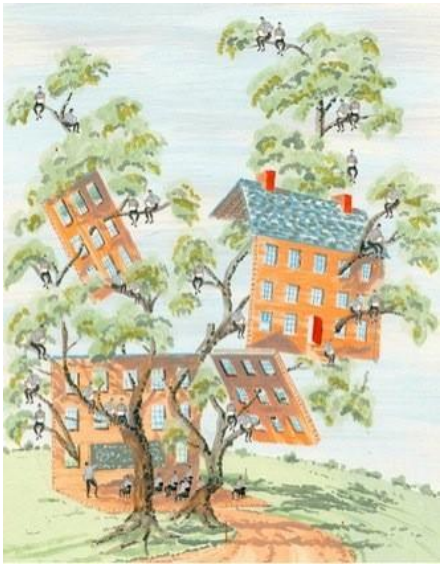
Feasibility Report for a



Heritage School at Aranmula

(Revision 1)

4 September 2014

The A ge Trust

Aranmula 689 533, Pathanamthitta, Kerala, India

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Privacy

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meant only for review by **Canara Bank**

to whom it is hereby submitted by the Trust

The Aranmula Heritage Trust

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CHAPTER 1
HERITAGE OF INDIA



India is a land of diverse cultures which evolved from time immemorial based on various geo-physical, climatic and social factors. From almost the beginning of history, we have faced invaders and intermingled with traders from every corner of the world. The nature and extent of our exposure to such influences have tempered our traditions and culture in different parts of our vast land. Nevertheless there is unifying factor applicable to the whole of India which has been to accept the best from all and merge them into our traditions. We have thus evolved a great heritage in music, dance, painting, sculpture, architecture and in the very way we think, act and live our lives.



Our heritage is largely built around stories from our two great epics, *Mahabharata* and *Ramayana*, and from the *Puranas*. In almost all of them, noble heroes battled demons and eventually truth always triumphed over untruth and good over evil.



Antiquity of Indian dance is well established. Beginning as religious ritual in temples, they moved to the courts of kings and came to be patronised by the noble classes. It is only about a century or so ago that dance moved to an appreciative lay public and became accessible to all.

From temples and royal courts, heritage has permeated our homes also from ancient times. In traditional homes in parts of South India, drawing of *Kolam* in front of homes by women early in the morning after a ritual bath has been a tradition practised for numerous generations. We have traditions in mural and

miniature painting, terracotta, art, music, drama etc - with distinctive local nuances and styles.

We have very distinguished town planning, architectural and *vaasthu* traditions which originated in our ancient towns along the banks of our rivers, sea-shores and suited lands as diverse as deserts to rain forests; climates from snow, torrential rain and arid-dry to everything in between. Based on the locale, we use traditional materials like wood, mud, bricks, thatches woven of various palms. Each has suited the locality and clime. We have been able to use huge rocks to create archways, temples and marvels of construction in an era when people in other continents lived in forests.

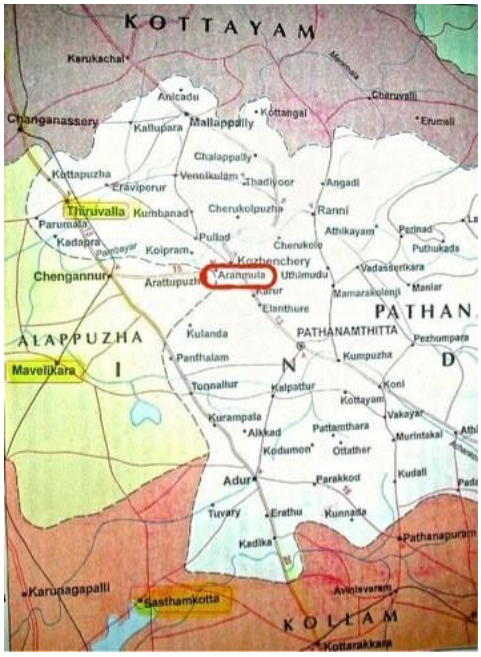


Indian heritage is the way of life of our people across time and space. It may differ from place to place in the country. But it is an amalgamation of several variations that spans our subcontinent, has been influenced by a history that is several millennia old and inputs from many other lands, religions and cultures. Many elements of our diverse cultures, such as Indian religion, yoga and cuisine, has had a profound impact across the world.

In recent decades, we are seeing the beginnings of a tendency to denigrate our traditions and culture. Fortunately, there is a bigger, eager and more forceful attempt to revive our heritage to its past glory.

The Aranmula Heritage Trust is a body of dedicated persons that has been formed to do engage in reviving Indian heritage in social traditions, culture, folklore, arts and nature.

CHAPTER 2
INTRODUCING ARANMULA



Aranmula is a temple town in the Central Travancore region of Kerala state, India. It is mentioned in the classic *Thirukkural* as *Arin Vilai* (fertile land on the banks of a river). Situated 116 km North of Thiruvanathapuram, the state's capital, it nestles on the banks of the holy Pamba River which enriches large tracts of land in Pathanamthitta district and Kuttanad rice-belt of Alapuzha District of Kerala.



Pamba is considered as *Dakshina Ganga* (Southern Ganges) because of its association with Kerala's largest pilgrim centre - Sabarimala. Devotees of Ayyappan of Sabarimala believe that immersing oneself in Pamba is equivalent to bathing in Holy Ganges and will absolve one of one's sins - a requirement to commence the trek through the forest to the temple. The river finds mention in *Ramayanam* as *Pambasarasthadam chethomanoharam* (the basin of beautiful Pamba that ravishes the mind). It was also the venue where Sri Rama met Sabari, an ardent *adivasi* devotee. Another legend associated with Pamba is that Lord Ayyappan (Sri Dharmasastha) appeared to Pandalam *Raja* as a child on the banks of the Pamba River.

It is a pilgrimage destination from time immemorial and was an important trade post during times when rivers were the main means of transport. Aranmula is known even now for its *Vallam Kali* (boat race) which is held during the annual festival of Parthasarathy temple. It attracts devotees as also national and international tourists. Fifty two *Kara*s (territories) own snake boats that take part in the races and these are considered as vehicles of the deity. The ceremonies begin with the *Thiruvona-thoni* (a small ornamental boat) setting out on *Uthradam* (day before



Onam) evening from Kaattoor Mahavishnu temple with materials to make the temple's '*Nivedyam*' and '*samooha-sadya*' (mass feast) on *Thiruvonam* day. These are offerings of Mangattu Bhattathiri, *karanavar* (the eldest member) of Mangattu *Illom*, whose representative comes in the *thoni* as part of the tradition. The *thoni* is symbolic of *Garuda,* Lord Vishnu's carrier.



The Parthasarathy temple is recognised as one of 108 most sacred *desa-kshetram*s of India. The temple complex comprises a temple for Lord Parthasarathy in the centre with other temples and sacred groves around it. The main idol was originally the *Thevaara vigraha* (idol used for daily personal worship) of Arjuna. It is believed that *thevara vigraha*s of the other four Pandavas are at the nearby villages of Thrichittaat, Thrippuliyoor, Thiruvanvandoor and Thrikkodithaanam. It is believed that the great Nammaalwar visited the temple in 800 AD and prayed there.

Aranmula is blessed with fertile wetland (*puncha*), rich biodiversity and steady climate. The region is blessed with abundant supply of ground and river water which empty into the estuary of Vembanad. The rice bowl of Kuttanad lies downstream from Aranmula and benefits from the water flow.

Important towns nearby are Chengannur (10 km), Pathanamthitta (15 km) and Pandalam (14 km). The closest rail point is Chengannur and airports are in Kochi and Thiruvananthapuram.



Aranmula is famous for its metal mirror, known as *Aranmula kannadi*. Made from a secret tin-bronze alloy, there is only one family of artisans who know the traditional technology to make it.

The palace at Aranmula (*Aranmula Kottaram*) is an architectural marvel. The ornaments of Lord Ayyappan of Sabarimala (*Thiruvabharanam)* is believed to have been kept here originally and it continues to be a halting point on the annual procession of the ornaments from Pandalam to Sabarimala. The palace built in the traditional Kerala style has a history of over 200 years. Built mainly of wood, this Palace on the banks of Pamba River has cool

interiors.The *nilavara* (the underground store) *and ara* (granary) in this palace are unique and were originally meant for storing weapons and grains.

Geographically, Aranmula is located at 9.33°N - 76.68°E at an average elevation of 7 m (23 ft).

Several ritual art-forms of the region are performed during the temple festival. They include *Padayani*, *Vela Kali*, *Mayoora Nritham*, *Kurathi Attam*, *Arjuna Nritham*.

Pulikkunnumala Mahadeva Temple

The ancient Pulikkunnumala Mahadeva temple is located 4 km from Aranmula and is said to be a worship place used by *pandava*s.



The *Vaasthu Vidya Gurukulam* is located in Aranmula. *Vaasthu* is the traditional way to set out and construct buildings. The Maramon Convention of Christians is also held on the banks of the river Pamba.

Another specialty of Aranmula is the famous *Valla Sadhya,* an elaborate vegetarian feast with as many as as forty two items.

Chettikulangara Kettukazhcha is a ritual conducted every year on *Bharani Nakshathram* of the Malayalam month of *Kumbham*. It is an amazing visual spectacle. *Kettukazhcha*s are deftly sculpted and decorated forms of six temple cars known as *Kuthiras*, five *Therus* (Chariots) and icons of Bhima and Hanuman. All of them are all gigantic - 20-23 meters tall. On the move, they are electrifying, and create an unforgettable artistic impression especially at night in the backdrop of illuminated lights. Historians say that *Kettukazhchas* are similar in concept and architecture to Buddhist tradition in square, rectangular and pyramid shapes and that Buddhism was widely prevalent in the Central Travancore until a few centuries ago.



CHAPTER 3
PROJECTS BEING PLANNED BY THE TRUST

Despite many millennia of subjugation by conquerers from abroad, India has a rich indigenous heritage built on noble human values. Our society, family, religion, music, dance, art, agriculture, town planning, civics, architecture, irrigation, medicine - in fact all walks and systems of our life - are guided by these traditions.

For geographic and historic reasons, Kerala has largely escaped foreign onslaughts. But during the last century or so, *Malayalis* have also become exposed to erosion of their culture and values on account of other reasons.

The unprecedented growth of our population has put pressure on available land in our already small state. Economic prosperity of a huge middle class created by a resurgent economy has caused severe economic and social upheavals. Cutting down large tracts of forests and destruction of mangroves, diverting agricultural land for housing and industries, irreversible pollution of air and water, rampant corruption and lawlessness and general feeling of apathy had led to degrading of our nature and human psyche.

In such a situation to recoup human values and save nature for future generations, well-meaning opinion-leaders are emerging to reverse our negative trends. The Aranmula Heritage Trust is a group trying to do its mite in this endeavour. That we have chosen Aranmaula as the centre of our operations is not an indication that we intend to limit this geographic area as the sphere of our plans and activities. We aim to create through our projects all that India stood for during its golden age - truth, honesty, simple living, lofty ideals, equality of all humans and highest consideration for Nature.

Project Outline

Aranmula is rich in natural heritage with beautiful landscape, natural resources, abundant flora and fauna. The local Parthasarathy temple believed to have been built by Pandavas. Pamba River, 3rd largest among Kerala's numerous perennial waterways, flows through the area and not only provides irrigation needs of Kerala's primary grain-producing Kuttanad basin, but is host to *Aranmula Vallam kali* (an annual snake boat race). The *Valla-sadya* is believed to the most elaborate feast one can eat anywhere in the world. Local metallurgy is globally recognised for its *kannadi* (mirror) made from

polished metal of a secret composition that has been passed down for centuries in one family of craftsmen.

It is in this setting that our Trust plans to actualise following projects:

Phase I:

- A Heritage School

  An existing CBSE-curriculum school at Aranmula is proposed to be taken over and developed into a Heritage School.

- A Heritage Museum

  A museum to showcase artefacts of heritage value is proposed to be set up at Aranmula. Local specialities such as *Aranmula Kannadi, Thiruvonathoni, Chundan Vallam* with traditional oars and decorations etc are already being collected for display. Also proposed to be acquired are historically important artefacts like title deeds in brass, coins, murals, paintings etc from a bygone royal era. A library having books and documents of historical, traditional, cultural, archaeological, and heritage value,and a Reading Room are also proposed to be included in the museum.



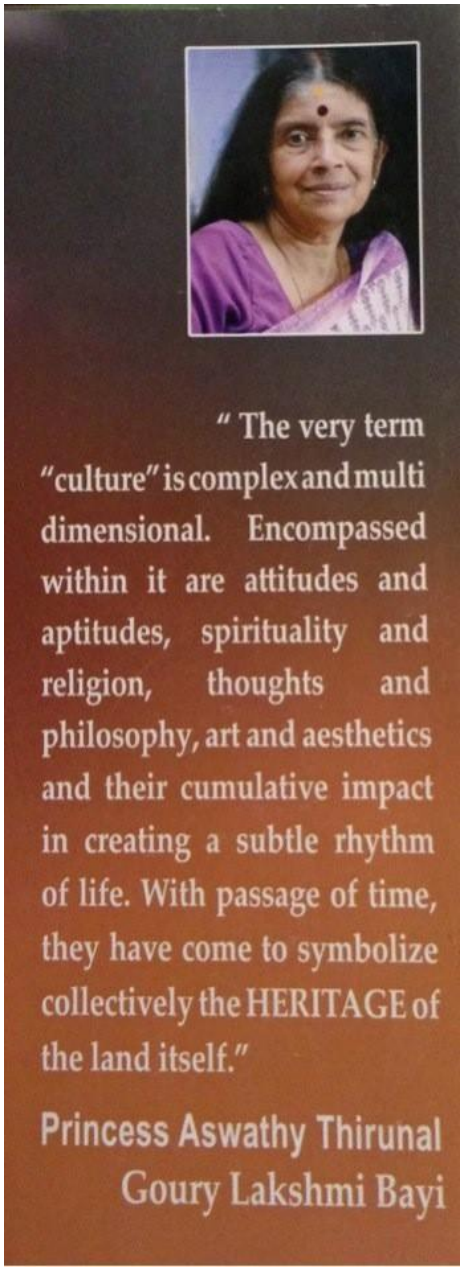
Subsequent Phases:



- A Heritage Study Centre to help academicians and researchers to gain further insights into our heritage and use the knowledge for our national benefit
- Self-sustainable Heritage Villages where we can create models of good life as lived by our forefathers during the golden periods of our history
- A Home for Destitute Children
- A Home for Abandoned Old-age Persons
- A Home for Destitute Women

A Heritage Performing Arts Centre, an annual heritage festival and a magazine on heritage issues are also being planned.

This Feasibility Report deals from here onwards with only the first of these projects - the Aranmula Heritage School.



CHAPTER 4
THE HERITAGE SCHOOL & THE TRUST'S VISION FOR IT

Introduction

The concept of grouping students in a location for learning has existed since Classical antiquity - formal schools (*Gurukulam*) of ancient India.

*Gurukulam*s were traditional residential schools of learning; typically the teacher's house or a monastery. During Mughal rule, *Madrasas* were introduced into India to educate children of Muslim parents.



The British made indigenous education widespread during the 18th century - with a school for every temple, mosque or village in most regions of the country. Children learned to read, write and do arithmetic and were taught theology, law, astronomy, metaphysics, ethics, medical science and religion in such schools. Christian missionaries from England, USA and elsewhere established missionary and boarding schools. Later these schools gained popularity and some became prestigious. They marked the beginning of modern schooling in India and the syllabus and calendar they used became the benchmark for schools of modern India. Today most schools follow this model for tutoring, subjects, syllabus, governance etc with minor variations.

Schools in India now range from those with large campuses and thousands of students who pay hefty fees to those where children are taught under trees and are free of cost. The typical syllabus today includes language(s), mathematics, science - physics, chemistry, biology, geography, history, general knowledge, computer science etc. Extra curricular activities include physical education / sports and cultural pursuits like music, choreography, painting, theatre / drama etc.

Thus an ancient tradition in education that we had has been blurred by the influx of foreign systems of education systems brought by a series of invaders and rulers from across the world.

The Trust's Objective in Establishing a Heritage School

A large number of Kerala's largely well-educated citizens have emigrated to all parts of the world in search of work. Over the years, they have begun to get integrated into local societies in mostly of wealthy nations as they are finding acceptance there. Many of them are taking permanent residency in those nations and their children are inter-marrying and this getting more deeply entrenched into alien cultures. Although this brings economic prosperity to many, on an emotional plane, this is resulting in erosion of culture and value-systems of the emigrants. Most emigrants try to get over this situation by attempting to inculcate Indian culture and values in their children by sending them when they reach an impressionable age to schools in India. But Indian education is now aping western ways to attract newer aspiring emigrants. In this vicious circle, we have hardly any school that is suited to meet the aspirations of emigrant parents.



This is affecting not only overseas parents. Within India also, when educated persons began to leave home in search of work in far away places, our society began to desert the warmth and security of joint families and adopt a nuclear setup. Young families where both parents work are becoming masters of hitherto unbelievable wealth. Their children are being denied parental guidance. Lack of love and emotional bonding of such a generation of children is leading to their becoming rebellious and a burden on society. Widespread access to inexpensive hardware and facilities for New communication technologies - particularly cellular telephony and internet - are other factors causing deterioration of our heritage and values.

It is therefore our intention to create a Heritage School that shall become the preferred destination of parents who wish to develop their children into knowledgeable and worthy citizens of an upright nation.

The form and style of the Heritage School we are planning

The ideology of such schools goes back to ancient times. *Mahabharata* and *Ramayana* contain descriptions of a *Gurukulam* system of education. Pupils, be they princes or peasants, leave home at a young age to live in *gurukulam*s and learn from *Gurus*. The *shishya* (pupil) would live with the *guru* (teacher) for many years learning from him and getting his character moulded.

Living in close proximity with one other ensured high quality, value-based education and all-round development of the child as an individual.

The British Empire brought to India their style of education. Their concept of Boarding Schools was quite similar to the Gurukulam system but had cultural dissimilarities.



In the Gurukulam of yore and heritage schools of today, teachers and students stay on the same campus. Students learn to live by a routine, inculcating a sense of discipline that will benefit them for life. They begin to take responsibility starting from managing their own daily lives. Their learning experience shall encompass physical exercise, spiritual strengthening, focus on academic excellence, and on overall enrichment of personality.

In this manner, we shall try to develop students holistically and enrich the quality of their lives. Ours shall be a co-educational institution. We shall set the highest standards of academic achievement, intellectual growth, ethical awareness & behaviour, sportsmanship and other good qualities in our students.



Our primary concern shall be to develop character of our students. We shall balance tradition and innovation and strive to maximise each student's intellectual, moral and physical growth using the resources of a noble and academically excellent faculty.

As teachers shall also live on our campus, they shall be part of students' lives. On one hand, they shall facilitate the highest standards of academic pursuit. On the other, they shall also create a special form of bonding with students to enrich their lives in sports, dramatics, art and culture and most importantly in developing character.

Academic & Extra-curricular activities



We intend to offer classes from Pre-primary to Grade XII in CBSE curriculum. Each class shall have 25 students. The staff – student ratio is proposed to be 1:10.

The Campus shall have classrooms, library, computer labs, AV rooms, science labs, arts and fine arts studios, language development centres and manipulative learning and



contemplative learning centres. It shall have outdoor playgrounds for football, basketball, volleyball, cricket nets, etc and indoor facilities for table tennis, aerobics and yoga. The canteen shall be designed with a hygienic simplicity and children shall be served well-balanced meals.

Academic Infrastructure



Classrooms shall be well-ventilated with natural air and light, be spacious and aesthetically simple. We shall network the classrooms, install SMART Boards and Audio Visual learning aids.

Modern laboratories for physics, chemistry, biology, history, geography, mathematics and environmental Sciences shall be provided to arouse curiosity, stimulate creativity and promote enquiry in students even as they pursue their academics. Concepts that are taught in the classrooms shall be reinforced at these labs.



The library shall provide an environment that is supportive and nurturing to students to explore into their areas of study and other pursuits. The library shall contain not only books, but also CDs, DVDs and other digital media that will cover a wide spectrum of subjects to satisfy the students' urge to learn.

The school shall have a hi-speed internet connection. Students will be able to word process, use data bases, design graphic presentations and do desktop publishing.

Cultural pursuits and fine arts



To inculcate our culture and heritage in students, we shall provide them with opportunity to develop their talents in creative areas like art, music, dramatics, debating etc and develop their sense of aesthetics.

Study of Languages

A language pursuit centre shall set up to offer training in academic and communicative English, Malayalam and Sanskrit. Our intention is to prepare students not only for

academic success and to communicate well in good language, with proper etiquette, confidence and effectively for the sake of their future careers, but also to help them understand our ancient heritage from our abundant literature and cultural resources.

Day care & Nursery

A day care centre shall be set up to provide an atmosphere of loving and quality care to children of staff and localities around the school. Children shall be put though good play experiences, story times, music etc. As is usual, there shall be periods of rest and to eat food and snacks time.

Hostel & Canteen

The school shall have congenial and safe hostels separately for boys and girls. Wardens shall look after children as surrogate parents when they are in the care of the school.



The canteen shall have a clean, neat and hygienic kitchen and dining room to prepare and serve nutritious and simple meals and snacks to the students at reasonable cost. The menu shall be designed to provide variety and interest to children and shall be got checked by independent experts to ensure that students receive balanced, healthy and nutritious meals.

The school shall have its own *goshala* - dairy, a *yoga vidhayapeedhom* and facility to teach children small-scale handiworks.

Medical Centre

The school shall have a clinic to serve students and teachers. A nurse shall be available there on full-time basis. It shall treat minor injuries, provides first aid and maintain health records. The school shall have a tie-up with local hospital to use in case other advanced services be needed. Periodic health checkups shall be organised for students, teachers and other residents of the campus at these hospitals to ensure that it shall provide a healthy environment at all times.

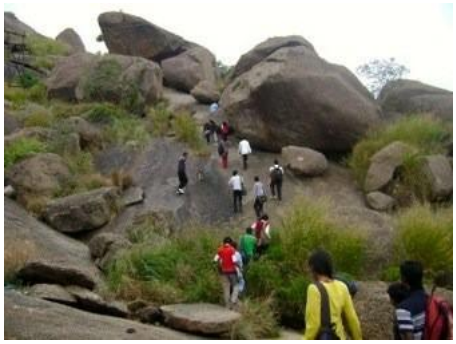
Scholarships



The school shall admit as many academically bright students as possible from economically weaker sections of society and facilitate their receiving the best form of education and

upbringing as others. It is our hope that such children may not be only be able to rise to a good life themselves, but can then help others also to rise as they themselves did. This can create growth of geometric proportions of prosperity passing from one generation of students to the next.

Extra-curricular activities



The School shall offer activities to excite and encourage a spirit of adventure in our students. Such activities shall be carefully devised with our heritage in mind to expose children to our past glory in many such pursuits and help them develop their power of determination and to sensitise their young minds to appreciate the beauty and power of nature.

E.g. country boat and snake boat rowing in Pamba River, climbing nearby hills and camping are possibilities that can develop many skills that our earlier generations had. Trekking on nature trails in wild life sanctuaries and Kuttanad which are not far and camping in remote areas will provide the impetus to hone skills in communication, leadership, crisis management and team building in a conducive, unobtrusive manner. Observing the wide variety of local flora, fauna, ancient arts and rites will help students learn and develop an appreciation of our rich heritage.

The School shall encourage students to engage in activities like making and doing presentations, project works, role-plays, dramas, group discussions, quizzing, join local competitions , make models etc in available spare time and thus further their skills that will carry them forward in their careers later in life.

Outings

We shall arrange for children to visit some of the many cultural and historic places of interest that the area has plenty of. We shall also arrange visits to jails, orphanages, old-age homes etc to expose them to that side of life. To help them find solace and inner peace, we shall also take them to *ashram*s, churches, mosques and temples etc. During all such visits, we shall try to do some voluntary service at these places.

Affiliation

The School is currently affiliated to the CBSE. This shall continue as long as necessary and changes shall be made only later if found necessary. The School offers humanities and sciences as study options now. Others shall be added later as necessary.

Medium of Instruction :

English shall be the primary language for teaching. Malayalam shall be taught to give students a good appreciation of our great literary and heritage traditions. Sanskrit shall also be introduced for the same reason.

Classes

From Pre-primary to Grade X now. Shall be upgraded to Grade XII progressively.
The School shall offer programmes at the following levels:

Kindergarten (LKG & UKG) for age group up to 5 years

Primary School classes: Grades 1 to 5

Middle School: Grades 6 to 7

Secondary School: Grades 8 to 10

Higher Secondary (Plus 2): Grades 11 to 12.

The Vision

It is the desire and wish of the Aranmula Heritage Trust to try and regain some of India's past glory in education by creating a heritage school that imbibes the best of our ancient traditions but will also try to meet the needs of a modern resurgent nation that is racing to the top of the world's economic order.



CHAPTER 5
STUDENTS' CHARTER FOR THE HERITAGE SCHOOL



To make Aranmula Heritage School a unique educational experience for the child - who is the most important stakeholder in any school - and parent alike, we intend to make it an institution where children shall be treated in a manner that he/she shall develop into honest, responsible, self-reliant citizens. With this objective, we intend to develop a Charter of Rights that shall be made known to and enforced for the child while in the school's care. Such rights shall include:

The right to be listened to and respected as individuals
Feeling of security and well-being
Physical and mental health and fitness
Encouragement to develop to his/her full potential
Recognition as a unique individual and treatment with dignity and respect
The same rights and choices and same life experiences as others
Be addressed by their name and as individuals
Looked after by courteous, well-trained staff
Taught good manners and behaviour to ensure their own personal safety
Protected from harm, abuse, emotional abuse, malicious teasing, taunting, physical punishment, bullying and rough handling



Shall not be ignored, controlled through fear, shamed, humiliated or misinterpreted
Kept safe from sexual abuse and improper exposure
Ensured basic essential needs
Encouraged to take reasonable risks and protected from inappropriate ones
Be heard, their wishes taken into consideration, opinions respected and responded to
Encouraged to get involved in decision-making, to express views and ask questions which shall be answered however silly they may seem
Given access to communication facilities and time and opportunity to use them



Teachers shall recognise children's non-verbal communications and respond
Teachers shall help others understand children's views when they find it difficult to express them themselves
Their likes and dislikes shall be recognised
The opportunity to make friends, play, learn, work and have fun
Being made aware that others know the importance of their place in their families
Given timely information
Given time and opportunity to take part in everything like everyone else
Given an understanding of individual cultural, religious & spiritual values and beliefs
The understanding that others will do the same things to you and for you as you do for them
Right to develop one's ownsexuality
Shall be helped to understand that each person matters
Support to develop self esteem, positive body image and self confidence
To feel good about things they can do
Recognition for achievements



Help with areas of life they find hard to understand or go through
To set goals throughout their life
Help to know about their own body and mind
Teachers attending to each child's psychosocial and emotional needs as also health and medical needs
Allowing children to experience new things and promoting their independence
Teachers mentoring each child's ability be involved, influencing decisions and giving informed consent in all matters that affect them
Aiming high to achieve each person's potential in everything they do
Challenging their abilities to succeed
Enabling them to learn about positive social behaviour and respecting others
Supporting them to find out what they are good at
Develop the ability to work through difficulties with the perseverance

We have planned this Charter and all other things in the Heritage School with the good intention to benefit children who will endeavour to develop into upright citizens. In a society, it is but natural that there will be children who will not be amenable to building character. In a school setting, such children will be a distraction to others and we shall

have a system to weed them out as quickly as possible - say within 3 months. Such a practice was supposed to be followed in ancient *gurukulam*s too. When a new student was brought to a *gurukulam*, he would first be made to live separately in an outhouse. The *Maharshi*-teacher would monitor the impact the newcomer was having on others, without even their coming into contact. It was believed that each person has an aura that affects others in his vicinity in a positive or negative way. Even in those ancient times, those with negative vibes were sent away without being admitted into the *gurukulam* in the interest of the positive majority.



Children in the school shall not be denied their rights without good cause. E.g. if someone behaves or exercises a right in a manner that is detrimental to others.

CHAPTER 6
THE TRUST & ITS CREDENTIALS TO ACTUALISE A HERITAGE SCHOOL PROJECT

The Aranmula Heritage Village Project is being conceptualised, planned and actualised by a registered Trust with the name and style of Aranmula Heritage Trust, located at Pathanamthitta 689 533, Kerala State, India.

A multi-tiered organisation described below plans and manages its Projects:

Guiding lights

A panel of eminent personages advises the Trust about priorities and things to do based on their immense wisdom and experience. Each of them has left a mark on the life of people by being at the forefront of social and environmental issues, by voicing learned opinions firmly, calming communal disturbances and so on.

Name	Background
Justice V R Krishna Iyer	Retired Judge of Supreme Court; ex Law Minister of Kerala State; Padma Vibhushan awardee
P Gopinathan Nair	Freedom fighter and Gandhiji's disciple; Chairman of All India Gandhi *Smaraka Nidhi*, New Delhi and Gandhi Peace Foundation
Mathaji Guru Poornima Mayi	Founded Vijayananda *Vidhyapeetam*, Aranmula and established *Pournami Sangham*; ex school teacher
Swami Golokanandaji Maharaj	*Madhadhipathi* of Sri RamaKrishna *Ashram*, Tiruvalla; previously headed *ashrams* in Thiruvananthapuram, Quilandy, Harippad, Kozhikode etc.

Board of Directors

The key decision-making body that is responsible for all decisions, management and administration of the Project and the facilities when they are completed and go into operation.

Name	Background
Kummanam Rajasekharan	Chairman of the Board Human rights activist, environmentalist, social worker and journalist.
Akkeeraman Kalidasa Bhattathirippad	Head of *Kuzhikkattillam*; *Thanthri* of over 1,000 temples; Chairman of Mookambika Engineering College; Vice President of *Thanthra Vidhyapeedhom*, Aluva; President of *Yoga Kshema Sabha*
C V Ananda Bose, IAS	Former Secretary to the Government of India; Vice Chancellor of the Culture University; Indian representative to UN Habitat; author; management expert
Govind Bharathan	Senior Advocate of Kerala High Court; orator; writer; social activist
Ajay Kumar	NRI businessman of Pathanamthitta; founder of *Balika Sadanam* at Pullad, which looks after needy girl children
Jayachandra Raj	Eminently qualified research scientist of the Centre for Development Studies; economist; internationally reputed astrologer
Kanayi Kunjuraman	Kerala's master sculptor; Commonwealth Scholar
Menaka Sureshkumar	Accomplished star of South Indian films; movie producer; spiritual, cultural and heritage activist
Katammanitta Vasudevan Pillai	Professor of mathematics; *padayani* exponent; Vice Chairman of Kerala Folklore Academy; author
Pradeep Challiyil	NRI management expert; environmentalist; biochemist; cancer researcher

Name	Background
K V Madanan	Teacher and educationist; ex-commissioner of entrance examinations and Director of Public Instruction; national President of Scheduled Caste-Tribe Rights Protection Forum
P Radhakrishnan Nair	Former Civil Surgeon; founder of Amar Hospital, Maternal & Fertility Centre, Attingal; philanthropist
Rajan Nair	Businessman, exporter of cashew nut and seafood; founder of Quilon Management Association
Sri Surya Kaladi Suryan Jayasuryan Bhattathirippad	*Thanthri* of several well-known temples; authority on *Thanthric* practices
Sugatha Kumari	Poet; environmental and feminism activist; founder of *Abhaya*, a home for abandoned girls and mental patients and of *Prakrithi Samrakshana Smaithi*; ex Chairperson of Kerala State Women's Commission; winner of *sahithya* academy award and several other literary recognitions; *Padma Shri* awardee
Thomas P Thomas	Associate Professor of Botany, St Thomas College; environmental activist; activist for moralistic and value-based education; member of All Kerala River Protection Council
Suresh Gopi	Movie star; national best actor award winner; philanthropist and public interest activist
R S Nair	CEO of the Trust Senior Banker, hospitality industry director; headed travel industry, spices export and newspaper organisations; on the board of several corporate entities

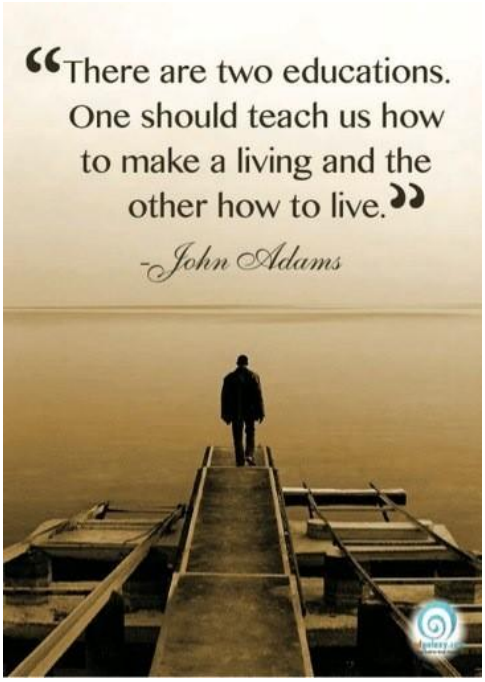
Credentials

To create, manage, develop and continually expand and improve a school that is both traditional and modern will need many sets of skills. Fortunately, the Aranmula Heritage Trust is blessed with personages with expertise who have held eminent positions in education and management.

We have among the guiding lights of the Trust personalities who are eminent educators and were practising teachers. In our Board of Directors of the Trust we have well-known human rights activists, environmentalists, social workers, journalists, orators, senior civil servants of the Government of India, well-known advocates, authors, entrepreneurs, philanthropists, well-known sculptors, professors, Controller of Entrance Examinations, well-known film actors, management practitioners, environmentalists, medical doctors, environmentalists, social activists, etc.

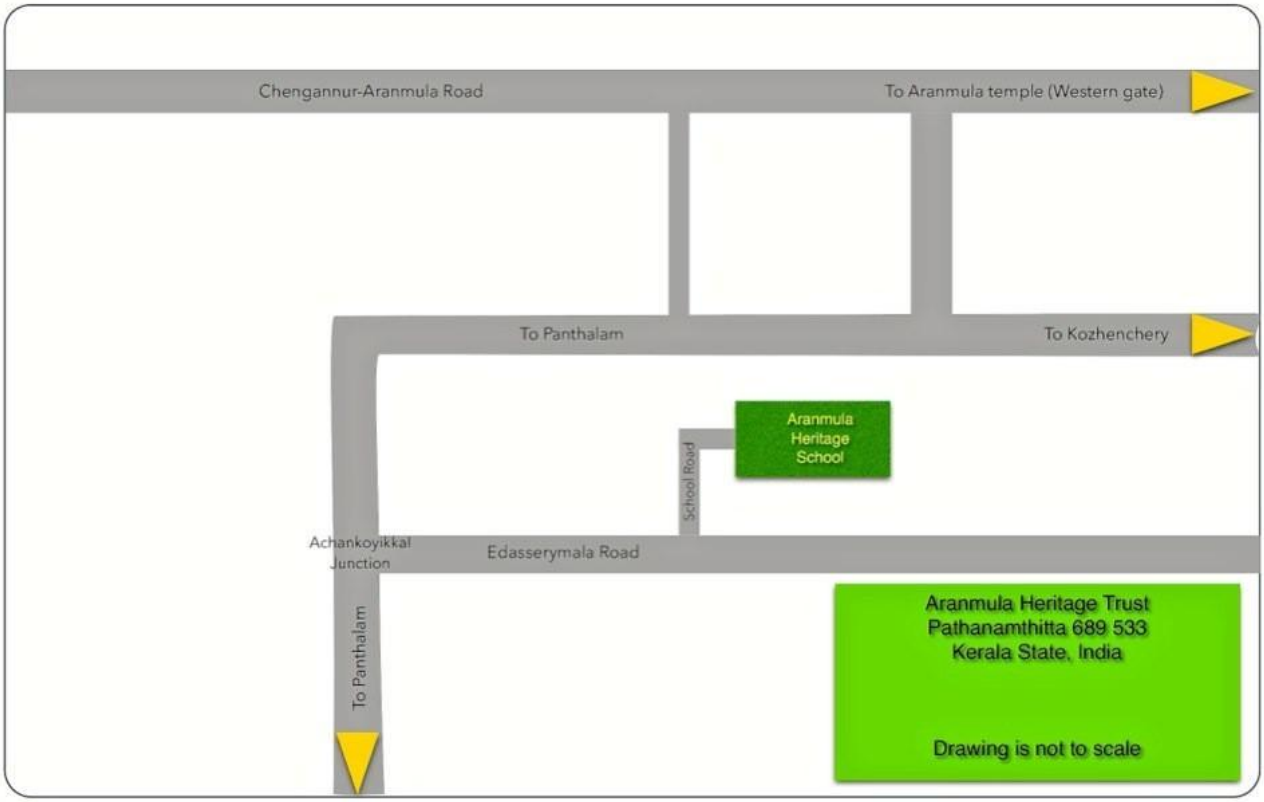
The Trust has an office at Aranmula that is staffed by dedicated staff.

It is this broad-based team that is setting out to actualise the heritage school described in this document. It can be seen that the team comprising founders of schools, educators and professors, as also eminent jurists, entrepreneurs, managers, civil servants, environmentalists, social activists, performing artistes, renowned sculptors et al is eminently suited to visualise, plan, design, build and manage a heritage school.



CHAPTER 7
THE SCHOOL'S LOCATION

The School is located amidst paddy fields and agricultural land. Thus the location is appropriate for a school's operations which will not be disturbed by the noise of heavy vehicular traffic, commercial activities etc. There also exists the possibility of acquiring more land in the neighbourhood for future expansions.



The important landmarks in the vicinity of the school are Pamba river, hills like *Pulikkunnu mala, Kanakakkunnu mala, Idappara mala, Kadapra mala*, the *Kozhithodu* canal and Parthasarathy Temple. The following groves and wooded areas can also be found nearby: *Aringottu kaavu, Pallimukkam, Thechikkaavu, Kannanggaattu madhom*, and *Gurukkan kavu*.

CHAPTER 8
FACILITIES NOW AVAILABLE AT THE SCHOOL

Vijayananda VidyaPeetam is set in a picturesque, serene locality of Aranmula. It offers the CBSE curriculum of studies.

Given below is a list of buildings and facilities available now at the school:

Facility	Details	Details
Land		1.21 Hectare (~ 3 Acres)
Main school building	2 floors (ground + first)	546 Sq Meters (5,880 Sq Ft)
Classrooms	12 classrooms x 41 sq M (440 sq ft)	
Classroom furniture	Desks Chairs Benches	150 50 150
Toilets	1 each for male & female staff + 3 each for male and female students	4 for males 4 for females 8 in all
Laboratory	1	Chemisty
Staff Room	1	
Office Room	1	
Store Rooms	5	
Library (1)	Shelf Desks Chairs	1 3 3
Playground	1 football field	534 (5,750 sq ft)
Facilities available for other games and athletics	Shuttle badminton Cricket Shot putt Discus throw	

Facility	Details	Details
School buses	Eicher Mahindra	2 2 4
Electricity supply	From the grid of Kerala State Electricity Board	
Water supply	Well with pump	

The present market value of the land, buildings and other facilities listed above is about Rupees 8 Crores (c 800 lakhs). But, as the School is owned by a religious charitable Trust, and their objectives are in tune with those of the Trust, the School has been offered to the Trust for a total consideration of Indian Rupees 4 Crores (c 400 lakhs), which is approximately the amount they have invested plus their outstanding liabilities.

It is proposed to create the heritage school from this infrastructure in a planned way.

The school is presently owned by Matha Gurupoornima Mayi and Smt P P Indira per value shown in the table below and administered by the latter. The School's Secretary is M G Unnikrishnan.

	Matha Gurupoornima Mayi	Smt P P Indira
Land (c lakhs)	26	16
Buildings (c lakhs)	90	
Land development (c lakhs)	94	74
Individual totals (c lakhs)	210	90
Sum total to be paid by the Trust	300	
Advance already given to owners	100	
Grand total on takeover of school	400	

The takeover process is in progress.

CHAPTER 9
UPGRADING THE SCHOOL INTO A HERITAGE INSTITUTION



We intend to develop Vijayananda *VidyaPeetam* into the Aranmula Heritage School. The school is named after the renowned Kaviyoor *Swamigal*, Vijayananda *Theerthapadar* of Kidangannur *Ashram* - a disciple of Chattambi *Swamigal*.

We shall not disrupt the status quo immediately. Students, teachers, staff et al shall be retained as far as possible and all existing facilities and goodwill shall be utilised.



But, from day one, we shall, in consultation experts whom we have aplenty among our advisers and board of directors, begin to convert the school into a Heritage Institution. It is our hope that we shall achieve our goal within a span of 2-3 years and that five years from takeover, the school will reach its heritage *avatar* and become one of the most sought after educational institutions of India.

As a Heritage School, we shall try to get all teachers and students to live on the campus and interact with one another as a family. Students shall be encouraged to experiment and learn under teachers' guidance, rather than trying to drill rigorous lessons into children's unreceptive minds. Simple living and lofty thinking shall be followed by everyone on the campus. Outdoor activities shall include not only conventional games, but gardening, trekking, cultivating the school's ornamental and kitchen gardens. Keeping the yards, buildings and the campus clean and tidy shall be everyone's responsibility. Greeting one another, prayer and all forms of social conduct shall follow national traditions rather than practices of any particular religion, caste or sect. Mutual love, truthfulness and brotherhood will be imprinted in children's minds through example and folklore stories rather than enforcing them through rules and codes.

Nutritious, balanced, vegetarian meals will be hygienically cooked and served in a friendly, caring ambience in our dining hall. As much of the ingredients as possible will be grown on the campus. Teachers, visiting parents and others shall be encouraged to share meals with the children to facilitate bonding among them. Children shall be taught dining room etiquette and table manners. The menu will be planned by a committee that shall include a dietician.



Students will receive specialist music tuition within the school but are fully integrated within the school for other lessons. The purpose of music classes will be to identify and assist children with exceptional potential to benefit from specialist training as part of a broad and balanced education, which will enable them if they choose to proceed towards self-sustaining careers in music. Typically as students progress through the school the time spent on music increases. We may also cover performing arts: music, drama, dance in this manner.

Teaching for social justice is a philosophy of education centred on the promotion of social justice and the instillation of such values in students. Educators may employ social justice instruction to promote unity on campus, as well as mitigate boundaries to the general curriculum. These boundaries often include race, class, ability, language, appearance, sexuality, and gender.

In some countries like UK and USA, teaching as a profession has levels of work-related stress (WRS) that are among the highest of any profession. This problem is becoming increasingly recognised and support systems are being put into place. Teacher education increasingly recognises the need to train those new to the profession to be aware of and overcome mental health challenges they may face.

Often stress affects students more severely than teachers, to a point that the students have to be prescribed stress medication. This stress is often related to examinations, testing and the pressure on students to score above average.

Schools are also under pressures to cover the curriculum, perform well in comparison with other schools and to avoid the stigma of being "soft" or "spoiling" on students. Forms of discipline such as control over when students may speak and behaviour such as raising a hand to speak are imposed in the name of discipline. Practitioners of critical pedagogy maintain that such disciplinary measures have no positive effect on student learning. Indeed, some argue that disciplinary practices detract from learning

as they undermine students' individual dignity and sense of self-worth — the latter occupying a primary role in students' hierarchy of needs.

Ragging is a type of bullying that occurs in an educational setting. It can be physical, sexual, verbal or emotional in nature.

Ragging is an unwelcome behaviour among children that involves a real or perceived power imbalance. The behaviour is repeated and aggressive and involves using physical strength to control or harm others. The long term effects of school ragging can be numerous and may result in sensitivity, anxiety and depression of victims. Recent statistics suggest that majority of students will experience bullying at some point in their academic careers. From early 21st century, increasing attention is being given to teachers and parents understanding and recognising signs of bullying (among bullies and victims) and being equipped with strategies and tools to address it.

Sexual harassment in education is an unwelcome behaviour of a sexual nature that interferes with a student's ability to learn, study, work or participate in school activities. It may involve a range of behaviour from mild annoyances to sexual assault and rape. Sexual harassment can cause serious and damaging consequences for the victim. There is also the question of abuse of trust as teachers are in a position of authority and trust only to foster intellectual development of their students.

In our heritage school, following are specific things that we shall try to do:

- free children from total dependance on calculators, spell-check applications and gadgets as has become common now and try to inculcate reliance on multiplication tables, remember essential spellings etc

- develop analytical abilities even as little children and leading from there to sound decision-making abilities

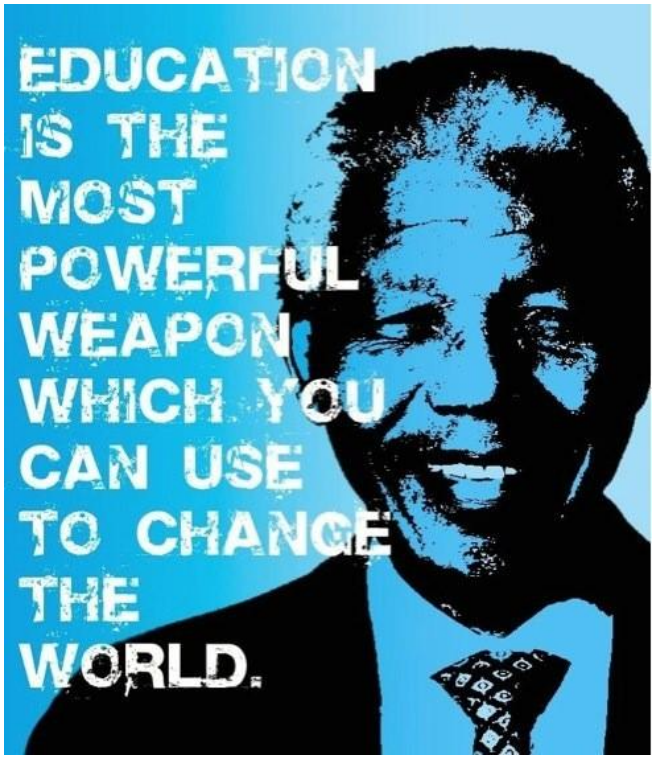
- look for tie-up and exchange programmes for students and teachers with like-minded national and international heritage schools and institutions

- develop an appreciation for 'back-to-nature' schemes like organic farming, usage of rain water, natural lighting and ventilation and renewable energy sources

- develop self-confidence in children through practice of *yoga*, meditation etc

- encourage children to observe all traditional festivals of our land irrespective of religious, caste and regional considerations and appreciate & understand their significance

- arrange scholarships and sponsorships to help deserving but poor students to live and study in our school and develop as model human beings



CHAPTER 10
DESIGN, LAYOUT, ARCHITECTURE & CONSTRUCTION POLICY

Overall Design Concept

In keeping with the Trust's raison d'être to revive and promote our national and local heritage, the school shall try to emulate our traditional *Gurukulam*s of yore. Specialists in education and town planning shall be consulted to achieve this.

Simplicity and minimisation of cost shall be the principles adopted in all endeavours of the school.

All national and regional laws and conventions shall be adhered to in all things connected with the Project and the school's operation and management afterwards.

All things done in the project, running the school and managing it shall be done in the most fair, reasonable and transparent manner.

Campus Layout and Features

All facilities in the campus shall be laid out to make best use of natural ventilation and light.

As far as practical, no tree or plant shall be cut to make way for any facility. In the event it becomes unavoidable to do so, two trees and plants shall be planted for each one that is felled. Such replanting shall be done on the campus as far as possible and if space becomes a constraint, they shall be planted elsewhere but as close to the campus as possible. No hill or natural formation shall be destroyed to obtain materials or to make way to build our school.

All sources of water (wells, ponds etc) available on the campus shall be used for drinking water, sanitary and other requirements on the campus. They shall be preserved and protected to remain perennial sources for future generations. Rain water shall be harvested and used to replenish available sources of water.

Natural lay of land shall be preserved when planning new constructions. Natural percolation of water into underground channels shall be used to the extent possible on the site. If it is possible to improve upon this, it shall also be done.

All organic waste shall be treated to obtain biogas as fuel and for lighting as appropriate. Treated waste shall be used in the campus as fertiliser. Only natural pesticides shall be used on the campus.

Consumption of water and electricity shall be minimised. As much of the energy needs of the school and campus shall be generated in-house from renewable resources. Any excess power that can be generated shall be sold to the grid.

Construction and hiring Policy

All possible local construction materials shall be used in the construction of new facilities. Likewise local workers, services and contractors shall be used preferentially in the construction and operation of all facilities.

Qualifications, experience, ability, character and other things being equal, teachers, staff, employees and administrators shall also be hired locally. Only persons, materials and services not available locally shall be obtained from elsewhere.

CHAPTER 11
NEW FACILITIES, COST & PHASING OF INVESTMENT

To create a truly heritage school on the basis described hitherto, it is proposed to add following facilities to those now available at Vijayananda *VidyaPeetam*:

Facility	Estimated Cost (₹ lakhs)	Phasing of expenditure (₹ lakhs)				
		2014-'15	2015-'16	2016-'17	2017-'18	2018-'19
Land = 0.405 Hectare (~ 1 Acre)	400.00	400.00				
Academic buildings	75.00		25.00	30.00	20.00	
Boundary walls	10.00		5.00	5.00		
Classroom equipment & facilities :						
Play school	3.00		1.50		1.50	
Kintergarten	3.00		0.50	0.50	1.00	1.00
Primary Grades	5.00		1.00	1.50	1.50	1.00
Middle Grades	8.00		2.00	2.00	2.00	2.00
Secondary Grades	10.00		3.00	2.00	3.00	2.00
Higher Secondary Grades	15.00		5.00	5.00	3.00	2.00
Vocational Higher Secondary Grades	15.00		5.00	5.00	3.00	2.00
Laboratories :						
Middle Grades	3.00		1.00		1.00	1.00
Secondary Grades	5.00		2.00	2.00	1.00	
Higher Secondary Grades	7.50		3.00	2.00	2.50	
Vocational Higher Secondary Grades	7.50		3.00	3.00	1.50	
Optional pursuits teaching rooms :						
Music	3.00		1.00		1.00	1.00
Dances, dramatics, etc	2.00		1.00		0.50	0.50
Sculpting, painting, etc	2.00		1.00		0.50	0.50

Facility	Estimated Cost (c lakhs)	Phasing of expenditure (c lakhs)				
		2014-'15	2015-'16	2016-'17	2017-'18	2018-'19
Library :						
Books & Magazines	5.00		1.50	1.50	1.00	1.00
Digital Library	7.50		2.50	2.50	1.50	1.00
Digital public address system for the School with speakers in classrooms, hostels, dining room etc	1.00			1.00		
Security gadgets - staves, flashlights, CCTV at important locations - indoor & outdoor	8.00		2.00	3.00	3.00	
Playgrounds	5.00		3.00		2.00	
School Storeroom for textbooks, Notebooks, stationery, classroom consumables etc	1.50		1.00		0.50	
School Storeroom for uniforms, shoes etc	1.00			1.00		
School Storeroom for sports equipment, etc	0.50			0.50		
School Storeroom for musical instruments, sculpting clay, drawing & painting needs, etc	0.50			0.50		
Pond for swimming, bathing etc	5.00		1.00	2.00	2.00	
Hall for assembly, dramatic performances, etc	7.50		2.00	5.00	0.50	
Medical facilities :						
1 Sick room in each hostel	2.00		1.00	1.00		
School dispensary	8.00		2.00	5.00	1.00	
Centralised Kitchen	7.50		5.00		2.50	
Dining room for children, staff & guests	7.50		5.00	2.00	0.50	
Separate hostels for boys & girls :						
Buildings, furniture, lighting & ventilation for student rooms and warden's room	25.00		7.50	7.50	7.00	3.00

Facility	Estimated Cost (c lakhs)	Phasing of expenditure (c lakhs)				
		2014-'15	2015-'16	2016-'17	2017-'18	2018-'19
Bath & toilet facilities	7.50		3.00	3.00	1.50	
Clothes washing, drying and ironing facility	2.00		1.00		1.00	
Housing for staff including fittings, furnishing, soft furnishing etc	25.00		10.00	10.00	5.00	
Guest house including fittings, furnishing, soft furnishing etc	7.50		5.00	2.50		
Prayer facilities	1.00			1.00		
Water source	1.00		1.00			
Drinking Water pumping system	1.00		1.00			
Rain water harvesting	1.00			1.00		
Drinking Water purification	2.00		1.00	1.00		
Waste water piping & treatment	3.00		2.00	1.00		
Sewage piping and treatment facilities	1.00		1.00			
Entry control kiosk at entrance	0.50		0.50			
Gardens:						
Flower gardens	1.00			0.50	0.50	
Vegetable gardens	1.00			0.50	0.50	
Watering/irrigation	1.50		1.00	0.50		
Biogas generation from kitchen & dining waste	2.00			2.00		
Solid wastes incinerator & stack	2.00			2.00		
Liquid effluents treatment & disposal	3.50		2.00	1.50		
Solar water heaters	3.00		1.00	1.00	1.00	
Solar power generation system	8.00		5.00	3.00		
Project Management Costs	1.50		0.50	0.50	0.25	0.25
Sub-total	742.50	400.00	128.50	121.50	74.25	18.25

Facility	Estimated Cost (c lakhs)	Phasing of expenditure (c lakhs)				
		2014-'15	**2015-'16**	**2016-'17**	**2017-'18**	**2018-'19**
Unforeseen expenses & contingencies (10%)	74.25	40.00	12.85	12.15	7.43	1.83
Total	816.75	440.00	141.35	133.65	81.68	20.08
		816.75				

The preliminary cost of the above facilities has been estimated at Rupees 8.2 crores (c 820 lakhs). This includes Rupees 4 crores (c 400 lakhs) for acquisition mentioned in chapter 8 (page 28).

CHAPTER 12
PROJECT FINANCING & LOAN SERVICING PLANS

We intend to finance the project as follows:

* Donations received and in the pipeline = ₹ 300 lakhs
* Donations expected to be received during] project implementation period] = ₹ 320 lakhs
* Loan sought to be raised from the bank = ₹ 200 lakhs
* Total = ₹ 820 lakhs

Loan Servicing Plan

	Amount (₹ lakhs)					
	2014-'15	2015-'16	2016-'17	2017-'18	2018-'19	Total
Loan availment	200	-	-	-	-	200
Principal amount repayment (in 3 years)	-	67	67	66	-	200
Unpaid balance of loan	-	133	66	0	-	199
Interest on principal in hand (@ 13% pa)	-	26	17	9	-	52
Loan servicing (payment to bank)	-	93	84	75	-	252
Net Profit (b/f from Chapter 18)	29	43	90	91	162	415
Add back depreciation (b/f from Chapter 13)	12	26	39	47	49	173
Fund availability to service loan	41	69	129	138	211	588

CHAPTER 13
PROVISION FOR DEPRECIATION

		Depreciation (₹ lakhs)					
	2013-'14	2014-'15	2015-'16	2016-'17	2017-'18	2018-'19	Total
Fixed assets as on 31 March 2013	115						
Capital additions during the year		-	141	134	82	23	380
Fixed assets on last day of year		115	256	390	472	495	-
Provision for depreciation @ 10%		12	26	39	47	49	173

CHAPTER 14
PROJECT'S TIME SCHEDULE

A preliminary time schedule to do the project has been estimated and is given below. It shall be fine-tuned and made more realistic as more details of the project become finalised.

Activity	Start date (in weeks)	Completion Date (in weeks)
Approval of Project Report	-	0
Funds become available	2	4
Existing school taken over	4	8
Plans, layout, architectural designs ready for new facilities	3	8
Contract for new construction	10	15
Land development, Construction	16	84
Internal facilities procured and installed	50	88
Heritage school ready to go operational	90	-

CHAPTER 15
THE SCHOOL'S CURRENT POPULATION & 5-YEAR PROJECTION OF GROWTH

During the current academic year, the school is populated as follows:

2014-'15			
S No.	Category	No. of classes	No. of students
	Students		
1	Pre-Kindergarten Play School	0	0
2	Lower & Upper Kindergarten	2	45
3	Primary Section (Grades 1 to 5)	7	170
4	Middle Section (Grades 6 to 8)	3	94
5	Secondary Section (Grades 9 & 10)	2	57
6	**Total**	**14**	**366**
		Boys	194
		Girls	172
		Total	**366**
	Teaching Staff		No. of teachers
1	Pre-Kindergarten Play School		0
2	Lower & Upper Kindergarten classes		4
3	Primary Section (Grades 1 to 4)		16
4	Middle Section (Grades 5 to 8)		
5	Secondary Section (Grades 9 & 10)		
	Total		**20**

From next year, we plan to expand the school's operations by taking in more students, but the number of students per class will be limited to 25-30 to enable teachers to bestow personal attention to students. More sections will be added in a progressive manner. The school's maximum student strength shall be limited to its optimum capacity which shall be what the infrastructure can hold or the number to whom we will be able to provide high quality education in the manner we have described in earlier chapters, whichever is lower. Teaching staff strength will be augmented in keeping with increasing student numbers. Other staff numbers are shown in the last table below.

2015-'16			
S No.	Category	No. of classes	No. of students
	Students		
1	Pre-Kindergarten Play School	0	0
2	Lower & Upper Kindergarten	2	45
3	Primary Section (Grades 1 to 5)	7	170
4	Middle Section (Grades 6 to 8)	3	94
5	Secondary Section (Grades 9 & 10)	2	57
	Total	**14**	**366**
	Teaching Staff		No. of teachers
1	Pre-Kindergarten Play School		0
2	Lower & Upper Kindergarten classes		4
3	Primary Section (Grades 1 to 4)		16
4	Middle Section (Grades 5 to 8)		
5	Secondary Section (Grades 9 & 10)		
	Total		**20**

2016-‘17			
S No.	Category	No. of classes	No. of students
	Students		
1	Pre-Kindergarten Play School	1	25
2	Lower & Upper Kindergarten	4	90
3	Primary Section (Grades 1 to 5)	10	245
4	Middle Section (Grades 6 to 8)	6	185
5	Secondary Section (Grades 9 & 10)	4	120
6	Higher Secondary Section (Grades 11 & 12)	1	25
7	Vocational Higher Secondary Section (Grades 11 & 12)	2	50
	Total	**28**	**740**
	Teaching Staff		No. of teachers
1	Pre-Kindergarten Play School		1
2	Lower & Upper Kindergarten classes		8
3	Primary Section (Grades 1 to 4)		9
4	Middle Section (Grades 5 to 8)		10
5	Secondary Section (Grades 9 & 10)		12
6	Higher Secondary Section (Grades 11 & 12)		6
7	Vocational Higher Secondary Section (Grades 11 & 12)		6
8	Physical Education, Music, Fine Arts, Moral Science etc teachers		6
	Total		**58**

2017-‘18			
S No.	Category	No. of classes	No. of students
	Students		
1	Pre-Kindergarten Play School	1	25
2	Lower & Upper Kindergarten	4	90
3	Primary Section (Grades 1 to 5)	10	245
4	Middle Section (Grades 6 to 8)	6	185
5	Secondary Section (Grades 9 & 10)	4	120
6	Higher Secondary Section (Grades 11 & 12)	2	50
7	Vocational Higher Secondary Section (Grades 11 & 12)	4	100
	Total	**31**	**815**
	Teaching Staff		No. of teachers
1	Pre-Kindergarten Play School		1
2	Lower & Upper Kindergarten classes		8
3	Primary Section (Grades 1 to 4)		12
4	Middle Section (Grades 5 to 8)		12
5	Secondary Section (Grades 9 & 10)		12
6	Higher Secondary Section (Grades 11 & 12)		10
7	Vocational Higher Secondary Section (Grades 11 & 12)		12
8	Physical Education, Music, Fine Arts, Moral Science etc teachers		8
	Total		**75**

2018-‘19			
S No.	Category	No. of classes	No. of students
	Students		
1	Pre-Kindergarten Play School	2	50
2	Lower & Upper Kindergarten	6	135
3	Primary Section (Grades 1 to 5)	15	375
4	Middle Section (Grades 6 to 8)	9	280
5	Secondary Section (Grades 9 & 10)	6	180
6	Higher Secondary Section (Grades 11 & 12)	4	100
7	Vocational Higher Secondary Section (Grades 11 & 12)	6	150
	Total	**48**	**1270**
	Teaching Staff		No. of teachers
1	Pre-Kindergarten Play School		2
2	Lower & Upper Kindergarten classes		12
3	Primary Section (Grades 1 to 4)		18
4	Middle Section (Grades 5 to 8)		18
5	Secondary Section (Grades 9 & 10)		15
6	Higher Secondary Section (Grades 11 & 12)		15
7	Vocational Higher Secondary Section (Grades 11 & 12)		15
8	Physical Education, Music, Fine Arts, Moral Science etc teachers		10
	Total		**105**

Augmentation of non-teaching / administrative staff will be done as follows:

Category	2014-‘15	2015-‘16	2016-‘17	2017-‘18	2018-‘19
School Manager/Secretary	1	1	1	1	1
Accountant		1	1	1	1
Hostel Warden / Matron			2	2	2
Data Entry Operators (for accounting, attendance, academic records, etc)			2	3	3
Front office staff / Receptionist			1	1	1
Librarian		1	1	1	1
Electrician-plumbers			1	1	1
Security guards			5	5	5
Cooks			2	3	5
Aayahs / helpers	3	3	3	3	3
Housekeeping staff for classrooms, offices, hostels, grounds, canteen, dining room, vehicles etc		3	5	8	10
Laundry operator			1	1	1
Bus & car drivers	4	4	6	6	6
Paramedical staff in school dispensary		2	3	3	3
Total	**8**	**15**	**34**	**39**	**43**

The year-wise summary of the school’s population is given below:

Category	2014-‘15	2015-‘16	2016-‘17	2017-‘18	2018-‘19
Number of classes	14	14	28	31	48
Students	366	366	740	815	1,270
Teaching staff	20	20	58	75	105
Non-teaching / Administrative staff	8	15	34	39	43
Total	**394**	**401**	**832**	**929**	**1,418**

CHAPTER 16
CURRENT INCOME & 5-YEAR GROWTH PROJECTION

Income for current year has been taken based on information that is readily available. Extrapolation for next 4 years has been done based on projected growth-plans and is done on constant cost-price (2014-'15) basis. Inflation and increasing costs shall be compensated by enhancing fees and income as appropriate.

Income Head	Income (c per year)				
	2014-'15	2015-'16	2016-'17	2017-'18	2018-'19
Tuition fees	20,83,250	25,00,000	60,00,000	75,00,000	1,20,00,000
Term fees	7,09,500	7,10,000	14,40,000	15,90,000	25,00,000
One-time registration fee	14,19,000	14,20,000	28,75,000	31,70,000	50,00,000
Bus charge collected from day-scholars using the service	9,00,000	9,00,000	18,20,000	20,05,000	31,25,000
For supplying school uniforms, shoes etc		14,50,000	30,00,000	35,00,000	55,00,000
For supplying text and note books		5,20,000	10,75,000	11,80,000	18,50,000
Fees for optional pursuits (music, dance etc)		2,50,000	6,00,000	7,00,000	11,50,000
Income from extra tuition to students in subjects they are weak in		8,00,000	19,20,000	22,40,000	36,80,000
Income for providing communication and internet service to students and staff		2,50,000	6,00,000	7,00,000	11,50,000
Income from seminars & courses conducted for 3rd		1,50,000	3,60,000	4,20,000	7,00,000
Income from canteen & guest house		3,50,000	6,50,000	8,00,000	12,00,000
Income from laundry and other services provided		1,15,000	2,30,000	3,00,000	4,50,000
Income from surplus energy supplied to the state electricity grid		12,000	30,000	35,000	58,000
Total - c/f to Chapter 18	**51,11,750**	**94,27,000**	**2,06,00,000**	**2,41,40,000**	**3,83,63,000**

CHAPTER 17
CURRENT EXPENDITURE & 5-YEAR EXTRAPOLATION

Expenses for current year has been taken based on information that is readily available. Extrapolation for next 4 years has been done based on projected growth-plans and is done on constant cost-price (2014-'15) basis. Inflation and increasing costs shall be compensated by enhancing fees and income as appropriate.

Expenditure Head	Expenditure (c per year)				
	2014-'15	2015-'16	2016-'17	2017-'18	2018-'19
Teachers salaries, wages and allowances	15,54,000	15,60,000	48,00,000	65,00,000	95,00,000
Non-teaching staff salaries, wages, etc	4,77,000	5,00,000	11,00,000	12,75,000	14,20,000
Food service in canteen & guest house		2,40,000	5,00,000	6,00,000	9,20,000
For buying fabric and making uniforms; shoes, socks, etc		12,50,000	26,00,000	30,00,000	46,00,000
For buying textbooks and notebooks		4,50,000	9,20,000	10,20,000	16,00,000
Electricity; LPG etc	28,000	30,000	65,000	75,000	1,15,000
Water		10,000	25,000	30,000	50,000
Fuel and maintenance cost for vehicles (buses and cars/vans)		5,00,000	6,00,000	10,00,000	12,00,000
Medicines and consumables used in the school dispensary		50,000	1,10,000	1,20,000	1,85,000
Consumables like office stationery,	10,000	15,000	12,000	8,000	5,000
For replacement of worn out soft furnishings lost or damaged cutlery & minor equipment		1,00,000	1,20,000	2,50,000	5,00,000
On communication (telephones, internet etc)		1,20,000	1,80,000	2,50,000	5,00,000
On newspapers, magazines, digital CDs etc		20,000	30,000	50,000	1,00,000
On adding new books & CDs at the library	20,000	30,000	75,000	1,50,000	3,50,000
Cost of consumables and labour for operating the laundry machine		1,00,000	2,00,000	2,50,000	3,85,000
Maintenance of buildings & major equipment	1,00,000	1,50,000	3,00,000	5,00,000	7,50,000
Total - c/f to Chapter 18	**21,89,000**	**51,25,000**	**1,16,37,000**	**1,50,78,000**	**2,21,80,000**

CHAPTER 18
PROJECTED ANNUAL PROFITABILITY

1. Income-Expenditure-Profit : Current year + 4-year projection

Item	Profit generation estimate (c)					
	2014-'15	2015-'16	2016-'17	2017-'18	2018-'19	5-year total
Income (b/f from Chapter 16)	51,11,750	94,27,000	2,06,00,000	2,41,40,000	3,83,63,000	9,76,41,750
Expenditure (b/f from Chapter 17)	21,89,000	51,25,000	1,16,37,000	1,50,78,000	2,21,80,000	5,62,09,000
Interest on loan (b/f from Chapter 12)		26,00,000	17,00,000	9,00,000		52,00,000
Gross Profit (Profit before depreciation & tax)	29,22,750	17,02,000	72,63,000	81,62,000	1,61,83,000	3,62,32,750
Depreciation (b/f from Chapter 13)	12,00,000	26,00,000	39,00,000	47,00,000	49,00,000	1,73,00,000
Profit before tax	17,22,750	(8,98,000)	33,63,000	34,62,000	1,12,83,000	1,89,32,750
Income tax @ 30%	5,16,825		10,08,900	10,38,600	33,84,900	59,49,225
Net Profit	12,05,925	(8,98,000)	23,54,100	24,23,400	78,98,100	1,29,83,525

CHAPTER 19
BALANCE SHEETS (LATEST AUDITED & ESTIMATED FOR CURRENT YEAR AND NEXT 5 YEARS)

Audited Balance Sheet (as on 31 March 2013)			
Liabilities (₹ lakhs)		**Assets** (₹ lakhs)	
Capital fund	1,14,13,274.01	Fixed assets	1,14,89,201.70
Add excess of income over expenditure 2012-'13	2,91,371.00	CBSE deposit	60,000.00
Sundry creditors	50,000.00	Other deposits	9,450.00
Expense payable - audit fee	5,000.00	Closing balance (cash + bank)	2,00,993.31
Total	1,17,59,645.01	Total	1,17,59,645.01

Estimated Balance Sheet (as on 31 March 2014)			
Liabilities (₹ lakhs)		**Assets** (₹ lakhs)	
Total	0.00	Total	0.00

Estimated Balance Sheet (as on 31 March 2015)

Liabilities		Assets	
Total	0.00	Total	0.00

Estimated Balance Sheet (as on 31 March 2016)

Liabilities		Assets	
Total	0.00	Total	0.00

Estimated Balance Sheet (as on 31 March 2017)			
Liabilities		**Assets**	
Total	0.00	Total	0.00

Estimated Balance Sheet (as on 31 March 2018)			
Liabilities		**Assets**	
Total	0.00	Total	0.00

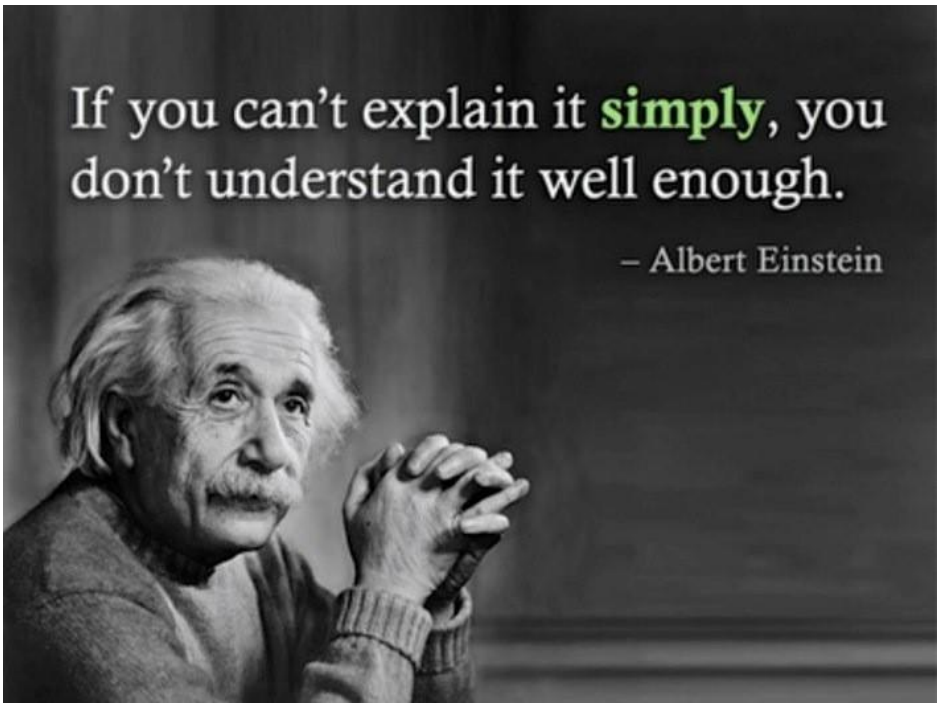
Estimated Balance Sheet (as on 31 March 2019)			
Liabilities		**Assets**	
Total	0.00	Total	0.00

CHAPTER 20
SUMMARY & RECOMMENDATIONS

We hope that we have been able to establish the functional and economic viability of the Aranmula Heritage School through this Feasibility Report.

The school can become a reality only through the unstinted cooperation and generosity of those who would like such an endeavour to succeed.

We therefore request and commend this Feasibility Report to you for your review and kind consideration for encouragement and support.





The Aranmula Heritage Trust

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