



# 子供 そして 言語

*(includes) Our Chinnara Angala Report  
A Dropouts Perspective*

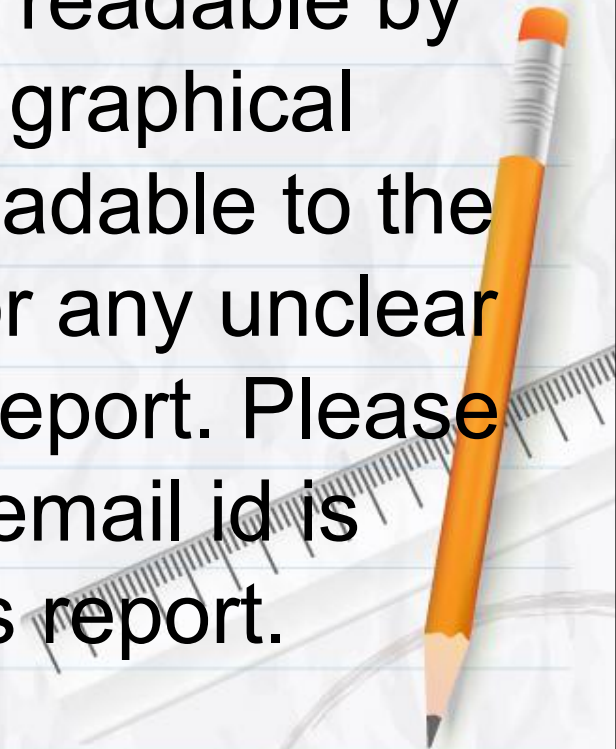
# *Children & Language!!*



*(includes) Our Chinnara Angala Report  
A Dropouts Perspective*

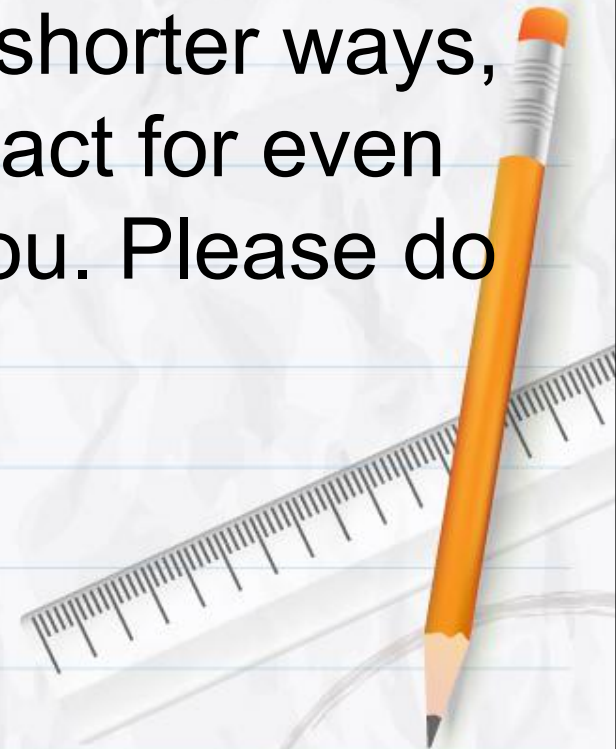
# Disclaimer

Following is a report consolidating our experiences and analyses with respect to Out of School Children we have worked with surrounding Language. We have tried to make the textual content more readable by supplementing it with some graphical content. We hope this will be readable to the general public. We apologize for any unclear descriptions made here in this report. Please feel free to write to us. Our email id is available at the end of this report.





These reports include of years of observation and could end up being lengthy or repetitive for those working on the same subject. We welcome volunteers who will help us compile it in better and shorter ways, keeping the entire essence intact for even an uninformed reader. Thank you. Please do read on...





# Glossary

- **Chinnara Angala** or the Non Residential SSA Bridge Programme involves giving foundation literacy to children... Basic Language and Basic Math are taught rigourously here for atleast 90 days starting when school vacation starts and ending post a month or more after next academic year of school starts.. And finally mainstream them to regular schools.



# A NOT SO CLOSER

## Look At Out Of School Children

### of Chinnara Angala - Neraluru

### 2018-19






|        |   |        |            |                               |                           |
|--------|---|--------|------------|-------------------------------|---------------------------|
| Ranjan | F | OBC    | 01-01-2010 | Bihar                         | Neraluru                  |
| Shivan | F | OBC    | 30/07/2010 | Bihar                         | Koli forum /Neraluru      |
| Sanju  | F | OBC    | 12-10-2004 | Bhiar                         | Neraluru                  |
| A...   | M | OBC    | 05-04-2011 | Bihar                         | Neraluru                  |
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|        | F | OBC    | 09-10-2007 | assam                         | Shivapuri Layout Neraluru |
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Special Thanks to Vinutha Kudva for translating the Kannada Reports.



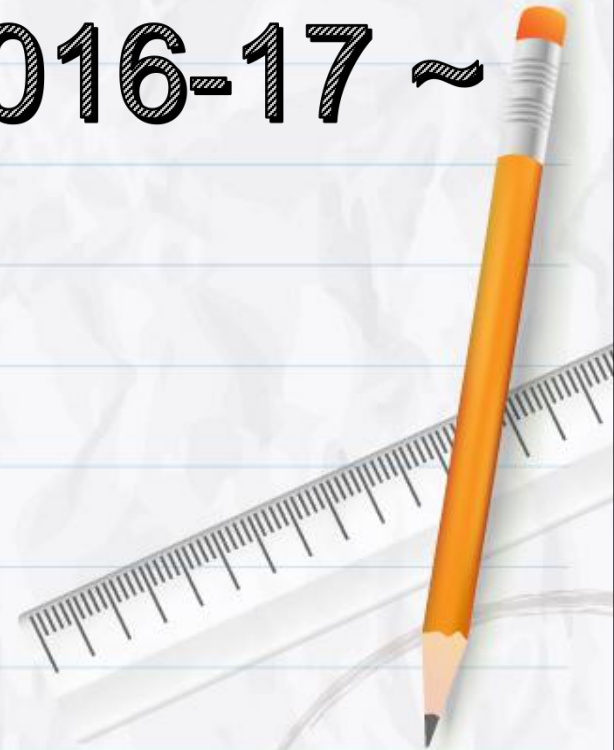


**Please Observe the Native Places  
from where these Out Of School  
Children come...**



|        |   |        |            |                               |                           |
|--------|---|--------|------------|-------------------------------|---------------------------|
| Ranjan | F | OBC    | 01-01-2010 | Bihar                         | Neraluru                  |
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**And this is Chinnara Angala  
~ Jeedimara Slum 2016-17 ~**







• ಮುಗಿದು

ಶಾಲೆ ಸೇರಿ ಓದುವ ಮುನ್ನ

ಗೌರವಾನ್ವಿತ





# Chinnara Angala Dommasandra cluster, Anekal Taluk - 2016-17

Δελφίνι 2014/36

1. ಪ್ರ. 230ನೇಯ ಸಂಖ್ಯೆ: 230ನೇಯ  
 2. ಮಾಹಿತಿ ಸಂಖ್ಯೆ: 230ನೇಯ  
 3. 16-0007 31-05-2007  
 4. 1610792007  
 5. 9 ಸಂಖ್ಯೆ: 9  
 6. 230ನೇಯ  
 7. 230ನೇಯ  
 8. 230ನೇಯ  
 9. 230ನೇಯ

• ☒ not a primary data source

• maailma on muutunud vähem sõpruslikuks

1. ಮುಖ್ಯವಾಗಿ ನೆರವಿರುವ ಪಾಠ:

- ਸਰੋਤੀ ਸੰਸਾਰ ਸਾਧਨਾਂ ਦਾ ਵਰਤੋਂ (ਸਰੋਤੀ ਸੰਸਾਰ) :-

1. ಮಗುವಿನ ವಿಶಿಷ್ಟ ಗುಣಗಳ ಸಂಖ್ಯೆ (17 ಅಂಕಗಳಲ್ಲಿ)

2. **ಪಿಡುಕ್ಲಿಟ್ಟ ಕಾಲಂ ಬಾಕಿ ನಿರ್ವಹಿಸಿ:-**

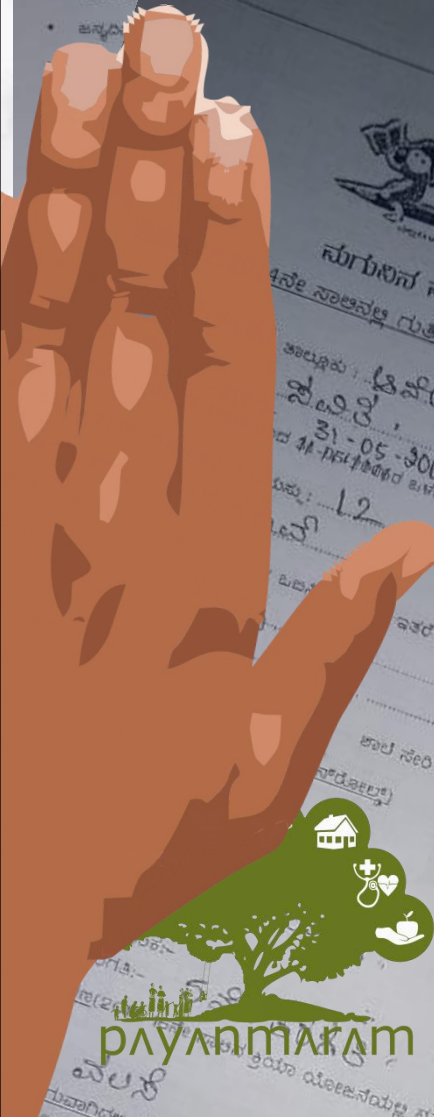
3.  $\text{HCO}_3^-$  and  $\text{H}_2\text{CO}_3^*$  are

1. *செய்து கொடுக்கப்பட்டிருக்கிறது*

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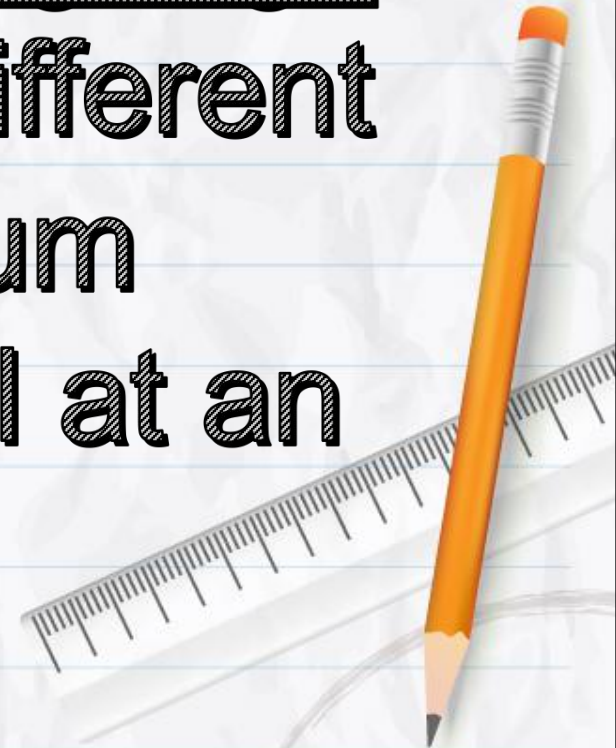
**And this is Chinnara Angala  
~ Jeedimara Slum 2015-16 ~**







Most cases of Out of  
School Children we saw  
were migrants who did not  
speak the native language  
but had to go to a different  
language Medium  
Government school at an  
older age



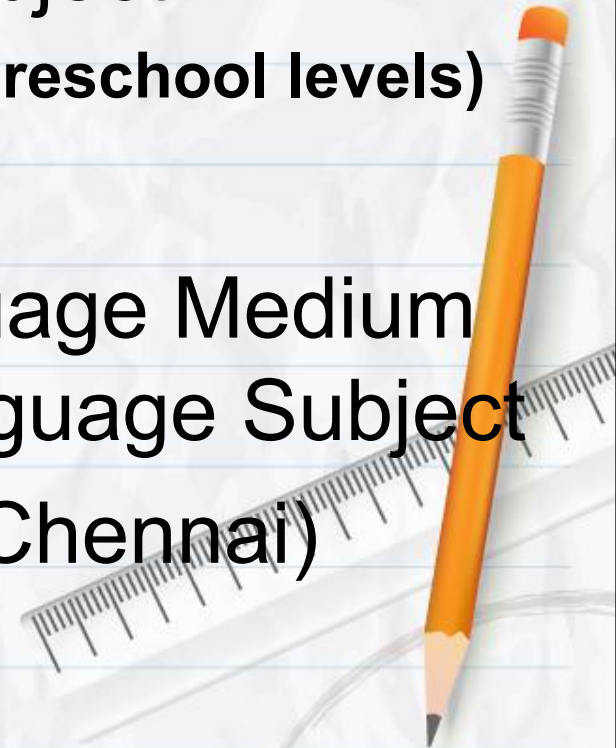
# Current Language Policies (Changes with States)

## Two Language Policy (Tamil Nadu)

1 to 12th Grade - State Language Medium  
plus English subject  
(with English being introduced even in preschool levels)

(or)

1 to 12th Grade - English Language Medium  
plus State language Subject  
(esp with respect to metros like Chennai)





# **Current Language Policies (Minority Language Schools in border districts)**

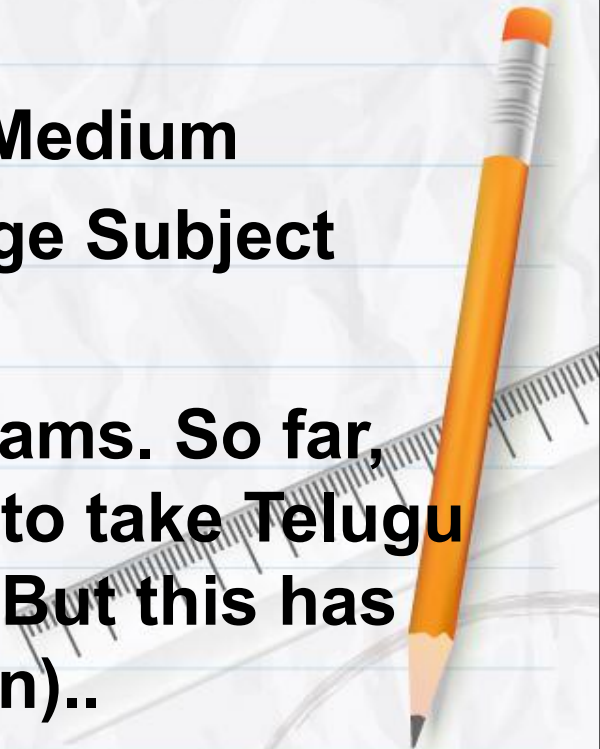
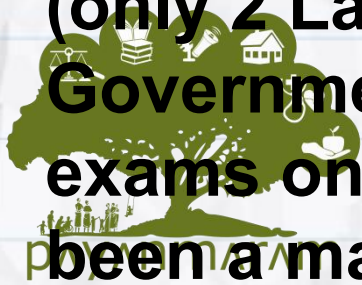
## **Minority Language Policy (Tamil Nadu)**

**1 to 12th Grade - Minority Language Medium  
plus English subject plus  
State Language Subject**

**(OR)**

**1 to 12th Grade - English Language Medium  
plus Minority (mother) Language Subject  
plus State Language Subject**

**(only 2 Language exams in Board exams. So far, Governments have allowed children to take Telugu exams on a need and request basis. But this has been a matter of debate now and then)..**





# Current Language Policies (Changes with State)

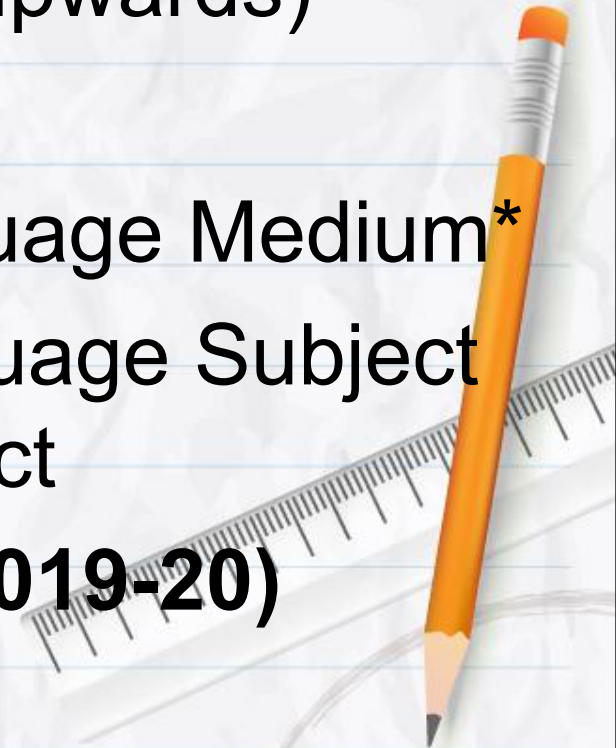
## Three Language Policy (Karnataka)

1 to 10th Grade - State Language Medium  
plus English subject plus  
Hindi (6th std upwards)

(OR)

1 to 10th Grade - English Language Medium\*  
plus State Language Subject  
plus Hindi subject

**\*(started in 1000 schools in 2019-20)**



# **Current Language Policies (Minority Language Schools in border districts)**

## **Three Language Policy (Karnataka)**

**1 to 10th Grade - Minority Language Medium  
plus English subject plus  
State Language Subject**

**(or)**

**1 to 10th Grade - English Language Medium  
plus Minority Language Subject  
plus State Language Subject**



**And now.. this is the state of  
children who just  
MIGRATED between the  
different STATES Of India**





Children can learn upto 5  
languages. आओ \*\*..

எ ன் னை?\*



\* **Tamil.** Translates to “What?”

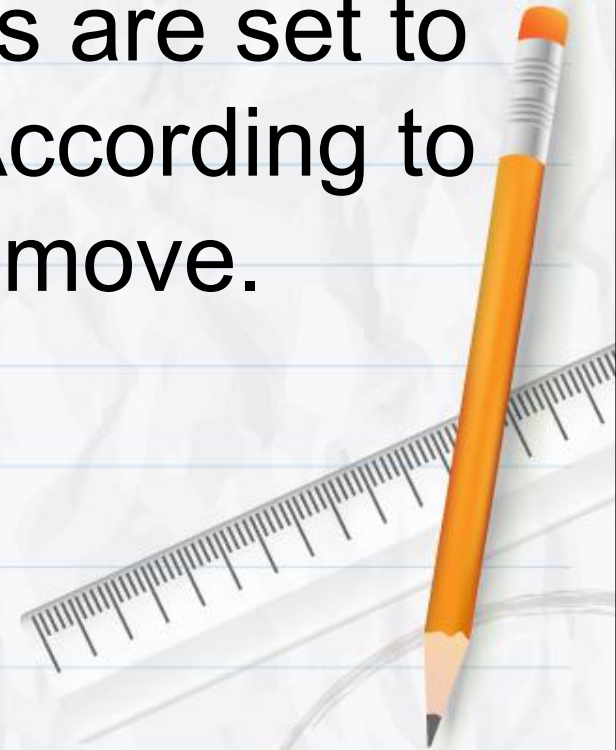
\* **Hindi.** Translates to “Come”

**Learning a Language is different...**

**Having to learn a new medium  
instruction language? Isn't it  
lot of additional burden for a  
kid?**



At the time we conducted these analyses, Karnataka hardly had any English Medium Schools... It is now in 2019-20, that 1000 schools are set to operate in this direction.. According to us, this is a welcome move.





**But children who  
really want to learn,  
adjust and learn  
anyway**

**How many  
languages can a  
State Govt fund?**

**what about the  
research on mother  
tongue as the best  
medium?**

**And what about  
protecting the  
native language!?**



**Let's see if  
We can try to  
generalize this for  
Migrant Children...**

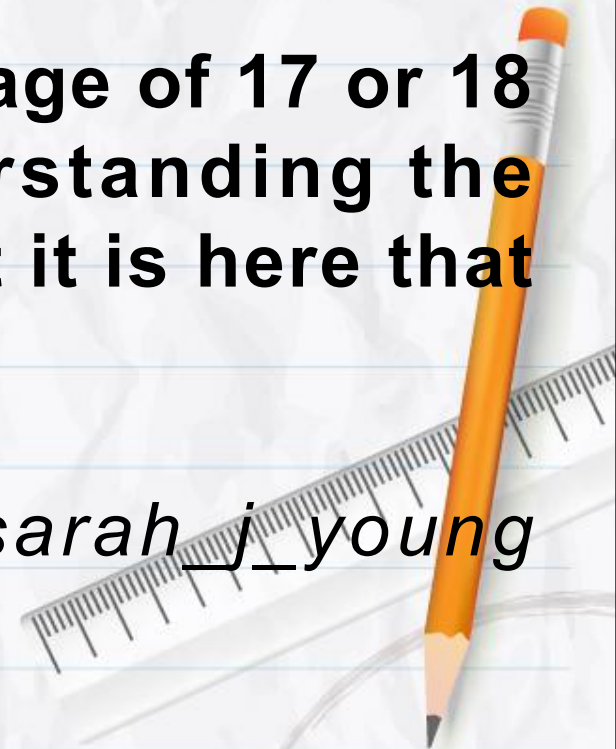


**According to a new study, performed by the Massachusetts Institute of Technology in the US, if you want to achieve proficiency similar to that of a native speaker you should start learning before the age of 10.**

**Interestingly, children up to the age of 17 or 18 remain highly skilled at understanding the grammar of a new language, but it is here that ability begins to tail off....**



*[Independent][Sarah Young @sarah\_j\_young  
Tuesday 1 May 2018 13:59 ]*





Now look again and  
observe their ages...



## Chinnara Angala Neraluru - 2018- 19

|        |   |        |            |                               |                           |
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ಹೆಸರು: ದೀಪ್ತ ಸಂಧ್ಯಾ  
ದಿನಾಂಕ: 10/12/2008

playentmarlm

# Chinnara Angala Dommasandra cluster, Anekal Taluk - 2016-17

Δελφίνι 2014/36

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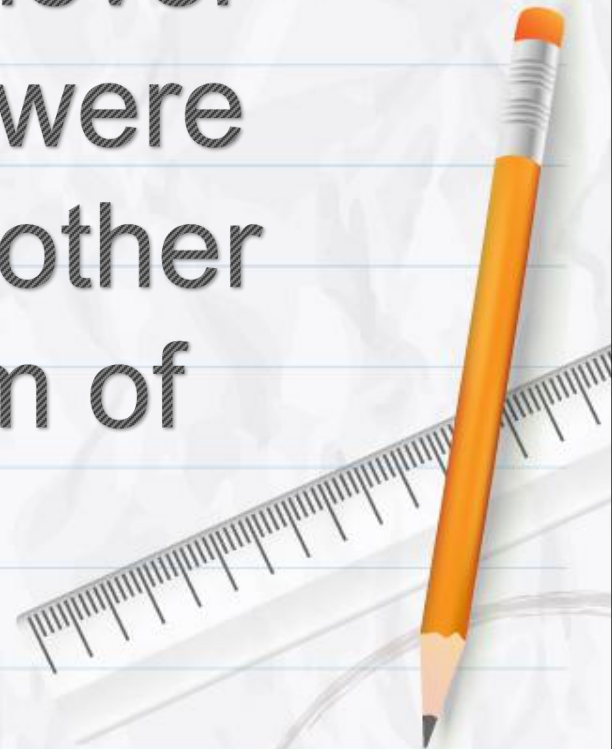


**Chinnara Angala  
Jeedimara -  
2015-16**

[illegible]

And we see many children  
are aged around  
8,9,10,12....

And have mostly never  
been to school or were  
studying in their mother  
language medium of  
instruction





# SO WHAT DO WE PROPOSE FOR MIGRANT KIDS?

A COMMON “LINK” LANGUAGE IN PUBLIC  
INSTRUCTION CAN HELP A CHILD  
CONTINUE EDUCATION ALMOST  
ANYWHERE.....

## ENGLISH

& ACCESSIBLE NUMBER OF

ENGLISH MEDIUM PUBLIC  
SCHOOLS FOR THE MIGRANT







# ENGLISH

links children across different social class..



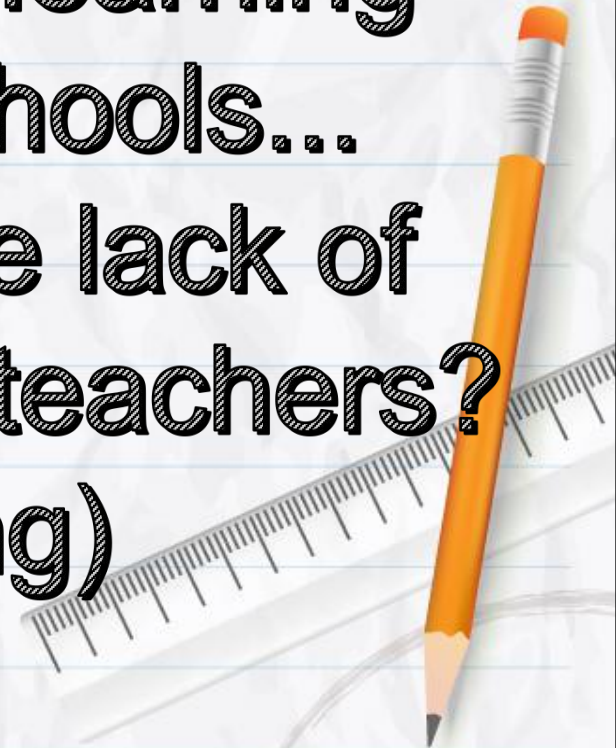
# ENGLISH

increases our global employability





**English Medium is currently  
PREFERRED BY PARENTS  
due to the disadvantage they  
see their child facing learning  
English in Public Schools...  
mainly because of the lack of  
fluency of language in teachers?  
(not generalizing)**





And this is why **ENGLISH** as a **LINK LANGUAGE** has to be introduced to the child **EARLY ON...**

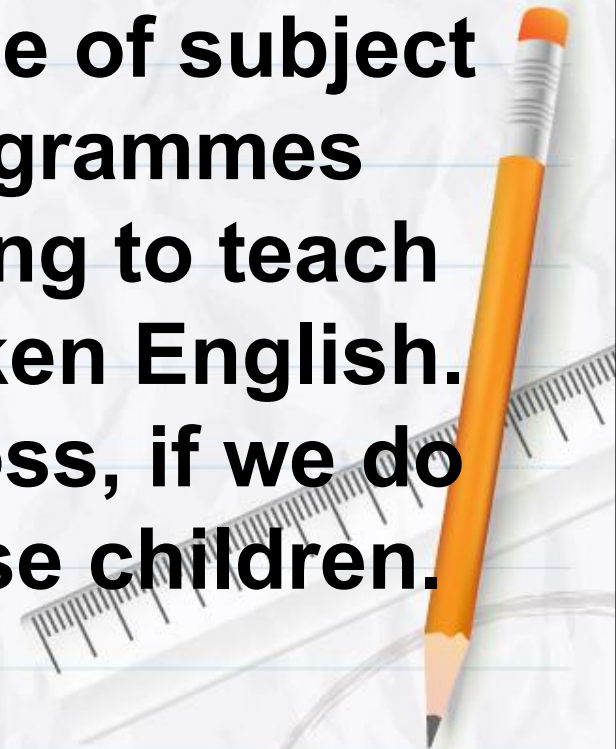
...And in a very thorough and proficient manner.

Major % of the current Govt teaching workforce we met at work is not fluent in English language at Primary Level....

The Government **MUST** ensure **QUALITY, FLUENT AND PROFICIENT WORKFORCE FOR THE MARGINALIZED CHILDREN**



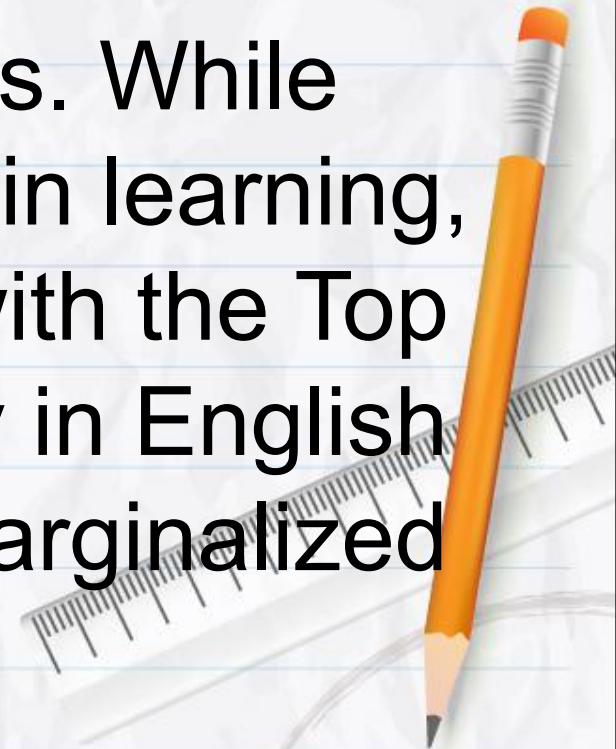
**We see that the NEP seems to be interested in seeing Electrical, Carpentry as necessary vocational programmes for children at Primary level when they would rather be doing projects of science. Speaking in scope of subject here, there have been programmes running as vocational training to teach children data entry and spoken English. So I guess we would be at loss, if we do not focus on English of these children.**



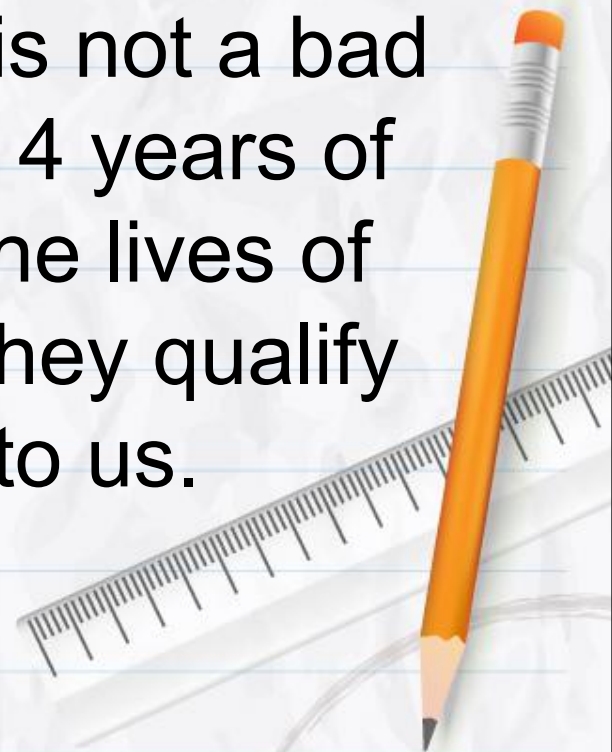


Our project last year, like many other NGOs and philanthropists included training children to read English!

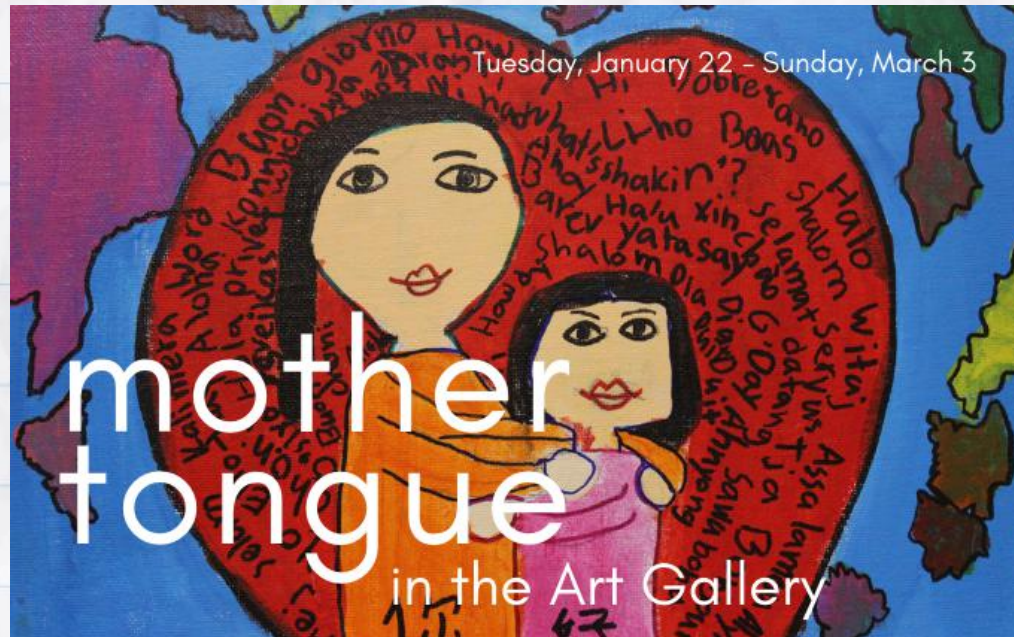
Teaching English MUST NOT be left to Charitable Organizations. While organizations can help aid in learning, Full-time Dedicated staff with the Top Qualifications and Fluency in English are required to help our marginalized children



We are not saying the existing workforce is bad. They are very good teachers. But not very good English teachers many times. To reskill them and help them become English teachers themselves as well, is not a bad idea. But let's say it takes 2 - 4 years of training for this... to pledge the lives of hundreds of children before they qualify looks absolutely wrong to us.





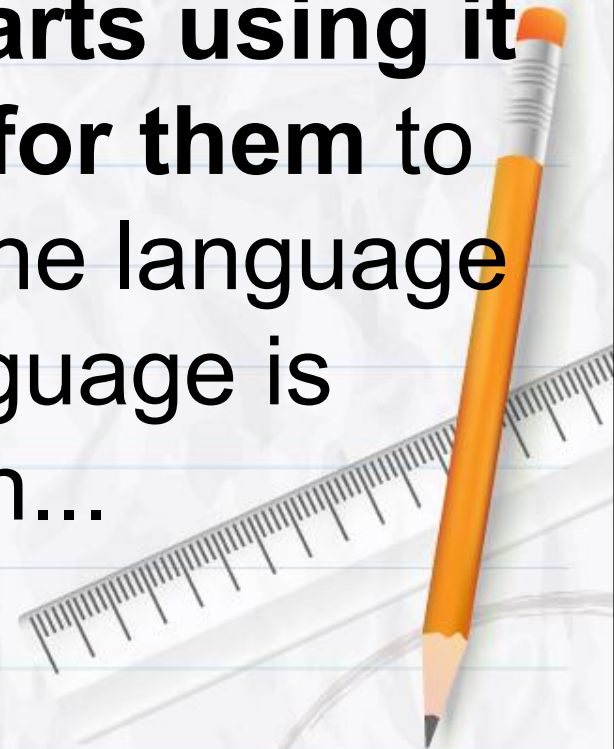


While we recommend establishment of English Medium Public Institutions commonly across all States in India, we still feel that learning in the child's MOTHER TONGUE is easier for the Out Of School Child (OOSC).

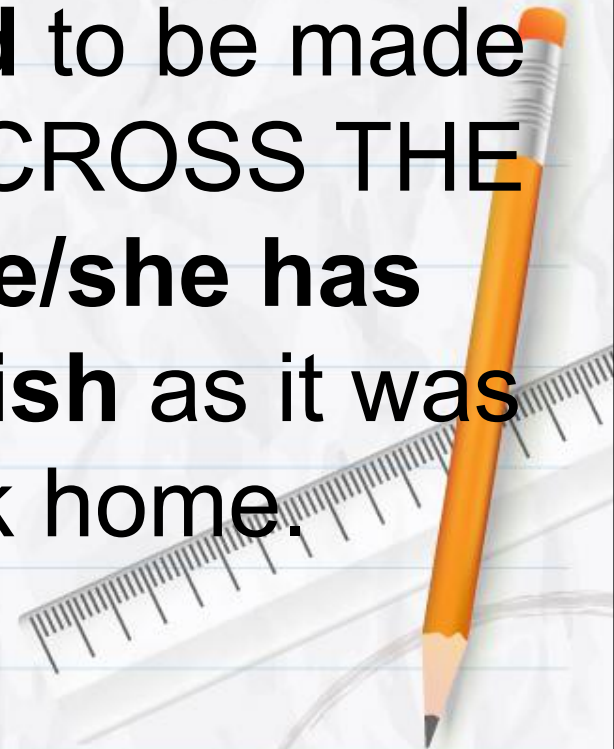




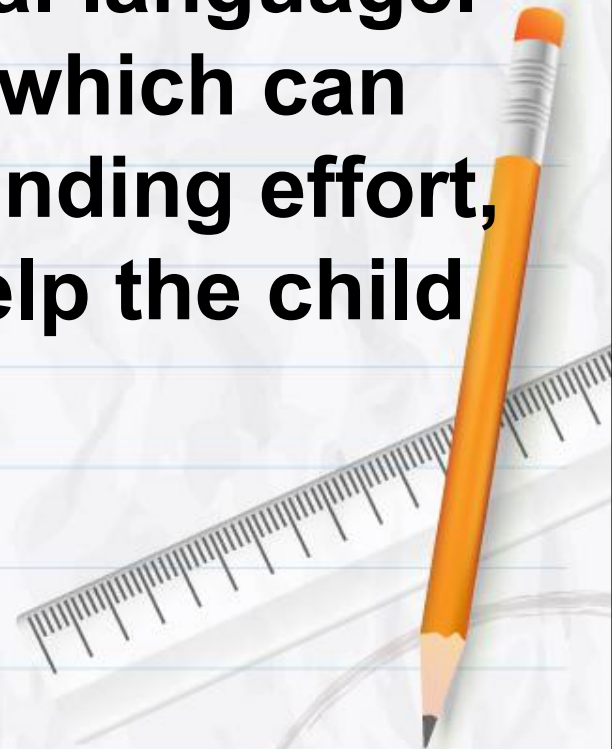
Even if a child was Out Of School or Never Been To School, **the child has been learning and speaking the mother tongue at home and has learnt its grammar and starts using it well within the right age for them to attain better proficiency in the language even if script of the language is introduced later on...**



So to be more specific, when mother language is not available as a medium of instruction, we recommend a English Medium School for a Migrant child to be made available and accessible ACROSS THE STATES, considering he/she has already learnt some English as it was the *link language* back home.



**Our experience with long time dropouts is... that they dread English gravely almost, like the State's Official language. But it is THE link language which can help the child greatly and spending effort, time and money there can help the child in many ways..**





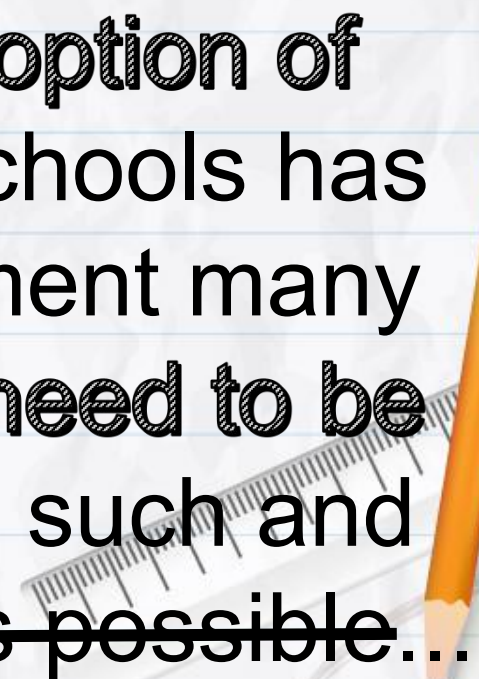

# Migration to nearby States from Border Districts

Often, migration is more along the border districts. Hence most often, in such districts, the Government has Linguistic Minority schools which offer the Neighbouring State's Language as the medium of instruction.

It will be **RIGHT** to keep these institutions as **accessible** as possible via planning **exclusive commute** and such, since they can help Dropped Out Children to pickup easily from where they left.

Both in Tamil Nadu and Karnataka, the existing minority language institutions have issues - sometimes in enrollment or sometimes lack of interest by authorities or politicizing, taking them to the verge of closing. **Exclusive**

**Commute and alternate option of English Medium** in such schools has been found to help enrollment many times.. These institutions **need to be protected from closure** via such and more strategies ~~as much as possible...~~





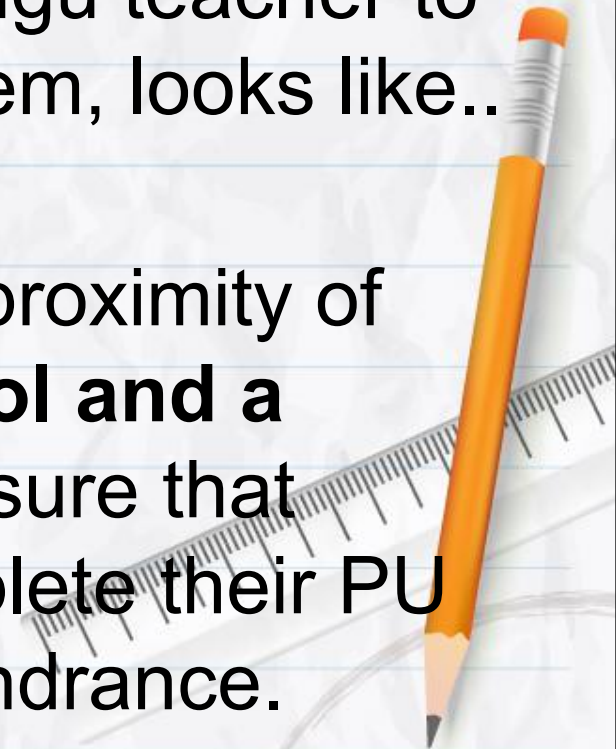


...When donors funded a van for the children of a Minority Language School in Bengaluru, Karnataka in 2013... later discontinued because of safety issues that arose in ferrying too many children as well as funds...



Jeedimara slum which had many Telugu kids was reached out by the Govt Telugu Kannada School, Shivaji Nagara and with the help of Parikrma, an NGO they planned a commute to their school and they are happy that it has helped them prevent their school from closing. Though their initial ask was a Telugu teacher to the nearby school, that helped them, looks like..

An interesting thing to note is, in proximity of the school, is also the **high school and a Telugu PU College** which will ensure that children might continue and complete their PU College Education without any hindrance.



So far **COMMUTE** is dependent on well wishers, language lovers and NGOs etc.. Education Department must make plans for exclusive commute with escort for children to such Minority Institutions.

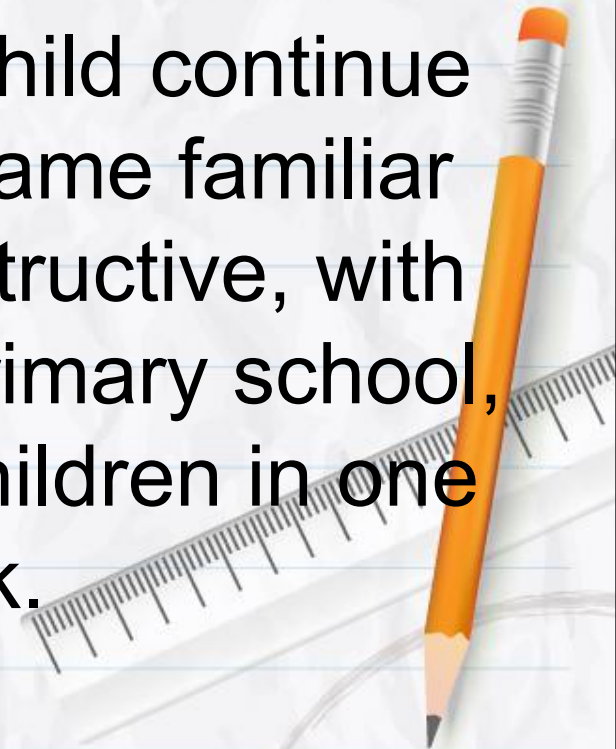
**SUPPORTING free commute in public transport alone** does not help girl children very well when it comes to linguistic minority schools.

~~Wherever possible,~~ these minority institutions **MUST BE protected**. However, when distances are long, children's commute can be hectic. In such cases a **mother language teacher employed** at the nearby public school will be preferred and worshipped..





Please be warned of the absence of a nearby high school/PU colleges of similar language studies helping the child continue their higher studies, with the same familiar environment.. It can prove destructive, with them dropping out soon after primary school, which was the case of many children in one of our areas of work.

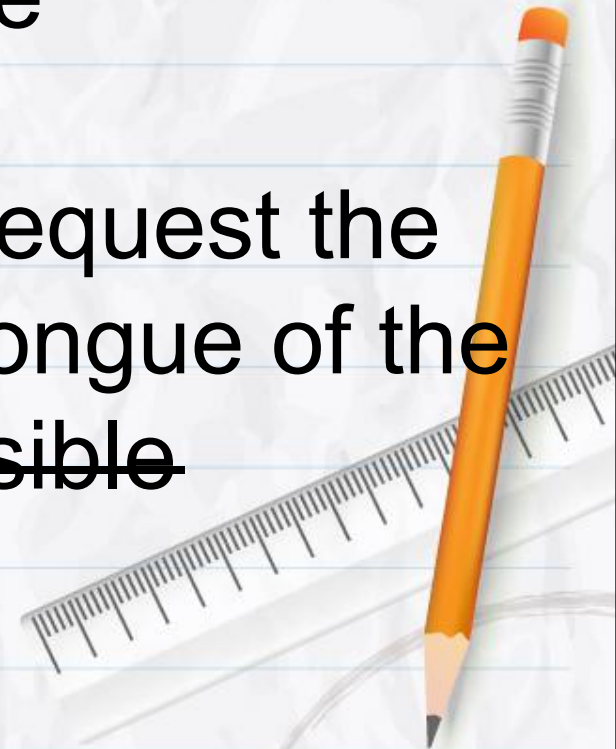




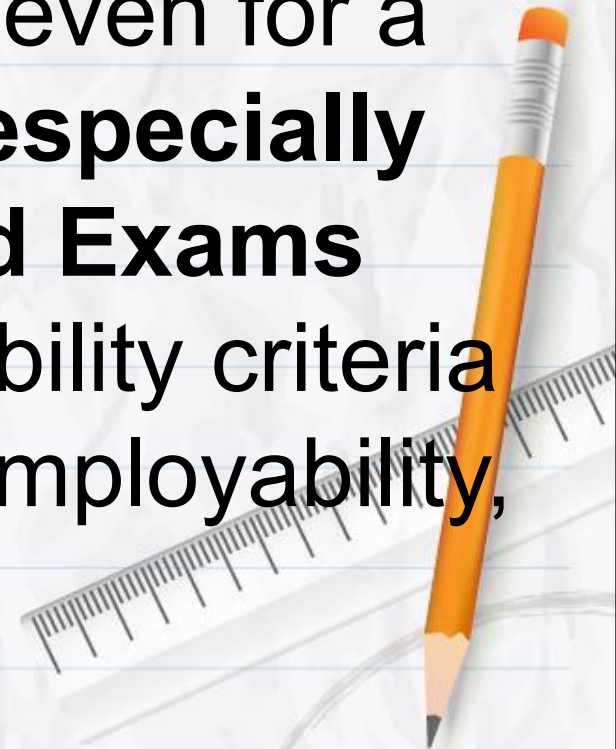
# The Second (and Third) Languages for Migrant Children

We still recommend learning the State's Official Language

And we recommend and request the States to offer the Mother Tongue of the Child ~~wherever possible~~

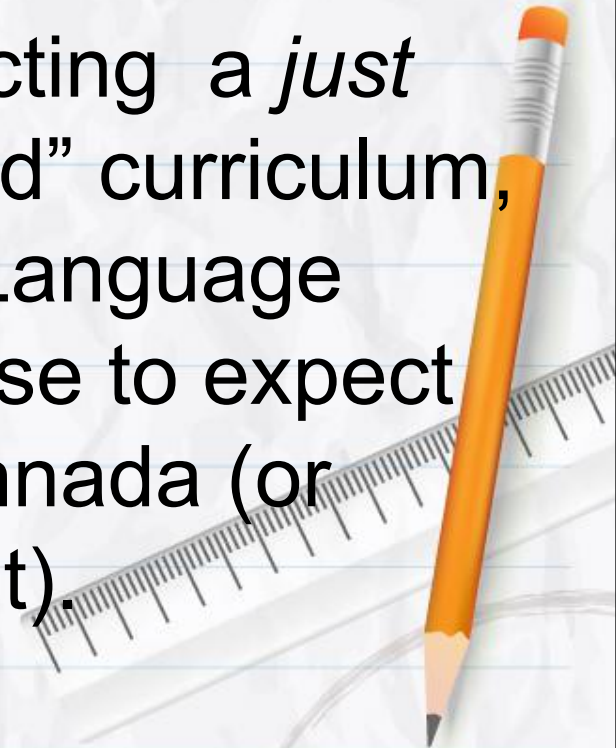


However, for the *mandatory* State Language, we recommend a **Level Based Learning** (say some such, Basic Level, Intermediate - L1, Intermediate - L2, Proficient) of the languages for a Migrant Child and may be even for a linguistical minority child, **especially when it comes to Board Exams** which are currently key eligibility criteria to increase a child's future employability, well-being .



While many desire to go back to their Home State, often, these *families end up settling down in the migrated State*... in such cases and even otherwise, the local language will help the child's future in the State.

In such cases, instead of expecting a *just migrated* child to clear a “defined” curriculum, of class 10 (SSLC!), say Third Language Kannada, it will make more sense to expect her to clear the Basic Level Kannada (or Intermediate L1, if she opts for it).

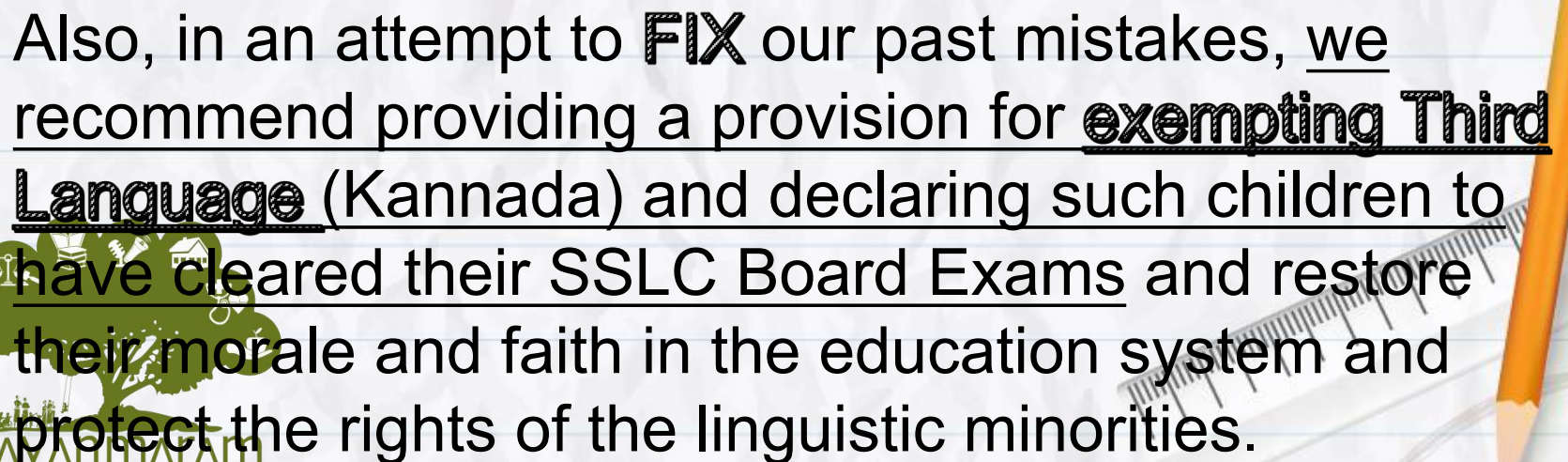




This we say, based on our experience with a child who failed only in this third language and could not hence clear her SSLC board despite repeated attempts.

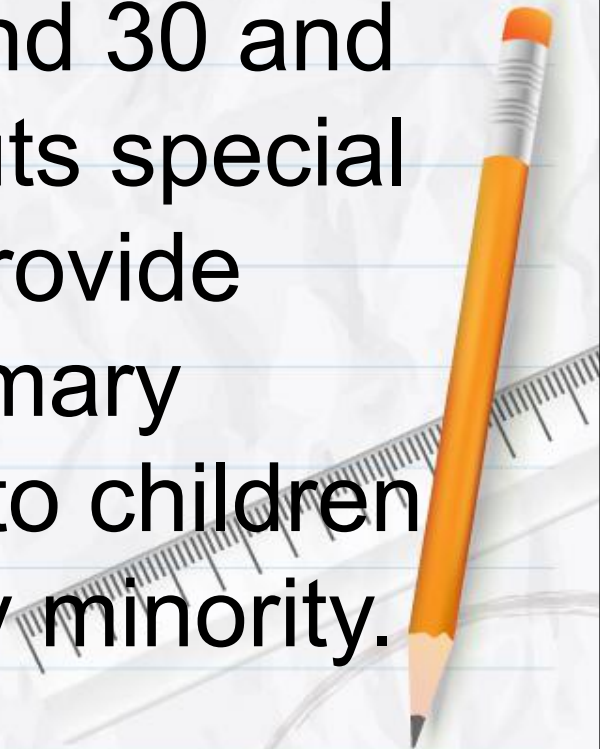
She feared the re-exam and skipped some of the re-exams in fear of insult from community members and could not secure a pass in some she wrote. Atleast not the letter writing part! Expected from her after a year in the state..

Also, in an attempt to **FIX** our past mistakes, we recommend providing a provision for **exempting Third Language** (Kannada) and declaring such children to have cleared their SSLC Board Exams and restore their morale and faith in the education system and protect the rights of the linguistic minorities.



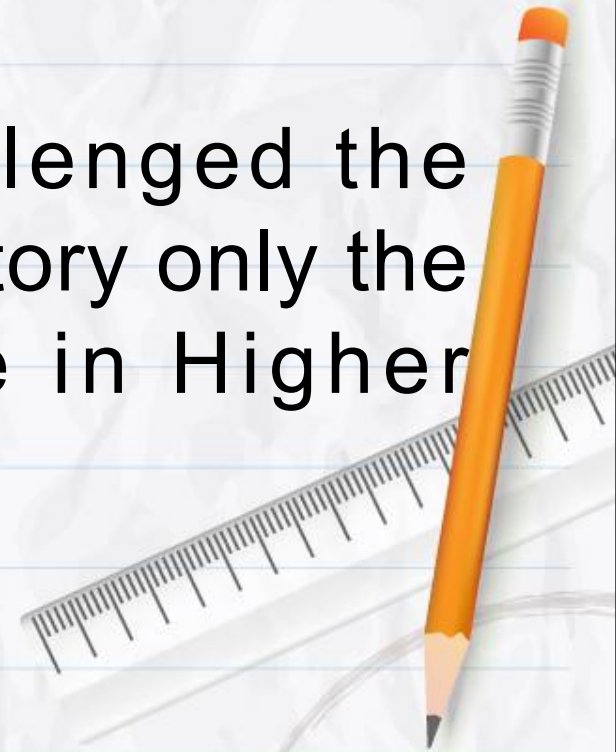
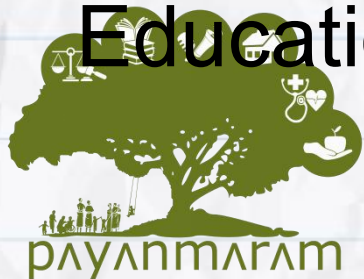
General Secretary, Linguistic Minorities Protection Committee Vs State of Karnataka is a **very interesting case** which requires notice at this time..

It mentions Articles 12, 29 and 30 and especially Art 350A which puts special obligations on the State to provide sufficient facilities for the primary education in mother tongue to children belonging to the linguistically minority.



The States Reorganization Act 1956 guaranteed some basic rights to such linguistic minorities. While, back then, the pushing factors were the marking of linguistic boundaries and not migration.

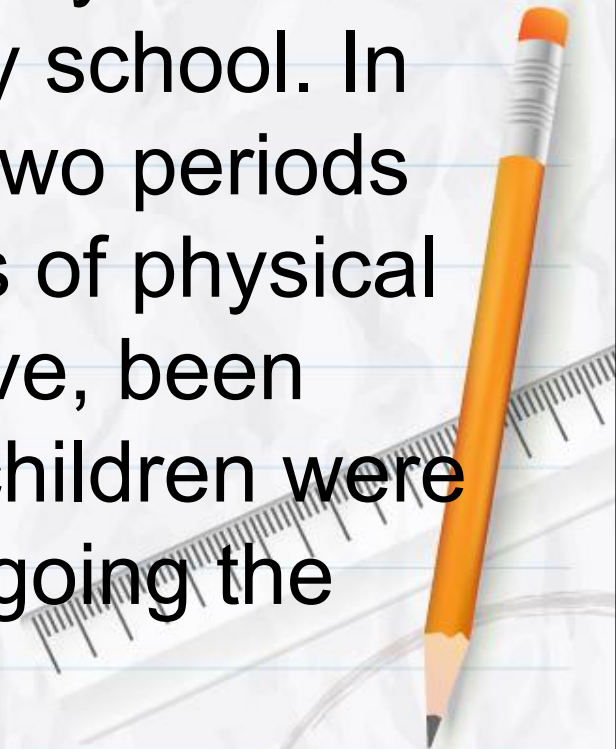
In addition, this case challenged the decision to roll out as mandatory only the State's Official Language in Higher Education in Karnataka...



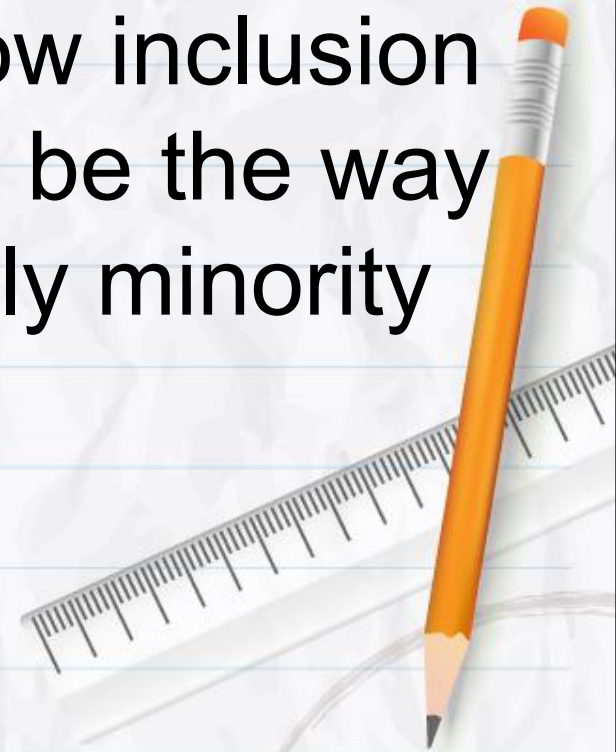


**The judgement also cites a circular passed back then by the Director of Public Instruction...**

According to the Government order and the Circular the children whose mother-tongue is not Kannada are bound to study Kannada from the first year of the primary school. In order to enable them to do so, two periods of work experience, two periods of physical training and, one on singing have, been slashed and the non-kannada children were required to study Kannada foregoing the aforesaid periods.



It must hence be ensured that no other art or sport must have to be foregone by these children to be able to study the additional language. And hence the necessary provision and slow inclusion of the State Language must be the way for a migrant or linguistically minority child.



Scan to take a look at the full text of this and similar judgements...



Scan me



Scan me



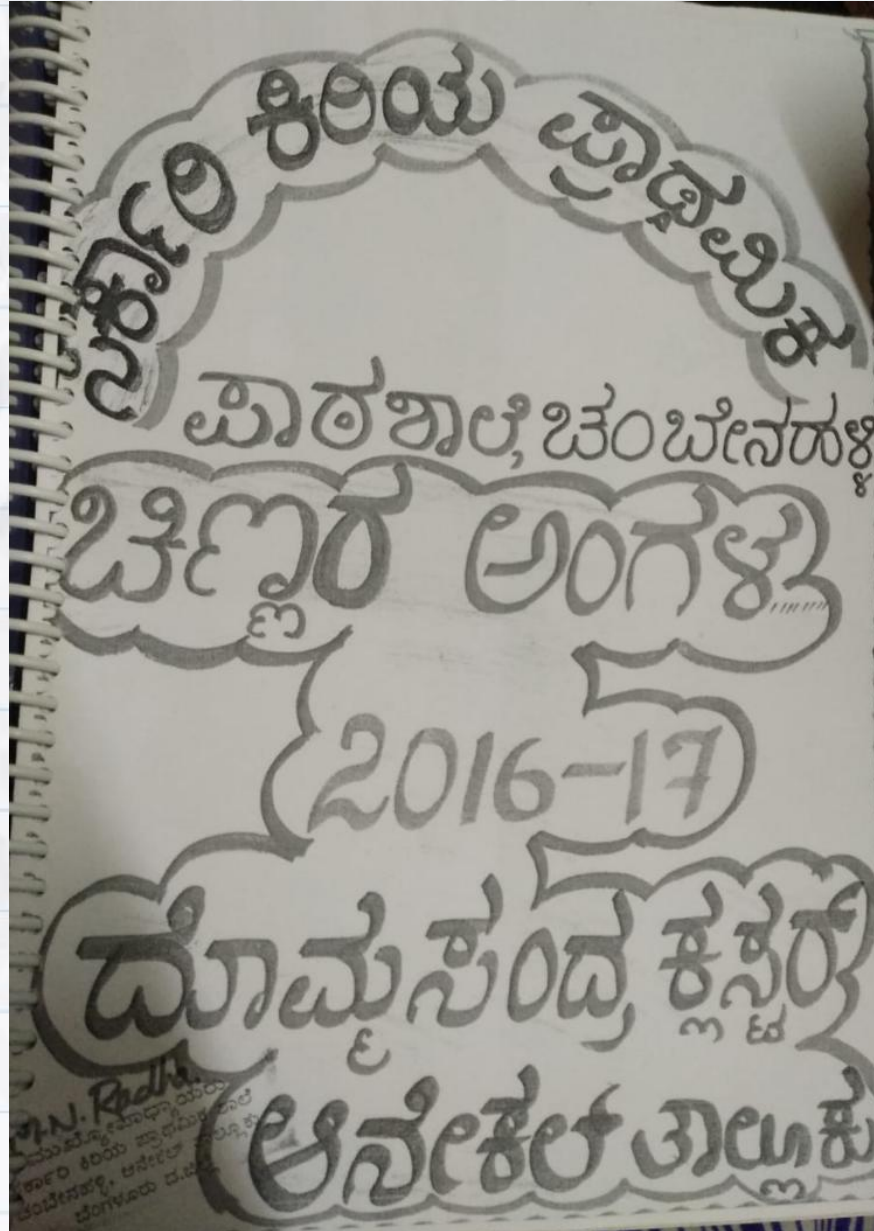


# Further...

- The judgement talks about the prevalence of “Grace marks” for non-native language children for a period of 10 years etc.
- There were practices of having a lower pass mark for that subject when it comes to the linguistically minority child of the State in Karnataka







**Progress of  
children in writing  
the script after a  
month of  
exclusive bridge  
programme  
follows...**



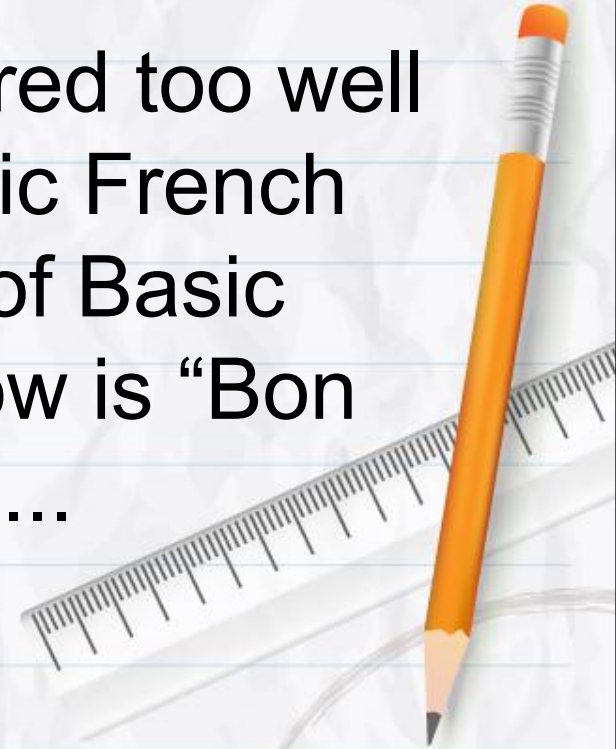




~~ಕ ಕಿ ಕೆ ಕು ಕೂ ಕುಕ್ಕು ಕುಹೊ ಕುಸು ಕುಃ~~

How much progress in learning a language can happen to all children in a very short time needs thought?

When I took up French, we scored too well simply because it was very Basic French and nothing more... Two years of Basic French... And all I remember now is “Bon jour!”... And sanskrit “Aagaccha”...



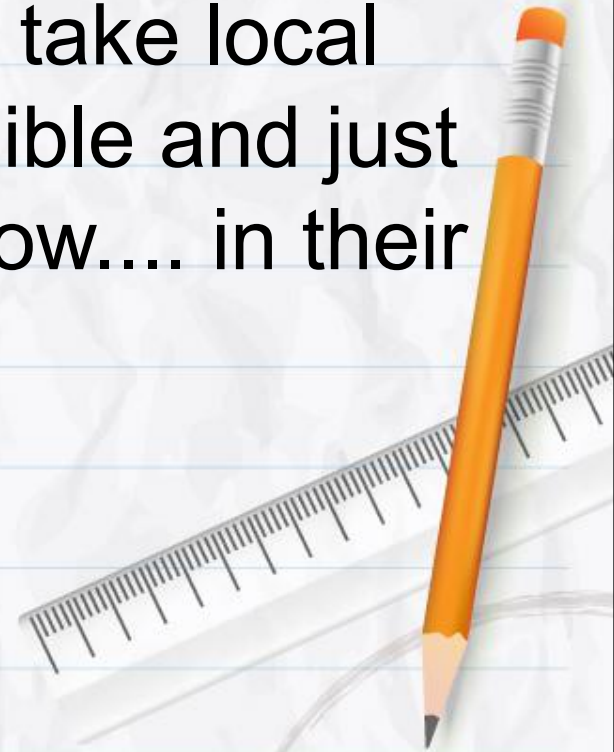
Children do not need our MERCY in the form of grace marks or lowered pass marks... instead a fair approach, we think could be a level based language learning when it comes to the Official Language of the State by minority or migrant kids.

Also we believe that in midst of the current state of affairs, **Art 350A** should help children of the linguistic minority get atleast one language subject, if not Medium of Instruction to be their “Mother Tongue”. It will be nice for the States to ensure that... Be nice, States!

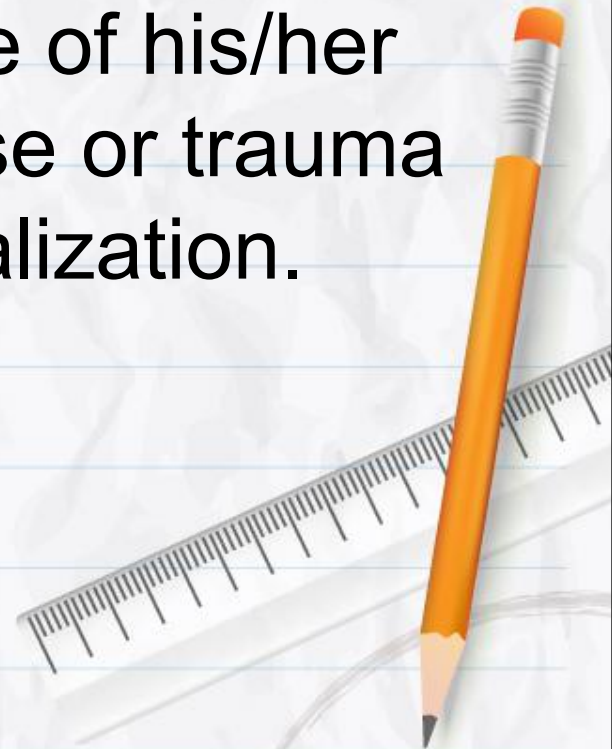




Our current easiest **working** method (in Bangalore) has been to put the **child as a private candidate** in their **Home State** and allow them to do self study or take local tuitions or plan hostels, as possible and just finish their board exams somehow.... in their language mediums.

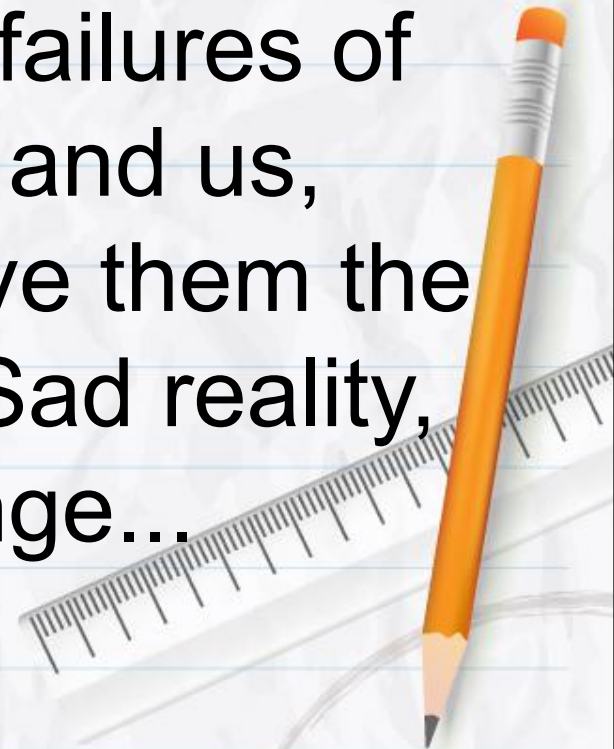


..this sure does rob the child off quality tuitions that a regular school will give easily and regularly.. And finding private tutors is also a challenge.. Or (in case of hostels) takes the child out of the care of his/her family with all the risks of abuse or trauma associated with institutionalization.



Not sure how many children can do self study too.. we have our failures there as well... at NIOS and UG levels...

Please note.. these are not failures of the children, these are the failures of the State and the Nation and us, workers of children to not give them the fair environment to grow... Sad reality, which I hope will change...







Finally, things can be much better for children **if they aren't pushed to migrate!!** Atleast not because of un/under-employment...

While, moving to a different place seems to have helped diminish caste lines many times, that's not how it should be diminishing, isn't it?

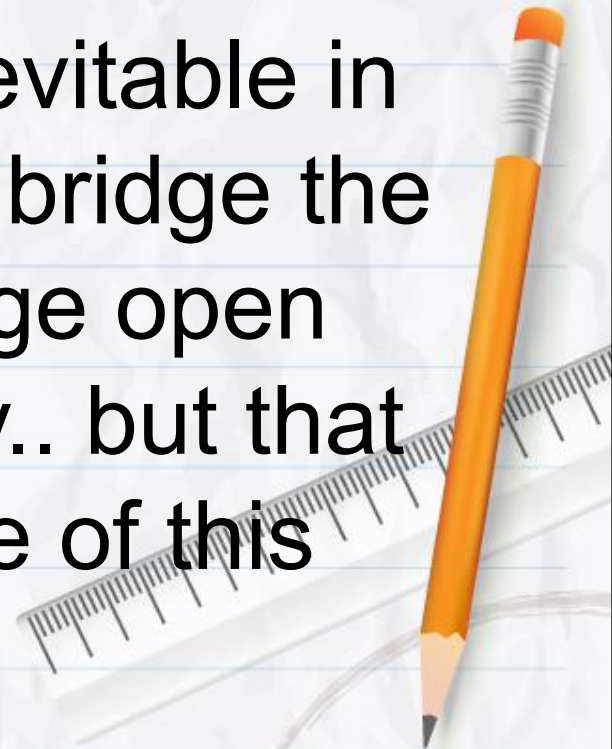


# Yay... Home...



A Project Based Evaluation & Approach in the Other Subjects can help diminish the difficulties that could arise in these children to **present** their knowledge in a particular language..

Bridge programmes are inevitable in other sciences and math to bridge the gaps.. when gaps are huge open schooling might be the way.. but that discussion is not in scope of this module..





This article shared to me by Darshana Mitra, an ex-Alternate Law Forum lawyer in a casual conversation still happens to be the most beautiful articles I have read

<https://scroll.in/article/806722/eight-things-you-may-not-have-known-about-language-education-in-india>

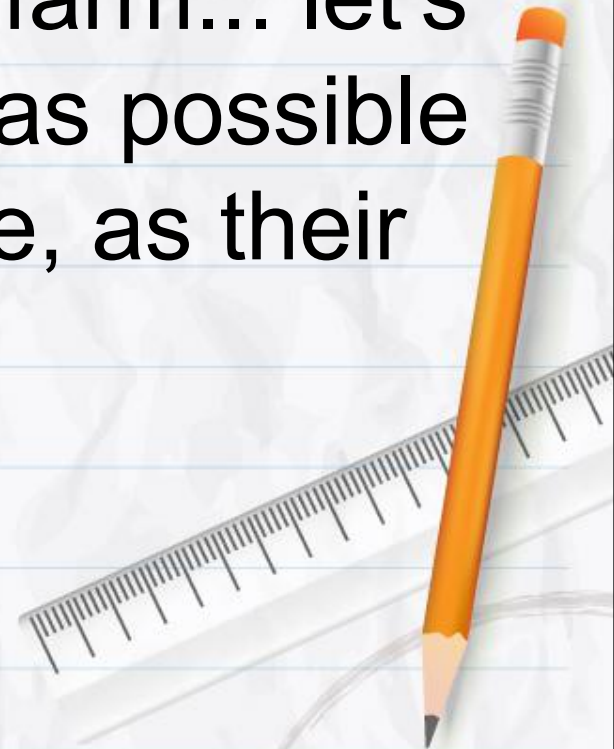


Many sweet things in the article, isn't it?  
To give a child his or her mother tongue  
is the sweetest thing that any  
Education system can do....

Worth huge... very huge applause..

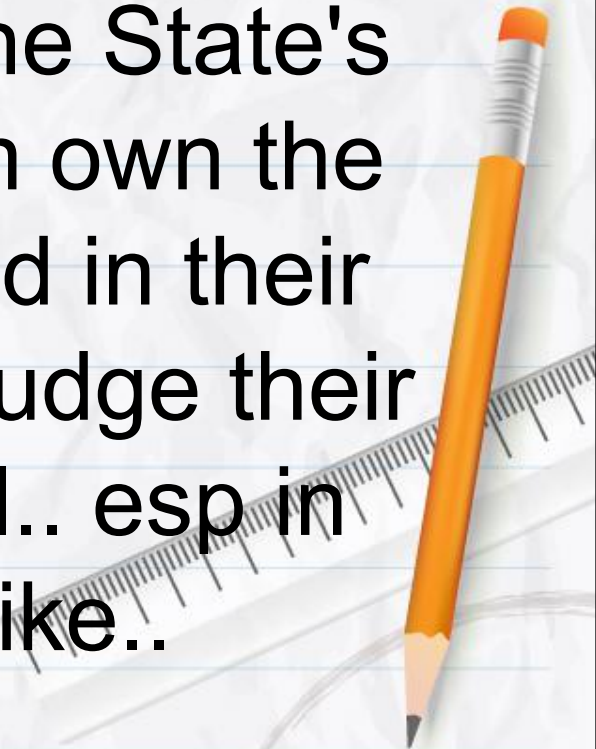



These Out of School Children or dropouts have gone through tough times mostly... leaving their homes behind.. their friends.. their farm... let's keep them happy as much as possible and give them their tongue, as their right...





Let's not burden these children with the duty of protecting the State's language or the National Language or a religion's language etc etc when it is not their own tongue nor their choice.... for their existence they can learn the State's Language, it will help them own the State... but let it be allowed in their capacities and in time.. to judge their capability on it, is criminal.. esp in Board Exams or the like..





*Diversity is beautiful*



# The NEP Draft Policy

- First and foremost, the National Education Policy did really impress me in more than one ways on its acknowledgment on the woes of Out of School Children/Dropouts. Many welcome things...

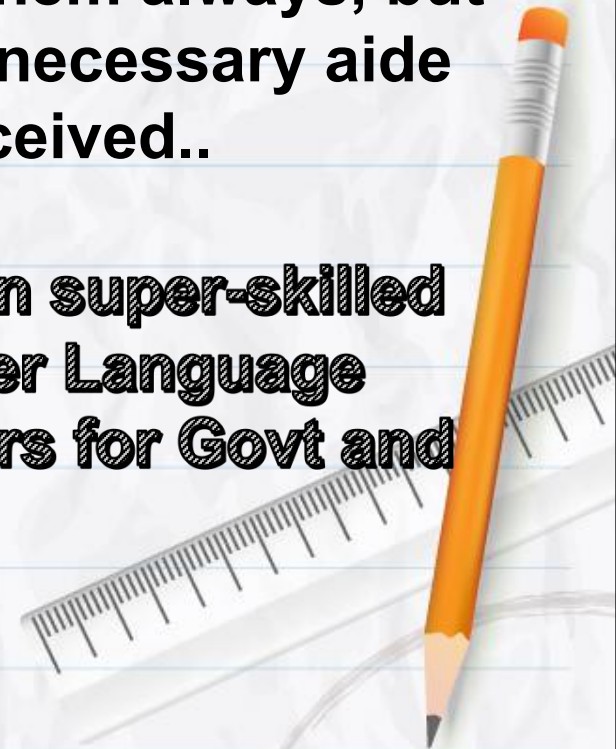




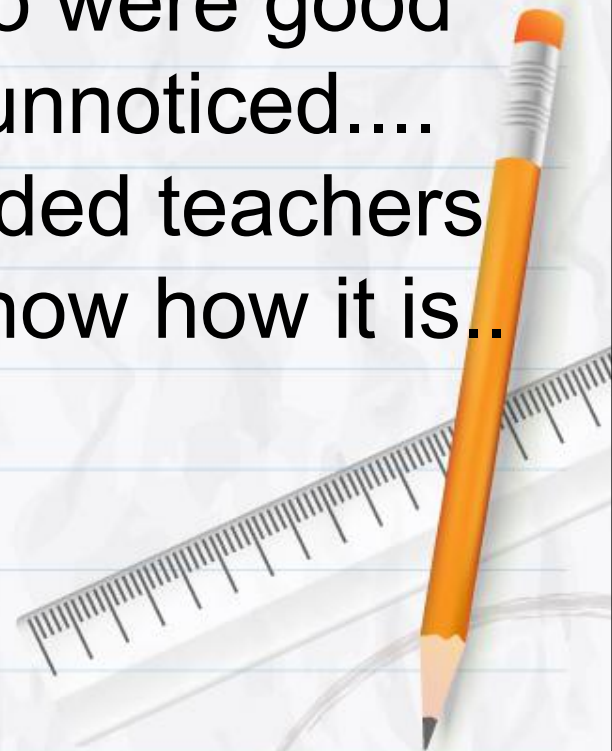
**It is interesting to see that the draft National Education Policy (NEP) talks about recruiting IAs as part of the Remedial Instructional Aides Programme (RIAP).. A welcome feature...**

**Our attempts to employ and empower under-skilled women in such Aide roles empowered them always, but many times deprived children off the necessary aide they could have otherwise received..**

**Our main recommendation will remain super-skilled English Language Teachers, Mother Language Teachers and State Language Teachers for Govt and Govt Aided Children.**

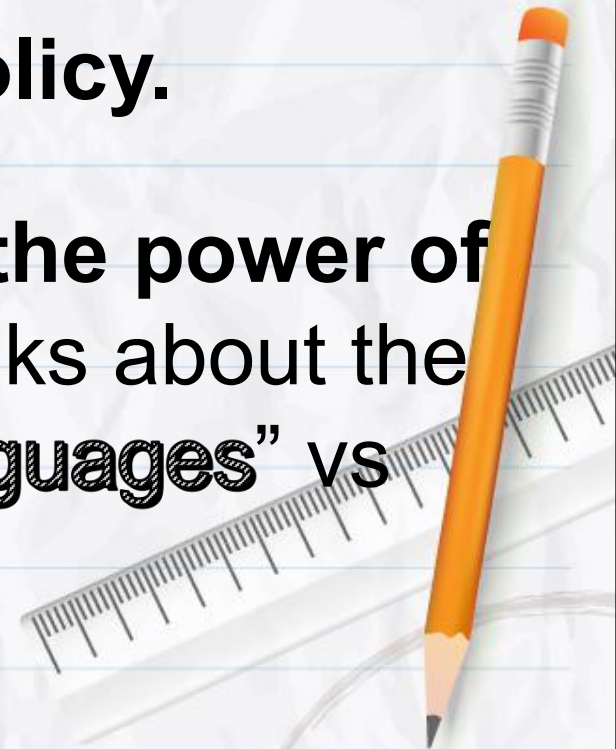


And also Art and Sport teachers since these are well loved and necessary for all children... the only thing we observed common across these Out of School Children.. hyperactive kids who were good in sport and artists who went unnoticed.... Even back then, we recommended teachers to be deputed... but then, you know how it is..



**The Promotion of Mother Languages in a State keeping the Migrant Children/Minority Language Speakers/Dropouts/OOSC in mind is likely talked about in Section P4.5.1. of the Draft National Education Policy.**

**Section “Multilingualism and the power of language” of the draft NEP, talks about the “love for/power of Indian languages” vs “English” .**

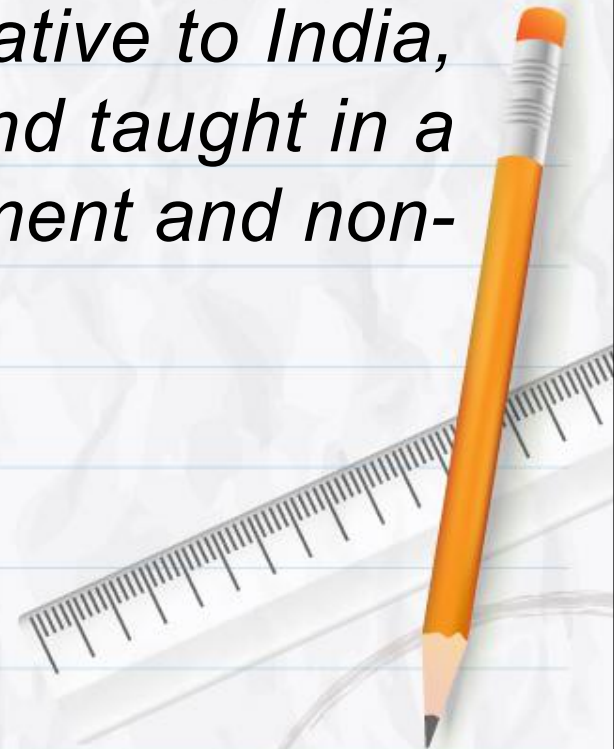




The section in the draft, however reads..

*..in particular, taking into account the enhanced abilities of young children to learn languages, and to help break the current divide between the economic elite and the rest of the country, in addition to teaching languages native to India, English must also be available and taught in a high quality manner at all government and non-government schools.*

**We Agree more**



We feel that these are better not to be expected from a migrating child, whose duration of stay, nor the place of stay is certain tomorrow..

Also all language policies with regard to English/State Language so far, we have just been able to advice it for the elite class, then why thrust it upon the economically lower and marginalized classes by cutting down their options in English in Public funded Schools alone?

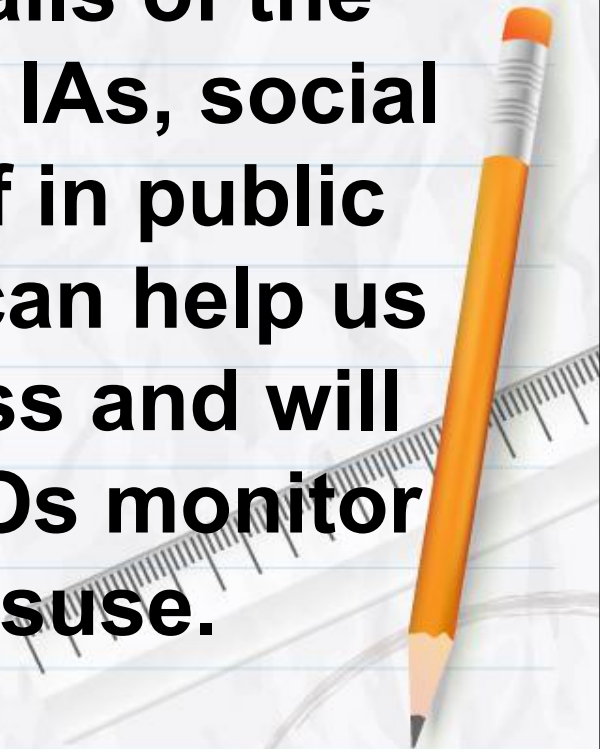
**Our main recommendation will remain super-skilled English Language Teachers, Mother Language Teachers and State Language Teachers for Govt and Govt Aided Children.**



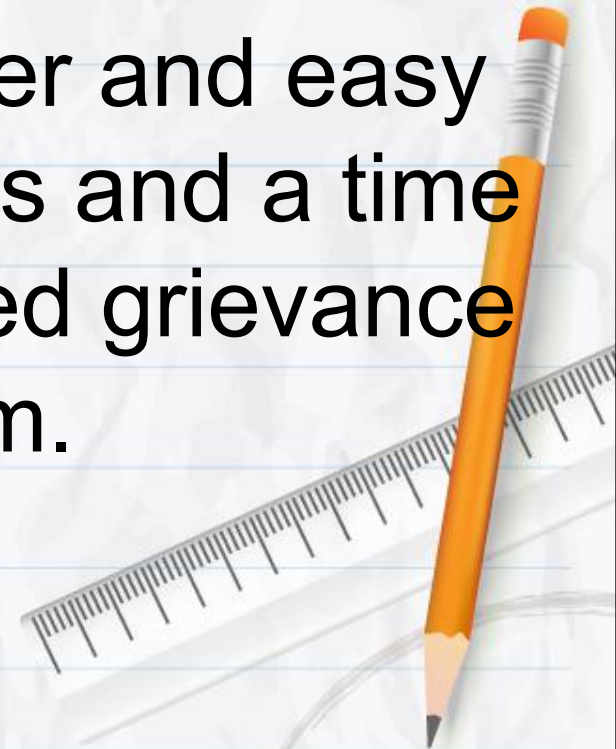


**Also from time to time the staff details is not available in public view or for the view of a parent of that public school in a detailed way.**

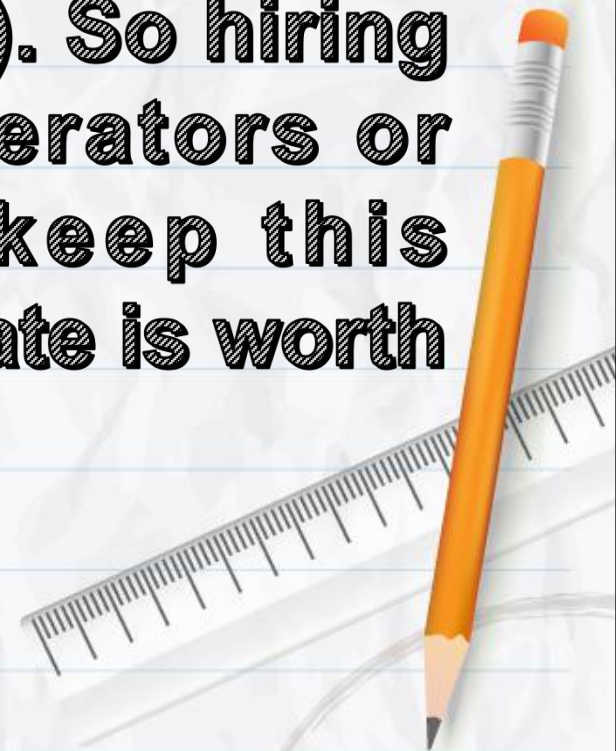
**To make available such details of the skills and details of teachers, IAs, social workers, art and sports staff in public domain accessible over net can help us understand the right progress and will help parents/community/NGOs monitor any shortcomings or misuse.**



Considering the digital India Initiatives, we are hopeful that these crucial data will be made available and up-to-date by the Governments in a clean and reliable manner with proper and easy ticketing of local grievances and a time based and escalation based grievance redressal system.

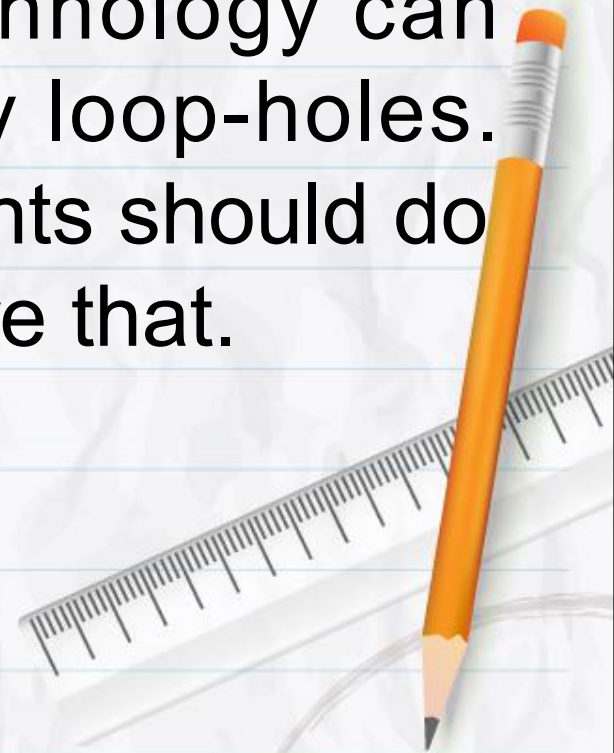


**Our main recommendation will be a well-functioning and up-to-date online database with details of all staff and facilities of a school (School Report Card section attempts that). So hiring sufficient Data Entry Operators or Support personnel to keep this transparent system up-to-date is worth noticing as well.**



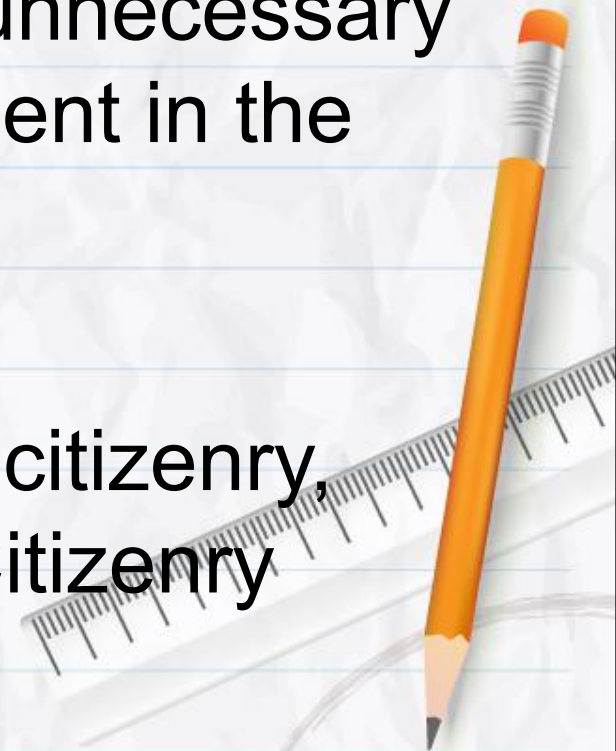


SAKALA system in Karnataka sure did some good by setting time-lines for everything. It has its loopholes. A system, at this age of Science and Technology can sure function with hardly any loop-holes. And the nation and Governments should do be competent enough to ensure that.



There are times, when the issues of State Funding/Central Funding/Red Taping etc is given to us for delayed work and delayed appointment of teachers, Anganwadi staff, schemes etc. Transparency and public view in such matters will also help unnecessary politicizing and disappointment in the Government.

And will build a well-aware citizenry,  
especially Marginalized Citizenry



| ಕ್ರ.ಸಂ | ಪದ್ಧತಿಯ ಹೆಸರು   | ಪ್ರಾಕೃತಿಕ ಹೆಸರು | ಕೀರ್ತನಾ ಹೆಸರು                     |
|--------|-----------------|-----------------|-----------------------------------|
| 1      | ಬೆಂಗಳೂರು ರಕ್ಷಣೆ | ರಕ್ಷಣೆ ಪಂಚಾಯ-1  | ಸ.ಸಿ.ಪ್ರಾ.ಸಾ.ಸಿ. ವಿಜಯಪುರಗಢ        |
|        | ಬೆಂಗಳೂರು ರಕ್ಷಣೆ |                 | ಸ.ಸಿ.ಪ್ರಾ.ಸಾ.ಸಿ. ಚನ್ನಕುಂದ         |
|        | ಬೆಂಗಳೂರು ರಕ್ಷಣೆ | ರಕ್ಷಣೆ ಪಂಚಾಯ-2  | ಸ.ಸಿ.ಪ್ರಾ.ಸಾ.ಸಿ. ಪಂಚರವಾಳ          |
|        | ಬೆಂಗಳೂರು ರಕ್ಷಣೆ |                 | ಸ.ಸಿ.ಪ್ರಾ.ಸಾ.ಸಿ. ಪಾಂಡು ಗುಡ್ಡ      |
|        | ಬೆಂಗಳೂರು ರಕ್ಷಣೆ |                 | ಸ.ಸಿ.ಪ್ರಾ.ಸಾ.ಸಿ. ಅರಸೀಕೆರೆ -1 ಕೊಂದ |

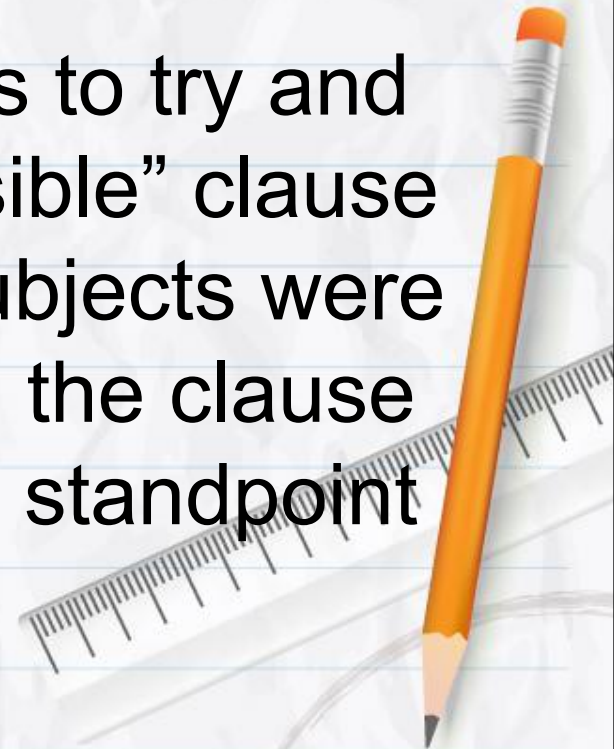
We asked for studying Chinnara Angala 2016-17 and we got proper permissions only for 2017-18 after Second Appeal and via RTI Act.

Transparency/public view will make systems function better.



Marginalized and computer-illiterate citizenry must be ensured the necessary transparency in clean ways as well.

We request the policy drafters to try and eliminate the “whereever possible” clause written many places. Those subjects were the nice parts of the draft and the clause makes the seriousness of the standpoint questionable.



We also request options to subscribe to receive such related intimations on matters of policy building and receiving of public feedback like would be expected in a very progressed democracy.



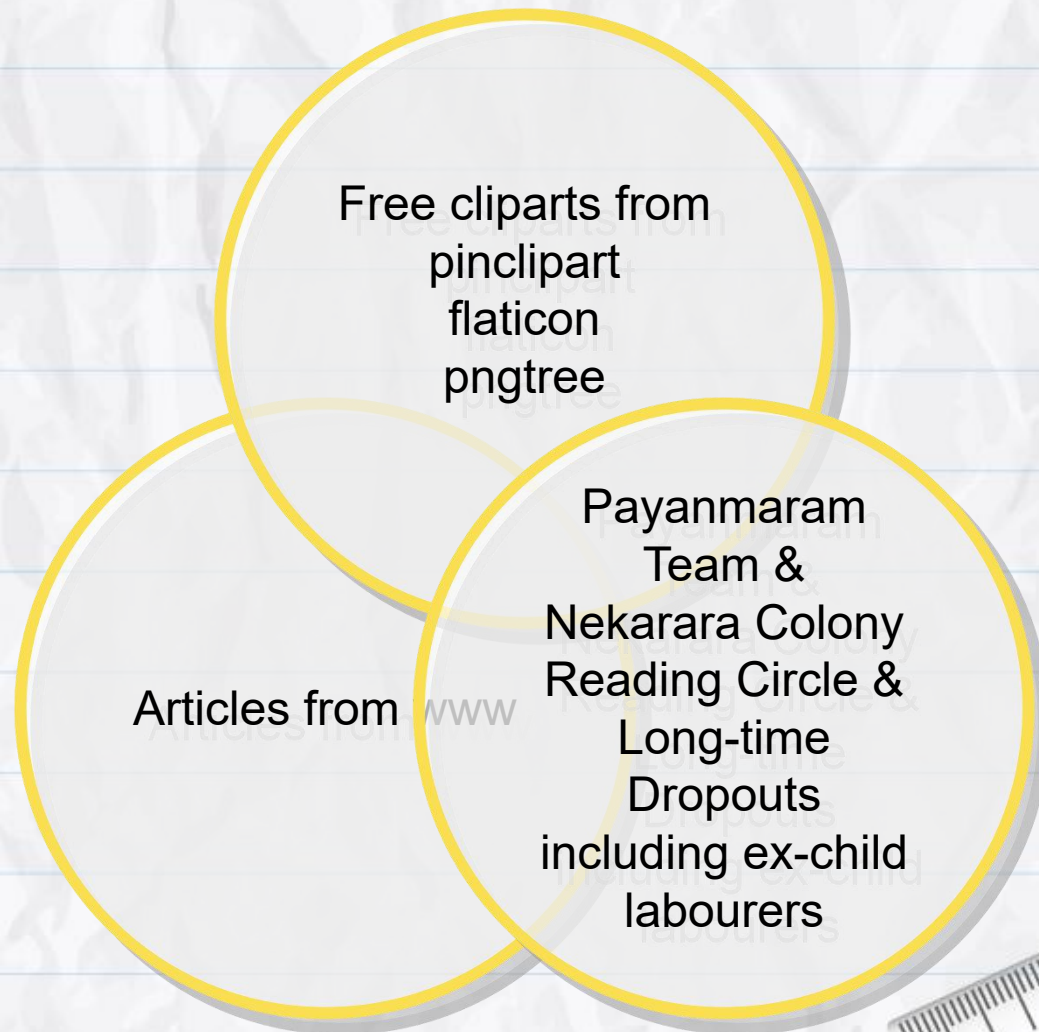
Finally, we agree, like the Committee Chair opines...

**The education system needs change, not fine-tuning.**





# Credits



# **Thank you!**

**Please send your comments and  
research regarding the subject to  
[payanmaram@gmail.com](mailto:payanmaram@gmail.com)**

**And we will learn from you..**

**Written & Edited by Indu Priya with  
inputs from the Payanmaram Team.**

**Special Thanks to Mohan Raj,  
Priya, Mamta, Ramya and**

**Vidyasakaran & Christ University  
Interns**

