Children calculate the volume of water in water tanks, as they find the formula on the outer surface of the tank.

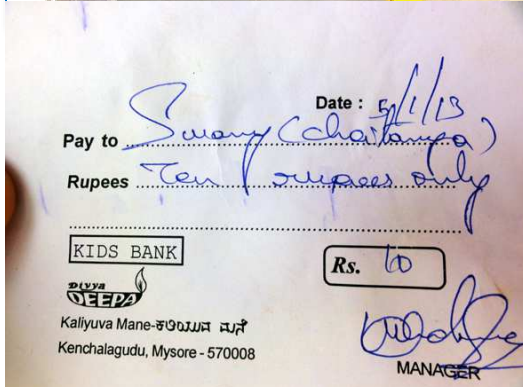
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Children learn map reading by looking at the map kept in front of Aravinda (multipurpose hall) and Chilipili (dormitory) blocks. The school has a question box to quench the knowledge thirst of children. Children find out their height standing near 'Spandana,' our office. Thought process of transforming the entire campus into a learning area is going on.

#### KIDS' BANK :

The "Kids Bank" is an innovative concept developed at Kaliyuva Mane to help children understand the benefits and limitations of money. This also aids in enhancing children's arithmetical skills, work culture, and in preparing them for the real world. At present this is functioning as a small kiosk. This bank works like any other typical bank but has a material section apart from cash section. Bank contains all the materials needed by children such as toiletries, sweetmeats and stationery. The school has printed special currency notes similar to real currency.



Children are given a personalised cheque book, a pass book, a cash box and an account book. Every month a cheque for a certain amount depending on the needs



of the children is given. Children deposit this 'cheque' by writing a challan. Whenever necessary, children are required to write a personal cheque and submit it to the bank before buying any material, depending on their needs. Children also earn by working for a maximum of two hours or by helping others. They mainly work in dairy, kitchen, office, dormitory or farm. Each student functions as 'Bank Manager' on rotational basis. Teachers assist children in running the bank. Every week a reading/writing session is held

where those who read/write properly get a special gift cheque. There is no timeframe. There is no 1st prize or 2nd prize. Gift cheque is given to the child when a child displays positive values (by reflex and not with the intention of getting the gift cheque) such as helping others, accepting mistakes, etc.

### **KIDS' COURT AND METHODS OF TRANSFORMATION :**

Children's disputes are settled in a mock court. All children who are witness to the quarrel are called. Their views are also sought. Suitable transforming method is decided. When children misbehave, they have to pay a fine in the form of a cheque to the bank. As a measure of transformation, children have to contemplate sitting quietly skipping their games sessions or have to pay a fine to the bank. A special place called 'Introspection corner' to sit and contemplate is being designed. The school constitution is also evolving. This book when completed will contain the school's rules and regulations.

### **CELEBRATION OF FESTIVALS :**



Celebration of many festivals like Deepavali, Ganesha, Christmas and Holi have not only kept children happy but also broadened their views about religion. National festivals like Independence Day and Republic day develop the national spirit in them. Karnataka Rajyotsava day is also being celebrated in a significant way. One cultural event per month is a norm at Kaliyuva Mane. All aspects of these functions, from the invocation to the vote of thanks, are executed by the children themselves, even if the performance is below par. Teachers seldom come on stage, but derive a joy from empowering the children.



Things such as a lump of clay, a heap of sand and a piece of drawing paper trigger creativity in children. This is an important component of personality development at Kaliyuva Mane. For Ganesha festivals, children make eco-friendly clay Ganesha and the same is being worshipped.

**HOLIDAYS:**

▶ All children below 12 years old are getting around 60 days of holidays per year apart from Sundays. If children are lagging behind in their studies, holidays will be suitably curtailed for the children above 12 years old. Resident children will be allowed to go home whenever there are important occasions at their home. Resident children will call their parents/guardians often. This helps to keep the bonding between them intact.

▶ School will not be closed for festivals like Mahaveera Jayanthi, Ambedkar Jayanthi, Kanaka Jayanthi, Budha Jayanthi, Valmiki Jayanti, Basava Jayanthi etc. Instead school will remain open and a movie/PPT will be screened regarding these great personalities. The school remains closed on the occasion of many local village festivals like Kunti habba, Mari habba, Jatras, etc. The school will function as usual if a leader like a minister dies. Teachers will narrate to children, the biography of the departed person and his/her contribution to the society.

**VOLUNTEERS – BACKBONE OF THE SCHOOL :**

The transformation the school has brought in children's lives, the transparency in running the organisation and the success stories of the experiments carried out here are attracting people from different walks of life. It wouldn't be an exaggeration to say that volunteering for an NGO has found a new dimension at Kaliyuva Mane. When there is a general feeling that today's youth lack direction and motivation, it is really heartening to note that this remote school has been able to attract hundreds of young volunteers since 2006.

They have remained an integral part of the school since then. This volunteers' group consists of senior people, working engineers, students from engineering colleges, medical colleges and business schools. During their free time, they help in linking donors, teaching, building an emotional rapport with the kids, helping in administration, designing and maintaining our website and such other services. They have given dreams to the children of our school. They have brought out 'T' shirts with inspirational quotes and set up stalls at various corporate companies to sell them and give the proceeds to the school to empower children. They have added value to the emotional ambience of Kaliyuva Mane.

One more innovative project they have undertaken is 'Paper Empowerment'. Week after week, they visit homes, collect old newspapers, sell them off, and donate the proceedings to empower the kids. This has enhanced the visibility and web presence of this remote rural school.

Since 2009, Kaliyuva Mane has been hosting foreign volunteers. Two resident German volunteers every year stay as members of the school family and as a part of the Inter Cultural Dialogue Exchange programme. Volunteers from USA, UK, Sweden, Finland, Tanzania and Taiwan have worked in the school. This activity has given a broader perspective to the children of this school.



**INFRASTRUCTURE :**

We cannot create another earth, but can save the existing one. Facilities are innovatively created so that the children subconsciously develop eco-consciousness. Special spaces and niches have been created so that children can jump, peep and hide. Almost all buildings have solar lights. Ramps have been constructed to facilitate the movement of the disabled. Following facilities have been created to develop a learner friendly atmosphere.

*Swagatha:* Reception-cum-handicraft unit where two rural disabled youths make handmade recycled artistic greeting cards using old paper and tailoring waste. They also make bamboo rain tubes which produce a soothing sound of flowing water. These products are given as compliments to donors/volunteers/guests of honour. They are being sold to generate some income. Book binding is also done here.

*Aravinda* - 30'x50' multi-purpose hall with UPS facility, TV, sound system and a ceiling mounted multimedia projector. The unique painting on it by American volunteers is very attractive and blends well with the concept of the school. This hall is used for Yoga, Prayer and all functions. This has many in-built cupboards and is being used to store school materials. Window frames are made from RCC instead of the usual wood. Asbestos-free roof sheets are used.

*Chilipili* : Separate boys & girls dormitories with bunker cots

*Kitchen & Dining space* – Equipped with Astra stove and bio gas stove for cooking

*Ganaka* - Solar supported computer laboratory

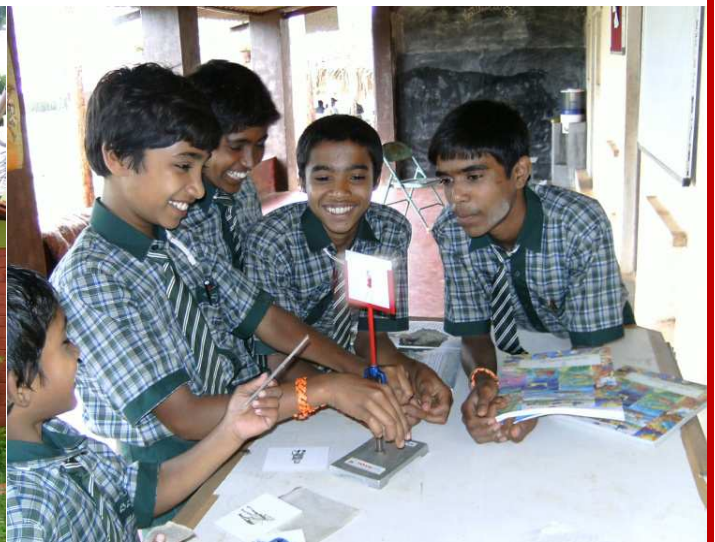
*Sadhana* - Science laboratory

*Aravind* - Multipurpose hall



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- *Viveka* - Library
- *Innovative learning areas* : Vahini, Atheetha, Praphulla, Prajna
- *Conventional classrooms* : 2 nos.
- *Playground* : More than half an acre
- Van for bringing children from neighbouring areas.
- *Bore-well*
- 15 KVA 3 phase generator
- *Play area* : a slide, a swing and a sand pool – for children
- *Residence* : for staff and the founder



## COLLECTION OF HAPPENINGS

### 10<sup>th</sup> STANDARD RESULTS

*On 12<sup>th</sup> May 2015, 10<sup>th</sup> standard results were out. All the NINE children from Chinmayi team who had appeared for these exams emerged with flying colours. Four of them passed securing FIRST CLASS, two others in second class. All of them belonged to educationally backward rural areas. Each one of them crossed social/economic/educational/ emotional hurdles successfully and reached the goal.*

*All children cleared the exams in ENGLISH MEDIUM. Brief profiles are given below:*



**Koushik H.D. (18 years)** hails from Haleyr from KR Nagara Taluk. The boy lost his father a few months ago. Mother is a housewife. She has studied up to 8<sup>th</sup> standard. The boy belongs to a rural poor family.

The boy studied up to 4<sup>th</sup> standard in a mainstream Kannada medium school. The boy was good at sports. So, he was admitted to Sports school at Chamundi Vihar stadium, Mysore as a resident scholar. He won state level prizes in Athletics. Afterwards he was admitted to Coorg Sports School as a resident scholar. The boy could not adjust to the school. He was academically lagging behind. He did not progress in the field of sports also. Somehow, he managed to complete one year there. Then he dropped out of the school. He was staying at home for one year, refusing to

join any school.

Then the boy's mother came across an article about Kaliyuva Mane in a newspaper. The boy was sent to Clinical Psychologist of All India Institute of Speech & Hearing, Mysore for assessment. According to the report, he was a dyslexic boy. Though his IQ was 100, his academic level was 4<sup>th</sup> standard. He joined Kaliyuva Mane as a day scholar in August 2012 and as a resident scholar in 2013. He regained his lost enthusiasm for studies at Kaliyuva Mane. Now he has successfully completed SSLC examination. He did not utilize the benefits; he was eligible for, such as exemption from studying two additional languages and additional one hour in exams etc. He took the exams like a normal boy. He owes his success to healthy emotional environment prevailing at Kaliyuva Mane.

Now he has passed SSLC examination in SECOND class. (56%) His educated grandfather has taken his responsibility of his further studies. He has joined ITI course.



**Swamy S. (16 years)** hails from Bogadi. Father has passed 7<sup>th</sup> standard. Mother has not gone any formal school. The child belongs to rural Below Poverty Line family. Father does gardening work in various houses (temporary job). Mother is housewife and is maintaining a fragile health. The boy completed 7<sup>th</sup> standard from mainstream Kannada medium school.

Once by coincidence his father happened to work in a house, whose owner happened to be an office bearer of Rotary Club West. This noble hearted lady sympathized with the child and was instrumental for the boy's admission into Rotary West School, Kuvempunagar. But, due to lack of pre-requisites, the boy could not cope up

with the studies there. So, as per the advice of the same lady, the boy's father admitted his son to Kaliyuva Mane, as a day scholar in 2012. In 2013, he joined Kaliyuva Mane as a resident scholar.

Now the boy has passed 10<sup>th</sup> standard in FIRST class. (65%) He is doing a residential Diploma course in Rural Management at Pune. [ Supported by Divyadeepa]



**Sushmitha P. (15 years)** the child belongs to a rural BPL family. In 2003, the girl's parents migrated to Kenchalgudu village from Kollegala. The factory, where the child's father was working, closed down. The girl's father was jobless for more than 6 months. One of the well-wishers of Divyadeepa introduced the family to Kaliyuva Mane. Child's father started working at Divyadeepa. In 2005, the girl joined Kaliyuva Mane as a day scholar. The girl has not attended any other formal school. Currently, the girl's father works as a cooking assistant in BCM Hostel, Kuvempunagar. Mother works as Anganawadi teacher.

Now the girl has passed 10<sup>th</sup> standard in FIRST class. (62%) She has joined PUC commerce course.



**Soundarya S. (15 years)** hails from Mellahalli village. Father did not go to any formal school, but learnt reading and writing from Divyadeepa. So he knew the importance of educating a girl child. He is a farmer. Girl's mother is a housewife. The girl belongs to a rural BPL family.

The girl's father admitted her to a rural private English medium school in his village. The girl studied there up to 7<sup>th</sup> standard. The school did not get permission to start 8<sup>th</sup> standard. Urban English medium schools demanded a huge donation for a seat in their schools. So girl's father brought his daughter to Kaliyuva Mane. She joined Kaliyuva Mane as a resident scholar in 2013. Now she has passed 10<sup>th</sup> standard examinations securing **FIRST** class. (69%) She has joined PUC Science

course. She wants to become a Science teacher.



**Sanjay N. (15 years)** hails from Srirampura village. Father has passed 8<sup>th</sup> standard. Boy's mother has not gone to any formal school. The boy belongs to rural BPL family. Father is a mason. Mother rolls Agarbathis in a private firm. (A temporary job) The boy completed 6<sup>th</sup> standard from a mainstream Kannada medium school. His father was not happy with the academic progress of his son. So, for better education, his parents brought him to Kaliyuva Mane in 2010. The boy joined as resident scholar in 2013.

Now he has passed the SSLC examination in **FIRST** class. (81%) He has joined PUC – Science course. He aspires to become an Engineer. [ Divyadeepa is supporting his studies]



**Manju B. (16 years)** hails from Dhanagalli. The boy is motherless. The boy's father has passed 9<sup>th</sup> standard. The child belongs to a rural BPL family. The child's father works in a private factory. The boy completed 2<sup>nd</sup> standard from a mainstream Kannada medium school. Because his friends had joined Kaliyuva Mane, the child also expressed the desire to join Kaliyuva Mane. So the child's mother brought Manju to Kaliyuva Mane in 2007 and the boy joined as a day scholar. In 2010, the boy joined Kaliyuva Mane as a resident scholar.

Now the boy has passed 10<sup>th</sup> standard in SECOND class. (58%) He has joined PUC commerce course. He stays at Kaliyuva Mane. Divyadeepa is supporting him completely including his food, clothing, education etc. He has a good voice. So he will learn classical music also in addition.



**Chandra M. (15 years)** hails from Dhanagalli. The boy's father has studied up to 8<sup>th</sup> standard. The boy's mother has not gone to any formal school. The child belongs to a Scheduled caste Below Poverty Line family. Both the parents work as labourers. (Temporary job) The boy had completed 7<sup>th</sup> standard from a rural mainstream Kannada medium school.

The boy was eager to join child centric school, Kaliyuva Mane. So his father brought him to Kaliyuva Mane in 2012. We noticed that he had an academic lag of minimum 3 years. In 2014, he joined as a resident scholar. Now the boy has passed the 10<sup>th</sup> standard. He has got a seat in Government ITI for Fitter's course.



**Chethan R. (15 years)** belongs to Kenchalagudu village. His father is an agriculturist. His mother is housewife. The boy belongs to a middle class rural family. His parents have studied up to SSLC. He had completed 6<sup>th</sup> standard from a rural mainstream Kannada medium school. He was finding it difficult to cope up with studies. So he requested his father to put him at Kaliyuva Mane. So the boy joined Kaliyuva Mane in 2010 as a day scholar. Now he has passed SSLC. He has joined PUC commerce course.

#### PROGRESS OF ARVIND GROUP CHILDREN

Out of 6 children who passed 10<sup>th</sup> Standard in 2010, Divyadeepa is supported three needy children completely including their food, accommodation, education etc. Sachin & Prashanth passed ITI Electronic Mechanic course in October 2012. Sachin has joined Karthavya Technologies, Bangalore, a software industry.

Mahesha passed 2<sup>nd</sup> year PUC, Commerce course securing first class. This year he passed BBM examination scoring 75% of Marks. He wants to become a bank officer and is preparing for Bank examination. He is working as a trainee at Divyadeepa trust.

Nanjunda Swamy has taken up agriculture. Santosh is working in private firms. Narayana is working in a private firm.

### PROGRESS OF VIVEK TEAM OF CHILDREN

Manu Kumar completed 6 months' duration training course in CIPET, Mysore and is working in an extruder company at Bengaluru. Dhanu is doing 2<sup>nd</sup> year B.Com. He has joined Bachelor of commerce course. Both are staying at Kalilyuva Mane.

Rajeshwari completed PUC Science course. She is doing B.Sc. nursing course at Mysore Medical College. Shivaraj completed a technical training course sponsored by L & T and is working. Renuka completed ITI course and is doing Diploma in Engineering.

### PROGRESS OF CHAITANYA TEAM CHILDREN

Anandaradhyha passed 2<sup>st</sup> year PUC securing 82% of marks. He has joined B.Com course. Shiva Kumar is studying 2<sup>nd</sup> year PUC course.

### WHERE IS THE SCHOOL FOR THESE CHILDREN?

Kalilyuva Mane is reaching out to more and more opportunity deprived children every year. Here is the brief profile of the children who are preparing to take 10<sup>th</sup> standard public examination this March 2016.

The name of the girl is Bhuvaneshwari. [Name changed on request from the child] She stays in Ekalavyanagara on the outskirts of Mysore city. Father is an alcoholic addict. Both the parents of Bhuvaneshwari are illiterates. The atmosphere at home is not at all congenial for studies. Father does not stay with the family always; some days he comes home. Mother often becomes a victim of domestic violence and the child, a silent spectator to this violence. Bhuvaneshwari studies in three Government schools and finally bids good bye to school. She works as a child labour in Bengaluru, first as a child care taker and secondly as a domestic help for two years. She does not like both the jobs, comes home and starts helping her mother. Thanks to the efforts of her relative, she again joins a free hostel run by an NGO and joins another Government school, only to drop out after a few months. Now Bhuvaneshwari is about 13 years old. [as on 04-11-2012]. She does not have any educational documents like Transfer certificate or progress report. She does not have birth certificate either. But another NGO, 'Spiritus International Trust' spots her and decides to build her future by admitting her into a free residential school. **But where is the school for this girl to learn?** As per RTE Act, the girl can join age appropriate 8<sup>th</sup> standard in any Government school. But will she be able to comprehend the lessons? Is it possible for the teacher to pay special attention to this girl among all other 8<sup>th</sup> standard children? Don't you feel she may again drop out from the school, unable to learn.

Swastic is a 15 year old boy. Both his parents are educated. Father is a Government employee. Parents belong to an economically middle class family and own a car. Swastic is their only child. Swastic joins an English medium private school. But unfortunately, he cannot cope up with the rigour of the mainstream schools. He always lags behind in studies. The child is subjected to humiliation at the school. Concerned parents change the school twice. But it is not useful. Now (as

on 15-5-2013), he has completed 9<sup>th</sup> standard from St. Thomas School, Mysore. As per the report of the clinical psychiatrist of All India Institute of Speech and Hearing, his IQ is 100 but the boy's academic level is at 1<sup>st</sup> standard. Is the boy mentally retarded? Definitely not. He is bright. But the child has learning disability. **Where is the school for this boy to learn?**

The boy's name is Santosh N. His parents are illiterates. Father works as a loader. (coolie) Mother is a housewife. Santosh joins the Government school in his village Srirampura, located on the outskirts of Mysuru. But he cannot learn at the pace of his classmates. So, he is ignored by the teacher. Dejected boy on some days attends the classes, on some days remains at home and on some other days prefers to play with his friends cutting classes. Worried parents bring the boy to Kaliyuva Mane on 17-07-2009. After a year, a teacher of Kaliyuva Mane takes the boy to All India Institute of Speech & Hearing for assessment. His IQ is 79 and his academic level is at 1<sup>st</sup> standard. He is now 12 years old. But his mental age is much less. But he is not mentally retarded. The child has also learning disability. **Where is the school for this boy to learn?**

The boy's name is Nitin. [Name changed as per the wish of the child] He is now 14 years old. (As on 03-09-2014) Qualification of both the parents is M.A., B.Ed. Father has worked as a teacher for 9 years. Currently, he practices astrology in Tamil Nadu. Mother works as Head Mistress of a Private English medium school. Parents belong to an economically middle class family and own a car. Nitin studies in 3 different English medium schools. For 8<sup>th</sup> standard, he joins Sadvidya school at Mysuru. He does not do well in the 1<sup>st</sup> quarterly test. Due to learning pressure, he refuses to go to school. One day, he does not reach home also. Worried parents try to put him in other 3 English Medium schools. But he fails to secure admission in any school, as the admission period is over. Some suspect problem with the that boy. **Where is an English medium school for this boy to learn?**

The boy's name is Mahesh M.K. He is from Mellahalli village, which is located on the outskirts of Mysore. Father is a farmer; mother a housewife. Both are illiterates. The boy joins Mellahalli Government school, but fails to learn at the desired pace. Out of frustration and concern, teacher also beats him. This worsens the situation. He drops out from the school and starts playing with his friends. His both the brothers who were school dropouts, pass SSLC examination with flying colours. This motivates this boy too to start learning. He is now 13 years old (as on 15-05-2011) and wants to continue his studies. He does not know anything else except to write his name in Kannada. **Where is the school for this child to learn?**

The boy's name is Chandra. Both his parents are from a rural area. Both are illiterates. Father is a vegetable street vendor; mother a housewife. He gets up at 4'O clock in the early morning, cleans the vegetables, bundles them out and by 6Ó clock he would be on the streets of Mysuru city. Some days Chandra also helps his father in the job. Chandra joins the Government school in the same village. He usually occupies last bench in his class. He is not interested in the lessons. He abstains from the classes often. A teacher of the school, out of the concern for the boy goes to his home and fetches him back to the school. Somehow he manages to pass 5<sup>th</sup> standard. During 2008, at the age of 11 years, his father brings to Kaliyuva Mane. His performance in the initial assessment is dismal. He is unable to identify Kannada alphabets also. Chandra joins Kaliyuva Mane as a day scholar. Even at Kaliyuva Mane, Chandra is not regular to school during the 1<sup>st</sup> year. Kaliyuva Mane teachers talk to chandra's father regarding this. For a few days, Chandra comes regularly to Kaliyuva mane.



After a few days, again he starts cutting classes. One day, a teacher of Kaliyuva Mane notices serious defect in the vision of Chandra. Kaliyuva Mane takes him to a hospital and Chandra starts wearing spectacles. After a few months, his spectacles are broken. One more pair of spectacles are given to him. After two years of joining Kaliyuva Mane, a clinical psychiatrist of AISH assesses him. His IQ is 100 and academic level is between 1<sup>st</sup> standard and 2<sup>nd</sup> standard. Currently he is 13 year old. [as on 19-07-2010] **Where is the school for this child to learn?**

Arun's parents live in a rented house at Kollegala. Father works as a lorry driver; mother works in a flour mill. Father has studied up to 5<sup>th</sup> standard and mother has passed 10<sup>th</sup> standard. Arun studies from 1<sup>st</sup> to 7<sup>th</sup> standard in a private Kannada medium school. Arun does not show interest in studies and lags behind. Concerned parents admit him to another private school. Now Arun starts cutting classes. Worried parents come across a newspaper article about Kaliyuva Mane. With a lot of hope they bring their son to Kaliyuva Mane. Arun joins Kaliyuva Mane as a resident scholar. He is 13 year old. [on 23-05-2013] His IQ is 100 and his academic level is at 3<sup>rd</sup> standard. He has learning disability. **Where is the school for this boy to learn?**

All these 6 children are learning in Kaliyuva Mane, a free non-formal school. Along with these children, 6 more rural children from economic backward families [total 12 children] are preparing to face milestone 10<sup>th</sup> standard public examinations this year in English medium. Out of this, 8 children belong to SC/ST category, 8 children stay at Kaliyuva Mane itself as resident scholars. The number of children in March 2014 is given below:

Year	Day Scholars	Resident scholars	Total children
2005-06	10	4	14
2006-07	14	9	23
2007-08	21	16	37
2008-09	20	20	40
2009-10	22	20	42
2010-11	27	25	52
2011-12	34	29	63
2012-13	49	32	81
2012-14	69	33	102
2014-15	78	36	114

## WONDER LA ENERGY AND ENVIRONMENT CONSERVATION AWARD

We are glad to share the happy news! Kaliyuva Mane won the Special Recognition Award in “Wonderla Environment and Energy Conservation Award 2014” instituted by Wonderla Amusement Park for standing up to the cause of protecting Nature and conserving Natural Resources.



**CELEBRATION OF KITE FESTIVAL**

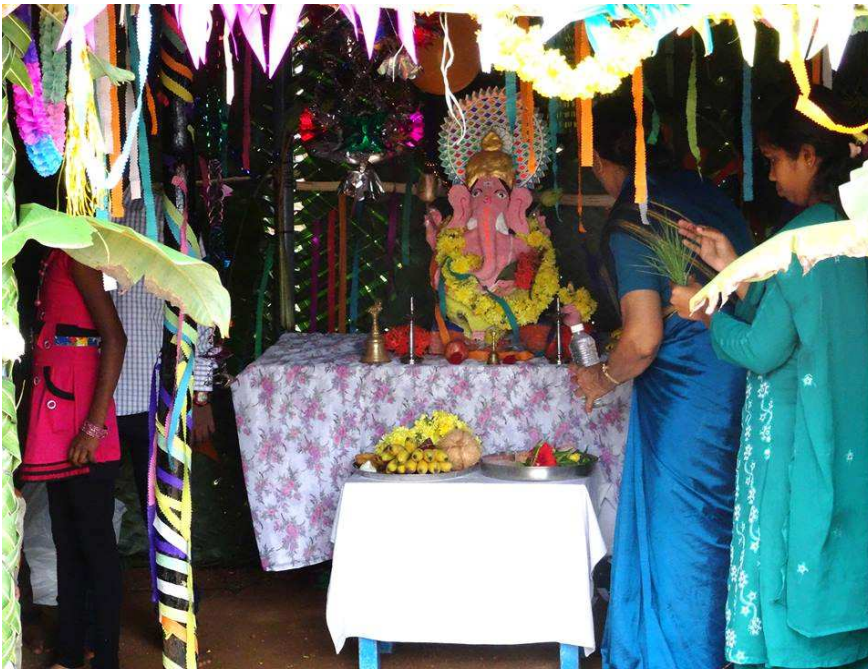


**CELEBRATION OF INDEPENDENCE DAY**



Chinmayi team and the alumni taking oath on the occasion of Independence Day

### **CELEBRATION OF GANESHA CHATURTHI**



Ganesh Charurthi celebrations in the campus. As per the tradition of Kaliyuva Mane, this year also children made Ganesha Idol from the clay, painted it with water colours and worshiped the same. All children were happy wearing new clothes.

### **TEACHERS' DAY CELEBRATIONS**



On the occasion of the Teachers' Day, the children organized many games and gave gifts too. The children used their saved money from Kids' Bank for this purpose. Ganesha idol immersion ceremony was also held on the same day.

### ENGINEERS' DAY CELEBRATIONS



The children prepared models to mark the Engineers' Day. This day is very relevant to Kaliyuva Mane as many teachers and most of the volunteers are from engineering background. Also, the children were taught about biography and achievements of Sir M Vishweshraya. Oral quiz and essay writing competition was held to mark the day.

### CELEBRATION OF SANKRANTI FESTIVAL



New clothes for the kids, Special food including Ellu & Pongal, Joyous shouts of 'Happy Sankranti' from the children were the highlights of Sankranti celebrations at Kaliyuva Mane. Many children left for home. Those stayed at Kaliyuva Mane were sent to a movie!

**LETTER FROM MR. KIMMANE RATNAKAR**

ಕಿಮ್ಮನೆ ರತ್ನಾಕರ, ಬಿ.ಎಸ್.ಸಿ., ಎಲ್.ಎಲ್.ಬಿ.  
ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ ರಾಜ್ಯ ಸಚಿವರು  
ಹಾಗೂ ಶಿವಮೊಗ್ಗ ಜಿಲ್ಲಾ ಉಸ್ತುವಾರಿ ಸಚಿವರು

ದೂರವಾಣಿ ಸಂ. : 22251639  
22033009  
ಕೊಠಡಿ ಸಂಖ್ಯೆ: 244, 245ಎ  
2ನೇ ಮಹಡಿ, ವಿಧಾನ ಸೌಧ  
ಬೆಂಗಳೂರು - 560 001

ಸಂಖ್ಯೆ: ಪ್ರಾ.& ಪ್ರೌ.ಸ. ೫೯/೨೨-166/2015 ದಿನಾಂಕ: 26-02-2015

**ಉಪ್ಪಣೆ**

ದಿವ್ಯ ದೀಪ ಚಾರಿಟೆಬಲ್ ಟ್ರಸ್ಟ್ ಮೈಸೂರು ಜಿಲ್ಲೆ, ಮೈಸೂರು ತಾ|| ಇವರ ಮನವಿಯನ್ನು ಲಗತ್ತಿಸಲಾಗಿದೆ. ಸದರಿ ಮನವಿಯಲ್ಲಿ ಕೋರಿರುವಂತೆ, ದಿವ್ಯ ದೀಪ ಚಾರಿಟೆಬಲ್ ಟ್ರಸ್ಟ್ ಮೈಸೂರು ಜಿಲ್ಲೆ ಇವರು ಕೆಂಚಲಗೂಡು ಗ್ರಾಮದಲ್ಲಿ "ಕಲಿಯುವ ಮನೆ" ಎಂಬ ಉಚಿತ ಶಾಲೆಯನ್ನು ಅವಕಾಶ ವಂಚಿತ ಮಕ್ಕಳಿಗಾಗಿ ನಡೆಸುತ್ತಿದೆ ಈಗಾಗಲೇ ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಮೈಸೂರಿನ ಉಪನಿರ್ದೇಶಕರು ಕಲಿಯುವ ಮನೆಗೆ ಅನುಮೋದನೆ ನೀಡಲು ದಿನಾಂಕ: 23/06/2014ರಂದು ಪ್ರಸ್ತಾವನೆ ಸಲ್ಲಿಸಿರುತ್ತಾರೆ ಎಂದು ತಿಳಿಸಿರುತ್ತಾರೆ. (ಸಂಖ್ಯೆ ಜ3/107/ ವಿಶೇಷ ಶಾಲೆ ತೆರೆಯಲು ಅನು/89/2014-15) ಆದ್ದರಿಂದ ಕಲಿಯುವ ಮನೆಗೆ ಅನುಮೋದನೆ ನೀಡುವ ಬಗ್ಗೆ ಅಗತ್ಯಕ್ರಮಕೈಗೊಳ್ಳುವಂತೆ ಸೂಚಿಸಿದೆ.

(ಕಿಮ್ಮನೆ ರತ್ನಾಕರ)

ಆಯುಕ್ತರು,  
ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ,  
ನೃಪತುಂಗ ರಸ್ತೆ,  
ಬೆಂಗಳೂರು.

The Hon'ble Education Minister's letter to the Commissioner, Department of Public Instructions, to take necessary action to grant approval to Kaliyuva Mane.

## VOLUNTEERS – BACK BONE OF DIVYADEEPA

*In 2006, we had attended website launching function of Karthavya IT Solutions. Mr. C.K. Naveena, young and dynamic software engineer cum CEO asked me to say a few words about Kaliyuva Mane. I informally spoke a few words. There were a few college students also. They expressed their interest to visit Kaliyuva Mane. One fine afternoon, 16 youth came to Divyadeepa on 8 bikes and decided to volunteer. College students from educated families coming to a remote rural school for volunteering! We were surprised, shocked and happy. Since then, Kaliyuva Mane has become KaliYUVA Mane.*

*-Ananth Kumar*

### Project : PAPER EMPOWER

	<u>kg</u>	<u>₹</u>
Paper -	868.5	= 8685
Books -	60	= 360
		<u>₹ 9045</u>



#### STATISTICS for 2014-15:

Paper collected: 11,555 Kgs.  
Revenue generated: ₹ 1,15,552/-

## STALLS



*Divyadeepa volunteers at Infosys on EARTH DAY to create awareness & sell our products*

**Stall management:** This is an activity where volunteers put up stalls in colleges/institutes during the times of fest and any function. Here we sell T-shirts, handmade greeting cards, rain tubes etc.

**How this is implemented:** Stalls are put up at times of college fests in various engineering and medical colleges of Mysore. Volunteers take the responsibility of maintaining the accounts of sold items, cash and update the same at the time of closing the stall.

**Advantages:** This is one of the best methods to spread word about Divyadeepa. There are instances where people have turned up contributing in their own way after visiting the stall. To give examples, few senior teachers expressed their willingness to teach for Divyadeepa kids, few others gave their addresses and were willing to donate newspapers; few would just spread a word to others and request them to make contributions etc.

**To think on improvements:** Currently we sell T-shirts and greeting cards. Both of them go well. Greeting cards are quite easy to make and we volunteers can try upon new designs and if they are well sold we can make them in large scale. We can also think about what new items can be made and sold. For example, one of the volunteer named Kavya came up with an idea of making flowers out of doth and that worked out really well during the time of Jayciana.



Date	Dignitary's name	Details	Remarks of the dignitary
11-05-2013	Smt. Shobhana Balakrishna	Secretary, External Affairs Spouses Charitable Trust, New Delhi	Inspiring dedication – a progressive concept and good practical approach – Best wishes
15-06-2013	Prof. T.K.S. Lakshmi	Member, National Curriculum Framework-2005	Well done! Keep it up!
08-10-2013	Sri Sathish R.	Sri Sathya Sai Institute of Higher learning Muddenahalli campus, chikkaballapur	Every teacher is a student and first he has to practice and then teach. I am glad that our Ananth Sir is setting an example and a quality in the method of learning and teaching
16-10-2013	Sri Malar Vasakan S.	Asst. Professor, Department of English, Centwin College of Education, Dharapuram, Tiruppur dt. Tamilnadu	I am proud to see all the innovations and techniques methods adopted in this institution. Dedication and devotion, the other name is Kaliyuva Mane!
27-10-2013	Smt. Neethu	Theatre artist & a Film actress	ಇಲ್ಲಿನ ವಾತಾವರಣ ಹಾಗೂ ಮಕ್ಕಳ overall ಬೆಳವಣಿಗೆ ನನಗೂ ಸ್ಫೂರ್ತಿ ಕೊಟ್ಟಿದೆ. Congratulations to Sri Ananth Sir & Divya Deepa Trust
06-03-2014	Sri M.V. Jayaram	District child protection officer Department of women and child welfare, Mysore Govt. Of Karnataka	ಕಲಿಯುವ ಮನ ಸಂಸ್ಥೆಗೆ ಭೇಟಿ ನೀಡಿರುತ್ತೇ ಕಲಿಕೆಯಿಂದ ವಂಚಿತ ಮಕ್ಕಳು ಹಾಗೂ ವಿಶೇಷ ಮಕ್ಕಳಿಗೆ ವಿದ್ಯಾಭ್ಯಾಸ ಒದಗಿಸುವುದು ಉತ್ತಮವಾದ ಧ್ಯೇಯವಾಗಿದೆ. ಸಂಸ್ಥೆ ಇನ್ನೂ ಹೆಚ್ಚಿನ ಪ್ರಗತಿ ಸಾಧಿಸಲಿ ಎಂದು ಹಾರೈಸುತ್ತೇನೆ.
10-03-2014	Sri S. Ramaprasad	Rotarian, Writer	ಶ್ರೀ ಅನಂತ ಕುಮಾರ್ ಅವರ ನೇತೃತ್ವದಲ್ಲಿ ನಡೆಯುತ್ತಿರುವ 'ಕಲಿಯುವ ಮನೆ'ಗೆ ನಾವು ಇಂದು ಭೇಟಿ ಕೊಟ್ಟಿದ್ದೇವೆ. ರೋಟರಿಯ ಉದ್ದೇಶಗಳ ಪೈಕಿ ಪ್ರಮುಖವಾಗಿರುವ 'ಸ್ವಹಿತ ಮೀರಿದ ಸೇವೆ'ಯ ನಿಜ ಸಾರ್ಥಕವನ್ನು ಇಲ್ಲಿ ಕಂಡಿದ್ದೇವೆ. ತೊಡಗಿಸಿಕೊಳ್ಳುವಿಕೆ, ನಿರ್ಧರಣೆ, ಪ್ರಾಮಾಣಿಕತೆಗಳ ಸಂಗಮ

## MEDIA COVERAGE

			ಇಲ್ಲಯದ. ಉಭವಾಗಲೆ.
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### ALL INDIA RADIO, MYSORE

- 1) On 15<sup>th</sup> September 2013, All India Radio, Mysore broadcasted a 30 minutes variety programme, 'Makkala Mantapa' by elder children of Kaliyuva Mane. Please hear at the following link:  
<http://www.youtube.com/watch?v=CINqmVHnQU4>
- 2) On 29<sup>th</sup> September 2013, All India Radio, Mysore broadcasted a 15 minutes variety programme, 'Keli giligale' by younger kids of Kaliyuva Mane. Please hear at the following link:  
<http://www.youtube.com/watch?v=wOLYqwkJNLw>

### TV 9 PROGRAM :

TV 9 telecasted a 15 minute program 'Kaliyuva Mane' on 22<sup>nd</sup> January 2013. Please watch at the following link:  
[https://www.youtube.com/watch?v=r\\_Z\\_WyVKZNU](https://www.youtube.com/watch?v=r_Z_WyVKZNU)

### The Indian Express

**"BRAVING ALL ODDS, THEY EXCEL EXAMS"** - on May 18 2014. Please read at the following link:  
<http://www.newindianexpress.com/states/karnataka/Braving-All-Odds-They-Excel-Exams/2014/05/13/article2222221.ece>

### The Times of India

- 1) **"THE STUDENTS OF KALIYUVA MANE GETS BUS FACILITY"** - on 30-08-2013, Please read at the following link :  
<http://timesofindia.indiatimes.com/city/mysore/Students-of-Kaliyuva-Mane-get-bus-facility/articleshow/22146638.cms>
- 2) 07-05-2013, **"THIS KALIYUVA MANE CHANGED THEIR LIVES"** – On 07-05-2013, please read the following link:  
<http://timesofindia.indiatimes.com/city/mysore/This-Kaliyuva-Mane-changed-their-lives/articleshow/19926928.cms>

### Vijaya Vani

## PATRONS OF DIVYADEEPA

*Divyadeepa solely depends on public contribution and voluntary work.  
We express deep gratitude to all the patrons, volunteers and well wishers  
for pouring oil into Divyadeepa.*

### DONORS IN CASH

- Karnataka Mukthaka Sahithya Academy Trust<sup>®</sup>
- Inter Cultural Dialogue and Exchange India
- NI System (India) Pvt. Ltd.
- Karthavya Technologies
- BRBNM Working Women's Forum
- R. Jhunjhunwala Foundation
- External Affairs Spouses Association Charitable Trust
- MMK & SDM Mahila Maha Vidyalaya
- Anandashram
- ABROA, Mysore Unit
- Smt. Nanjamma and H C Suryanarayana Rao Charitable Trust
- Sitaram Jindal Foundation
- Manav Jagriti Foundation
- Karnataka State Government Pharmacists Association
- Shree Vanamali Charitable Trust<sup>®</sup>
- Sonus Networks India Pvt. Ltd.
- Canara Bank-HO Bengaluru
- Mitsubishi Heavy Industries, Mysore
- Indian Schools Alumni and Friends, USA (INSAF)
- Lincoln Christs Hospital School
- Bharatiya Reserve Bank Note Mudrana Pvt. Ltd.

### DONORS IN KIND

- Canara Bank  
[Solar Lighting and E-Learning classroom]
- Menda Foundation  
[Solar E-Learning Classroom]
- Bharatiya Reserve Bank Note Mudrana Pvt. Ltd.  
[Office Furniture and Computer-cum-Projector]
- Mitsubishi Diesel Engines Pvt. Ltd.

## FINANCIALS

### STATEMENT OF AFFAIRS

**DIVYA DEEPA CHARITABLE TRUST ®**  
 KENCHALAGUDU, RAYANAKERE POST, JAYAPURA HOBLI, MYSORE 570008

**STATEMENT OF AFFAIRS AS ON 31.03.2015**

PARTICULARS	Schedule	Amount (Rs)
<b><u>SOURCES OF FUNDS:</u></b>		
Capital Fund:	1,62,96,582.54	
Add: Corpus Donations	7,50,000.00	
Add: Excess of Income. Over Expenditure	18,991.18	1,70,65,573.72
		1,70,65,573.72
<b><u>APPLICATION OF FUNDS:</u></b>		
<b><u>FIXED ASSETS:</u></b>		
Fixed Assets Less Depreciation		87,69,515.50
<b><u>ADVANCES &amp; DEPOSITS:</u></b>		
Deposits-FD with Bank		63,04,994.00
TDS on Interest / Income		9,824.00
Deposits with Chescom		4,500.00
Interest Accrued on FD		5,76,781.00
Other Deposit		4,968.00
Stock of Cow Fodder		2,800.00
Cash in Hand		43,093.50
Cash at Bank		13,49,097.72
		1,70,65,573.72

For Divya Deepa Charitable Trust ®

  
 (Managing Trustee)

**Managing Trustee**  
**Divya Deepa Charitable Trust**



**RECEIPTS & PAYMENTS ACCOUNT**

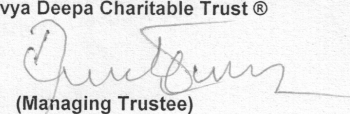
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**DIVYA DEEPA CHARITABLE TRUST®-DOMESTIC ACCOUNT**  
**KENCHALAGUDU, RAYANAKERE POST, JAYAPURA HOBLI, MYSORE 570008**


**RECEIPTS & PAYMENTS ACCOUNT FOR THE YEAR ENDED 31.03.2015**

PARTICULARS	Schedule	Amount (Rs)
<b>RECEIPTS:</b>		
<i>Opening Balance B/d</i>		
Cash on Hand	25,429.00	
Cash at Bank	<u>3,72,750.10</u>	3,98,179.10
Donation Received- Revenue Receipts		15,97,778.29
Donation Received- Corpus Donations		7,50,000.00
Interest on Bank Deposits		3,10,110.73
Farm and miscellaneous income		9,150.00
Income From Greeting card,rain tube and T-shirt		1,13,525.00
Paper Empowerment		1,15,552.00
Fixed Deposit with CGB		4,54,102.00
Interest on IT Refund		21,504.00
Income tax refund AY-2013-14		2,00,000.00
TDS on Interest		<u>4,806.00</u>
		<u><u>39,74,707.12</u></u>
<b>PAYMENTS:</b>		
<i>Service Activities</i>		
Children welfare Expenses		6,65,571.00
Education Expenses		13,80,550.00
Dairy Expenses		1,09,831.50
Administrative Expenses		1,28,997.00
Greeting card /Farm expenses		33,169.00
Fixed Deposit with banks- Nett		9,75,000.00
<i>Closing Balance C/d</i>		
Cash on Hand	41,939.50	
Cash at Bank	<u>6,39,649.12</u>	6,81,588.62
		<u><u>39,74,707.12</u></u>

For Divya Deepa Charitable Trust ®

  
(Managing Trustee)

Managing Trustee  
Divya Deepa Charitable Trust



**INCOME & EXPENDITURE ACCOUNT****DIVYA DEEPA CHARITABLE TRUST ®**

KENCHALAGUDU, RAYANAKERE POST, JAYAPURA HOBLI, MYSORE 570008

**INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31.03.2015**

<b>PARTICULARS</b>	<b>Schedule</b>	<b>Amount (Rs)</b>
<b>INCOME:</b>		
Donation Received- Revenue Receipts		15,97,778.29
Foreign Donation Received- Revenue Receipts		13,63,220.00
Rpts: Interest On Bank Deposits		6,36,922.39
Other Receipts- Dairy Farming, Organic farming		8,300.00
Sale of Greeting Gards		81,206.00
Paper Empowerment		1,15,552.00
Interest received on IT Refund		21,504.00
		<u>38,24,482.68</u>
<b>EXPENDITURE:</b>		
Service Activities "KALIYUVAMANE" Alternative School for Opportunity Deprived Children		28,32,364.00
Administrative Expenses		2,39,538.00
Dairy Expenses		1,09,831.50
Depreciation		6,23,758.00
		<u>38,05,491.50</u>
Excess of Income over Expenditure		<u>18,991.18</u>

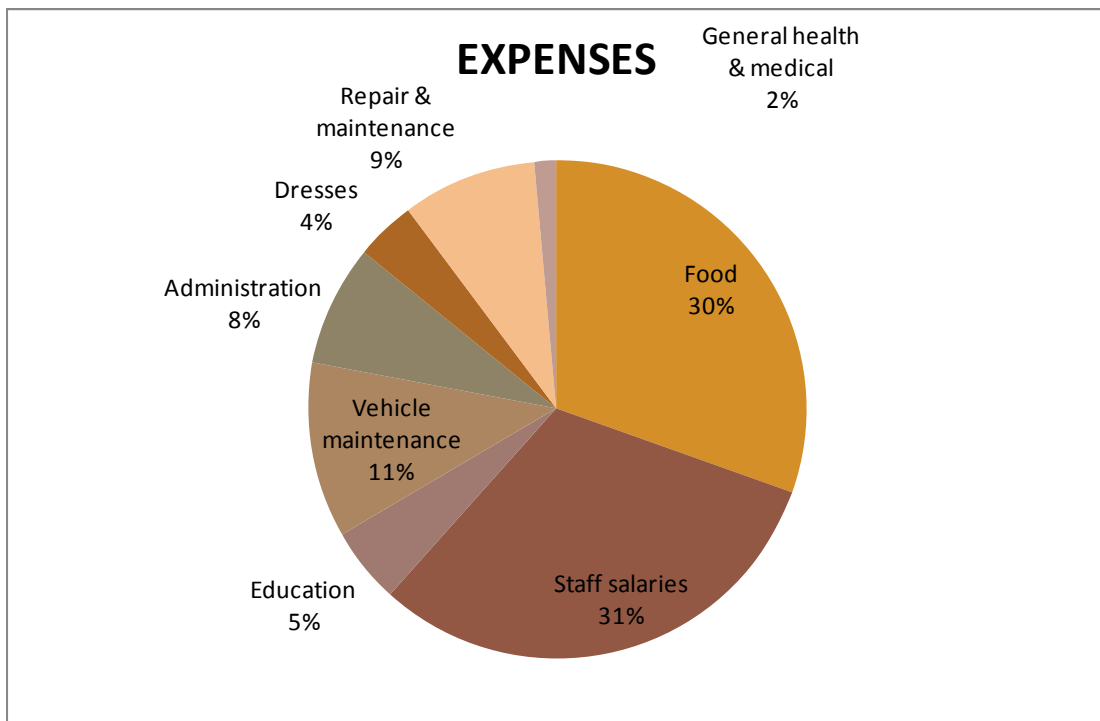
For Divya Deepa Charitable Trust ®



*[Signature]*  
 (Managing Trustee)  
 Managing Trustee  
 Divya Deepa Charitable Trust

## EXPENDITURE ACCOUNT

Sl. No.	Purpose	Amount in `	Percentage
1	Food	9,13,326/-	30.37
2	Staff salaries	9,42,539/-	31.34
3	Education	1,46,563/-	4.87
4	Vehicle maintenance	3,42,829/-	11.40
5	Administration	2,38,538/-	7.93
6	Dresses	1,14,676/-	3.81
8	Repair & maintenance	2,63,281/-	8.75
8	General health & medical	45,720.50/-	1.53
	<b>Total</b>	<b>30,07,472.50/-</b>	<b>100%</b>

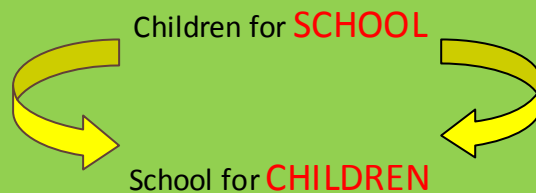


- Nutritious food is being served to resident children, staff and volunteers.
- Vehicle maintenance includes salary to the driver, fuel expenses, service charges and repair. Our organization is located in a remote village. School bus brings children free of cost. School van is used to bring groceries, vegetables, all materials required and for paper empowerment. Nano car is being used to bring senior volunteers. . Two scooters are being used by resident staff.
- Apart from this, fuel is used for Diesel generator set also. During the entire day time we have only 3 hours of power. Two scooters are being used by resident staff.

### TOTAL ORGANISATION BUDGET 2015-16

Sl. No.	Project name	Rationale	Estimated amount ₹
1	Kaliyuva Mane running expenses	Considering 10% hike than the previous year	₹ 36,30,000/-
2	Purchase of a good video camera	For documentation and teaching	₹ 30,000/-
3	Construction of low cost, innovative learning areas	To reach out to more children	₹ 3,00,000/-
4	Construction of compound wall	The organisation is located in a remote area. Security is needed for children and women.	₹ 36,00,000/-
5	Salary for additional manpower	One more person is required to manage non-educational activities of the trust : Fund raising, Public relations, Administration Repairs and maintenance etc.	₹ 3,60,000/- @ ₹ 30,000/- per month
6	Corpus fund generation	For sustainable growth of Kaliyuva Mane, this is very essential Total requirement is ₹ 3,00,00,000	₹ 60,00,000/-
	<b>TOTAL</b>		₹ 1,39,20,000/-





## KALIYUVA MANE [Home for learning]

**A free quasi-residential, eco-friendly, alternative school**

Divya Deepa Charitable Trust, Kenchalagudu village, Manandavadi Raad, Rayanakere post,  
Jayapura hobli, Mysore – 570008, Karnataka, India, Phone : 91- 821-3202249, 09341369901

Email : [divyadeepa.trust@gmail.com](mailto:divyadeepa.trust@gmail.com), Website : [www.divyadeepatrust.org](http://www.divyadeepatrust.org)

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