



Suggestions to National Education Policy Draft 2019

A residential alternative school model for 'out of system children'

*Physically and mentally normal children who do not have schools to learn in the
Current education system are called 'out of system children'*

Children for **School**



School for **Children**

Alternative school model

1 message

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To: nep.edu@nic.in

15 August 2019 at 20:52

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**The Hon'ble Minister for Human Resources Development
and policy makers,**

DIVYA DEEPA CHARITABLE TRUST

Our sincere gratitude to you for including Alternative schools, Gurukulas, Madrassas and Home-schools

within the ambit of the new education policy. Ours is a registered not-for-profit organisation called 'Divya Deepa Charitable Trust'. Our NGO Darpan (NITI Aayog) Registration number is: KA/2017/0170668. We are also registered with the Department of Women and Child Development as a 'Children's Home' under Juvenile Justice Act.

Inspired by the ideals of **Swami Vivekananda and Sri Aurobindo**, we are running successfully for the past 14 years, a free residential, co-educational, environment-friendly alternative school called Kaliyuva Mane (which means "Home for learning" in Kannada) for the benefit of deprived children, in a village called Kenchalagudu on the outskirts of Mysuru city in Karnataka state. Before starting this school, the founder stayed and worked with deprived children in surrounding villages for 12 years. This foundational experience provided the conceptual basis for the creation of this alternative school. To date, we have acquired a total of 26 years of experience working with village children and understanding their socioeconomic conditions and educational needs. Our school functions on the philosophy, 'School for children' rather than 'Children for school'. We have specifically focussed our efforts on '**Out-of-system**' children. In the process of educating these '**Out-of-system**' children, we have evolved a new education system. We would like to share this model with you because there are millions of '**Out-of-system**' children in India even today.

Meaning of 'Out of system children':

Due to poverty, ignorance of the parents, rote teaching methods followed in most of the schools, a large number of children, especially in rural areas, drop out of school at a very young age or fail to reach the grades. Alcoholism and violence often lead to broken families creating an unfriendly environment for children to learn. Once these children drop out, they find it next to impossible to re-enter the school system. The present educational system in India does not have the flexibility to give these children a second chance to come back to school to learn from where they left off. Because of these weak links, many of these children are subject to exploitation by those who prey on them for child labour, child trafficking, etc.

Our present education system works on the assumption that all children are like machines who can learn a predetermined textual content, in a predetermined amount of time and in a predetermined way. But, the truth is that children have varied emotions, varied learning abilities, and varied learning interests. Moreover, the education of a child not only depends on the child and the school, but also on varied family conditions and external factors. Due to this basic incorrect assumption, millions of children do not have schools to learn in the existing education system. RTE Act gives them 'Right to schooling' but not 'Right to Education'. This is particularly true of rural, underprivileged children coming from illiterate families.

Physically and mentally normal children who do not have schools to learn in the existing education system are defined by us as 'Out-of-System' children.

Solution: An alternative school model for 'out-of-system' children:

We have enclosed a document titled 'Education of out-of-system children'. We request you to read this document. This contains the following relevant details:

The Kaliyuva Mane School Model:

We present a description of the method of education adopted in Kaliyuva Mane. This description focuses on the following aspects:

- i) True profiles of twelve 'Out-of-System' children who are studying/have studied in our school are included. These examples throw more light on why the regular schools in the present education system fail to educate these children. These children come from a variety of underprivileged backgrounds including:
 - a. Child labourers
 - b. Children with huge academic lags
 - c. School dropouts
 - d. Dyslexic children & children with special needs
 - e. Emotionally sensitive children
 - f. Children from Broken families
- ii) How Kaliyuva Mane departs from the main-stream education system, along with rationale providing justification for doing so.
- iii) Some unique features of Kaliyuva Mane
- iv) 10th standard public examination results & post matriculation educational details of the children
- v) Infrastructure facilities in Kaliyuva Mane
- vi) Remarks of Government officials & other dignitaries on the functioning of Kaliyuva Mane
- vii) Some video links about Kaliyuva Mane
- viii) Suggestive guidelines to control alternative residential schools to ensure safety of the children and minimum learning levels
- ix) Epilogue - Evolution of Kaliyuva Mane

Importance of alternative schools in nation building:

Natural resources and human resources are two vital resources needed for the development of the society, the nation and the world. Education is an important tool to transform ordinary human beings into human resources. Every educated person with values is an asset to his/her country in particular and to the world at large. India has abundant natural resources and more than 136 crore human beings. Even after 7 decades of political freedom, we have not paid adequate attention to transform all these human beings into human resources. The '**out-of-system**' children are a part of us, a part of our society and a part of our country. These children's care, education and development is the duty of all of us.

The issue of 'out-of-school' children:

At least 70,116 children in Karnataka are out of school, nearly five times higher than last year's numbers as per the recent survey by the Education Department (as per press release dated 08-02-2019). Migration, parent's apathy and lack of interest on the part of the children to go to school are the primary reasons for this. ***Can we afford to ignore the future of these 'out-of-school' children?*** Please refer to the following web link for accessing the news article. [School dropouts survey report](#)

The Issue of dyslexic children:

The incidence of dyslexia (learning disability) in India is believed to be 15%, which amounts to nearly 35 million dyslexic children, according to Press Information Bureau, Government of India, Ministry of Science & Technology. There is a movie 'Taare Zameen Par' that highlights the issue of dyslexic children. However, do we have adequate number of schools for these children? Can we ignore the future of these bright but unfortunate children? Click on the link for a detailed article on [Dyslexic children](#)

Warning by the World Bank:

We quote below excerpts from the World Bank report:

“.....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. However, these benefits depend on learning, and schooling without learning is a wasted opportunity. More than that, it’s a great injustice.” Can we ignore the future of more than 50% of rural children?

Against this backdrop, your recent move to include alternative schools, home-schools, Gurukulas, and Madrassas in the national educational policy, is a great positive step forward. We urge you not only to recognize the existing alternative schools on merit, but also support them financially. We appeal to you to give autonomy to alternative schools, with minimum norms, so that they function more effectively (attached document contains suggestions to monitor free residential alternative schools recognized by department of women and child development)

We cordially invite you to our free home-cum-school for the underprivileged, to experience first-hand an atmosphere of joy, hope and learning.

With best regards

For Divya Deepa Charitable Trust

M.R. Ananth Kumar

Founder & Managing Trustee,

Mobile: 9341369901

4 attachments



Alternative school model pdf160819.pdf
7227K



Covering letter.pdf
694K



image005.emz
2K



image008.emz
1K

An Appeal

With the intention of maintaining authenticity, we have revealed the true profiles of the children. All the data about the children's family are as provided by the children's parents/guardians. We request all the readers to not share these profiles except strictly on a need-to-know basis to prevent leakage of information that may affect the self-esteem of the children/parents. Similarly, we have mentioned the actual names of schools. The purpose is not to damage the reputation of the schools but to convey the message that a single school system is not suitable for all the children.

We blame neither the children nor the parents, neither the schools nor the teachers for the dismal rural education scenario. Instead, we are providing an alternative education model to address this issue.

Our intention is to share our school model with all the policy makers and to request/urge them to recognize all such alternative schools under new education policy, so that millions of 'out of system' children can also have 'RIGHT TO EDUCATION' instead of only 'RIGHT TO SCHOOLING'.

We have taken utmost care while presenting the data. We request you to pardon us, in case of any inadvertent errors.

Gratitude:

We express our sincere gratitude to the parents/guardians well-wishers for reposing confidence in our unconventional education system, to the children who gave us an opportunity to experiment, faculty members, donors who were responsible for converting this dream into a reality.

We convey sincere gratitude to the visitors, most of whom have become school's well-wishers / volunteers / patrons.

Finally, we offer our prayers to the God for his continued Grace.

i. True profiles of twelve 'Out-of-system' children who are studying/have studied in our alternative school

a) The issue of child labourers:

Example 1: Mahadeva Swamy [DOB: 31-03-2005; Date of joining Kaliyuva Mane (Resident): 27-08-2018]

Mahadeva Swamy belongs to a rural farming family. His parents are uneducated small-scale farmers. Mahadeva Swamy was very irregular to school and used to help his parents in farming. Due to his dislike for rote teaching and lack of parental guidance, he did not show any interest in learning. During holidays, he used to work and support his family. Thanks to the existing RTE rules, the child used to get promoted to the next higher classes irrespective of learning. Without completing 6th standard, his parents made him work in a teashop. Mahadeva Swamy used to earn Rs. 3000 per month. 6 months passed. One day, one of the well-wishers of Kaliyuva Mane (The secretary of an educational institution) noticed him serving tea. She brought the boy to Kaliyuva Mane.



Mahadeva Swamy joined Kaliyuva Mane on 27-08-2018. He was 13 ½ years old then. He did not know how to write his name in Kannada. Initially he was interested in taking care of cows and farming. Now he is happily staying and learning in Kaliyuva Mane.

[As per the RTE Act, a 13 year and 5-month-old child has to be integrated with age-appropriate 8th standard. Without the knowledge of alphabets and numbers, will the child be able to cope up? Will the teachers be able to pay special attention to this child amidst other 8th standard children?]

Example 2: Bhoomika [DOB: 27-10-2004; Date of joining Kaliyuva Mane (Resident): 04-06-2012]

Bhoomika lost her father quite early. Bhoomika's mother is an illiterate. She has five children. She started working in a construction company as a helper to take care of her five children. The compulsions 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 Bhoomika very well. After a year, when Bhoomika returned to her mother's house in Mysore, one of the well-wishers of Kaliyuva Mane noticed her and brought her to Kaliyuva Mane. Bhoomika joined Kaliyuva Mane on 04-06-2012. Initially Bhoomika did not like Kaliyuva Mane. She also refused to learn. On 22-09-2013, Akashavani (All India Radio, Mysore) broadcasted a programme by the kids of Kaliyuva Mane. Bhoomika 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 examination this year.



[Bhoomika did not have any documents like Aadhaar card, Birth certificate, TC etc..., required for joining a mainstream school. Moreover, she needed a lot of motivation. So, the child did not have a free residential school to learn in the current education system]

b) The issue of children with huge academic lags:

Example 3: Pranesh [DOB: 15-03-2006; Date of joining Kaliyuva Mane (Resident): 10-05-2017]

Pranesh belongs to a rural Below Poverty Line family. His father works as a security guard. 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) Pranesh joined the school. However, Pranesh could not cope up with the studies. He completed 5 years of study, passed 5th standard securing E₂ grade and was promoted to 6th standard as per the norms of the existing RTE Act. At 11 years, 6 months of age, Pranesh was not comfortable with even 2nd standard textbooks. So, Pranesh 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 academic & psychological 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?]

Note:

- I. Comparison of home environment of Pranesh & other non-RTE students is provided below
- II. A copy of Pranesh's academic & psychological report is produced in the following pages (Page 5)
- III. A copy of Progress report in DAV public school is produced in the following pages (page 6)

Regular children's home environment	Pranesh's home environment
Most of the children belonged to developed urban areas.	Pranesh belonged to socially and economically backward rural area.
Most of the children's parents were 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. Pranesh 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.	Pranesh's parents did not know English.
Most of the children had exposure to computers and other modern gadgets	Pranesh's exposure to computers and modern gadgets was nil
Most of the children had better awareness about the external world, had seen many places with their parents.	Pranesh'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 Pranesh's home was not congenial for studies.

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

मनोवैज्ञानिक प्रतिवेदन

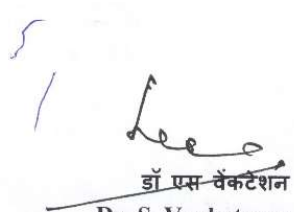
PSYCHOLOGICAL REPORT

This is to certify that Pranesh Mourya N s/o Mr. Nagaraju C-Mrs. M Sheela, 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




डॉ एस-वेंकटेशन
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Copy of Pranesh's Academic & Psychological Report

NAME OF THE PUPIL Pranesh Mourya N CLASS V SECTION A ROLL NO : 31

SUBJECT	1 st TERM				2 nd TERM				TOTAL	OVERALL GRADE	REMARKS
	FA-1	FA-2	SA-1	TOTAL	FA-3	FA-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	8.8	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		
Class Teacher's Signature	[Signature]										Must work hard
Principal Signature	[Signature]										
Parent's Signature	[Signature]										Good

PART - B CO - SCHOLASTIC				
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]
 RESULT: **PROMOTED**
 Signature of the Principal: [Signature]

Progress card of Pranesh Mourya in DAV Public School

Example 4: Yogesh [DOB: 06-10-2008; Date of joining Kaliyuva Mane (Resident): 03-06-2019]

Yogesh belongs to a rural underprivileged family. His parents are illiterates. He used to go to school, once in a blue moon, due to inherent disinterest in rote learning & lack of parental guidance. When the child was in 5th standard, his parents came to know about Kaliyuva Mane and brought him on 14-02-2019. The child failed to recognize even Kannada alphabets and numbers. The child was not emotionally comfortable also. For two months, the child was irregular and enjoyed a weekend of 4 days. We had advised his parents to take the child to a reputed clinical psychologist during summer vacation. As per the report, his IQ was 100; his overall grade was equal to preschool level at an age of 10 years & 6 months. On 03-06-2019, Yogesh joined Kaliyuva Mane as a resident student. Now he has started learning alphabets and numbers happily in Kaliyuva Mane.

[According to right of children to free and compulsory education Act (RTE Act), each child should be compulsorily educated. Is it physically possible for parents to lift an unwilling child every day to the school? Present education system forces the teachers to be loyal to BEO's than to the children! So, the system compels the teachers to issue fake documents.]

Note:

- I. A copy of his school document is produced in the following pages (Page 7)
- II. A copy of his academic & psychological report issued by All India Institute of Speech & Hearing, Mysuru is produced in the following pages (Page 8)

ದಾಖಲಾತಿ ವ್ಯಾಸಂಗ ದೃಢೀಕರಣ ಪತ್ರ

- 1) ಶಾಲೆಯ ಹೆಸರು : ಸರ್ಕಾರಿ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆ
ಸಿಂಧುವಳ್ಳಿ, ಜಯಮಠ ಹೋಬಳಿ,
ಮೈಸೂರು ತಾಲ್ಲೂಕು
- 2) ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು : ಯೇಗೇಶ್ D
- 3) ತಂದೆಯ ಹೆಸರು : ದೇವೇನೌಡ
- 4) ತಾಯಿಯ ಹೆಸರು : ಶೃಂಗಮ್ಮ
- 5) ದಾಖಲಾತಿ ಸಂಖ್ಯೆ : 39/2014-15
- 6) ಹುಟ್ಟಿದ ದಿನಾಂಕ : 6/10/2008
- 7) ಹುಟ್ಟಿದ ಸ್ಥಳ : ಸಿಂಧುವಳ್ಳಿ
- 8) ಧರ್ಮ : ಹಿಂದೂ ಪಾತಿ : ಪುರುಷ
- 9) ಪ್ರಸ್ತುತ ಸಾಲಿನಲ್ಲಿ ಓದುತ್ತಿರುವ
ತರಗತಿ : ಪ್ರತಿ 2ನೇ
- 10) ದಾಖಲಾತಿ ಪುಸ್ತಕದ
ಅಧಾರದಂತೆ ನಮೂದಿಸಲಾಗಿದೆ : ಹೌದು

ಸ್ಥಳ: ಸಿಂಧುವಳ್ಳಿ

ದಿನಾಂಕ: 15/2/2019

EC Kangubailu M. R. H. S.
ಮುಖ್ಯೋಪಾಧ್ಯಾಯರ ಸಹಿ ಮತ್ತು ಮೊಹರು
ಮುಖ್ಯೋಪಾಧ್ಯಾಯರು
ಸರ್ಕಾರಿ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆ
ಸಿಂಧುವಳ್ಳಿ, ಮೈಸೂರು ತಾಲ್ಲೂಕು

Copy of Yogesh's school document

अखिल भारतीय वाक् श्रवण संस्थान मैसूरु- 570 006
ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSURU-570 006
मनोवैज्ञानिक प्रतिवेदन
PSYCHOLOGICAL REPORT

This is to certify that Yogesh s/o Mr. Deve Gowda-Mrs. Jayamma, aged 11 years 3 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 #Sinduvalli Village, Jayapura Hobli, Mysore: 570 008, Karnataka, bearing CRF Nos. 494036, was registered on 15TH Aprl, 2019, 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 being first generation learner"**. 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 preschool level.

The student shows difficulties in rote counting above hundred, cannot reverse count 20-1, does not identify or name colours, fails to recite days in the week or months of the year. He cannot read time from an analogue clock. He has problems in reading, writing or spellings of one upwards in Kannada, grazes cattle, does not handle money and is independent in self care activities.

The student requires a structured learner paced remedial teaching program on several pre-academic activities for which he has been less exposed. 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, or providing learner paced and activity based instruction to accommodate the slowness in the child. Periodic review is recommended at this institute.

Date: 22.04.2019



डॉ एस वेंकटेशन

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अखिल भारतीय वाक् श्रवण संस्थान
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मानसगंगोत्री / Manasagangothri,
मैसूरु / MYSURU-570 006

Copy of Yogesh's Academic & Psychological Assessment Report

c) Issue of school dropouts:

Example 5: Ramesh [DOB: 01-01-1999; Date of joining Kaliyuva Mane (Resident): 20-07-2013]

Ramesh belongs to a rural underprivileged tribal family. Both the parents are not alive. His uneducated elder sister works as a domestic help. Due to various reasons he dropped out from the school without completing 2nd standard. After several years, when he was approximately 13 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 academic & psychological assessment report, his IQ was 100, academical level kindergarden level at the age of 13 years. He took 10th standard board examination in the year 2019 and cleared it. A copy of news article in Times of India about Ramesh's achievement is produced below:

01/05/2019: THE TIMES OF INDIA : MYSORE

Orphan who dropped out clears exam

TIMES NEWS NETWORK

Mysuru: The story of 17-year-old **Ramesh K** is an inspiration for all. He dropped out of school when he was in class I and never returned to formal education system till he attained 11 years in age.



Ramesh didn't even know how to write his name in Kannada or in English. But on Tuesday, he was on cloud nine as he cleared SSLC examination with 348/ 625 marks as a private candidate. What makes his achievement unique is that he cleared the examination in English medium.

Ramesh, a resident of Mellahalli near Varuna, said, "Both my parents died five years ago. I am staying with my sister who is also an illiterate. In 2013, I joined Kaliyuva Mane, a free alternative residential school run by the Divya Deepa Charitable Trust in Mysuru. I started learning alphabets there. Slowly, I started identifying the letters on sign boards, posters etc. This is how my journey started," said Ramesh.

"I love English. So I decided to write the examination in English medium as a private candidate. I am planning to join a job in Bengaluru and continue my studies," he said.

Ananth Kumar M R, founder of Kaliyuva Mane, said, "He coped up well. He is an inspiration for all."

Weblink: https://epaperlive.timesgroup.com/TOI/MYR/20190501#display_area (Page No. 4)

News article about achievement of Ramesh in Times of India

Note:

- I. A copy of his academic & psychological report issued by All India Institute of Speech & Hearing, Mysuru is produced in the following page (Page 9)
- II. Though Ramesh belongs to scheduled tribe, he could not produce the caste certificate before registering for 10th standard examination. So as per educational records his caste has been mentioned as 'General'
- III. Presently, Ramesh is earning and learning in Krithya Technologies, Bengaluru, a software company.

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

This is to certify that Ramesh s/o Mr. Kumar-Late Mrs. Manjamma, male, aged 14 years, school dropout from class II (State Syllabus-Kannada Medium) almost 4-5 years ago, re-admitted as residential student to Kalliyuva Mane (An Alternative School for Underprivileged) run by Divya Deepa Charitable Trust, Kenchalagodu 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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Copy of Ramesh's Academic and Psychological Report

Example 6: Shwetha M [DOB: 27-01-1997; Date of joining Kaliyuva Mane (Resident): 17-04-2007]

Shwetha belongs to a rural BPL 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 responsibilities of the family.

Shwetha was going to a Government rural Kannada medium school. She was going to the school rarely due to multiple reasons such as inherent disinterest, rote teaching methods, lack of parental guidance at home, 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. However, Shwetha was keener. Therefore, 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. However, gradually her interest declined. During the summer holidays, she was sent home. 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 a revelation for her! She came back to Kaliyuva Mane with firm determination. She started cooperating with the staff members and passed 10th standard examinations in English medium, scoring 45.6% marks. She is the first girl to have passed 10th standard in the whole family. Her success inspired her younger brother Shankar, who was working in a liquor shop to join Kaliyuva Mane at the age of 12 years. He joined in 2012 and passed 10th standard board examination scoring 61.28% in the year 2018.

Shwetha's story:

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:



[Note: Shwetha was asked to express her feelings in Kannada. Then the script was translated into English. With teacher's assistance, video was recorded by another alumnus of Kaliyuva Mane]

d) Issues of Dyslexic children & Children with special needs

Example 7: Hemanth Kumar J [DOB: 02-08-1997; Date of joining Kaliyuva Mane (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 homemaker. 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. Unfortunately, the boy could not cope with the rigid structure of the school. 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, though his IQ was age appropriate. The boy was found to have 'learning disability'. Therefore, 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, Kannada & Hindi. Hemanth regained the lost interest for studies and started cooperating with the faculty members. Hemanth passed 10th standard examinations securing 51.75% marks.

Note:

- I. A copy of his academic & psychological report issued by All India Institute of Speech & Hearing, Mysuru is produced in the following page(Page13)
- II. At present, he is pursuing B.A. in tourism from IGNOU. Apart from this, he is working in the field of human animal conflict in Wild life Trust of India.

**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 (Gessells 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.

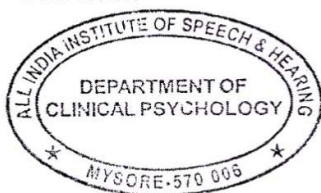
**DIAGNOSIS: AVERAGE INTELLIGENCE with MODERATE ACADEMIC DELAY
(LEARNING DISABILITY)**

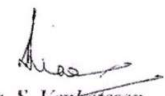
RECOMMENDATIONS:

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




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Email:

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Reg. No. A053

Copy of Hemanth's Academic & Psychological report

Example 8: Divyashree Y. [DOB: 21-07-2000; Date of joining Kaliyuva Mane (Day Scholar): 17-04-2014; Date of joining Kaliyuva Mane (Resident): 01-06-2016]

Divyashree lost her father at a tender age. Divyashree's mother works as an attendant in a school in Andhra Pradesh. Divyashree's maternal uncle took the responsibility of bringing her up. Divyashree was admitted to an English medium private school (Good Shepherd Convent). 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 an academic & 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. She had an intellectual disability of 60%. She was a student with special needs. She passed 10th standard with flying colours scoring 49.44% marks in the year 2018.

[At the age of 14 years, Divyashree was academically at primary school level. She had difficulties in learning languages. Was there a school for her?]


Note:

- I. A copy of her academic & psychological report issued by All India Institute of Speech & Hearing, Mysuru is produced below.
- II. Currently she is pursuing PUC (commerce) course.


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

This is to certify that Divyashree Y d/o Sri. L Yellappa-Smt. Nagarathna, aged 13 years, student of class IX (State Syllabus-English Medium) seeking admission as day-scholar 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 #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.


Dr. S. Venkatesan
Professor in Clinical Psychology
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Date: 07.07.2014



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Copy of Divyashree's Academic & psychological Report

e) Issues of emotionally sensitive children:

Example 9: Yogesh Ponting [DOB: 13-07-2000; Date of joining Kaliyuva Mane (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 of a private convent and father as an astrologer in Chennai. Yogesh studied in two English medium schools. Then he joined a more 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. 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.

[Was there any school for Yogesh?]

Note: Currently he is pursuing B.Sc. course in visual media

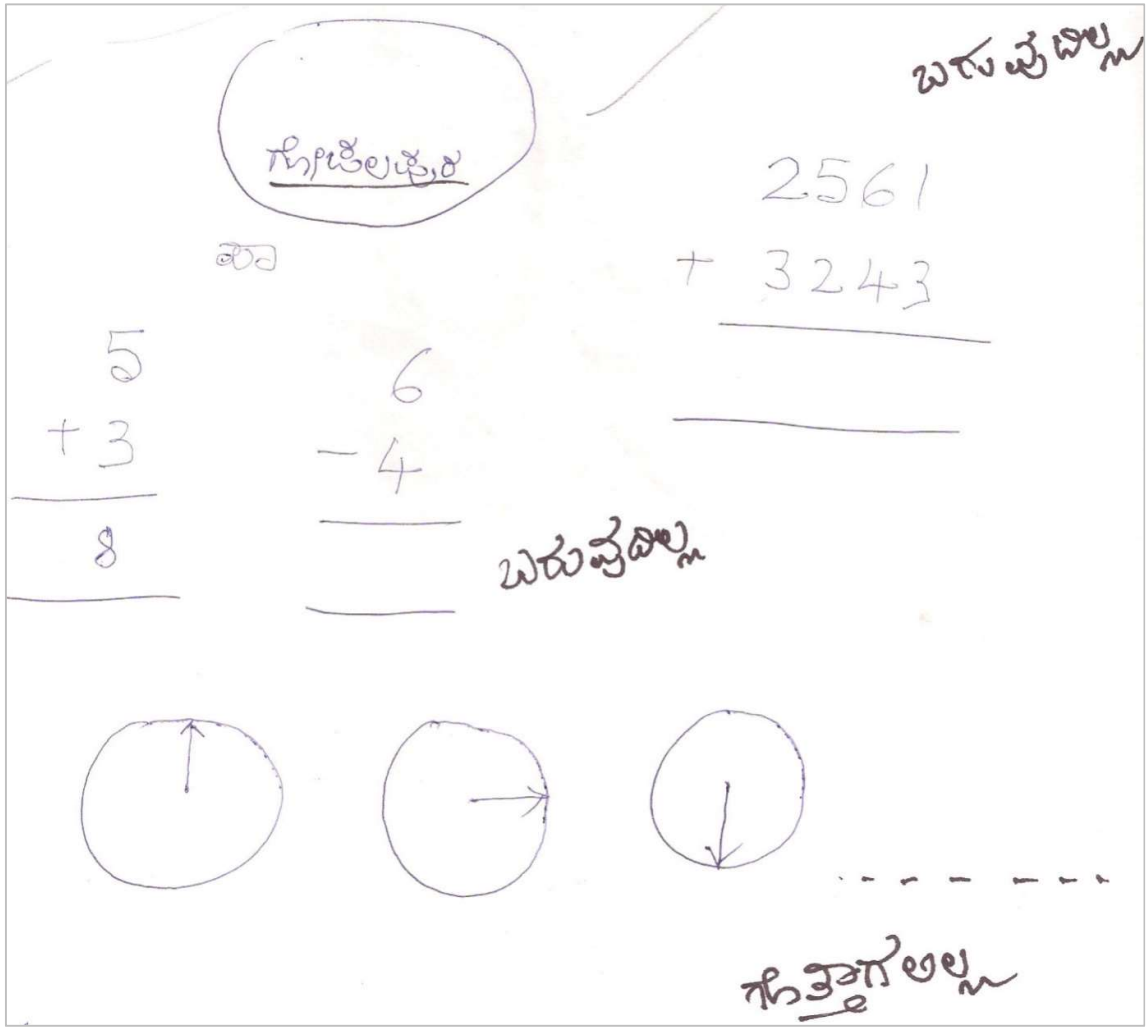
Example 10: Sunitha [DOB: 05-05-1996; Date of joining Kaliyuva Mane (Resident): 06-06-2007]

Sunitha belonged to a village. Her father had deserted the family when Sunitha was just two years old. So, Sunitha was staying with her mother and grandparents. Sunitha was studying in 5th standard in a Government school. On an unfortunate day, Sunitha's mother set herself ablaze in front of Sunitha's eyes and passed away. Sunitha witnessed this tragic incident. So, after completion of 5th standard, Sunitha's grandparents brought Sunitha to Kaliyuva Mane as a resident scholar in 2007. She was above 10 years old then.

We conducted an informal test to assess Sunitha's academic level. She could not perform even a single digit subtraction. Copy of her test paper at the time of admission is produced below (Page 16). She used to sleep less. She had problems in socialising. She never used to attend classes regularly. However, at Kaliyuva Mane teachers never compelled her to attend classes. Instead, teachers helped Sunitha to gain emotional stability. After almost 8 months, Sunitha started socialising. She started progressing academically too!

Sunitha's academic transformation proves our belief that an uncluttered mind is a pre-requisite for learning. Love, Care & Empathy are the essential ingredients to create an uncluttered mind. We have produced a copy of the informal academic assessment done after one year of her joining Kaliyuva Mane. (Page 16).

[In all regular schools, children have to compulsorily attend the classes from the day 1. Are emotionally sensitive children like Sunitha suitable for mainstream schools?]



Informal assessment of Sunitha during admission

②

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1)

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Cat Bat sat Fat mat. colour Pen Moon Sun Ball mud	Apple cap What Bag Book	Asked her to write English Words She knew. 7/7/08
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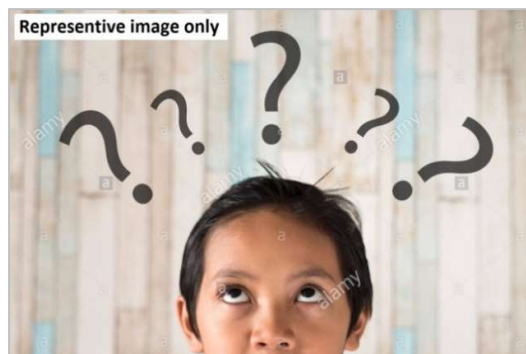
Informal assessment of Sunitha after one year of schooling in Kaliyuva Mane

Note: Sunitha was progressing well. In the year 2011, her grandparents took her away from the school in the pretext of preparing her for marriage.

f) Children from broken families:

Example 11: Harsha [DOB: 01-01-2010; Date of joining Kaliyuva Mane (Resident Scholar): 16-09-2018]

Harsha belongs to a rural, BPL, broken family. Harsha'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. Harsha was admitted to a private rural English medium school and studied 1st standard for a few months. Next year, again Harsha 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. Harsha was irregular to school. So, 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 Government 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 Harsha 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. Harsha 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 Harsha 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 12: Pratik [DOB: 15-08-2012; Date of joining Kaliyuva Mane (Resident Scholar): 18-05-2018]

Pratik belongs to a rural underprivileged broken family, in Kollegal. He was emotionally sensitive. Pratik's mother started staying with her mother. Pratik'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, for her son, the first free residential English medium school that came to her mind was 'Kaliyuva Mane'. Pratik joined Kaliyuva Mane on 27-04-2018 and is evolving happily in Kaliyuva Mane.

[Pratik is very naughty but very happily evolving. If parents prefer a free residential alternative school to a mainstream free school, why it should be denied?]

ii. Deviations in Kaliyuva Mane from main-stream education system along with rationale

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.	<p>* More than 95% of the children belong to rural underprivileged families who cannot</p> <p>* Two middle class parents are sponsoring their children's expenses this year.</p>
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 from turbulent and broken families ▪ Children from rural underprivileged families ▪ Dyslexic children ▪ 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 & 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, mental retardation 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/test 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. ▪ Initially, there were more day scholars. We

		<p>observed that impact of Kaliyuva Mane on resident scholars was more. Hence, we gradually started transforming Kaliyuva Mane into a totally residential school.</p> <ul style="list-style-type: none"> ▪ 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 nor 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. ▪ This gives time for Kaliyuva Mane staff members to observe child's strength and weakness.

EMOTIONAL AMBIENCE	<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. Love, Care & Empathy are the ingredients to create a happy mind. Happy minds learn faster
CURRICULUM PRESCRIPTION	<ul style="list-style-type: none"> When the newly admitted child is emotionally comfortable, the teacher will begin to understand the child's background. A true academic assessment is done. 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. For e.g. 4 months ago, a child from Jharkhand from a broken family has joined Kaliyuva Mane. We have advised him not to attend Kannada language classes until he learns to comprehend and speak Kannada.
GROUPING OF CHILDREN	<ul style="list-style-type: none"> Children are not divided into 1st Standard, 2nd Standard, 3rd standards... based on their age alone. Children are grouped into flexible teams based on their age, academic level of the child, pace of learning, emotional readiness of the child to learn. Meaningful names are given to such teams, e.g., Chilipili, Pratibha, Pragathi... A child can learn one subject in one team and other subject in another team. 	<ul style="list-style-type: none"> For e.g. a 12-year-old child at an academic level of 2nd standard cannot be integrated with the 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.
INTER-TEAM MOVEMENT	<ul style="list-style-type: none"> Movement of a child from one team to another is 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, even if a child is unable to learn at the expected pace, the child has to be promoted to the next higher standard. This deprives the child of

		<p>learning.</p> <p>In Kaliyuva Mane, Movement of children from one team to another does not create any inferiority complex in a child. for e.g. 'Pratibha' to 'Prajna'</p> <ul style="list-style-type: none"> ▪ [In mainstream education system, 3rd standard level is higher than 2nd standard etc. This creates a complex in children.] <p>In Kaliyuva Mane, there are instances of children asking for a change in team, when they could not follow lessons.</p>
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 are being taught only in Kannada medium. Then gradually English is introduced, based on the comfort level of the child. ▪ Necessary English language skill needed to understand the core subjects 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 skill 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 first language, English as second language and Sanskrit as third language for 10th standard. 	<ul style="list-style-type: none"> ▪ Normally rural children's Kannada pronunciation skills are up to the mark.
TEXT BOOKS BASED CORE SUBJECTS	<ul style="list-style-type: none"> ▪ Science, Mathematics Social Science 	

REFERENCE MATERIALS	State board & NCERT books are being followed. In addition to these books, books written by 'Jane Sahi' for English; - Pratham books – National books trust 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 by Azim Premji Foundation – Science laboratory equipment by 'Tarang' – Newspapers are being referred.	
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. (About 6 to 9 hours for learning academic subjects) 	<ul style="list-style-type: none"> Due to severe academic lag, children need more learning hours. This is the advantage of a residential school.
HOLIDAYS	<ul style="list-style-type: none"> Holidays are declared based on child's age, academic levels, individual needs such as parent's sickness, child's ill-health, relative's wedding, death of an important personality in their villages etc. Those children who are appearing for 10th standard examination get only 15 days of summer holidays whereas younger children get around 50 days. On important festivals, some parents take their children home. In Kaliyuva Mane, these festivals are celebrated in a significant way to keep these children happy. Many festivals are celebrated in the campus instead of declaring them as holidays. e.g. Ganesha Jayanthi, Deepavali, Rakhee, Holi, Christmas, Ayudha Pooja etc. Holidays are not declared on Mahaveer Jayanthi, Buddha Poornima, Ambedkar Jayanthi, Basava Jayanthi. Instead, a story 	<p>This system helps children to avail holidays based on their individual needs.</p> <p>This system helps to address the issue of varying learning abilities of the children.</p> <p>This system keeps all the children happy even on holidays, in case their parents do not take them home.</p> <p>Great personalities like Dr. Abdul Kalaam, Dr. Ambedkar, Dr. U.R. Anantha Murthy never wished that children should not learn on their death days.</p>

	<p>or a movie based on the life and achievements of these great personalities is narrated/screened.</p> <ul style="list-style-type: none"> • When great person passes away, holidays are not declared. Instead, his/her life and achievement are narrated to children. 	
ASSESSMENT & EXAMINATIONS	<ul style="list-style-type: none"> ▪ No fear-instilling annual examinations are conducted until 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. Their 10th standard marks card consists of the names of such recognized schools. ▪ 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' ▪ It is practically impossible to conduct examination based on 7th standard text books for a 7th standard child whose academic level is of 2nd standard. ▪ 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. ▪ We hire people with passion & knowledge and train them in alternative teaching methodologies. ▪ Some D.Ed. qualified candidates are undergoing 'Budding teachers' training' in Kaliyuva Mane. ▪ Senior persons and foreign students 	<ul style="list-style-type: none"> ▪ Kaliyuva Mane needs special teachers. ▪ Most of the conventional school teachers are unable to adapt themselves to this alternative method. ▪ On-the-job teachers' training is a regular feature in Kaliyuva Mane. ▪ A training center to produce specialized human resources for

	<p>are also working as volunteers.</p> <ul style="list-style-type: none"> ▪ Elder children teach younger children. ▪ Engineering College students work as free time volunteers. ▪ Some volunteers teach through skype classes also. 	<p>replicating the school's educational model is planned.</p> <ul style="list-style-type: none"> ▪ Availability of competent teachers is a national issue.
ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> ▪ The entire campus is an environment friendly campus. ▪ Vanasuma- eco club is also formed. 	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. ▪ All children's birthdays are celebrated meaningfully. 	
GAMES	<ul style="list-style-type: none"> ▪ Children play cricket, volley ball, marbles, tops, chinni-dandu, shuttle cock etc. ▪ Children paly many indoor games. 	
FOOD	<ul style="list-style-type: none"> ▪ Only Vegetarian food is served. ▪ Tea, breakfast, lunch, snacks, fruits & dinner are served. 	

iii. Other unique features of Kaliyuva Mane

Kids' Bank:

The “Kids Bank” is an innovative concept developed at Kaliyuva Mane to help children understand the benefits and limitations of money. This also aids in enhancing children's arithmetical skills, work culture, and prepares them for the real world. At present, this is functioning from a small kiosk. This bank works like any other conventional banks but has a material section apart from cash section. The bank contains important materials needed by children such as toiletries, sweetmeats and stationery. The school has printed special currency notes similar to real currency. Children are given a passbook, a cash box and an account book. Every month a cheque



Kids' Bank in Kaliyuva Mane

for a certain amount depending on the needs of the children is given. A ‘Star Reward’ system is in place in Kaliyuva Mane, based on the attitude displayed by the children. The number of stars earned by a child decides the amount of the monthly cheque. Children deposit this ‘cheque’ by writing a challan. Whenever necessary, children withdraw the money and buy materials they need from the bank. On a rotational basis each student functions as ‘Bank Manager’. Teachers assist children in running the bank. The bank gives a gift cheque to the children based on the number of blue stars and golden stars earned by the child. The court gives a ‘fine cheque’ based on the number of red stars earned by the child.

The image displays three financial documents from the Kids' Bank:

- Monthly Cheque:** Dated 20/12/18, Pay to Bhargath, Rupees fifty only. Issued by Kids bank, Kaliyuva Mane, Kenchalaguda, Mysore - 570 008. Signed by Manager.
- Gift cheque:** Dated 21/12/18, Pay to Manish, Rupees five. Issued by Kids bank, Kaliyuva Mane, Kenchalaguda, Mysore - 570 008. Signed by Manager.
- Challan:** Dated 20/12/18, For the credit of Shekhar, Rupees fifty. Issued by Kids BANK, Kaliyuva Mane, Kenchalaguda, Mysore - 570008. Signed by Manager.

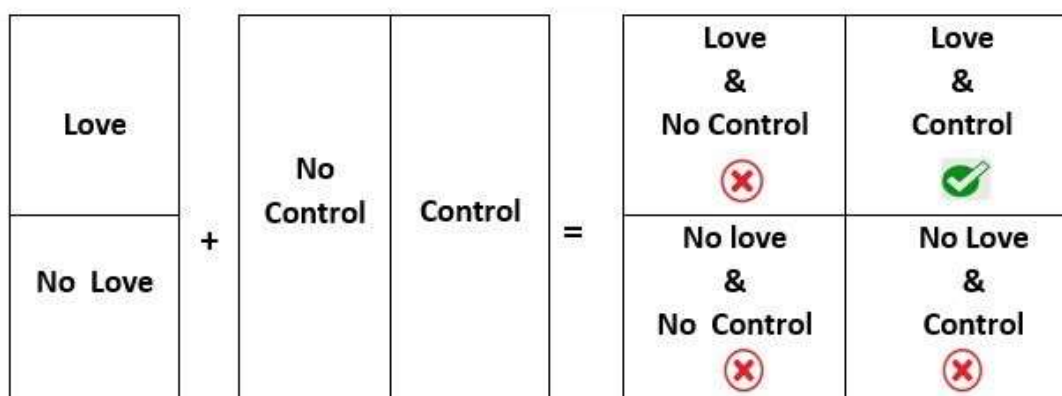
Copies of Monthly Cheque, Gift Cheque & Challan in Kids' Bank

Kids' Court:

For learning, an uncluttered mind is necessary. Little freedom to explore things, freedom to fail - 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 Kaliyuva Mane



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

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 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:

- 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 are being recorded. Based on the reasons, a gift cheque of appropriate amount decided by the staff members is being presented to the child in the assembly. The golden star is being 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 is being recorded. Based on the reasons, a fine cheque is being presented to that particular child and 1: 1 counselling is being 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' is being given. Each blue star generates the kids INR.5. Even if a child behaves normally, he/she gets INR. 150/- per month. Children 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...



Star box of a child

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.

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 powered 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



Rainwater harvesting tank



Children with Cow & Calf



Solar-powered projector

- 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
- Waste water recovery plant



Wastewater recovery plant

"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

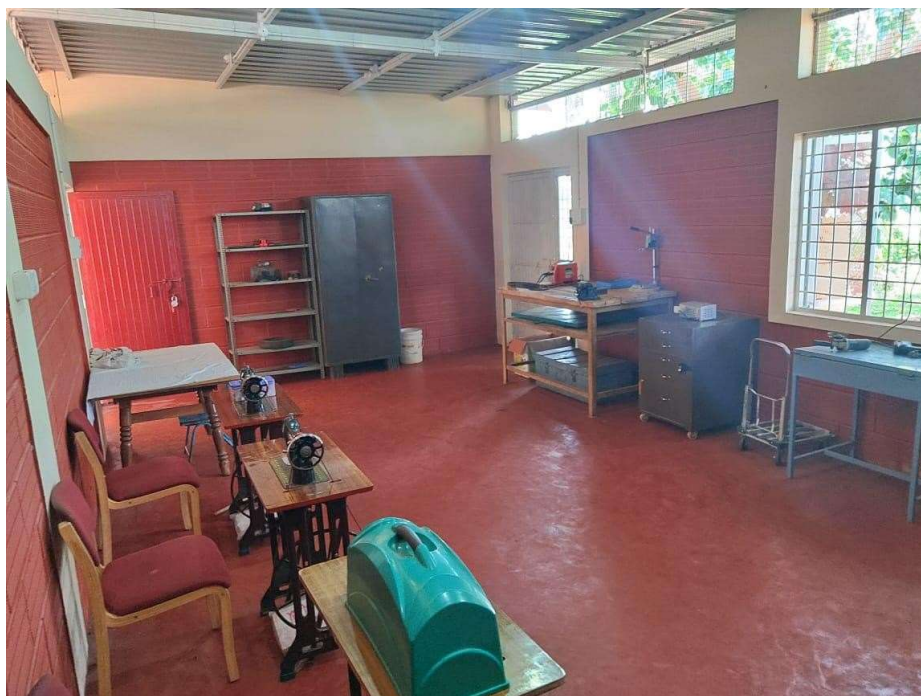
'Kaushala' – Skill training center:

Working with rural children for more than 14 years, we understood that rural children prefer more hands-on learning than textbook learning. In Kaliyuva Mane, there is an excellent work culture where all children participate in cooking, dairy, horticulture, Campus Cleaning work including toilet cleaning etc., apart from academics.

Taking this work culture one-step further, we have constructed a skill-training centre – 'Kaushala', to introduce all children of Kaliyuva Mane to various skills like plumbing, electrical, tailoring, motor winding, DTP, painting, soft skills, etc., to hone their flair for hands-on learning and expand their skill set. Many children have expressed their wish to learn various skills. This opportunity will also increase the scope of their job prospects after completing their 10th standard.



Skill training centre - 'Kaushala'



Inside view of skill training centre

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.

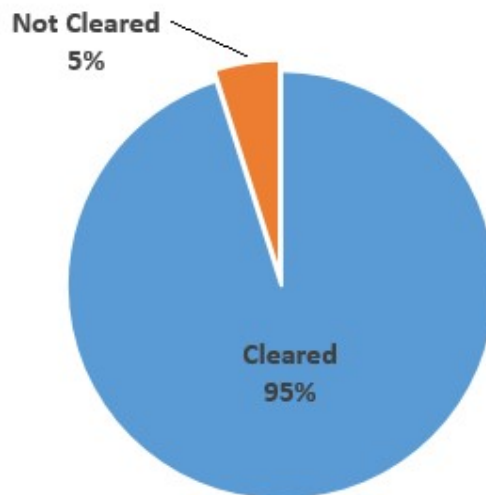
People from foreign countries, students from management colleges volunteer for Kaliyuva Mane. This activity has given a broader perspective to the children of this school.



Volunteers in Paper Empowerment

iv. 10th Standard Board Examination Results & Post-matriculation study details of the children

- Kaliyuva Mane was started in June 2005, with 14 children, out of which 4 were resident children.
- 1st batch of children appeared for 10th Standard Examinations from the year 2010.
- Since 2010, 61 children have appeared for 10th Standard examinations in English medium, while 58 have passed.
- Out of 6 dyslexic children who appeared, 3 have passed. The rest could pass all the subjects except one subject each.
- 21 children have passed the coveted 10th standard examinations scoring more than 60% marks.
- Alumni of the school have already secured gainful employment in private firms 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.



Post-matriculation study details of the children

S.No	Name	Team	Year	Post-matric 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. Working as a farmer.
4	Santosh J	Aravinda	2010	Working as a freelance painter
5	Mahesha D B	Aravinda	2010	Completed B.B.M. and working in Divya Deepa Charitable Trust as an accountant
6	Narayana G	Aravinda	2010	Completed ITI course. Working in a private firm.
7	Shwetha M	Viveka	2012	Completed training as front office trainee in "Lalit Mahal Palace", Mysore and working there.
8	Manu Kumar K	Viveka	2012	Working as Quality Inspector in "L.G.B Rollon Chain Company", Mysore
9	RenukaSwamy S M	Viveka	2012	Working as a freelance auto driver
10	Rajeshwari M	Viveka	2012	Completed B.Sc. nursing course in Mysore Medical College, Mysore and working in a private hospital.
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-No further info.
16	Srikrishna A	Sphoorthi	2014	Completed Bachelor in Business Administration & undergoing in practical office management skills in Divya Deepa Charitable Trust.
17	Hemanth Kumar J	Sphoorthi	2014	Pursuing B.A. in tourism studies (IGNOU) and working in Wild life Trust.
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 with first class and pursuing B.Sc.
23	Koushik H D	Chinmayi	2015	Completed ITI Course, working in Karnataka Silk Industries Corporation, Mysore.
24	Sanjay N	Chinmayi	2015	Completed PUC with first class and pursuing B.C.A. course.

25	Sakamma C	Chinmayi	2015	Completed PUC and pursuing B.A.
26	Sushmitha P	Chinmayi	2015	Completed PUC with first class and pursuing B.Com. course
27	Chethan R	Chinmayi	2015	Completed PUC with distinction and pursuing 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	Completed PUC & pursuing B.Sc. in Visual Media
32	Mahesha M K	Mythri	2016	Working as a chef in "Cafe Garage", Srirangapatna.
33	Chandra S	Mythri	2016	Working as a freelance vegetable vendor
34	Basavaraju G V	Mythri	2016	Completed ITI, completed residential skill training in Bangalore and employed in a private industry 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 and working in Regulated market.
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 PUC commerce
42	Ravinandanaradhya	Shraddha	2017	Pursuing B.Com. course
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 B.Com.
46	Raju S	Shraddha	2017	Passed PUC with distinction, pursuing B.Com.
47	Roopa K	Shraddha	2017	Completed Nursing certificate course and working as a nurse in a private hospital.
48	Madhu	Shraddha	2017	Pursuing B.Com.
49	Divyashree Y	Prajna	2018	Pursuing PUC commerce
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 Divya Deepa Charitable Trust as children manager.
53	Vighnesh	Prajna	2018	Pursuing Diploma in Tool Die & Making, GTDC
54	Vinod C	Prajna	2018	Pursuing ITI course
55	Kiran N	Prajna	2018	Pursuing Commerce in PUC
56	Madhusudan	Adarsh	2019	Pursuing Diploma in Engineering
57	Varun	Adarsh	2019	Joined ITI course
58	Lokesh	Adarsh	2019	Pursuing PUC Commerce
59	Ramesh	Adarsh	2019	Working in Kritya Technologies, Bangalore
60	Shekar M.	Adarsh	2019	Pursuing PUC commerce
61	Raghavendra	Adarsha	2019	Pursuing PUC commerce

v. 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”) A new building is under construction to cater to more girls.
- Kitchen & dining area (Annapoorna)
- Conventional & Un-Conventional Learning Areas (Vahini, Prajna, Praphulla, Atheetha, Viveka, ‘Only English’)
- Skill training centre (“Kaushala”)
- Multi-Purpose Hall (“Aravinda”)
- Science Laboratory (“Sadhana”)
- Library (“Sheethal”)
- Computer Laboratory (“Ganaka”)
- Multimedia projector
- Playground
- Bore well
- Sewage Treatment Plant
- Filter for drinking water
- Adequate number of toilets (both Indian & Western)
- 15 KVA, 3 Phase Diesel Generator Set
- Two multipurpose vans.



Science Laboratory



Playground



Inside New Boys Dormitory



Multi-purpose hall



Computer Laboratory



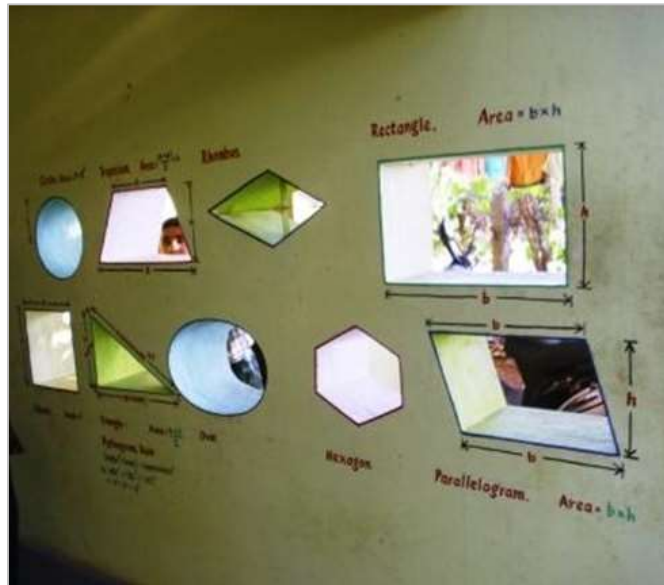
Eco Toilet Model



Vahini – Learning Area



Compass to measure angle of a door



Different geometrical shapes in the wall



Craftwork



Activity based learning

vi. Remarks of Government officials & other dignitaries on functioning of Kaliyuva Mane

Date	Dignitary designation	Remarks of the dignitaries (From our visitor's book)
Department of Education		
12-01-2011	Shri Nagendra Kumar DDPI (Deputy Director of Public Instruction)	<i>"The school premises were very pleasant."</i>
29-12-2012	Shri R. Ramaradhya, BEO (Block Education Officer)	<p>ಉತ್ತಮ ಕಲಿಕಾ ವಾತಾವರಣವಿದೆ. ವಯೋಮಾನವಿಲ್ಲದೆ ಕೇವಲ ಕಲಿಕಾ ನ್ಯೂನತೆ ಆಧರಿಸಿ ಕಲಿಸುವ ಇಲ್ಲಿನ ವಿಧಾನವೇ ನಿಜಕ್ಕೂ ವಿಶೇಷತೆಯಿಂದ ಕೂಡಿದೆ.</p> <p><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></p>
15-06-2013	Smt. TKS Lakshmi, National Curriculum Framework member-2005	<i>"Well done! Keep it up!"</i>
20-01-2014	Shri Jaya Kumar Director, Department of State Educational Research and Training, Bangalore	<p>“.. ನಿಮ್ಮ ಟ್ರಸ್ಟ್ ವತಿಯಿಂದ ಗ್ರಾಮಾಂತರ ಪ್ರದೇಶದಲ್ಲಿನ ಮಕ್ಕಳಿಗೆ ಶಿಕ್ಷಣದಲ್ಲಿ ಪ್ರಗತಿಯನ್ನು ತರುವ ತಮ್ಮ ಯೋಜನೆಯನ್ನು ಕೈಗೊಂಡಿರುವುದು ಸಂತೋಷದ ವಿಷಯವಾಗಿದೆ .”</p> <p><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></p>
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		
06-03-2014	Shri M.V. Jayaram District Child Protection Officer, Mysore	<p>ಕಲಿಯುವ ಮನೆ” ಸಂಸ್ಥೆಗೆ ಭೇಟಿ ನೀಡಿರುತ್ತೇನೆ. ಕಲಿಕೆಯಿಂದ ವಂಚಿತ ಮಕ್ಕಳು ಹಾಗೂ ವಿಶೇಷ ಮಕ್ಕಳಿಗೆ ವಿದ್ಯಾಭ್ಯಾಸ ಒದಗಿಸುವುದು ಉತ್ತಮವಾದ ಧೈಯವಾಗಿದೆ. ಸಂಸ್ಥೆ ಇನ್ನೂ ಹೆಚ್ಚಿನ ಪ್ರಗತಿ ಸಾಧಿಸಲಿ ಎಂದು ಹಾರೈಸುತ್ತೇನೆ.</p> <p><i>(I have visited Kaliyuva Mane organization. Giving education to educationally deprived children & special children is a good objective. I wish the organization achieve greater success.)</i></p>
25-01-2017	Shri Nagaraju, District Child Protection Officer	<p>ಜಿಲ್ಲಾ ಮಕ್ಕಳ ರಕ್ಷಣಾ ಅಧಿಕಾರಿ ಹಾಗೂ ಸಿಬ್ಬಂದಿ ಕಲಿಯುವ ಮನೆ ಸಂಸ್ಥೆಗೆ ಭೇಟಿಕೊಡಲಾಯಿತು. ಎಲ್ಲಾ ದಾಖಲಾತಿಗಳನ್ನು ಪರಿಶೀಲಿಸಲಾಯಿತು ಹಾಗೂ ಎಲ್ಲಾ ಮಕ್ಕಳಿಗೆ ಆರೋಗ್ಯ ತಪಾಸಣೆ ಮಾಡಲು ಸೂಚಿಸಲಾಯಿತು ಹಾಗೂ ಎಲ್ಲಾ ಮಕ್ಕಳಿಗೆ ಆಧಾರ ಕಾರ್ಡ್‌ಗಳನ್ನು ಮಾಡಲು ತಿಳಿಸಲಾಯಿತು. ಸಂಸ್ಥೆಯು ಉತ್ತಮವಾಗಿ ಅದರಲ್ಲೂ ಶೈಕ್ಷಣಿಕವಾಗಿ ಉತ್ತಮವಾಗಿ ಕೂಡಿರುತ್ತದೆ.</p> <p><i>(“District Child Protection Officer visited Kaliyuva Mane with his staff members, inspected all the documents. The</i></p>

		<i>organization is good especially from the point of view of education.”)</i>
28-07-2018	Smt. H.T. Kamala, The President, Child Welfare Committee	ಮಕ್ಕಳಿಗಾಗಿ ಶಾಲೆ ಪರಿಕಲ್ಪನೆಯಲ್ಲಿ ಕಲಿಯುವ ಮನೆ ಅದ್ಭುತವಾಗಿ ನಡೆಯುತ್ತಿದೆ. “Kaliyuva Mane which is working on the concept, ‘School for children’ is functioning in an amazing way.”
Judiciary Department		
21-03-2015	Shri J. R. Menendez, Principal Senior Civil Judge, Chief Judicial Magistrate, Mysore & President, District Children Justice Board, Mysore	“...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. Wish the very best to all connected and related to this novel idea.”
04-06-2015	Smt. K.S. Mudagal, Principal District and Sessions Judge & Chairperson, District Legal Services Authority, Mysore	“Highly appreciable service to humanity”
Department of Taluk Administration		
06-07-2019	Shri. T. Ramesh babu, Tahsildar, Mysore Taluk	<p>ಈ ಸಂಸ್ಥೆಗೆ ಭೇಟಿ ನೀಡಿದಾಗ ತುಂಬಾ ಸಂತೋಷವಾಯಿತು. ಈ ಸಂಸ್ಥೆಯಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳು ಕಲಿಯುತ್ತಿರುವುದನ್ನು ನೋಡಿದರೆ ತುಂಬಾ ಅದ್ಭುತ, ಯಾಕೆಂದರೆ ಅವಕಾಶ ವಂಚಿತ ಮಕ್ಕಳನ್ನು ಇಲ್ಲಿಗೆ ಕರೆತಂದು ವಿದ್ಯಾವಂತರನ್ನಾಗಿ ಮಾಡಿ ಹಾಗೂ ಸುಸಂಸ್ಕೃತರನ್ನಾಗಿ ಮಾಡುತ್ತಿರುವುದು, ಹಾಗೂ ಮಕ್ಕಳು ನೇರವಾಗಿ ಹತ್ತನೇ ತರಗತಿ ಪಾಸ್ ಮಾಡಿ ಸ್ವಂತ ಕಾಲಿನ ಮೇಲೆ ನಿಲ್ಲುತ್ತಿರುವುದು ಸಂತೋಷದ ವಿಷಯ. ಈ ತರಹ ಸಂಸ್ಥೆ ಕರ್ನಾಟಕ ರಾಜ್ಯದಲ್ಲಿ ಎಲ್ಲೂ ಇರುವುದಿಲ್ಲವೆಂದು ನನ್ನ ಭಾವನೆ. ಈ ತರಹ ಸಂಸ್ಥೆಗೆ ಉತ್ತೇಜನ ನೀಡುವುದು ನಮ್ಮೆಲ್ಲರ ಜವಾಬ್ದಾರಿಯಾಗಿರುತ್ತದೆ. ಈ (ಸಂಸ್ಥೆಯು) ತುಂಬಾ ಉತ್ತಮವಾಗಿ ಹೆಮ್ಮರವಾಗಿ ಬೆಳೆದು, ಇಲ್ಲಿ ಕಲಿಯುತ್ತಿರುವ ಮಕ್ಕಳಿಗೆ ಉಜ್ವಲ ಭವಿಷ್ಯ ಸಿಗಲಿ ಎಂದು ಹಾರೈಸುತ್ತಾ, ಈ ಸಂಸ್ಥೆಯು ಹೆಮ್ಮರವಾಗಿ ಬೆಳೆಯಲಿ ಎಂದು ಹಾರೈಸುತ್ತೇವೆ.</p> <p>“I felt very happy when I visited this organization. It is very amazing to see children learning here. Bringing opportunity-deprived children, educating them, transforming them into well-cultured human beings is amazing. Children are passing the 10th standard examination directly and becoming self-dependent. This indeed is a joyous news. I feel that such an organization does not exist anywhere in Karnataka. It is our responsibility to encourage such a kind of organization. I wish this organization to grow like a huge tree under which students will flourish and have bright future”.</p>

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 hotel

& explained the working philosophy of Kaliyuva Mane. (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

vii. Some video links about Kaliyuva Mane

1. School Model

- a. Length of Video: 2 Min 45 Sec
- b. Made in January 2018
- c. Short Web link:
http://bit.ly/school_model

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:



viii. Suggestive norms to control alternative schools & to ensure safety of the children and minimum learning levels

We want to suggest the following terms and conditions for registering alternative school like ours:

1. Whenever a new student joins the school, all the details of the student like name, sex, date of birth, place of birth, parents or guardians' names, addresses and occupation etc., have to be provided in writing to the concerned authority, within a month of joining.
2. Parent's/guardians' statement indicating their consent for their children joining the school has to be submitted to the concerned authority, within a month of joining.
3. The student's class (standard) has to be mentioned based on the age of the child in all the documents like Transfer certificate, Study certificate, Progress report etc.,
4. Alternative teaching methods such as mentioned in '*Special features of Kaliyuva Mane & their rationale (section ii)*' can be adopted to educate children.
5. Any innovation carried out in the school has to be shared with the concerned authority.
6. Within 6 months of joining the school, the child's actual learning levels in all the subjects have to be assessed informally, recorded and informed to the concerned authority. The authorities of the education department can verify this.
7. Every year, each student's actual learning levels in all the subjects have to be recorded and informed to the concerned authority.
8. Guidance from the clinical psychologist/counsellor has to be sought in educating the children, when
9. Children's attendance has to be maintained properly.
10. Education has to be imparted free of cost to all the underprivileged children. No fee has to be collected from the parents or guardians. The Government should bear the cost of education of all underprivileged children.
11. Priority in admission is to be given to school dropouts, child labourers, children from broken families, children not suitable for regular schools, children suffering from learning difficulties / disability and rural underprivileged children.
12. Whenever a student leaves the school, the concerned authority has to be informed.
13. In all other matters, adequate freedom should be given to alternative schools.
14. The school shall be subject to inspection by the officers of the education department or any other designated agency during school hours, on any working day.
15. This certificate of school registration along with conditions shall be displayed in a conspicuous place in the office of the organization.
16. The registration of the school shall be renewed once in 10 years.
17. The certificate of school registration shall be non-transferable and subject to immediate return to the registration authority in the event of closure of the organization.
18. Every year, organization's accounts have to be audited by a chartered Accountant. Previous year's audit report including Statement of Affairs (balance sheet), Income & expenses statement and Receipts & Payment statement have to be submitted to the concerned authority.
19. Any change of address of the organization/institution shall be intimated to the Registration Authority.

ix. Evolution and Growth of Kaliyuva Mane

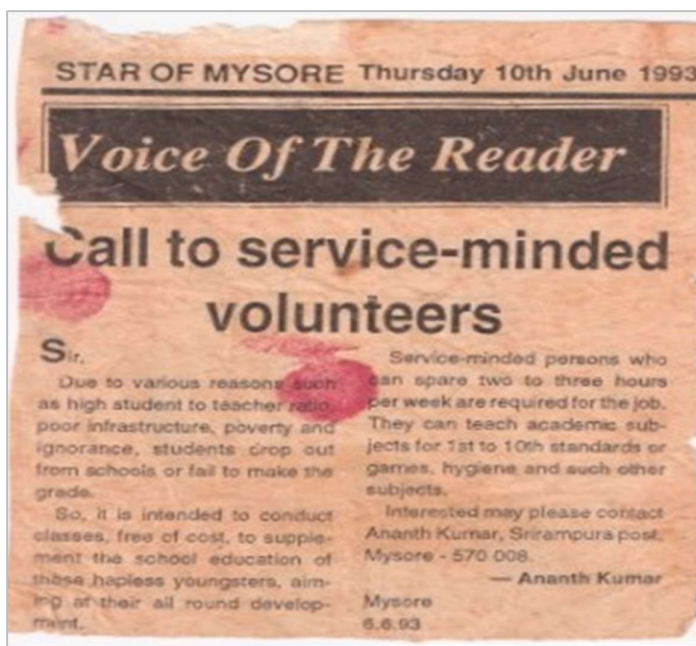
In August 1992, inspired by ideals of Swami Vivekananda and Sri Aurobindo, the founder-Shri Ananth Kumar settled in Srirampura village on the outskirts of Mysore. It was an economically, socially and educationally backward place. There he came across three boys who had appeared for 10th standard examinations. When he was informally interacting with them, they sought his help in solving quadratic equations.



Srirampura Village

But none of them had the necessary prerequisites such as 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 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 children's performance. Slowly children from neighbouring villages also started joining. This grassroots level experience helped him to conceptualize his dream school – "Kaliyuva Mane".



Letter to Editor in Star of Mysore News Paper in 1993



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 L.M. Shah's support, Kaliyuva Mane would have remained a dream only. His self-introduction and details of his contribution to Divya Deepa Charitable Trust are provided in the following pages (pages 54-56).

Ananth Kumar shifted his family to the new location in 2004. Later Ananth Kumar wrote to Block Education Officer (BEO), about the education of 'out-of-system' children with examples seeking his guidance (A copy of the letter is produced in the page 52). The BEO responded immediately and wrote a letter with the subject 'Non formal learning centre' (A copy of the letter is produced in page 53). 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

Apart from initial support of Shri L.M. Shah, support came from many organisations & hundreds of individuals. Following are the names of some organisations, who are supporting us or supported us.

- Indian Schools Alumni and Friends (INSAF), USA
- NI Systems (India) Pvt. Ltd, Bengaluru
- Silicon Valley Community Foundation (Juniper Networks Foundation Fund), USA
- Mahindra & Mahindra Limited, Mumbai (our project 'Education of Rural out of system children' won 2nd runners up prize for submitting idea for development of India. (INR 20 lakhs) in Spark The Rise contest - 1st edition.
- Textron India Pvt. Ltd., Bengaluru
- External Affairs Spouses' Association Charitable Trust (EASACT), New Delhi
- EQUI AID, Hyderabad
- Karthavya Technologies Pvt. Ltd., Bengaluru
- Canara Bank, Head Office, Bengaluru
- Jhunjhunwala Foundation, Mumbai
- Bharatiya Reserve Bank Notu Mudrana Private Limited, Mysuru
- Rotary Clubs, Round Table clubs, Inner Wheel clubs, etc.

INSAF has played a pivotal role in the role in the establishment of Kaliyuva Mane. A brief note has been included below, outlining the Contribution of INSAF to Kaliyuva Mane.

Introduction of INSAF: INSAF is a Charitable Organization registered in USA with the members residing all across USA. This was founded in 1971 by a group of people who believed that those who got their start in India should give something back. Since that time, the group has maintained a modest but steady effort to the cause of education and uplifting the disadvantaged in India. INSAF has also

supported a few modest, non-political, projects in the USA and Nepal. INSAF reflect the Association's all-India focus, essentially, since its inception. To know more about INSAF, visit www.INSAFWEB.Org

INSAF's contribution to Kaliyuva Mane

In the year 2009, one of the members of INSAF visited Kaliyuva Mane. He was impressed by the uniqueness of Kaliyuva Mane. The result was the participation of INSAF in a small but significant way, by sponsoring the post-matric education of two children.

From 2012 onwards, INSAF started supporting towards Infrastructure projects also apart from post-matric education of children. The following infrastructure projects were sponsored by INSAF.

Construction of girls' dormitory: There was no separate building for girls' accommodation. A new dormitory for 8 girls and one staff member was built.



Girls' dormitory

Construction of Bath water harvesting plant: There is no centralised sewage disposal system in our village. Grey water consisting of bath water, clothes washing water etc. used to accumulate and form a grey water pool, which used to pose a serious health hazard. So INSAF supported construction of a bath water plant.



← Before:
Stagnation of Grey water



← After:
Bath water harvesting plant

In 2016, an INSAF board member Mr. Joginderji visited Kaliyuva Mane and stayed overnight to experience life at Kaliyuva Mane. This experience made him decide to support towards better boarding facilities, cooking and dining facilities. Since 2016, INSAF has funded most of the infrastructure improvements at Kaliyuva Mane. They are still in progress.

Completion of compound wall: INSAF Partially participated to complete of the boundary wall that encompass the entire facility. The wall protects the children, the property, and work as deterrence to possible intrusions by strangers.

Construction of boys' dormitory: INSAF Completed refurbishment and expansion of an existing facility to provide dormitory to house 72 boys. The improvements included adding modern bathrooms, toilet facilities, and cloth washing facilities, new aluminium windows and screens, replacing a temporary roof with permanent RCC roofing, adding a second level, a balcony, installing solar water heaters along with private accommodation for the caretakers. A picture is given below.



Construction of Sewage Treatment Plant: INSAF sponsored construction of sewage treatment plant also. The treated water will be used for flushing the toilets and for horticulture purposes. (For picture of STP, please see page no. 30)

Construction of girls' dormitory: Construction of a brand-new girls' dormitory for 32 students sponsored by INSAF is under progress. This two-level facility will provide decent living facilities. A study room and caretaker accommodation at each level are included. In addition to the washing areas, paved grounds are planned for yoga, meditation and other assemblies. A secondary wall will ensure privacy and extra security.



Future infrastructure needs: Future infrastructure improvement planning includes the replacement of the dinning and kitchen facilities to serve 100 students plus the staff and guests. This facility is envisioned to include cooking area, dining area, plus the food storage, fresh produce washing, dishwashing and handwashing facilities. Living accommodation for the cook and a nurse room may also be included.

These improvements in the living facilities of the students and the staff will make Kaliyuva Mane a very pleasant place for the children to grow and learn. A clean-living accommodation for the staff should help reduce the turnover and add to the long-term sustainability of Kaliyuva Mane.

Divya Deepa Charitable Trust (Regd.)



Office : #206, Srirampura, Manandavadi Road, Mysore – 570008, Ph. 0821-2597909
Mobile: 9448460327, E-Mail : divyadeepa@sacharnet.in

29 November 2004

Block Education Officer,
Nanju Malige Circle,
Mysore – 570008

Sir,

Sub: Regarding non-formal learning centre

Following children are learning in our non-formal learning centre. Can we make them appear for 7th or 10th (S.S.L.C) examination through a government school? Their profiles are given below. In future if Srikrishna becomes suitable for mainstream school, is there any provision for him to join mainstream school? We request you to guide us about this.

Name	Background
Srikrishna	7 Years - unable to adjust to mainstream school - as per the advice of the doctor, he is learning in our centre [Not mentally-retarded]
Manjunatha	16 Years - dropped out after 6 th standard - preparing to face 10 th standard examination in March 2005
Usha	15 Years - dropped out after 4 th standard - preparing to face 10 th standard in March 2006

Please reply us in writing regarding this possibility. This will not only boost the confidence of the above-mentioned children but also of such children who would like to join our centre.

Thanking You

M.R. Ananth Kumar
Managing Trustee

Project Site: 'Divya Deepa', Kenchalagudu village, Rayanakere Post, Jayapura hobli, Mysore – 570008, India
Ph. 0821-2900927
(Before Salhundi gate, 600 meters from Manandavadi Road)

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

Office the Block Education Officer, Taluk Region, Mysore

Date : 3:12:2004

No. A6. Ithare. 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 :

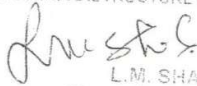
Though I originally hail from Gujrat, I came to Pondicherry because of two reasons: one listening to an inner call from The Mother of Sri Aurobindo Ashram and the second being the education of my children. I liked Ashram school's integral approach to Education. All my children studied in Ashram school.

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

AN ISO 9001 : 2008 COMPANY

Late. Shri. L.M. Shah's self-introduction

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

Late Shri. L.M. Shah's support to Divya Deepa Charitable Trust

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

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Correspondence Address: B-4, Thattanchavady Industrial Estate, Pondicherry - 605009 Ph: 2248225

Late Shri. L.M. Shah's support to Divya Deepa Charitable Trust



Divya Deepa Charitable Trust

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