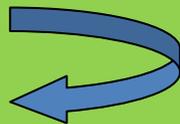




Children for **School**



School for **Children**

An innovative school model,
'Kaliyuvu Mane'
for 'out-of-system' children

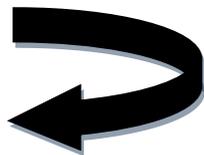
'Out-of-system' children: Physically and mentally normal children who do not have schools to learn in the current education system.

Kaliyuva Mane

[Home for learning]

**An innovative school model
for 'out-of-system' children**

Children for School



School for Children

Document published on 14.03.2019

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Prologue

Whenever we see a 13-year-old child working in a teashop, losing his sunny years of childhood, for a moment, we sympathise with the child, curse the system and, after a few moments, we become busy with our routine. If this scene haunts us, we may talk to the child, motivate the child to join a school and assure him of our financial support. However, the big question is “Where is the school for this child?” As per the present RTE Act, a child can join age-appropriate 8th standard in any free school. Nevertheless, will the child be able to grasp the lessons without prerequisites? Will the teachers be able to pay special attention to this child amidst 8th standard children? Will the child not get humiliated to learn alphabets and numbers sitting in a classroom amidst 8th standard children?

Recently world bank Group President Jim Young Kim has said, **“In rural India, nearly three-quarters of students in grade 3 could not solve a two-digit subtraction such as “46 – 17” and by grade 5, half still could not do so...This learning crisis is a moral and economic crisis.Schooling without learning is a wasted opportunity. More than that, it’s a great injustice.”** Can all children learn a predetermined textual content, in a predetermined time interval, in a predetermined way? What about such children who cannot learn this way? For dyslexic children there is a movie, “TaareZameenPar”, but, are there any schools for such children?

All these questions haunted us. Living in villages for over 25 years, we thought out of the box, experimented and innovated. The result is ‘Kaliyuva Mane’ – an innovative model of education system. Though Kaliyuva Mane has been working for 13 years, it is yet to get the approval from the Education department as a ‘school’, because we have gone beyond RTE Act! But the children have accepted, parents have accepted and society has accepted. In fact, visitors to this school are the main reason for the growth of this school.

We feel child labourers, school dropouts, dyslexic children, children from turbulent families, children suffering from huge academic lags and rural first generation school-goers are part of our society. A few children from middle class families have also joined this school, because they did not have schools to learn in the system. Kaliyuva Mane embraces all these children. One can witness innovation in all the aspects of the school such as the innovative toilet flush tank, kids’ bank, kids’ court, grouping of children and admission process – to name a few.

We feel there need to be more Kaliyuva Manes, to be precise, better models of Kaliyuva Manes functioning on the principle of ‘school for CHILDREN’ rather than the existing ‘children for SCHOOL’, should come up throughout the length and breadth of Indian villages and coexist with the main stream schools in the years to come.

“A nation is advanced in proportion as education and intelligence is spread among the masses.” – Swami Vivekananda

A request

With the intention of maintaining authenticity of the facts, we have revealed the true profiles of the children. All the data about children's family are as provided by the children's parents/guardians. However, we request government authorities & readers take care not to affect the self-esteem of the children/parents, while publishing such details.

We blame neither the child nor the parents, neither the school nor the teachers for the dismal educational performance of 'out-of-system' children.

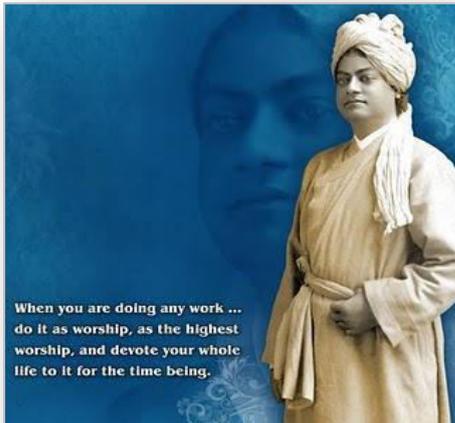
We request you pardon us, in case of any inadvertent typographical error/statistical error. We have taken utmost precaution while presenting the data.

Sources of Inspiration



*"This is a miracle that Men can love God, yet fail to love Humanity.
With whom are they in love then?"*

– **Sri Aurobindo**



*"Feel, feel and feel from the bottom of your heart.
Take up an issue. Find a solution. Put your hands to
the wheels of work. Money will come, Men will
come, and God's Grace will come"*

– **Swami Vivekananda**

*"We need that education by which character is
formed, intellect expanded, and strength of mind
increased and by which one can stand on his own
feet."*

– **Swami Vivekananda**

Vision, Mission, Registrations& Team

Vision: Happy childhood & child-centric education for all

Mission:

- To transform 'out-of-system' children into self-reliant citizens by giving them love, care, empathy and education
- To carry out intense grassroots level research about the development and education of 'out-of-system' children through a free child-centric alternative school
- To share the research findings with the stakeholders

Registrations:

- Registered as a Public Charitable Trust (No.745) on 04-03-1999
- Registered with Department of Women & Child Development, Government of Karnataka as 'Child Care Institution (Children Home)' under Juvenile Justice Act
- 12A registration with IT Department. (D-17/12A/CIT/Mys/99-2000)
- 80G registration with IT Department. Registration (F.No. D-16/80G/CIT/Mys/2010-11)
- FCRA Registration (No. 094590203)
- NGO Darpan (NITI Aayog) Registration (KA/2017/0170668)
- PAN Card (AAATD3194J)&TAN (BLRD12634G)

Team:

Board of Trustees

1. Sri M. R. Ananth Kumar, Founder, Managing Trustee & Life term volunteer
2. Sri K L Ramaswami, Trustee
3. Sri Naga Prasad J.Rao, Trustee
4. Prof. Meena Shekar, Trustee

Advisory Committee

1. Dr. N. Ram Kumar, Educational Researcher
2. Sri. T.N. Ramdas, Auditor
3. Dr. Janardhan, Medicine
4. Sri Vinay Kulkarni, Corporate
5. Sri. U.N. Ravi Kumar, Environmentalist
6. Sri Vasudeva Bhat, Rotary Mysore

Our Belief

- Natural resources and human resources are two essential resources needed for development of any society, nation and the world.
- Every educated person with values is an asset to his/her country in particular and to the world at large.
- Education is an important tool to transform ordinary human beings into human resources. India has more than 120 Crore of human beings. We have not paid adequate attention to transforming these human beings into human resources.
- Our current education system considers, all children as machines who should learn a predetermined textual content within a predetermined time interval and in a predetermined way. When children cannot learn this way, we label them as dull/stupid. **The truth is that children have varied emotions, varied learning abilities and varied learning interests.**
- The education of a child depends on several external factors apart from the child's inherent ability to learn, such as, place of living (whether in a village, urban area or tribal area), parent's education, parent's financial status, emotional atmosphere at home, peer group, infrastructure at school, teachers' attitude and knowledge, prevailing Education system etc...
- An uncluttered mind is a prerequisite for learning. Love, Care and Empathy are the ingredients for creating an uncluttered mind.
- Education has several perspectives: child's, parent's, school's, teacher's, policy-maker's, nation's etc...

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The issue - Rural educational scenario

Even after 71 years of political independence, India has remained a developing country. The reasons for this are many: overpopulation, unemployment, corruption, the political system, wrong policies, poverty, etc...But the root cause is the education system. Natural & human resources are two vital ingredients required for building a nation and India has more natural resources than Japan. Unfortunately, we have not paid adequate attention to converting ordinary human beings into human resources. Education is the key to transform ordinary human beings into human resources.

Most of the educated people live in a highly connected world and are from developed urban regions. The 'India', they perceive is very utopian and is quite different from the 'Real Rural India'. Educated parents send their children to private 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 in life.

But, come to rural India, where 68.84% of population lives [Census 2011], the educational scenario is very gloomy. Our education system does not cater to school dropouts, rural first generation school-goers, child labourers, mentally normal children who cannot adjust themselves to the rigours of the mainstream education system, dyslexic children etc...Apart from this, millions of children have remained out of the ambit of the education system because of factors like poverty, broken families, ignorance of parents etc...

Most of the villages lack basic infrastructure and facilities. Villages are not well connected to the world outside due to underdeveloped transportation as well as poor communication systems. Villagers are completely in the dark about the facilities and entertainment available to the urban crowd: shopping complexes, higher education institutions, function halls, traffic signal lights, bookshops, studio, broadband net connection, courier facilities, swimming pools, music schools, special schools for mentally challenged & blind children, fantasy parksetc... 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 medicos prefer to pay the fine instead of serving villages.

Whether it rains or shines, only 3 hours of power is available during daytime in Kaliyuva Mane even now. Water is a big problem in villages. Newspapers do not reach many villages. Many villages lack primary health centres. There is no centralised sewage system. Sanitation facilities are very poor. The 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 learning something, which is not relevant to their present life; 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, it has remained a distant dream.

Normally rural people work from dawn to dusk to earn their livelihood and do not get time to monitor the education of their children. Sometimes, acute poverty compels the parents to send their

children to work. Even now, some parents tend to withdraw their daughter from school after she attains puberty. In many rural homes, the environment is not conducive for studies. In some homes, children witness domestic violence and in some other, they will be the victims of it! The number of broken families is also increasing in rural areas.

Most of the rural children do not get any type of academic help from their parents. Children respond to activity based learning rather than rote learning. Children have to be taught the lessons about hygiene, toilet habits and material organisation, discipline, soft skills, etc... Children normally dislike writing. Their writing comprehension skills have to be honed. They find it difficult to withstand the pressure of competitive public examinations. Teachers have to make herculean efforts to prepare them for structured public examinations, which not only test children's memory and writing skills but also teacher's patience and commitment. These children are still very much an important part of our society. They are victims of the system and their situations. They have immense potential and can contribute to the development of India. Rural children are smart and intelligent in their own way. Their grasping ability is good. They ask plenty of relevant questions.

To address this issue, the Government has taken up many initiatives such as: Starting free schools in almost all the villages, providing lunch, milk, uniforms, school bags, textbooks, bicycles etc... free of cost. It has introduced the 'Kali Nali' method of teaching to attract children. The 'Bhagyalakshmi' scheme is in vogue to attract girls towards school. The Government has brought legislations such as 'Right of children to Free and compulsory education' (RTE). The Government's initiatives are laudable and have resulted in higher enrolment of children in rural schools. But, there is an attendant learning crisis too!

According to an estimate, 14-15% children have some type of learning disability. (Ref.: The book titled, 'Mind matters' authored by Dr. C.R. Chandrasekhar, National Institute of Mental Health and Neuro-Surgery, Bengaluru) There is a movie, 'Tare Zameen Par', made by Amir Khan, highlighting the problem of dyslexic children. But, do we have schools for them?

We are happy to present this school model to all the stakeholders. 'The Hindu' in its article dated 11-05-2010 on the success of Kaliyuva Mane children in 10th standard examinations, wrote "*.....But for these children who had no hope of education and had given up all learning, it is a major milestone and hold out hopes for the millions like them.....*"

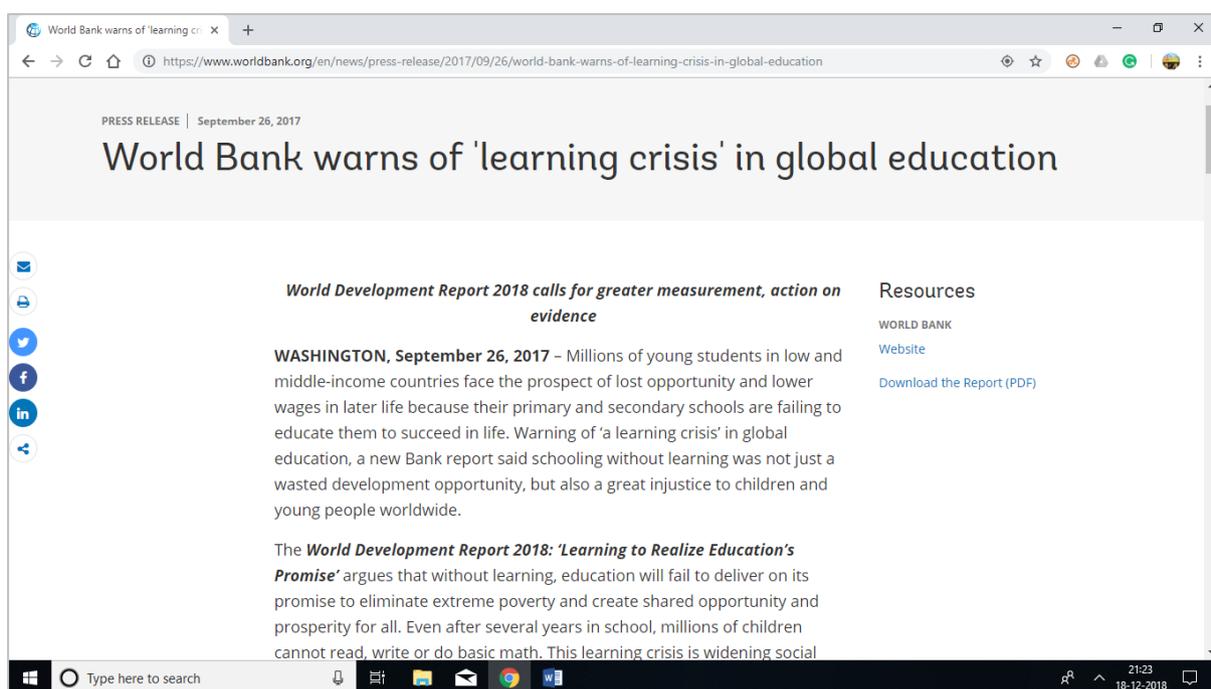
It is our ardent wish that no child should remain uneducated for the lack of schools!

The issue: World Bank warns of a “learning crisis”

“.....In rural India, nearly three-quarters of students in grade 3 could not solve a two-digit subtraction such as “46 – 17” and by grade 5, half still could not do so.....”

“This learning crisis is a moral and economic crisis,” World Bank Group President Jim Yong Kim said. “When delivered well, education promises young people employment, better earnings, good health, and a life without poverty. For communities, education spurs innovation, strengthens institutions, and fosters social cohesion. But, these benefits depend on learning, and schooling without learning is a wasted opportunity. More than that, it’s a great injustice.”(Link for the complete article: dated. 26-09-2017:<https://goo.gl/XLNuLG>)

Should we not take this warning more seriously?



Screenshot of the article from World Bank Website

The issue: Examples of 'out-of-system' children

Please note that the names of all the children in this section are changed and masked (in AIISH reports) for the sake of protecting their identities. 10 examples of 'out-of-system' children are produced in this section. For more such examples please refer the appendix.

Example 1: Mahendra belongs to a rural farming family. His parents are uneducated small-scale farmers. Mahendra was very irregular to school and used to help his parents in farming. Due to his dislike for rote teaching and lack of guidance, he did not show any interest in learning. During holidays, he used to work and support his family. Thanks to RTE rules, the child used to get promoted to the next higher standards irrespective of learning. Without completing 7th standard, his parents made him work in a teashop. Mahendra used to earn INR. 3000 per month. 6 months passed. One day, one of the well-wishers of Kaliyuva Mane (A secretary of an educational institution) noticed him serving tea. She brought the boy to Kaliyuva Mane. Mahendra joined Kaliyuva Mane on 30-08-2018. He was 13 ½ years old then. He did not even know how to write his name in Kannada. Now he is happily staying in Kaliyuva Mane. He likes cows and takes care of them for two hours. He has started learning also.



[As per the RTE Act, a 13 ½ year old child has to be integrated with age-appropriate 9th standard. Without prerequisites, will the child be able to learn?]

Example 2: Anamika's mother is illiterate. She lost her husband quite early. She has five children. She started working in a construction industry as a helper to take care of her five children. The necessities of life made her send 8-year-old daughter to Bengaluru to take care of a one-year-old baby. The baby's mother was kind hearted. She treated Anamika very well. Anamika was given lot of junk food. She was also allowed to watch Television, when the baby was asleep. She



was very happy in this role. After a year, when she returned to her mother's house in Mysore, one of the well-wishers of Kaliyuva Mane noticed her and brought her to Kaliyuva Mane. She joined Kaliyuva Mane on 04-06-2012. Initially she did not like Kaliyuva Mane. She also refused to learn. On 22-09-2013, Akashavani (All India Radio, Mysore) broadcast a programme by the kids of Kaliyuva Mane. Anamika was encouraged to learn to read a simple Kannada story, which she learnt by rote. She very happily participated in the recordings in the studio. Then she enjoyed listening to her own voice over radio. This incident made her start learning. She will be appearing for 10th standard examinations next

year.

[As per the RTE Act, a 9-year-old child has to be integrated with age-appropriate 4th standard children. If done so, the child will not be able to learn. Anamika was not at all interested in studies. Anamika did not have any documents like Aadhaar card, Birth certificate, TC etc... required for joining a mainstream school. Moreover, she needed lot of motivation. So, the child did not have a free residential school to learn in the current education system]

Example 3: Naresh belong to a rural, underprivileged family. His father works as a security guard in a private firm. His mother is a homemaker. They were very happy when their son got a free seat under RTE quota in a reputed English medium CBSE school. (DAV public school, Mysore) Naresh joined the school. Mainstream education system works on the assumption that all children are like machines who can learn a predetermined textual content within a predetermined time interval in a predetermined way.



But he could not learn this way. He completed 5 years of study, passed 5th standard and was promoted to 6th standard as per the norms of RTE Act. At 11 years, 2 months of age, he was not comfortable with even 2nd standard text books. So, he joined Kaliyuva Mane on 10-05-2017. A simple interaction with the child revealed his academic lag. We advised his parents to take him for an assessment to a premier health institute, All India Institute of Speech and Hearing (AIISH), Mysore. As per the report, his IQ was 100 and academic level 1st standard. Is there any way to bridge this huge academic lag, in our present education system? He is happily evolving in Kaliyuva Mane.

Regular children's home environment	Naresh's home environment
Most of the children belonged to developed urban areas.	Naresh belonged to socially and economically backward rural area.
Most of the children's parents are educated, so they could monitor children's studies. Most of the parents' relatives were also educated. The children used to get positive attention from the parents.	No parental guidance was available for the child as his parents were not educated. Naresh used to stay with his relatives in Mysore during his schooling. So, he did not get adequate positive attention from either parents or teachers.
Most of the children's parents knew English.	Naresh's parents did not know English.
Most of the children had better awareness about the external world, had seen many places with their parents.	Naresh's exposure to the external world was almost zero.
The environment at most of the children's home was congenial for studies.	The environment at Naresh's home was not congenial for studies.

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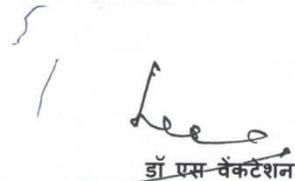
मनोवैज्ञानिक प्रतिवेदन
PSYCHOLOGICAL REPORT

This is to certify that [REDACTED] aged 11 years 2 months, residential student of class VI (State Syllabus-English Medium) at Kaliyuva Mane (An Alternative School for Underprivileged), run by Divya Deepa Charitable Trust, Kenchalagudu Village, Manandavady Road, Rayanakere Post, Jayapura Hobli, Mysore: 570 008, Karnataka, with home address as #Alaganchi Village & Post, Nanjangud Taluk, Mysore District: Karnataka, bearing CRF Nos. 452525 was registered on 22nd May, 2017, at this Institute. As per the records, the student is diagnosed as functioning at the level of "Average Intelligence having Academic Delay and Learning Difficulties"-a condition which is currently classifiable under the category of student with special needs having equivalent of 40 % academic delay. His current level of mental age as assessed on standardized psychological tests of intelligence and adaptive behavior is age appropriate (IQ: 100). Academic history and performance on achievement tests shows that his current overall grade score is equivalent of class I level. Past history shows normal developmental milestones. Family history shows that the child was staying at his uncle's residence till his class four with no adequate support mentoring or guidance in academics.

Owing to his condition, the student falls under the category of 'children with special needs' or 'disadvantaged child' and becomes entitled for illustrative list of benefits or concessions as mentioned overleaf.

Date: 05.06.2017





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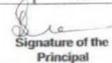
Copy of Naresh's Psychological Report

NAME OF THE PUPIL _____ CLASS V SECTION A ROLL NO : 31

SUBJECT	1 st TERM				2 nd TERM				TOTAL	OVERALL GRADE	REMARKS
	EA-1	EA-2	SA-1	TOTAL	EA-3	EA-4	SA-2	TOTAL			
	10 %	10 %	30 %	50 %	10 %	10 %	30 %	50 %			
1. LANGUAGE - I ENGLISH	3.0	4.2	08.8	16.0	AB	3.5	11.5	15.0	31.0	E ₁	Needs lot of efforts.
2. LANGUAGE - II HINDI	4.0	4.7	09.0	15.7	AB	3.0	6.5	9.5	25.2	E ₁	Still needs more improvements.
3. LANGUAGE - III KANNADA	4.2	3.7	06.0	13.9	AB	3.3	6.0	9.0	22.9	E ₁	
4. MATHEMATICS	4.0	5.8	15.0	24.8	AB	3.0	7.5	10.5	35.3	D	Needs Concentration.
5. SCIENCE	3.7	4.0	05.5	13.2	AB	3.3	5.5	6.8	22.0	E ₁	
6. SOCIAL STUDIES	3.7	4.0	05.8	13.5	AB	5.0	9.8	14.8	28.3	E ₁	
TOTAL MARKS	22.6	26.4	48.1	55.8	AB	21.1	46.8	67.9	123.7	E₂	
ATTENDANCE	32/33	31/31	23/23	86/87	34/35	42/43	48/49	124/133	210/220		Must work hard
Class Teacher's Signature	Mab	Mab	Mab	Mab	Mab	Mab	Mab	Mab	Mab		
Principal Signature											Good
Parent's Signature											

SUBJECT	SA-1		SA-2	
	Indicators	Grade	Indicators	Grade
COMPUTER		C		C
PHYSICAL EDUCATION / YOGA		C+		C
GENERAL KNOWLEDGE		C		C
VALUE EDUCATION		C		C
ART EDUCATION		C		B+

 Signature of the Class Teacher

 Signature of the Principal

RESULT PROMOTED

Nares'h's 5th standard marks card

Example 4: Nagesh belongs to a rural, underprivileged, broken family. Nagesh's mother lost both her parents when she was quite young. Her brothers got her married off at a young age. The family broke due to the bad habits of her husband. Necessities of life made her start living with her brothers. She applied for a divorce. Her son was admitted to a private rural English medium school and studied 1st standard for a few months. Next year, again Nagesh was admitted to Citizen Public school, Nanjanagudu for 1st standard. In the meantime his mother started working. So she could not pay attention to the son's education. Nagesh was an irregular attender. She sent her son to a free residential school run by a Mutt. The child joined 2nd standard in that school. Again, the child was removed from that school. The mother admitted him to a Govt. school. But her son picked up a strange habit. The child started boarding any bus he saw. The crew of the bus used to drop the child at the nearest police station. Police used to return the child to his mother. This happened 4 times. Therefore, as per the guidance of Department of women and child development, the child joined a free childcare centre run by an NGO. With the good intention of stopping the child from running away the child was locked up in a room during off-school hours. The child's mother did not like this. Finally, she brought Nagesh to Kaliyuva Mane on 15-09-2018. Initially he used to get an urge to go to the Police Station. Finally, we took him along with some other kids to a Police station. Nagesh was very



curious to know about rifles, police uniform etc...The police were very gentle, distributed sweets to all the kids, advised all the kids to study hard and to become successful in life. Now Nagesh is more stable at Kaliyuva Mane.

[If a child refuses to go to the school, can parents forcibly carry the child and leave him/her in the school every day?]

Example 5: Karthik belongs to a rural, underprivileged, broken family, in Kollegal. Karthik's mother started staying with her mother. Karthik's mother had studied up to 9th standard. She started working as a domestic help in Bengaluru. Her relative had studied in Kaliyuva Mane. Thus, the first free residential English medium school that came to her mind was 'Kaliyuva Mane'. Karthik joined Kaliyuva Mane on 27-04-2018 and is evolving happily in Kaliyuva Mane.

Example 6: Kumari belongs to a rural, underprivileged, socially backward family. After 8 years of marriage, her husband suffered from paralysis stroke and could not support the family. She was an illiterate. She could not take care of the paralysed husband herself and her children Hemanth and Darshana. She left the family. Her son Hemanth had completed 3rd standard and daughter Darshana, 1st standard. Both the children were admitted to a free hostel meant for child labourers. For herself, she found an asylum in an Ashram and started working as a farm labour temporarily. Thus, both the children did not attend any school for 2 years from January 2015 to late 2016. Her children had forgotten whatever little they had learnt.

Later on, she came to know about Kaliyuva Mane. Both her children joined Kaliyuva Mane as resident scholars on 30-10-2016. Now both of them are evolving well.

Example 7: Shivu belongs to a rural, underprivileged, tribal family. Both the parents are not alive. His elder sister works as a domestic help. Due to various reasons he dropped out from the school without completing 2nd standard. After several years, he wanted to continue his studies. He needed a free residential school which could teach him the basics like alphabets and numbers. So, he joined Kaliyuva Mane on 20-07-2013. He did not have any educational records or proof of his age, at the time of joining. As per the psychological assessment report, his IQ was 100, academical level kindergarden level at an age of 14 years. He has appeared for 10th standard examinations in English medium this year. We are confident that he will pass the examinations with flying colours.

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PSYCHOLOGICAL REPORT

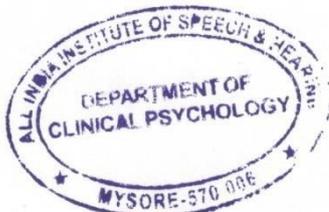
This is to certify that [REDACTED] male, aged 14 years, school dropout from class II (State Syllabus-Kannada Medium) almost 4-5 years ago, re-admitted as residential student to Kallyuva Mane (An Alternative School for Underprivileged) run by Divya Deepa Charitable Trust, Kenchalagudu Village, Manandavady Road, Rayanakere Post, Jayapura Hobli, Mysore: 570 008, Karnataka, bearing CRF Nos. 369640 was registered on 7th October, 2013, at this Institute. As per records, the student is diagnosed as functioning at the intellectual level of "**Average Intelligence-Academic Delay** owing to the child being **Out of School**" for a considerable period of time during the critical formative years. His current level of mental age as assessed on standardized psychological tests of intelligence and adaptive behavior is age appropriate (IQ: 100). Academic history and performance on achievement tests shows a current overall grade score at kindergarten levels. He continues to show rote recitation of numbers up to 100s, cannot name colors, differentiate left-right, north-south-east-west, add-subtract money beyond ten, does not read time or calendar, etc. since the child seems to have crossed over the critical periods for formal mainstream schooling, it is recommended that individualized tailor made academic program on functional academics with focus on sight reading, daily-life mathematics, essential life skills, pre-vocational and practical hands-on training strategies are adopted for the next couple of years for optimum benefit and early settlement of the child.

In case open schooling is opted, owing to this condition, the student is entitled for the following benefits/exemptions as mandated by the United Nations Convention for Persons with Disabilities (UNCRPD), as per provisions under Persons with Disabilities (Equal) Opportunities, Protection of Rights & Full Participation Act (1995) and Right to Education Act (2009) for children with recognizable disadvantage.

- (a) Exemption from study of additional language/s
- (b) Provision for extra one hour time in public examinations
- (c) Reader/Writer facility during examinations (to read out the questions aloud or pantomime them); or alternatively, provide for enlarged print size question papers amenable for reading by partially sighted
- (d) Objective type questions (such as, match the following, one word answers, "True"/"False" statements, etc) during examinations in place of descriptive and "long" answers.
- (e) No denial of admission; Integration with "normal" school going children for pursuit of regular school education.
- (f) Prohibition of Holding Back and Expulsion; Non-discrimination in provision of opportunities, school admission and/or inclusion in regular academic programs.
- (g) Barrier free environment by elimination of physical, psychological or attitude barriers that prevent the child from having access to normal education.
- (h) Non-use of physical or psychological punishment pressure provoking practices either intended or otherwise

The above information on rights and privileges is given in the interests of necessary planning, programming and education of persons with special needs.

Date: 11.10.2013




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Reg No. A053

Copy of Shivu's Psychological Report

Example 8: Manju belongs to a rural, underprivileged, socially backward family. Her parents are not educated. She completed 3rd standard in a rural free school. She joined Kaliyuva Mane as a day scholar on 05-06-2013. But she was unable to sit in a single place for a longer duration. She was hyperactive. She was sent to All India Institute of Speech and Hearing (AIISH), Mysore, for an academic assessment. As per the assessment, her IQ was 100 and academic level, that of a beginner of 1st standard. In Kaliyuva Mane she started learning happily. However, her pace of learning is very slow. She joined as a resident scholar on 26-10-2018.

**ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSORE-570 006
PSYCHOLOGICAL REPORT**

This is to certify that [REDACTED] aged 9 years, school dropout at class III (State Syllabus-Kannada Medium) re-admitted as day-scholar at Kalliyuva Mane (An Alternative School for Underprivileged) run by Divya Deepa Charitable Trust, Kenchalagudu Village, Manandavady Road, Rayanakere Post, Jayapura Hobli, Mysore: 570 008, Karnataka, resident of #Arasinakere Village, Jayapura Hobli, Mysore District: Karnataka, bearing CRF Nos. 376328 was registered on 29th January, 2014, at this Institute. As per the records, the child is diagnosed as functioning at the intellectual level of **"Average Intelligence-Academic Delay"** owing to the child being **'disadvantaged as first generation learner'** and being **'out of school'**. Her current level of intelligence and adaptive behavior as assessed on standardized psychological tests is age appropriate (IQ: 100) with overall grade level equivalence matching beginner of class I. She cannot rote count numbers beyond 50, recite multiplication tables, tell time, rote recite days in week, reverse count 20-1, solve problems involving addition, subtraction, multiplication and division. Past history reveals no delay in developmental milestones.

It is recommended that individualized tailor made academic program on functional academics with focus on sight reading, daily-life mathematics, essential life skills, pre-vocational and practical hands-on training strategies are adopted for the next couple of years for optimum benefit and early settlement of the child. In case open schooling is opted, owing to this condition, the student is entitled for the following benefits/exemptions as mandated by the United Nations Convention for Persons with Disabilities (UNCRPD), as per provisions under Persons with Disabilities (Equal) Opportunities, Protection of Rights & Full Participation Act (1995) and Right to Education Act (2009) for children with recognizable disadvantage.

- (a) Exemption from study of additional language/s
- (b) Supportive provisions for learner paced individualized instruction through resource teaching
- (c) Provision for extra time, limited portion study and oral rather than written tests/examinations
- (d) Objective type questions (such as, match the following, one word answers, "True"/"False" statements, etc) during examinations in place of descriptive and "long" answers.
- (e) No denial of admission; Integration with "normal" school going children for pursuit of regular school education.
- (f) Prohibition of Holding Back and Expulsion; Non-discrimination in provision of opportunities, school admission and/or inclusion in regular academic programs.
- (g) Barrier free environment by elimination of physical, psychological or attitude barriers that prevent the child from having access to normal education.
- (h) Non-use of physical or psychological punishment pressure provoking practices either intended or otherwise

The above information on rights and privileges is given in the interests of necessary planning, programming and education of persons with special needs.

With inputs from:
Dr. P. Purusotham
Research Assistant
Date: 17.02.2014


Dr. S. Venkatesan
Professor in Clinical Psychology
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D. S. VENKATESAN

Copy of Manju's Psychological Report

Example 9: Lokesh belongs to a rural, underprivileged, socially backward, broken family. His father was illiterate and recently passed away. His mother works as an Anganawadi teacher. Lokesh studied up to 8th standard in a rural free school, but was not in a position to read 1st standard textbooks. He joined Kaliyuva Mane as a day scholar on 28-04-2014. He was sent to All India Institute of Speech and Hearing (AIISH), Mysore, for an assessment. His IQ was 68. He was suffering from mild mental retardation with 50% intellectual disability and academic level primary school at an age of 13 years, 3 months. On 26-03-2018, he joined Kaliyuva Mane as a resident scholar. This year he has appeared for 10th standard board examinations as a Karnataka open school candidate in Kannada medium. [Subjects: Kannada, Home science, Social Science and commercial studies]

**ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSORE-570 006
PSYCHOLOGICAL REPORT**

This is to certify that [REDACTED] years 3 months, resident of #Harohalli village, Jayapura Hobli, Mysore Taluk and District: Karnataka, presently student of class seven (State Syllabus-English Medium) at Kaliyuva Mane (An Alternative School for Underprivileged) run by Divya Deepa Charitable Trust, Kenchalagudu Village, Manandavady Road, Rayanakere Post, Jayapura Hobli, Mysore: 570 008, Karnataka, bearing CRF Nos. 389032 was registered on 2nd September, 2014, at this Institute. As per records, he is diagnosed as functioning at the level of '**Mild Mental Retardation**'-a condition which is currently classifiable under the category of student with special needs having equivalent of 50 % **intellectual disability and learning difficulty**. His current level of mental age as assessed on standardized psychological tests is 9 years (IQ: 68). Academic history and performance on achievement tests shows that his current overall grade score is equivalent of primary school level. Past history shows delay in all developmental milestones. The student is found to have difficulties in activities involving calculation or transaction of money, reading a calendar, abstraction, arithmetic reasoning or deductions, visuospatial reversal tasks, etc.

It is recommended that individualized tailor made academic program on functional academics is opted through inclusive regular schooling for the optimal benefit of the student by providing the mandated benefits and exemptions as mentioned overleaf. Periodic reassessment and interventions are also recommended from this institute to prevent long term deleterious effects of the above mentioned condition.

Date: 19.09.2014

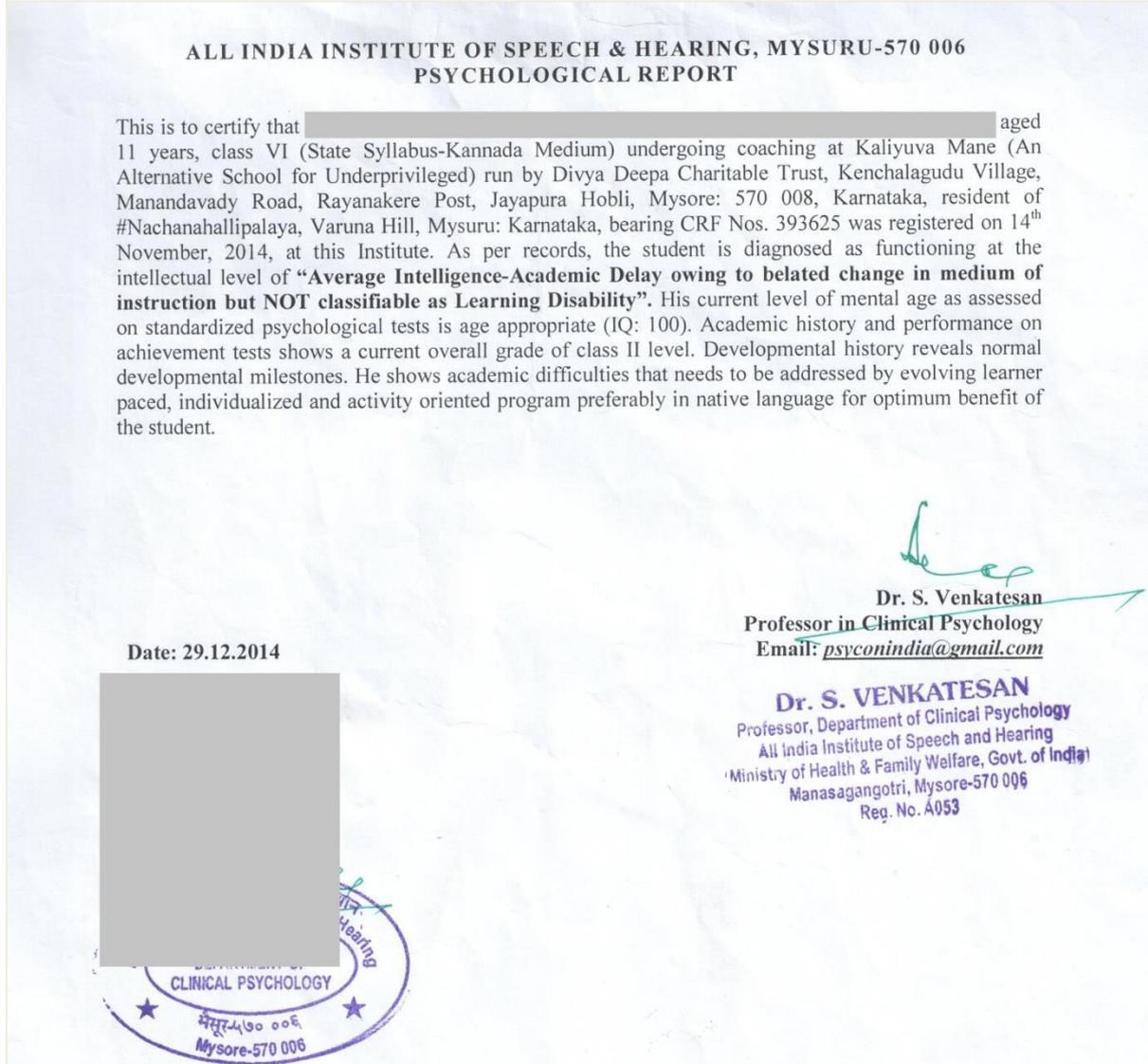


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Copy of Lokesh's Psychological Report

Example 10: Naveen H. belongs to a rural, underprivileged, socially backward family. His father is not alive. His mother was working as a domestic help. That house owner helped Naveen join a private Kannada medium school and saw to it that he attended the school regularly. But after completing his 5th standard, his mother brought him to Kaliyuva Mane. He joined Kaliyuva Mane as a day scholar on 26-05-2014. He was suffering from a severe academic lag. So, he was sent to All India Institute of Speech and Hearing (AIISH), Mysore, for an assessment. His IQ was found to be 100, academic level 2nd standard at an age of 11 years. On 13-06-2015, he joined Kaliyuva Mane as a resident scholar. In Kaliyuva Mane, both his attitude and academic level have improved.



Copy of Naveen's Psychological Report

Solution: Kaliyuva Mane – A free innovative model of education system

Features of Kaliyuva Mane

FEES	Kaliyuva Mane is a free school. No fee is collected in any form. Food, accommodation, clothing, entertainment facility, basic healthcare, books and child-centric education are provided to all the children, free of cost. However, voluntary financial contributions are accepted from well-to-do parents.	More than 95% of the children belong to rural underprivileged families.
BENEFICIARIES	<p>Priority is given to ‘out-of-system’ children (boys and girls) such as:</p> <ul style="list-style-type: none"> ▪ School dropouts ▪ Child labourers ▪ Children who dislike school ▪ Children from rural underprivileged families ▪ Dyslexic children ▪ Children from turbulent and broken families ▪ Orthopedically disabled children who can manage their personal tasks. ▪ Children with special needs ▪ Mentally normal children who are unable to adjust to the rigours of mainstream schools. 	<ul style="list-style-type: none"> ▪ The present education system does not cater to the needs of these children. ▪ Blind children, deaf and dumb children are not considered for admission, as Kaliyuva Mane lacks the required expertise, infrastructure and human resource. ▪ Children suffering from mental illness such as Autism, Down syndrome, ADHD, Psychosis, Bipolar disorder, are also not considered for the same reason.
ENTRANCE TEST	<ul style="list-style-type: none"> ▪ No formal entrance tests are conducted. ▪ An informal talk is held with the parents and child, to ascertain whether the child belongs to the category of ‘out-of-system’ children. 	
SCHOOL CAPACITY	<ul style="list-style-type: none"> ▪ The optimum number of resident children is 100. 	<ul style="list-style-type: none"> ▪ In the year 2005, Kaliyuva Mane was started with 14 children including four resident scholars.

		<ul style="list-style-type: none"> ▪ Initially, there were more day scholars. As we found that Kaliyuva Mane had significant impact on resident scholars than on day scholar, we gradually started transforming this into a totally residential school. ▪ In the year 2018, after the construction of new boys' dormitory, Kaliyuva Mane has become almost a fully residential school.
AGE GROUP	<ul style="list-style-type: none"> ▪ Children in the age group of 6-12 years are preferred for admission. ▪ However, children above 12 years are also admitted provided they exhibit an inclination for learning. They should have the necessary discipline to live in a co-educational residential school. They should have clean habits. ▪ There is no upper age limit for admission. 	<ul style="list-style-type: none"> ▪ Learning is a continuous process. There is no upper age limit for learning.
ADMISSION PERIOD & REQUIRED DOCUMENTS	<ul style="list-style-type: none"> ▪ Round-the-year admission process. ▪ Parents/guardians give written consent regarding the acceptance of 'Kaliyuva Mane education system'. ▪ Birth certificate, TC, Progress report of the previous school are important, but not compulsory. 	<ul style="list-style-type: none"> ▪ There is no fixed period for a child to slip into difficult situations or for a school dropout to regain interest in studies. ▪ It is the parent's responsibility to provide documents. It is not the child's fault. ▪ Child's future is more important than the documents.
ENOUGH TIME BEFORE ATTENDING CLASSES	<ul style="list-style-type: none"> ▪ A child need not attend classes immediately after joining the school. Enough time is given for the children to build rapport with the school and teachers. 	<ul style="list-style-type: none"> ▪ Children with turbulent past need some time to adapt to the new environment.

<p>EMOTIONAL AMBIENCE</p>	<ul style="list-style-type: none"> ▪ Children will get abundant emotional support from the staff members. 	<ul style="list-style-type: none"> ▪ An uncluttered mind is a prerequisite for learning. Loves, Care & Empathy are the ingredients which create emotional ambience. ▪ Happy minds learn faster
<p>CURRICULUM PRESCRIPTION</p>	<ul style="list-style-type: none"> ▪ When the newly admitted child is emotionally comfortable, the teacher will begin to understand the child's background, the child's positive & negative attributes and academic levels. ▪ Based on such an assessment, the curriculum is customized for each child. ▪ In fixing the curriculum, 'known to unknown approach' is followed. 	<ul style="list-style-type: none"> ▪ Most of the children in the school do not have age-appropriate knowledge.
<p>GROUPING OF CHILDREN</p>	<ul style="list-style-type: none"> ▪ Children are not divided into 1stStandard, 2ndStandard etc... ▪ Children are grouped into flexible teams based on age and curriculum. ▪ Meaningful names are given to such teams, e.g., Aravinda, Viveka and Chaitanya, etc... 	<ul style="list-style-type: none"> ▪ For e.g. a 12-year-old child at an academic level of the 2nd standard cannot be integrated with age-appropriate 7th standard or with the knowledge-appropriate 2nd standard. ▪ The 'Team system' does not create any type of inferiority complex in academically weaker children.
<p>INTER-TEAM MOVEMENT</p>	<ul style="list-style-type: none"> ▪ Highly individualistic ▪ Depends on the progress of each child and can happen at any time or many times in a year. ▪ The child may be moved from one team to another for e.g. from 'Prajna' to 'Pratibha', at any time. 	<ul style="list-style-type: none"> ▪ In a mainstream school, if a child is unable to learn at the expected pace, the child cannot be detained in the same class. If detained it affects the morale of the child. ▪ If we move the child to the next higher standard every year, irrespective of learning, the very

		<p>purpose of schooling gets defeated.</p> <ul style="list-style-type: none"> ▪ Movement of children from one team to another for e.g. 'Pratibha' to 'Prajna' does not create any inferiority complex in a child.
MEDIUM OF INSTRUCTION	<ul style="list-style-type: none"> ▪ Kaliyuva Mane is neither a conventional English medium school nor a Kannada medium school. ▪ When a child joins, lessons will be taught only in Kannada medium. Then gradually English is introduced, based on the comfort level of the child. ▪ Necessary English language skills pertaining to core language is taught first. ▪ Children write the 10th Standard examinations in English medium. 	<ul style="list-style-type: none"> ▪ If taught only in English medium, children fail to comprehend. ▪ If English is not taught, children will miss an important life skill. ▪ The English skills of Kaliyuva Mane children is not as good as children from urban educated families, but better than the children of rural Kannada medium schools.
LANGUAGES	<ul style="list-style-type: none"> ▪ Kannada pronunciation of children is honed first. ▪ Children study Kannada as a first language, English as a second language and Sanskrit as a third language for 10th standard. 	<ul style="list-style-type: none"> ▪ Normally rural children's Kannada pronunciation skills will not be up to the mark.
CORE SUBJECTS	<ul style="list-style-type: none"> ▪ Science, Mathematics Social Science 	
REFERENCE MATERIALS	<p>State board & CBESE text books – English text books written by 'Jane Sahi; - Pratham books - Learning materials developed by Kaliyuva Mane - Story books - Activity based learning materials by Learning spaces - Indoor games - Computer games - Science laboratory equipment - Materials developed</p>	

	by Azim Premji Foundation – Science laboratory equipment by ‘Tarang’ – Arts materials	
LEARNING HOURS	<ul style="list-style-type: none"> ▪ Between 6.00 a.m. and 9.00 p.m., depending on the convenience of the teachers and children. 	<ul style="list-style-type: none"> ▪ Due to severe academic lag, children need more learning hours. ▪ This is the advantage of a residential school.
ASSESSMENT & EXAMINATIONS	<ul style="list-style-type: none"> ▪ No fear-instilling annual examinations are conducted till 10th Standard board examinations. ▪ Instead, informal weekly tests are conducted to quantify the child’s progress. ▪ Children appear for 10th standard examinations conducted by Karnataka Secondary Education Examination Board, through another recognized school. ▪ If a child cannot learn, children are not labeled as ‘stupid’. Instead, teachers find alternative ways of making a child learn. 	<ul style="list-style-type: none"> ▪ The purpose of conducting examinations is to evaluate the child’s progress, re-fix the curriculum and discover new methods of teaching, and not to label the child as ‘intelligent’ or ‘stupid’ ▪ This is easily achieved by regular informal tests.
TEACHERS	<ul style="list-style-type: none"> ▪ Knowledge, passion, patience, emotional maturity & skill to transfer knowledge are the essential qualifications required for a teacher here. ▪ The teacher is not a strict taskmaster, but a friend and a philosopher. Every teacher is a learner too. ▪ Qualifications like D.Ed. and B.Ed. are not essential. ▪ We hire people with passion and knowledge and train them in alternative teaching methodologies. ▪ Currently, teachers' qualifications are: B.E., M.A., M.C.A., B.B.M., B.A., B.Sc., B.C.A., and PUC. ▪ Some D.Ed. qualified candidates 	<ul style="list-style-type: none"> ▪ Kaliyuva Mane needs special teachers. ▪ Most of the conventional schoolteachers are unable to adapt themselves to this alternative method. ▪ On-the-job teachers’ training is a regular feature in Kaliyuva Mane. ▪ A training centre to produce specialized human resources for replicating the school’s educational model is planned.

	<p>are undergoing 'Budding teachers' training' in Kaliyuva Mane.</p> <ul style="list-style-type: none"> ▪ Senior persons and foreign students are also working as volunteers. ▪ Engineering College students work as free time volunteers. 	
ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> ▪ The entire campus is an environment friendly campus. ▪ Vanasuma – Eco club 	Details are furnished separately below.
WORK ENVIRONMENT	<ul style="list-style-type: none"> ▪ Physical work ▪ Leadership work&Team work 	Details are furnished separately below.
EXPOSURE VISITS	<ul style="list-style-type: none"> ▪ Sightseeing places Temples, churches etc... ▪ Educational institutes, exhibitions ▪ Awareness visits to markets, pay-and-use toilets, hotels, weddings and other functions. ▪ To other places for performing in dance, drama etc... 	
FUNCTIONS & CELEBRATIONS	<ul style="list-style-type: none"> ▪ All festivals of State & national importance like Independence Day, Republic Day, Karnataka Rajyotsava are celebrated. Children play an important role in organizing these festivals. ▪ Almost all religious festivals are celebrated (including Christmas). ▪ All children's birthdays are celebrated meaningfully. 	
FOOD	<ul style="list-style-type: none"> ▪ Only Vegetarian food is served. ▪ Tea, lunch, snacks, dinner are served. ▪ Items prepared from rice, wheat and ragi, vegetables and fruits are served. 	

Kids' Court:

For learning, an uncluttered mind is necessary. Little freedom to explore things, freedom to fail and learn - are very necessary for the overall development of a child. But uncontrolled freedom may be detrimental to the growth of a child. According to psychologists, Love and Control are both necessary for the healthy growth of a child.



Kids' Court in Kaliyuvu Mane

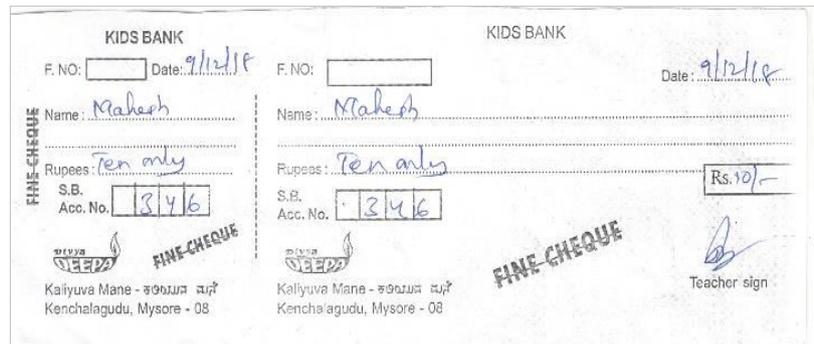
Keeping these factors in mind, 'Parivarthane' [Transformation], a kids' court was conceived. This was inaugurated by Smt. Mudagal, by the then Principal Judge, Mysore District court. She inaugurated the court meaningfully by settling the dispute between two children.



Inauguration of Kids' Court by Smt. Mudagal

Special features of Kids' Court:

- Children from turbulent backgrounds and with almost no parenting pose a huge challenge. Some are very rude, some are very gentle, some steal, some are noisy, some are quiet. Their disputes are settled in this kids' court. Those who seek justice drop their petitions in a box kept in the office. For the time being, teachers play the role of the judge. Gradually children will be trained to take this role. The judge will hear views of both the parties, collect relevant information from the witnesses and deliver the verdict. Following transformation methods are prescribed as 'punishment for the mistake'
- The guilty have to pay a fine in the form of a 'fine cheque' to the Kids Bank, by doing any physical work of the school for not more than 2 hours per day, depending on the child's age and physical stamina.
- The child will sit alone in a lonely place contemplating, skipping game sessions.
- Imposition - By writing, a sentence several times.
- Depriving the child from scheduled TV viewing and serving tea, etc... temporarily



Copy of a Fine Cheque in Kids' Bank

Attitude Building:

Kaliyuva Mane follows a 'Star Reward' system to build a positive attitude among the children. We have prepared shining stars from glossy sheets. Each child has a box to keep the stars. Children's caregivers, teachers, or any sensible staff members are authorized to give 'Golden star' or 'Red star' to children based on the following factors:



Star Box of a Child

- A 'Golden star' is given for a child when a child exhibits exceptionally good behaviour or does work, which reflects an exceptional positive attitude. Reasons for giving the star will be recorded. Based on the reasons, a gift cheque of appropriate amount decided by the staff members will be presented to the child in the assembly. The golden star will be given in addition to the regular blue star.
- A 'Red star' is given for a child when a child exhibits bad behaviour or does work, which reflects a negative attitude. Reasons for giving the star will be recorded. Based on the reasons, a fine cheque will be presented to that particular child and 1 to 1 counselling will be done. If the mistake is serious, teachers will file a case in the court.
- If a child neither gets a 'Golden star', nor a 'Red star' on any particular day, a 'blue star' will be given. Each blue star will generate the kids INR.5. Even if a child behaves normally, he/she will get INR. 150 per month. Children can use this amount to buy stationery, toiletries, sweetmeats, etc... or they can save the amount for the future, or exchange this for real money and buy something from outside shops. Alternatively, they can spend this to give gifts to friends, teachers etc...

Environmental education:

Kaliyuva Mane is a green campus of 2 acres and 27 guntas with more than 300 trees. Kaliyuva Mane is located in a village, where neither a centralised sewage water disposal system exists nor a centralised solid waste management system exists. Moreover, only 3 hours of grid electrical power supply per day is available. In order to overcome the challenges and to educate children about saving the earth the following environment-friendly activities are implemented.



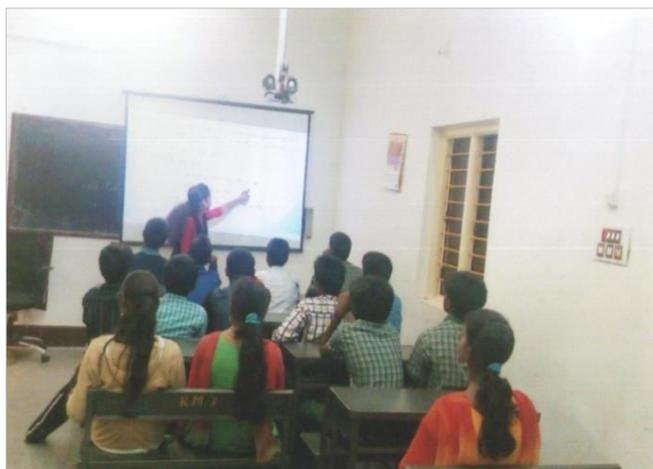
Rainwater harvesting tank

The functioning and the importance of all eco-friendly projects are being taught to the senior kids. Children become subconsciously eco-sensitive.

- Solar LED campus lighting
- Solar TV
- Solar powered projector
- Solar power for the kitchen
- Rainwater harvesting
- Bore well recharging
- Dairy and Gobar gas plant
- Organic farming
- A model eco-toilet
- Astra stove
- Handmade greeting cards reusing tailoring waste and cardboard wastes
- Solar lights
- Working model of Solar cooker
- Solar pump [for pumping water from the sump to OH tank]
- Use of eco-chip boards [Pressed boards made from plastic wastes]
- Use of asbestos-free roof sheets
- Waste disposal system
- Recycling of grey water



Children with Cow and Calf



Solar-powered projector

"Eco-Club - Vanasuma": The Eco-club is a voluntary team formed by the children of Kaliyuva Mane, who want to keep the campus clean and to conduct eco-friendly activities. This team of children are taking up cleaning activity at least 2 days in a week. Beyond cleaning the school campus, this team has also taken up horticulture activities like growing ragi (finger millet), beans, leafy vegetables etc., in the school premises. However these horticulture activities are limited to very small piece of land due to inadequate supply of power (only 3 hours during the day) though we have ample amount of bore well water in the land.



Eco-club team preparing the soil for sowing seeds



Ragi plantation (Finger Millet) ready for harvest

Work Culture:

It is essential for a child to have overall development. So in Kaliyuva Mane, children are exposed to the following life skills depending upon the age and flair of the children:

- Dairy & Cooking
- Horticulture
- Craft Work
- Basic Electrical work, basic Plumbing work, painting work etc...
- Campus Cleaning work including toilet cleaning
- First Aid, Material Management etc...

Volunteers – One more dimension to Kaliyuva Mane:



Volunteer teaching children

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. The volunteers range from senior people, working engineers, to 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. Young volunteers also conduct sports day, cultural day etc... on a yearly basis. They have taken children on picnics, sightseeing etc... 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 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



Volunteers in Paper Empowerment

and as a part of the Inter-Cultural Dialogue Exchange programme. This activity has given a broader perspective to the children of this school.



Volunteers of SJCE College of Engineering, Mysore with children



Volunteers of NIE College of Engineering, Mysore in Kaliyuva Mane

Infrastructure facilities in Kaliyuva Mane

Kaliyuva Mane is located in an area of 2 acres and 27 guntas, in the village named Kenchalagudu on the outskirts of Mysore City. The school campus has the following facilities:

- Children-friendly Office (“Spandana”)
- Boys’ dormitory (“Chilipili”)
- Girls’ dormitory (“Kuhoo Kuhoo”)
- Kitchen & dining area
- Conventional & Un-Conventional



Science Laboratory

Learning Areas (Vahini, Prajna, Praphulla, Atheetha, Viveka)

- Multi-Purpose Hall (“Aravinda”)
- Science Laboratory (“Sadhana”)
- Library (“Sheethal”)
- Computer Laboratory (“Ganaka”)



Playground

- Multimedia projector
- Playground
- Bore well
- Filter for drinking water
- Adequate number of toilets
- 15 KVA, 3 Phase Diesel Generator Set
- School Van for transport



Inside New Boys Dormitory



Multi-purpose hall



Computer Laboratory



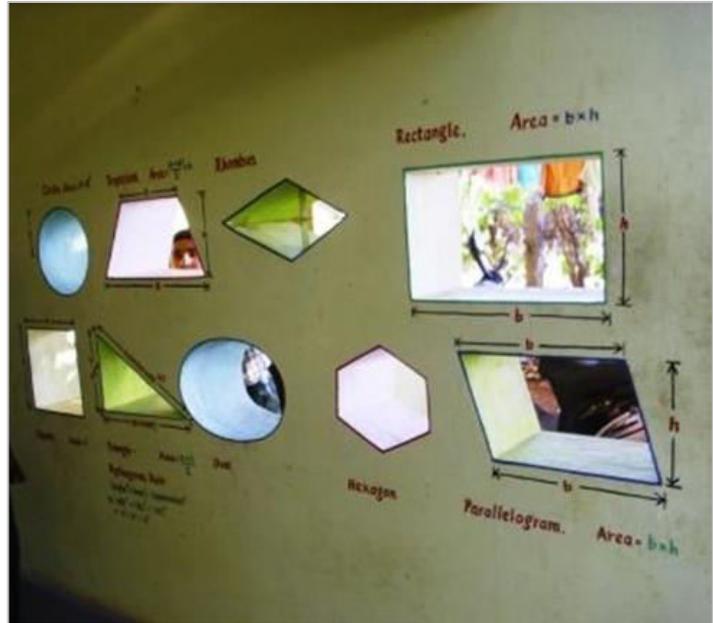
Eco Toilet Model



Vahini - Learning Area



Compass to measure angle of a door



Different geometrical shapes in the wall



Craft work



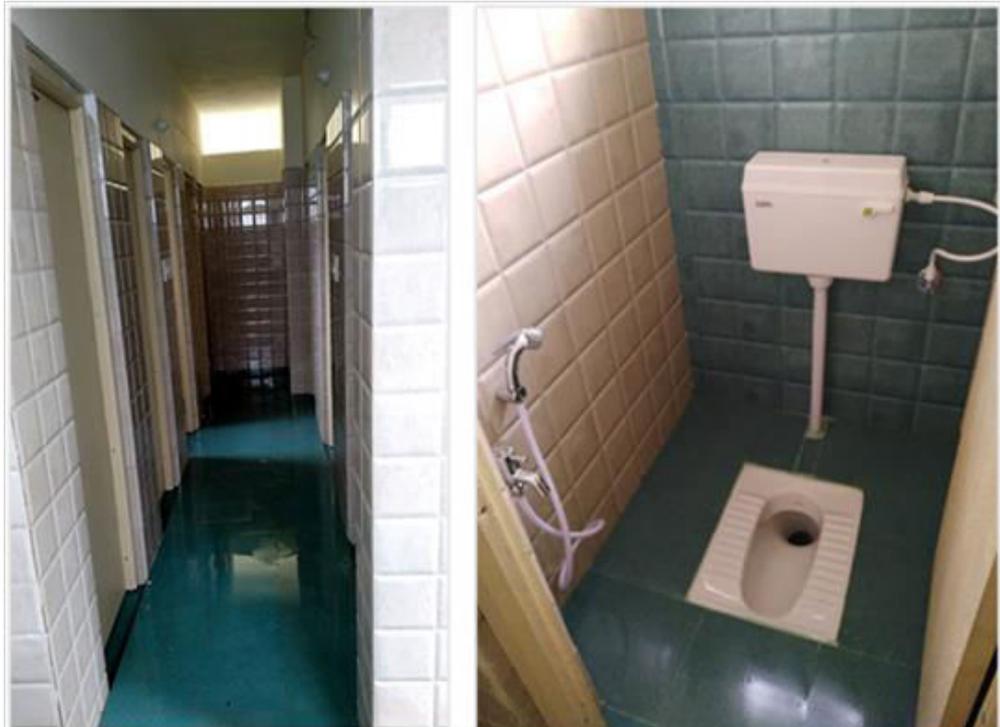
Activity based learning



Indigenously designed flush tank



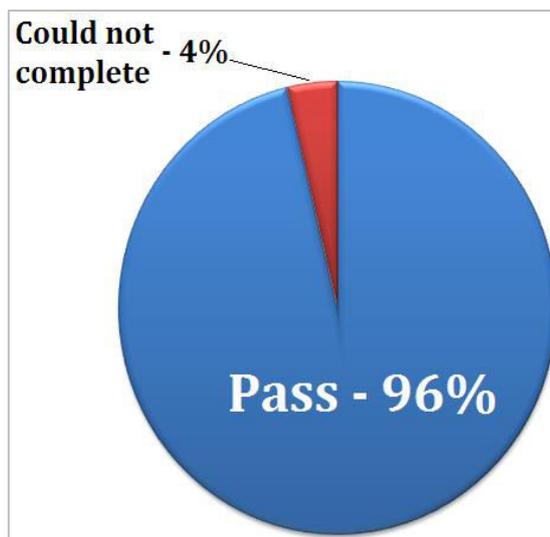
Measuring height



Toilet facilities in boys' dormitory

10th Standard Board Examination Results

- Kaliyuva Mane was started in June 2005, with 14 children, out of which 4 were resident children.
- Children started appearing for 10th Standard Examinations from the year 2010.
- Since 2010, 54 children have appeared for 10th Standard examinations in English medium, while 52 have passed.
- Out of 6 dyslexic children who appeared, 3 have passed the 10th standard examinations. The rest could pass all the subjects except one.
- 19 children have passed the coveted 10th standard examinations scoring more than 60% marks.
- Alumni of the school have already secured gainful employment in private industries or continuing their studies.
- Following are the post-matriculation educational courses they have completed/studying: B.E., Diploma in Engineering, C.A, B.Sc., B.C.A., B.B.M. /B.B.A., B.Com., B.A., PUC (Commerce), ITI, other vocational courses like nursing.



Success Stories

(Profiles of children who passed 10th standard examinations)

All children passed the 10th standard public examinations conducted by the Karnataka Secondary Education Examination Board through another recognized school, in English medium. Children studied Kannada as their first language, English as their second language and Hindi/Sanskrit as their third language. All children answered the same question papers, as answered by the mainstream school children. Kaliyuva Mane children had to answer additional questions for 20 marks, in lieu of 20% internal assessment marks meant for mainstream schoolchildren.

CHILDREN FROM “OUT-OF-SYSTEM” BACKGROUNDS:

PRAGNA Team (Passed 10th Standard in Year 2018):

- 1. Divyashree Y** [DOB: 21-07-2000; Date of joining (Day Scholar): 17-04-2014; Date of joining (Resident Scholar): 01-06-2016]

Divyashree lost her father at a tender age. Her mother works as an attendant in a school in Andhra Pradesh. Her maternal uncle took the responsibility of bringing her up. She was admitted to an English medium private school. Unfortunately, she could not learn at the expected pace. But as per the RTE norms, children have to be promoted to the next higher standard irrespective of learning. So she passed 8th standard and was promoted to 9th standard. Her maternal uncle was not happy with her education. After her admission in Kaliyuva Mane, she was sent to All India Institute of Speech and Hearing (AIISH), Mysore for a psychological assessment. As per the report dated 07-07-2014, the girl's IQ was 100 and her academic level was at the primary school level at an age of 13 years. She had an intellectual disability of 60%. She was a student with special needs. A copy of the psychological report is produced in the following page. She passed 10th standard examinations with flying colours scoring 49.44% marks.



- 2. Prabish V** [DOB: 04-01-2002; Date of joining (Day Scholar): 10-04-2014; Date of joining (Resident Scholar): 30-08-2016]

Prabish belongs to a rural, underprivileged, socially backward family. Prabish was admitted to a private English medium school. He completed 6th standard but suffered from a severe academic lag, as he could not learn at the expected pace. He was demoralised too! His parents took him to All India Institute of Speech and Hearing (AIISH), Mysore, for a psychological assessment. As per the report dated 31-05-2013, (child's age was 11 years, 4 months) his IQ was 100. His academic level was at Kindergarten. A copy of the psychological report is produced in the following page.



His worried parents changed his school and admitted him to a Kannada medium private school. But he could not reach the grades. As per the RTE norms, he was promoted to 7th standard. Finally, he was brought to Kaliyuva Mane. He passed 10th standard examinations with flying colours scoring 40.16% marks.

**ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSORE-570 006
PSYCHOLOGICAL REPORT**

This is to certify that Divyashree Y d/o Sri. L Yellappa-SmtENagarathna [REDACTED], aged 13 years, student of class IX (State Syllabus-English Medium) seeking admission as day-scholar at Kalliyuva Mane (An Alternative School for Underprivileged) run by Divya Deepa Charitable Trust, Kenchalagudu Village, Manandavady Road, Rayanakere Post, Jayapura Hobli, Mysore: 570 008, Karnataka, resident of #87/1A Block, 6th Cross, Mahadevpura, Mysore: Karnataka, bearing CRF Nos. 382814 was registered on 23rd May, 2014, at this Institute. As per the records, the child is diagnosed as functioning at the intellectual level of **“Average Intelligence-Academic Delay with Learning Difficulty”**-a condition which is currently classifiable under the category of student with special needs having equivalent of 60 % academic disability. Her current level of mental age as assessed on standardized psychological tests is age appropriate (IQ: 100). Academic history shows a relatively under stimulated child-possibly a first generation learner, having current level of scholastic performance on achievement tests equal to primary school level. Past history reveals normal developmental milestones.

Owing to her condition, the student falls under the category of ‘children with special needs’ or ‘disadvantaged child’ and becomes entitled for such illustrative list of benefits or concessions as mentioned under (a), (d), (f), (h)-(n) overleaf.

Date: 07.07.2014




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Reg. No. A053

Copy of Divyashree's psychological report

**ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSORE-570 006
PSYCHOLOGICAL REPORT**

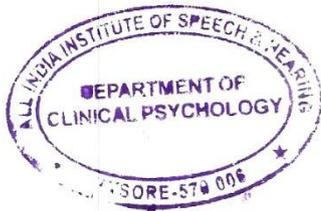
This is to certify that Prabish s/o Mrs. Pushpalatha, male, aged 11 years 4 months, class VI (State Syllabus-English Medium) at Mahavir Vidya Mandir, CA-2, 2nd Stage, LIC Colony, Srirampura, Mysore: 570 023, Karnataka, resident of ##26, Manandawadi Road, Srirampura Post, Shivapura, Mysore: Karnataka, bearing CRF Nos. 362047 was registered on 24th May, 2013, at this Institute. As per the records, the student is diagnosed as functioning at the intellectual level of **“Average Intelligence-Academic Delay”**. His current level of mental age as assessed on standardized psychological tests is age appropriate (IQ: 100). Academic history and performance on achievement tests shows a current overall grade score is around beginner of class KG. Developmental history reveals no delay developmental milestones. Academic history shows the presence of change of school as well as medium of instruction at class five which partially explains the lag in English spellings, reading and writing skills. Further, there is report of detention and repeating class five. He shows difficulties in rote counting above 1000s, solving multi-digit multiplications and divisions with zero in dividend (numerator), LCM/HCF, fractions, etc. Emphasis on teaching at higher levels of formal academic activities at home and school despite the presence of unachieved lower academic skills appear to be leading to contemporary emotional-behavior problems in the student including lack of interest or motivation to sustain attention-concentration for academic related activities, etc.

Owing to his condition, the student is entitled for the following benefits/exemptions as mandated by the United Nations Convention for Persons with Disabilities (UNCRPD), as per provisions under Persons with Disabilities (Equal) Opportunities, Protection of Rights & Full Participation Act (1995) and Right to Education Act (2009) for children with recognizable disadvantage.

- a) Exemption from study of additional language/s
- b) Provision for extra one hour time in public examinations
- c) Reader/Writer facility during examinations (to read out the questions aloud or pantomime them); or alternatively, provide for enlarged print size question papers amenable for reading by partially sighted
- d) Objective type questions (such as, match the following, one word answers, "True"/"False" statements, etc) during examinations in place of descriptive and "long" answers.
- e) No denial of admission; Integration with "normal" school going children for pursuit of regular school education.
- f) Prohibition of Holding Back and Expulsion; Non-discrimination in provision of opportunities, school admission and/or inclusion in regular academic programs.
- g) Barrier free environment by elimination of physical, psychological or attitude barriers that prevent the child from having access to normal education.
- h) Non-use of physical or psychological punishment pressure provoking practices either intended or otherwise

The above information on rights and privileges is given in the interests of necessary planning, programming and education of persons with special needs.

Date: 31.05.13




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Copy of Prabish's psychological report

3. Roopesh C S [DOB: 24-08-2001; Date of joining (Day Scholar): 16-04-2014; Date of joining (Resident Scholar): 01-06-2016]

Roopesh belongs to a village in Ramanagara district. Both the parents are illiterate. They wanted their child to study in an English medium school. So he joined a private English medium school but was unable to reach the grades. His neighbours noticed this. As per the advice of their neighbours, his parents got him admitted to Kaliyuva Mane at the age of 13 years. After assessing him informally at Kaliyuva Mane, he was taken to All India Institute for Speech and Hearing (AIISH), Mysore, for a psychological assessment. As per the report, his IQ was 100, but academic level 4th standard. A copy of the psychological report is produced below. He was a student with special needs. He passed the 10th standard examinations with flying colours scoring 59.84% marks.



ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSORE-570 006
PSYCHOLOGICAL REPORT

This is to certify that Roopesh s/o Sri. Srinivasah-Smt. Manjamma, aged 13 years, student of class VIII (State Syllabus-English Medium) seeking admission as day-scholar at Kalliyuva Mane (An Alternative School for Underprivileged) run by Divya Deepa Charitable Trust, Kenchalagudu Village, Manandavady Road, Rayanakere Post, Jayapura Hobli, Mysore: 570 008, Karnataka, resident of #87/1A Block, 6th Cross, Mahadevpura, Mysore: Karnataka, bearing CRF Nos. 382815 was registered on 23rd May, 2014, at this Institute. As per the records, the child is diagnosed as functioning at the intellectual level of **“Average Intelligence-Academic Delay”**. The condition is partly owing to recent change in medium of instruction as also due to the child not having continually received academic coaching supports at home being a first generation learner. His current level of mental age as assessed on standardized psychological tests is age appropriate (IQ: 100). Academic history shows a current level of scholastic performance on achievement tests equal to primary school level. Past history reveals normal developmental milestones.

Owing to his condition, the student falls under the category of ‘children with special needs’ or ‘disadvantaged child’ and becomes entitled for such illustrative list of benefits or concessions as mentioned under (a), (d), (f), (h)-(n) overleaf.

Date: 07.07.2014


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Copy of Roopesh's psychological report

4. Shankar M [DOB: 03-03-2000; Date of joining (Day Scholar): 01-06-2012; Date of joining (Resident Scholar): 01-06-2016]

Shankar belongs to a rural, underprivileged, tribal family. His parents are uneducated. They do some odd jobs for a living. The environment at home was not congenial for studies. Shankar was going to a rural free school. He was not interested in his studies. The necessities of life, made him drop out of the school at the age of 11 years. He started working in a liquor shop. Shankar's sister, a school dropout passed the 10th standard examinations from Kaliyuva Mane. She inspired Shankar to join Kaliyuva Mane and continue his studies. Though he was 12 years old, he started learning the basics with zeal. He passed 10th standard examinations scoring 61.28% marks.



5. Somesh (Name changed) [DOB: 25-04-2001; Date of joining (Resident Scholar): 02-10-2010]

Somesh's father was serving a term of life imprisonment on the charge of murdering his wife. Somesh was given free hostel facilities in Bengaluru, specially meant for prisoner's children and was admitted to a Govt. school. But the 7½-year-old child did not like the emotional environment at the hostel. So, after staying in Bengaluru hostel for a year, the child refused to go to Bengaluru again. The boy's uncle, who was living in Mysore, was an auto driver. He admitted Somesh to a private Kannada medium school in Mysore. But the boy did not attend the classes properly. At that time, the child did not want either school or hostel, but wanted a home where he would get ample love, care and empathy. His uncle had once visited Kaliyuva Mane and was impressed by the emotional environment prevailing at Kaliyuva Mane. So, Somesh joined Kaliyuva Mane at an age of 8½ years. Now he is very happy for having passed the coveted 10th standard examinations scoring 70.4% marks. About two years ago, his father also was released from the prison.

SHRADDHA Team (Passed 10th Standard in Year 2017):

6. Daanish [DOB: 15-06-2000; Date of joining (Resident Scholar): 29-04-2014]

Daanish's father was a Hindu and his mother a Muslim. After a few years of marriage they started living separately. Daanish's mother was striving to establish herself. But, she encouraged her only son Daanish to study.

In a testimonial recorded in 2017, Daanish says, *"Hi, I am Daanish. I used to go to a school in Bengaluru. My mother had high hopes. But I did not like the school or studies. I would bunk off classes, go to movies, roam around and while away my time. My mother was shattered when she came to know. My mother heard of Kaliyuva Mane from a friend. I was 13 when I joined Kaliyuva Mane 3 years back. I had no idea what Kaliyuva Mane was about. I*



was not happy to join, more so to a hostel away from my mother, friends, and my ways. There were no restrictions in Kaliyuva Mane. I could do whatever I wanted. I roamed around and played freely. There was no punishment. Gradually I started liking the environment. When I showed interest, I was encouraged to study. I am appearing for the 10th Board examinations this year. I hope to pass with high marks. I want to be a good teacher.”]

Daanish passed the 10th standard examinations scoring 58.24% marks.

7. Dharmesh R [DOB: 27-03-2001; Date of joining (Day Scholar): 28-06-2012; Date of joining (Resident Scholar): 09-06-2015]



Dharmesh belongs to a rural, underprivileged, socially backward family. Dharmesh lost his father during childhood. His mother was working in a provision store. Before joining Kaliyuva Mane, the boy studied up to 5th standard in a Kannada medium Govt. school. Then he joined Morarjee Desai residential school. He dropped out from that school. After 6 months, his grandfather brought Dharmesh to Kaliyuva Mane. To support his family, he used to distribute newspapers in the morning. He passed 10th standard examinations securing 61.44% marks.

MYTHRI Team (Passed 10th Standard in Year 2016):

8. Chandana C [DOB: 10-12-1999; Date of joining (Resident Scholar): 04-11-2012]

Chandana used to live in a hut in Ekalavyanagara on the outskirts of Mysore. Both her parents are uneducated. Her mother was working in a roadside eatery. She was the sole breadwinner of the family. The picture shows her house. Having dropped out from three Govt. schools, she worked as a child labourer at Bengaluru, one year as a child caretaker and another as a domestic help. Due to the intervention of her relative, she joined a hostel, run by an NGO and re-joined another school, but dropped



out after a few months, as she could not follow the lessons. Thanks to a KaliyuvaMane volunteer, at the age of 12 years 9 months, she joined Kaliyuva Mane as a resident scholar. She did not have any records such as Transfer certificate, progress report etc... She started learning from basics and passed 10th standard examinations securing 58%.

9. Yogesh Ponting [DOB: 13-07-2000; Date of joining (Day Scholar): 03-09-2014]



Both the parents of Yogesh Ponting are postgraduates (M.A., B.Ed.) and belong to a middle-class family. His mother works as the Head Mistress at Sandal Rose convent and father as an astrologer in Chennai. Yogesh studied in two English medium schools. Then he joined a reputed school, (Sadvidya High School) for 8th standard. In the 9th standard, in one of the tests, the boy did not perform well and failed. The school authorities asked him to bring his parents to the school. Parents wanted to see the progress report. He was under tremendous pressure. Having no courage to face his parents, he left home, only to be found in Chennai after a week. He refused to go to the same school again. The concerned parents tried for admission in other English medium schools but in vain. Other schools refused admission for this boy who was a dropout from such a reputed school. The admission period was also over for that academic year. As a last resort, his parents reluctantly brought him to Kaliyuva Mane. Initially, he used to come as a day scholar. But during the exam preparation period, he used to stay as a resident scholar. Due to the fine emotional atmosphere at Kaliyuva mane, he regained interest for studies and started learning. He passed 10th standard examinations securing 74% marks.

10. Mahesha M K [DOB: 09-03-1998; Date of joining (Resident Scholar): 15-04-2011]



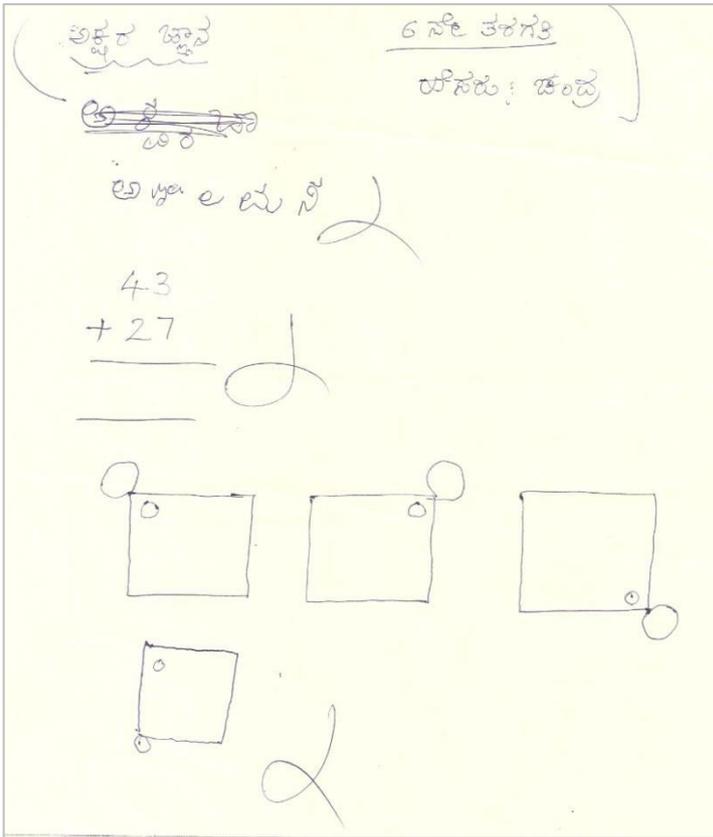
Mahesha belongs to a rural, underprivileged, tribal family. Both the parents are illiterate. Due to the lack of guidance from parents, rote learning at the school and fear of punishment, Mahesha studied up to 4th standard in a village Govt. Kannada medium school and dropped out.

He developed a desire to study again at an age of 13 years. By that time, he had forgotten whatever he had learnt earlier. When he was admitted to Kaliyuva Mane, all he knew was to write his name in Kannada. In Kaliyuva Mane, he regained his lost interest for studies, started learning from alphabets and numbers, and passed the 10th standard examinations scoring 44.96%marks.

11. Chandra S [DOB: 31-08-1997; Date of joining (Day Scholar): 02-06-2008; Date of joining (Resident Scholar): 07-05-2015]



Chandra's parents are illiterate. Father used to work as a street vegetable vendor. The boy belonged to a rural, underprivileged, tribal family. He had passed 5th standard from a rural Govt. Kannada medium school. He was suffering from malnutrition. A month after his joining he was given a simple informal academic assessment. Scanned copy of the test paper is produced below:



Chandra's initial informal assessment at Kaliyuva Mane

He did not have either the knowledge of Kannada alphabet nor he could do single digit addition. The boy attended Kaliyuva Mane irregularly for about a year or so. We used to call his father and advise him. For a few days, the boy used to attend regularly and this attendance would lapse. But again, he used to be irregular. It seems he used to get up early in the morning and help his father at home.

One day, we noticed that he had a severe problem with his eyesight. We took him to an ophthalmologist and got him a pair of spectacles. He started showing some interest in studies. His informal assessment report after two years is produced in the next page. There was some improvement in his learning. In

July 2011, he was taken to All India Institute of Speech and Hearing (AIISH), Mysore, for an assessment. His IQ was 100, but academic level was between 1st & 2nd grade at the age of 13 years. He had shown some improvement in academics. A copy of the psychological report is produced in the following page.

Slowly he started coming to Kaliyuva Mane regularly. He learnt reading Kannada books. He developed eye pain again. We got him a different pair of spectacles. The boy started showing considerable progress in studies. His problem with the eyesight persisted. He had a rare eye defect called as Nystagmus – a problem with fixation of eyeball. During examination preparation,

he was taken as a resident scholar. To our surprise, he passed in all the subjects except Science. In April 2017, he cleared one more paper & successfully completed 10th standard.

ಆಣೆ ಅಡಿ ಒಂದೆ ಮಗುವನ್ನು ಕುರಿತು ತಾಯಿ ನಂಕೋಣೆಯಿಂದ ಹೇಳುವ ಮೂಲಕು.
 ಆಟಗಳು ಪುರಂವಿರೆಯಿಂದ ಬಂದವು ಕಾಲ ಕಳೆದಂತೆಲ್ಲಾ ಅವುಗಳೆಲ್ಲ ಬದಲಾವಣೆ
 ಉಂಟಾಯಿತು. ಮಕ್ಕಳ ದೈಹಿಕ
 ಹಾಗೂ ಮನನಿಕ ಚಳವಳಿಗಳಿಗೆ ಆಟಗಳು ಉತ್ತಮ ಸ್ವರೂಪವನ್ನು ಮನುಷ್ಯನಿಗೆ ಒದಗಿಸಿವೆ. ಆಟ
 ಆಡುವುದರಲ್ಲಿ
 ಪ್ರಾದೇಶಿಕ ಬನ್ಯ ಕ್ರೀಡೆಗಳು ಅವುಗಳ ಉದ್ದೇಶ ಬಂದಿವೆ

Remark: Copies properly.
 Writing speed has to be increased
 Reads well. Finds difficulty in reading
 long words.

Mathematics:
Addition:

$$\begin{array}{r} 111 \\ 3763 \\ + 2032 \\ + 1786 \\ \hline 7581 \end{array} \quad \checkmark$$

$$\begin{array}{r} 457 \\ - 234 \\ \hline 223 \end{array} \quad \checkmark$$

Good
 Knows multiplication
 tables up to 6

$$\begin{array}{r} 654 \\ - 376 \\ \hline 278 \end{array} \quad \checkmark$$

(a) (b) (c) (d) α

In the second attempt did correctly

$$\begin{array}{r} \square \\ \hline \end{array} \quad \checkmark$$

d b s

Chandra's informal assessment report after he started wearing spectacles

**ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSORE-6
PSYCHOLOGICAL REPORT**

Name: Chandru S
Age: 13 years

Sex: Male
Class: V-State

CRF Nos.: 304193
Divya Deepa Ch. Trust, Mysore

REASONS FOR REFERRAL

Assessment of intelligence & adaptive behavior in view of complaint of scholastic problems
Individualized behavioral programming for home based training.

TESTS ADMINISTERED

- (a) Normative tests of intelligence and adaptive behavior
- (b) Grade Level Achievement Tests

RESULTS:

On normative tests of intelligence (Gessells Drawing Test & Binet-Kamat Intelligence Scales) and adaptive behavior scales, the student's current mental/social age is age appropriate (IQ/SQ: 100). On standard grade level Achievement Tests (b), his arithmetic age and Kannada spelling age levels equals between Grade I-II. He shows difficulties in numbers beyond hundreds, meaningful counting, differentiating ascending-descending order of numbers, solving double digit addition and subtraction involving carry over/borrowing operations, multiplication or division operations, reading and writing in Kannada beyond second grade word levels, etc. Past history is suggestive of normal developmental milestones. There is report of belated change of medium of instruction from Kannada to English at middle school level, combined with environmental factors like impoverished home environment, first generation academic learning or exposure, school drop out, etc

IMPRESSION: AVERAGE INTELLIGENCE (ACADEMIC BACKWARDNESS)

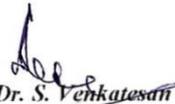
RECOMMENDATIONS:

Activity oriented and individualized grade based remedial instruction is recommended by focusing on the following additional guidelines:

- Oral or objective type drilling exercises; Relaying of foundation skills;
- Provision for special objective type question papers
- Learner Paced Teaching Curriculum
- Emphasis on Concrete and Applied rather to Theoretical or Abstract Concepts
- Play/Activity Based teaching
- Preferential Use of Reward to Punishment procedures
- Avoidance of Rote Learning
- Periodic Review and Follow Ups

Date: 19.07.10




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Copy of Chandra's psychological report

CHINMAYI Team (Passed 10th Standard in Year 2015):

12. Swamy S [DOB: 14-03-1999; Date of joining (Day Scholar): 04-06-2012, Date of joining (Resident Scholar):13-05-2013]

Swamy belongs to a rural,underprivileged,family. His father had passed 7thstandard. His mother is uneducated.His father used to work as a gardener (temporary job). His mother was a housewife and her health was fragile. The boy had completed 7th standard from a Govt. Kannada medium school.



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, an English medium school in Mysore. The lady also paid the fees. But, due to lack of prerequisites, the boy could not cope with the studies. So, as per the advice of the same lady, the boy's father admitted his son to Kaliyuva Mane. The boy passed 10th standard examinations securing 65.12% marks.

13. Soundarya S [DOB: 04-08-1999; Date of joining (Resident scholar): 03-06-2013]

Soundarya belonged to a tribal community in Mellahalli village. Her father had not gone to any formal school, but learnt reading and writing by attending literacy classes conducted by Divyadeepa way back in 1990's. So, he knew the importance of educating a daughter. The girl's mother was a housewife. The girl's father admitted her to a rural private English medium school in that village itself. Soundarya studied there up to 7th standard. The school did not get permission to start 8th standard. Urban English medium schools demanded a huge donation for a seat in their schools. So the girl's father brought his daughter to Kaliyuva Mane. Within two years, she appeared for 10th standard examinations in English medium securing 69.28% marks.



14. Koushik H D [DOB: 14-05-1997; Date of joining (Day Scholar): 03-08-2012; Date of joining (Resident Scholar): 20-02-2013]

Koushik belongs to a rural farming community. His mother was a housewife. His father had studied up to B.A. His mother had passed 8th standard. The boy studied up to 4th standard in a mainstream Kannada medium school. The boy was good at sports. So he was admitted to a 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 lagging behind academically. 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 stayed 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 All India Institute of Speech & Hearing (AIISH), Mysore, for assessment. According to the report, he was a dyslexic boy. Though his IQ was 100, his academic level was 4th standard at an age of 15 years, 2 months. So his mother brought him to Kaliyuva Mane. He regained his lost enthusiasm for studies at Kaliyuva Mane. He did not utilize the benefits, he was eligible for, such as exemption from appearing two additional languages. He took the examinations in all the subjects and passed 10th standard examinations securing 56.48% marks, though he lost his father a few months before his 10th standard examinations.

A copy of the psychological report is produced in the following page.

SPHOORTHI Team (Passed 10th Standard in Year 2014):

15. Srikrishna A [DOB: 12-12-1997; Date of joining: 07-06-2005]

Shrikrishna's parents are educated. The boy was intelligent but was very sensitive. They were looking for an informal child-centric school. But there was none. So, they were forced to send their son to a mainstream school. After Kindergarten, the boy joined 1st standard in a mainstream school. Initially, he was happy. But later on, he developed an aversion to the school. He was subjected to corporal punishment at school. With no other options, parents pressurised him to go to the same school. The boy started showing withdrawal symptoms and started attending classes submissively. Eventually, parents withdrew him from the school.



A psychologist suggested an informal school for him. There was no such school in Mysore. Eventually he joined in Kaliyuva Mane. Even in Kaliyuva Mane he found it difficult to learn in a group. His emotional quotient was low. He was intelligent. Due to his traumatic childhood, he was very poor in social skills. He passed 10th standard examinations scoring 44.8% marks.

ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSORE-570 006
PSYCHOLOGICAL REPORT

This is to certify that HD Koushik (photograph attested below) s/o Mr. HS Devaraj-Mrs. HS Sunanda, male, aged 15 years 2 months, discontinued studies at class X (Kannada Medium-State Syllabus), seeking admission for informal schooling at Darideepa, Mysore: Karnataka, resident of #Haleyur, KR Nagar, Mysore District: Karnataka, bearing CRF Nos. 344878 was registered on 18th July, 2012, at this Institute. As per the records, the student is diagnosed as functioning at the intellectual level of "Average Intelligence-Learning Disability (Dyslexia)". His current level of mental age as assessed on standardized psychological tests (Bhatia's Battery of Performance Tests of Intelligence & Ravens Progressive Matrices) is age appropriate (IQ: 100). Academic history and performance on achievement tests shows that his current overall grade score is equivalent of primary school levels. Past history is suggestive of no delay in developmental milestones. There is history of school change on three occasions. The child shows exceptional interest and talent for athletics and has even won accolades in inter-school competitions.

Owing to his condition, the student requires the following benefits/exemptions especially (b) as mandated by the United Nations Convention for Persons with Disabilities (UNCRPD), as per provisions under Persons with Disabilities (Equal) Opportunities, Protection of Rights & Full Participation Act (1995) and Right to Education Act (2009) for children with recognizable disadvantage.

- (a) Exemption from study of additional language/s
- (b) Provision for extra one hour time in public examinations
- (c) Reader/Writer facility during examinations (to read out the questions aloud or pantomime them); or alternatively, provide for enlarged print size question papers amenable for reading by partially sighted
- (d) Objective type questions (such as, match the following, one word answers, "True"/"False" statements, etc) during examinations in place of descriptive and "long" answers.
- (e) No denial of admission; Integration with "normal" school going children for pursuit of regular school education.
- (f) Prohibition of Holding Back and Expulsion; Non-discrimination in provision of opportunities, school admission and/or inclusion in regular academic programs.
- (g) Barrier free environment by elimination of physical, psychological or attitude barriers that prevent the child from having access to normal education.
- (h) Non-use of physical or psychological punishment pressure provoking practices either intended or otherwise

The above information on rights and privileges is given in the interests of necessary planning, programming and education of persons with special needs.

Date: 30.07.12




Dr. S. Venkatesan,
Professor in ~~Education and Head~~ **Department of Clinical Psychology**
All India Institute of Speech & Hearing
(Ministry of Health & Family Welfare, Govt. of India)
Mahadevanagar, Mysore - 570 006.
Reg. No. A/153

Copy of Koushik's psychological report

16. Hemanth Kumar J [DOB: 02-08-1997; Date of joining (Day Scholar): 31-05-2010]

Hemanth belongs to a lower middle-class family. His father was working in a private firm. His mother was a housewife. His father had passed PUC and the mother had studied up to SSLC. Hemanth was studying in St. Mary's School, an English medium school. But unfortunately, the boy could not cope with the rigid structure of the school. The constant academic failure shattered young boy's confidence. Concerned, his father took the boy to All India Institute of Speech and Hearing (AIISH), Mysore for an assessment. The boy was on the threshold of 8th standard then, but his academic level was found to be equivalent to that of a beginner of 3rd standard at an age of 13 years, though his IQ was age appropriate. A copy of the psychological report is produced in the following page. The boy was found to have 'learning disability'. So, Hemanth's disappointed father brought Hemanth to Kaliyuva Mane.



At Kaliyuva Mane, he was educated as per the guidelines of the clinical psychologist, which were being practised already. He was fond of animals. He was interested in snake catching. He was encouraged. His father was supportive. Hemanth was exempted from studying two additional subjects. Hemanth regained the lost interest for studies and started cooperating with the faculty members. Hemanth passed 10th standard examinations securing 51.75% marks.

CHAITANYA Team (Passed 10th Standard in Year 2013):

17. Shiva Kumar V [DOB: 28-11-1997; Date of joining (Resident Scholar): 14-04-2007]

Shiva Kumar belongs to a rural, underprivileged, tribal broken family. Shiva Kumar's mother was living alone with her children. His father had deserted the family. His mother had studied up to 9th standard. His mother had to earn to take care of the family. She was selling fruits and flowers on the roadside in front KSRTC suburban bus stand. Because of this, the mother could not focus on the children's educational activities.



Shiva Kumar disliked structured studies and was very irregular to the school. His mother changed his school 3 times. But he disliked all the schools. After seeing an article about Kaliyuva Mane in a newspaper, his mother brought him to Kaliyuva Mane, at the age of 10 years. He was unable to read 2nd standard Kannada textbooks. Initially, he was quarrelsome and not interested in the studies. But he was smart and intelligent. Later on, he started showing interest and passed 10th standard examinations securing 60.8% marks.

ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSORE-6
PSYCHOLOGICAL REPORT

Name: Hemant Kumar J Sex: Male CRF Nos.: 229786
Age: 13 years Class: VII-State-Pass St. Mary's School, Mysore

REASONS FOR REFERRAL

Assessment of intelligence & adaptive behavior in view of complaint of scholastic problems
Individualized behavioral programming for home based training.

TESTS ADMINISTERED

- (a) Normative tests of intelligence and adaptive behavior
- (b) Grade Level Achievement Tests

RESULTS:

On normative tests of intelligence (Gesells Drawing Test & Ravens Colored Progressive Matrices) and adaptive behavior scales, the student's current mental/social age is age appropriate (IQ/SQ: 100). On Achievement Tests (b), his arithmetic age and Kannada spelling age levels equal beginner of Grade III. He shows difficulties in numbers beyond hundreds, meaningful counting, differentiating ascending-descending order of numbers, solving double digit addition and subtraction involving carry over/borrowing operations, multiplication or division operations, reading and writing in English beyond second grade word levels, etc. This is re-confirmed by the results of reports of a similar assessment carried out earlier about four years ago in December, 2006 with almost identical results of grade discrepancy for class III at UKG levels. Past history is suggestive of delay only in speech related developmental milestones. There is history of school change on one occasion.

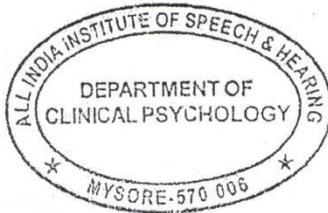
**DIAGNOSIS: AVERAGE INTELLIGENCE with MODERATE ACADEMIC DELAY
(LEARNING DISABILITY)**

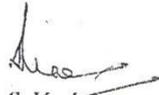
RECOMMENDATIONS:

Activity oriented and individualized grade based remedial instruction is recommended by focusing on the following additional guidelines:

- Oral or objective type drilling exercises; Relaying of foundation skills;
- Exemption from study of additional languages, extra time in examinations and provision for special objective type question papers
- Learner Paced Teaching Curriculum
- Emphasis on Concrete and Applied rather to Theoretical or Abstract Concepts
- Play/Activity Based teaching
- Preferential Use of Reward to Punishment procedures
- Avoidance of Rote Learning
- Periodic Review and Follow Ups

Date: 17.05.10




Dr. S. Venkatesan
Professor in Clinical Psychology
Email:

Dr. S. VENKATESAN
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(Ministry of Health & Family Welfare, Govt. of India)
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Reg. No. A653

Copy of Hemant's psychological report

VIVEKA Team (Passed 10th Standard in Year 2012):

18. Shwetha M [DOB: 27-01-1997; Date of joining (Resident Scholar): 17-04-2007]

Shwetha belonged to a rural, underprivileged, broken, tribal family. Shwetha's father was working in a mutton shop. Her mother was working as a domestic help. Shwetha's illiterate father was an alcoholic; her mother had studied up to 4th standard. They were living in a small rented shed in Srirampura village, around 7 km from Kaliyuva Mane. Shwetha's parents have 5 children. Shwetha is the middle one. Shwetha's mother was taking a major share of the responsibility of the family. Her father did not find time to visit Kaliyuva Mane even once where his daughter studied for 5 years.



Shwetha was going to the mainstream rural Kannada medium school. She was going to the school once in a blue moon due to multiple reasons such as inherent disinterest, rote teaching methods, lack of guidance at home, fear of punishment in schools etc... She eventually dropped out. After dropping out, 10-year-old Shwetha started accompanying her mother. While her mother used to work, the daughter used to play at the mother's workplace.

Shwetha's mother used to come to Kaliyuva Mane in exigent situations. While her mother used to be busy washing vessels, this little girl used to enjoy the swing at Kaliyuva Mane. One day her mother had come to Kaliyuva Mane with her five children. The older children used to help her mother, while the others used to play. We asked the eldest child to join the school. But Shwetha was keener. So she became a part of Kaliyuva Mane family at an age of 10 years.

She started learning from scratch at Kaliyuva Mane. She was happy and progressing during the first 3 years. But gradually her interest declined. During the summer holidays, she was sent home. But she did not return when the school reopened. Her mother sent her to Bangalore. She started working in someone's home, taking care of a one-year old infant. That experience was an eye opener for her! She came back to Kaliyuva Mane with firm determination. She started cooperating with the staff members and passed 10th standard examinations scoring 45.6% marks. She is the first girl to have passed 10th standard in the whole family.

19. Manu Kumar K [DOB: 27-11-1993; Date of joining (Resident Scholar): 12-03-2007]

Manu was from Mellahalli located on Bannur road. He is from a tribal family. Both his parents are illiterate. Manu is the second son. Farming is the family profession. Manu completed 1st standard in a rural mainstream Kannada medium school. He lost interest in studies and dropped out of the school due to multiple reasons such as inherent disinterest, rote teaching methods, lack of guidance at home, fear of punishment in schools etc...Manu started helping his parents in farming and taking care of the cows. In the meantime, Manu's uncle Shivalingu, an illiterate had learnt reading and writing by attending literacy classes conducted by Divyadeepa in Mellahali way back in 1996. His uncle having understood the importance of education brought Manu's parents to Kaliyuva Mane. Manu knew only to write his name in Kannada but started cooperating with the staff. With his fine attitude and hard work, he passed 10th standard examinations scoring 42.08% marks.



20. Renuka Swamy S M [DOB: 30-01-1996; Date of joining (Resident Scholar): 15-04-2008]

Renuka Swamy lost his father when he was quite young. His mother brought him up. His mother was working in a small eatery in a village on the outskirts of Davanagere. Her dream was to give her only son a good education. She had studied up to 9th standard and knew the value of education. So with great difficulty, she made him join a private Kannada medium school. But Renuka did not show much interest in studies. He failed in 6th standard and stopped going to school. Through word of mouth, Renuka's mother came to know about Kaliyuva Mane. Renuka joined Kaliyuva Mane as a resident scholar. We found him bright but not suitable for structured studies. Even at Kaliyuva Mane, he was not interested in his studies initially. But he gradually started evincing an interest in studies and passed 10th standard examinations scoring 44.96% marks.



21. Rajeshwari M [DOB: 16-04-1996; Date of joining (Day Scholar): 01-06-2007; Date of joining (Resident Scholar): 01-06-2008]

Rajeshwari was from an underprivileged, socially backward family. She had completed 6th standard from an urban Govt. Kannada medium school. Her eldest sister used to work at Kaliyuva Mane. She was worried about her sister's poor academic performance. At Kaliyuva Mane Rajeshwari was given a simple informal assessment. A copy of her initial informal assessment paper is produced in the next page. The result was shocking. She could not write a few lines properly in her mother tongue. She could not spell the word, 'English'. However, we found her studious and hard working. One day, when we asked all



the children to write a paragraph on their fathers, Rajeshwari wrote a passage. There was considerable improvement in her Kannada writing skills. A copy of that passage is produced here. She put her heart into her studies and started cooperating with the staff. She passed 10th standard examinations securing 63.84% marks. She was labelled as a slow learner, but in reality, she was a victim of the system.

Date-31/05/07 ರಾಜೇಶ್ವರಿ

ನನ್ನ ಹೆಸರು ರಾಜೇಶ್ವರಿ, ನನ್ನ ಬಾಡಂಬಡ್ಡಿ ಮನೆ,
 ನನ್ನ ಅಕ್ಕ ಅಮ್ಮನವರನ್ನು ವರಿಸುತ್ತಿದ್ದೆ ನನ್ನ ತಂದೆಯ
 ಹೆಸರು ಮರಿದಂಡಯ್ಯ ನನ್ನ ತಾಯಿಯ ಹೆಸರು ಧನಲಕ್ಷ್ಮಿ

~~English~~
 English

Rajeshwari's informal assessment at the time of joining

ಕಂದೆ

DATE: 6/11/2008
 ರಾಜೇಶ್ವರಿ ಮನೆ

ಕಂದೆ ಮಕ್ಕಳಿಗೆ ಹೊಡೆಯ ಬಾರದು.
 ಕಂದೆ ಕುದಿಯ ಮನೆಯಲ್ಲೂ ಜಗಲೆ ಆಡ
 ಬಾರದು. ಕಂದೆ ಮಕ್ಕಳನ್ನು (ಚನ್ನಾಗಿ) ನೋಡಿ
 ಕೊಳ್ಳಬೇಕು. ಕಂದೆ ಮನೆಗೆ ದುಡಿದು ತರ ಬೇಕು.
 ಕಂದೆ ಮಕ್ಕಳಿಗೆ ಮನೆಯಲ್ಲೂ ಮಕ್ಕಳಿಗೆ ಅಡ್ಡ
 ಹೊಳೆ ಕೊಡ ಬೇಕು. ಕಂದೆ ಮಕ್ಕಳಿಗೆ ಹಬ್ಬ
 ಹಬ್ಬಕ್ಕೆ ಹೊಸ ಬಟ್ಟೆ ತೆಗೆದು ಕೊಡ ಬೇಕು.
 ಕಂದೆ ವಾರವಾಸಕ್ಕೆ ಹೊಂದಿ ಮಕ್ಕಳ ಜೊತೆಯಲ್ಲಿ
 ದೊಡ್ಡದಕ್ಕೆ ಹೋಗ ಬೇಕು. ಕಂದೆ ಗಾಳಿಯರ
 ಜೊತೆಯಲ್ಲಿ ಒಳ್ಳೆಯವರಾಗಿರ ಬೇಕು. ಕಂದೆ
 ತಕ್ಕದಮನೆ ಮನರ ಜೊತೆಯಲ್ಲಿ ಜಗಲೆ ಆಡಬಾರ
 ದು. ನನ್ನ ತಂದೆಯ ಹೆಸರು ಮರಿದಂಡಯ್ಯ
 ಎಲ್ಲಕ್ಕೂ ಒಳ್ಳೆಯವರಾಗಿರ ಬೇಕು.

Rajeshwari's informal test paper (after 18 months of joining Kaliyuva Mane)

ARAVINDA Team (Passed 10th Standard in Year 2010):

22. Prashanth Kumar B S [DOB: 01-04-1991; Date of joining (Resident Scholar): 27-06-2007]

Prashanth was studying in a local village school. His father deserted the family and started living separately. The necessities of life, made him quit the school in 2003, without completing 7th standard. He left the school to work as a child labourer at Ooty, Coimbatore and Hassan at the tender age of 12. He used to work in hotels too. His mother was working as a domestic help. He also suffered from a rare disease, colour blindness. During 2007, upon seeing an article on Kaliyuva Mane in a local newspaper, one of his acquaintances called us for a job opportunity for him. He was 16 years old then. Considering his age, Kaliyuva Mane encouraged him to study. Initially, there were some behavioural issues owing to his tumultuous background, but he started showing interest in studies and started learning from alphabets and numbers and passed 10th standard.



23. Sachin N [DOB: 17-02-1995; Date of joining (Resident Scholar): 06-06-2005]

Sachin belonged to a rural, socially backward, underprivileged family. Sachin's father was a mason. His mother used to roll incense sticks. His father had studied up to 9th standard and his mother was illiterate. Sachin was studying in a Govt. Kannada medium school in his village. But he was unable to study at the expected pace. By the time he completed 5th standard, he had lost interest in studies as he was considered as a slow learner. Eventually, his parents brought him to Kaliyuva Mane where he had to undergo learning from scratch. We found him to be bright but having some problems with learning languages. He passed 10th standard examinations, but the teachers had to work hard!



24. Nanjunda Swamy K [DOB: 04-10-1989; Date of joining (Resident Scholar): 12-03-2007]

Nanjunda Swamy belongs to a rural, BPL, tribal family. Both the parents are illiterate. Nanjunda Swamy was studying in a Govt. school at Mellahalli. During 2000, when he was 11 years old, he lost interest in the school and bid goodbye to it, without completing 5th standard. He started helping his father in farming. One of his uncles brought him to Kaliyuva Mane in 2007. He joined as a resident scholar. He continued his education after a gap of nearly 7 years, because of which he had forgotten to recognize even Kannada alphabets and numbers. He passed 10th standard examinations in 2010.



25. Santosh J [DOB: 04-10-1992; Date of joining (Day Scholar): 07-06-2005; Date of joining (Resident Scholar): 30-01-2007]

Santosh was not interested in his studies. He was labelled as a slow learner. Teachers used to punish him. Feeling dejected, one day he left the school, without completing 7th standard. He took to grazing sheep and cows. When Kaliyuva Mane was started, his parents admitted him. Initially, when he joined Kaliyuva Mane, he was an irregular attender. After a year or so in 2007, he expressed his desire to join as a resident scholar. Gradually he started learning from scratch. He was able to pass the 10th standard examinations.



CHILDREN FROM UNDER PRIVILEGED BACKGROUNDS:

PRAGNA Team (Passed 10th Standard in Year 2018):

26. Vinod C[DOB: 26-09-2001; Date of joining (Day Scholar): 10-06-2013; Date of joining (Resident Scholar): 06-04-2016]

Vinod belongs to a village named Basavanapura. His parents are illiterate. His home is not congenial for studies. His father works as a mason. Mother works as a domestic help. The owner of the house, where Vinod's mother was working, discovered that Vinod was suffering from a serious academic lag. She advised Vinod's mother to admit the boy to Kaliyuva Mane. Vinod had passed 6th standard and had been promoted to 7th standard. At Kaliyuva Mane he was taught from basics. He passed 10th standard examinations scoring 44.32% marks.



27. Kiran N[DOB: 28-08-2002; Date of joining (Day Scholar): 01-06-2008; Date of joining (Resident Scholar): 18-05-2013]

Kiran belongs to a rural, underprivileged, socially backward family in Gujjegowdanapura on H.D. Kote road. His parents are not educated. His uncle, a school dropout had passed the 10th standard examinations at Kaliyuva Mane. So, as a result of his influence, Kiran joined Kaliyuva Mane and studied for a year. Then his parents shifted him to an English medium convent in their village. But after a few months, Kiran refused to go there and dropped out. He joined Kaliyuva Mane again. He passed the 10th standard examinations scoring 63.36% marks.



SHRADDHA Team (Passed 10th Standard in Year 2017):

28. Sumanth V [DOB: 05-11-2000; Date of joining (Day Scholar): 23-05-2014; Date of joining (Resident Scholar): 27-05-2016]

Sumanth belongs to a rural, underprivileged family. His father works as a freelance electrician and his mother as a security guard. Both his parents had passed 10th standard and knew the value of education. Though he completed 8th standard in a private English medium school, he was not progressing well in his studies. So his parents admitted him to Kaliyuva Mane. He passed 10th standard examinations securing 63.52% marks.



29. Nithish Kumar B [DOB: 29-10-2000; Date of joining (Day Scholar): 16-05-2013; Date of joining (Resident Scholar): 19-05-2016]

Nithish belongs to a rural, underprivileged, tribal family. His father is a farmer and illiterate. Nithish's mother is a housewife. Nithish Kumar completed 7th standard from a private Kannada medium school. Later he joined Kaliyuva Mane and passed 10th standard examinations scoring 62.08% marks.



30. Ravinandanaradhya [DOB: 15-11-2000; Date of joining (Resident Scholar): 31-05-2011]

Ravinandanaradhya belongs to Bheemanahalli village of H.D. Kote Taluk. His father is blind. His mother works in a farm. Ravinandanaradhya belongs to an underprivileged family. He completed 5th standard in a rural Kannada medium Govt. school. One of his relatives used to work at Kaliyuva Mane. So, he joined Kaliyuva Mane. He passed 10th standard examinations securing 55.52% marks.



31. Sunil S [DOB: 01-01-2001; Date of joining (Day Scholar): 03-06-2013; Date of joining (Resident Scholar): 07-05-2015]

Sunil completed 7th standard in a Kannada medium private school. He belongs to a rural, underprivileged, socially backward family. Sunil's parents are illiterate. His father works as a security guard. His mother is a homemaker. He joined Kaliyuva Mane due to severe academic lag. He passed 10th standard examinations securing 48.96% marks.



32. Bhavani K [DOB: 20-12-2001; Date of joining (Day Scholar): 15-04-2014; Date of joining (Resident Scholar): 18-05-2016]

Bhavani belongs to a rural, underprivileged, socially backward family. Her parents work as daily labourers. She completed 7th standard in a school in Arasinakere, 25 km away from Mysore. She joined Kaliyuva Mane, as she was not progressing well in her studies. She passed 10th standard examinations scoring 45.76% marks.



33. Manoj S [DOB: 28-05-2001; Date of joining (Day Scholar): 31-12-2007]

Manoj belongs to a rural, underprivileged, tribal family. His father is a street vendor and his mother works as a daily labourer. Both the parents are illiterate. He joined Kaliyuva Mane for his studies and passed 10th standard examinations securing 52.48% marks.



34. Raju S [DOB: 03-02-2002; Date of joining (Day Scholar): 23-05-2012; Date of Joining (Resident Scholar): 10-06-2013]

Raju belongs to a rural, underprivileged, tribal family. His father is a tractor driver and his mother works in Anganwadi. Before joining Kaliyuva Mane, Raju completed 5th standard at a school in Gumachanahalli, 30 Km from Mysore. He passed 10th standard examinations scoring 50.4% marks.



35. Roopa K [DOB: 31-01-2002; Date of joining (Day Scholar): 04-06-2014; Date of joining (Resident Scholar): 18-05-2016]

Roopa belongs to a rural, underprivileged, socially backward family. Her father works as a daily labourer. Roopa completed 7th standard at a rural school in Arasanakere, 25 km away from Mysore. She was suffering from an academic lag of 3 years on her admission to Kaliyuva Mane. She passed 10th standard examinations scoring 45.28% marks.



36. Madhu [DOB: 25-01-2001; Date of joining (Day Scholar): 15-05-2013; Date of Joining (Resident Scholar): 10-06-2016]

Madhu belongs to a rural, underprivileged, socially backward family. Both the parents are illiterate. His father used to do odd jobs for a living. Before joining Kaliyuva Mane, Madhu had completed 6th Standard in a Govt. Kannada Medium School. He passed 10th standard examinations scoring 52.96% marks.



MYTHRI Team (Passed 10th Standard in Year 2016):

37. Basavaraju G V [DOB: 10-05-2000; Date of joining (Day Scholar): 21-05-2013; Date of joining (Resident Scholar): 09-05-2015]

Basavaraju is from a rural, underprivileged family. Both his parents are illiterate. His father used to work as an electrician. His father passed away in an accident. Basavaraju had passed 7th standard at a rural private school before joining Kaliyuva Mane. However he had an academic lag of 3-4 years. He passed 10th standard examinations scoring 61.28% marks.



38. Shankar S [DOB: 18-03-2000; Date of joining (Day Scholar): 02-06-2014; Date of joining (Resident Scholar): 01-05-2015]

Shankar S, belongs a rural, underprivileged, tribal family. His father had passed 10th standard and mother was illiterate. Before joining Kaliyuva Mane, he had studied 9th standard at an urban Kannada medium private school. However, he was academically lagging behind. He passed 10th standard examinations scoring 60% marks.



39. Santosh C [DOB: 18-03-2000; Date of joining (Day Scholar): 07-06-2005]

Santosh is from Kenchalagudu village and belongs to an underprivileged, tribal family. Both his parents are illiterate. He had a problem in speaking. Their parents were looking for a good school, where their child could learn. Eventually he joined Kaliyuva Mane. He passed 10th standard examinations scoring 53% marks.



40. Ravi Kumar S [DOB: 31-01-1999; Date of joining (Day Scholar): 07-06-2013]

Ravi's parents are illiterate and used to work as coolies. Ravi Kumar is from a rural, underprivileged, tribal family. He passed 7th standard at a rural Govt. school. However noticing his academic backwardness, his parents brought him to Kaliyuva Mane. He passed 10th standard examinations scoring 50% marks.



CHINMAYI Team (Passed 10th Standard in Year 2015):

- 41. Sanjay N** [DOB: 19-11-1999; Date of joining (Day Scholar): 01-07-2010; Date of joining (Resident Scholar): 03-05-2013]

Sanjay belongs to a rural, underprivileged, socially backward family. His father had passed 8th standard. His mother was illiterate. His father was a mason. Mother used to roll incense sticks in a private firm (A temporary job). The boy completed 6th standard at a mainstream Kannada medium school. His father was not happy with the academic progress of his son and brought him to Kaliyuva Mane. He passed 10th standard examinations scoring 81.76% marks.



- 42. Sakamma C** [DOB: 01-06-1998; Date of joining (Day Scholar): 06-06-2005; Date of joining (Resident Scholar): 10-11-2010]

Sakamma is from Kenchalagudu village belonging to an underprivileged, socially backward family. She was the student of the first batch of Kaliyuva Mane. She was the 7th child to her parents. Sakamma's father was not alive. Her mother was illiterate and a daily wage earner. At the time of examinations, Sakamma fell sick but managed to pass 10th standard examinations.



- 43. Sushmitha P** [DOB: 27-12-1999; Date of joining (Day Scholar): 04-06-2005]

Sushmitha is from a rural, underprivileged, socially backward family. Her father works as a cook in a hostel. Her father is educated. He had discontinued his studies in B.Sc. Her mother has completed P.U.C. Understanding the need for education, Sushmitha's parents admitted Sushmitha to Kaliyuva Mane when she was 6 years old. She passed 10th standard examination scoring 61.2% marks.



- 44. Chetan R** [DOB: 23-10-1999; Date of joining (Day Scholar): 01-07-2010]

Chetan belongs to a rural, tribal family. Their family was living in Kenchalagudu village. He completed 6th standard at a Govt. Kannada medium school. However he had an academic lag of 3-4 years. Noticing his academic lag, his parents admitted him to Kaliyuva Mane. Chetan successfully completed 10th standard scoring 46.72% marks.



45. Manju B [DOB: 10-03-1999;Date of joining (Day Scholar): 04-06-2007; Date of joining (Resident Scholar): 01-06-2010]

Manju belongs to a rural,underprivileged, socially backward family. His mother is not alive. His father used to work in industry as a labourer. Manju completed 2nd standard at a Govt. Kannada medium school before joining Kaliyuva Mane. He passed 10th standard examinations scoring 58% marks.



46. Chandra M[DOB: 25-06-1999; Date of joining (Day Scholar): 29-05-2012; Date of joining (Resident Scholar): 19-05-2014]

Chandra belongs to a rural,underprivileged, socially backward family from Dhanagalli village. His parents are illiterate. His father used to do odd jobs for a living. He had completed 7th standard at a Govt. Kannada Medium School before joining Kaliyuva Mane. However, he had a huge academic lag. He passed 10th standard examinations scoring 46.88% marks.



SPHOORTHI Team (Passed 10th Standard in Year 2014):

47. Hemanth Kumar Y [DOB: 15-10-1998; Date of joining (Resident Scholar): 01-06-2012]

Hemanth Kumar was from a village in Andhra Pradesh. Hemanth had a turbulent childhood, having lost his father in a vehicle accident during his early childhood. His mother was working as a peon in a school in Andhra Pradesh.

After the accident, Hemanth migrated to Mysore. Hemanth's maternal uncle started taking care of the boy. His maternal uncle used to work as an electrician. He came across an article on Kaliyuva Mane in a local newspaper. In 2012, Hemanth joined Kaliyuva Mane as a resident scholar. He was studious and worked hard. He passed 10th standard examinations securing 75.2% marks.



48. Shankara S [DOB: 03-03-1998; Date of joining (Resident Scholar): 07-06-2010]

Shankar belongs to a rural,underprivileged, tribal, broken family. He had a turbulent childhood. He lost his mother quite early in his life. His father remarried and was living separately. His father is illiterate and used to do some odd jobs for a living. Shankar was staying with his grandmother. He was going to a Govt. Kannada medium school there.



So, one resident of Mellahalli village brought Shankar to Kaliyuva Mane. He instantly liked the atmosphere prevailing at Kaliyuva Mane. He started evincing a keen interest in his studies. He passed 10th standard examinations securing 58.4% marks.

49. Manu H [DOB: 25-02-1999; Date of joining (Resident Scholar): 01-06-2009]

Manu is from Shirampura village and belongs to an underprivileged, socially backward family. Both the parents are illiterate. His father used to do odd jobs for an earning. Before joining Kaliyuva Mane, he completed 4th Standard at a Govt. Kannada Medium School. Manu successfully completed 10th standard examinations scoring 39.2% marks.



CHAITANYA Team (Passed 10th Standard in Year 2013):

50. Anandaradhya [DOB: 09-06-1997; Date of joining (Resident Scholar): 01-06-2010]

Anandaradhya was from a village near H.D. Kote. His father is blind and his Mother is not alive. His father had remarried. He completed 7th standard at a Govt. Kannada medium school. Later on it became difficult for his father to support him. So he joined Kaliyuva Mane. He passed 10th standard securing 68% marks.



51. Karthik K S [DOB: 16-03-1997; Date of joining (Day Scholar): 06-07-2007; Date of joining (Resident Scholar): 01-06-2009]

Karthik belongs to a rural, underprivileged, socially backward family from H.D. Kote Taluk. His parents are illiterate. His father used to work as a farmer. Karthik passed 4th standard at a private primary school prior to joining Kaliyuva Mane. He successfully completed 10th standard examinations scoring 43.84% marks.



VIVEKA Team (Passed 10th Standard in Year 2012):

52. Dhanush D P [DOB: 27-12-1996; Date of joining (Resident Scholar): 01-06-2006]

Dhanush is from a rural, underprivileged, socially backward family. He completed 4th Standard at a Govt. Kannada medium rural school. At the time of joining Kaliyuva Mane, his father was taking care of cows at Kaliyuva Mane. Earlier his father was working in a private firm which closed down. Both the parents of Dhanush are educated.



Dhanush cleared 10th standard examinations scoring 64.16% marks.

53. Shivaraju B [DOB: 20-08-1996; Date of joining (Day Scholar): 04-06-2007; Date of joining (Resident Scholar): 01-06-2009]

Shivaraju belongs to a rural, underprivileged, socially backward family from Dhanagalli village. His mother is not alive. His father is a factory worker. His father failed his 10th Standard examinations and knows the value of education. Prior to joining Kaliyuva Mane, Shivaraju completed 5th Standard at a Govt. Kannada Medium School. But in his previous school, he was not attending the classes properly. After joining Kaliyuva Mane, he cleared 10th standard examinations scoring 37.76% marks.



ARAVINDA Team (Passed 10th Standard in Year 2010):

54. Mahesha D B [DOB: 18-04-1995; Date of joining (Resident Scholar): 12-06-2006]



Mahesha belongs to a rural, underprivileged, socially backward family. Both his parents are illiterate landless labourers. One day his parents came to Kaliyuva Mane as construction helpers. They shared their tale of woes with us. They had 4 children including 3 daughters. Mahesha completed 6th standard at a rural Govt. Kannada medium school. Father could not perform hard physical labour as he wasn't maintaining good health then. So, due to acute poverty, his father was contemplating sending Mahesha for work.

Mahesha joined Kaliyuva Mane as a resident scholar. He was intelligent. But his knowledge of English, Mathematics and Science were not up to the mark. With his hard work and sincerity, he passed 10th standard examinations securing First Class. He used to work as construction helper during his holidays during his days at college too, to support his home. Kaliyuva Mane supported him till he completed BBM. He passed BBM degree examinations in the year 2015 securing 74.5% marks. He is also learning and earning in Divya Deepa Charitable Trust taking care of accounts.

55. Narayana G [DOB: 02-01-1995; Date of Joining (Resident Scholar): 29-05-2005]

Narayana belongs to a rural, underprivileged, socially backward family. Both his parents are illiterate. His father used to work as a coolie for living. Prior to joining Kaliyuva Mane, he completed 5th Standard. However he was not attending school regularly. In Kaliyuva Mane, he slowly started cooperating with the teachers and started coming to classes regularly. He successfully completed 10th standard examinations.



Post matriculation details of the children

S.No	Name	Team	Year	Postmatric education and Current Status
1	Prashanth Kumar	Aravinda	2010	Completed ITI course and working in "Plansee India High Performance Materials Pvt Ltd", Mysore as machine operator
2	Sachin N	Aravinda	2010	Completed ITI Course & working as sales executive in "BOSCH Home Appliances", Mysore
3	Nanjunda Swamy K	Aravinda	2010	Completed ITI course
4	Santosh J	Aravinda	2010	Working as freelance painter
5	Mahesha D B	Aravinda	2010	Completed B.B.M. and working in DivyaDeepa Charitable Trust as an accountant
6	Narayana G	Aravinda	2010	Completed ITI course
7	Shwetha M	Viveka	2012	Completed training as front office trainee in "Lalit Mahal Palace", Mysore and employed in "The Quorum Hotel", Mysore, as a receptionist
8	Manu Kumar K	Viveka	2012	Working as Quality Inspector in "L.G.B Rollon Chain Company", Mysore
9	Renuka Swamy S M	Viveka	2012	Working as a freelance auto driver
10	Rajeshwari M	Viveka	2012	Pursuing B.Sc nursing course in Mysore Medical College, Mysore and placed as a staff nurse in "CSI HMM Hospital", Mysore
11	Dhanush D P	Viveka	2012	Completed B.Com and pursuing Chartered Accountancy Course
12	Shivaraju B	Viveka	2012	Working as a freelance electrician
13	Shiva Kumar V	Chaitanya	2013	Working in a photo studio
14	Anandaradhya B R	Chaitanya	2013	Completed B.Com and working in "Evolve Back Resort", Mysore, as a front-end officer
15	Karthik K S	Chaitanya	2013	Completed ITI Course
16	Srikrishna A	Sphoorthi	2014	Pursuing 6 th Semester in B.B.A.
17	Hemanth Kumar J	Sphoorthi	2014	Pursuing B.A in tourism studies
18	Hemanth Kumar Y	Sphoorthi	2014	Completed Diploma and cleared Common Entrance Test to secure an engineering seat in RV College of Engineering, Bangalore. Currently studying in 3 rd year.
19	Shankara S	Sphoorthi	2014	Completed ITI Course and employed as a Mechanic in "Sindhuja Tractors", Mysore
20	Manu H	Sphoorthi	2014	Completed ITI Course and employed as Mechanic in "Rasu Tractors Sales and Service", Mysore
21	Swamy S	Chinmayi	2015	Pursuing Diploma in Engineering
22	Soundarya S	Chinmayi	2015	Completed PUC in first class and pursuing

				B.Sc
23	Koushik H D	Chinmayi	2015	Completed ITI Course, working in KSIC
24	Sanjay N	Chinmayi	2015	Completed PUC in first class and joined B.C.A.
25	Sakamma C	Chinmayi	2015	Completed PUC and pursuing B.A.
26	Sushmitha P	Chinmayi	2015	Completed PUC in first class and joined B.Com.
27	Chethan R	Chinmayi	2015	Completed PUC in distinction and joined B.C.A.
28	Manju B	Chinmayi	2015	Completed PUC and joined B.B.A.
29	Chandra M	Chinmayi	2015	Completed ITI Course and working in service division in "BOSCH Home Appliances", Mysore
30	Chandana C	Mythri	2016	Completed 10 th Standard and got married
31	Yogesh Pointing	Mythri	2016	Pursuing B.Sc in Visual Media
32	Mahesha M K	Mythri	2016	Working as a cook in "Cafe Garage", Srirangapatna
33	Chandra S	Mythri	2016	Working as a freelance vegetable vendor
34	Basavaraju G V	Mythri	2016	Completed ITI and pursuing 3 month residential skill training in Bangalore
35	Shankar S	Mythri	2016	Pursuing Diploma course
36	Santosh C	Mythri	2016	Pursuing B.Com course
37	Ravi Kumar S	Mythri	2016	Completed 10 th Standard
38	Daanish	Shraddha	2017	Planning to pursue Diploma in Engineering
39	Dharmesh R	Shraddha	2017	Pursuing ITI course
40	Sumanth V	Shraddha	2017	Pursuing Diploma in Engineering
41	Nithish Kumar B	Shraddha	2017	Pursuing Commerce in PUC
42	Ravinandanaradhya	Shraddha	2017	Pursuing Commerce in PUC
43	Sunil S	Shraddha	2017	Pursuing ITI course
44	Bhavani K	Shraddha	2017	Completed 10 th Standard and got married
45	Manoj S	Shraddha	2017	Pursuing Commerce in PUC
46	Raju S	Shraddha	2017	Pursuing Commerce in PUC
47	Roopa K	Shraddha	2017	Pursuing Nursing certificate course
48	Madhu	Shraddha	2017	Pursuing Commerce in PUC
49	Divyashree Y	Prajna	2018	Pursuing Commerce in PUC
50	Prabish V	Prajna	2018	Pursuing ITI course
51	Roopesh C S	Prajna	2018	Pursuing Diploma in Engineering
52	Shankar M	Prajna	2018	Working in DivyaDeepa Charitable Trust as a warden; Planning to pursue PUC
53	Somesh (Name changed)	Prajna	2018	Pursuing Diploma in Tool Die & Making
54	Vinod C	Prajna	2018	Pursuing ITI course
55	Kiran N	Prajna	2018	Pursuing Commerce in PUC

Profiles of children who could not complete 10th standard

Out of 5 children who could not pass 10th standard examinations from Kaliyuva Mane, 3 were dyslexic, one was a child with special needs with 5 years of academic lag and the other one was a first generation school goer from a rural, underprivileged, tribal family. Most of them got disheartened with the failure in the examinations. In fact, they were victims of the system.

We request that the concerned authorities take the following steps in the case of dyslexic children/children with special needs/children with academic lag:

- (i) When a child fails to learn at the expected pace, send the child to a clinical psychologist for an assessment and guidance. [This was not done in the previous schools for these 5 children]
- (ii) Sensitising teachers, parents and peer group about learning disability. Training teachers and parents not to humiliate, ignore, or punish the child for academic backwardness. Instead, the child needs to be counselled and paid special attention. [This was not done in the previous schools for these 5 children]
- (iii) As per the United Nations Conventions for Persons with Disability, these children should be provided only objective type question papers in the examinations. [But Dyslexic children from Kaliyuva Mane were also given same question papers meant for mainstream school students to answer]

1. Santosh N [Mythri Team; DOB: 12-04-1998; Date of joining (Day Scholar): 17-07-2009; Date of joining (Resident Scholar): 01-06-2013]

Santosh belongs to a rural, underprivileged, broken, socially backward family. His father is a coolie. Both parents are alcohol addicts. Santosh joined a free rural school. But he was not going to the school regularly. So, he could not cope with his studies. He completed 6th standard at a Govt. school. During his admission in Kaliyuva Mane he did not know even the Kannada alphabets. We came to know in the year 2010 that, such students could be sent to clinical psychiatry department of All India Institute of Speech & Hearing (AIISH), Mysore, for an assessment & guidance. After a year, a teacher of Kaliyuva Mane took the boy to All India Institute of Speech & Hearing (AIISH), Mysore, for an assessment. His IQ was 79 and his academic level 1st standard. Though his physical age was 12 years, his mental age was 9 years and 6 months. The child was dyslexic. His childhood developmental milestones were also delayed. In June 2016 he joined Kaliyuva Mane as a resident scholar. He got exemption from studying two additional subjects, Kannada (1st language) and Hindi (3rd language). As he was getting older, he wanted to appear for 10th standard examinations. So, at the physical age of 18 years, Santosh appeared for 10th standard examinations. He passed in 3 subjects: Mathematics, Science and Social Science. He could not clear English. He could have tried to pass in one more attempt. But, he got

disheartened, lost interest in studies and left Kaliyuva Mane. A copy of his psychological report is produced below:

**ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSORE-570 006
PSYCHOLOGICAL REPORT**

This is to certify that Santosh N s/o Sri. Nanjappa-Smt. Bhagyamma, male, aged 12 years, student of class eight in Kalivu Mane, Manandavadi Road, Rayanakere Post, Mysore: Karnataka, bearing CRF Nos. 304196, was registered on 1st July, 2010, at this Institute. As per the records, the student is diagnosed as "Below Average Intelligence-Slow Learner"-a condition which is different but currently classifiable under the category of 'learning disability or dyslexia'. His current level of mental age as assessed on standardized psychological tests (Binet Kamat Intelligence Scale & Ravens Progressive Matrices) is 9 years 6 months (IQ: 79). Academic history and performance on achievement tests shows that his current overall grade score is equivalent of beginner in class I for reading, writing and spelling in Kannada as well as arithmetic. He continues to show mistakes in calculation or transaction of money under hundred rupees, copying three dimensional shapes, answering problems involving verbal reasoning, abstraction, arithmetic deductions, giving names of months before/after, etc. Reportedly, all his developmental milestones are delayed.

Owing to his condition, the student is entitled to the following benefits/exemptions during Government examinations as per provisions under Persons with Disabilities (Equal) Opportunities, Protection of Rights & Full Participation Act (1995) and Right to Education Act (2009) for children with recognizable disadvantage.

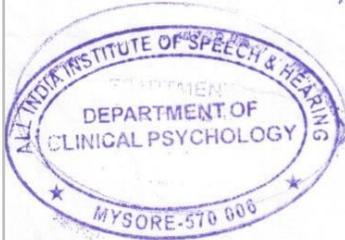
- (a) Exemption from study of additional language/s
- (b) Provision for extra one hour time in public examinations
- (c) Reader/Writer facility during examinations (to read out the questions aloud or pantomime them); or alternatively, provide for enlarged print size question papers amenable for reading by partially sighted
- (d) Objective type questions (such as, match the following, one word answers, "True"/"False" statements, etc) during examinations in place of descriptive and "long" answers.
- (e) No denial of admission; Integration with "normal" school going children for pursuit of regular school education.
- (f) Prohibition of Holding Back and Expulsion; Non-discrimination in provision of opportunities, school admission and/or inclusion in regular academic programs.
- (g) Barrier free environment by elimination of physical, psychological or attitude barriers that prevent the child from having access to normal education.

The above information on rights and privileges is given in the interests of necessary planning, programming and education of persons with special needs.

Date: 06.07.10


Dr. S. Venkatesan

Professor in Clinical Psychology
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Reg. No. A053

Copy of Santosh's psychological report

2. **Swastic P** [Mythri Team; DOB: 24-07-1998; Date of joining (Day Scholar): 15-05-2013; Date of joining (Resident Scholar): 06-05-2015]

Swastic belongs to an urban middle class family. Both the parents are educated. Father holds a Govt. job. Swastic was sent to an English medium private school. He could not cope with his studies. So, they changed the school twice. But there was no improvement. Then Swastic joined St. Thomas English medium private school. There also he could not cope. Thanks to the present system of education, he passed 9th standard, but suffered from a severe academic backwardness. His parents heard about Kaliyuva Mane. Swastic joined Kaliyuva Mane as a day scholar. We sent him to All India Institute of Speech and Hearing (AIISH), Mysore, for an assessment. His IQ was 100 and academic level 1st standard at an age of 15 years, 10 months. He was a dyslexic child. Otherwise, he was a bright child. In May 2016 he joined Kaliyuva Mane as a resident scholar. He got exemption from studying Kannada (1st language) and Hindi (3rd language). Swastic P. appeared for 10th standard examinations in the year 2016. He passed in Mathematics in the first attempt. In the next attempt, he cleared English and Science. But he could not pass in Social studies. He got disheartened, lost interest in studies and discontinued.

**ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSORE-570 006
PSYCHOLOGICAL REPORT**

This is to certify that Swastic P (photograph attested below) s/o Mr. Prabhuswamy KC-Mrs. Shobha V, male, aged 15 years 10 months, completed class IX (State Syllabus-English Medium) seeking to enroll at Kalliyuva Mane (An Alternative School for Underprivileged), run by Divya Deepa Charitable Trust, Kenchalagudu Village, Manandavady Road, Rayanakere Post, Jayapura Hobli, Mysore: 570 008, Karnataka, resident of #194, Gundu Rao Nagar, Ooty Road, Mysore: 570 025, Karnataka, bearing CRF Nos. 360640 was registered on 2nd May, 2013, at this Institute. As per the records, the student is diagnosed as functioning at the level of **“Average Intelligence-Academic Delay involving Learning Disability (Dyslexia)”**. His current level of mental age as assessed on standardized psychological tests is age appropriate (IQ: 100). Academic history shows that his current overall grade score is at class ONE with a clear gap by eight grades. Despite exposure to English medium schools, he shows problems in spelling 3-4 letter words, does not rote count beyond 1000s, carry out basic math operations involving divisions with zero in dividends, does not carry out LCM/HCF, understand prime numbers, integers, basic geometry, or read-write beyond word level in additional languages. In the presence of these evident academic gaps, emphasis on teaching at higher grade levels of formal writing, reading and number activities at home and school appears to leading to contemporary problems in terms of sustaining attention-concentration, interest and motivation to carry out such activities for the student. Academic history reveals difficulties since early school years although the widening lag is becoming increasingly apparent recently. Developmental history reveals no delay in developmental milestones. There is history of school change on three earlier occasions.

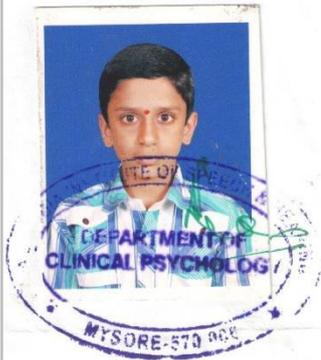
RECOMMENDATIONS:

Owing to this condition, the student gets be classified under the category of ‘Children with Special Needs’ (CWSN) and becomes eligible to secure the following benefits/exemptions as mandated by United Nations Convention for Persons with Disabilities (UNCRPD), and also as per provisions under Persons with Disabilities (Equal) Opportunities, Protection of Rights & Full Participation Act (1995) and Right to Education Act (2009) for children with recognizable disadvantage.

- (a) Exemption from study of additional language/s
- (b) Provision for extra individualized coaching
- (c) Objective type simplified questions and exercises (such as, match the following, one word answers, "True"/"False" statements, etc) during examinations in place of descriptive and "long" answers;
- (d) Learner paced individualized and activity based curriculum;
- (e) Consideration for oral in lieu of written tests and examinations;
- (f) No denial of admission;
- (g) Prohibition of Holding Back, Detention and Expulsion;
- (h) Integration with "normal" school going children for pursuit of regular school education.
- (i) Non-discrimination in provision of opportunities, school admission and/or inclusion in regular academic programs;
- (j) Barrier free environment by elimination of physical, psychological or attitude barriers that prevent the child from having access to normal education.
- (k) Non-use of physical or psychological punishment pressure provoking practices either intended or otherwise

The above information on rights and privileges is given in the interests of necessary planning, programming and education of persons with special needs.

Date: 10.05.2013



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Copy of Swastic's psychological report – Page 2

3. Arun[Mythri Team; DOB: 15-10-1998; Date of joining (Resident Scholar): 23-05-2012]

Arun belongs to a rural, underprivileged family in the Kollegala district. His father was working as a lorry driver and his mother was working in a flourmill. Father was not well. Arun studied up to 7th standard in a Govt. school and dropped out. At the age of 14 years, his parents forced him to continue education. So he joined Kaliyuva Mane as a resident scholar. We noticed a severe academic lag in him. He was not interested in studies too. We sent him to All India Institute of Speech and Hearing (AIISH), Mysore, for an assessment. His IQ was 100. He was suffering from an academic lag of 6 years. He was dyslexic too.

He was made to appear for 10th standard in 2016. Based on the AIISH certificate, he was exempted from taking two additional language subjects. He appeared for English, Maths, Science

and Social Science. He could not pass in Mathematics. His attitude started deteriorating. He left for his native place.

**ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSORE-570 006
PSYCHOLOGICAL REPORT**

This is to certify that Arun (photograph attested below) s/o Mr. Ramesh-Mrs. Latha, male, aged 14 years, completed class IX (State Syllabus-Kannada Medium) seeking to enroll at Kalliyuva Mane (An Alternative School for Underprivileged), run by Divya Deepa Charitable Trust, Kenchalagudu Village, Manandavady Road, Rayanakere Post, Jayapura Hobli, Mysore: 570 008, Karnataka, resident at the same institution, bearing CRF Nos. 357883 was registered on 14th March, 2013, at this Institute. As per the records, the student is diagnosed as functioning at the level of **“Average Intelligence-Academic Delay involving Learning Disability (Dyslexia)”**. His current level of mental age as assessed on standardized psychological tests is age appropriate (IQ: 100). Academic history shows that his current overall grade score is at class THREE with a clear gap by six grades. He shows problems in rote counting beyond 1000s, carrying out basic math operations involving subtractions involving borrow operations, divisions with zero in dividends. He cannot carry out LCM/HCF, understand prime numbers, integers, basic geometry. In the presence of these evident academic gaps, emphasis on teaching at higher grade levels of formal writing, reading and number activities at home and school appears to leading to contemporary problems in terms of sustaining attention-concentration, interest and motivation to carry out such activities for the student. Academic history reveals such difficulties since early school years although the widening lag is increasingly by the day. Developmental history reveals no delay in developmental milestones. There is history of school change on two earlier occasions.

RECOMMENDATIONS:

Owing to this condition, the student gets be classified under the category of ‘Children with Special Needs’ (CWSN) and becomes eligible to secure the following benefits/exemptions as mandated by United Nations Convention for Persons with Disabilities (UNCRPD), and also as per provisions under Persons with Disabilities (Equal) Opportunities, Protection of Rights & Full Participation Act (1995) and Right to Education Act (2009) for children with recognizable disadvantage.

Copy of Arun's psychological report - Page 1

- (a) Provision for extra individualized coaching
- (b) Objective type simplified questions and exercises (such as, match the following, one word answers, "True"/"False" statements, etc) during examinations in place of descriptive and "long" answers;
- (c) Learner paced individualized and activity based curriculum;
- (d) Consideration for oral in lieu of written tests and examinations;
- (e) No denial of admission;
- (f) Prohibition of Holding Back, Detention and Expulsion;
- (g) Integration with "normal" school going children for pursuit of regular school education.
- (h) Non-discrimination in provision of opportunities, school admission and/or inclusion in regular academic programs;
- (i) Barrier free environment by elimination of physical, psychological or attitude barriers that prevent the child from having access to normal education.
- (j) Non-use of physical or psychological punishment pressure provoking practices either intended or otherwise

The above information on rights and privileges is given in the interests of necessary planning, programming and education of persons with special needs.

Date: 10.05.2013




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Copy of Arun's psychological report - Page 2

4. N Tejaswini[Mythri Team; DOB: 27-01-2000; Date of Joining: 01-06-2006]

Tejaswini belongs to a rural, underprivileged, tribal family. Her parents were not educated. Her father was working as a driver. Her mother was a homemaker. She joined Kaliyuva Mane as a day scholar. At the age of 16 years, she appeared for 10th standard examinations. She could not pass in English and Science subjects in spite of her efforts. We could not encourage her to appear for the supplementary examinations as she started living in a different village.

5. Suma [Shraddha Team; DOB: 26-04-2000; Date of joining (Resident Scholar): 13-02-2012]

Suma belongs to a rural, underprivileged, broken family. Suma's father was illiterate. Unfortunately, his wife left home one day, never to return. Suma joined Kaliyuva Mane as resident scholar when she was 11½ years old, as a resident scholar. She was on the verge of completing 6th standard in a private Kannada medium school. But, she was not in a position to identify alphabets,

Some video links about Kaliyuva Mane

1. Shwetha speaks:

- a. Length of Video: 1 Min 33 Sec
- b. Made in February 2017
- c. Short Web Link:
http://bit.ly/alumnus_shwetha

d. QR Code:



2. Daanish Speaks:

- a. Length of Video: 33 Sec
- b. Made in February 2017
- c. Short Web Link:
http://bit.ly/alumnus_daanish

d. QR Code:



3. TEDx Talk by the Founder

- a. Length of Video: 19 Min 14 Sec
- b. Made in February 2017
- c. Short Web Link:
www.bit.ly/tedx_talk

d. QR Code:



4. Video by The Better India (Opens in Facebook)

- a. Length of Video: 4 Min 12 Sec
- b. Made in April 2016
- c. Short Web Link:
www.bit.ly/betterindia_video

d. QR Code:



5. Youth involved in Kaliyuva Mane

- a. Length of Video: 3 Min 48 Sec
- b. Made in January 2011
- c. Short Web Link:
<http://bit.ly/youthinvolved>

d. QR Code:



Appreciation from dignitaries of the Government

Date	Dignitary designation	Remarks of the dignitaries (From our visitor's book)
Department of Education		
29-12-2012	Shri R. Ramaradhya, BEO (Block Education Officer)	<i>"Very good learning environment prevails here. The method of teaching not just based on age, but depending on lacunae in learning is really special here."</i>
15-06-2013	Smt. TKS Lakshmi, NCF member-2005	<i>"Well done! Keep it up!"</i>
20-01-2014	Shri Jaya Kumar Director, Department of State Educational Research and Training	<i>"Happy to learn that your trust has taken up the task of bringing improvement in the education of rural deprived children" [in reply to our proposal, seeking recognition from the department to Kaliyuva Mane as a school]</i>
27-02-2014	Prof. P.N. Srinath, Text book committee chairman	<i>"Had the privilege of visiting the institution founded on lofty ideals, run meticulously and catering to deprived sections. It deserves all aid and help from the Government & other agencies. A model where the ideals spelt out in National Curriculum Framework are being realized"</i>
Department of Women & Child Development		
25-01-2017	Shri Nagaraju, District Child Protection Officer	<i>"District Child Protection Officer visited Kaliyuva Mane with his staff members, inspected all the documents. The organization is good especially from the point of view of education."</i>
28-07-2018	Smt. H.T. Kamala, The President, Child Welfare Committee	<i>"Kaliyuva Mane which is working on the concept, 'School for children' is functioning wonderfully."</i>
Judiciary Department		
21-03-2015	Principal Senior Civil Judge, Chief Judicial Magistrate, Mysore & President, District Children Justice Board, Mysore	<i>"...educating children to help them in their overall development. Children live in a homely atmosphere away from their home. This idea/concept should be encouraged and recognized like our regular schools and adopted in regular schools also. Wish the very best to all connected and related to this novel idea."</i>
04-06-2015	Smt. K.S. Mudagal, Principal District and Sessions Judge & Chairperson, District Legal Services Authority, Mysore	<i>"Highly appreciable service to humanity"</i>

Appreciation from special dignitaries



Late Dr. APJ Abdul Kalam preached us the following mantra:
***“Dream,Dream&Dream; Dream transforms into thoughts;
Thoughts transform into Action”***

When we met him in Lalit Mahal Palace hoteland explained the concept of child-centric education
(On 8th August 2008)



“I’m so happy to see the wonderful work being done by Mr. Ananth and team to empower the ‘Forgotten India’. More power to you! Best wishes!”

- Dr. N.R. Narayana Murthy, Infosys Founder, when he visited Kaliyuva Mane on 16th January 2011

Cost incurred per child in Kaliyuva Mane

Kaliyuva Mane took its inception in the year 2005. Started with just 14 children (4 resident scholars and 10 day scholars), the school is currently catering to 100 children every year. With the completion of a new dormitory for the boys in the year 2018, majority of the children (about 75 children) stay in the school campus as resident scholars. Expansion of girls' dormitory is under planning. After the construction of girls' dormitory the school will be completely residential.

The beneficiaries of the school are:

- a. School dropouts
- b. Child labourers
- c. Children who dislike school
- d. Children from rural underprivileged families
- e. Dyslexic children
- f. Children from turbulent and broken families
- g. Orthopedically disabled children who can manage their personal tasks.
- h. Children with special needs
- i. Mentally normal children who are unable to adjust to the rigours of mainstream schools.

In Kaliyuva Mane all the children are provided with nutritious food (breakfast, lunch, dinner, snacks, and beverages), residential facility, healthcare, hygiene, clothing, entertainment, exhibitions etc... along with child-centric education. About 30 - 35 members who include employees, life-term volunteers, full and part-time volunteers currently work for the school.

Kaliyuva Mane is located on the outskirts of Mysore city, in a village named 'Kenchalagudu'. We depend on Mysore city for most of our daily needs. Since the availability of electric power is just for 3 hours during the day we need to depend on solar power or diesel generator. Factors like these keep the maintenance costs very high.

For running the organization we solely depend on individuals, corporate companies and philanthropic organizations. We have provided below the approximate average monthly cost incurred per child to our trust for providing education, food, welfare (accommodation, clothing, hygiene, healthcare etc...)

Cost Centre	Cost (INR)
Education	1,650
Food	1,750
Welfare	1,100
Total Monthly Expenses	4,500
Total Yearly Expenses	54,000

Challenges encountered by Kaliyuva Mane

Incomplete infrastructure in the rural side: Kaliyuva Mane is located in a village named Kenchalagudu (Jayapura Hobli, Mysore Taluk) which is 15 km away from Mysore city.

- **Sanitation:** Centralized sewage system is not available in this village. Hence, the water consumed for bathing, cooking and cleaning has to be treated in the school premises itself. Currently we are treating the water using a basic gravity based sewage system. It is a huge financial burden to establish and maintain an individual sewage treatment unit for about 150 people in the school campus.
- **Lack of Health Care facilities:** Though we have a primary health care centre near this village, for certain medical needs and health emergencies, we need to travel to the city.
- **Inadequate power supply:** Even now, we have only 3 hours of grid power during the entire day. So, to pump out water from the bore well, we have to use a 3 phase generator, which is quite expensive. Due to the same reason, we are unable to develop land. We are unable to grow vegetable or fruits.

To run computer laboratory, office computers, printers and scanners, we need solar power. We have to bear the additional expenses of maintaining batteries and inverters.

- For all purchases, repair & maintenance works, entertainment, we have to depend solely on city. So our transport cost (diesel) is high.

Manpower challenge

- Kaliyuva Mane has to work 24 hours x 365 days, a year, as some parents/guardians do not take their children home even for the holidays. So, our manpower requirement is high. We need emotionally mature, dedicated resident staff members to develop these children into self-reliant citizens. It is a challenge to discover, train and retain them by paying a good remuneration.

Background of children

- Children from turbulent backgrounds and with almost no parenting pose a huge challenge. They have to be taught toilet habits, hygiene, soft skills, material organisation and other life skills.
- Most of the children suffer from a huge academic lag. Often we have to cover 10 years of syllabus into 3-6 years. We need special teachers for our school.

Future projects

Process projects:

- (i) Training centre for specialized human resources for replicating the school's educational model
- (ii) Documenting the process of evolution of children
- (iii) Transforming Kaliyuva Mane into a professional training centre in the field of education of 'out-of-system' children

Infrastructure projects:

- Skill training centre (under progress)
- Infrastructure required for 'Process projects'
- Sewage treatment plant to treat sewage generated for 150 people. [We have earmarked Rs.3 Lakhs for this]
- Additional solar panels for office and computer laboratory
- Solar panels for running bore well
- CCTV system with solar power support
- Centralized audio system for engaging children in a positive way through spoken English classes, stories, songs etc... with solar power support

- Shifting of dairy and biogas plant to the rear side of the land
- New dormitory for girls (Present capacity is '8 girls' only)
- Renovation of existing kitchen and dining hall for about 150 members.
- Accommodation for resident staff
- Music room
- Nursing room (Health care room)
- Pavement with interlocking tiles from the gate up to the boys' dormitory

Supporters of Kaliyuva Mane

Kaliyuva Mane solely depends upon public contributions from individuals, corporate companies and philanthropic organizations. Provided below is the list of major organizations that have supported Kaliyuva Mane since its inception.

Indian Schools Alumni and Friends, USA	NI System (India) Pvt. Ltd. Bengaluru
Karthavya Technologies, Bengaluru	The Grace & Gratitude Trust, Puducherry
Textron India Pvt Ltd, Bengaluru	NR Foundation, Mysore
Taruni Clothing Pvt Ltd	P Mangatram Jewellers Pvt Ltd
Country Inn & Suites	Leo Fasteners, Puducherry
Sitaram Jindal Foundation	Bharatiya Reserve Bank Note Mudrana Pvt. Ltd. (In Kind)
Triveni Engineering Limited	R. Jhunjunwala Foundation
Canara Bank-HO Bengaluru (in kind)	Manav Jagriti Foundation
Sonus Networks India Pvt. Ltd	Mitsubishi VST-Diesel Engines Pvt. Ltd (In Kind)
Seshan Family Trust	Lincoln Christs Hospital School, UK
Jamma Jamma Foundation, USA	Transys Global Forwarding Pvt Ltd
Anandashrama	Telecom Women Welfare Organization (BSNL)
Shree Vanamali Charitable Trust	India Cares Foundation
Shri Dharmasthala Manjunatheshwara Institute for Management Development	Prema Charitable Trust
Vishwanath Foundation, USA	Menda Foundation (In Kind)
Smt. Nanjamma and H C Suryanarayana Rao Charitable Trust	Blue Jeans Network India Pvt Ltd
Karnataka State Government Pharmacists Association	KADIMI
Rotary club, Inner Wheel clubs, Mysore Round table clubs	Sarvamoola Foundation
Karnataka Mukthaka Sahithya Academy Trust	Sivastri Charitable Trust
BRBNM Working Women's Forum	MMK & SDM Mahila Maha Vidyalaya

Evolution of Kaliyuva Mane

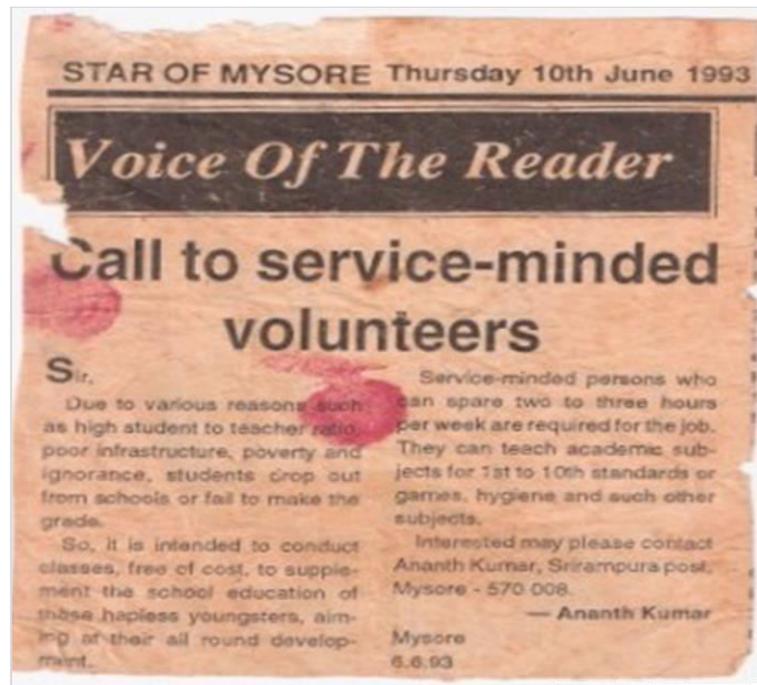
In August 1992, inspired by ideals of Swami Vivekananda and Sri Auribindo, Ananth Kumar settled in Srirampura village on the outskirts of Mysore. It was an economically, socially and educationally backward place. There he came across three boys who had appeared for 10th standard examinations. When he was informally interacting with them, they sought his help in algebra. But none of them had the necessary prerequisites



Srirampura Village

such as a concept of negative numbers, square roots, basic concepts of algebra etc... So he started coaching them in mathematics and the basics of English language. All the 3 children passed the 10th standard examinations at the first attempt.

The people in the village started trusting him and that empowered him to become a partner in change. In that village, most of the school going children failed to achieve the grades. They were dropping out from the schools due to multiple factors - ignorance of the parents, lack of conducive atmosphere at home, limited infrastructure at the schools and more. So, he started conducting supplementary classes, free of cost for the benefit of these children under the banner 'Divyadeepa'. Classes used to be held between 6.00 to 8.00 am & 7.00 to 8.00 pm. The village Govt. school headmaster gave permission



Article in Star of Mysore News Paper in 1993

to use the Govt. school building for the purpose. The introduction of supplementary classes prior

to school hours and after school hours resulted in the improvement of childrens' performance. Slowly children from neighbouring villages also started joining. This grassroots level experience helped him to conceptualize his dream school – “Kaliyuva Mane”.



Supplementary classes for children

Gradually other activities were taken up which included sponsoring of children for personality development camps, yoga classes, arranging excursions for village children, the creation of a library for children, providing teaching aids, sports materials to the children, referring destitute children to other organizations, conducting health camps etc... The entire work was self-funded. He started income-cum-employment generation activities such as screen printing, greeting cards making, desktop publishing etc... Some youth from the same village were given gainful employment too.



Late Shri L.M. Shah

In 1996, Padma joined Ananth Kumar as wife and collaborator. On 12th January 1999, Divyadeepa received its first public contribution. On 04th March 1999, Divyadeepa was registered as a public charitable trust and it became “Divya Deepa Charitable Trust”. With financial support by Late Shri L.M. Shah, Ananth Kumar’s ex-employer; the land of 2 acres and 33 guntas was purchased in the year 2003. Without his support, Kaliyuva Mane would have remained a dream only. His brief profile and details of his contribution are provided in the following pages.

Ananth shifted his family to the new location in 2004. Later Ananth wrote to Block Education Officer (BEO), about the education of 'out-of-system' children with examples seeking his guidance. The BEO responded immediately and wrote a letter with the subject 'Non formal learning centre'. A copy of the letter is produced in the next page. In this letter, he apprised Ananth of the existing provision, according to which any child could appear for 10th standard board examinations through another recognized school. Thus, Kaliyuva Mane (Home of Learning) was born in 2005, in Kenchalagudu (present location). The school was started in a hut. Initial numbers were 14 children. The bank balance in the name of the Trust was INR. 5334.



First learning area in Kaliyuva Mane

Office the Block Education Officer, Taluk Region, Mysore

Date : 3:12:2004

No. A6. lthare. 2004-05

To
The Managing Trustee
Divya Deepa Charitable Trust
No. 206, Srirampura, Mysore

Sir,

Subject: About non formal learning center.
Ref: Your letter dt. 20/11/2004

With reference to the points in your letter the following explanation is given :-

- 1) As per the academic level and age of the children below 11 years 9 months, the Head master can admit a child to the concerned class after conducting a small test.
- 2) Any candidate above 11 years 9 months can appear for 7th standard examination privately. Respective school teachers can provide opportunity for the 7th standard examination.

Because trimester examination system is in vogue, directions from superior officers in this regard is expected.

- 3) Candidate above 16 years can directly take SSLC examination. For this, you are informed to contact Head masters of recognized high school.

Faith fully

SD/-
Block Education Officer
Taluk Region, Mysore



6 OCT 2018

REG. No. 35
PAGE No. 8

No. OF CORRECTIONS

The original documents/certificates
in Kannada translated to English
and the translation verified by me.
N. Geetha
N. GEETHA, B.Com., LL.B.
ADVOCATE & NOTARY
MYSORE

Translated copy of BEO letter regarding 'Non formal learning centre'

LEO FASTENERS UNIT - II

(A UNIT OF GRACE INFRASTRUCTURE PRIVATE LIMITED)
A -13 & 14, Industrial Estate, Thattanchavady,
PONDICHERRY - 605 009. INDIA.

PHONE : + 91 - 413 - 2248225
FACSIMILE : + 91 - 413 - 2249154
e-mail : mail@fastenex.co.in

Date : 12-01-2012

Self introduction :

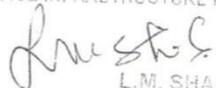
Though I originally hail from Gujrat, I came to Pondicherry because of two reasons: one listening to an inner call from The Mother of Sri Aurobindo Ashram and the second being the education of my children. I liked Ashram school's integral approach to Education. All my children studied in Ashram school.

With Mothers Grace, I started in a humble way, an industry manufacturing automobile parts on 01.10.1970 with 6 workers. Now, after 41 years, we have grown big, with a turnover increase by 2000 times and generating livelihood to 600 families. We have achieved the distinction of developing many import substitute parts.

Education is my pet subject. I formed The Grace & Gratitude Trust, principally to support following educational institutions apart from **Kaliyuva Mane at Mysore**.

- (i) **Sathya Special School** for mentally and physically challenged children.
- (ii) **Kuyilappalayam School** at Auroville, Tamil Nadu. It supports 2000 children from 27 villages. It runs classes from LKG to 12th standard. The result of 10th and 12th standard is 100% from last several years. More than 300 students have gone for further studies. 2 have become doctors. Many have become engineers. A few have started small business after graduation.
- (iii) **Nirvana School**: This is situated in Tamil Nadu, 2 Kms. away from Pondicherry North border on Sea beach. In 2004, we helped 1200 persons (250 families) who were displaced by tsunami by providing them the basics to start their life afresh. This was done at Nirvana School. The Principal and Managing Trustee of this school is Smt. Vinodbala Pravin Samani a widow, who was born and brought up in Nairobi and moved to London after marriage. Last 17 years she is running this school single handedly and it has classes from LKG to 9th Standard. In year 2012-13, 10th standard will be added. Our trust helps this school to an extent financially and schemes to help children to do better.
- (iv) **Kaliyuva Mane** : But all these started with helping Anant to realize his dream of starting his dream school Kaliyuva Mane, even before starting 'The Grace & Gratitude Trust'. I have attached a brief account of this separately.

for LEO FASTENERS UNIT - II
(A UNIT OF GRACE INFRASTRUCTURE P. Ltd.)


L.M. SHAH
Managing Director

L.M. Shah

Self introduction letter from Late Shri. L. M. Shah

THE GRACE AND GRATITUDE TRUST

12th January 2012

Support to Anant & Divya Deepa Charitable Trust (I call M.R. Ananth Kumar as 'Anant')

I know Anant since 1984, when one of my well-wishers introduced him to me. He was working in our industries as an Engineer from 1984 to 1987. During his tenure, I liked him and his work. He left our industries in 1987.

Later, I met him in 1991. He had joined Vivekananda Kendra, Kanyakumari as a whole time volunteer. In 1992, he went to his native state and settled in a village on the outskirts of Mysore. He started his grass root level work there. In 1996, Padma, a polio victim joined him as his wife and collaborator. She holds a post graduate degree in Sociology. Anant used to update me about his work. In March 1999, he formed 'Divyadeepa', a public charitable Trust.

In May 2001, I visited his place to see his work. He described his plan of starting an experimental school for the benefit of opportunity deprived children, such as school dropouts, children who are disinterested in formal schools, children with difficult family backgrounds, children who are unable to reach the desired educational standards in the main stream schools. I was impressed. I had the same vision. I helped Anant financially to buy the present land of 2 acres and 33 guntas at Kenchalagudu village.

In 2003, Anant bought the land. In 2004, he shifted his family to a make shift house at the land. He started his dream school, 'Kaliyuva Mane' [Kaliyuva=Learning, Mane=Home] in June 2005, with 14 children, 4 resident scholars and 10 day scholars. I was curious to visit his school and I did it in 2006 November. The happy faces of the kids and an atmosphere of love greeted me. I decided to donate Rs.10,000/- per month towards operating costs and subsequently ramped it up to 25,000/- per month.

...2/-

Registered Office: No. 4, S.V. Patel Salai, (opp) Distilleries, Pondicherry 605001. Phone: +91 413 2334937
Correspondence Address: B-4, Thattanchavady Industrial Estate, Pondicherry – 605009 Ph: 2248225

Letter of support from Late Shri. L. M. Shah - Page 1

THE GRACE AND GRATITUDE TRUST

-2-

Again I visited the school in 2007. I was impressed by the impact of the school on the children and involvement of a large number of volunteers from engineering colleges. After discussing with Anant, I have sponsored following infrastructure: an office, a computer laboratory, a multi-purpose hall, science laboratory, and library, residence for volunteers, water sump and overhead tank. Then I felt the need of a decent accommodation for Anant's family and I financed that also. In 2008, I sponsored a 15 KVA Mahindra Generator and a small vehicle for transport. [Divyadeepa is located in a remote power starved area]

Today the school has made a big impact. It is able to reach more children. The transformation this small remote school has brought in children's lives, innovations carried on, and transparency in running this are attracting a large number of people in general, and youth from Engineering colleges, Medical colleges and business schools in particular. During their free time, they whole-heartedly contribute in whatever way possible. A new system of education is evolving here for the benefit of rural OUT OF SYSTEM children. Mr. N.R. Narayana Murthy of Infosys who had visited this school has made this remark in Divyadeepa's visitor's book "I am so happy to see the wonderful work being done by Mr. Ananth and Team to empower the forgotten India. More power to you. Best wishes".

As this school is progressing, its challenges are also mounting. This innovative experimental school needs support from all patriots.

For: **THE GRACE AND GRATITUDE TRUST**



TRUSTEE

L.M. Shah

Date : 12th January 2012

Registered Office: No. 4, S.V. Patel Salai, (opp) Distilleries, Pondicherry 605001. Phone: +91 413 2334937
Correspondence Address: B-4, Thattanchavady Industrial Estate, Pondicherry - 605009 Ph: 2248225

Letter of support from Late Shri. L. M. Shah - Page 2

Epilogue:

Journey itself ...Destination

In no country is dreaming taxable. So, we too had a big dream, the dream of starting a free residential experimental school for 'out-of-system' children.

We had a bank balance of INR. 5334 in the name of the Trust. What infrastructure did we have? We had 2 acres and 27 guntas of land, 15 km away from the heart of the city in a village. No one had lived there for three years. The approach road from city to our land was full of potholes. The transformer which was 2 km. 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 the midnight to catch water, because the voltage used to be reasonably good during the nights. The only building the land had was a 50'x30' size dilapidated structure, which was once a sericulture rearing shed. The land was inhabited by owls, beautiful birds, butterflies, snakes, mosquitoes, bandicoots, bats, etc... The land looked green, full of mulberry bushes, coconut trees, silver oak trees, teak trees and parthenium shrubs. The 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 started the journey. We did not bother too much about reaching the destination. Two adult life term volunteers started staying with 'out-of-system' children, ready to play multiple roles of a teacher, student, cook, nurse, gardener, cleaner etc... 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. There was not even one computer, never mind the internet. There were no telephone poles nearby. There was one WLL landline phone. We readied one room of the building for children to stay. No cots, no beds - children slept on mats. No, no...no's were many. But we had one 'Yes'. That was God's Grace. For every one forward step of ours, God pulled us ten steps forward.

We have decided to continue the journey, until we reach our destination of creating a new education system for 'out-of-system' children. We are confident that with God's support, we will reach it shortly.

Appendix

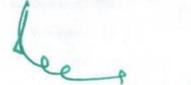
Provided in this section are additional examples of 'out-of-system' children in continuation to the profiles of children provided in the section 6 - 'The issue'.

Example 11: Shivakumar M.P belongs to a rural, underprivileged, tribal family. He did not have mother. His father works as a driver. Shivakumar completed 5th standard at a rural Kannada medium free school, but could not cope up with the studies. He dropped out from the school without completing 6th standard. Then he joined Kaliyuva Mane as a resident scholar on 07-06-2015. We noticed a severe academic lag. So we sent him to All India Institute of Speech and Hearing (AIISH), Mysore, for an assessment. As per the report, his IQ was 78; his academic level was 1st standard, at the age of 12 years. He was a slow learner. He was suffering from 40% intellectual disability. He had behavioral issues. Now he is focusing on his studies.

ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSURU-570 006
PSYCHOLOGICAL REPORT

This is to certify that [REDACTED], aged 11 years 6 months, class VII (State Syllabus-Kannada Medium) undergoing coaching at Kaliyuva Mane (An Alternative School for Underprivileged) run by Divya Deepa Charitable Trust, Kenchalagudu Village, Manandavady Road, Rayanakere Post, Jayapura Hobli, Mysore: 570 008, Karnataka, resident of #Mudala Beedu Village, Anukana Halli, Saligrama, KR Nagar Taluk, Mysuru: Karnataka, bearing CRF Nos. 404554 was registered on 19th May, 2015, at this Institute. As per records, the student is diagnosed as functioning at the intellectual level of **“Below Average Intelligence-Slow Learner with Academic Delay and Learning Difficulty”**-a condition which is currently classifiable under the category of student with special needs having equivalent of 40 % intellectual disability. His current level of intelligence and adaptive behavior as assessed on standardized psychological tests is around 9 years (IQ: 78). There is history of delay in all developmental milestones. Academic history and current performance on achievement tests shows that his overall grade score is equivalent of class I level.

Owing to his condition, the student falls under the category of ‘children with special needs’ or ‘disadvantaged child’ and becomes entitled for such illustrative list of benefits or concessions as mentioned overleaf.


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Professor, Department of Clinical Psychology
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Ministry of Health & Family Welfare, Govt. of India
Manasagangotri, Mysore-570 006
Reg. No. A053

Date: 15.06.2015



Copy of Shivakumar's Psychological Report

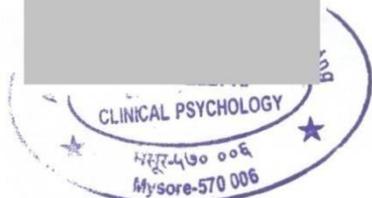
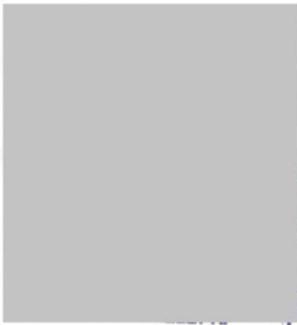
Example 12: Shankar belongs to a rural, underprivileged, tribal family. He studied in a private urban Kannada medium school up to 8th standard, but could not cope with his studies. After completing 8th standard, he was brought to Kaliyuva Mane by his parents. He joined Kaliyuva Mane as a day scholar on 24-05-2016. We noticed a severe academic lag. So, we sent him to All India Institute of Speech and Hearing (AIISH), Mysore, for an assessment. As per the report, his IQ was 79, his academic level primary school level at the age 14 years. He was suffering from a 40% intellectual disability. He joined as a resident scholar on 27-05-2017. He has improved in academics. He has appeared for 10th standard examinations this year.

**ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSURU-570 006
PSYCHOLOGICAL REPORT**

This is to certify that [REDACTED] aged 14 years, student of class IX (State Syllabus-English Medium) at Kaliyuva Mane (An Alternative School for Underprivileged), run by Divya Deepa Charitable Trust, Kenchalagudu Village, Manandavady Road, Rayanakere Post, Jayapura Hobli, Mysore: 570 008, Karnataka, resident of #Gumachahalli, Jayapura Hobli, Mysore Taluk & District: Karnataka, bearing CRF Nos. 437968 was registered on 27th September, 2016, at this Institute. As per the records, the student is diagnosed as functioning at the level of **"Below Average Intelligence-Slow Learner having Academic Delay and Learning Difficulties"**-a condition which is currently classifiable under the category of student with special needs having equivalent of 40 % intellectual disability. His current level of mental age as assessed on standardized psychological tests of intelligence and adaptive behavior is around 11 years (IQ: 79). Academic history and performance on achievement tests shows that his current overall grade score is equivalent of primary school level. Past history shows delayed developmental milestones.

Owing to his condition, the student falls under the category of 'children with special needs' or 'disadvantaged child' and becomes entitled for illustrative list of benefits or concessions as mentioned overleaf.

Date: 26.10.2016



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Reg. No. A083

Copy of Shankar's Psychological Report

Example 13: Darshan Kumar belongs to a rural, underprivileged, tribal family. He studied in a free rural school up to 7th standard, but could not cope with the studies. So he was brought to Kaliyuva Mane by his parents. He joined Kaliyuva Mane as a day scholar on 01-06-2015. We noticed a severe academic lag. So, we sent him to All India Institute of Speech and Hearing (AIISH), Mysore, for an assessment. As per the report, his IQ was 77, academic level primary school level, at an age of 13 years. He was suffering from 40% intellectual disability. He joined as a resident scholar on 24-05-2016. He has improved in academics. He has appeared for 10th standard examinations this year.

ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSURU-570 006
PSYCHOLOGICAL REPORT

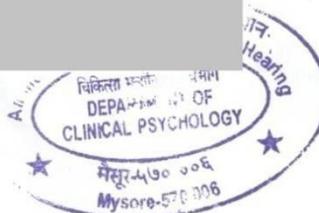
This is to certify that [REDACTED] aged 13 years, student of class IX (State Syllabus-Kannada Medium) residential student at Kaliyuva Mane (An Alternative School for Underprivileged), run by Divya Deepa Charitable Trust, Kenchalagudu Village, Manandavady Road, Rayanakere Post, Jayapura Hobli, Mysore: 570 008, Karnataka, bearing CRF Nos. 437376 was registered on 19th September, 2016, at this Institute. As per the records, the student is diagnosed as functioning at the level of **“Below Average Intelligence-Slow Learner having Academic Delay and Learning Difficulties”**-a condition which is currently classifiable under the category of student with special needs having equivalent of 40 % intellectual disability. His current level of mental age as assessed on standardized psychological tests of intelligence and adaptive behavior is around 10 years (IQ: 77). Academic history and performance on achievement tests shows that his current overall grade score is equivalent of primary school level. Past history shows delayed developmental milestones.

Owing to his condition, the student falls under the category of ‘children with special needs’ or ‘disadvantaged child’ and becomes entitled for illustrative list of benefits or concessions as mentioned overleaf.

Date: 26.10.2016

[REDACTED]


Dr. S. Venkatesan
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 Ministry of Health & Family Welfare, Government of Karnataka,
 Manasagangotri, Mysore-570 006
 Reg. No. A053



Copy of Darshan's Psychological Report

Example 14: Swami belongs to a rural, underprivileged, socially backward family. His mother is not alive. His father has remarried. He is a first generation learner. After staying for a few months with his father, he dropped out from the school after completing 6th standard. He started staying with his grandmother. His grandmother brought the boy to Kaliyuva Mane on 08-06-2016. He joined Kaliyuva Mane as a resident scholar. As we noticed a huge academic lag, we sent him to All India Institute of Speech and Hearing (AIISH), Mysore. According to the report, his IQ was 100, academic level 2nd standard, at an age of 12 years.

**ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSURU-570 006
PSYCHOLOGICAL REPORT**

This is to certify that [REDACTED] aged 12 years, student of class VI (State Syllabus-Kannada Medium), residential student at Kaliyuva Mane (An Alternative School for Underprivileged), run by Divya Deepa Charitable Trust, Kenchalagudu Village, Rayanakere Post, Manandavady Road, Jayapura Hobli, Mysore: 570 008, Karnataka, bearing CRF Nos. 441072 was registered on 17th November, 2016, at this Institute. As per the records, the student is diagnosed as functioning at the level of **“Average Intelligence having Learning Difficulties”**-a condition which is currently classifiable under the category of student with special needs having equivalent of 40 % academic delay. His current level of mental age as assessed on standardized psychological tests of intelligence and adaptive behavior is age appropriate (IQ: 100). Academic history and performance on achievement tests shows that his current overall grade score is equivalent of class II level. Past history shows normal developmental milestones. Family history shows that the student is a first generation learner. Academic history shows missed schooling for two years following his mother’s demise.

Owing to his condition, the student falls under the category of ‘children with special needs’ or ‘disadvantaged child’ and becomes entitled for illustrative list of benefits or concessions as mentioned overleaf.

Date: 23.12.2016




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All India Institute of Speech and Hearing
Ministry of Health & Family Welfare, Govt. of India
Manasagangotri, Mysore-570 006
Reg. No. A053

Copy of Swami's Psychological Report

Example 15: Chiranjeevi belongs to a rural, underprivileged family. Chiranjeevi studied up to 7th standard in two private English medium schools. But he could not cope with the rigours of the mainstream school. So, his parents brought him to Kaliyuva Mane on 05-06-2017. As we noticed a huge academic lag, we sent him to All India Institute of Speech and Hearing (AIISH), Mysore. According to the report his IQ was 100, academic level 2nd standard at an age of 13 years, 1 month

ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSURU-570 006
मनोवैज्ञानिक प्रतिवेदन
PSYCHOLOGICAL REPORT

This is to certify that [REDACTED] aged 13 years 1 month, student of class VIII (State Syllabus-English Medium) at Gopalswamy Shishuvihara High School, MV Gopalswamy Road, Opposite JSS Men's Hostel, Laksmipram, Mysuru: 570 004, Karnataka, resident of #Dealapura Village, Varuna Hobli, Mysore District: Karnataka, bearing CRF Nos. 450474 was registered on 24th April, 2017, at this Institute. As per records, the student is diagnosed as functioning at the level of **"Average Intelligence-Academic Delay with Learning Difficulties"**. His current level of intelligence and adaptive behavior as assessed on standardized psychological tests is age appropriate (IQ: 100) with overall grade level equivalence matching class II. Past history shows normal developmental milestones.

The student shows difficulties in rote counting beyond 1000s, cannot solve multi-digit additions involving carry over and subtractions involving borrow operations, cannot solve multiplication problems and division sums with zero in numerator, fails to spell 3-4 letter words of class II upwards in English, lacks alphabet-sound correspondence for end consonants, or understanding of phonetic rules. He shows difficulties in reading-writing additional languages.

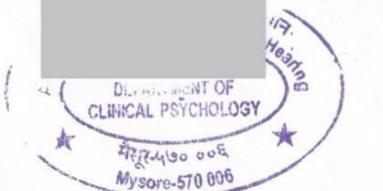
The student requires a structured learner paced remedial teaching program through the next two years before a final decision is made on the diagnosis of the child's condition during the next round of re-evaluation and follow up at this institute. Owing to his condition, the student falls under the category of 'children with special needs' or 'disadvantaged child' and becomes entitled for such illustrative list of benefits or concessions as mentioned overleaf especially those related to inclusion, avoidance of pressurized learning, providing learner paced instruction, to accommodate the academic slowness in the child.


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Reg. No. A053

Date: 11.05.2017

[REDACTED]



Copy of Chiranjeevi's Psychological Report

Example 16: Harsha belongs to a rural, underprivileged family from Northern Karnataka. He belongs to a broken family. Harsha was not going to the school properly. He used to graze sheep and horses. He is a first generation learner. He used to stay with his grandmother. He completed 5th standard in a rural free Kannada medium school. His grandmother brought the boy to Kaliyuva Mane on 15-04-2017. He joined Kaliyuva Mane as a resident scholar. As we noticed a huge academic lag, we sent him to All India Institute of Speech and Hearing (AIISH), Mysore. According to the report his IQ was 73, academic level 1st standard at an age of 11 years.

ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSURU-570 006
मनोवैज्ञानिक प्रतिवेदन
PSYCHOLOGICAL REPORT

This is to certify that [REDACTED], aged 11 years, student of class VI (State Syllabs-Kannada Medium) residential student at Kaliyuva Mane (An Alternative School for Underprivileged), run by Divya Deepa Charitable Trust, Kenchalagudu Village, Manandavady Road, Rayanakere Post, Jayapura Hobli, Mysore: 570 008, Karnataka, bearing CRF Nos. 461614, was registered on 13th October, 2017, at this Institute. As per records, he is diagnosed as functioning at the level of **“Below Average Intelligence (ICD_10 Code: R41.83; Slow Learner) having Academic Delays and Learning Difficulty”**-a relatively permanent condition currently classified under the category of students with special needs having combined equivalent of 40 % intellectual disability. His current level of mental age as assessed on standardized psychological tests is around 8 years (IQ: 73). Past history is suggestive of delay in all developmental milestones. Academic history and performance on achievement tests shows a current overall grade class I level.

He continues to show difficulties in naming colors, cannot rote count beyond 100, cannot tell time or differentiate left-right. He can read money but does not add, subtract, or use them to make transactions while shopping. He does not orally add or subtract two digits.

The student requires a structured learner paced remedial teaching program before periodic re-evaluation and follow up is undertaken at this institute. Owing to his condition, the student falls under the category of ‘children with special needs’ or ‘disadvantaged child’ and becomes entitled for such illustrative list of benefits or concessions as mentioned overleaf especially those related to inclusion, avoidance of pressurized learning, providing learner paced instruction, to accommodate the academic slowness in the child.


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Date: 16.10.2017



Copy of Harsha's Psychological Report

Example 17: Raju belongs to a rural, underprivileged family from Shravanabelagola. He belongs to a broken family. He does not have father. His mother is not well. So he used to stay with his mother in his grandmother's house. His mother has studied up to 10th standard. Raju completed 7th standard in an English medium private school. But he could not cope with the rigours of the mainstream school system. He was brought to Kaliyuva Mane by a well-wisher. On 05-06-2018, he joined as a resident scholar. As we noticed a huge academic lag, we sent him to All India Institute of Speech and Hearing (AIISH), Mysore. According to the report his IQ was 100, academic level 1st standard at an age of 14 years.

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मनोवैज्ञानिक प्रतिवेदन
PSYCHOLOGICAL REPORT

This is to certify that [REDACTED] aged 13 years 10 months, student of class VIII (State Syllabus-English Medium) at BGS school, KR Pet, Mandya District: Karnataka, resident of #Makavalli PO, Heggadahalli Village, KR Pet Taluk, Mandya District: Karnataka, bearing CRF Nos. 473425 was registered on 7th May, 2018, at this Institute. As per records, the student is diagnosed as functioning at the level of "**Average Developmental Level having Academic Delays and Learning Difficulty**"-a condition which is currently classifiable under the category of student with special needs having age appropriate mental age as assessed on standardized tests of intelligence and measures of adaptive behavior (IQ: 100). Academic history and performance on achievement tests shows that his current overall grade score is at class I level. Past history shows normal developmental milestones.

He continues to show difficulties in rote counting above 1000s, cannot subtract multi-digits requiring borrow operations, cannot solve multiplications and divisions, does not spell 3-4 letter words at class I level upwards in English, lacks alphabet-sound correspondence for end consonants, or understanding of phonetic rules. He shows difficulties in reading-writing additional languages.

The student requires a structured learner paced remedial teaching program with stress on oral and practical skills rather than theory driven writing work. The program should run through the next year before a final decision is made on the diagnosis during the next round of re-evaluation and follow up at this institute. Owing to his condition, the student falls under the category of 'children with special needs' or 'disadvantaged child' and becomes entitled for benefits or concessions especially those related to inclusion in regular school, avoidance of pressurized learning, providing learner paced instruction, to accommodate the slowness in the child.


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Date: 14.05.2018

[REDACTED]

Copy of Raju's Psychological Report

Example 18: Chirayu belongs to a rural, underprivileged, socially backward, broken family. He stays with his illiterate grandfather, though his illiterate parents are alive. He studied up to 8th standard in Kannada medium rural free schools. He has changed schools many times. But Chirayu was not going to the school properly. Chirayu's parents brought the boy to Kaliyuva Mane on 11-06-2018. He joined as a resident scholar. As we noticed a huge academic lag, we sent him to All India Institute of Speech and Hearing (AIISH), Mysore. According to the report his IQ was 100, academic level primary school level, at an age of 15 years, 3 months.

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मनोवैज्ञानिक प्रतिवेदन
PSYCHOLOGICAL REPORT

This is to certify that [REDACTED] aged 15 years 3 months, student of class IX (State Syllabus-Kannada Medium) at Government Higher Primary School, Belagola, Srirangapatna Taluk, Mandya District: Karnataka, resident of #266, Challeghatta, Kumbalagodu, Bangalore: Karnataka, bearing CRF Nos. 475070 was registered on 28th May, 2018, at this Institute. As per records, the student is diagnosed as functioning at the level of **“Average Developmental Level having Academic Delays having Learning Difficulty owing to being a unsupported First Generation Learner”**-a condition which is currently classifiable under the category of student with disadvantage. His current level of mental age as assessed on standardized psychological tests is age appropriate (IQ: 100). Academic history and performance on achievement tests shows a current overall grade score equivalent of primary school. Past history shows normal developmental milestones. He stays with an illiterate maternal grandmother even as his equal illiterate parents stay away at some other place.

Owing to his condition, the student is entitled to be considered as a candidate under the category of ‘disadvantaged student’ as per government notification number A8.SSLC.Notification.April. 2014/13-14; Dated: 29.01.2014, for provisions like exemption from study of additional languages, provision for study of alternative subjects, scribe facility and allotment of extra time during examinations.


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Reg. No. A853

Date: 30.05.2018

[REDACTED]



Copy of Chirayu's Psychological Report

Example 19: Gupta belongs to a rural, underprivileged, tribal family. His parents brought him to Kaliyuva Mane on 11-06-2018. He completed 5th standard in a rural free school. As we noticed a huge academic lag, we sent him to All India Institute of Speech and Hearing (AIISH), Mysore, for an assessment. According to the report, his IQ was 100, academic level 2nd standard, 75% academic disability, at an age of 11 years, 2 months.

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मनोवैज्ञानिक प्रतिवेदन
PSYCHOLOGICAL REPORT

This is to certify that [REDACTED] aged 11 years 2 months, student of class V (State Syllabus-Kannada Medium) at Kaliyuva Mane (An Alternative School for Underprivileged), run by Divya Deepa Charitable Trust, Kenchalagudu Village, Manandavady Road, Rayanakere Post, Jayapura Hobli, Mysore: 570 008, Karnataka, resident of #Chikkagowdanna Koppalu, Yelwala Hobli, Mysore: Karnataka, bearing CRF Nos. 475075 was registered on 28th May, 2018, at this Institute. As per records, the student is diagnosed as functioning at the intellectual level of **“Average Developmental Level having Academic Delays and Learning Difficulty”**-a condition which is currently classifiable under the category of student with special needs having equivalent of 75% academic disability. His current level of mental age as assessed on standardized psychological tests is age appropriate (IQ: 100). Academic history and performance on achievement tests shows a current overall grade score equivalent of class two. Past history shows normal developmental milestones. He continues to show difficulties in counting numbers above thousand, cannot tell time to exact minute, does not convert year into days, shows difficulty in solving 2-digit oral subtraction, etc.

The student requires a structured learner paced remedial teaching program through the next 2-3 years before a final decision is made on the diagnosis during the next round of re-evaluation and follow up at this institute. Owing to his condition, the student falls under the category of ‘children with special needs’ or ‘disadvantaged child’ and becomes entitled for benefits or concessions especially those related to inclusion, limited portions for study, objective type questions, oral examinations avoidance of pressurized learning, exemption from study of additional languages, providing learner paced instruction and extra time during examinations to accommodate the academic slowness in the child.


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Date: 30.06.2018



Copy of Gupta's Psychological Report

Example 20: Yoga belongs to a rural, underprivileged, tribal family. He studied up to 7th standard in a rural Kannada medium free school. His parents brought Yoga to Kaliyuva Mane on 12-06-2018. As we noticed a huge academic lag, we sent him to All India Institute of Speech and Hearing (AIISH), Mysore. According to the report, his IQ was 100, academic level 1st or 2nd standard at an age of 12 years.

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PSYCHOLOGICAL REPORT

This is to certify that [REDACTED] aged 12 years 1 month, student of class VII (State Syllabus-Kannada Medium) at Kaliyuva Mane (An Alternative School for Underprivileged), run by Divya Deepa Charitable Trust, Kenchalagudu Village, Manandavady Road, Rayanakere Post, Jayapura Hobli, Mysore: 570 008, Karnataka, resident of #Gummachannahalli Village, Jayapura Hobli, Mysore: 570 008, Karnataka, bearing CRF Nos. 477904 was registered on 10th July, 2018, at this Institute. As per records, the child is diagnosed as functioning at the level of **“Average Intelligence having Academic Delays and Learning Difficulties”**. Past history shows delayed developmental milestones. His current level of intelligence and adaptive behavior as assessed on standardized psychological tests is age appropriate (IQ: 100) with overall grade level equivalence matching class I-II in Kannada medium.

The student shows difficulties in numeration above tens of thousands, lakh, and crore. He shows difficulty in solving multiplications and divisions with zero in numerator. He does not name parts in a division, does not solve LCM/HCF, cannot explain prime numbers, integers, and does not give out formula for simple/compound interest or measurements in basic geometry.

The student requires a structured learner paced remedial teaching program with periodic re-evaluation and follow up at this institute. Owing to his condition, the student falls under the category of ‘children with special needs’ or ‘disadvantaged child’ and becomes entitled for benefits or concessions especially those related to inclusion, limited portions for study, objective type questions, oral examinations avoidance of pressurized learning, providing learner paced instruction, to accommodate the academic slowness in the child.


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Reg. No. A053

Date: 27.07.2018



Copy of Yoga's Psychological Report

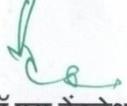
Example 21: Ananth belongs to a rural, underprivileged, tribal family. He is a first generation learner. He completed 5th standard in a rural free Kannada medium school. His mother brought him to Kaliyuva Mane on 21-05-2018. As we noticed a huge academic lag, we sent him to All India Institute of Speech and Hearing (AIISH), Mysore. According to the report, his IQ was 100, academic level 1st or 2nd standard at an age of 11 years, 4 months.

ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSURU-570 006
मनोवैज्ञानिक प्रतिवेदन
PSYCHOLOGICAL REPORT

This is to certify that [REDACTED] aged 11 years 4 months, student of class VI (State Syllabus-Kannada Medium) at Kaliyuva Mane (An Alternative School for Underprivileged), run by Divya Deepa Charitable Trust, Kenchalagudu Village, Manandavady Road, Rayanakere Post, Jayapura Hobli, Mysore: 570 008, Karnataka, resident of #Udbur Village, Jayapura Hobli, Mysore District: Karnataka, bearing CRF Nos. 477915 was registered on 10th July, 2018, at this Institute. As per records, the child is diagnosed as functioning at the level of **“Average Intelligence having Academic Delays and Learning Difficulties”**. Past history shows normal developmental milestones. His current level of intelligence and adaptive behavior as assessed on standardized psychological tests is age appropriate (IQ: 100) with overall grade level equivalence matching class I-II in Kannada medium.

The student shows difficulties in numeration above thousand, cannot solve 2-digit oral additions or subtractions, cannot tell the number of days in a given month, does not read time to exact minute from analogue clock, cannot copy 3-dimensional geometric figures, and has reading-writing skills of grade two in Kannada.

The student requires a structured learner paced remedial teaching program with periodic re-evaluation and follow up at this institute. Owing to his condition, the student falls under the category of ‘children with special needs’ or ‘disadvantaged child’ and becomes entitled for benefits or concessions especially those related to inclusion, limited portions for study, objective type questions, oral examinations avoidance of pressurized learning, providing learner paced instruction, to accommodate the academic slowness in the child.


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Date: 14.08.2018



Copy of Ananth's Psychological Report

Example 22: Vinod belongs to a rural, underprivileged, broken family. His father is not alive. The child was staying with his grandmother. He completed 6th standard from a rural English medium private school. He is a first generation learner. His grandmother brought the boy to Kaliyuva Mane on 28-05-2018. Noticing a huge academic lag, we sent him to All India Institute of Speech and Hearing (AIISH), Mysore. According to the report his IQ was 100, academic level Kindergarten at an age of 12 years.

ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSURU-570 006
मनोवैज्ञानिक प्रतिवेदन
PSYCHOLOGICAL REPORT

This is to certify that [REDACTED] aged 12 years, student of class VII (State Syllabus-English Medium) at Kaliyuva Mane (An Alternative School for Underprivileged), run by Divya Deepa Charitable Trust, Kenchalagudu Village, Manandavady Road, Rayanakere Post, Jayapura Hobli, Mysore: 570 008, Karnataka, resident of #Srinivasa Agrahara, Keegatahalli, Srirangapatna, Mandya District: Karnataka, bearing CRF Nos. 477912 was registered on 10th July, 2018, at this Institute. As per records, the student is diagnosed as functioning at the intellectual level of **“Average Developmental Level having Academic Delays and Learning Difficulty”**-a condition which is currently classifiable under the category of student with special needs having equivalent of 75% academic disability. His current level of mental age as assessed on standardized psychological tests is age appropriate (IQ: 100). Academic history and performance on achievement tests shows a current overall grade score equivalent of K.G. Past history shows normal developmental milestones.

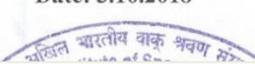
Family history shows that the child’s father passed away in 2016, following which there is desertion by the mother. The child is now being fostered by the paternal grandmother. These life events have resulted in the child abandoning regular English medium private schooling. The current academic delays can be explained partly due to absence of regular guardianship, mentoring, home supports and schooling.

He continues to given help in daily bath, is fed by the parents, and washed after toilet use. This is observed to be more owing to the over protection by the parents, especially the father. He has never been given opportunity for use of money, shopping or buying things. He cannot count beyond 100s, does not solve 3-digit subtractions requiring borrow operations, cannot solve multiplications and divisions with zero in numerator, has difficulty in spelling 3-5 letter words at class I upwards in English, lacks alphabet-sound correspondence for end consonants, or understanding of phonetic rules. He shows difficulties in reading-writing additional languages, does not name parts in a division, does not tell time to exact minute, or read day-dates on a calendar.

The student requires a structured learner paced exposure and remedial teaching program through the next two years before a final decision is made on the diagnosis during the next round of re-evaluation and follow-up at this institute. Owing to his condition, the student falls under the category of ‘children with special needs’ or ‘disadvantaged child’ and becomes entitled for benefits or concessions especially those related to inclusion, limited portions for study, objective type questions, oral examinations avoidance of pressurized learning, exemption from study of languages, providing learner paced instruction and extra time during examinations to accommodate the academic slowness in the child.


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Date: 3.10.2018



Copy of Vinod's Psychological Report

Example 23: Geetha belongs to a rural, underprivileged, socially backward family. She is a first generation learner. She joined Kaliyuva Mane as a day scholar on 15-04-2014. In spite of our efforts in Kaliyuva Mane, we did not notice a significant progress in her learning. So we sent her to All India Institute of Speech and Hearing (AIISH), Mysore, for an assessment. According to the report, her IQ was 56, 50% intellectual disability, mental age 9 years at her physical age being 17 years. She joined Kaliyuva Mane as a resident scholar on 28-05-2018. She has appeared for Karnataka open schooling 10th standard examinations in Kannada medium this year. [Subjects: Kannada, Social science, Home science, commercial studies]

ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSURU-570 006
PSYCHOLOGICAL REPORT

This is to certify that [REDACTED], aged 16 years 10 months, resident of #Arasanakere village, Jayapura Hobli, Mysore Taluk & District: Karnataka, seeking to appear for Secondary Level Examinations under JSS Karnataka Open Schooling, Sri Shivarathrishwara Nagara, Opposite J.S.S. Dental College, Bannimantap, Mysuru: 570015, Karnataka, in Kannada Medium with Kannada (208), Social Science (213), Business Studies (215) and Home Science (216) as electives, bearing CRF Nos. 389031, was registered on 2nd September, 2014, at this Institute. As per records, the student is diagnosed as functioning at the level of **“Mild Intellectual Disability (ICD_10 Code: F70; formerly mental retardation) having Academic Delays and Learning Difficulty”**-a relatively permanent condition that is currently classifiable under the category of person with special needs having equivalent of 50 % intellectual disability. Her current level of mental age as assessed on standardized tests of intelligence and adaptive behavior scales is around 9 years (IQ: 56). Past history shows delay in all developmental milestones. She continues to difficulties in telling time to the exact minute, cannot rote count beyond thousand, and cannot solve multi-digit additions or subtractions. She is reportedly slow and needs spaced instructions repeatedly to complete many of the non-academic routines of daily life.

Owing to her condition, the student falls under the category of ‘children with special needs’ or ‘disadvantaged child’ and becomes entitled for such illustrative list of benefits or concessions especially those pertaining to undertaking projects in Home Science (216) in place of practical work along with provisions for condoning spelling mistakes, allotment of extra time and giving scribe facility during examinations.


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Date: 07.11.2018

[REDACTED]

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Copy of Geetha's Psychological Report

Example 24: Mahesh belongs to a middle class family. His father is a driver for KSRTC. His father is a diploma holder and his mother is a matriculate. The child was studying in a private English medium school. He could not cope with the studies. After completing 5th standard, his parents brought him to Kaliyuva Mane on 13-06-2018. After noticing a huge academic lag, we sent him to All India Institute of Speech and Hearing (AIISH), Mysore, for an assessment. His IQ was 73, 40% intellectual disability, academic level Kindergarten level at an age of 11 years. He has a serious vision defect also. He is attending classes as a day scholar.

ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSURU-570 006
मनोवैज्ञानिक प्रतिवेदन
PSYCHOLOGICAL REPORT

This is to certify that [redacted] aged 10 years 11 months, student of class VI (State Syllabus-English Medium) at Kaliyuva Mane (An Alternative School for Underprivileged), run by Divya Deepa Charitable Trust, Kenchalagudu Village, Manandavady Road, Rayanakere Post, Jayapura Hobli, Mysore: 570 008, Karnataka, resident of #Kotehundi Gate, KSRTC Layout, Rayanakere PO, Mysore: Karnataka, bearing CRF Nos. 475556 was registered on 4th June, 2018, at this Institute. As per records, the student is diagnosed as functioning at the intellectual level of **“Below Average Intelligence (ICD_10 Code: R41.83; Slow Learner) having Academic Delays and Learning Difficulty”**-a relatively permanent condition currently classified under the category of students with special needs having combined equivalent of 40% intellectual disability. His current level of developmental age as assessed on standardized psychological tests is around 8 years (IQ: 73). Past history is suggestive of delayed developmental milestones. Academic history and performance on achievement tests shows a current overall grade equal to KG level.

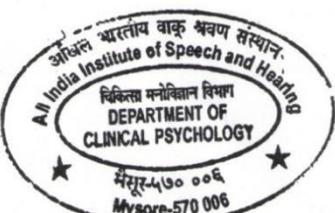
He cannot count beyond thousand, cannot tell time to exact minute, cannot spell 3-4 letter words at grade level I upwards in English, lacks alphabet-sound correspondence for end consonants, or understanding of phonetic rules. He shows difficulties in reading-writing additional languages.

The student requires a structured learner paced remedial teaching program through the next 2-3 years before a final decision is made on the diagnosis during the next round of re-evaluation and follow up at this institute. Owing to his condition, the student falls under the category of ‘children with special needs’ or ‘disadvantaged child’ and becomes entitled for benefits or concessions especially those related to inclusion, limited portions for study, objective type questions, oral examinations avoidance of pressurized learning, exemption from study of additional languages, providing learner paced instruction and extra time during examinations to accommodate the academic slowness in the child.


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Reg. No. A053

Date: 30.06.2018



Copy of Mahesh's Psychological Report

Example 24:Shanmukh belongs to a lower middle class family. His father studied up to 7th standard. His father was working as a driver. His mother studied up to SSLC. He completed 3rd standard in a rural Govt. school. He completed 4th& 5th standard in a private school. For 6th standard he joined a residential English medium school. However noticing his academic lag his parents brought him to Kaliyuva Mane.We sent him to All India Institute of Speech and Hearing (AIISH), Mysore, for an assessment. His IQ was 100, academic level primary school at an age of 14 years.

ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSURU-570 006
PSYCHOLOGICAL REPORT

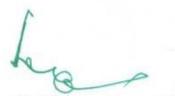
This is to certify that [redacted] aged 14 years, student of class VIII (State Syllabus-Kannada Medium) at Kaliyuva Mane (An Alternative School for Underprivileged), run by Divya Deepa Charitable Trust, Kenchalagudu Village, Manandavady Road, Rayanakere Post, Jayapura Hobli, Mysore: 570 008, Karnataka, resident of #Mahadevpura, 8th Cross, JP Nagar, Mysore: Karnataka, bearing CRF Nos. 487853, was registered on 31st December, 2018, at this Institute. As per records, the student is diagnosed as functioning at the level of **“Average Intelligence-At Risk for Academic Delays and Learning Difficulties”**. Past history shows normal developmental milestones. His current level of intelligence and adaptive behavior as assessed on standardized psychological tests is age appropriate (IQ: 100) with overall grade level matching primary school.

The student shows difficulties in solving divisions with zero in numerator. He has problems in reading, writing or spellings of class four upwards in English and Kannada (although his primary and middle school was in English medium), does not solve LCM/HCF, cannot explain fractions, prime numbers or integers, and does not give out formula for simple/compound interest or measurements in middle school level basic geometry.

The student requires a structured learner paced remedial teaching program with stress on oral and practical skills rather than theory driven writing work. Owing to his condition, the student falls under the category of ‘children with special needs’ or ‘disadvantaged child’ and becomes entitled for benefits or concessions especially those related to inclusion in regular school, avoidance of pressurized learning, providing learner paced activity based instruction, allowance for oral work in place of writing, extra time, choice of alternate subjects, and objective type question papers to accommodate the slowness in the child. Periodic review is recommended at this institute before a final diagnostic decision is undertaken next year.

Date: 11.02.2019




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डॉ एस वैकटेशन / Dr. S VE IKATESAN
प्रोफेसर / Professor,

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All India Institute of Speech and Hearing
मानसगंगोत्री / Manasagangothri,
मैसूरु / MYSURU-570 006

Copy of Shanmukh's Psychological Report



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