

# Centre for Learning

*A place where learning is fun*

[www.centreforlearning.org](http://www.centreforlearning.org)

## Annual report FY11-12



*Picture shows children of Centre for Learning performing the Dhimsa dance.  
Courtesy :Sharath*

*"Life, and all that lives, is conceived in the mist and not in the crystal.  
And who knows but a crystal is mist in decay? "- Khalil Gibran in The Prophet*

---

<b><u>1.Introduction.....</u></b>	<b><u>3</u></b>
<b><u>2.The Teacher team.....</u></b>	<b><u>3</u></b>
<b><u>3.Enrolment and Attendance.....</u></b>	<b><u>4</u></b>
<b><u>4.Academics and Co-curricular.....</u></b>	<b><u>4</u></b>
<b><u>5.Children’s Meetings, Journal writing and Self-assessments.....</u></b>	<b><u>6</u></b>
<b><u>6.Co-curricular Activities.....</u></b>	<b><u>6</u></b>
7.Dance.....	6
8.Singing.....	6
9.Embroidery.....	7
10.Sport.....	7
11.Events and Trips.....	7
12.Independence Day (August, 2011).....	8
13.Annual Day (Dec, 2012).....	8
14.Trip to the adventure camp (Jan, 2012).....	9
15.Trip to Lumbini Park (Feb, 2012).....	9
16.The no money cycle yatra (Feb, 2012).....	10
17.Other Local outings.....	10
18.Sleep over with older kids (April, 2012).....	11
19.Movies.....	12
20.Visitors, Talks.....	12
<b><u>21.Other Issues.....</u></b>	<b><u>12</u></b>
22.Physical Assault of a Student .....	12
<b><u>23.Mid-day Meal.....</u></b>	<b><u>13</u></b>
<b><u>24.Parent Teacher Meetings.....</u></b>	<b><u>13</u></b>
<b><u>25.Reports of/from Ex-students.....</u></b>	<b><u>14</u></b>
26.What children had to say.....	15
<b><u>27.CFL Film Club.....</u></b>	<b><u>15</u></b>
<b><u>28.Teacher Training.....</u></b>	<b><u>16</u></b>
<b><u>29.Edu-Care.....</u></b>	<b><u>16</u></b>
<b><u>30.Financials.....</u></b>	<b><u>16</u></b>

# 1. Introduction

The year opened with the dark clouds of closure looming over it again ... yet the life at the centre has a way of turning a blind eye to it in some ways (and has almost made a habit of it!).

The year was marked by the rather ironic situation of a rather big teacher team but shrunken student strength – though the silver lining was that this helped **Gurveen Kaur**, our Founder and Principal take her much awaited break from at least teaching starting January.

The year was also marked by impressive events, richer and more energetic cultural activity (dance, plays, and singing) and fun trips. The year also saw the increasing challenges with children's learning attitudes and general engagement levels. The “White Shoes” children's meeting, that happened sometime in the first term – shook the teachers out of their comfort corners, raised inconvenient questions, forced us to look at ourselves critically and we returned repeatedly to it through the course of the year (read section “***Children's Meetings, Journals and Self-assessments***”).

On the financial side, with no active efforts on fund raising this year, inflows were low, and the overall expense tipped over the income raised (excluding the Interest on Corpus that we plough back into the Corpus). Funding from *Asha-Seattle* was our only institutional support.

# 2. The Teacher team

This year, we saw the teacher team grow in numbers and in the range of skills they brought to the team. With the number of teachers growing to eight, perhaps the biggest team in many years, it was rather ironic that at the same time we also saw what was probably the lowest student figure in many years. The teaching team saw lots of new young people join, bringing in fresh energy and enthusiasm and also a certain amount of sparks, sizzles and flux. We had two new teachers joining in at the start of the term.

**Ms. Riva Roshini** an ex student of the centre who had earlier done a short teaching stint at CFL joined as the teacher for the nursery and LKG group.

**Ms. Saroj**, joined the team, a post graduate in history and a trained dancer, she taught various groups EVS, Geography, History and started off Bharatnatyam and Kuchupudi classes for all groups .

**Ms. P. Anuradha**, came once a week to teach Telugu and when she left Ms Vardhini took over the same classes.

**Mr. Lukas Englehardt**, a volunteer from Germany came to CFL as a part of the Weltwaerts program through Samuha in the first week of September. Lukas helped with teaching language, art, graphic design and doing sport with the children.

**Amit Deshwal**, an engineer by qualification and exploring education visited the centre in September and then expressed his interest to teach here. He joined the team as a full time teacher starting January, 2012.

**Binit Kaur**, an ex-student of CFL, also came in as a volunteer twice a week to teach singing and Chemistry to the older children.

The peak teaching team size had 8 full time teachers at one time and two part time teachers.

After years of not finding suitable teachers, it was good to have such a big team and also a rich team – in terms of capacities they brought in – but it also created a rather awkward situation with the lowest student strength in years, which meant that the capacity was underutilized. However, with six students taking the 10th NIOS Board Exam, the spread of children from 3 years to 17 years and an increase in the activities and events planned

no one lacked work. It also made it possible for Gurveen Kaur to take/get the much needed break from teaching though not from other responsibilities of CFL.

### 3. Enrolment and Attendance

After closing at strength of 68 last year, we had 26 of these not coming back, for the new academic year. The table below lists the children who left and the reasons.

<b>Reasons for moving</b>	<b>Number of Children</b>
Fee paying children – disagreement with CFL philosophy	4
Moving out because of lack of peer group	1
Migrated out of the location	4
Moved away because of the distance and lack of transportation	2
Children getting subsidy moving away because we insisted they pay their subsidized fee and attend regularly	5
Other reasons/Not known	10

As for the rest – we have no information if they have dropped out. With 4 new admissions at the beginning of the year, we started the academic year with a rather bleak strength of 46 children. The children's strength showed a marked fall, right at the beginning of the session and stayed around the mid 40s through the year.

There were a total of 12 new admissions this year out of which only 1 was in the full fee paying category. Out of these 2 left in the middle of the year (Nikita and Nitin) as these children were very irregular and we felt it was not fair to allow the parents and the sponsored students to take the support casually. One student was very irregular as her parents kept moving away from the locality every two months with the children. We repeatedly tried to explain to the parents how this was adversely affecting her academic progress but have been unsuccessful in getting them to change this pattern.

On the whole, the admissions, especially in the fee paying category was poor and we had a number of students deciding to go away to other schools which is a cause for concern. The mushrooming of new international and national brands of pre-primary schools affected the admissions of the fee-paying preschool level children. We are perceived as too basic and lack the glitz that these schools offer.

With the Right to Education Act (RTE Act) deadline for recognition drawing nearer, we continued to be doubtful of our being able to survive and were ambivalent about taking in new admissions.

### 4. Academics and Co-curricular

The time-table reflected our growing conviction in the value of including practical activities for children of all ages along with co-curricular activities and academics. Community responsibilities/work like cleaning the rooms, gardening, chopping vegetables, helping with cooking and participating in the different hands-on activities and projects now form an important part of the day. We hope to convey to the children that these are as important as academics and co-curricular activities. The challenge is to do so without any compromise in the competence/proficiency attained by the children in academics and co-curricular activities.

Children below eight generally participated in most activities with interest and enthusiasm, consequently they learnt most in the junior group.

In middle group some of the children from privileged backgrounds responded to everything – including movies – with “boring” and this then also affected those who were interested in it. The middle group wanted to do only what they wished to do – that is play video games, play-station or other computer games and watch the TV. Even increasingly, we find that the children and their parents expect learning to happen without any effort or engagement from the student. While learning should certainly not be boring or tedious, the promise of joyful learning cannot (and should not) mean that learning just happens.

The two groups between the age group of 12 to 17 posed great challenges in getting them to engage with any serious learning. There was a distinct lack of motivation to engage with anything with persistence, engagement and effort. The students preparing for the NIOS examinations needed constant pushing and much more monitoring, hand holding to get them to do their work than in the previous years. Children seem much more distracted and much less inclined to put in effort into anything that did not come easily to them.

What has been coming in as a serious issue increasingly over the last few years, stood out as a glaring and the most serious challenge this year – lack of any serious engagement in the classroom from the older children. And the issue was not just confined to academics but in other areas too – embroidery, dance, theatre. While we felt that the older children could have paid more attention to their academic, in their overall attitudes- one could see that these bunch of children had grown in their ability for self-reflection, thinking through personal and social issues. These become evident, during children meetings, their reflective writings, in informal conversations with them and at times when they come to share their personal predicaments with us. Their self-esteem has gone up and this is worthwhile in itself.

In this year, we also had to deal with addiction, repeated theft and truancy in the case of one particular student that we struggled to address and correct.

All these challenges, with the older group can be seen as prelude and a preparation (and a warning!?) of the kind of challenges we shall face as we move towards working with the 14+ age group from next year. We need to realize that if we wish to work with this group we will need to stop looking at this only from our point of view as teachers and to understand this from the point of view of the students! We need to consider what is it about the education system, their families, their neighbourhood and the wider social influences that exacerbate what has been a complaint of parents and teachers through the ages. We also need to critically re-examine what we did or did not do to improve the situation for our children and to equip ourselves to face the challenge of working with teenagers and young adults.

There were six children in the age group of 14 to 17 who were preparing to write the NIOS certificate examinations – some papers/subjects in October 2011 and others later in April 2012.

Despite all our misgivings, out of the six who appeared, three students have cleared all their subjects/papers for the tenth exam. Of the two remaining students one cleared four exams and needs to appear for one more and the other cleared three papers and needs to clear two papers. One student only appeared for two exams and passed in both the subjects.

It is interesting that while we felt that the children could have easily done better with a little more sincere effort, there is no regret or dismay at all in the students or their parents. We are reminded once again of different perspectives that people have! Families that have their children passing/clearing the tenth for the first time have different parameters of success.

We are also left wondering once again about the exam lottery that fairly consistently and constantly rewards better students less/lower marks while those who were less prepared and capable enjoy higher scores!

## 5.Children's Meetings, Journal writing and Self-assessments

Children's meetings formed an important part of the year. Some meetings were absolutely flat, others were stormy. Even though topics are voted for and chosen by majority vote, some meetings just didn't have any fizz. The best meetings were the ones which questioned privileges enjoyed by adults or touched some issue that resonated deeply with the children. The most memorable meeting was "the white shoes" meeting. It began with children asking reasons for the rule and questioning the imposition of the rule of wearing white-shoes. The children brought up excellent reasons why this rule should be extended to teachers or be lifted from the children. This made some teachers very uncomfortable and angry. On seeing this, the children allowed that the teachers need not wear white shoes – if it made them so uncomfortable. That made us teachers realize how children are much more sensitive, whilst we adults do not give as much consideration to the children's reasons or feelings.

Children were encouraged to review their week and work in their journals. This not only gave children an opportunity to reflect on their work and learn to write their thoughts and feelings but also gave teachers valuable feedback. While all children wrote the journal, only those who chose to do so read out from their journals. The children also asked teachers to write journals and sometimes read them out – which we did but not as regularly as the children.

As per the CFL tradition at the end of each term all the children take part in an open self-assessment. Most children are pretty accurate in assessing their progress or the lack of it and pin-pointing the reasons for the same. This helps initiate the new children into the tradition and they quite comfortably join in. Only a very few children end up being complacent and were not very self-critical.

## 6.Co-curricular Activities

This year, with the coming in of three new teachers, the co-curricular activities got going well.

### 7. Dance

Ms. Saroj started to teach classical dance forms – Kuchipudi and Bharatnatyam to the younger and older group of children respectively. In addition to this, the children also learnt folk dance pieces that were performed at the Independence Day and Annual Day. Clearly the quality of the dance performances, the synchronization, and complexity of the steps saw a great improvement this year.

### 8. Singing



While Ms Riva Roshini taught the youngest children CFL favourite songs and improved the repertoire of songs that they sang, Ramgopal taught the middle group songs in all

three languages – particularly in Telugu – and taught the group to use simple musical instruments as accompaniments.

Ms Binit Kaur taught the older group many old CFL favourites and many new songs which were at a higher challenge level. She handled her classes firmly but the children looked forward to her classes and learnt to sing better with attention to the beat/rhythm and notes. They also learnt about singing in harmony. Amit Deshwal brought in the beautiful Kabir songs that the all the students and teachers enjoyed learning and singing. Lukas with his guitar lent harmony to some of the English songs that were performed for the Annual day.

## **9. Embroidery**

There were three groups which did embroidery. The youngest bunch was the most excited and did some good work, learning a minimum of three stitches each. Most finished their first napkin and asked for a second napkin – which too some of the children completed.

The second group – of children between 8 and 11 – were taught a pencil case. Both boys and girls stitched and embroidered the pencil case themselves. Most of them enjoyed learning and showed the final piece with pride – and it was well done. A couple of boys did not complete their work.

The oldest bunch was taught how to sew and embroider a cloth bag. Some of them chose very challenging designs and enjoyed finishing it. However, two girls and two boys neither worked with interest nor did they finish their pieces.

With the introduction of so many other activities and also because Gurveen Kaur, who usually takes these sessions, was on leave for part of the year, the Art classes took a back seat. As we had the resource persons with other skills, which we usually do not have, we felt it was better for children to focus on them and learn them. From October Lukas the volunteer from Germany prepared the three older children for their Art exam and also conducted Graphic Art classes for interested older children. From January onwards, Lukas was entrusted with one sketching session per week for all the classes.

## **10. Sport**

Lukas, the volunteer from Germany, was very enthusiastic about sport and he did sessions on volleyball, football and running with the children. When he started the sessions many children refused to run or do anything that took them out of their comfort zone. Over the year, he was able to get them to put in effort and improve their skill and stamina. Later the children reported that after the initial classes, they generally enjoyed the sessions. The onset of a severe summer and the lack of our own space constrained us from doing more after February.

## **11. Events and Trips**

The events this year had a wider variety of programs, much better prepared items and plays. Thanks to the addition to the teacher team which brought in greater capacity in general in all areas of the cultural activity. Also the general arrangements for the final performance were better than in the earlier years, although the problem of limited space still dogged us.



## **12. Independence Day (August, 2011)**

The Independence Day was marked by a large number of items presented across the age groups including dance, plays and songs. With a new dance teacher in the team, dances across all age groups had more vigour, showed better rhythm and training. The Dhimsa dance presented by the older children – an Adivasi dance form from the Arakku valley – stood out for its distinct rhythms, grace of its moves and also for the flavour of camaraderie that it had.

The children of the 4-5-6 classes group, presented the play 'No, Not I' – this is a play that they had started off in the last term of the last academic year – as a part of their English class. They put up an appreciable performance of what was a challenging task for them – for the language, the lyrical rhyme of the lines and the coordination that it demanded. For some of the children who are not common users of English at home – it was a tremendous confidence booster and for others too, the whole process of preparing for the performance was enjoyable, and also a great learning in the use of the language.

## **13. Annual Day (Dec, 2012)**

CFL celebrated its Annual Day on December 22 and 23, 2011. All 48 children ranging from 3 to 17 year olds participated in a total of 26 events showcasing various kinds of folk and classical dances, interesting plays, and a number of songs. Due to paucity of place the annual day was held on 2 days, wherein half the parents were invited on the first day and the other half on the second. All 26 events were performed on both the days. One could see a general increase in the effort and care taken in putting together the whole event – right from the stage set up, arrangements for sound and video recording and the performances themselves. The older children put up an interesting play based on 'The Refund' originally by Fritz Karentny, but adapted to our group – with a lot of Hyderabad Hindi and local humour added. Other notable performances were the Kerala traditional dance 'Thiruvadurai' and the Hindi play put up by the 4-5-6 group 'Haddi' – both under guidance of Subitha Lateesh.

The singing too was fairly good. Binit Kaur prepared the older children to sing two songs that were quite difficult. The performance was passable but would have sounded better if it had been louder and had better sound system support. Ram prepared the middle group with two songs for which they also used simple musical accompaniments. The whole school sang a Kabir song and another Hindi song which Amit Deshwal had taught them.





---

#### **14. Trip to the adventure camp (Jan, 2012)**

In January, 2012, the older children (10 years and over) along with Lukas, Subitha, Glory and Jayasree went to Deccan Trails a camping and adventure sport resort about 70 kms away. The children stayed there overnight in camping tents and enjoyed themselves doing the various activities offered there.



They wrote about the trip after they came back, their accounts revealed quite a lot about what they perceived as interesting or new learning's. Some of them seemed to find it interesting to see their friends were also scared of the dark etc! Some of them said they were surprised to see teachers scared of the dark and also that some of the teachers were as afraid as the children of some of the adventure sport activity. Some of the children also said it was the first time they had stayed away from their parents away from home and it helped them learn to cope on their own.

On the whole the children and teachers found it really enjoyable and also memorable.

#### **15. Trip to Lumbini Park (Feb, 2012)**

The younger children (3-8 years) went on a day trip to the Lumbini gardens with their respective teachers. They spent time playing in the park and then also went on a ferry to the Buddha Statue in the midst of the Hussain Sagar lake.



#### **16. *The no money cycle yatra (Feb, 2012)***

In February we went on an unusual cycle trip. The purpose of the trip was not only to appreciate but understand nature, to deepen our relationship with it. In order to do that we decided on a few rules for the journey – (1) we would not carry any money, credit card, ATM cards with us. (2) We would not carry any electronic items (cell phones, cameras) with us. (3) We would eat breakfast before leaving and would carry very little food with us. We would try and find work, make relationships and if in return offered food, eat. On 28th January, 2012 a group of 4 older students accompanied by 2 teachers started on a 100 km, 2 day trip to one of the villages on the outskirts of Hyderabad. The trip was a great learning experience for all the members, the teachers and the children.

#### **17. *Other Local outings***

In addition to the above trips, there were many smaller outings and trips that the children went on –

- A 70 kilometre cycling trip to the Bogaram lake in August, 2011 by the senior most group
- A day long Madhubani workshop at DARAM that the children in the 7th and 8th classes attended.
- A trip to the Forest surrounding Koteswar temple on the way to the Shamirpet Lake (November, 2011)
- A trek into the military dairy farm in January, 2012
- The older children's went to La Makaan twice to watch two different plays - Biryani aur Haleem and The Refund
- Visit to Ananda Bharati School's Science Fare
- A trip to Sanikpuri to learn about the dangers of Nuclear energy from Admiral Ramdas and Lalitha Ramdas.



### **18. *Sleep over with older kids (April, 2012)***

Since this would be the last year for some of the kids in CFL, we decided to have a sleep over and spend some time with them. We organized one on April 17th. The idea was to spend some fun time together, to find some time to talk to each other about our journeys in life and find out how the students felt that their time in CFL had helped shape them.

The evening started off with some fun, frolic and then we had a sumptuous meal that the children prepared for us – baingan masala, pulao rice, raita. Over the meal we drifted into a conversation about black magic. This inevitably led the discussion into the existence of ghosts, magic, gods etc – some arguing strongly for it and some attempting to explain that these are all myths. From the casual talk over dinner, this became an emotionally intense personal sharing session where one child shared his trauma regarding the death of his father and how he thought it involved black magic.

Lukas, the volunteer had arranged for a movie projector, a white screen etc to be put up. The plan for the evening was to show them some horror movies, but with the evening spent on these discussions we were not sure the children were up to it! However, after a while, the children insisted upon watching movies. After watching one movie people drifted back to a second dinner/supper and attempted to scare each other and us. The later part of the evening and night was spent in mischief –and then in watching a second horror movie.

The next day morning some teachers left early. The children and the other teachers got together to make tea and then over tea had a very nice and long talk – the children talked about their time at Centre for Learning, reflecting on their experiences here, what they thought they had learnt, and then we also had a peer review session where the children and teachers gave feedback to each other in the group. These sessions were really useful and valuable – for the children themselves it gave them the space to reflect back on their stay here, for us the teacher team – it helped us to see what they thought was valuable learning – and very heartening in a way to see that through all the frustration of the year, of pushing them to work for the exams, issues of motivation etc, after all the kids were taking back and at least recognizing the importance of some of the core spirit of what we would have hoped to – an inclination to self-reflect, attempt to being honest, being open to other points of view, and that reason and fairness was more



important than authority and power and of course the teachers also got some very honest and valuable feedback from the students.

## 19. Movies

The 6-9 year olds had a movie period once a week in the last term. During this, they watched a few Hindi and English movies.

- The Zoo – English
- Karamati coat – Hindi
- Chiller Party – Hindi
- Kabhi Pass, Kabhi Fail – Hindi

Besides this we had a screening of the Anand Patwardhan Documentary War and Peace, on the issue of nuclear weapons, Militarization and issues around it with the older children.

## 20. Visitors, Talks

**Mr. Moritz Kreutzer**, and **Mr. Florian Oschmann**, volunteers from Germany working with Samuha in Karnataka, talked about their work with the disabled in Koppal district.

**Dr. Deepika**, a dentist, came over to the school in February, to hold two sessions with the junior children and the older children on dental health, care of teeth and the implications of use of tobacco on dental health.

**Mr. Balaraju**, an officer with the State Revenue department came to talk to the children on the government revenue department, its functioning and engaged in a discussion around it.

**Mr. David**, from SCI International talked to the older children about SCI's volunteering work around the world and engaged them in a discussion on it.

Students of the undergraduate course in Computer Technologies, from IIIT, Hyderabad visited us as a part of the elective course in 'Education and self' to understand the work here and engage in a discussion. **Mr. Amar Nandyala**, a former teacher at the centre, helped facilitate the discussion with the group.

## 21. Other Issues

## 22. Physical Assault of a Student

There is a visible shrinking of public open spaces available for children to play and whatever open plots were around are all being built up, leaving the children with no place to use. Added to this is the general prejudice against the children in the centre and a 'looking down' upon them, perhaps because most of them are from working class backgrounds, (amidst the neighbours of the centre in a largely middleclass neighbourhood) and also that they don't wear smart uniforms like children of other up market schools. This resulted in an incident where one of our boys was roughed up by the person living opposite our centre, when the ball merely gently hit his car, in the course of their game. He roughed up the boy and used abusive and insulting language. He totally refused to listen to our pleas that he cannot physically assault a child and also used abusive language against the teachers. The boy involved and the other children around were totally shaken and also angry. We decided to file a complaint with the National Child Rights Commission. Subsequently the complaint was forwarded to the local police station. The issue was settled after we decided to withdraw the complaint once the police called that person and we had a talk where we conveyed that it was not acceptable that a child is physically assaulted. This is only one of numerous incidents, where typically

children from the centre are treated with scorn and disrespect in middle class environs – trains, gated enclaves and public places etc., and refused access.

## 23. Mid-day Meal

We provided a mid-day meal to children in the centre. Children paying the lowest rung of fees, were provided the meal free of cost, the other fee paying children and teachers who chose to eat at the centre were asked to pay the cost price of the meal. We attempted to source most of our staple requirements like rice, ragi and some pulses from Sahaja Aharam ([www.sahajaaharam.in](http://www.sahajaaharam.in)), a cooperative store that stocks organic produce and helps farmers to market their produce. We introduced brown rice and ragi as a part of the mid-day meal, initially the children were a little resistant but over a period of time, they began to accept it better. We also introduced raagi, and served it once a week. The ragi was cooked with the rice and served with ground nut chutney and dal and turned out to be a favourite with the children. We also experimented with korralu (fox tail millet) and the children liked it. We plan to introduce more of the millet family next year as a part of the mid-day meal menu. We also talked to children about why we get brown rice, and ragi and the work of Sahaja Aharam.

A lot of children, especially from the sponsored category, in the beginning would eat very few vegetables like potato, tomato and eggs. Over a period of time, a lot of them started to eat and also relish other vegetables.

The mid-day meal was largely supported by individual donations received from friends of the centre. Ms. Jayasree, managed the kitchen and the cooking of the mid-day meal.

## 24. Parent Teacher Meetings

We had two general meetings during the year. The first was, in the beginning of the year, to share about the implications of the RTE for CFL. We indicated that it might mean that we would have to shut down if we did not apply and get recognition. We explained our reasons for not seeking recognition: lack of specified infra-structure especially playground, absence of qualified teachers and the need to follow the curriculum specified. We also explained our apprehension of the need to bribe to get recognition which we were against.

A couple of parents felt we should be practical and seek recognition. A few felt there was no need for applying for recognition and that they would continue to send their children to CFL. The first meeting ended with the assurance that we would inform all the parents by October if we were planning to close down so that they would not be late for applying to other schools.

We had the second meeting in October. With the addition of Amit Deshwal to the teacher team, we felt we would run for another year and take our chances as the grace period for getting recognition was April 2013. This period would give us some idea about the implementation of RTE. We also informed the parents that we would no longer be service providers but that we wanted them to be part of the process of negotiating the RTE. We were very touched by the warmth with which parents received our decision to continue and their willingness to stand by us and support CFL.

There were two other meetings to share with the parents the half-yearly and year-end progress of their children.

## 25. Reports of/from Ex-students

**Rehmat** is coping well in the Hyderabad Central University (HCU) five year integrated course and says that she sometimes helps others with their work.

**B Srujan Kiran** who studied till the seventh in CFL had appeared for his 10th CBSE Board exam and passed with 94% marks.

**B. Surya Kiran** had returned to finish his 12th class under the VIOS Exam Board and has cleared the same. He also did a short photography course and intends to pursue this further.

**Varun** continues to be amongst the top three in his class in the residential school that he joined three years back.

**Swathi** who left three years back continues to cope with her class in her residential school.

**Rupsi** left three years back and is slipping from first three to first five in her class.

**Joshua** continues to top in his class in the formal school that he joined.

**Mrinalini** who studied till the fifth with us and then moved to Vidyaranya scored 86% in her ICSE 10th class Board Exam. She has been accepted into Rishi Valley School for her +2.

**Nirvan** is pursuing Math and his Music seriously without losing any bit of the devilry that we knew him to be capable of.

**G Nivruthi** got 77% in her ISC 12th class board exam.

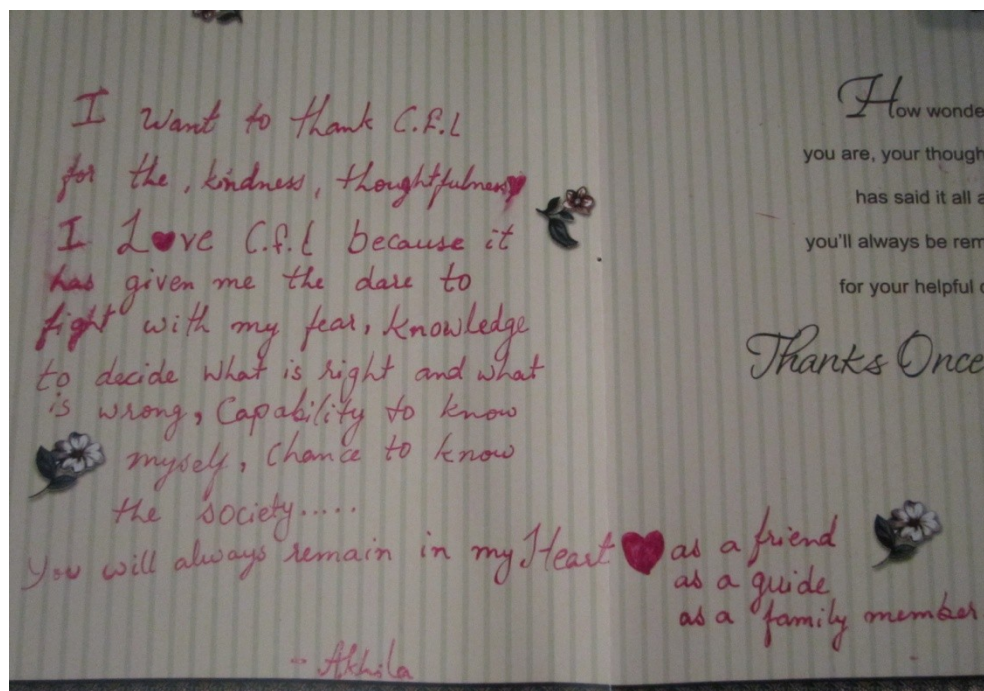
**Satvik** got 9.6 cgpa in CBSE 10th class board exams. His 11th and 12th class over-all average is 86.5%.

**Shruthi** got 9.4 cgpa in CBSE 10th class board exams

Since we do not believe in this way of evaluating our work with the children, we feel uneasy putting in these results into the Annual Report. However, the repeated question thrown at us is “How do CFL children cope in mainstream schools and exams?” This is the reason that, despite our misgivings, we’ve decided to indicate how our children fare in mainstream schools and exams.

## 26. What children had to say

Akhila, who



left CFL to join another school at the 9th, gave us this card...

**Shruthi, an ex-student who studied till her 7th class here has this to say -**

"My 10th grade CBSE result is 9.4cgpa....! The scores are: Maths-10, English-9, telugu-10, Science-9, Social- 9! CFL has given me a good base, and also showed me, how important it is to understand the subject so as to enjoy and appreciate the subject! It showed me the true spirit of learning, and with this I observed that when it comes to concepts, I don't feel the need to struggle as much as my classmates do! I do face difficulty when there is a need to memorize (like equations in chemistry)! I tend to forget them quickly, whereas my classmates remember them longer!"

## 27. CFL Film Club

CFL started a Film Club for adults (16+) in January of 2012. The idea was to watch good movies instead of just box-office hits. We chose the movies that would provoke a discussion and/or bring in a different perspective. We tried to select movies that focussed upon misuse of power. We also hoped to bring new people to CFL through the Film Club. Parents, older children, teachers and outsiders were informed and invited. The response was good with a steady attendee group of around 15 individuals. We met once in three weeks and discussions were fruitful. Some of the movies screened were One Flew Over the Cuckoo's Nest, Ankur, The Wave, and The Big Lebowski. We took a break over the summer and will resume in July.

We were successful in having regular screenings and an average attendance of fifteen people. The CFL Film Club did not however manage to attract enough outsiders. The group that attended regularly comprised mostly of members of the CFL community (parents, teachers and older students) with only a few outsiders. We hope the circle will continue to expand in the coming year.

The CFL Film Club owes its success to many people. Lalith and Jyothi helped with food, loan of projector and sound system plus arrangements and regular attendance, Mary and



Mike also generously loaned us their projector and screen, Lukas for bringing it and helping with necessary arrangements, Suchi Reddy for her enthusiastic participation and yummy food and many others for their contribution and participation – sometimes from across the town. All this was possible because of Binit – who anchored this effort with regular updates, reminders and co-ordinated all the effort and the arrangements.

## 28. Teacher Training

We started the year with a five day training session for another volunteer group. The six teachers were asked to critically reflect upon how classes are conducted and then oriented towards how language, math, science should/could be taught instead. We also reflected upon teacher-student relationship and how discipline issues arise and could be handled. It was sad that we ran out of time and could not conduct the session on teaching Social Studies.

Surveen Kaur was also invited to conduct a one day language teaching session by AP Mahila Samakhya Samithi for 90 teachers.

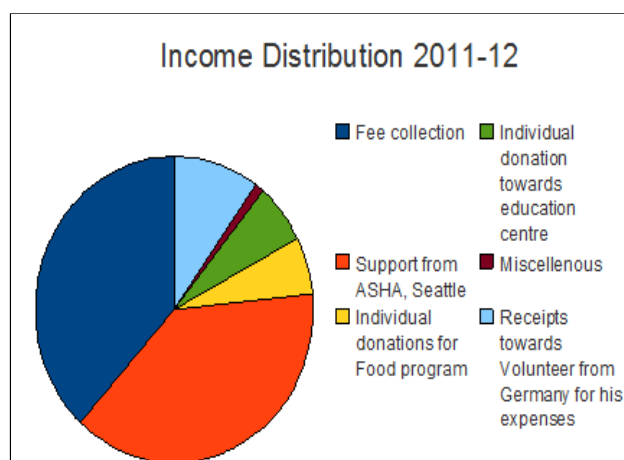
## 29. Edu-Care

This year the Edu-Care issue focussed upon accountability of voluntary organizations and NGOs. We were happy to have three articles contributed by our wider circle of friends besides the articles from the regular team.

## 30. Financials

This year, on the overall the expenditure was a little over the income generated - this is not including the interest and accumulation of corpus that we are building for future sustainability. The growth in the size of the teacher team this year, and the small increase given to the current teachers resulted in an increase in expenditure of the teacher salaries, which forms the major component of the expenditure. The income from individual donations this year was very low, compared to last few years.

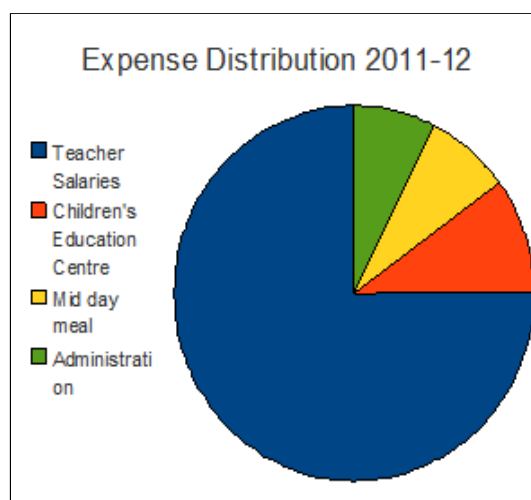
*ASHA - Seattle* was the only institutional funder and we are grateful to them for their continued support.



**Income Details**

Head	Amount In Rupees
Fee collection	3,04,100
Support for Volunteer from Samuha	79,000
Support from ASHA towards education centre	3,07,075
Donations from Individuals	50,000
Donation towards Nutrition program	52,025
Miscellaneous donations	8,800

\*Income figures exclude the amount accrued to the corpus .

**Expenditure details**

Head	Amount in Rupees
Administration	62,136
Material and running costs for education centre	9,129
Teacher Salaries	6,21,600
Nutrition program expenses	62,480