



**SOCIAL EDUCATION FOR DEVELOPMENT - TRUST [SED]**  
**95, Navithar Nagar, No. 230, Vallam Post, Chengalpattu**

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## **SED Activity Report August 2018 to May 2019**



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## 1. Introduction



SED entered its 17<sup>th</sup> year of operations in 2018 since its inception in 2002.

We would like to thank all of our generous donors for their phenomenal support towards the cause of girl's education and empowerment, and for helping over 120 girls and their village communities. Your generous and passionate effort is bringing about significant socio-economic changes in over 800 families and homes where the girl child has been supported through education efforts to complete her schooling and to equip her for higher education. The girl children are chosen from the most socially and economically disadvantaged sections of our society in villages around Kanchipuram.

This year you have supported over 120 girl children.

Chf 160 provides one girl child with the school uniform, bus fares and schoolbooks, which enable her to keep attending school. It also covers two residential camps where teachers are on-site to coach her in the subjects she needs help with. It enables her to have an annual health check-up, homework supervision in the evening in the village where she lives, and access to a library where she can practice her reading skills and discuss what she has read in a group setting. In addition, her parents are each able to attend a one-day workshop where they can discuss issues around family violence and the importance of education for their daughters.

With love and affection, we take this opportunity to place **our deep gratitude and heartfelt thanks to all of you** for helping create happy, smart and self-assured girl children.



## **I. Distribution of Scholarships**

On August 28 2018, we distributed scholarships to 120 girls studying in varying degrees of classes and 16 girls who had completed their schooling and as mentioned in our budget this is termed as post scholarship incentive.

The scholarship incentives were given for the year 2018-19 and we had to choose 32 girls from Class six and Class seven, to fill in the vacancies for the scholarships to be awarded for the year.

45 children turned up for our evaluation and selection programme. The evaluation test consisted of a written essay, of reading and simple communication tests. Since all the girls came from disadvantaged families we awarded scholarships to 129 girls overall and 9 scholarships were funded through crowd sourcing.

The list of school students is a separate attachment in word format.

Following is the breakup of the girls receiving scholarships:

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<b>Class</b>	<b>No of students</b>
Class 6	19
Class 7	13
Class 8	18
Class 9	27
Class 10	6
Class 11	20
Class 12	26
<b>Total</b>	<b>129</b>

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## **II. Scholarship camp**

During the year we conducted two educational camps for the girls to strengthen their performance in school as a supplementary coaching effort for our scholarship girls.

We have held two camps during the time of their examination and their short duration break during Christmas.

**Camp I: September 25-27 2018**

**Camp II: December 28-30 2018**

We conducted the camps for the scholarship girls from Classes 6 to Class 9. Girls studying in Class 11 and Class 12 did not attend the camp.

Five school teachers were appointed as resource persons for the camps.

- G Jayakumari MA Med M Phil
- P Vidhya BA DT
- M Nivetha Msc Mphil
- P Ashivini BA B Ed
- Sree Ranjini Bsc D Ed

The camps were conducted at Salavakkam. 51 girls attended the first camp, while 54 girls attended the second camp. Students from Class X wanted special help in Mathematics and Science. 46 students who were studying from Class 11 to Class 12 did not attend the programme.



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The teachers singled out the students who excelled in their studies and students who needed very special attention for the studies. The list includes

<b>Excellent students</b>	<b>Students needing learning guidance</b>
<b>Class 6</b> <b>S Reshma</b>	<b>V Savina</b> (Does not sit in one place; very fond of playing)
<b>C Kanimozhi</b>	<b>M Revathi</b> (very silent, not talking, had to understand her emotional status and have/had to work on her communication)
<b>M Pooja</b>	<b>A Ananthi</b> (lot of work is required on her; She only talks to the Math teacher and does her sums. Not interested in other subjects)
<b>Class 7</b> <b>V Vinodhini</b>	<b>A Datchayani</b> (low interest in studies and very low attention span; engaged her with making her repeat her writing or reading by enthusing her with chocolates)
<b>D Jothika</b>	<b>D Priyadarshini</b> (Low concentration; we had to work with her by engaging in some concentration exercises)
<b>M Sandhiya</b>	
<b>Class 8</b> <b>L Dhanusha</b>	<b>G Vimalshree</b> (Again a problem of low concentration, easily gets distracted; had to use situations to make her understand concepts)
<b>U Monisha</b>	<b>B Gracelein</b> (Needs to be given emotional and educational attention; does not have a father; Made her write words and sentences for all the subjects)
<b>E Padhmapriya</b>	
<b>Class 9</b> <b>S Abinaya</b> (excellent)	<b>I Sneka</b> (very talkative, has no attention, disturbs others in class too and does not obey)
<b>V Vinothini</b>	<b>D Indumathi</b> (very bad handwriting)
<b>P Jamuna Rai</b> (excellent)	

According to the teachers two students are exceptionally bright in their studies. S Abinaya and P Jamuna Rai of Class 9 are very intelligent and brilliant in their studies and will do well in their final examinations.

Some pictures of the camps



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### **III. The village Learning Centres**

A lot of children in the villages that we work in the Uttiramerur block could be termed as first generation learners, as some of the mothers or fathers not having completed high school. Agriculture is the mainstay of this block and more often, due to drought and other reasons such as trying to cope with unemployment and financial stress, most men are migrants in nearby cities such as Chennai.

There is a greater awareness that education is very important and parents are very committed that their children should complete their education.

The objective of setting up the village learning centres which we started in 2014, is to enhance the education quality and competency of the children, learning as a group activity among children to encourage constructive learning, empower children by building on their own learning strengths through, sharing of stories, quizzes, interactive games and odd bits of information such as news, games, cricket anything that interest that they would like to share, activity games.

Primarily also, the teachers help with the home work, and also give special attention to children who need study help.

In 2016 we were working in 5 villages and this year in 2018, SED is working in 7 villages Teachers conduct the evening classes between 5 and 7 PM or 5 30 and 7 30 PM from Monday to Saturday. Classes are conducted outside the teachers' home or in community centres in the village. The names of the village and the teachers in charge of the village Centres are:

<b>Village</b>	<b>Teacher</b>
1. Azhisur:	Indira
2. Karuvepampoondi	Meenakshi
3. Puttali	Valli
4. Irumaram	G Gomathy
5. Ozhikarai	V Kalpana
6. Anambakkam	Lokseshwari
7. Vayalur	Pavithra

Apart from overseeing their daily homework and school activity, teachers also prepare in advance, activities and lessons that sharpen their mental faculty and intelligent thinking.

Teachers meetings are conducted every month by Mahendran, where the month's teaching plan is chalked out. Also, there is an exchange of teacher interaction as teachers also visit each other's villages to understand how the learning centres are being conducted in the villages.

A sample of what the teachers impart include aspects of environment, the movement against plastic, whose use the Government of Tamil Nadu has banned since January 1 2019, enhancing of tree cover, the importance of forests, working towards organic farming, health aspects such as drinking water that has been boiled, eating more fruits than packaged drinks, including greens in the food basket, talking about India's leaders such as Ambedkar, Gandhi, other freedom fighters.



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The teachers are helping a number of children who are very weak in their studies, they being first generation learners in the family. Some instances of how our village teachers are helping students:

**Jayahsree of Puttali village** and studying in Class 7 is not even able to write the alphabets properly in Tamil. Somehow the school has also not been of much help, as they promote every child upto Class 8, without failing them. The teacher found out that the real reason for her poor performance was that the parents made her take leave from school quite frequently. The teacher ensured that her attendance was regular, spoke to the principal and teachers of her school to give her special attention. Because of this special attention at school and also in the centre, the child is picking up well and has started learning again.

**Jayapriya of Class 5 and Subiksha of Class 4 from Karuveppampoondi** village have very poor writing skills. The teacher is ensuring that they write well, by giving them a lot of writing lessons.

**Lokesh and Deepika of Irumaram**, do not possess any math skill. The teacher is teaching them math through play activity

**Kavya, Janani and Shyam of Azhisur** are very good in their studies. The teacher is ensuring that they are exceptional in their studies

**Divya and Nithish from Anamabakkam studying in Class 7** do not study well. Their mothers asked the teacher to ensure that they visit the Centre everyday and start doing their homework. The students used to play truent. But with the persuasion of the teacher and through brain stimulating tests, the children are slowly getting to working again with their school work.

On the whole over 215 children, 74 boys and 145 girls, are visiting the learning Centres to take help from the teachers of the village. Students visiting the centre from class 8 and class 9 are not many. Even so these students complete their school tasks and also help the teacher by helping the younger children at the centre.

The profile of the children visiting the village centres:

Village	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Total
Puthali	2	4	11	2	8	3	6	1		37
Anambakkam	3	1	3	10	3	11	7	2	2	42
Ozhugarai	5	3	5	6	4	2	4		1	31
Azhisur	3	2	2	3	6	2	4	4		24
Karuveppampoon di	7	3	8	4	1	5		3		31
Irumaram	5	3	5	8	1	3	4			30
Vayalur	6	4	1	2	5	2	1	1	2	24
Total	31	19	34	32	28	31	27	12	5	219

Anandan and his team have prepared study materials which we hope to publish and give each child a workbook, which consists of a number of lessons and activity handouts on Math, Science, Social Studies and Tamil language to enhance their cognitive skills, problem solving intelligence tests, communication skills and skills that develop attention and memory.

A sample of some sheets from the workbook prepared;

**பணைமரமும் பணைமரம்**

"தமிழகத்தின் தேசியமரம் - பணைமரம்" இது தெரியுமா? உங்களுக்கு.

பணைமரத்தின் சிறப்புகள் :

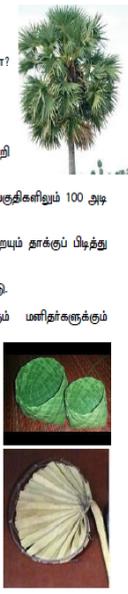
1. மனிதனின் எந்த முயற்சியும், உதவியும் இன்றி இயற்கையாக தானாக வளரக் கூடியது.
2. நீர்வளம் மிக மிகக் குறைவாக உள்ள வறட்சி மிகுந்த பகுதிகளிலும் 100 அடி உயரம் வரை வளரக் கூடியது.
3. எந்தவகை தட்ப வெப்பநிலையையும், குறாவளி காற்றையும் தாக்கும் பிடித்து நிலைத்து நிற்கக் கூடியது.
4. அயூர்வியாக சில பணைமரங்களுக்கு கிணைகளும் உண்டு.
5. பணை தானாக வளர்ந்தாலும், உயிரினங்களுக்கும் மனிதர்களுக்கும் தள்ளளவை கொடுக்கின்றது இதன் சிறப்பு.

பணைமரத்தின் பயன்கள் :

பணைமரத்தின் வேரோடு உச்சிமீட்ட உள்ள ஓலை வரை எல்லாவிடம் பயன்படக் கூடியவை. பணைமரத்தின் இலைகளைத் தான் ஓலை என்கிறோம்.

➤ பணைமரத்தின் பானையில் இருந்து கிடைக்கும் சாறு அப்படியே குடித்தால் "கள்ளு" என்பார்கள். சிறிதளவு கண்ணாடி சேர்த்து மரத்தில் இருந்து இறக்கப்படுவது பதநீர் ஆகும். இது கவையாகவும், உடலுக்கு குளிர்ச்சியாகவும் இருக்கும்.

➤ "நல்லு" ஐக்கட்டியை விழுங்குவது போன்று திட்டுவென்று கவையாக இருக்கும் உடல் குளிர்ச்சியைத் தரும். குடலுக்கு நல்லது. இதை "ஓல் ஆயிரன்" என்றும் கூறுவார்கள்.



**நானும் மாணவனே! நானும் ஆசிரியர் தான்!**

அன்பு மாணவர்களே! நானும் உங்களில் ஒருவன் தான். நானும் தினம் தினம் புதிது புதிதாக நிறைய விவரங்களைக் கற்றுக் கொண்டும் என்னை நானே மாற்றிக் கொண்டும் வருகிறேன்.

எனவே, நானும் மாணவனே !



நான் கற்றுணர்ந்த சமுதாயத்திற்கும், தனிமனிதருக்கும் தீங்கு விளைவிக்காத, கருத்துக்களை வெளிப்படுத்த மரியாதையான சொற்களை பயன்படுத்துகிறேன். மாணவர்களையும் இளம் மனிதர்களாக பாவித்து நட்பு கொள்கிறேன்.

இழிவான சொற்கள் கேவலமான செயல்கள், நடத்தைகள், தனிமனிதனையும், குடும்பத்தையும், சமுதாயத்தையும் சீர்கேடான பாதைக்குக் கொண்டு செல்லும். இது சரியானதல்ல எனவே, அனைவரும் மனிதர்களே! அனைவரும் மதிக்கத்தக்கவரே என்பதை எடுத்துரைப்பதில் நான் ஆசிரியன் என நம்புகிறேன்.

மாதா, பிதா, குரு, தெய்வம்.

நமது ஆசிரியர்கள் இவர்கள். முதல் இருவரும் நம்மை உருவாக்கியவர்கள். மூன்றாவதாக வரும் ஆசிரியர்கள் சமுதாயத்தின் பண்பாட்டை, கலாச்சாரத்தை, நல்லொழுக்கத்தை கட்டிக் காப்பதில் முதன்மையானவர்கள்.

ஆசிரியர்களுக்குச் சமுதாயத்தில் இருக்கும் இடம் பெற்றோருக்கு அடுத்தபடியானது. பெற்றோர்களின் குழந்தைகளை இந்த சமுதாயத்தை கட்டிக் காக்கக் கூடிய பொறுப்பையவர்களாக்கும் மாபெரும் பொறுப்பை ஆசிரியர்கள் செய்வதால் அவர்கள் அனைவரும் மரியாதைக்கும், வணக்கத்துக்கும் உரியவர்களே!

இச்சமூகம் ஊடகங்களாலும், மாற்றங்களாலும் மனிதனை மதிக்கும் போக்கு குறைந்து வருவதும், ஆசிரியர்களை தொழிலாளியாக மதிக்கும் கல்வி நிறுவனங்கள்





#### **IV. The Mobile Library**

The mobile library also operates from the homes of these teachers in their respective villages. The library currently operates in the seven villages where the learning centres are working.

Currently the library has 321 books in circulation. The number of books in each library ranges from 45 to 50 books. The books are rotated in the villages after three or four months. The books so far are fairly in good condition. All the books are in Tamil language. The range of books in the library includes:

- Short stories, village stories, popular books such as Esop's fables, Jataka stories, Panchatantra stories, humour stories, joke books etc.
- Poems and songs such as children's songs, village songs, etc
- Essay books and about India and its leaders, Tamil to English and English to Tamil dictionaries, quotation books, quiz books,
- How to draw and how to paint etc books
- Books dealing with subjects such as Math, science, environment, health, social science and literature.

Children are using the library books in a number of ways. For example, Children from Karuveppampoondi and Anambakkam used the library books to prepare for their elocution contest in school. Girls who have earlier been part of SED scholarship programme are also enthusiastically asking the other children to use the library. The books are borrowed for a period from three to twelve days. There is a great deal of activity around the Erica Royston Mobile Library. The age profile of the children ranges from 6 years to 16 years. Those who have completed their graduation, also use the library. A large proportion of children using the library are studying from Class Four to Class Eight.



## **V. Library Day at Anambakkam Village - on February 17 2019**

To celebrate the world of education and books we held the Erica Royston Mobile Library Day at Anambakkam village. Children from Ozhukarai village also participated in the event. 65 children studying from Class One to Class Nine participated in the celebration of the educational event.

### **Brain Gym exercises**

We started by asking the children to do some brain gym exercises. Some of these included:

**Lazy Eight:** Drawing horizontal eight's in the air with the hands. It activates brain and improves eye muscle coordination and reading speed

**Cross Crawl:** Alternately move arms towards the opposite leg and then vice versa. Since each limb is governed by the hemisphere of the opposite side, this exercise facilitates connection between the two hemispheres and helps to think with both sides of the brain.

**Hooks up:** The exercise can be done while standing, sitting or lying down; Crossing the left ankle on the right one. Then intertwine the hands and fingers and bring them near the chest. Close the eyes and breathe deeply for a few minutes and relax; helps with left-right brain coordination.

The children then displayed their talents through a variety of themes.

### **Science experiments**

Three children demonstrated some science experiments they had done in school.

**Water and glass:** T Bhuvaneshwari of Class Six from Anambakkam village demonstrated the water and glass experiment. Fill a cup one-third with water and cover the mouth with a thick sheet of paper. Holding the sheet in place, take the glass and turn it upside down. Remove the hand from underneath. Because the water inside the glass is lighter than the air outside, the thick sheet holds onto the inverted glass and water does not spill out. The force of air pushing up the sheet is higher than the force of water pushing it down.

**Our environment around us:** Niveditha studying in Class Seven presented a static model consisting of a house with trees and garden around, the inside of the house displaying lights and fans. The model was made of thermocol and cardboard. Through the model she explained about forests, trees, the importance of keeping a clean environment, the phenomena of the breeze and the wind and how we should save our planet.



Candle and air experiment: Nivedha from Class Seven lighted a candle and covered it with a glass. The candle extinguished after some time. She explained that fire creates light and heat from oxygen and fuel. A lit candle needs to draw oxygen from the air in order to continue burning. If the oxygen is not there, the candle will stop burning.

### **Variety entertainment**

A number of children sang folk songs. They also presented a number of dances.

Children individually spoke of Thiruppur Kumaran, a freedom fighter, Mahatma Gandhi, Karunanidhi, Ambedkar etc. Simple home remedies, such as how to identify whether an egg is cracked or not by dropping it in water, how to bring back life into vegetables which has shrunk due to the hot weather by placing them in a tub of water, how to preserve watermelon and papaya seeds for the next season, was also spoken by the children. These they had said they learned from the books of the library and exchange of ideas with other readers.

The children also presented a play 'Kalliappan' which was lesson in their Seventh Class Tamil text book.

### **Chart activity**

The children were divided into 8 groups and they were given chart paper to draw and write on three topics which they could choose. The topics were, My Village, My School and My home. A lot of interesting facets of the children could be seen in this group activity.

Finally a lot of them spoke how they were using the library in a number of ways besides reading the books in the library. An Ex SED student said that a science book from the library which explained some scientific concepts very simply and clearly, helped her understand her lessons better.



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## **VI. Library Day at Irumaram Village - on March 24 2019**

We celebrated the Erica Royston Mobile Library day on March 24 2019 at Irumaram village. Children from villages Putheli and Karuveppampoondi also participated in the event. 72 children enthusiastically participated in the event. And this was a sizeable group. The children were studying in different class from Class 1 to Class 8.

### Brian gym exercises

We started with the brain gym and taught them the same exercises that we had carried out in the earlier Library day at Anambakkam. We taught them the Lazy Eight, Cross crawl and the hooks ups. An activity song was also enacted (something similar on the lines of -if you are happy and you know you clap your hands in Tamil)

We had invited a resource person, Mr Nallapeurmal, who has a vast experience in teacher training and also in learning motivation activity for children. Mr Nallaperumal has over fifty years of experience in teaching and teacher training having also worked in Ethiopia for a long time.

He taught simple exercises in Math, The exercises help in concentration, in activating the memory buttons of the brain and teaching Math in a very simple way.

### Mathematics exercises

#### 1. Exercise no 1

1 2 3 4 5 6 7 8 9 10 11 12.....36

36 35 34 33 32 31 30 29 28 27.....1

He asked the children to whisper through their vocal cords 1 and 2 and say 3 aloud, whisper 4 and 5 and say 6 aloud up to 36. They then has to say this backwards with 36 being said aloud, 25 and 34 in whispers etc.

This exercise makes children concentrate on how they should recite the numbers using their vocal chords and their voice. This incidentally is three times table

#### 2. Exercise no 2

He then asked to recite the following

1 2 3 4 5 6 7 8 9 10 11 12.....36

36 35 34 32 31 30 29 28.....1



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One two three had to be whispered through the vocal cord while 4 had to be said aloud, followed by 5 6 and 7 through whispers and 8 to be said aloud. While saying the numbers, on one the children had to take a left step forward, on two they had to take the right step forward and keep their feet together, on three they had to take a right step backward and on four they had to take their left step backward and stand with their feet together. They had to coordinate their whispers and their shout out of the numbers while doing their leg exercises. This exercise familiarized with the four times table.

The exercise was to strengthen the left brain right brain coordination.

This really energized the children.

3. Exercise no 3

0+1-1, 1+1-2, 1+2-3, 1+3-4, 1+4-5, 1+5 -6, 1+6-7, 1+7-8, 1+8-9, 1+9-10,

9+1-10, 8+1-9, 7+1-8, 6+1-7, 5+1-6, 4+1-5, 3+1-4, 2+1-3, 1+1-2, 1+0-1

The children had to recite the entire set in 30 seconds without losing a number and without a break. This was an exercise in memory and concentration.

He then taught them a lot of songs with themes such as man going to the moon, the environment, the significance of forests, the polity of the country etc.

He asked to teachers to develop their own poetry and songs within the next half hour and asked them to teach the children the songs that they had prepared.

### **Science Experiments**

Madhushree had prepared a chart on the different minerals and vitamins that vegetables have and explained how these vegetables were very good for the health. She had prepared a list of local vegetables and greens.

Kavyadarshinee explained about the history of India and the freedom movement through a chart that she had prepared.

Subhishan had a chart prepared about the seven rainbow colours.

Vinodini explained the process of rain water harvesting and water conservation through charts.

A number of concepts were explained by other children- what happens to an egg when it is immersed in salt water; the positive and negative energy emanating from a plastic bottle with salt water if two iron rods are immersed in them; natural vs electrical refrigeration; the ill effects of Seven Up, etc

The children put up skits, dances and songs.

A lot of students spoke about how the library has been very useful to them. The library books have helped for preparing their school charts and for essay and elocution contests.



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## **VII. Mothers and Fathers workshops**

The theme of this year's workshop for the parents was, helping adolescents to succeed well and conflict resolution within the family.

### **I: Mothers workshop November 11, 2018**

25 mothers attended the workshop. The women came from Karuveppampooni, Putheli, Aizhur, Vayalur and Irumaram.

One woman had not studied, 6 women had studied between Class 5 and Class 10, 5 completed had completed their Class 10, one had completed her Class 12, and one was a graduate.

The participants were divided into pairs and each pair had to share their name, their husband's name, their children's name and the thing or aspect they liked most about their children and one thing or aspect they did not like about their children.

'Good in studies', 'likes sweets', 'goes to temple/church, were the aspects that mothers listed they like in their daughters. 'Gets angry', 'does not listen', 'watches TV', 'plays with the cell phone', does not do house work', 'does not give respect', were the aspects they listed they did not like in their children.

We then divided the participants into four groups, gave them chart papers and asked to answer the following questions as a group activity:

### **Questions**

1. Which is the most enjoyable period of your life?
2. In your life or your friend's life, which is the most difficult you have faced?
3. Which is the difficult situation you have faced in your daughter's or your children's life?
4. How much time do you allot for your daughter and how?
5. What do you know about your daughter and her friends?
6. Does your daughter/children know about your problems or do you hide from them?
7. What is your frustrations your husband?
8. What are the problems that the wife-husband-children face?
9. Is your family a joint family or a nuclear family?
10. Is your husband doing only agriculture or is he doing some other job also?



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### Enjoyable period of life

All groups uniformly agreed that childhood was the most enjoyable period of their life. Life before marriage was less complicated. Some participants said that they were very happy with their fathers or when their father was alive. Participants who had gone to school mentioned that school life was very enjoyable. Birthdays, festivals were enjoyable days.

### Difficult or challenging phase of life

Property and partition of property, neighbor's economic issue, not able to build a home, suspicious husband, daughter shunned for husband's death, husband's drinking habit, violent husband, three daughters who do not help around the house, were some of the issues listed by the participants. Most participants also said that low income was a big problem in the family.

### Difficult situation faced with regards to daughter/children

A host of issues were shared by the participants, was personal tragedies such as son discontinuing education to work after husband's death, daughter passing away, daughter physically handicapped. A couple of women lamented that they did not have boy children. Most of them complained that their children did not listen to them. Some had issues with their children's studies. Money was also a big problem with the participants and they felt that they could not buy what their daughter/children really needed.

### Quality time spent with daughters

Most of the participants said that they spend 1-2 hours quality time with their daughter/children. Some mother said that they ask their children about what happened in school during the day and some of the daughters would tell the happenings in school. Going to the temple, buying clothes, going to relatives place for holidays, cooking foods that the children like were mentioned as spending times with the children.

### Knowing daughter and her friends

Participants said that their daughters took a lot of effort in their school work and did all their homework when they came back from school. Some mothers said they did not know their daughter's friends. Some others said that friends distracted her daughter. Some said they know their daughters friends very well as they are from the same village and do joint studies, daughter and friends also go to school together.

### Hiding problems from daughters

Some mothers said that their children are witness to tensions at home. Fights with husbands invariably happen in front of the children. Also the issue of money is a big problem and when there is a fight with the husband over his splurging away the day's earnings in drinking, the children are very aware of the problems at home. Some mothers said that the daughters are not aware of the loans that they have taken. One mother mentioned that she does not tell her daughters about her illness or being sick such as menopausal issues or headache or other kind of aches and pains.



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### Frustration with husband

Alcoholism, smoking and anger were the main problems spelt out by almost all the participants.

### Joint family Vs nuclear family

Most of the participants' said d that they lived in nuclear families with separate kitchen and homes, though the relatives such as in-laws lived next door or nearby or in the same street. This social change was quite a revelation.

### Husband's occupation

55% of the husbands were doing dual work. When the seasonal agricultural operations got over they doubled up as drivers, construction workers, painters. 45% of the participants said that their husbands were only agricultural labourers.

### Conclusion

Anandan summed up the various conflicts that happened within the family and which affected the children. Daughters not listening to their mothers or showing signs of rebellion was part of adolescent life, explained Anandan. Conflicts and tension cause stress and damage in relationships. Managing stress was the best way to arrive at conflict solutions peacefully, which would also have a positive rub off on children. Anandan then elaborated on aspects such as cooperation, communicating more with the husband and children, showing empathy in times of difficult situations and more importantly managing their emotions and keeping it in check during conflict situations.

The session ended with teaching the participants some yoga specially breathing exercises.





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## **II: Fathers workshop April 28 2019**

19 fathers attended the workshop held at Salavakkam. The parents came from Anambakkam, Palleshwaram, Salavakkam, Malayangulam, Kallam Nagar, Aizhur, Putteli, Irumaram, Mallikapuram.

We continued with the same theme of the workshop that we had organized for the mothers' i.e., helping adolescents to succeed well and conflict resolution within the family.

As an introduction to the workshop, a bag of toffees was passed around and each participant had to pick up between three and seven toffees from the bag.

We then asked them to introduced themselves, the daughter's name and list the good qualities they had according to the number of toffees they had picked from the bag.

Some of the decision to pick the number of toffees was interesting. Some fathers said they took the toffees as per the number of people in their family.

Some of the attributes that the fathers listed were as follows:

- I work hard
- I help my family
- I solve the problems of the family
- I do not use foul language
- I like my son more than my daughter
- I am friendly
- I do not drink
- I am very quiet
- I drink a little
- I give a ride to people in my cycle/motorcycle
- I help the children
- I help the elderly

We then mapped a time and work chart of some of the fathers and this is how it panned out.

5-6 AM- RO Water/work/wake up children

6-7 AM- Work/send children to study/

7-930 AM- help in home/cooking/fetching water/taking children to school

9 30 -6 pm – work

6 pm -8 pm – help wife/return to work/manage water

8 pm onwards – dinner and rest

We divided the participants and divided them into four groups.

We gave all the participants a set of question for them to deliberate and write the responses in a chart paper.

1. The five things you like about your father



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2. The five things you do not like about your father
3. The five things you like about my children
4. Why does your wife spend more time with your children than you?
5. Do you compare your children with other children?
6. What are the responsibilities of a father and mother in parenting?
7. TV/Cell Phone/TASMAC (Liquor shop), how does it affect the family?

#### What they like about their fathers

Most participants' reminisced about how good their fathers were. They recalled their father's affection, shared love, how he encouraged his son to study but the son did not listen to his father, and how they took care of their sons.

#### What they do not like about their fathers

A lot of bottled anger seemed to have emerged from the question. Some participants mentioned how their fathers had pushed them into child labour by making them work in a hotel, a biscuit factory in farm labor. Most of the fathers had the drinking habit. There were always fights and there was no peace in the family.

#### Things they like about their children

Fathers reveled in talking about their daughters, ranging from her laughter to studying well, to talking nineteen to a dozen, to giving the father a glass of water before they started for work.

#### Things they did not like about their daughter

Watching Television, playing with the phone, not listening to the father, not studying well, were some of the most important things they did not like about their daughters.

#### Wife spending more time with daughters

Most fathers did not agree when this statement was argued. However when we went back to the time and work chart, some fathers did admit that they did not spend as much time with the daughters as the mothers. Most said that they worked hard to support the family and needed the rest time to prepare for the next day. One father mentioned that he makes it up by eating together on Sundays.

#### Comparing their daughter with other children

To this question there did not seem to be any credible response. Most fathers said their wives were the ones who knew about their daughter's friends. They said that they generally did not indulge in such



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comparisons. Asked to name the friends of their daughters, most of them could not remember, though a few fathers did mention the names of the friends.

#### Responsibilities of parenting

This query had a breadth of interesting responses. Some fathers talked of teach the girls values. All fathers unanimously said that they would give their daughters as much education as possible. Fathers said that beating the child was definitely not responsible parenting. Children should be treated fairly they said. And above all they realized that the wife was perhaps shouldering a greater responsibility in parenting than fathers.

#### Effects of Television/Cell Phone and TASMALC/alcohol

Fathers unanimously agreed that their wives were watching more television than they did and they were wasting their time watching television serials. They felt that children get affected by television. And serials also perhaps added to behavioral issues.

The most important ill effect of a cell phone, the father believed, was the constant fiddling of the phone by the children. While some felt that children were learning through the cellphone. However they also felt that children playing games and spending a lot of time with the device was not right.

Interesting issues emerged from consuming alcohol. Most fathers listed out the health hazards of drinking too much alcohol. One could have alcohol in moderation they opined. However they justified their drinking by saying that they needed a tittle after a hard day's work. Most of them said they were doing a lot of physical labour during the day and they need the alcohol to unwind. When they were probed about the discord it created at home, fathers agreed that this was one of the major causes of tension at home and it was a huge economic issue. But they were silent when asked if they would stop the habit.



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Conclusion

Anandan summed up the day's workshop by reinstating the fact that what came out fathers indicated that there was less of hostility between father and daughter, though there were serious issues with wives. He stressed on the need for a harmonious family environment in which their children can excel in whatever they do. Anandan also made them realize how much time they spend with their children in a day. This was also required for the psychological well being of the children and adolescents.





## **VIII. Support for the 2017-8 and 2018-9 Programmes**

The budget for the 2017-2018 and 2018-19 school years were respectively chf 19'065, and chf 19'030: the actual cost increase between the two years being offset by a fall in the exchange rate. The 2019-20 budget is similar at chf 19'340.

Our very heartfelt thanks go to so many people and organisations who helped change the lives of the 120 girls in our scholarship programmes in 2017-8 and 2018-9.

In particular, our thanks go to:

The participants of the four Cosmetic Cream workshops held in aquaTECH and Jane's home in 2017 and 2018, who supported 21 girls for one year;

Jane's friends and family whose 60<sup>th</sup> birthday present also enabled 21 girls to be part of the programme for one year;

To the following people who enabled 14 girls to be part of the programme for one year: Raynelle Arcaini, Karen DeLamarter, David Hiler, Kimberly Parker, Charles Pictet, Kate Marx, Michel Megard, Kelly Richdale, and Linda Stoddart;

Every Drop Counts Association who supported 3 girls for both years;

Members and attenders of Geneva Monthly Meeting who supported 3 girls for one year;

To Lata Ramaseshan and her friends who supported the additional 9 girls in the 2018-19 programme;

To Manav Chopra and Terrence Brown for creating and maintaining the website [www.sedt.ch](http://www.sedt.ch);

To aquaTECH for hosting the cream workshops;

And to Jane Royston who supported the remaining girls for the years 2017-18 and 2018-19.