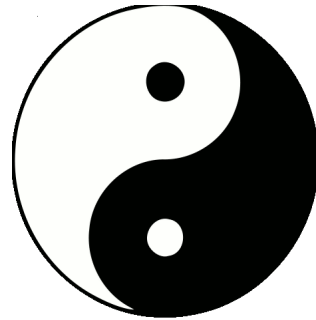


SANTI TRUST

Andrews Pally, Santiniketan

West Bengal



Annual Report

2012-2013



OUR TRUSTEES

1. Smt.Sujata Parekh

Member of the Spastics Society of Eastern India
(Presently Indian institute of Cerebral Palsy)
And consultant in the Field of disability
Kolkata

2. Sri Dilip Kumar Das, I.R.S

Chief Commissioner of Income Tax (Retd)
Formerly Dy. Secretary, Union public Service Commission.

3. Geeta Banerjee

Consultant in the field of HIV/AIDS,
Formerly Technical support consultant of family planning
Association of India, Kolkata Branch
Fields of work, Population
Education and Family Life Education

4. Dr.(Ms.) Neerja Chand

Superintendent, Teg Bahadur Hospital, Kolkata
Visiting physian Taj Bengal (Hotel),
Member Rehabilitation Centre for Children, Kolkata

5. Sanghmitra Deb

Teacher, Formerly Mothers International School, New Delhi

6. Smt. Sukla Deb Kanango (Chair Person)

Formerly Professor of Social Work, Visva-Bharti

7. Sk. Alaul Hoque Mondal

Treasurer
Mobile No.-9434096822

8. Ms. Madhura Chakraborty

Secretary
Email id: - chadnichakraborty@yahoo.co.in
Mobile no.-8389869

Introduction

It gives us immense pleasure to place before our well wishers and all concern the annual report on activities carried out by the units under the auspices of the Santi Trust during the year 2012-2013.

As have been generally known the main thrust area of activity of the organization is education for family life and engagements of youths in different constructive work which again is related mainly to education. The Centre for Family Life Education in collaboration with secondary and higher secondary schools, organized Family Life Education Programme (FLEP) for adolescents and youths, studying mostly between VIIIth Standard and XIth Standard. The Centre has also initiated a programme on an experimental basis, named as Value Education through Story Telling Programme (VESTP).

This year there has been two collaborative works; one with Utsarga, a local organization for implementation of VESTP Programme. Second workshop was held at Mumbai on F.L.E.P with the adolescents. This year one of our volunteer from Bangladesh has carried the F.L.E.P in selected school and collages in Bangladesh.

The Centre has also initiated a programme to explore the feasibility of carrying out F.L.E.P with the parents.

The Centre is striving hard to keep its focus rooted on this area, so that the input of the programme can be objectively assessed. Based on this the future course of action can be worked out.

Resource Persons:

Santi Trust has been fortunate that it has received support of some external professionals who came forward and took active interest in its activities. Not only that, they even contribute immensely to its programme by conducting educational sessions for the beneficiaries. The following professionals have been associated with the Trust since its inception and the Trust acknowledge with gratitude their invaluable help and support.

Smt. Tripti Bose, Psychotherapist, based in Washington and presently freelancing. She is a past graduate of the Tata Institute of Social Science, Bombay and worked in various mental health institutions in the United States. Dr. Jayanta Sukul, Assistant Chief Medical Officer, Birbhum District and chief of all governmental medical services in the Bolpur Sub- Division Of Birbhum District, West Bengal.

Sri Krishnapada Sil, Yoga Teacher and Yoga Therapist, graduated from B.K.S. Iyengar Institute, Puna, Maharashtra.

Workshops on Family Life Education:



PRACTICING YOGA DURING WORKSHOP

Both the academic session and the system of examination have been changed. That is why there is very little time for the students to participate in other programmes



like these workshops on Family Life Education. Still the growing need for such guidance on family life education for adolescents and youths has been realized by some of the school authorities. Hence even in the present busy schedule they have come forward and took the initiative to organize such

workshops at their school premises. The Centre has also welcomed and supported their initiation. Therefore, six, two-day workshops were organized with the students of Patha Bhavana at Santiniketan. In these six workshops all together 49 girl students and 51 boy students participated.

Their participation demonstrated high enthusiasm and their queries proved the need for such workshops in a more regular manner for better guidance. The feed back from the school authority was also very positive and the feed back received by them from the students, reported to have had good learning opportunities during these workshops. The students reported to have had learned different ways of looking at the GROUP WORK DURING WORKSHOP realities, gained new perspective and learnt about appropriate attitudes and out look.

Value Education:



VOLUNTEER WITH THE STUDENTS: CLASS ON HUMAN BODY

This particular programme, on an experimental basis, has been initiated in four primary schools —three in Bolpur Town and one in a village named Mohidapur. Before going into the details it would be necessary here to mention the idea behind this particular programme.

Experience of working with the high school students during the above mentioned workshops indicated that many of the attitudinal and behavioral aspects of the students needed to be attended to at the earlier stages of life and not when they

reached adolescence and youth. Working with them at the higher level could not have that impact for the following two reasons – (i) behavioral pattern based on certain attitudes have already set and it was uphill tasks, rather difficult, to change some of the undesirable behavioral pattern; (ii) time available during the workshop is not suitable for the above tasks as it is too short and can not be long term, continual affair. Hence to intervene at an earlier stage, that is formative year of life which is early-childhood period, would be comparatively more meaningful.



I can write and it is my right

Goals of this programme were to develop appropriate attitudes and behavior in the children using such means (method, techniques and medium) which would also enable them to master the following skills – (i) correct pronunciation, (ii) ability to reproduce by hearing e.g., taking dictation; etc. (ii) legible – clear and proper hand writing; (iv) ability to identify – letters, words, sentence, numbers etc. correctly.

Means of conducting the programme is mainly through recreational activities', e.g. oral exercises like verbal games for pronunciation, spellings, as well as composition

of stories etc. Besides these, other activities like drawing, posturing etc. which gives opportunities for developing the skill of writing also. Story telling, recitation, singing and dancing form an important part of these activities to harness their creative urge. As the children are made to do these activities in groups they are helped to become sensitive to their fellow mates' feelings and change their way of relating to them where needed. This also enables them to differentiate between proper and unhelpful behavior.

This particular programme has been initiated at the concurrence of the Birbhum District Primary Education Council of the Govt. of West Bengal. The programme is being implemented in collaboration with a voluntary organization called Utsarga based in Bolpur. Member-volunteers of this organization are working in two primary schools while the other two schools are being served by two youth volunteers. Both of them are students.

Keeping in view availability of time and convenience of each school the schedule of activities has been fixed. While in two schools it is once in a week spanning an hour and a half, in another school it is two days in a week. In the former four volunteers work while in the latter one volunteer has to take care of nearly 70 students, hence it is held two days in a week. In the fourth school, the volunteer being based in the same village and also because of his high motivation, he conducts the sessions three days in a week.

On the whole, response from the school authority has been quite good. Although initially apprehension was there but now it turned out to be appreciation for such kind of work. Response from the students has been very enthusiastic. As reported by the schools, on these particular days attendance become almost hundred percent.

Since this programme can be effectively implemented with the help of volunteers only, there is not much scope for expansion of this programme. Volunteers are not easily available and paid staff can not be engaged for paucity of funds. Also the latter generally do not guarantee effective performance. However, the Centre is keeping its option open.

At one of the Primary Schools at Mahidapur village (under Ruppur Gram Panchayat), the said programme has been going on since 2012. There were 36 students who attended this programme during 2012-13. One youth volunteer from the village has been conducting this programme. Initiation of this programme was preceded by a survey of the families to which the students belong. Parents of these students have quite positive attitude towards this programme.

Hashi Khusi:



Hashi Khusi is the non-formal education centre for children. It caters to children who are attending formal schools; pre-primary and primary. All these children belong to disadvantaged sections of society. Two volunteers teach these children and help them with their lessons. Although desired very much the centre's activities could not be diversified for two main reasons – one, the space where the centre conducts its sessions is open, without any physical structure, at Railway station area. As such nothing else could be done and there is the uncertainty that any time Railway may want the space to be vacated. Though, for the children, this is the most convenient place as it is easily accessible, not far from their place of residence and they need not be escorted to the centre. Under these circumstances the activities are very limited.

Collaborative Work:

The workshops on Family Life Education have been organized with active support and work of committed volunteers since the beginning. The Centre has been fortunate in having a few very committed volunteers. Being actively involved in conducting sessions with the workshop participants these volunteers developed keen interest in this programme. They also demonstrated their capability in this regard.

Workshop in Bangladesh:

One volunteer hails from Bangladesh and is presently doing his Masters Degree Course in Social Work. He took initiative to organize similar workshops for the students of a Higher Secondary School and a College in his native district in Bangladesh. He had to do salesman's job to convince the authorities of these institutions regarding the need for such programme. Fortunately he did not have to struggle much as they were readily agreeable to try out this programme (which was nothing but important educational inputs that would supplement the already existing academic programme).



WORKSHOP ON FAMILY LIFE EDUCATION AT BANGLADESH

Two workshops on Family Life Education were held in the two institutes and participants were all girl students. Other resource persons, apart from the above mentioned volunteer, were from the local area. Three local youths also actively helped in the organization of the workshops.

As the volunteer was a student he needed financial assistance and technical know-how from the Centre for Family Life Education, Santi Trust. Sponsorship was arranged with the help of external sources for the student's visit and other materials like educational tools etc. The educational institutes concern (the college and the H.S. School) also mobilized some (limited) resources on their part. Surprisingly, with this minimum financial support they managed the whole programme very well.

Response from the school and the college authority had been very encouraging. The participants were highly enthusiastic and took keen interest in the works during the workshop. The feedback from the workshop can be summed up by this query, 'when next could we organize such programme?'

Workshop in Mumbai:

The other volunteer, female and a Social Work graduate, is presently working in Mumbai. During this working period she, in her individual capacity, visited a voluntary organization called the India Sponsorship Committee, a very old and reputed organization working with children from disadvantaged families in the city of Mumbai. One of the important components of their service is providing support for education of these children. They conduct coaching/tutorial classes for these children apart from other supplementary educational activities. Learning from the Volunteer they evinced keen interest to conduct sessions on Family Life Education for their child beneficiaries. Hence, they approached the Centre for Family Life Education of Santi Trust for collaboration in organizing this particular programme. The Centre welcomed their proposal with the contention that it could provide only the technical know-how like teaching-learning materials and volunteer's service in organizing the workshops. However, the Centre would not be in a position to provide any other assistance/service which required finance.

The volunteer till now has conducted two workshops with the students of the India Sponsorship Committee. As reported, the participation of the students has been very good. They took keen interest in the subject matters dealt with during the workshops. Management and the personnel concern of the Committee were highly appreciative of the content and method of conducting the workshops.

Family Life Education Programme for Parents:

This programme is at its infancy, going through exploration and experimentation. In fact, while deliberating on the Family Life Education for children, adolescents and youth, it was strongly felt that the programme would have beneficial impact if parents were made to involve equally in this programme, for working alone with children would not be very effective unless parents were brought within the purview of this programme. While educators using different approaches and techniques worked with children, parents had to be made aware of these and made to realize the significance of these approaches and techniques so that parents' way of dealing did not contradict (extremely) the former. Not only that, feedback from parents would be added knowledge for the educators to examine the new issues that they would bring forth and review their own approaches and techniques and make necessary changes and rectification based on this knowledge.

It was further deliberated on and was planned that the approach could be other way round. That was, from parents to children but the only thing is that the same group of students and their respective parents could not be brought together. Alternatively, by working with parents children had to be reached directly or indirectly. Based on this understanding some discussion sessions with mothers belonging to Self-Help Groups (SHG of Women) were organized during 2011-12. Five such groups attended these sessions spanning three days. What struck the organizers was that the issues that were brought before them were related to upbringing of children and dealing with children's behavioral issues and they were very attentive, often expressing their agreement with the views expressed by the organizing educators. Some evinced keen interest in contacting the Centre in future. Many of the mother's expression demonstrated that they themselves were concerned about many of such issues related to their children.

With this background knowledge the Centre, during 2012-13 initiated discussion with mothers in their respective villages on a specific day and time fixed according to their convenience. Few that were organized obtained good response from the mothers. In fact, those who could not attend but heard about the subject matter of deliberations were very keen on having such sessions in their localities subsequently. Efforts are going on to organize more such programme. This is being organized with the help of volunteers from village who were involved in rendering services to people at their own initiative and the centre is also planning further ways to reach the parents group.

The Trust has ventured into an area where not much prior work has been done. Organization of each programme is bringing new areas and issues before us. These have to be given thought to and ways of responding to the issues need working out. In fact, for the organizers it is a new learning and development of new ways of carrying out the activities. It is challenging but at the same time interesting.