Puvidham Learning Center

• A brief introduction ….
We are happy to share with you …

The origin of Puvidham learning center...
Puvidham became the home of Umesh and Meenakshi in 1992.
After gaining experience and confidence in organic farming and land regeneration, they wanted to see what they could do to help the other farmers of the region.
They realized that before they could expect them to see the benefits of organic farming and environment protection they needed to be educated.
They decided to focus on the children of these farmers, to educate and expose them to the various options and ideas. So they started the Puvidham Learning Center in 2000.
Our beliefs...

- Positive changes in the attitude of people towards themselves, their environment, their community can be the only lasting investment towards sustainable development.
- A region or a country can sustain itself only if it cares for its lands, forest and children.
- People should pay for their development, however little, as they value more the things they pay for than the things they get free.
- Rural kids should be taught to value their environment and should be encouraged to take up farming alongside some other small-scale income generating activity.
- Children need to learn basic health care, diagnosis of common ailments and their basic treatment and about the importance of children’s nutrition. Knowledge about herbs has been passed on by word of mouth for centuries and that tradition needs to be revived and confidence of people in home remedies needs to be reinforced.
Our gurus...

The school is based on the ideologies of Rabindranath Tagore.. The child has freedom of movement and choice of learning. A lot of importance is given to art and craft and self motivated reading and writing.

We follow Mahatma Gandhi in living a life of simplicity. The business of living in harmony with the environment is taken very seriously and guides the attitudes of the teachers and children towards work....albeit manual labour. The maintenance of the school campus and farm is done by the children and teachers themselves.

We maintain an atmosphere of love and understanding, happiness and lively discussions in the class, rather than silence and fear.
Our Gurus...

- Maria Montessori said “Have faith in the child.” We do. We believe that each child wants to do his or her best but is often hindered by the fact that his or her acts are misunderstood. Inner discipline is born out of the freedom of movement within the classroom and the freedom to choose to work with certain material subject to the availability of the material.

- The understanding of own space and others space helps the child to develop respect for others and for the self.

- The idea of making numbers as concrete entities with visible values through the number rods and place value cards as described by Maria Montessori has made math a subject loved by many of these first generation learners.
Our Gurus....

- David Horsburgh used simple games to improve memory and excite the interest of the children. His games of picture and word matching, fishing and dominoes for teaching language are invaluable and enliven the lessons of the languages.

- We have elaborated on and adapted from his list of activities on history, geography and science. The children do a survey of their village to find out about the life of their ancestors. They find out about the living conditions of the people 50 to 60 years back. The increase in facilities and easiness of life is evaluated.

- They learn to draw scaled maps of their village and the road that leads to school by measuring the distance in paces.

- They also make models in the 5th level itself.
Our Gurus.

- From Glenn and Janet Doman we have learnt the Flash card method of increasing vocabulary. We also do, for all new entrants, the brain development exercises prescribed in their books.
- The children are encouraged to speak a lot.
- A science fair is organised every year where the children explain scientific phenomenon to the visitors and answer odd questions.
- A lot of time is given for interpersonal interaction.
- Children are encouraged to ask questions and teachers are honest if they do not know the answers.
- Then the answers are found together......
Accounting for one’s actions..

• Punishment for fights among the children is mostly that they have to hug and kiss and be friends again. A lot of time is spent in understanding the sequence of events but no judgment is passed. Each party is upraised about their flaw and is asked to forgive the other for their mistake.

• Punishment for not doing their work is to make them do it before they go home. If this is insisted on for a few days the children generally learn to finish their work at home. For extreme cases we demote them to the lowest class in the school so that they can decide if they prefer to play all the time or they want to join their class and take responsibility for their work.
Hard board puzzle for pre kg....
Leaf art, stone art, learning to sense nature ...
In communication with nature…
Understanding the effects of human intervention…
Farming .. Learning by doing …
drawing, measuring ,observing ,experimenting and learning the role of farming in the global economics .
Knitting and embroidery for improving concentration, design of bags and dresses for creativity and games for fun
Playing, acting and dance
Using alternate energy

- Solar energy, bio gas and smoke less earth stove
Creating avenues for the energies of the children to be spent positively....
Thank you

- Let us join hands to make the world a better place for our children.....
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