WITH ITS RURAL SCHOOLS, ISHA VIDHYA WILL CHANGE THE FACE OF RURAL INDIA.
Who We Are

The Isha Foundation, founded by Sadhguru Jaggi Vasudev, is a non-profit NGO headquartered at Coimbatore, India. For the last 30 years, Isha has been promoting the science of yoga throughout the world. It is Isha’s mission to provide methods of holistic development, enabling people to realize their true potential.

As a part of Isha’s social outreach programs, Isha Vidhya rural schools have been started in villages (under the umbrella of Isha Education, established in 2005) to provide high quality school education to underprivileged rural children who cannot otherwise access or afford it. In 2012, Isha Vidhya began to carry out critical interventions to improve the quality of education in rural Government schools.

Support required from donors:

We seek financial support to complete the infrastructure and student sponsorships for the coming year for the Isha Vidhya Matriculation Schools and towards the expenses of adopting Government Schools. Classrooms and school buses will be named after sponsors. Sponsors may also adopt one government school by sponsoring a monthly amount. All donations are eligible for 80G tax benefits.
**Current Funding Requirements:**

The requirement of funds for 2016-17 are summarised below:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Description</th>
<th>Amt. (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Infrastructure Reqts for Isha Vidhya schools</td>
<td>38,165,360</td>
</tr>
<tr>
<td>2</td>
<td>Student Sponsorships</td>
<td>69,215,240</td>
</tr>
<tr>
<td>3</td>
<td>Govt. School Program in TN</td>
<td>26,429,954</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>133,810,554</strong></td>
</tr>
</tbody>
</table>

Salient aspects of the infrastructure requirements are given below:

<table>
<thead>
<tr>
<th>Description</th>
<th>Coimbatore</th>
<th>Erode</th>
<th>Nagercoil</th>
<th>Tuticorin</th>
<th>Villupuram</th>
<th>Cuddalore</th>
<th>Salem</th>
<th>Dharmapuri</th>
<th>Central Team</th>
<th>Total (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class rooms (28)</td>
<td>30.60</td>
<td>-</td>
<td>61.20</td>
<td>-</td>
<td>61.20</td>
<td>-</td>
<td></td>
<td>-</td>
<td>214.20</td>
<td>214.20</td>
</tr>
<tr>
<td>(Quantity)</td>
<td>(4)</td>
<td>(8)</td>
<td>(8)</td>
<td>(8)</td>
<td>-</td>
<td>-</td>
<td></td>
<td>-</td>
<td>28</td>
<td>210.72</td>
</tr>
<tr>
<td>Furniture</td>
<td>3.00</td>
<td>6.00</td>
<td>6.00</td>
<td>6.00</td>
<td>-</td>
<td>-</td>
<td></td>
<td>-</td>
<td>21.00</td>
<td>21.00</td>
</tr>
<tr>
<td>School bus</td>
<td>17.12</td>
<td>17.12</td>
<td>17.12</td>
<td>17.12</td>
<td>17.12</td>
<td>17.12</td>
<td>17.12</td>
<td>17.12</td>
<td>102.72</td>
<td>102.72</td>
</tr>
<tr>
<td>Digital Classroom Eqpt.</td>
<td>6.48</td>
<td>0.81</td>
<td>0.81</td>
<td>0.81</td>
<td>0.81</td>
<td>0.81</td>
<td>0.81</td>
<td>0.81</td>
<td>6.48</td>
<td>6.48</td>
</tr>
<tr>
<td>Classroom Learning Aids</td>
<td>0.25</td>
<td>0.25</td>
<td>0.25</td>
<td>0.25</td>
<td>0.25</td>
<td>0.25</td>
<td>0.25</td>
<td>0.25</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Library books</td>
<td>0.35</td>
<td>0.35</td>
<td>0.35</td>
<td>0.35</td>
<td>0.35</td>
<td>0.35</td>
<td>0.35</td>
<td>0.35</td>
<td>2.80</td>
<td>2.80</td>
</tr>
<tr>
<td>Laptops</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>8.25</td>
<td>8.25</td>
</tr>
<tr>
<td>Sports Eqpt</td>
<td>0.56</td>
<td>0.56</td>
<td>0.56</td>
<td>0.56</td>
<td>0.56</td>
<td>0.56</td>
<td>0.56</td>
<td>0.56</td>
<td>4.48</td>
<td>4.48</td>
</tr>
<tr>
<td>Library Racks</td>
<td>0.60</td>
<td>0.60</td>
<td>0.60</td>
<td>0.60</td>
<td>0.60</td>
<td>0.60</td>
<td>0.60</td>
<td>0.60</td>
<td>4.80</td>
<td>4.80</td>
</tr>
<tr>
<td>Carpets</td>
<td>0.24</td>
<td>0.24</td>
<td>0.24</td>
<td>0.24</td>
<td>0.24</td>
<td>0.24</td>
<td>0.24</td>
<td>0.24</td>
<td>1.92</td>
<td>1.92</td>
</tr>
<tr>
<td>Compound Wall</td>
<td>3.00</td>
<td>10.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13.00</td>
<td>13.00</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>39.41</td>
<td>19.93</td>
<td>97.13</td>
<td>19.93</td>
<td>87.13</td>
<td>87.13</td>
<td>2.81</td>
<td>19.93</td>
<td>381.65</td>
<td>381.65</td>
</tr>
</tbody>
</table>

Subsidy Requirements are as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Numbers Required</th>
<th>Amt. (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Educational Support (Rs.20000/$ 480/E 300)</td>
<td>500</td>
<td>1,00,00,000</td>
</tr>
<tr>
<td>Scholarship (Rs.12000/$ 240/E 150)</td>
<td>3520</td>
<td>4,22,40,000</td>
</tr>
<tr>
<td>Transport Subsidy (Rs.5250/$ 130/E 80)</td>
<td>500</td>
<td>26,25,000</td>
</tr>
<tr>
<td>Food Subsidy (Rs.3000/ $ 72 /£ 45)</td>
<td>4300</td>
<td>1,29,00,000</td>
</tr>
<tr>
<td>Others (Rs. 1280)</td>
<td>6633</td>
<td>84,90,240</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>6,92,15,240</strong></td>
</tr>
</tbody>
</table>
**Infrastructure Additions**

**Classrooms:**
For every additional classroom built, 40 children can be educated every year. The well ventilated and spacious classrooms are so designed that the children would love to come and teachers feel happy to teach in. The labs will allow the curriculum to be supported fully with practical learning. These will benefit the entire school, which, at full capacity will have 1100 students. The additional classes are to cater to the increasing demand in lower sections.

<table>
<thead>
<tr>
<th>School Location</th>
<th>Coimbatore</th>
<th>Erode</th>
<th>Salem</th>
<th>Villupuram</th>
<th>Cuddalore</th>
<th>Nagercoil</th>
<th>Tuticorin</th>
<th>Dharma-puri</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.of Classrooms reqd</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Details for 1 Classroom</th>
<th>Avg. Unit Rate (Rs./Sq. ft)</th>
<th>Qty (Sq. ft.)</th>
<th>Cost (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom (plinth area - 584 sq. ft., carpet area - 500 sq. ft.) Corridor area in front of the classroom (175 sq. ft.). Total area – 759 sq. ft.</td>
<td>980</td>
<td>749</td>
<td>7,34,000</td>
</tr>
<tr>
<td>Built-in Wall Cupboard 20ft long x 2ft deep x 4ft ht is included (@Rs. 24000)</td>
<td>24000</td>
<td>1</td>
<td>24,000</td>
</tr>
<tr>
<td>&gt; Fans/4 per classroom</td>
<td>1,550</td>
<td>4</td>
<td>6,200</td>
</tr>
<tr>
<td>&gt; Tube Light/2 per classroom</td>
<td>400</td>
<td>2</td>
<td>800</td>
</tr>
<tr>
<td><strong>Classroom Construction Cost</strong></td>
<td></td>
<td></td>
<td><strong>7,65,000</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Classroom Furniture</th>
<th>Unit Rate</th>
<th>Qty.</th>
<th>Cost (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; Teachers Table/1 per classroom</td>
<td>10,000</td>
<td>1</td>
<td>10,000</td>
</tr>
<tr>
<td>&gt; Teachers Chair/1 per classroom</td>
<td>3,000</td>
<td>1</td>
<td>3,000</td>
</tr>
<tr>
<td>&gt; Student Desk (Bench)/10 per classroom</td>
<td>5,000</td>
<td>10</td>
<td>50,000</td>
</tr>
<tr>
<td>&gt; Green Board/1 per classroom</td>
<td>5,000</td>
<td>1</td>
<td>5,000</td>
</tr>
<tr>
<td>&gt; Footwear Stand/2 per classroom</td>
<td>3,500</td>
<td>2</td>
<td>7,000</td>
</tr>
<tr>
<td><strong>Total Cost of Furniture for 1 Classroom</strong></td>
<td></td>
<td></td>
<td><strong>75,000</strong></td>
</tr>
</tbody>
</table>

**School Buses:**
Our children come from a radius of up to 20 km around each school. The public transport in these areas is inadequate, overcrowded and does not reach up to the school. Transportation arranged by the school is therefore extremely critical for the children. Teachers are also more willing to join the school only when free transport is provided. Isha Vidhya schools provide safe and economical transportation on a no-loss-no-profit basis. Much of the transportation is provided by hired vans and this makes the transportation expensive for the parents. Having our own buses will reduce the cost of transportation significantly by over 30% compared to hired vans. This will help our school accessible & affordable to many more children.

The cost of a 50 seat bus of make - Swaraj Mazda & model – SML ISUZU –S7 is estimated at Rs 17.28 lakhs.
The total requirement of school buses for all our schools is as follows:

<table>
<thead>
<tr>
<th>School Location</th>
<th>Coimbatore</th>
<th>Erode</th>
<th>Salem</th>
<th>Cuddalore</th>
<th>Villupuram</th>
<th>Nagercoil</th>
<th>Tuticorin</th>
<th>Dharmapuri</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.of School Buses required</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Cost of buses (Rs. Lakhs)</td>
<td>17.12</td>
<td>17.12</td>
<td>17.12</td>
<td>17.12</td>
<td>17.12</td>
<td>17.12</td>
<td>17.12</td>
<td>17.12</td>
<td>102.72</td>
</tr>
</tbody>
</table>

**Learning Materials:**

Given that almost 60% of our children are first generation learners, their families are not in a position to help them with their lessons at home. Nor does their home environment provide adequate intellectual stimulation. The nutritional level of the children’s diet is also deficient. To overcome these disadvantages and to ensure that the children are still able to learn well and understand what is taught to them, the school needs to provide additional learning aids that would compensate the aforesaid disadvantages they face in learning. To do this, the school is equipped with full-fledged labs that uses activity based learning tools and digital content extensively.

**Student Sponsorships**

Scholarships and fee subsidies are provided to deserving students a comprehensive allocation process ensures that only students truly in need receive this help. Sponsors are matched with specific students and receive regular updates with photos, letters and progress reports. Sponsors are encouraged to support a student for the entire duration of education at *Isha Vidhya*. The following options are offered to sponsors:

- **Full educational supports (Rs. 20000 / $480 / GBP 300 / child/ Year):** This covers all requirements of the child including tuition, books, notebooks, uniforms, transport & nutritious noon meals.
- **Scholarships (Rs. 12000 / $240 / GBP 150 / child/ Year):** Even nominal fees are too much for some rural families. Recognizing this challenge, *Isha Vidhya* provides scholarships which cover students’ tuition, notebooks and textbooks.
- **Food subsidy sponsorships (Rs. 3000 / $72 / GBP 45 / child/ Year):** Many of our children come from families where both parents are daily wagers, who leave for work early. The only meal they cook is dinner, a portion of which is kept aside for the children as breakfast and lunch as well. In the absence of any vegetables, fruit or proteins, the nutritional content of their food is very poor. By providing at least one tasty and nutritious meal to these kids, two issues are addressed – children’s health and motivating parents to send their child to school.
- **Transportation subsidy sponsorships (Rs. 5250 / $130 / GBP 80 / child/ Year):** *Isha Vidhya* schools provide safe and economical transportation on a no-loss-no-profit basis as dependable public transportation is scarce. Parents who cannot afford to pay bus fees are supported by sponsorships.
**Government school intervention:**

The 56 govt. schools which have been adopted + 5 new govt. schools now would require a total of Rs. 2.64 crores for the year, for teachers’ salaries, English language intervention & extra-curricular activities. Each additional govt. school adopted would require an average of Rs. 0.5 to 0.6 million per year depending on school size.

**Sponsoring a complete school:**

We are also happy to name a new school after a donor who sponsors an entire school. The cost of building a fully equipped new school is Rs. 65 million over a 5 year period. In addition, the school would require land of 5 acres, the cost of which could range from Rs.0.5 to 2 million per acre.

**Volunteering opportunities:**

We welcome individuals and corporate employees to volunteer with us and to visit the schools at convenience. For more details, please see Annex – 4, or contact: asmita.sinha@ishavidhya.org.

**Accreditations:**

Isha Vidhya has received accreditation from the following reputed donation platforms:

1. Give India (Tier I listed NGO)  
2. Global Giving  
3. CAF(America)  
4. United Way of Mumbai  
5. Charities Aid Foundation (India)  
6. National CSR Hub (Tata Institute of Social Sciences)  
7. FICCI CSR Cell

**Management**

Our **Board of Trustees** and **Advisory Committee** include eminent people who, as independent appointees, actively participate in the activities of the schools.

**BOARD OF TRUSTEES:**

Sadhguru Jaggi Vasudev, *Founder Trustee and Chairperson*  
Swami Nisarga,M.E, *Managing Trustee*  
Ma Pradyutha, Correspondent – Isha Samskriti  
Ms. Bharathi Varadaraj, Correspondent- Isha Home School  
Mr. Prahlad Kakkar, *Advertising Guru*  
Mr. Deepak Satwalekar, *Ex-MD, HDFC Ltd. and HDFC Standard Life Ltd.*  
Mr. Dorairaj, *Senior Advocate*  
Mr. C.Prabhakar, *Director – Gopalan Enterprises, Bangalore*
ADVISORY COMMITTEE:
Mr. Vellayan Subbiah, MD, Cholamandalam Finance & Invst.
Mr. K. Kumaran, Industrialist
Mr. Shyam Prasad, Venture Capitalist

MANAGEMENT COMMITTEE:
The committee meets monthly to review policies and take major decisions affecting the project’s operations.
Mr. Vinod Hari, Project Director – Isha Vidhya
Mr. C.P.Vishwanath, Academic Director (MD of Karadi Tales Company)
Mr. Gopi P., Infrastructure Coordinator
Ms. Diana Price, Academic Coordinator
Mr. Boopathi Eswaran, Govt. Schools Project Coordinator
Mr. K. Sekar, M.Tech, Head- Isha Outreach
Mr. L.K.Narayan, Chartered Accountant, Group CEO

The core Executive Team of the Management Committee consists of the first 5 persons named above.
Mr. Vinod Hari, the Project Director of Isha Vidhya, is a B.Tech. (Mech.) from IIT Madras and holds a PGDM from IIM Bangalore. He is a full-time volunteer overseeing the whole project.

All members of the Management Committee and the core project team are full-time volunteers, except for C.P.Vishwanath, who volunteers part-time and is also Managing Director of the Karadi Path Pvt. Ltd.

Background
Despite considerable economic progress in India in the last couple of decades, poverty has continued to pervade rural areas. However, with access to education, youth in rural areas can be empowered towards wellbeing and contributing to the country’s development.

Most children in rural areas can only afford Govt schools. With schools lacking basic facilities, facing teacher shortages, having unmotivated or frequently absent teachers and a pedagogy heavily focused on exams through rote memorisation rather than learning, even those who eventually make it through twelve years of schooling graduate lack basic skills, making it difficult to seek gainful employment or pursue higher education.

India’s 2014 Annual Status of Education Report (ASER) unveiled the harsh realities of the neglected education system in rural India: only 5% of rural students in 2nd standard in Tamil Nadu can read text books at the required level. In 8th standard, 31% are unable to read beyond standard 2 texts. Further, 70% of all students in 8th standard are unable to do basic addition and subtraction.
Isha Vidhya’s English-medium schools open the door for rural children to prepare for higher studies and to join the workforce. The holistic, activity-based approach of Isha Vidhya’s educational system, nurtures children’s development beyond just academics, ensuring that students realize their full potential and learn in a joyful manner.

Mission

Isha Vidhya aims to provide high quality school education to rural children who cannot otherwise access or afford it.

Isha Vidhya schools……
- take education beyond literacy and rudimentary skills through a holistic approach
- strive to make children fluent in English and adept in computer skills
- provide a nurturing, child-friendly environment, helping children learn in a joyful manner
- promote education for girls
- increase educational awareness in rural communities while preserving local identities and culture

Isha Vidhya’s objectives, curriculum & methodologies are in line with the RTE (Right to Education) 2009 viz. reaching out to children absent from school and provide, social inclusion, reduced student /teacher ratios and access to sanitation. They also follow the guiding principles of the NCF (National Curriculum Framework), 2005, which are
- All round development of the child.
  - Enriching the curriculum to provide for overall development of children instead of the textbook-centric method of education,
• Building-up a child’s knowledge, potential and talent.
• Development of physical and mental abilities of a child to the fullest
• Learning through activities, discovery and exploration in a child-friendly and child-centered manner.
• Creating an environment where children are free of fear, trauma and anxiety and teaching children to express their views freely.
• Comprehensive, continuous evaluation of a child's understanding and knowledge and ability to apply them. 
  • making examinations more flexible and integrated into classroom schedules
  • connecting knowledge to the reality of students’ lives outside the school
  • ensuring that rote methods of learning are avoided

Progress to Date and Salient Features
• The first Isha Vidhya School was set up in June 2006 in a village called Santhegoundanpalayam, about 25 Kms from Coimbatore in Tamil Nadu.
• Today there are 9 rural schools in the districts of Coimbatore, Erode, Nagercoil, Tuticorin, Villupuram, Salem, Cuddalore and Dharmapuri in Tamil Nadu and in the Chittoor district in Andhra Pradesh. The first 7 schools currently have classes from Kindergarten to Class 10, while the Chittoor School, which was started in June 2012, has classes from LKG to Class 8 and Dharmapuri, which started in 2013-14, has classes from LKG to Class 9.
• The school infrastructure is funded by individual and corporate donations. Agility Logistics, Apollo Hospitals, Infosys Foundation and Ramaniyam Real Estate have sponsored most of the infrastructure for the Villupuram, Chittoor, Dharmapuri and Salem district schools respectively.
• The schools have clean and spacious classrooms, adequate toilet facilities, science, maths and computer labs, digital classrooms, a library, a playground and play equipment.
• The operating expenses are partly met through the fees charged, but mainly through the support of donors towards scholarships and food/ transportation subsidies.
• The schools have 7115 students. Many are first-generation learners from under-privileged families.
• About 61% of these children are supported on full scholarships while the rest pay a nominal fee. The scholarships cover tuition, notebooks and textbooks.
• The scholarships are funded by individual and corporate donations.
• Special efforts are made to enroll children from economically disadvantaged segments, especially tribal students and girls.
• There are presently altogether 326 teachers and 207 staff in the schools and the central office together
• The student teacher ratio is quite low at 18:1, since special attention is given to slow learners.
• Day-to-day operations of the schools are managed by a team that is overseen by a Management Committee, comprised of highly qualified and experienced people. All of these individuals are full or part-time volunteers who receive no remuneration for their services.
Each school has a Principal who deals with the curriculum and the recruitment & training of teachers. An Administrator takes care of the administrative tasks.

Special methodologies, digital content and educational aids are used to augment the curriculum, improve the grasp of concepts and speed up the learning of English.

Children are taught in English, to better equip them for the future.

Students acquire computer skills, have access to library facilities and are taken on field trips.

A nutritious mid-day meal is served with proteins and vegetables. The salt used is fortified with 7 essential micronutrients. The meal is highly subsidized.

The schools enroll children who live in about 20-25 villages, within a radius of 15-20 km.

Transportation to and from the school is provided at cost, with deserving children getting subsidy support from sponsors. Given the distances these children have to travel to school and the concern for safety, this is a big factor in getting parents to send their children to school.

Annual medical camps monitor students’ hearing and vision, as well as their dental and general health.

**Existing Facilities:** At present, each school has 32 to 38 classrooms and separate toilet blocks for boys and girls. There is an Admin block which has rooms for the Principal, the Vice Principal, Staff and storage. Of the classrooms, 1 is set aside for the library, 1 for the maths lab, 3 for science labs, 1 for computer-aided learning lab, 1 for DVD classroom and 2 for Digital Classrooms. When fully completed, each school will have 38 classrooms, including labs and library.

School buses owned by the schools augment hired vans to provide the necessary transportation

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**Curriculum & Methodology**

- The schools follow the State Board syllabus.
- English is the medium of instruction in all schools. The Karadi Path method and Power English are two methodologies being used to achieve fluency in the language. There is extensive exposure to edutainment in the English language – this makes the children achieve competency in English, on an average, within 3 years of schooling.
- A math lab is established at each school with several classroom educational aids to teach children mathematical concepts in a practical and an effective manner.
- Montessori materials and other educational aids, including digital content, are used extensively
- Classroom learning is augmented by field trips.
- Slow learners are given extra attention by experienced teachers.
- Children learn in a stress-free environment. Discipline is maintained without physical punishment or harsh words but through positive reinforcement.
- Basic hygiene is taught by the teachers. This may include learning to brush their teeth, keep themselves neat and clean and how to use a toilet
- There is a strong focus is on recruiting the right teachers, training them well and keeping them motivated.
Major Donors:

Some of Isha Vidhya's major corporate donors include:

.........and over three thousand individual donors
**Government School Adoption Project:**

Isha Vidhya is taking a major step in bringing Isha Vidhya teaching methodologies into government schools. 40 Govt. schools in Coimbatore, Dharmapuri, Salem and Kanchipuram Districts have been adopted. Various initiatives have been taken to improve the quality of education in these schools. The government has created the school infrastructure. Isha Vidhya’s experience can be utilized to make a positive impact on the methodology and teaching environment in these schools.

**Fundamental problems tackled and interventions carried out:**

1. High student: teacher ratios and gaps in teacher availability adversely impact learning. By hiring and training additional teachers, the student-teacher ratio down to brought down to 35:1 and the effectiveness in the classroom is enhanced significantly.

2. Extra teachers are hired to teach the slow learners in the class who constitute almost 20 to 25% of the class strength. These teachers are trained and equipped with learning aids, worksheets, etc. The classes happen simultaneously with the main classes in extra classrooms or corridors, thus helping the slow learners learn at their own pace and get mainstreamed over a period of time.

3. Special English language intervention, called Magic English, to teach English more effectively is sponsored and implemented in each school. This program is extended to all the children in classes 6 to 8 and will help them become confident in English comprehension, reading and speaking.

4. The holistic development of the child, through sports, yoga, arts and crafts, health and environmental education as well as career guidance programs, not only make school more interesting for children, but also offer essential elements for the all-round development of the child.

5. Maintenance of toilets and cleanliness of classrooms is usually not adequately funded in the Govt. school budgets. As a result, the toilets are practically unusable in most schools. Hiring a person for cleaning and providing basic maintenance materials goes a long way to ease a major issue in Govt. schools, especially for girls.

**Methodology**

Isha Vidhya provides the following major inputs for the Govt. schools:

- hiring teachers to reduce the student-teacher ratio
- hiring teachers for special instruction to integrate slow learners into the regular classes
- adoption of a English language program for the whole school
- adding hitherto neglected aspects like sports, yoga, arts & crafts and healthcare
- basic training for teachers to adopt child friendly teaching methods: maintaining discipline without physical punishment, motivating children, lesson planning, access and use of classroom educational aids and digital content
- hiring staff for cleaning and maintenance of school and providing cleaning materials
To facilitate quick development of the slow-learners, several educational aids developed and used at Isha Vidhya schools are made available to the remedial teachers in the Govt. schools. Teachers are also provided with clear skill based outcomes to be monitored and test papers to be administered every term, to assess the progress of the children. In addition, worksheets developed in-house have been provided to the students, both for class-work as well as home work, to reinforce conceptual learning and for practice assignments.

**Teacher Training Program**

The Teachers hired by us for the Remedial program are trained in
- How to teach and maintain discipline without corporeal punishment, harsh words or humiliating the child.
- How to use positive reinforcements and rewards, to motivate the kids.
- How to use learning materials effectively, how to observe and gauge the level of understanding of the kids in the class, how to ensure kids are participating in the class and not drifting off.
- How to conduct assessments to gauge the level of the kids, observe improvements on various skills which are monitored every month.
- Subject specific related training for Math, English & Tamil.
- The teachers are also trained on implementing Magic English program from Karadi Tales Co.

The initial training is for 4 days and is followed by 2 other trainings held after each term of 3 days duration each, where there is a reinforcement of the initial training and addressing of practical difficulties faced by the teachers, as well as training on usage of learning materials required for 2nd and 3rd term.

**Magic English – English Language Program**

We aim at bringing English reading, comprehension, speaking and writing skills among the students who have had zero or very little exposure to the language.

The course is called "Magic English Secondary Language Learning". It simplifies and effectively enables children of different mother tongue to learn English. The program focuses on reading, listening, comprehension, speaking and writing. The program provides
- Teachers Manual to help the teacher after the initial teacher training is completed.
- Music Book which teaches sentence formation and vocabulary using songs.
- Reading books to enhance reading, comprehension and spoken English skills
- Flipcharts – for alphabet and word recognition, reading and comprehension
- Audio player and pen drive are also provided by us to the school.

This is a common program for all children from 6th to 8th Std. It is not graded standard-wise as the skills of all the children are found wanting on all aspects of English learning. Being a 2 year module, the children are being evaluated first at the beginning to measure baseline, then at end of first year and finally at the end of the two year program, to track their improvement.
Outcomes/Result expected

- The program attempts to mainstream at least 60% of the remedial students each year, by the end of the year.
- It is expected that English language capability, especially for speaking, comprehension and reading would be achieved in about 3 to 4 years of exposure to the program.
- With development of all-round capabilities and talents, children would gain self-confidence and show much higher interest in studies.
- Clean toilets and classrooms will provide a more conducive environment and likely to enhance the retention of girl children in the school especially when they reach higher classes and reduce dropouts.

All of the above would reflect directly in the percentage of pass and the average marks scored during the 10th Std. Public exams being significantly higher than at present in each of the schools where the interventions are carried out. In addition to the above, teachers’ confidence, interest in teaching, attendance and commitment levels are also expected to be substantially increased. The present program in the Tamilnadu districts impact about 28000 children and their capabilities directly.

Monitoring Mechanism

The progress of the children is periodically monitored through tests and worksheets designed and administered to test understanding and progress made. The children are graded based on their performance in these tests. Worksheets are administered at the conclusion of each major topic or concept, while the tests are conducted every 6 months.

One Coordinator is hired to monitor the operation of the program in every 5 -8 Govt. schools (depending on size) on an ongoing basis. They visit each school at least once a week, observe the teachers and guide them/provide feedback on the teaching methods, use of teaching aids, etc. They also ensure the regular attendance of the teachers as well as interact with the Headmaster to ensure proper coordination and support wherever required.

In addition, the overall program is monitored by a Govt. School Program Coordinator, who constantly interacts with the Supervisors, makes surprise visits to the schools and also gets direct feedback from the school Headmasters and teachers. Isha Vidhya’s central Academic Team designs the worksheets, tests, etc. as well as identifies the classroom teaching aids needed to support the teachers and children. This team also designs the training programs for the teachers and supervisors and conducts the same. Every month, the Central Academic team, Govt. School Program Coordinator and the Supervisors meet to discuss and share experiences, issues, solutions, etc. Isha Vidhya’s Management Committee meets every 2 months to review the overall project’s operations.
**Sustainability Plan**

The interventions are presently only being carried out in Tamil Nadu for classes 6\textsuperscript{th} and above. As the remedial program is given more focus, the number of children in these classes who need the remedial intervention will reduce over the years. After a period of 5 years, only the fresh inflow of students in 6\textsuperscript{th} Standard would have remedial students. These students can be provided special attention with far fewer teachers hired, which could either be sponsored by the PTA or provided for specifically by the Govt.

Eventually, long term sustainability can be enhanced in two ways:

1. Training the Elementary school teachers more effectively in a) Child-centric teaching b) Learning oriented teaching as against marks oriented teaching and c) Effective use of activity based learning aids in the class d) Effective use of Digital content to enhance learning outcomes.

All remedial programs in Elementary schools should also be taken up by the regular teachers themselves instead of having to hire extra teachers. Supervisory hand-holding and feedback on an ongoing basis throughout the year would be sufficient to ensure effectiveness.

With Elementary school quality of teaching made more effective the number of students in higher classes needing remedial programs will eventually be very minimal.

2. The training of high school teachers in a, b and d above is also critical to ensure that the teaching quality is drastically improved.

3. In order to generate a steady stream of teacher trainers who can not only provide high quality training inputs but also ongoing monitoring and support to teachers in the Govt. schools, it would be necessary to have a set of Model Isha Vidhya Schools in each district. These Model Isha Vidhya Schools would have all the facilities to ensure quality education. They would also have teachers who are trained to impart teaching in a child-centric manner making full use of all the teaching aids and technology that these schools are equipped with. English as a medium of instruction in these Schools could provide additional impetus in developing English language capabilities of students in the other Govt. schools as well.

Those with experience of teaching in these schools would then be able to train the teachers in other Govt. schools. The Model Isha Vidhya Schools would therefore be training-cum- demonstration centre to other Govt. schools in the district.
**Typical Minimum Module for Implementation**

An Isha Vidhya Model School in a district could support interventions in all the Govt. Schools in that district. At a very minimum, a cluster of 5 schools or multiples thereof could be considered for interventions along with each Isha Vidhya Model School and the numbers expanded rapidly thereafter. Typically, the following would be applicable:

1. Middle and high schools could be chosen, based on a local survey, as to the suitability / amenability for carrying out the proposed interventions. Classroom availability for conducting the remedial programs, willingness of the Head-Masters to cooperate for the English learning program and space for carrying out the extra-curricular activities would determine suitability of the schools.

2. Budget requirement per school would vary between Rs. 4 to 6 lakhs per year depending on the number of students, number of teachers required and the choice of interventions proposed to be carried out. In other words, the budget would be between Rs. 20 to 30 lakhs for a cluster of 5 schools, per annum and would need to extend for a 5 year period at least. This budget would not include any infrastructural investments which are all assumed to be available in the schools already.

3. Existing Govt. hired teachers may also be trained with ongoing monthly or bi-monthly discussions for feedback and reinforcement of the trainings.

**Typical Cost Estimates for adopting Govt. Schools**

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Amount -Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost for intervening in one Govt. School per annum (without infrastructure costs)</td>
<td>5 to 6 lakhs</td>
</tr>
<tr>
<td>Cost for period a 5 years/school</td>
<td>25 to 30 lakhs</td>
</tr>
</tbody>
</table>

A sample cost structure is indicated below.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Location</th>
<th>New Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No. of Schools</td>
</tr>
<tr>
<td>I</td>
<td>Staff Honorarium</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>School Coordinator</td>
<td>2,175,000</td>
</tr>
<tr>
<td></td>
<td>Extra Curricular Coordinator</td>
<td>1,650,000</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>1,650,000</td>
</tr>
<tr>
<td></td>
<td>Contingency staff</td>
<td>150,000</td>
</tr>
<tr>
<td>II</td>
<td>Travel Cost Expenses</td>
<td>45,000</td>
</tr>
<tr>
<td></td>
<td>School Coordinator</td>
<td>36,000</td>
</tr>
<tr>
<td></td>
<td>Extra Curricular Coordinator/Teacher</td>
<td>9,000</td>
</tr>
<tr>
<td>III</td>
<td>Communication Expenses</td>
<td>34,750</td>
</tr>
<tr>
<td></td>
<td>Data Card (internet) for Coordinator</td>
<td>10,500</td>
</tr>
<tr>
<td></td>
<td>Mobile for Coordinator</td>
<td>18,000</td>
</tr>
<tr>
<td></td>
<td>Postage &amp; Courier</td>
<td>6,250</td>
</tr>
<tr>
<td>IV</td>
<td>Recruitment &amp; Training Programs</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Recruitment Ads</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Orientation &amp; Trainings</td>
<td>3</td>
</tr>
<tr>
<td>V</td>
<td>Educational aids</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment tools (Test photocopies)</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Cupboard</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Teacher's Manual</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Students work book</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Magic English</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>White board</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Motivation stickers, certificates &amp; prize</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Audio Equipment for Magic English</td>
<td>5</td>
</tr>
<tr>
<td>VI</td>
<td>Monitoring &amp; Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review meetings</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Printing &amp; stationery @ school level</td>
<td>5</td>
</tr>
<tr>
<td>VII</td>
<td>Health &amp; well-being</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students yoga program</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Health Awareness Program</td>
<td>5</td>
</tr>
<tr>
<td>VIII</td>
<td>Sports &amp; Events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sports materials</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Annual events</td>
<td>5</td>
</tr>
<tr>
<td>IX</td>
<td>Residential Summer camp</td>
<td>1</td>
</tr>
<tr>
<td>X</td>
<td>Infrastructure maintenance</td>
<td>5</td>
</tr>
<tr>
<td>XI</td>
<td>Career Guidance</td>
<td>5</td>
</tr>
<tr>
<td>XII</td>
<td>Seedling Nursery</td>
<td>5</td>
</tr>
<tr>
<td>XIII</td>
<td>Teachers yoga program</td>
<td>5</td>
</tr>
<tr>
<td>XIV</td>
<td>Staff Welfare</td>
<td>30</td>
</tr>
<tr>
<td>XV</td>
<td>Project Administration Expenses</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Grand Total</td>
<td></td>
</tr>
</tbody>
</table>

**Future Plans:**

*Isha Vidhya’s* present and future plans may be broadly classified under the following areas:

1. Expansion of existing schools to cater up to the 12th Std.
2. Expanding the government school interventions to more schools.
3. Expanding teacher training to more Govt. schools
4. Expanding volunteer engagement in the program
5. Virtual School project
General Statistics

School Statistics

Isha Vidhya schools serve children from villages in a radius of up to 20 km. Most of the children are from economically disadvantaged families.

<table>
<thead>
<tr>
<th>Details</th>
<th>Total in TN</th>
<th>Coimbatore</th>
<th>Erode</th>
<th>Nagercoil</th>
<th>Tuticorin</th>
<th>Villupuram</th>
<th>Cuddalore</th>
<th>Salem</th>
<th>Dharmapuri</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strength</td>
<td>Scholarship</td>
<td>Strength</td>
<td>Scholarship</td>
<td>Strength</td>
<td>Scholarship</td>
<td>Strength</td>
<td>Scholarship</td>
<td>Strength</td>
</tr>
<tr>
<td>Total Girls</td>
<td>3074</td>
<td>1860</td>
<td>458</td>
<td>291</td>
<td>396</td>
<td>200</td>
<td>380</td>
<td>196</td>
<td>410</td>
</tr>
<tr>
<td>Total Boys</td>
<td>3559</td>
<td>2159</td>
<td>454</td>
<td>265</td>
<td>523</td>
<td>271</td>
<td>461</td>
<td>246</td>
<td>436</td>
</tr>
<tr>
<td>Net Total</td>
<td>6633</td>
<td>4019</td>
<td>912</td>
<td>556</td>
<td>919</td>
<td>471</td>
<td>841</td>
<td>442</td>
<td>846</td>
</tr>
<tr>
<td>% Girls</td>
<td>46%</td>
<td>46%</td>
<td>50%</td>
<td>52%</td>
<td>43%</td>
<td>42%</td>
<td>45%</td>
<td>44%</td>
<td>48%</td>
</tr>
<tr>
<td>Scholarship</td>
<td>61%</td>
<td>61%</td>
<td>53%</td>
<td>51%</td>
<td>69%</td>
<td>78%</td>
<td>63%</td>
<td>53%</td>
<td>51%</td>
</tr>
</tbody>
</table>

- 4019 children out of 6633 i.e. 61% enjoy full scholarship (free tuition, books, notebooks and all class materials). The rest pay a nominal subsidised fee.
- 3400 children out of 6633 i.e. 51% belong to the social categories of SC, ST, MBC and OBC.

<table>
<thead>
<tr>
<th>Staff details</th>
<th>Coimbatore</th>
<th>Erode</th>
<th>Nagercoil</th>
<th>Tuticorin</th>
<th>Villupuram</th>
<th>Cuddalore</th>
<th>Salem</th>
<th>Dharmapuri</th>
<th>Central Office</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Teachers</td>
<td>45</td>
<td>40</td>
<td>45</td>
<td>39</td>
<td>43</td>
<td>39</td>
<td>39</td>
<td>28</td>
<td>8</td>
<td>326</td>
</tr>
<tr>
<td>No. of Non-teaching Staff</td>
<td>24</td>
<td>25</td>
<td>23</td>
<td>23</td>
<td>26</td>
<td>26</td>
<td>23</td>
<td>19</td>
<td>18</td>
<td>207</td>
</tr>
</tbody>
</table>

- 326 teaching and 207 non-teaching staffs are employed by the schools at present, including 26 who form part of the Central Team.

Government School Adoption Program (GSAP) - Interventions summary

<table>
<thead>
<tr>
<th>District &gt;</th>
<th>Coimbatore</th>
<th>Dharmapuri</th>
<th>Salem</th>
<th>Kanchipuram</th>
<th>Villupuram</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total adopted schools</td>
<td>14</td>
<td>15</td>
<td>11</td>
<td>6</td>
<td>10</td>
<td>56</td>
</tr>
<tr>
<td>Total student counts</td>
<td>7576</td>
<td>13200</td>
<td>7825</td>
<td>3165</td>
<td>8703</td>
<td>40469</td>
</tr>
<tr>
<td>Total Isha teachers</td>
<td>35</td>
<td>60</td>
<td>35</td>
<td>18</td>
<td>39</td>
<td>187</td>
</tr>
<tr>
<td>Sub staff hired by Isha</td>
<td>9</td>
<td>11</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>Total remedial students</td>
<td>470</td>
<td>750</td>
<td>674</td>
<td>285</td>
<td>1025</td>
<td>3204</td>
</tr>
</tbody>
</table>
Additional Documents Available

1. Trust Deed registered on 6th April 2005
2. Registration under Sec 12A(a) of the Income Tax Act dated 7th October 2005
3. PAN Card No.: AAATI4764K,
4. Income Tax 80G Exemption Certificate
5. FCRA Approval dated 12th November 2009

These documents are also available on our website in this link.

Visual Journey - Isha Vidhya Rural Schools

> School building

> Library

> Clean Corridors – Ground Floor
Learning is fun – Our classroom <

> Learning subjects through computers

Our KG children – Joy of Learning <
> Special Attention – Student: Teacher ratio 18:1

Digital Classroom <

> Hygienic Kitchen & Solar Water Heater
Safe & Low Cost Transport

Outdoor Sports

Checkmate 😊
Annexure 1 – List of Isha Vidhya Schools & their Addresses

Coimbatore School  
Isha Vidhya Matriculation School  
Santhegoundanpalayam  
Ikkarai Booluvampatti Post  
Coimbatore - 641 109  
Ph: 9489070097

Nagercoil School  
Isha Vidhya Matriculation School  
Kurandi, Theroor  
Devakulam Post  
Suchindrum - 629 704, Kanya Kumari District  
Ph: 9442152229

Tuticorin School  
Isha Vidhya Matriculation School  
Kottampuli, Pudukottai Post  
Tuticorin District– 628 103  
Ph: 9442152228

Erode School  
Isha Vidhya Matriculation School  
Perumapalayam, Kanagapuram Post  
Vellodu – (Via), Erode District– 638 112  
Ph: 9489070096

Villupuram School  
Isha Vidhya Agility Matriculation School  
Paththiyapettai, Thirunavalur Post  
Villupuram District – 607 204  
Ph: 9442504641

Cuddalore School  
Isha Vidhya Matriculation School  
Madavappallam, Samiyarpettai Post  
Chidambaram Taluk, Cuddalore District– 608 801  
Ph: 9442504642

Salem School  
Isha Vidhya Ramaniyam Matriculation School  
Nangavally, Vanavasi Post  
Mettur Taluk, Salem District– 636 457  
Ph: 9442168887

Chittoor School  
Apollo Isha Vidhya Rural School  
Aragonda, Aragonda Main Road,  
Chittoor District.  
Andhra Pradesh.  
Ph: 9059168198

Dharmapuri School  
Isha Vidhya Infosys Matriculation School  
Kamalanatham Road,  
Samichettypatti village & post,  
Dharmapuri Tk.,  
Dharmapuri Dt. - 636807.  
Phone: 9489045028
Annexure – 2: Impact of Isha Vidhya schools & Govt. School Interventions

Educational impact:

It may take a few more years to know the results and the full benefit of Isha Vidhya education. We will only know once our students have graduated; however, a number of steps are taken to measure the immediate impact and to estimate the future impact. To measure the success of the educational objectives of Isha Vidhya, we observe two categories:

1. Academic success: finding gainful employment or pursuing higher education
2. The overall well-being of the student, apart from academic or job-focused success
3. Training of teachers in rural areas both in Isha Vidhya and Govt. schools, which would impact the very way teaching is imparted and the attitude of both teachers and students to schooling.

The academic success of the child includes the learning of factual information as well as the development of cognitive skills, intuitive thinking, and the joy of learning. Measurement of these happens in the following ways:

1. **Assessment of students at school:** teachers observe and record the results of class work, homework, class participation, projects, quizzes and speeches. Twice per term, students from class 1 on are formally assessed through exams. Kindergarten students’ assessment takes place solely through observation of their performance and participation in class activities, worksheets and completion of individual activities.

2. Once a year, the Isha Vidhya academic team conducts a **central assessment of students** from class 3 and up. This assessment is curriculum neutral, meaning that it’s not directly linked to what may have been covered in class. It tests the overall skills and the knowledge expected at different learning levels.

3. **Third party assessment:** In 2012, a curriculum neutral assessment developed by Education Initiatives (EI) was conducted in all schools from class 3 on. EI conducts tests in a wide range of schools and their assessment benchmarked Isha Vidhya students’ performance relative to students in private and government schools. Their assessment provided valuable insight into where directional adjustments may be needed. It showed that Isha Vidhya students performed substantially better than the government school children across the State of Tamil Nadu and also better than children in other rural private schools.

4. **Assessment of teacher performance:** the Isha Vidhya academic team assesses the type and quality of education delivered by its school teachers as a means of assessing the anticipated long term educational results. Teachers are regularly compared to set of standards throughout the year and formally assessed once a term. Ongoing training for teachers is designed and delivered based on the assessment.

5. **Observation and interaction with students:** the Isha Vidhya academic team meets with students and classes informally to assess their cognitive and intuitive abilities as well as their enthusiasm and involvement in their school and education.
The second objective can usually not be formally assessed; some quantitative and qualitative assessments are made as follows:

1. Medical checkups are given once a year to assess the students’ overall health. For students needing medical attention, guidance and sometimes financial support is provided to the parents for the children’s follow-up treatment.

2. Nutrition-related progress of the children as a result of the mid-day meals. Extent of prevalence of the seriousness and frequency of malnutrition and anaemia are also measured during the annual check-ups.

3. Interaction with students by visitors from other schools and other parts of India has consistently brought about the feedback that *Isha Vidhya* students are more enthusiastic, joyful and vibrant than students of similar ages in other schools in the surrounding areas.

The third objective of training teachers to teach effectively and motivate them to higher commitment to student learning as against completion of syllabus portions, is a far reaching impact. At present, the reach of Isha Vidhya in this area is limited to the schools where we are operating. However, the scalability of this aspect is limited only by the cost of hiring trainers and the willingness of the Govt. to allow and facilitate such training.

**Other areas of impact:**

Beyond the scope of education, the presence of the *Isha Vidhya* schools has a positive effect on the local communities in a multitude of ways. Quantitatively measurable impacts include increased land value around the school, the paving of roads to and around the school, and the laying of telephone cables, pipes for drinking water and electricity links to homes in the surrounding villages.

The schools also provide an increasing number of employment opportunities to the local communities for construction work, teachers, administrators, and other school staff, resulting in an improved economic standard in the local communities.

Qualitative benefits though more difficult to measure are equally valuable and include the building of relationships and understanding between people from different economic and social groups, increasing the awareness of and pride in local traditions and culture and generating good will and motivation in the local community. These benefits occur in the seamless coming together of volunteers (from the nearby cities, across India and around the world), parents and local community members in supporting *Isha Vidhya* and in participating in school events. From the time before the school was built and in the following years, volunteers, parents and local community members played an integral role in making a success of the school and sharing in the celebrations with students during the various school functions and cultural programs.

Parent/teacher meetings also provide indicators of the extent of positive change. Parental attitudes to the education of their offspring have moved from indifference or helplessness to keen interest and pride in their child’s progress. This show the increasing importance parents give to the education of their children.
Annexure -3: Future Plans

The virtual school project:
We wish to create a platform that will support customized global education. The initial goal is to identify and categorize supplemental digital content for curriculums like that of the Tamil Nadu State Board and to make it freely available to teachers, students, trainers and parents. Later on, the collated content may be posted on a cloud based platform to make it easier for people to access.

The Need for the Project
The internet today hosts a very large number of educational content available for free. Such content comes in the form of audio, video or text. However, for a lay user, the following problems come in the way:

- The quality of the content varies widely. For a user to identify what is good would take a lot of research.
- The content is not mapped to any fixed syllabus or curriculum. The suitability of the material for the user’s requirement is difficult to ascertain without going through the content first.
- The content for a particular curriculum is not set up in a systematic way but is spread all over the content..

High quality teachers are difficult to find in rural areas. Finding teachers is likely to remain a challenge and, there is a need to provide support to the available teachers if the quality of rural education is to be improved significantly.

Isha Vidhya plans to use a technology platform to organize and make available suitable content for schools, mapped to a curriculum and easy to access through the internet, free of cost to any student, teacher or parent. Eventually, the Virtual School will serve as an online supplement to classroom teaching. The content would enable discussions and sharing among users. In later phases of the project, the content could be translated into vernacular languages and sub-titled, to make it available to a wider range of users from government schools.

Volunteers who could spare just a few hours a week or month could contribute as follows:

1. Identify, review, and collate good digital content freely available on the web or other sources for teaching various topics in the curriculum. These could be audio, video or text-based content in digital form.
2. Train teachers in the use of basic computers, email, Google groups, blogs etc.
3. Translate digital content into Tamil (subtitles, voice-overs).

Expected Benefits

- School teachers have a wealth of resources (audio, video and text) to draw upon to supplement their teaching
- School students anywhere can access appropriate material to assist their studies
- Private schools in the rural areas are, perhaps, likely to be the first users of the platform. Government schools would follow, with the availability of technology in the schools and training on their usage, which this project will seek to provide.
Annexure 4 – Volunteering Opportunities

Volunteering Opportunities at Isha Vidhya (IV) schools and Govt. Schools (GS) we work with:

1. Making Learning materials:
   Isha Vidhya requires learning material which can be used in its two initiatives viz. Isha Vidhya rural schools (IV) and Govt. schools adopted (GS). These learning material enhance ability to understand concepts better, provide practice for the children and make learning fun. Purchasing these materials from the market would be far too expensive and unaffordable. Alternatively, we could get our teachers to make them, but they are already stretched for time. Volunteers could help make these materials at a fraction of the cost. Some of these learning materials which can be made hands on (in which we provide exact instructions for what should be done), are as follows:
   - Classroom learning aids for English, Tamil & Math - (IV, GS)
   - Eng sentence cards to be placed in corridors (IV)
   - Verandha games for Eng, Math, Tamil (IV, GS)
   - Science kits (IV)
   - Charts for all subjects (IV, GS)

   Batch size of employee volunteers could vary from a minimum of 30 to 150 employees depending on interest, space and budgets. The team of employees from a company would typically volunteer for a day-long program usually on a Saturday or Sunday, from 10am to 4pm, to make these learning materials. They will be guided and facilitated by a small team from Isha Vidhya including volunteers, teachers and students from Isha Vidhya Schools.

Other volunteering possibilities:

2. Reading practice, Story telling/reading to the children in Isha Vidhya (IV) schools and Govt. Schools (GS)
3. Guest lectures on interesting topics to our children in Isha Vidhya schools
4. Conducting Health Awareness Program (GS). Content and training will be provided.
5. Conducting Environmental Awareness Program (GS). Content and training will be provided.
6. Conducting Sports Day and providing sports coaching. (GS)
7. Sorting and cataloguing of books in our school libraries – organising age-wise sections
8. Creating simple applications using Excel, VB, Mobile Apps, etc. to facilitate day-to-day processes, reducing errors and monotony and improving efficiencies.
9. Developing software to help us track & map donations / donors and utilisation and respond to donors better.
10. Helping us with data analytics to assess and improve social media impact.
11. Design help for social media posts.
13. Putting subtitles into DVDs and video clips (IV)
14. Downloading, printing, and then cutting & pasting together e-books (IV, GS)
15. Filming dialogues & stories - we would provide the scripts (IV)
16. Writing short stories and illustrating them with drawings or actual photos (IV, GS)
17. English Language coaching for our teachers (IV, GS): (Proposed shortly)
   Our teachers being from rural areas, are not very adept at English. Since English is the medium of education in our schools, we need to help them improve their English. For this, we would like to allocate one volunteer who has good spoken English to one Teacher. Every day, the volunteer needs to call up the teacher on their mobile and coach the teacher. This coaching could be by way of speaking a few sentences, asking a few questions, telling the teacher to read-up a book or article or SMS back certain sentences in response to queries, etc. – in other words, to give them practice in spoken, written and reading English.
18. Screening / identifying digital teaching content & integrating with lesson plans (IV)
19. Creation of worksheets and other content work – (IV & GS)
20. Translation work – Telugu, Tamil & Hindi (GS)

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