Kalanjiyam

Working together for a better future

Rural School Strengthening Project

Asha for Education
Bringing hope through education

2024 TO 2025

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INTRODUCTION

Kalanjiyam, through its broader mission to enhance education at the primary, secondary, and higher secondary levels, addresses individual, school, and community factors to improve learning outcomes. We aim to foster an enabling environment by offering remedial education, promoting co-curricular and extra-curricular activities, ensuring health, hygiene, and nutrition, providing scholarships and transportation support, and strengthening community engagement.

Heart of Kalanjiyam

In line with this mission, the current project focuses on targeted interventions in Panchayat Union Primary Schools (PUPS) and Middle Schools in two blocks of Chengalpattu district, Tamil Nadu: Lattur and Maduranthakam. These blocks have been identified as poor-performing on several developmental indicators, and hence, were selected for intervention.

The project aims to strengthen foundational education, nurture student talents, involve and sensitize parents, and improve the overall school environment through need-based and holistic support.

Key Objectives of the Project:

- Strengthen learning outcomes and academic performance among students from classes 1 to 8.
- Provide all-rounded inputs to enhance student exposure, awareness, and development.
- Engage and sensitize parents and caregivers to actively support their children's education.
- Create an enabling school environment through the provision of bicycles, hygiene and sanitation facilities, and essential educational aids.

Vision & Mission

Vision

Our vision is centered on creating a society where individuals actively participate in their own progress, mobilize for change, and ensure the well-being of every member of the community. By employing a participatory model of development, we engage and train young men and women from local communities.
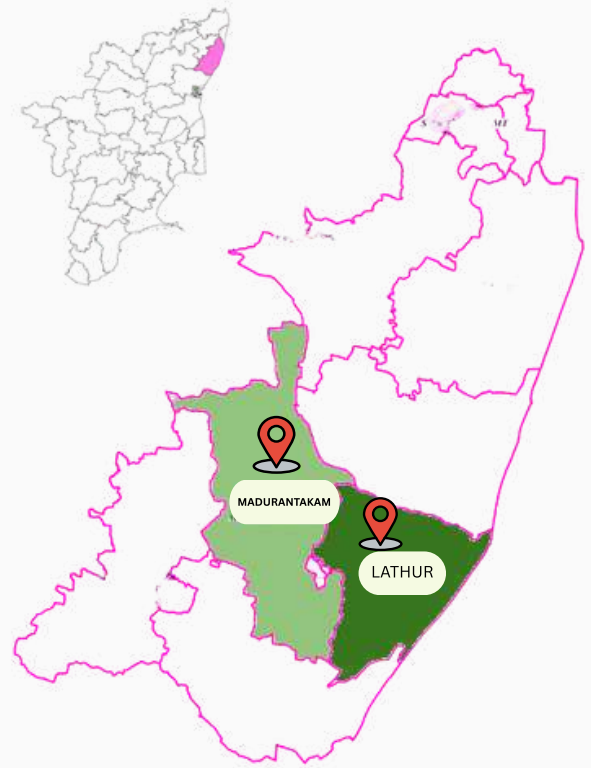

Mission

- Uplift the socio-economic fabric of communities, fostering sustainable growth and prosperity.
- Improve access to education and enhance quality by creating a strong foundation for learning and ensure knowledge becomes a catalyst for progress
- Empower individuals with the skills needed for personal and community growth.
- Improve access health care, including physical and mental health and health promotion for increased awareness and behavior change
- Promote continuous learning and raise awareness for informed decision-making within communities.

LATHUR AND MADURANTAKAM

Kalanjiyam Trust has been actively working to enhance the learning experience and overall development of young students in government primary schools across the Lathur and Madurantakam blocks. With the support of para-teachers, the trust has focused on strengthening foundational literacy and numeracy skills, ensuring that children grasp essential concepts at an early stage. By creating a nurturing and engaging learning environment, the efforts aim to build confidence, cultivate curiosity, and set a strong academic foundation that empowers these children to have a brighter future.

MADURANTAKAM

LATHUR

SCHOOL

School List with Strength

Student Strength by Gender in Each School (Horizontal)

Boys
Girls

School
Nemmantham
Seervadi
Akkinampattu
Thenpattinam
Mugaiyur
Zamin Boothur
Kadukapattu
Periya Venmani
Periya Velikadu
Ozhavetti
Nedumaram
Vadapattinam
Koovathur
Poikainallur
Neelamangalam
Anaikattu
Perunthuravu
Onampakkam
Sempur
Nariyur
Netrampakkam
Zamin Endathur
Thiruvathur
Kalpattu
Dharmapuram

DID YOU KNOW?

- **Total Students: 1426 (781 boys, 862 girls)**
- **Total Para Teachers: 25**
- **Start Date: Most schools start in August or November**

The schools in the list span primary and middle school levels, with the majority of the schools having a start date in August or November. The total number of students and teachers varies across schools, with larger schools having more students and teachers, such as Koovathur Primary School (103 students) and Kadukapattu Middle School (112 students).

PARA TEACHERS

Strengthening Our Education Program"

Para Teachers play a crucial role in strengthening the learning environment in government schools by offering personalized academic support and addressing students' learning gaps. Recruited from nearby villages, they receive specialized training to engage children through interactive, peer-supported learning techniques.

Working closely with the Headmaster and teaching staff, Para Teachers assist in daily classroom activities and contribute to improving student attendance, hygiene practices, discipline, and foundational skills in language and mathematics.

25
PARA TEACHERS

Their presence ensures additional support for children identified through periodic assessments as needing help in basic literacy and numeracy. These locally sourced educators focus on remedial education, providing targeted lessons in both Tamil and English to enhance students' reading, writing, and arithmetic abilities. By bridging foundational gaps, Para Teachers help students build confidence and stay on track with their learning journey.

Equipping Para Teachers for Excellence

Child Developmental Specialist Dr. Lalitha Sridar conducted a series of engaging sessions for para-teachers aimed at addressing key classroom challenges and enhancing students' learning experiences. These sessions included providing strategies to support students with learning difficulties, improve classroom management, and strengthen essential academic skills.

Topic: Morning Happiness & Handling Children with ADHD and Autism

A session was held for para-teachers on Morning Happiness & Handling Children with ADHD and Autism. The session emphasized starting the day with positive activities to create a welcoming environment. **Para-teachers learned to understand the unique needs of children with ADHD and Autism and were equipped with strategies to manage them effectively.** Techniques to enhance learning, improve student attention, and use multi-sensory methods were discussed. The importance of structured routines, visual aids, and individualized approaches for autistic children was also highlighted. **This training aimed to help para-teachers create inclusive and supportive classrooms.**

Topic: Learning Disabilities

A focused session on Learning Disabilities was conducted to enhance para-teachers' understanding of various learning challenges faced by children. The session began by defining learning difficulties and highlighting common signs observed in students, such as **difficulties in reading, writing, comprehension, and number skills**. The stages in the development of children with learning disabilities were explained, helping teachers recognize early indicators. General and specific classroom observation methods were shared to help identify students facing learning issues, ensuring timely intervention. Additionally, the session provided a clear comparison between ADHD and Autism, outlining their key differences, signs, and behavioral patterns. **This training aimed to equip teachers with the knowledge and tools necessary to support students with diverse learning needs effectively.**

Topic: Identifying Learning Difficulties

A session on Identifying Learning Difficulties was conducted covering general learning issues in children such as reading, writing, and number-related challenges. Early symptoms across primary, middle, and high school levels were discussed to help teachers recognize learning difficulties in time. **The session explained signs of reading problems like slow reading and letter confusion, and writing issues such as difficulty forming words and spelling errors. Number-related difficulties were also addressed**. Teachers participated in related activities, gaining practical experience in identifying and supporting students with learning challenges.

Topic: Approaches to Help Children with Learning Disabilities

A session on Approaches to Help Children with Learning Disabilities was conducted, focusing on effective classroom strategies. General methods to reduce learning difficulties, including creating a supportive environment, using simple instructions, and visual aids, were shared. The importance of play in boosting attention, communication, and social skills was emphasized. **Teachers also learned about six key areas of developmental improvement — physical, emotional, social, language, cognitive, and creative — promoting a balanced, holistic approach to support these children.**

Topic: Classroom Challenges and Solutions

A session on Classroom Challenges and Solutions was held to equip para-teachers with simple, effective ways to manage classroom issues. Teachers learned how small changes in seating and teaching styles can boost engagement. Techniques for promoting teamwork through group activities and peer discussions were shared. **The session covered methods to capture student attention using interactive tools and visual aids, along with strategies to manage behavior and maintain a positive, disciplined atmosphere.** It also highlighted the role of short-term and long-term memory in children's learning and retention.
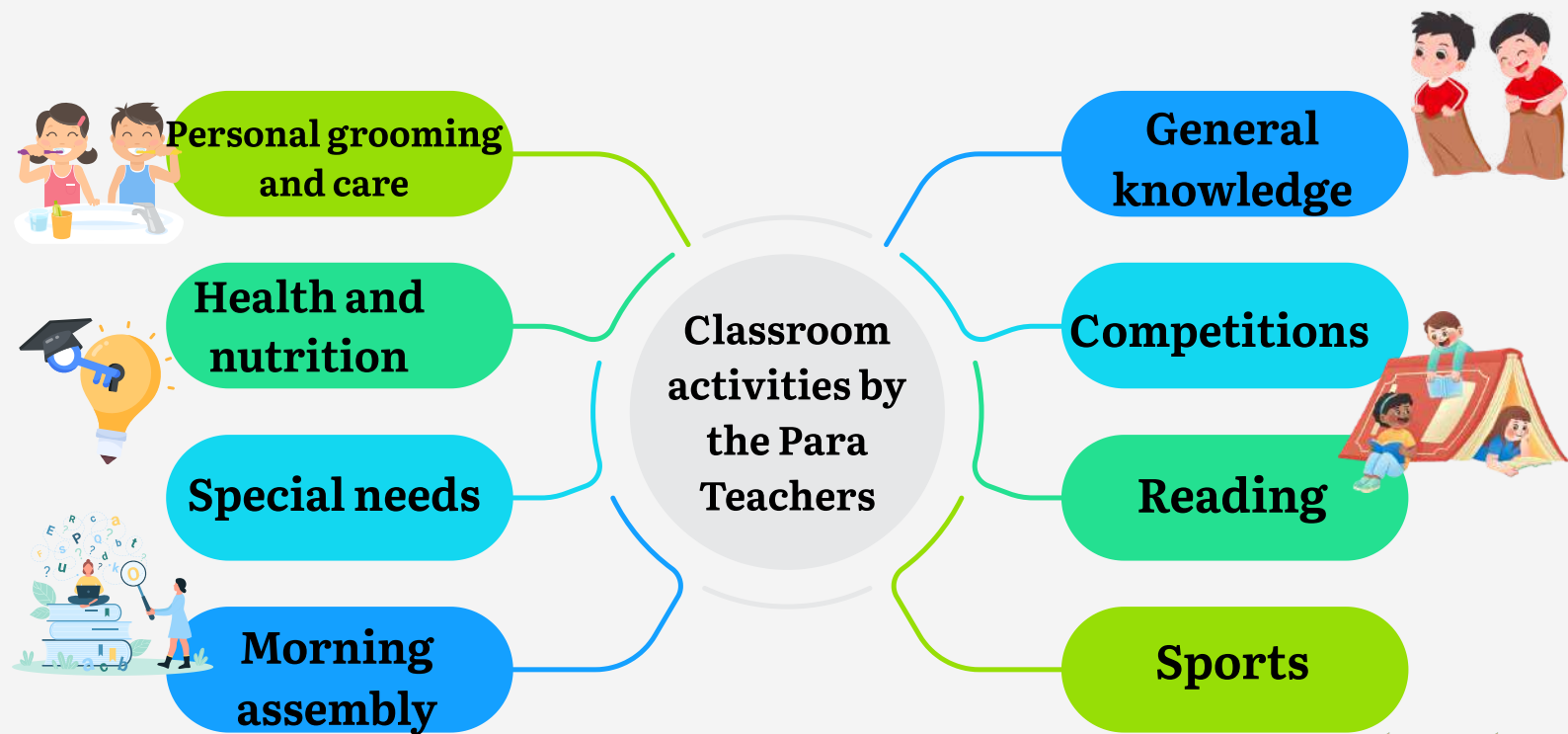
Topic: Reading skills

A session on Reading Skills was conducted to highlight the importance of reading in a child's development. **Teachers learned strategies like phonics, reading aloud, and fluency practice** to improve comprehension and vocabulary. The session covered traits needed for effective reading and different reading types. **Para-teachers were also trained in the simple CVC (Consonant-Vowel-Consonant) method, a daily practice to strengthen early learners' reading fluency and word decoding skills.**

WEEKLY CAPACITY-BUILDING FOR PARA TEACHERS

The weekly capacity-building sessions helped to enhance the skills of para teachers in child development and effective teaching strategies. These sessions were designed to support the academic, emotional, and social growth of students, with a strong emphasis on sensory learning activities and daily routines—such as brushing, toileting, and eating—to promote independence and problem-solving abilities.

Personal grooming and care

Health and nutrition

Special needs

Morning assembly

Classroom activities by the Para Teachers

General knowledge

Competitions

Reading

Sports

The training effectively covers key areas, specifying language structure, maintaining tense consistency, and providing examples of sensory learning to improve clarity.

Classroom Activities by Para Teachers

PERSONAL GROOMING AND CARE

Para teachers ensure that each child is provided with the following basic grooming and care:

- Brushing teeth, bathing, and dressing in clean clothes.
- Maintaining short, tidy, and combed hair.
- Keeping nails trimmed and clean, both hands and feet.

HEALTH AND NUTRITION

- Height and weight are documented regularly.
- Para teachers assess dietary practices and habits, offering counseling to ensure children receive adequate nutrition.

SPECIAL NEEDS

Para teachers identify students with learning disabilities or other conditions that may create barriers to learning. A list of these students is compiled, and para teachers meet with parents to determine necessary support. A tailored plan of action is developed, and progress updates on the children's improvements are submitted.

MORNING ASSEMBLY

Para teachers prepare and present a message during the morning assembly on various topics, such as education, social issues, or current news. Students are also trained to present messages during the morning prayer.

Morning assembly helps kids by:
- **Teaching discipline and routine**
- **Building unity and school spirit**
- **Boosting communication and confidence**
- **Inspiring motivation and focus**
- **Sharing information**
- **Encouraging leadership and participation**

GENERAL KNOWLEDGE

Para teachers conduct monthly general knowledge sessions on topics assigned by the core team.
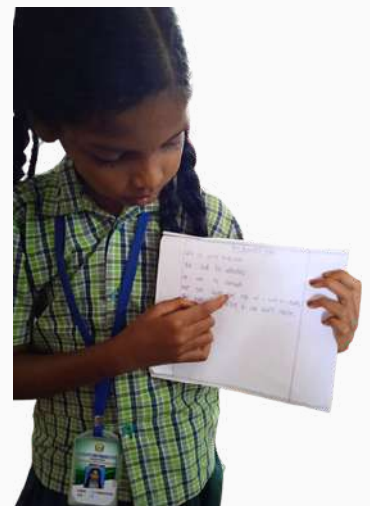
COMPETITIONS

- Para teachers organize and oversee several competitions, including:
- Spelling Bee
- Quiz (covering subjects like GK, Math, Science, etc.)
- Speech (topics like "about myself," "favorite food," "favorite person," etc.)
- Recitation

Reading
Para teachers facilitate regular reading practice using short stories, news articles, and other reading materials.

LANGUAGE SKILLS DEVELOPMENT

We have implemented a variety of activities aimed at enhancing language skills, including:
Focused lessons in grammar and public speaking to help students express themselves clearly.
Impromptu speaking exercises, where students are given topics on the spot to speak about, fostering their confidence in public speaking.

HEALTH CHECK-UP

Health assessments were carried out for students in the project schools by the Kalanjiyam staff nurses. Key parameters evaluated included **height, weight, eye health, ear health, dental health, and throat health.**

- **HEIGHT AND WEIGHT:**

Students showed a range of height and weight measurements, with some children exhibiting signs of significant malnutrition.

- **EYE AND EAR HEALTH:**

Several students were found to have issues related to eye health, and a few reported ear-related concerns.

- **DENTAL AND THROAT HEALTH:**

Examinations also revealed dental and throat-related issues among a portion of the students.

These findings point to **potential health risks**, particularly linked to **malnutrition and untreated minor ailments.** The data highlights the need for targeted health interventions in these communities.

After completing the check-ups, our team promptly shared the findings with the respective School Headmasters (HMs). In the first stage, students requiring further attention were informed through the school, and their parents were notified about the identified health issues.

COMPUTER CLASSES

A computer teacher travels between different schools to teach students in classes 3 to 5 the basics of using a computer. By visiting each school on a set schedule, the teacher ensures that all students get an equal chance to learn important computer skills.

✓ **The teacher helps children learn to**

- how to turn on a computer
- navigate the desktop
- use simple programs like word processors and drawing tools.

Some classes have started learning the basics of MS Office, such as creating and editing simple documents in MS Word and organizing data in MS Excel. These lessons help students understand computers better, improving both their skills and confidence.

"Wow! What is this big TV with a keyboard? Is it like my dad's phone? Can I touch it? Ooooh, so many buttons! What happens if I press this one? Oh no, did I break it?! Wait... it's doing something! The screen changed! This is so cool! Can I draw on it? Maybe I can find cartoons? I hope I don't press the wrong button and make it disappear! I want to play with this all day!"
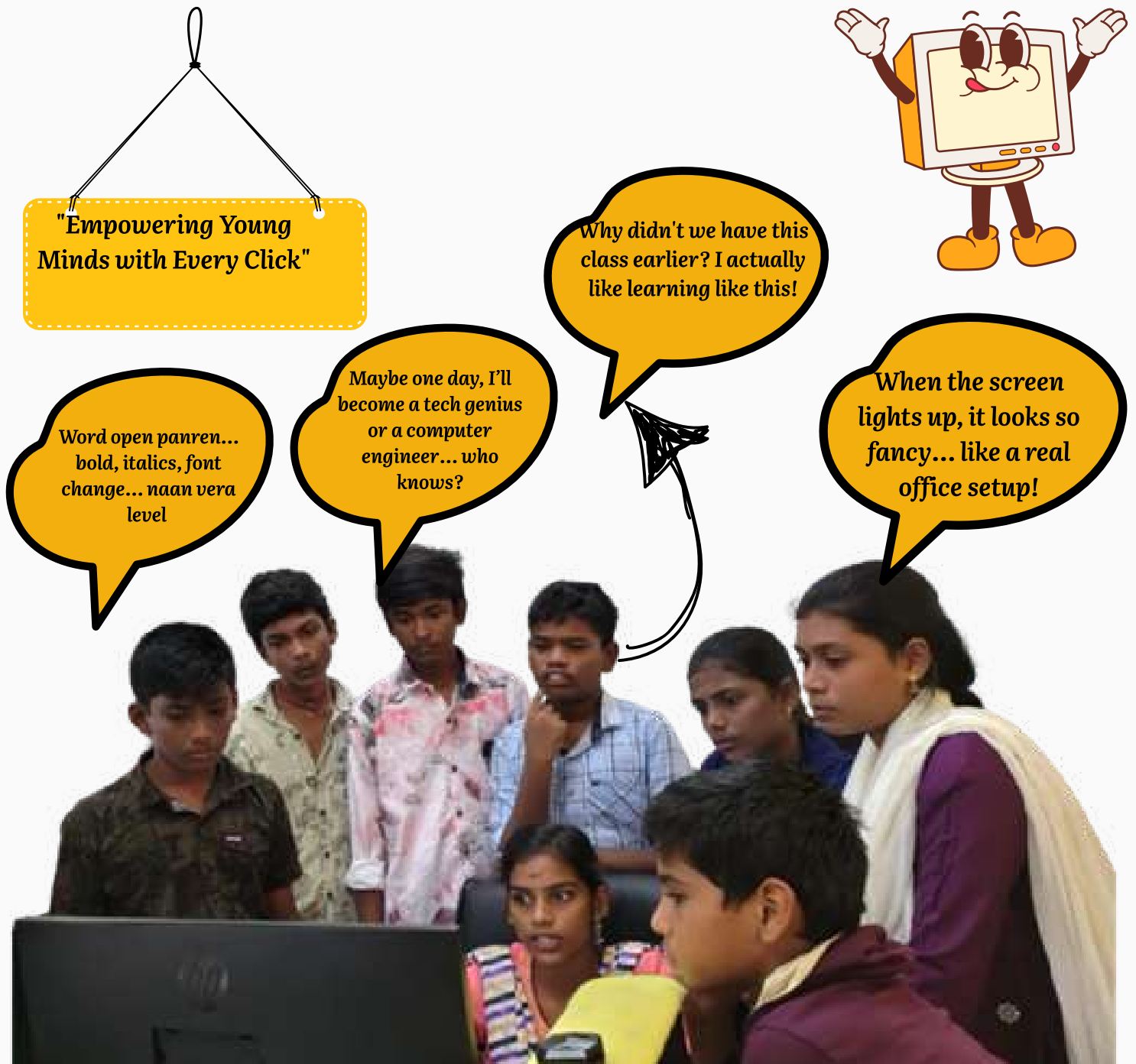
VACATION COMPUTER CLASS

A seven-day computer training program was held from December 23rd to 29th for students in classes 7 to 9. During the training, students learned basic computer skills like using Word and PowerPoint, as well as how to type properly. These new skills help them do better in school and also prepare them for future jobs.

Hemavathi found the computer basics very helpful, especially learning how to use the mouse, save work, and practice typing.

Nivetha learned a lot from using the computer dictionary and felt happy that the teachers were friendly and helpful.

"Empowering Young Minds with Every Click"

Why didn't we have this class earlier? I actually like learning like this!

Maybe one day, I'll become a tech genius or a computer engineer... who knows?

Word open panren... bold, italics, font change... naan vera level

When the screen lights up, it looks so fancy... like a real office setup!

Drawing class

To ensure quality art education in project schools, a dedicated drawing master has been appointed to provide structured lessons. Visiting each school regularly, they ensure students across all grades receive consistent training in fundamental drawing techniques. Sessions focus on:

- Creating shapes and forms using lines.
- Using shading for depth and dimension.
- Maintaining accurate proportions and balance.
- Enhancing artwork with pencils, crayons, and watercolors.
- Encouraging drawing from observation and imagination.

Beyond technical skills, the program promotes regular practice, self-expression, and creativity. By offering structured lessons in all project schools, it ensures every child gains a strong foundation in visual arts. Over time, this will enhance artistic abilities, boost confidence, and foster a love for creative expression.

Competitions conducted

Various competitions were conducted among the students from the project schools. First level of the competition was done within the school and 3 to 5 best performers were selected to go for the interschool competition which was conducted in the centrally located Kalanjiyam training center.

Spelling Bee competition for students from rural schools to help improve their vocabulary and spelling abilities.

"Spelling Superstars!"

Many students arrived well-prepared, demonstrating their dedication and hard work by mastering up to 100 words. We encouraged all participants to improve their skills through dictionary use. Our team thoroughly assessed their responses, and those with the highest number of correct spellings received medals.

As a token of appreciation for their efforts and enthusiasm, all participants received a certificate and a geometry box. This initiative not only boosted their academic skills but also motivated them to continue learning.

Speech competition

"அறம் பேசும் இளம் குரல்கள்"

A speech competition was held among students from eight project schools, with over 200 students from classes 6 to 8 participating. They delivered speeches on the topic of 'Aram' or Virtue. Prizes and certificates were awarded to all participants.

"I may not have won, but I tried my best and got a certificate!"

"All my practice was worth it! I feel so happy and proud!"

"My school, my teachers, and my friends will be so proud of me!"

"Winning is nice, but trying is more important!"

Drawing competition

As part of our Kalanjiyam initiatives for the academic year 2024–2025, a Drawing Competition was successfully conducted for the students of our 2 Block. The event aimed to encourage creativity, self-expression, and artistic skills among the students. We are proud to share that students participated with great enthusiasm and interest. They showcased their talents through vibrant and meaningful artwork, reflecting their unique perspectives and imagination. The competition provided a valuable platform for students to build confidence and explore their artistic potential.

Students were encouraged to think creatively and draw anything they wished, with no specific topic given. Groups were formed as 3rd, 4th, and 5th standards together, and 6th, 7th, and 8th standards separately. From each class, 3 winners were selected and awarded medals, certificates, and gifts. All participating students also received gifts.

"I forgot my fear while drawing.

"I feel proud... I tried! Even if I don't win, I did something new."

"I didn't know I could draw this well!"

STUDENT DIARY

"Bridging Progress: Our Kalanjiyam School Diary Initiative"

We introduced our initiative by issuing school diaries for all students. Our para-teachers took responsibility for updating homework assignments and tracking each student's progress. They provided valuable insights into students' academic performance, highlighting areas where improvement was needed. This initiative ensured that parents were kept informed about their child's studies. The parents and were required to sign the diary to acknowledge the report, fostering communication and collaboration for the student's growth and success."

PARENTS FEEDBACK

We feel happy to see our child's improvement through the diary. It's a good communication bridge between teachers and parents.

Regular updates in the diary help us guide our children better at home
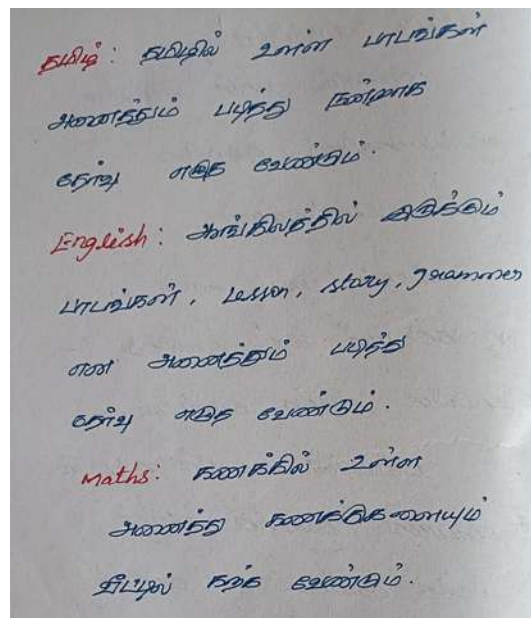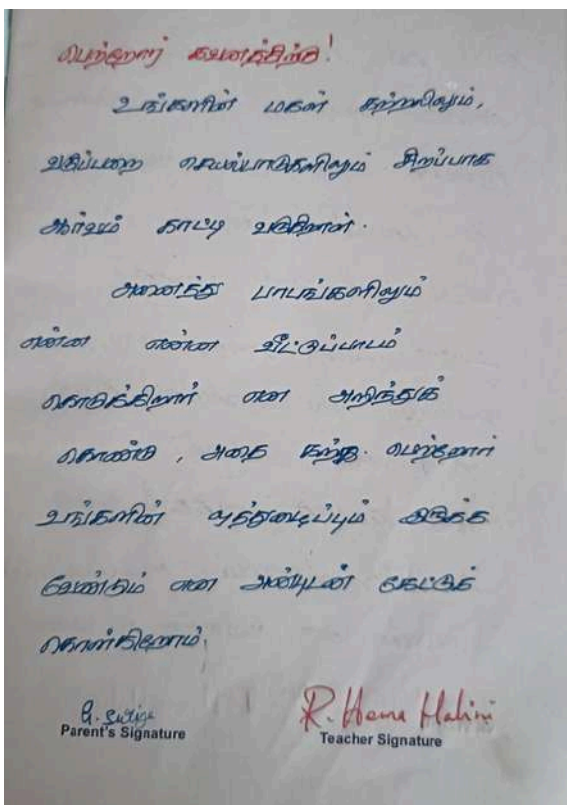
Monitoring Card

Kalanjiyam has introduced a Monitoring Card system in government schools to regularly assess and support the holistic development of students. This tool is designed to track a child's progress across key developmental areas and to help identify students who may need additional attention or support.

PURPOSE

The primary aim of the Monitoring Card is to foster consistent growth in students' academic and personal development. It facilitates early identification of challenges and encourages collaborative efforts between schools, teachers, and families to enhance each child's educational journey.

AREAS MONITORED

Teachers assess students in the following core areas:

School Attendance – Consistency and punctuality

Hygiene – Personal cleanliness, including uniform, nails, and general grooming

Understanding – Comprehension of lessons taught

Communication – Ability to express thoughts clearly and listen actively

Writing – Neatness, legibility, and ability to complete written tasks

Parental Support – Involvement of parents/guardians in the child's learning, including homework support and school communication

Performance of students based on Child Milestone Indicators

Across every dimension, most students fall into the "Good" or "Excellent" categories, typically well over 90% combined in each class.

Student Performance Across Classes 1–5 (Excellent Ratings)

- Steady Improvement Across Grades: Most categories show a consistent upward trend in excellence ratings as students progress to higher classes.
- Communication stands out with the highest gain, increasing from 63% in Class 1–2 to 74% in Class 5, indicating strong development in speaking and interaction skills.
- Understanding, Pronunciation, and Writing also show significant improvement, each climbing from the low-to-mid 50s to 67% by Class 5.
- Hygiene and Regularity maintain high performance throughout, starting around 62–65% and increasing to around 68–71%.
- School Participation and Parent Support improved notably as well, ending at 68% and 69%, respectively, in Class 5.

Overall, the graph demonstrates a positive trajectory in student development across all assessed domains, with minimal variance and good performance by the time students reach Class 5.

	Class 1-2	Class 3	Class 4	Class 5	Class 1-2	Class 3	Class 4	Class 5
Child Milestones Status by Class								
	Regularity				**Writing**			
Below average	0%	0%	0%	0%	1%	0%	1%	0%
Average	2%	2%	1%	1%	7%	5%	4%	4%
Good	33%	35%	30%	28%	38%	35%	34%	29%
Excellent	65%	64%	69%	71%	55%	60%	60%	67%
	Hygiene				**Communication**			
Below average	1%	0%	0%	0%	3%	1%	2%	0%
Average	3%	2%	2%	4%	3%	3%	6%	3%
Good	35%	37%	32%	28%	32%	29%	23%	23%
Excellent	62%	61%	66%	68%	63%	68%	69%	74%
	Understanding				**School participation**			
Below average	2%	0%	1%	0%	1%	0%	2%	0%
Average	6%	5%	3%	1%	2%	2%	3%	3%
Good	42%	38%	32%	31%	43%	37%	33%	30%
Excellent	51%	57%	63%	67%	54%	61%	61%	68%
	Pronunciation				**Parent Support**			
Below average	2%	1%	2%	0%	1%	0%	1%	0%
Average	8%	3%	4%	4%	2%	2%	0%	2%
Good	36%	38%	33%	30%	36%	36%	35%	29%
Excellent	55%	57%	61%	67%	61%	62%	63%	69%

1.High Performance with Improving Trends

Across nearly all dimensions—Regularity, Hygiene, Understanding, Pronunciation, Writing, Communication, School Participation, and Parent Support—the share of students rated Excellent rises steadily from Classes 1–2 through Class 5. Correspondingly, the proportion rated Good generally falls as class level increases, while Average and Below Average remain very low throughout.

2.Areas for improvement

Understanding jumps from 51% Excellent in Classes 1–2 to 67% in Class 5, with the "Good" band shrinking from 42% to 31%.
Communication shows a similarly strong gain: 63% Excellent (Classes 1–2) → 74%
Pronunciation, Writing, and School Participation each climb by roughly 12 percentage points in their Excellent ratings over the same span.

Overall students are performing well in foundational areas and they show steady improvement—in both academic (Understanding, Writing, Pronunciation) and non-academic (Communication, Participation, Parent Support) dimensions—as they move into higher classes. Lower-tier ratings are negligible, underscoring the effectiveness of project interventions put in place.

ASER TEST

Our team conducted assessments using an adapted version of the ASER tools among the students in classes 3 to 5 of the project schools. This assessment covered basics in Math, and reading in English, and Tamil to evaluate the learning levels of the students.

A tool was prepared focusing on foundational competencies suitable for each grade. The test was conducted successfully with the support of our para-teachers, who assisted in administering the test. After completing the test, the students' responses were scored to determine the learning levels.

The results helped us identify the students' strengths and areas where further support was required. Based on the findings, necessary remedial measures and follow-up activities were planned to improve students' basic academic skills.

The total number of students assessed is provided in the table below:

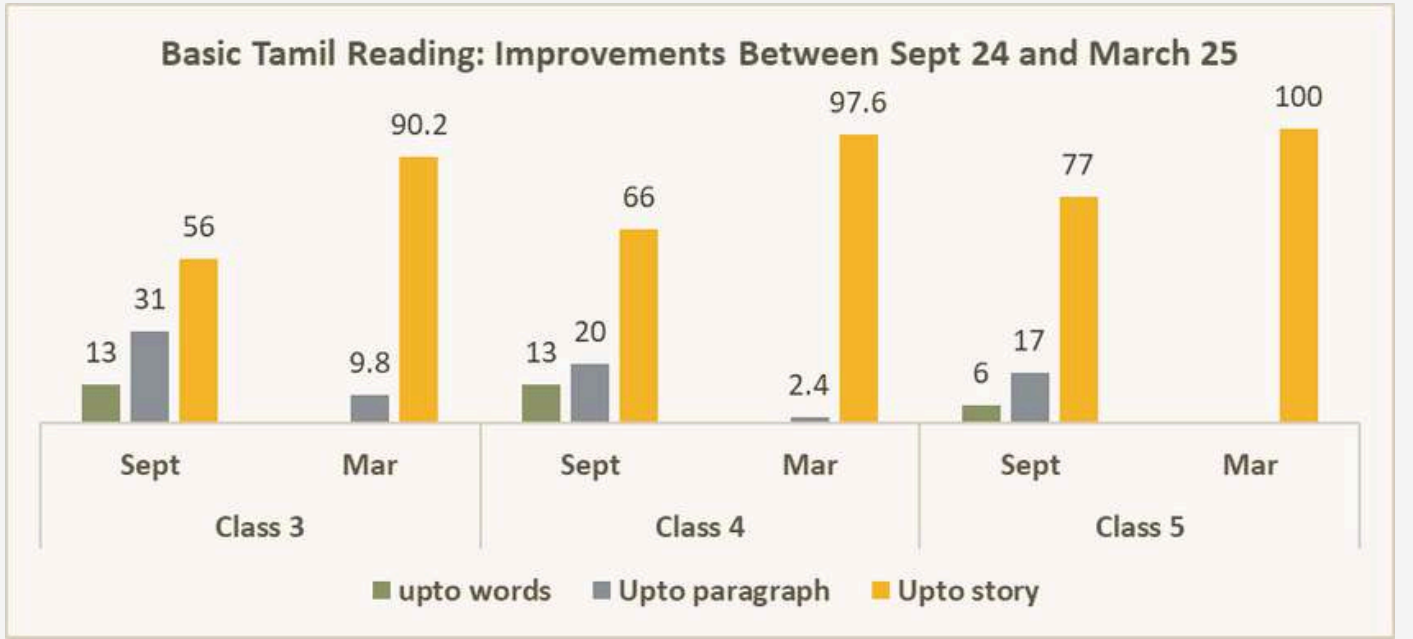|	Class 3	Class 4	Class 5	Grand Total
September	62	119	111	292
March	183	209	217	609

ASSESSMENTS

The baseline assessment was carried out in Sept 2024 across 12 schools and year end assessment in March 2025 to evaluate learning outcomes in reading and arithmetic.

- Reading Skills: Assessing the ability to recognize letters, words, and read texts of varying difficulty levels.
- Arithmetic: Testing number recognition and basic operations such as addition, subtraction, multiplication, and division.
- English Language Skills: Evaluating English reading proficiency.

Our team is evaluating students on their skills in basic counting, addition, object identification, spelling, and pronunciation.

Overall, students show noticeable improvement as they progress to higher grades.

Basic Tamil Reading: Improvements Between Sept 24 and March 25

Chart data:

Class 3
- Sept: upto words 13, Upto paragraph 31, Upto story 56
- Mar: upto words 9.8, Upto story 90.2

Class 4
- Sept: upto words 13, Upto paragraph 20, Upto story 66
- Mar: upto words 2.4, Upto story 97.6

Class 5
- Sept: upto words 6, Upto paragraph 17, Upto story 77
- Mar: Upto story 100

Legend: ■ upto words ■ Upto paragraph ■ Upto story

There was significant improvements were observed in basic Tamil reading levels among students in Classes 3, 4, and 5. In Class 3, the proportion of students able to read full stories rose sharply from 56% to 90.2%. Class 4 showed similar progress, with story-level readers increasing from 66% to 97.6%. In Class 5, all students reached the story-reading level by March,.
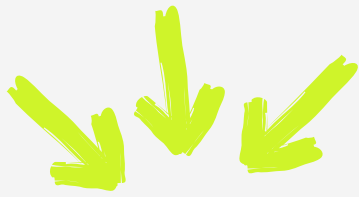
Overall, reading proficiency grows significantly from 3rd to 5th grade, with most students achieving the ability to read full stories by 5th grade.
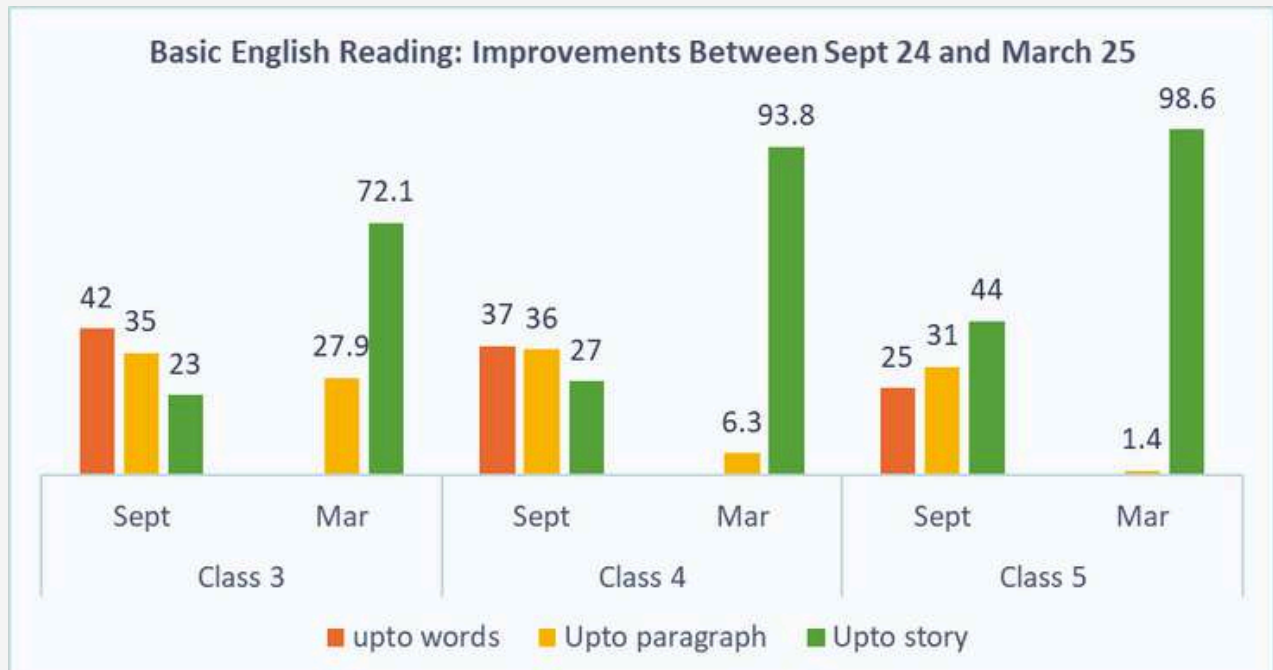
ENGLISH READING ASSESSMENT
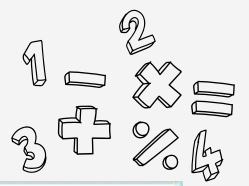

Basic English Reading: Improvements Between Sept 24 and March 25

Class 3 — Sept: upto words 42, Upto paragraph 35, Upto story 23; Mar: Upto paragraph 27.9, Upto story 72.1

Class 4 — Sept: upto words 37, Upto paragraph 36, Upto story 27; Mar: Upto paragraph 6.3, Upto story 93.8

Class 5 — Sept: upto words 25, Upto paragraph 31, Upto story 44; Mar: Upto paragraph 1.4, Upto story 98.6

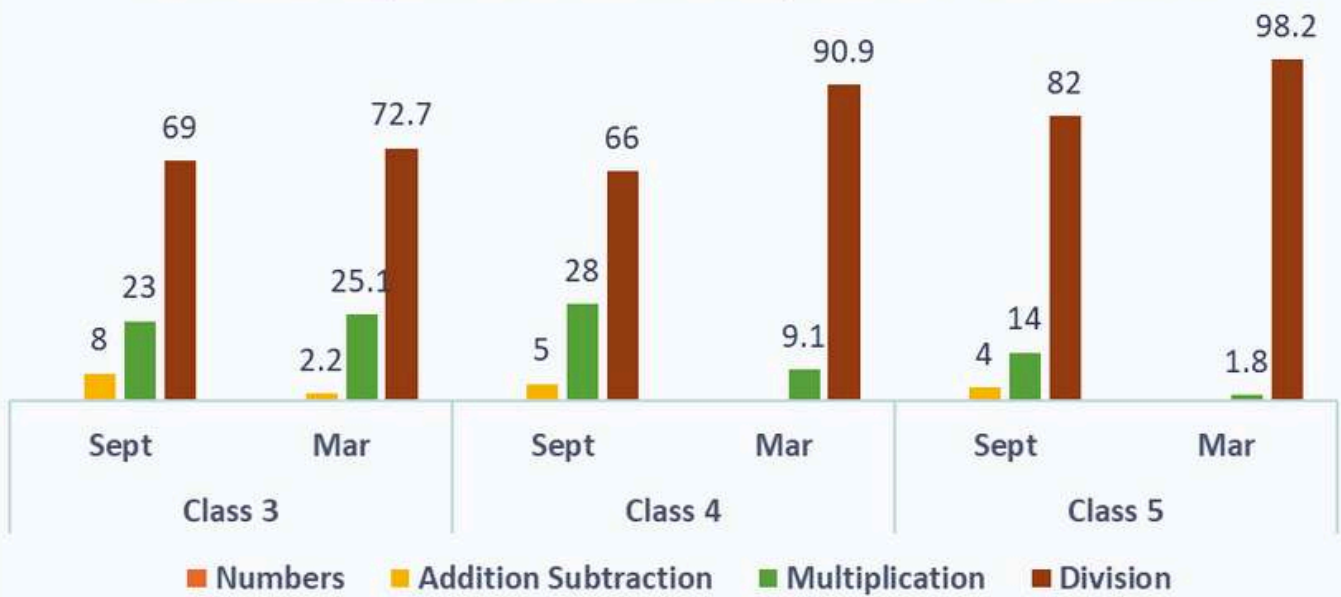Legend: ■ upto words ■ Upto paragraph ■ Upto story

Substantial progress was made in basic English reading abilities among students in Classes 3 to 5. In Class 3, the percentage of students reading at the story level tripled, rising from 23% to 72.1%, while word-level readers dropped to zero. Class 4 showed remarkable improvement, with story-level readers increasing from just 27% to 93.8%. Similarly, in Class 5, nearly all students (98.6%) achieved story-level reading proficiency by March.

BASIC ARITHMETIC ASSESSMENT

Basic Math: Improvement between September 24 and March 25

Bar chart data:

Class 3
- Sept: Addition Subtraction 8, Multiplication 23, Division 69
- Mar: Addition Subtraction 2.2, Multiplication 25.1, Division 72.7

Class 4
- Sept: Addition Subtraction 5, Multiplication 28, Division 66
- Mar: Addition Subtraction 9.1, Division 90.9

Class 5
- Sept: Addition Subtraction 4, Multiplication 14, Division 82
- Mar: Addition Subtraction 1.8, Division 98.2

Legend: ■ Numbers ■ Addition Subtraction ■ Multiplication ■ Division

Students across Classes 3 to 5 showed notable improvements in basic mathematics, particularly in achieving proficiency in division. In Class 3, the proportion of students proficient in division increased slightly from 69% to 72.7%, while those focused on addition-subtraction decreased sharply, suggesting advancement to higher skills. Class 4 demonstrated a significant leap in division skills—from 66% to 90.9%—with most students moving beyond basic operations. Class 5 showed the most impressive growth, with 98.2% of students reaching division level by March. Overall, the data reflects strong upward learning trends, with most students transitioning from basic to advanced operations over the six-month period.
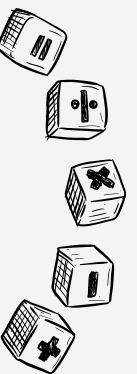
Student Progress Summary

Classes 1–5

BASIC TAMIL READING

- Class 3: Story-level readers increased from **56** % to **90.2** %.
- Class 4: Story-level readers rose from **97.6** %.

BASIC ENGLISH READING

- Class 3: Story-level reading improved from **23** % to **72.1**%.
- Class 4: Story-level readers jumped from **27**% to **93.8**%.
- Class 5: Story-level reading rose from **44** % to **98.6** %.

BASIC MATH

- Class 3: Division-level proficiency rose from **69** % to **72.7**%.
- Class 4: Division-level students improved from **66** % to **90.9**%.
- Class 5: Division-level mastery increased from **82**% to **98.2**%

PARA TEACHER FEEDBACK

I am Ponni from Thenpattinam Middle School, handling classes from 1st to 3rd standard, with a total of 78 students in our school. Through the recent session, I learned how to handle students who struggle with reading and hyperactive children by using activity-based methods. **After the session, I implemented a few strategies like maintaining eye contact with the students, making them sit close to me while teaching, and engaging hyperactive students using activities** like pressing a rubber band and then using crayons for drawing. For my 1st standard students, I introduced pattern writing exercises to help them learn alphabets more effectively. In our school, there was only one teacher handling classes up to 5th standard. After I was appointed as a para teacher, I took responsibility for classes 1 to 3, trained the students, and now they are able to learn and manage their lessons confidently.

Dinakaran's Progress Journey

One of my students, Dinakaran from 3rd standard, used to have poor concentration in class. After applying the techniques learned from the session, especially maintaining regular eye contact with him, I noticed a good improvement in his concentration and classroom involvement.

I am Ms. Ponni, working as a para teacher at Thenpattinam Middle School. Our school has a total strength of 78 students, with 29 boys and 49 girls, I hold a B.A. in Literature and am handling classes from 1st to 3rd standard. This report highlights my classroom experiences, the challenges faced, and the successful implementation of new techniques learned through recent training sessions, particularly in supporting students with reading difficulties and improving classroom engagement.

Ponni
Para teacher

From the Heart of the Classroom: Para Teacher Insights

Im Logeshwari working in Vadapattinam School, which has a total of 56 students. After attending Dr. Lalitha ma'am's training, I gained a deeper understanding of how every child is unique and has different needs. **Earlier, I used to begin my class right away, but now I take time to ask the children how they are—whether they've eaten and if they've had their bowel movements.** I've come to realize that a child's health is the foundation for effective learning. When students feel physically well, they're more open to learning.

Dr. Lalitha ma'am also taught us the importance of teaching through touch and real-life objects. One example she demonstrated was using coins to teach math concepts in a hands-on, engaging way. **This approach has helped make my classes more interactive and meaningful for the students.**

Remedial Class – Student Progress Report

I am currently working with 8 students in the remedial class, focusing on foundational literacy and behavior development.

STORYTIME

Rohith

Rohith was very active but **had difficulty identifying letters and struggled with listening and concentration**. To support him, I **used multi-sensory teaching** methods such as **letter-matching games, sand tracing, and verbal repetition.** These strategies helped improve his engagement and gradually strengthened his letter recognition. His **attention span has increased,** and he now **participates more actively** in class activities.

Jagadeesh

Jagadeesh initially **could not identify letters and showed low confidence in learning.** I introduced him to **flashcards, tracing activities, and oral drills, along with regular one-on-one support.** Encouraging daily revision also helped reinforce his learning. Over time, he has **developed the ability to identify most letters independently** and has become more interested and enthusiastic in classwork.

Ragumithran

Ragumithran displayed **poor concentration and was hesitant** to admit he didn't know Tamil letters. I focused on building trust and creating a supportive learning environment. **Using simple games and repetitive practice, I helped him gain confidence and begin identifying letters.** He has shown marked improvement in focus and now displays a willingness to learn and engage with the material.

Logeshwari
para teacher

"Beyond the Blackboard: Para Teacher Reflections"

I'm Ms. Kasthuri, working at Periya Venmani Middle School with a total of 53 students. Through this session, *I've learnt how to better handle students, especially those who find it difficult to sit in one place or stay focused.* I started giving them crayons and encouraged them to draw, which helped improve their concentration and made them stay engaged. *I'm also used storytelling activities to help my students easily grasp concepts and stay interested in learning.*

STORY TIME-Improving Letter Formation for Sainath (Grade 1)

Sainath exhibited consistent difficulties with letter formation, frequently writing letters in mirror image in both English and Tamil. After attending a capacity-building session, I adopted a multi-sensory teaching approach to support Sainath's learning. I regularly engaged him by inviting him to the board during lessons, providing guided practice on letter formation in a visible and interactive setting. Additionally, I introduced tactile learning activities, encouraging Sainath to trace and write letters using sand and pebbles.

Outcome:

Over time, Sainath demonstrated significant improvement. He now writes letters correctly in both languages with increased accuracy and confidence. This intervention not only addressed his mirror writing issue but also enhanced his classroom participation and focus.

Kasthuri
Para teacher

"Between Bells: Para Teacher Reflections"

As a para-teacher at Zamin Endathur Primary School, I, Nadhiya, learned how to develop students reading and writing skills from the session. After implementing interactive board techniques, daily four-line writing tasks for two months, and providing ongoing support, my students made significant progress. They became better at writing clear, coherent sentences, improved their reading fluency, and showed more interest in learning. This approach has proven to be successful in enhancing their literacy skills.

## STORY TIME-"Beads to Brilliance: Mugilan's Math Makeover"

Mugilan is a 4th-grade student who is very active in class but had difficulty focusing, especially during mathematics lessons. He was particularly weak in basic arithmetic operations like addition. To address this, **I introduced the use of beads as a hands-on teaching tool. Through simple activities using beads for counting and adding, Mugilan began to show more interest and involvement in mathematics.** Gradually, his understanding of addition improved, and he started solving problems with better focus and accuracy. The use of beads helped him visualize numbers and operations, making learning easier and more engaging for him. This method not only improved his mathematical skills but also increased his confidence and classroom participation. **Through this approach, Mugilan's interest in math has grown, and his focus has steadily improved.**

Nadhiya para teacher

10 Plan for the Next School Year: Strengthened Support
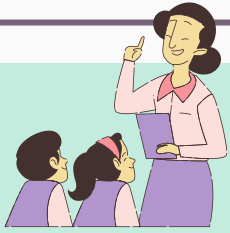
1 Para-Teacher Engagement:

Sustain active involvement of para-teachers in lesson co-planning, classroom support, and student mentoring, especially for early grade learners.

2 Structured Remedial Support

Maintain focused remedial education groups, particularly for Classes 2 and 3, to help bridge learning gaps through tailored instruction.

3 Co-curricular Learning Activities

Preserve and expand opportunities for various activities, including debates, role plays, art, and music, to enhance communication, creativity, and confidence.

4 Monitoring System

We will continue using monitoring cards to track each student's performance across academic, behavioral, and hygiene indicators monthly.

5 Parental Engagement

Continue regular meetings with parents to strengthen their involvement in their child's education, diary-based communication, and promotion of home learning activities to strengthen the school-home connection.
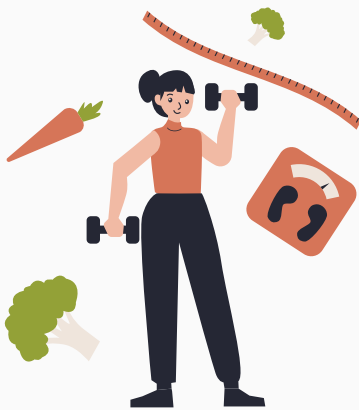
6 Hygiene Practices & Student Leadership

Reinforce daily hygiene routines and support student-led health campaigns to sustain personal cleanliness and school sanitation gains.

Further, the project will also implement the following strategies towards achieving the project objectives:

7 Bridging the Digital Divide

Structured digital literacy sessions and resource-rich classrooms make learning interactive and future-ready.

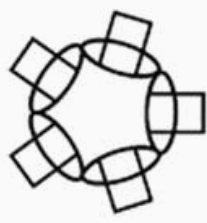### 8 Special Educator Mentorship

A special educator will guide para-teachers in developing and using Individual Educational Plans (IEPs) for children requiring additional learning support.

9 Teacher and Para-Teacher Training

Monthly workshops will equip educators with skills in remedial teaching, differentiated instruction, and effective use of student data for lesson planning.

10 Nutrition and Health Education

Regular nutrition education and counselling sessions for both children and parents to promote healthier practices and connect families to local health services when needed.

"From the upcoming academic year, a strategic, future-focused plan will be implemented to strengthen foundational learning, foster inclusive education, and promote holistic student well-being."

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