

Manigal Kottur - Project proposal 2019-2020

Background information

The Kottur area has over 150 gypsy families in temporary sheds and semi pucca houses. Being a nomadic community the gypsy community is socially, economically and educationally backward. Over the years the children of this community were left out of the government efforts to universalize education for all the children. Several enrolment drives were held and the gypsy children were enrolled in school too, but invariably they dropped out in various stages from the school. The dropout children were invariably sucked into the garbage clearing profession of the community. The few who stayed in the primary were irregular and completed the primary with very poor learning levels.

The children travelled to various temples and festivals and to adhere to school norms and schedules was difficult to them. The older children often engaged in garbage clearing work and during free time engaged in gambling which is a pastime of the adults and the children. The corporation school and an aided school were within walking distance from the colony but no child from the gypsy colony had cleared class 10,.

The colony had a mixed population of Tamil families and gypsies in designated areas. One of the teachers of Asha, Uma Maheswari was living in the colony and she was familiar with the gypsy children and the families. Her rapport with the community helped the Manigal team to make a survey, map the school going children and start the KotturManigal project in the year 2015. The kottur project evolved out of the the work in Thiruvanmiyur. The strength of the Kottur project is the experience of the Thiruvanmiyur project and the preparedness of teachers to face the problems related to the education of the gypsy children

At the primary school

The project teachers mobilized the children from the colony, brought them to school and undertook a variety of interactive activities to get them interested in school. The drop out children were of various ages and teaching and learning began from the basics. Puzzles, flash cards, worksheets were used to make learning relevant. As they settled down a bridge course approach was used to speed up the learning process. Children made steady improvements in the past four years and are gradually learning to handle their text books.

The Kottur primary school, where the project is located, has a strength of over 350 children and has five teachers and a HM. The project undertakes remedial coaching for other children of the school- those with poor learning levels, drop outs and migrant children along with the gypsy children in a separate room. These classes help the gypsy children mingle with other children, reduce mistrust and help them integrate gradually. The project also supports the primary school in English learning, learning through technology, craft classes to promote holistic and quality learning in the school.

The four years of the project has resulted in increased enrolment of gypsy children, better retention, regularity of children, improved learning levels and better acceptance of the children in the school. The interest and cooperation of the parents towards schooling has also improved. The primary children are able to move to middle schools with better learning levels.

The middle and High school

The middle and high school is located in a separate building with a different HM The school has a strength of 236 children and is from class 6- class 10. The children who complete primary invariably move to this middle school. The project posts a teacher here and that teacher picks up the threads from where the primary teacher left and follows up. At the middle school the children are integrated to their class and in batches they are pulled

out for remedial classes. Monitoring the education of gypsy children becomes very important at this stage as children tend to drop out in higher classes due to a variety of reasons- inability to cope with learning or adapt to the school structure, peer pressure, work requirements

At the middle and High school, for the first time, in 2017 four gypsy children from the Kottur colony cleared the 10th board exam. The project teacher worked with the children intensively for two years and the school too gave the children all encouragement and support. In the year 2018, one gypsy girl appeared for class 10 and she passed the 10th Board exam and she too was extensively tutored by the project teacher. In 2019, one special needs child (non gypsy) was tutored by the project teacher, at the request of the school and the children cleared the board exam with 63 percent.

Problems/issues

Despite these successes, the project could help only moderately in cases where children have reached middle school, but had not even mastered basic alphabets and addition, subtraction concepts of primary. In such cases focus was on making them literate. Some of these children left at 7th and 8th and some failed in 9th and left for work. The experiences of the past few years have reinforced the project's conviction that empowerment of the gypsy children will have to begin early at the primary classes which is where the fundamental challenges of educating the gypsies lie.

Several complex issues come into play while educating the gypsy children and they need to be tackled with sensitivity and changes brought in gradually. Gypsy children speak a different language and prefer to be in their own groups. Integration is still an issue and there is constant conflict between them and other children. Coming on time is a serious problem for them. Attention span of the gypsy children in their classrooms is low. In an atmosphere of mistrust, the children get into discipline problems which affects their continuity in school . The project teachers are trying to grapple with all these issues and address them on a regular basis. Continuous

contact with parents is maintained to sustain the children in the schooling process.

Educating one generation of children and broadening their skills will go a long way in empowering the community and changing their social, economic and educational status.

The present proposal is for continuation of the remedial coaching the project undertakes in the primary and middle and high school with special focus on gypsy children. The project will continue to give additional educational inputs to the primary school by way of help at the AV room, English and craft classes and extend support for Teaching and Learning processes and materials.

	Description (Manigal Kottur – (2 schools)	Details .	Budget 2019-2020
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1.	<p>Honorarium</p> <p>I. primary</p> <p>A Head teacher Senior -17,700 x12 + 5000</p> <p>B. teacher - 11000 x12+5000</p> <p>2. Middle and High school</p> <p>Teacher - 9700 x12 +5000</p> <p>3. Colony tution 2,000 x10</p>		<p>2,17,400</p> <p>1,37,000</p> <p>1,21,400</p> <p>20,000</p> <p>4,95,800</p>
2.	<p>Stationery procured in Bulk Once or twice</p> <p>Long note books, geometry box, pencils, pen, files, erasers</p> <p>A4 sheets, Marker pens, A4 plastic sheet covers, chalks,slates staplers, clips, exam pad, four ruled note books etc</p>	<p>Primary 7000</p> <p>Middle/High 3000</p>	<p>10,000</p>

3.	Worksheets, print outs, lamination, Xerox of work books (middle and High school 2000)	Primary 5000 Middle/High 2000	7,000
4.	Craft materials - colour papers , glue, charts, crayons, Sketch pens, paints, scissors and other accessories	Primary - All classes	5,000
5.	Charts, Story books, Flip books/ Colour Xerox of books/binding, Flash cards ,puzzles ,Science kits, Globe, plastic containers, Trays	Primary 7000 Middle/High 3000	10,000
6.	Guides for middle and High school.	Middle and High school	3,000
7.	Sports material – Football, skipping ropes, rings, board games	Primary	4000

8.	Replacement mats	Primary	3,000
9	Student welfare (for 40 children) Lunch boxes/water bottle/Slippers	LKG/UKG, Primary Middle and high school	10000
10	Gifts,prizes, costumes for functions , Annual day etc.	Primary and Middle/High	6,000
11.	Water can for classroom 200 x10		2,000
12.	Uniform, Bags, Slippers, a.Uniform one set(For12 children middle,highschool) - Rs.10,000 b.Inner garments (40children) - Rs. 5,000 c.Bags (12 nos.middle/ high school) - Rs .5,000	Middle/High	20000
13.	Fees (for vocational training)	High school	15,000
14.	Data plans and computer accessories	Primary	6,000

15.	Art/craft classes to school Rs 2000 x 10months	Primary	20,000
16.	Conveyance English classes Rs1500 x12months Educational-for teachers, volunteers, purchases Rs1500 x12months		36,000
17.	Healthcare		5,000
18.	Outing		5,000
20.	Miscellaneous (, refreshment for children, electrical work, Fan, wall painting		10,000
	Sub Total – Education		
21.	II. Administration		10,000
			6,82,800