



NEWSLETTER 2013

T.R. RESIDENTIAL SCHOOL FOR POOR CHILDREN
EDUCATIONAL ORGANISATION FOR ORPHANS AND HANDICAPPED
CHILDREN (EOOHC)
WEBSITE: WWW.UWINDSOR.CA/EOOHC



Editor's note: Yvonne Ijeh (Bachelor of Arts- International Relations and Development - University of Windsor)

Dr. Tad Venkateswarlu, University of Windsor, Canada established the Tenali School to poor children twenty-one years ago with his own resources on August 15, 1992, India's independent day. Over the years, the Tenali School has moved from just an ordinary residential school for orphans, handicapped and abandoned children, to becoming a center-fold for international development. It has become a hands-on case study for students of international Development to acquire volunteer opportunities for developmental experiences to see how institutions like the Tenali School can break barriers such as the caste system, religious divisions and human rights violations, which posed possible problems for developing nations.

This is a heartfelt mission established for the sole purpose of breaking domestic and international barriers by providing free education to improve human values to combat child labors and to encourage poor children to live happy lives. Let us be aware of the reality in some countries where it is legal to have grown adults marry child brides, depriving these children from the completion of their high school education.



FOUNDER'S MESSAGE

Dear Friends:

I am pleased to inform you that I have returned from Tenali, India in October 2013 after completion of the construction of eight new classrooms to children and the installation of six feet statue of Mahatma Ghandi in the school complex, which was donated by a local organisation. Grade 10 children who wrote the public examination, conducted by the department of education, state of Andhra Pradesh in March 2013 graduated with high school diploma. So far, 170 children have graduated with high school diploma; thirty percent of them have received undergraduate degrees from colleges; ten percent enrolled in graduate programs like master's degrees in commerce and business administration; the rest are employed by the public and private sectors and self-employment. I would like to thank you for your support, which contributed to the change in the lives of Tenali children from poverty to a dignified and independent life with careers.



"In the end, though, maybe we must all give up trying to pay back the people in this world who sustain our lives. In the end, maybe it's wiser to surrender before the miraculous scope of human generosity and to just keep saying thank you, forever and sincerely, for as long as we have voices."



**Tad Venkateswarlu
University of Windsor.**

ENCOURAGING AWARENESS AND DEVELOPMENT



Carpentry Class



Playtime

We live in a time where vast areas of humanitarian and environmental endeavours are now identified with the public through NGOs, than through government and political programs. It is the mission of these NGOs to be different from state bureaucracies or transnational corporations, by being nimble and simple-minded individuals responsive to make changes, where changes are desperately needed. The Tenali School is a rationally-based organisation with the purpose of providing educational, medical, and personnel services to the poor and abandoned children, whose poverty is complicated by the remnants of the caste system and gender discrimination. The wealth of a society is measured by the development of that society. This function would require breaking the system that has been part of the Indian tradition for over two centuries. The Tenali School encourages breaking down all social barriers as well as providing foreign students, a first-hand opportunity to understand the importance of educational development in the third world.

Another important role of the Tenali School is to alleviate poverty, to create empowerment, and to establish a sense of entitlement at the grassroots level through socioeconomic development. The Tenali School is required to provide education that is easily accessible to all poor children, especially for female students i.e. by providing them easy to use equipment like making chalk and candles with marketing skills.

Amartya Sen, an Indian Economist, believed that a new measure of development is required to eradicate sources of unfreedom such as poverty, poor education, poor welfare system, tyranny and repressive state.

As a first priority, idle children need to be removed from the street and out of the perverted – view that will convert their innocence into tools of adult-like amusement i.e. being child soldiers or child brides in countries such as Nigeria; these children must be placed in a productive environment such as schools which act as a means of inclusion in society where they can be independent for their own benefit, and not factories which exclude these children from the society. This solves the public-order problem and reshaping civic responsibility among children who had either lost or never embraced it.

In order to engage these children overcome this poverty and suffering, the Tenali School needs your generous support in future.



Embroidery Class

ENCOURAGING VOLUNTEERISM

The 'Friends' and 'Hearts' of the Tenali School are not limited to our donors, but also include volunteers from around the world. Over the years the Tenali School has received help through visits of volunteers from different countries and universities. With the help which was extended by: In 1996, Professor Dan Boles from the University of Windsor came to teach painting and sculpturing; Ms. Maya Primorac visited in 1997 to teach English for a year; In 1998, Ms. Kelly Irwin and Mrs. Amimoon Cheng came from New York spent time with the students and took photographs as well. We have also had the pleasure of having three McGill students in 1999 to teach English, Hygiene, Science and Mathematics; Amy Stapleton from Brisbane, Australia was present to teach English and Sports; and in 2005, Professors Melinda, Rias-Tims and Odette Furois from the University of Tours, France visited the school as volunteer teachers, and taught gardening and hygiene to the children.

The Tenali School is significant in ensuring that volunteerism can be an alternative source of a societal and global transformation. This process in turn stems from the leadership of the volunteers whose values and sense of their own empowerment free them from dependence on economic and political rewards. Studies have shown that the benefits of volunteering are enormous, because engagement in any voluntary associations contributes well to the civil society and reportedly improves the volunteers' mental and physical well-being.



On the right: Melinda and Odette (From France) with Dr. Tad; on the left: Amy Stapleton from Australia.



From the left: Nolma from Windsor; Centre: Foyez, Sholeh and Shajahan from Calgary, Kingston and Vancouver; to the right: Amy and Christopher from Quebec.



From the left: Dan and Maya from Windsor; to the Right: Amy and Christopher from Quebec.

FUTURE PLANS

The focus of the Tenali School is to create a long-run sustainability. Some of the projects which require implementation based on the future availability of resources are:

1. Hiring trained English medium instructors.
2. Purchasing five acres of land to accommodate recreation facilities, vocational training classes and vegetable and fruit growing area to children.
3. Creating at least \$100,000 trust fund for the school to make it self-sustainable in the long run.



Vegetable Garden



Eye Medical Camp with Three Teachers of the Tenali School

YOUR HELP IS NEEDED

The philosophy of the Tenali School and of the Educational Organisation for Orphaned and Handicapped Children (EOOHC) is:

ALL IS ONE

And to continue the success of this venture, your support will be greatly appreciated. Please send your donation by cheque or draft payable to EOOHC c/o Tad Venkateswarlu to the following address:

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Windsor, ON, Canada
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