

**VERTC**  
**AKSHARAVANAM**

**Vandemataram**  
**Educational Research & Training Centre**

Vandemataram Foundation, Akshara vanam,  
Kalwakurthy, Nagarkurnool Dist., Telangana State

# Vision

**Enrichment** of **Human Resources**  
with **Ethics & Values**

# Mission

**Designing & Executing  
Scalable & Sustainable Programs**

with

**Measurable Parameters & Feasible Tools**

through

**Research in Pedagogies & Trainings**

# The Problem

on which VERTC is focussing

Around

**85%**

of High school students

remain

**disconnected**

from the process of class room learning for more than 85% of their class room time, even with the best efforts of efficient teachers



Children are increasingly

**“Becoming Indifferent”**

(don't want to think, speak, discuss, interact, learn)

## Causes for the Problem

Expecting a teacher to reach all students in a class, which is practically impossible

(in a stipulated time as each learner's level, pace and style of learning etc. are all unique)

More emphasis on the completion of syllabus rather than on learning outcomes

Having no space for customised programs and personalised learning

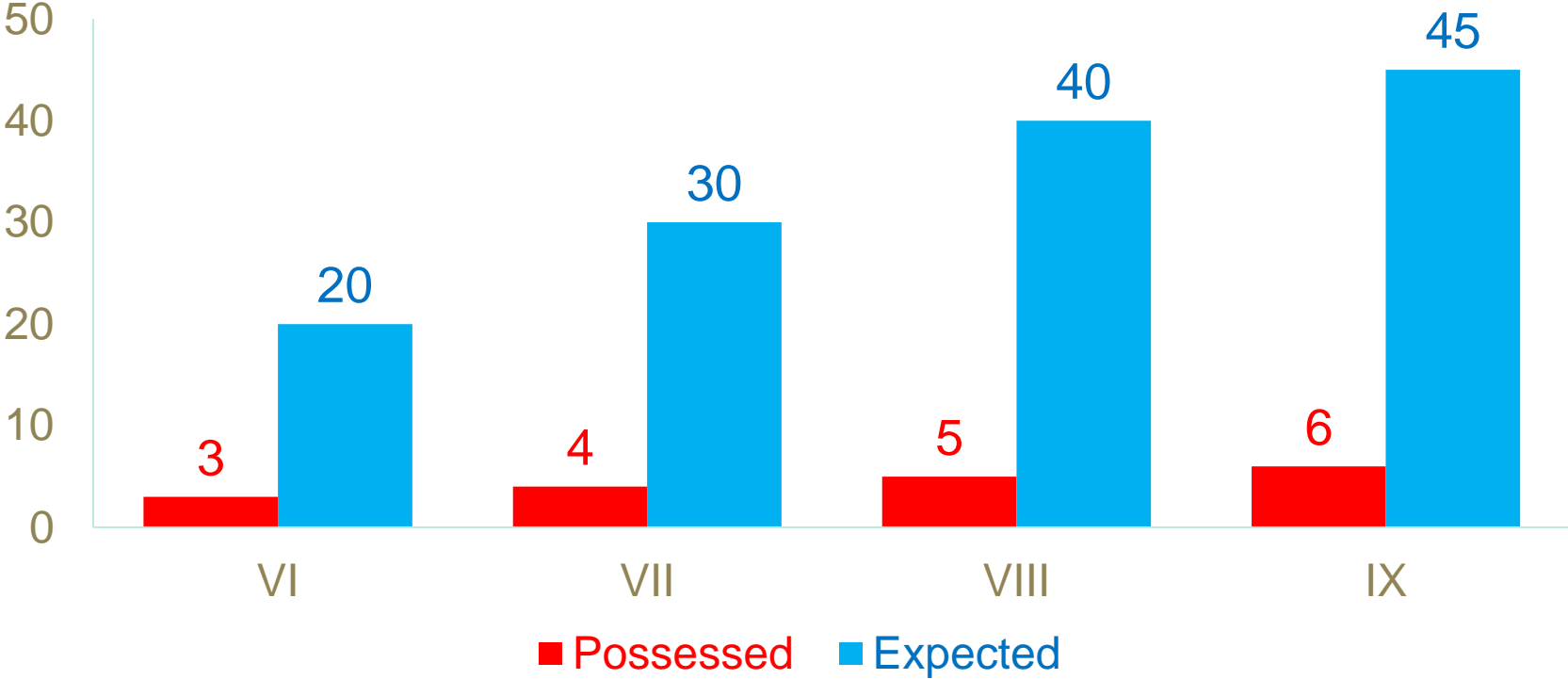
# Intensity of the Problem

VERTC Survey 2016

The graph below shows the gap between the expected and possessed competencies



### Possessed Vs Expected



Without having these expected basic competencies the students get disconnected to their class room teaching

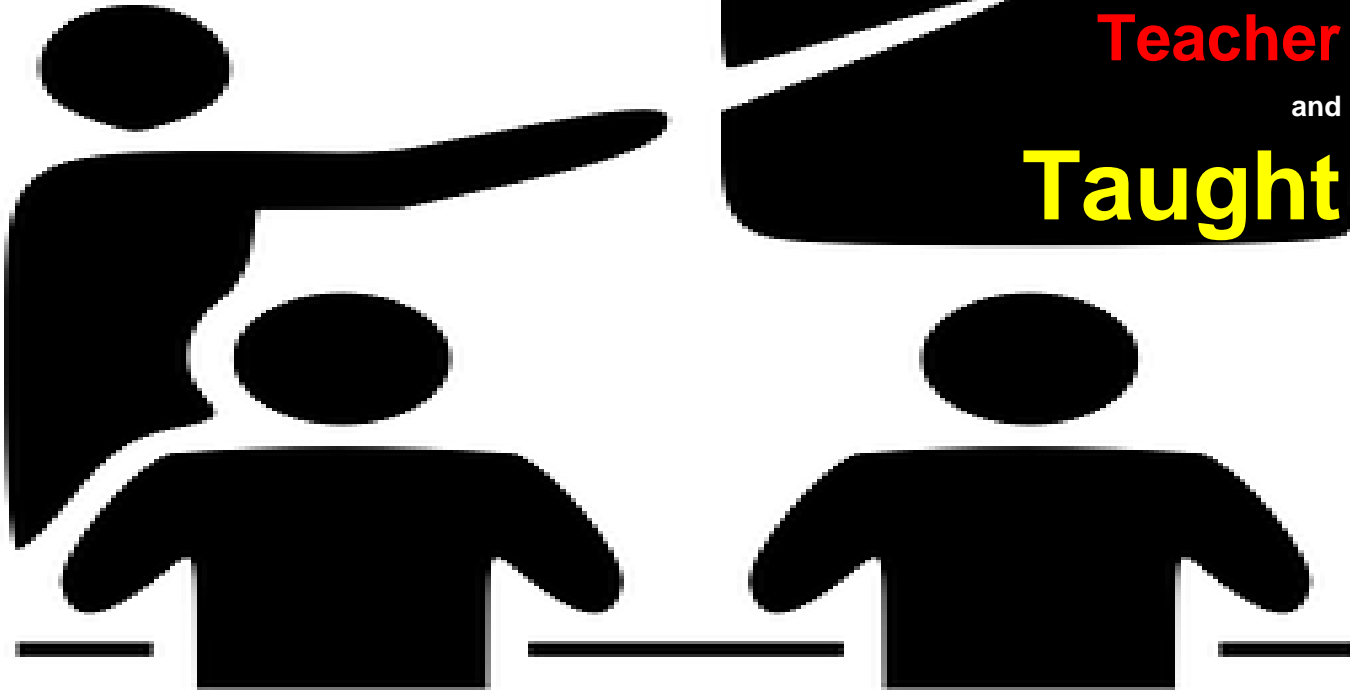
Huge gap between the expected and possessed competencies resulted in

disconnection between

**Teacher**

and

**Taught**



# **VERTC Objectives**

**To reduce the growing gap between the Teacher and the Taught**

**To improve abilities to understand and express one's feelings and emotions**

**Innovation**

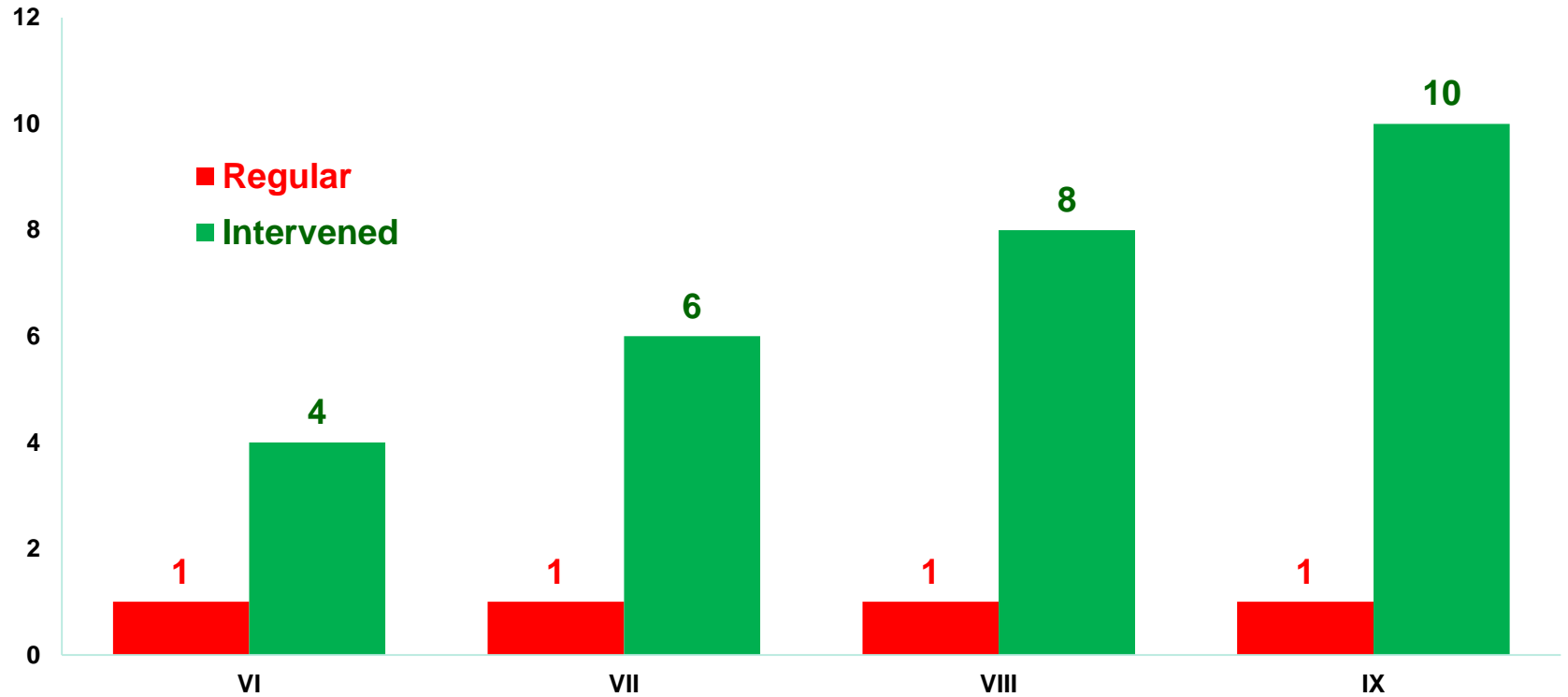
**Minimum Learning Abilities (MLA)**

a workable solution modelled for Mathematics

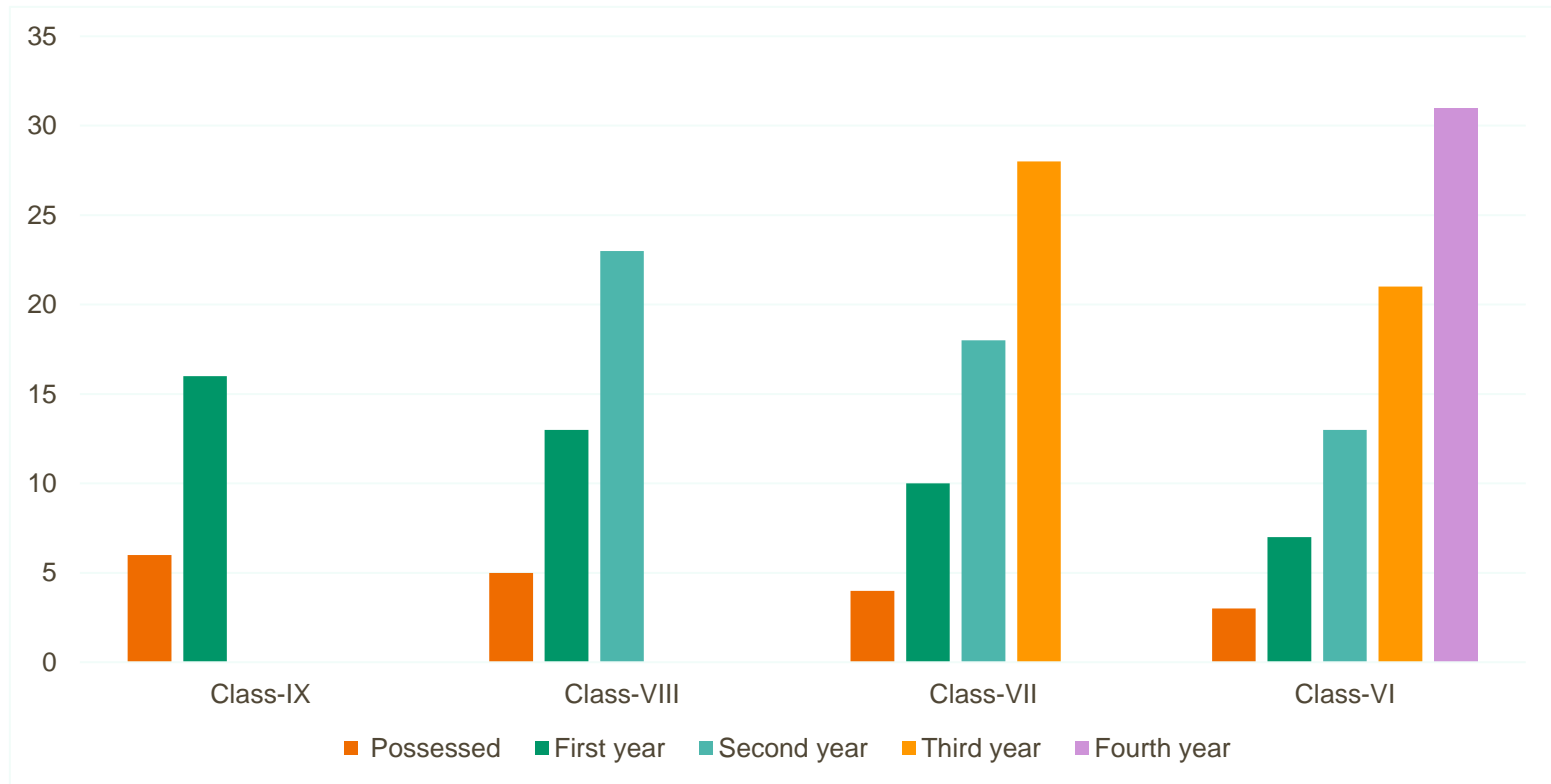
# **Impact of our Intervention**

# Ability acquisition rate per annum

Regular vs VMF Intervened



## Outcomes by the end of each academic year when VMF intervened in VI to IX classes



# Mode of Intervention

through

**LLL program**

(each “L” stands for Language, Logic and Life skills)



We adopted  
**LL-LT Methodology**

# LL-LT

(Little Leader – Little Teacher)

is an innovative shift from

“One Teacher – Many Students” concept to that of

“One Facilitator – Many Student Teachers – Many Students”



**Little Leaders – Little Teachers**

**One Facilitator – Many Student  
Teachers – Many Learners**



3 LC's

LT & LC



Peer Learning, Personalised Learning, Active Learning, Learning at their own pace, Active Children, Child Centric, Teacher Friendly, Teacher as a Facilitator and Researcher are all seen in the class room with the concept of LL & LT



LC : Little Captain (Student)  
LT : Little Teacher (Student)  
LL : Little Leader (Student)  
FC : Facilitator (Teacher)

1 LL & 2 LT's

1 FC, 1 LL & 3 LT's



# LLL program

facilitates

Customised Programs  
Personalised Learning  
Self Assessment  
Peer Teaching and Questioning

Student Centred  
Teacher Friendly  
easily administrable learning  
environment

**Over 60000 students, 1600 teachers and 1000 govt schools are getting benefitted from the program so far**

# Peer learning bridges knowledge gap

NGO initiative has reduced the disconnect between teachers and students

R. AVADHANI  
SANGAREDDY

In a bid to improve learning levels in school students, a civil society organisation has started a campaign to promote peer learning.

The Vandemataram Educational Research and Training Centre (VERTC) in Aksharavanam based at Kalwakurthy in Nagarkurnool district has for the past two years experimented on approaches to peer learning resulting in significantly increased learning ability among students.

A study conducted by academic groups indicated that as many as 85% of the students were not learning as they were unable to connect with what their teachers were teaching for 85% of their classroom time, vice-



**Overcoming fears:** Students performing at a 'Little Leaders - Little Teachers' orientation camp. ■ SPECIAL ARRANGMENT

president of the Vandemataram Foundation V. Sripathi Reddy told *The Hindu*.

## Teacher orientation

Neither the teacher nor the student was to blame, the problem was the growing disconnect between the two, he

said. "At VERTC we have done research and have conducted pilot projects and even orientation camps for the students of various government schools for the past two years," he added.

Last year, about 1,600 students from government schools were trained by the

VERTC in Mahaboobnagar district in a 40-day training camp.

During training, the higher learning ability students taught their peers with learning difficulties.

"All our efforts and experiences have endorsed the fact that peer group learning is very effective. The Teaching-Learning programme through our 'Little Leaders - Little Teachers' initiative held in various schools has paid rich dividends in the form of enhanced learning among the students," Mr. Reddy said.

In VERTC, the teacher plays the role of a facilitator instead of a teacher and the students try to address problems among themselves and reach the teacher only if needed.

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# Igniting minds, making them leaders

1,500 students going through 'experience of a lifetime' at six 40-day orientation camps

SURESH KRISHNAMOORTHY

**HYDERABAD:** A whopping 1,500 students are going through 'experience of a lifetime' at six different 40-day orientation camps, titled 'Little Leaders, Little Teachers', an initiative of the Educational Research and Training Centre of the Vandemataram Foundation and the Mahabubnagar district administration.

Students from government schools across the district, of classes VI to X wake up at 5 a.m. and are kept active till 9 p.m., through the duration of the camp that are currently on at Kalwakurthy (Aksharavanam campus), Bhoothpur, Amarachinta, Ramreddygudem and two in Nagarkurnool.

## Non-academic

The non-academic part of



**KEEPING THEM ACTIVE:** Mahabubnagar Collector T.K. Sreedevi interacting with school students at an orientation camp in the district. - PHOTO: BY ARRANGEMENT

the programme, which started on April 20, is yoga, 'Swachh Bharath', book reading, meditation, a nap around lunchtime and towards evening peters off into drawing, art and craft, karate, classical and folk dance.

The academic component includes a focus on improving numerical skills, knowledge of mathematics, geometry and chemistry.

The Sunday schedule will be slightly different though,

with a little less of academics and two movies - one in the morning and one in the evening, selected from among the children's films available for universal viewing.

While initially appearing to be packed, the schedule has been chalked out scientifically, keeping in mind the needs of children in the age group of 10 to 15 years - for example, lights are switched off strictly between 9 p.m. and 5 a.m., to ensure that they get eight

hours of sleep.

Speaking about the initiative about which he is very passionate, Sreepathi Reddy, who runs the SPR Schools of Education in Nalgonda and Warangal and the Vandemataram Foundation says, "The basic concept is one of 'Training the Trainer'. Since we cannot be present in every government school, I designed this programme that is being amply supported by the State Government. While we provide the content and run the camps, the district administration takes care of the logistics of boarding and lodging."

"It is an initiative to augment quality of education in the district and also surmount scarcity of teachers. Those attending these camps go back to their schools fresh with the training they went through and share the same with their classmates. It is a child-centered learning system that will fuel their interest in education. These 1,500 participants will ignite more than lakh-and-a-half students in the schools of this district," says Collector T.K. Sreedevi.

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**Thank you All!**