



**Kalanjiyam**

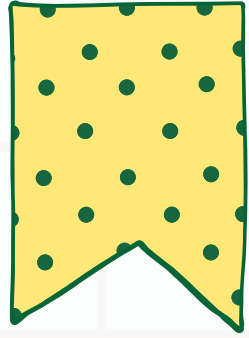
# Rotary Club of Madras South

Implemented by Kalanjiyam Trust

At PCKG School, Kodambakkam

## Annual Report June 2024 - May 2025

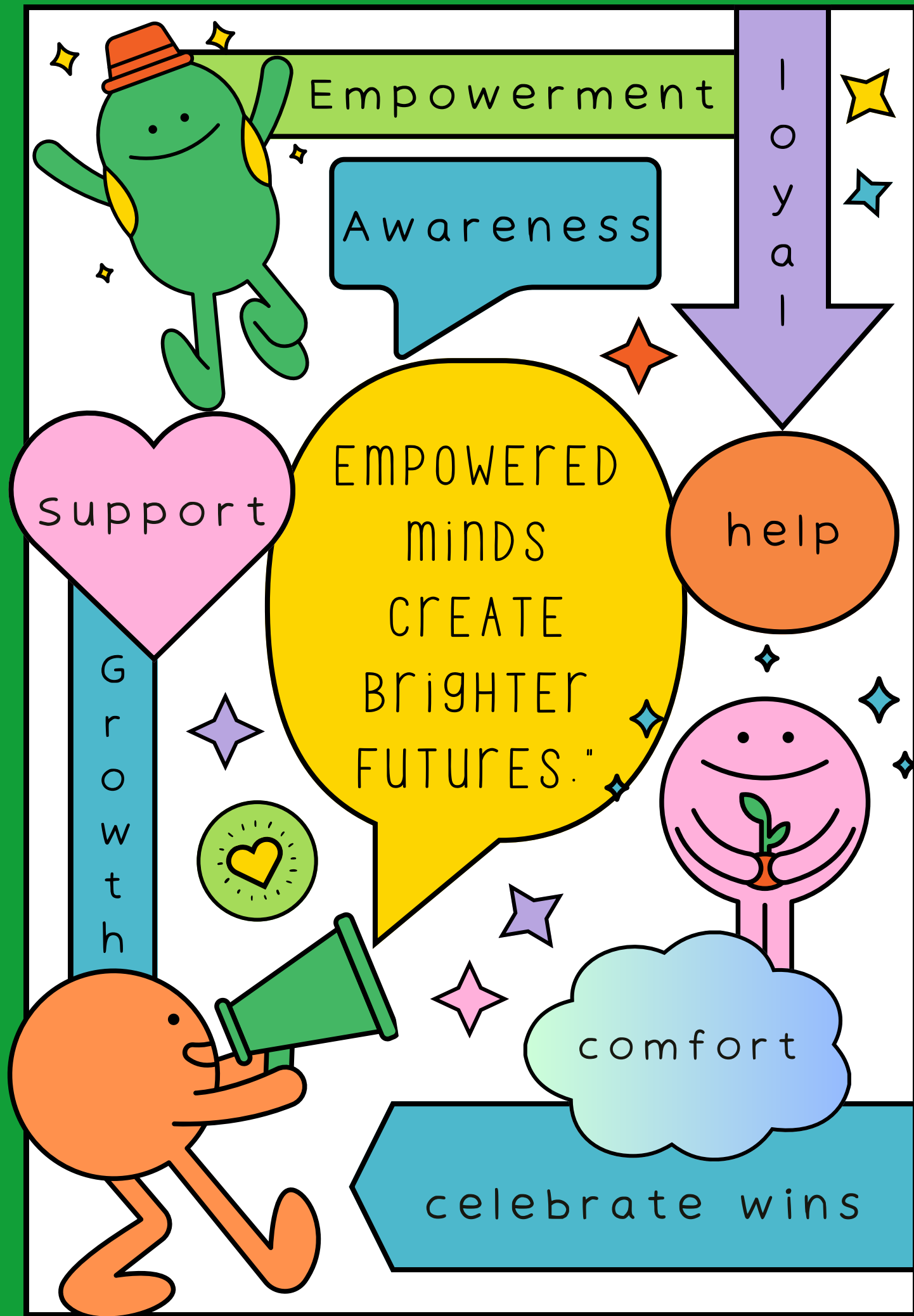




# ACKNOWLEDGEMENT

- We sincerely thank **ACYS Private Limited** for their generous support in making this project successful. Our heartfelt thanks to the **Rotary Club of Madras South** for their partnership in this project.
- We extend our deep appreciation to **Pathipaga Chemmal K Ganapathy Govenment Higher Secondary School** for allowing this project to be implemented on their campus. .
- We would like to sincerely thank the School Headmistress Mrs. Malathy and Mr. Sivananindha Perumal, for their constant support and encouragement. Our heartfelt thanks also go to Mrs. Jessy Thomas, Mrs. Lakshmi Devi, and Mr. Prakash (AHMS) for their involvement and support throughout the project. We are thankful to all the teaching staff, non-teaching staff, and volunteers for their cooperation.
- Lastly, a big thank to the students of the school, whose active participation and enthusiasm made this project truly meaningful.





# Rotary Club of Madras South Project 2024-2025

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## Table of Index

S.No	Topic	Page No
1	OVERVIEW OF THE PROJECT	01
2	OBJECTIVES	02
3	SCHOOL PROFILE	03
4	AWARENESS CLASS	04
5	COUNSELING - PSYCHO SOCIAL SUPPORT	08
6	REMEDIAL PROGRAMME	15
7	DIGITAL LITERACY PROGRAMME	25
8	HYGIENE AND SANITATION	28
9	STAR OF THE QUARTER	29
10	CHILDREN'S DAY PROGRAM	32
11	EXAM KIT DISTRIBUTION	37
12	STUDENTS REFLECTIONS	42
13	IMPACT OF ROTARY PROJECT	43
14	STAFFS FEEDBACK	49
15	ANNEXURE	50 - 55



# I. OVERVIEW OF THE PROJECT

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## Introduction

The initiative at PCKG Government Higher Secondary School, Kodambakkam, supported by the Rotary Club of Madras South for the academic year 2024–2025, continued to enhance students' academic and personal development. Kalanjiyam Trust implemented the program, ensuring consistent support tailored to students' diverse needs.

## Activities Carried Out

- Awareness sessions
- Extra and Co - Curricular Activities
- Individual counseling
- Computer operations
- Remedial education
- Sanitation and hygiene support

## Improvements

- Better student regularity
- Improved academic performance
- Positive changes in discipline and behavior
- Increased willingness to seek help through counseling
- Qualitative changes observed
- Greater interest in learning
- Improved self-confidence
- Active participation in activities
- Better cooperation with peers.

## AWARENESS CLASS

Awareness sessions were conducted to support students' life skills and personal development.

Experts interacted with them and shared helpful tips and guidance.

The sessions encouraged positive thinking and better decision-making.

They boosted students' confidence and prepared them to face challenges ahead.

## REMEDIAL

Remedial classes were given to help students improve in studies.

Simple and fun methods were used to make learning easier.

Progress was checked regularly to give extra support. This helped students do better and feel more confident.

## COUNSELLING

Individual and group counseling helped students handle academic and personal challenges.

They shared their concerns and got guidance to manage stress and emotions.

Group sessions built confidence, teamwork, and peer support.

Follow-ups were done to ensure steady improvement in their well-being.

## OBJECTIVES

## DIGITAL LITERACY

A digital class was held to teach students basic computer and internet use.

They learned how to use online tools for learning and practice.

Students were guided to use technology safely and wisely.

This helped them feel confident to use digital tools in the future.

## APPRECIATION

The best-performing students were appreciated with certificates and gifts.

This encouraged them to do even better and stay motivated.

It also inspired other students to work hard and improve.

Celebrating their efforts brought joy and built confidence.

## SANITATION

The project helped keep the school clean and healthy.

Students learned about personal and menstrual hygiene.

They joined in cleaning the school and got sanitary items.

This made the school a safer and healthier place.



### III. School Profile

**Pathipaga Chemmal K. Ganapathy Government Higher Secondary School (PCKG School)** Located in Kodambakkam, Chennai – 600024.

PCKG School is a co-educational, state board-affiliated higher secondary institution offering education from Classes 6 to 12.

The school has a total student strength of 950, divided into Tamil and English mediums of instruction, with 35 sections across all classes. The teaching faculty comprises 71 dedicated members, committed to providing quality education and holistic development.

#### **Key Features:**

- Board Affiliation: State Board (for both Class 10 and +2)
- Medium of Instruction: Tamil and English
- Pre-Primary Section: Not available
- Meal Provided: Yes, meals are prepared and served on school premises
- Accessibility: Wheelchair-accessible entrance and parking lot
- Lab accessibility: Computer Science, Physics, Chemistry, biology, Maths
- RO water availability: yes, purified RO water available 24x7 in school premises
- Lavatory availability: available for each and its divided for girls and boys individually, and also available for disability students
- Napkin vending machine availability : yes available for when need of it.
- Supporting students for the extra in activates in sports ( zonal level and district level)
- Stabilization and inclusive Development program, school innovation development project, or subacute inflammatory demyelinating polyneuropathy



## **Awareness Class**

To promote the overall development of students beyond academics among the students, the project team conducted a series of structured awareness and life skills sessions. These sessions were designed to equip students with the knowledge, values, and skills necessary for facing real-life challenges and making responsible choices.

### **Purpose of the Sessions**

- To foster critical life skills among students.
- To enhance emotional intelligence and decision-making abilities.
- To support academic performance through better time and stress management.
- To prepare students for future career paths and societal roles.

### **Life Skill & Awareness Topics for Students**

- |                               |  |
|-------------------------------|--|
| • Time Management             | • Leadership and Teamwork                |
| • Effective Communication     | • Digital Literacy and Online Safety     |
| • Decision-Making Skills      | • Self-Esteem and Confidence Building    |
| • Stress Management           | • Respect for Diversity and Inclusion    |
| • Health and Personal Hygiene | • Conflict Resolution                    |
| • Peer Pressure Management    | • Social Responsibility and Citizenship  |
| • Exam Preparation Strategies | • Career Awareness and Planning          |
| • Goal Setting and Motivation | • Basic Discipline and Positive Behavior |
| • Emotional Intelligence      | • Anger Management                       |
| • Critical Thinking           |  |
| • Problem Solving             |  |

# Table of Awareness Classes

S.no	Programs	Class	Total Students	Topics	Outcome
1.	Awareness Program	9th std	Boys - 62	Anti-Bullying	Students gained knowledge about the types of bullying, its consequences, and the prevention of bullying.
2.	Activity class	9th std Remedial	Boys - 10	Communication	Students learned to speak about the greetings n, responses, expressions
3.	Lifeskill Program	10th B	Boys -20	Leadership Qualities	Leadership qualities and essential traits of good leader.
4.	Lifeskill Program	9th A	Girls -20	Leadership Qualities	Leadership qualities and essential traits of good leader.
5.	Activity class	9th C	Boys - 20	Group Discussion	To improve team work, team coordination, confidence, self learning, knowledge gaining
6	Life Skill Program	6th std	Boys - 19 Girls -1	Health and Hygiene	Learn about Healthy habits, foods, self-cleaning, and surrounding cleaning
7	Life Skill Program	9th A	Girls - 18	Girls safety and its measures	Students were gained knowledge about personal safety and healthy relationships, preventing gender-based violence, and self-defense.
8	Lifeskill Program	9th std	45 boys , 16 girls	Decision Making	Understanding Decision-Making, Types of Decisions, Setting Goals and Priorities, Ethical and Responsible Decision-Making, Learning from Mistakes
9	Awareness Class	9th C	Boys - 26	Positive Behavior	Students gained a better understanding of positive behavior and its role shaping their future



## 1. Time Management

Sessions on time management were conducted for Classes 6 to 12. Students learned the importance of planning their daily schedule, balancing academics with extracurricular activities, and avoiding procrastination. Techniques such as creating timetables, prioritizing tasks, and setting short- and long-term goals were introduced.

## 2. Effective Communication

Conducted for Classes 6 to 10, this session focused on developing speaking, listening, and non-verbal communication skills. Students participated in activities to practice clear expression, respectful listening, and polite conversation.

## 3. Decision-Making Skills

For Classes 8 to 12, sessions helped students understand the steps involved in making informed decisions. Real-life scenarios and role plays were used to explore the consequences of impulsive versus thoughtful decisions.

## 4. Stress Management

Classes 9 to 12 received guidance on identifying stressors, especially during exams, and were taught simple breathing exercises, relaxation techniques, and positive thinking methods to cope with academic pressure.

## 5. Health and Personal Hygiene

This session, targeted at Classes 6 to 9, highlighted the importance of cleanliness, personal grooming, and healthy habits. Students learned daily hygiene routines and how hygiene impacts overall health and confidence.





## 6. Peer Pressure Management

Held for Classes 8 to 10, these sessions focused on resisting negative peer influences and developing assertiveness. Students discussed real-life examples and learned strategies to say “no” confidently.

## 7. Exam Preparation Strategies

Special sessions were organized for Classes 10 to 12, covering revision techniques, managing exam fear, and building confidence. Students learned how to make effective study plans and stay focused.

## 8. Goal Setting and Motivation

In Classes 9 to 12, students were guided on setting SMART goals and staying motivated through challenges. Activities included personal vision boards and motivational stories from achievers.

## 9. Emotional Intelligence

Conducted for Classes 7 to 10, this session helped students identify and manage their emotions, practice empathy, and build stronger relationships with peers and teachers.

## 10. Critical Thinking and Problem Solving

Classes 8 to 11 participated in activities that involved analyzing situations, brainstorming solutions, and evaluating outcomes. This session encouraged independent thinking and creativity.





# COUNSELLING



Counselling provides a safe, confidential space where students can openly express their thoughts, feelings, and concerns. Counselors help students build self-awareness, develop coping skills, make responsible decisions, and improve relationships with peers, teachers, and family members.

## TYPES OF COUNSELLING



### INDIVIDUAL COUNSELLING



### GROUP COUNSELLING

#### Individual Counseling

Individual counseling involves one-on-one sessions between the counselor and a student. These sessions provide a safe and confidential space for students to express personal concerns such as emotional stress, low self-esteem, academic struggles, family issues, or behavioral challenges. The counselor helps the student identify problems, explore feelings, develop coping strategies, and set personal goals. Guidance is tailored to the student's specific needs, promoting emotional well-being and academic success.

#### Group Counseling

Group counseling brings together a small group of students facing similar issues (e.g., peer pressure, conflict resolution, team-building, or exam anxiety). These sessions encourage peer interaction, support, and shared learning. Students benefit by realizing they are not alone, gaining different perspectives, and building interpersonal and social skills. The group setting fosters empathy, cooperation, and a sense of belonging.



## Types of Counseling Provided

To address the diverse needs of students, the counselor offered the following support:

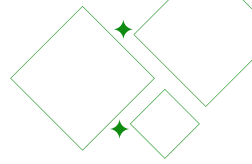
### **Individual Counseling:**

Personalized sessions to help students navigate challenges such as concentration difficulties, anxiety, family issues, and academic concerns. These sessions provided both a listening ear and actionable advice for emotional support.

### **Group Counseling:**

Facilitated group sessions to address common issues like teamwork, peer pressure, and conflict resolution. These sessions encouraged students to share experiences, gain insights from one another, and foster a sense of community.





## Case Study: Addressing Disruptive Behavior in a 9th-Grade Student

### Introduction:

This case study focused on a 9th-grade student who had been consistently exhibiting disruptive behavior in the classroom. The purpose of this study was to understand the underlying causes of his behavior, explore interventions, and provide recommendations to support his academic and social-emotional development.

### Student Background:

The student had been attending the same school since the 6th grade. He came from a middle-class family and lived with both parents and a younger sibling. Academically, he had shown average to above-average performance in subjects. His teachers had reported that he consistently disturbed the class during lessons.

### Presenting Problem:

The student's disruptive behavior had become a significant concern for his teachers and peers. His actions included:

- Talking out of turn and interrupting the teacher.
- Making jokes or inappropriate comments during lessons.
- Getting out of his seat without permission.

Distracting peers by throwing paper balls or engaging them in off-topic conversations.

These behaviors occurred multiple times during each class, disrupting the learning environment and frustrating both the teacher and his classmates. Despite repeated warnings and disciplinary actions, the behavior had persisted.

### Identifications:

1. Attention-Seeking Behavior: The student may have felt unnoticed or undervalued in the classroom and used disruption as a way to gain attention from his peers and teachers.
2. Lack of Engagement: The traditional teaching methods used in class may not have aligned with his learning style, leading to boredom and restlessness.



## Interventions and Counselling Approach:

### 1. Building Rapport and Understanding:

The Counselor initiated a one-on-one conversation with him to understand his perspective. During the session, he revealed that he finds most classes "boring" and feels that the teacher does not explain concepts in a way he can understand. He also admitted that he enjoys making his classmates laugh because it makes him feel accepted.

### 2. Collaborative Goal Setting:

The counselor worked with him to set specific, achievable goals, such as raising his hand before speaking, staying seated during lessons, and completing at least one assignment per day. A reward system was introduced, where Rohan could earn points for positive behavior and exchange them for privileges, such as extra time in the sports field.

The teacher also assigned him a "classroom helper" role, such as distributing materials or leading small group activities, to channel his energy positively.

### 3. Teaching Self-Regulation Strategies:

The counselor taught him techniques for managing restlessness and frustration, such as deep breathing, mindfulness exercises, and using a stress ball during class.

This case study serves as a model for addressing similar behavioral challenges in educational settings.



"I was feeling very stressed about my studies and couldn't talk to anyone at home. After the counseling session, I felt lighter and more focused.

Nagarajeswari 12A

## Case Study: Awareness on Good Touch and Bad Touch & Personal Hygiene During Periods

### Background:

A 12-year-old girl, studying in 7th grade, was identified as needing guidance on understanding personal safety and hygiene during puberty. She showed signs of confusion regarding physical boundaries and lacked awareness about menstrual hygiene.

### Intervention Steps:

#### One-on-One Counseling Session

**Building Trust:** The counselor created a safe and non-judgmental space for her to express her thoughts.

**Explaining Good Touch and Bad Touch:** Using age-appropriate language and visuals, she was educated on:

**Good Touch:** Affectionate and caring touches, like a hug from parents.

**Bad Touch:** Any touch that makes her uncomfortable, especially in private areas from unknown peoples

- Empowering Response Mechanisms:
  - Saying “No” firmly.
  - Moving away from the situation.
  - Informing a trusted adult (parents, teachers, Counsellors, Elder sisters).

#### Awareness on Menstrual Hygiene

- Explaining Menstruation: She was taught about the menstrual cycle and why it happens.
- Self-Cleaning & Hygiene Practices:
  - Change sanitary pads every 4–6 hours.
  - Wash genital areas with clean water and mild soap.
  - Dispose of used sanitary pads properly.
  - Maintain clean and dry underwear.
  - Take a regular bath to avoid infections.
- Encouraging Open Discussion
- She was encouraged to share any doubts and seek guidance without hesitation.

### Outcome:

After counselling, She understood personal boundaries, how to react to unsafe situations, and the importance of menstrual hygiene. She expressed confidence in handling both aspects independently



## Case Study: Career Counseling for a 12th Standard Student Aspiring for Medicine

### Background:

A 12th standard student approached the counseling session with concerns about his career path. He had a strong interest in pursuing medicine but faced uncertainty regarding the preparation process, financial implications, and alternative career options.

### Challenges Identified:

**Academic Pressure:** He was worried about the high competition in medical entrance exams and his ability to secure a good rank.

**Stress and Anxiety:** The pressure of making a career decision and performing well in exams caused him anxiety and self-doubt.

### Counseling Approach:

**Career Exploration:** He was guided through the medical field's career path, including MBBS, alternative medical courses (BDS, BAMS, BHMS), and allied health sciences.

**Academic Strategy:** A structured study plan for NEET preparation was recommended, along with time management techniques and available coaching resources.

**Backup Plan Discussion:** Alternative career options within the medical field, such as pharmacy, physiotherapy, and biomedical sciences, were explored in case he wanted additional choices.

### Conclusion:

Personalized career counseling played a crucial role in helping him make an informed decision about his future. By addressing academic concerns and emotional stress, he was empowered to pursue his dream of becoming a doctor with clarity and confidence.

"Counseling is a safe space to grow,  
Where thoughts are shared and feelings flow.  
It heals the mind and lifts the heart,  
Guides you gently from the start.  
With trust, support, and open talk,  
It helps you find your strength to walk."

## Counseling Data

From June 2024 to March 2025, one-on-one counseling was provided to 106 remedial students.

In addition, 86 individual counseling sessions were conducted for students from classes 6 to 12, focusing on emotional, academic, and behavioral support.

Group counseling sessions were held for 14 groups of students, helping them discuss shared challenges such as peer pressure, teamwork, and self-confidence.

To ensure continued support, 20 follow-up sessions were conducted to track students' progress and provide further guidance when needed

June 2024- March 2025	Total No of Students	Total
<b>Individual Counseling</b>	<ul style="list-style-type: none"><li>Remedial Students - 106 (Boys - 97 Girls - 9)</li><li>Individual Counseling - 86 (Class 6<sup>th</sup> - 12<sup>th</sup> )</li></ul>	192
<b>Group Counselling</b>	For Remedial - 10 Class from 6 <sup>th</sup> to 12 <sup>th</sup> - 04	14
<b>Follow Up</b>	For Remedial 10 Class 6 <sup>th</sup> to 12 <sup>th</sup> - 10	20

## Remedial Programme

**"When we give extra help to those who need it,  
we build a stronger future for all."**

To support students who were struggling in their academics, a remedial program was conducted for selected students from Classes 6 to 9 at PCKG School, Kodambakam. . These students were identified by teachers based on their classroom performance, assessment results, and learning difficulties, especially in subjects like Tamil, English, and Mathematics.

The main aim of the remedial program was to help students improve their reading, writing, comprehension, and basic arithmetic skills. Special attention was given to students who had difficulty recognizing letters, forming words, understanding lessons, and solving simple problems.

The remedial sessions were conducted in small groups to provide individual attention and encourage active participation. Fun learning methods like phonics, picture cards, word games, storytelling, and hands-on activities were used to make the sessions interesting and easy to understand.

Regular assessments and observations were done to track students' progress. Many students showed noticeable improvement in reading fluency, spelling, and number skills. Teachers also reported better confidence and classroom involvement from the students who attended the sessions.

The remedial program helped bridge the learning gap and motivated students to continue learning with more interest and confidence

**"Remedial education is not a failure,  
It's a path to rediscover strength.  
It meets students where they are,  
And walks with them at their pace.  
With patience, support, and care,  
Every learner finds their way forward."**



## Remedial Pre-Assessment – June 2024

PCKG School | Classes 6 to 12

A remedial pre-assessment was conducted in June 2024 at PCKG School for students of classes 6 to 12. The objective of the assessment was to analyze the reading abilities of students in both Tamil and English. A total of **886** students were assessed.

### Assessment Details:

The team was divided into pairs, with two members assigned to each class.

The assessment focused on:

- Letters
- Words
- Sentences
- Reading speed
- Pronunciation

The assessment spanned one week.

This evaluation served as the foundation for planning focused remedial interventions.

**The following list includes the students who were assessed during the remedial pre-assessment conducted in June 2024 for Classes 6 to 12.**

This assessment aimed to evaluate students' reading abilities in both **Tamil** and **English**, and the results provided valuable insights to plan tailored remedial interventions. Each student was assessed individually on parameters such as word recognition, reading fluency, and comprehension.

The students listed below participated actively in the process.

6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Total
28	53	68	148	168	152	269	<b>886</b>



## Tamil and English reading Materials

புள்ளி எழுத்துச் சொற்கள்

பந்து	கடல்	மரம்	மூக்கு
பள்ளி	முட்டை	இன்று	நேரம்
தயிர்	உணவு	நீந்து	நத்தை
சிப்பி	எழுது	தோண்டு	தூங்கு
உனது	உள்ளே	கேள்வி	காட்டு
வயது	அவள்	எனது	நொண்டு
கொண்டு	பயம்	பதில்	இந்த
பெயர்	லட்டு	பகல்	இரவு
நேற்று	விரல்	காற்று	நாக்கு
காரம்	முதுகு	கதவு	ஓட்டு
வாங்கு	வெட்டு	மூழ்கு	இறால்
தொங்கு	கட்டு	வினாடி	எதிரே
பாதம்	வளர்	தொப்பி	அந்த
தவறு	உண்மை	ஈரம்	தாமரை

**CVC Reading Comprehension Passage**

Read the passage and color the circles. Color the -et words. Answer the questions.

**The Pet**

- John has a pet cat.
- His pet likes to get wet in the rain.
- John takes his pet every week to the vet.
- The cat sleeps in the net.

1. John has a pet ☐ Cat ☐ Bat ☐ Hat

2. The pet sleeps in the \_\_\_\_.

☐ Jet  
☐ Net  
☐ Bet

3. Weekly the cat is taken to the \_\_\_\_.

☐ Net  
☐ Vet  
☐ Wet

**The Hen's Pen** -en

Ben saw a sad hen. She had lost her pen. "When did you last see it?" Ben said. "I had my pen today at ten," said the hen. "I went to see the fox in his den." Ben went to the den. The fox had the pen. Ben got it and gave it to the hen. She was so glad!

Ben saw a sad \_\_\_\_.

hen men pen

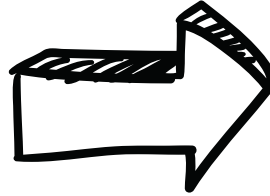
The hen lost her \_\_\_\_.

Ben ten pen

Who had the pen?

fox men rat

Draw the fox in his den.





# Methodology of Teaching

1

Letter

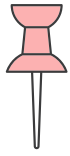
2

Word

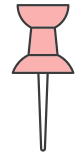
3

Sentence





## Explanation of the Methodology



To support students with learning difficulties, especially in language subjects like Tamil and English, a remedial program was conducted by dividing students into three learning levels: Letter Level, Word Level, and Sentence Level. This structured approach helped in identifying each student's current learning stage and providing the right type of teaching support

### Letter Level

Students at this level had difficulty in recognizing and writing individual letters. They were given special attention through activities like letter tracing, sound identification (phonics), matching games, and oral repetition. Flashcards, writing practice, and drawing related to letters were used to help them learn faster and with interest

### Word Level

These students could identify letters but struggled with reading or writing full words. Teaching here focused on blending sounds to form words, identifying simple words, and practicing spelling. Word-building games, reading practice, and worksheets were used to strengthen their word recognition and vocabulary

### Sentence Level

Students at this level were able to read words but faced challenges in reading and writing complete sentences with meaning. Activities included sentence formation, reading short paragraphs, picture-based storytelling, and guided writing. The focus was on improving reading fluency, comprehension, and sentence construction.





# Remedial Data

A total of 106 students benefited from remedial teaching sessions from July 2024 to March 2025. The sessions focused on improving basic subject skills and comprehension. Personalized instruction and regular support helped enhance their academic performance.

## Remedial Students Level Wise Details – Subject: Tamil

Students were grouped based on their reading ability in Tamil after the pre-assessment in June 2024.

### Remedial Assessment – Tamil (Classes 6 to 9)

- 20 students from Classes 6 to 9 cannot identify Tamil letters.
- 23 students can identify letters only, but struggle to read words.
- 27 students can read letters and words, but are not able to read sentences.

Std	Letters	Words	Sentence	Total
6th	3	2	2	7
7th	5	5	6	16
8th	2	4	15	21
9th	10	12	14	36
Total	20	23	27	80

## Remedial Students Level Wise Details – Subject: English

- 22 students are at the letter level – they can identify letters but struggle with words.
- 26 students are at the word level – they can read words but not full sentences.
- 32 students are at the sentence level – they can read sentences but need help with understanding.

Std	Letters	Words	Sentence	Total
6th	3	0	4	7
7th	3	6	5	14
8th	4	6	17	27
9th	10	10	10	30
Total	20	22	36	78

## Remedial Students Level Wise Details:

### Subject: Maths



Std	Total No of Students
6 <sup>th</sup>	6
7 <sup>th</sup>	6
8 <sup>th</sup>	16
9 <sup>th</sup>	35
Total	63

"I used to make a lot of spelling mistakes. Now I feel like I'm improving slowly."

Aishwarya 8-B



"The activities were very engaging, and I enjoyed participating in them. I felt confident and performed well."

— Kishanvokesh, 9E

"I learned an easy method of teaching through memory games, and it was also very useful in computer class."

— Jeeva, 9C

### Improvements Subject wise:

Class	Tamil	English	Maths
6th	4	4	4
7th	10	6	4
8th	16	14	11
9th	27	20	19

### Overall improvement Students

Class	Total no of Students
6th	4
7th	9
8th	20
9th	46
Total	79

The Headmistress gave gifts to the improved remedial students during the school assembly to motivate them.

- 9th-grade remedial improvement students received geometry boxes.
- 6th to 8th-grade remedial improvement students received pouches.

### Follow-up Students:

After their improvement, 32 students were followed up to monitor their progress. Currently, there were 27 remedial students from Classes 6 to 9, and their progress was as follows:

- Letter Level: 5 students
- Word Level: 7 students
- Sentence Level: 15 students





## Appreciation and Efforts Recognition

### Reading Improvement through Remedial Support System

Period: July 2024 – March 2025

As part of the ongoing Remedial Support System, significant progress was observed in the reading abilities of students who were provided with focused and personalized teaching support. Out of the 106 students who attended the remedial sessions, 47 students showed remarkable improvement in their reading skills.

To recognize and encourage their efforts, these students were honored during the school assembly. The Headmistress, Mrs. Malathy, appreciated their hard work and dedication by awarding them in front of their peers. This recognition not only boosted their confidence but also motivated other students to actively participate in the remedial sessions.

The success of this initiative highlights the positive impact of structured remedial teaching in addressing learning gaps and promoting academic growth among students.

**"Every step forward deserves applause — today, we celebrate your progress, your effort, and your determination."**



## Recreational Ground Activities

Alongside remedial teaching, various recreational activities were conducted for students to enhance their physical and mental stability. These activities included games, group exercises, and creative tasks designed to reduce stress, improve concentration, and promote overall well-being. By engaging in these sessions, students developed better social interaction, team spirit, and emotional resilience, contributing to their holistic growth



## Student Voices on Remedial Teaching

The remedial teaching sessions not only helped students improve academically but also boosted their self-confidence and interest in learning. Here are a few reflections shared by the students who benefited from the program:

Starting, I do not know to put division but after you have taught single- and double-digit problems, I am able to do well in division

John Wesley (9 B - Maths)

After the mam taught phonic sounds, I was able to read the letters well and I can read -  
Dharshan (9 B - English)



# **Digital Literacy Program**

## **– Empowering Students for the Future**



To bridge the digital divide and prepare students for a technology-driven world, a Digital Literacy Program was implemented as part of the student development initiative. The program aimed to enhance students' knowledge and skills in using digital tools effectively and responsibly.

### **Objectives of the Program:**

- To introduce students to the basics of computers and internet usage.
- To familiarize them with digital devices like using systems, Computer Microsoft Office Word, MS Paint, PPT, and laptops.
- To teach safe and responsible digital behavior, including cyber safety.
- To help students use technology as a tool for learning, creativity, and communication.

### **Activities Conducted:**

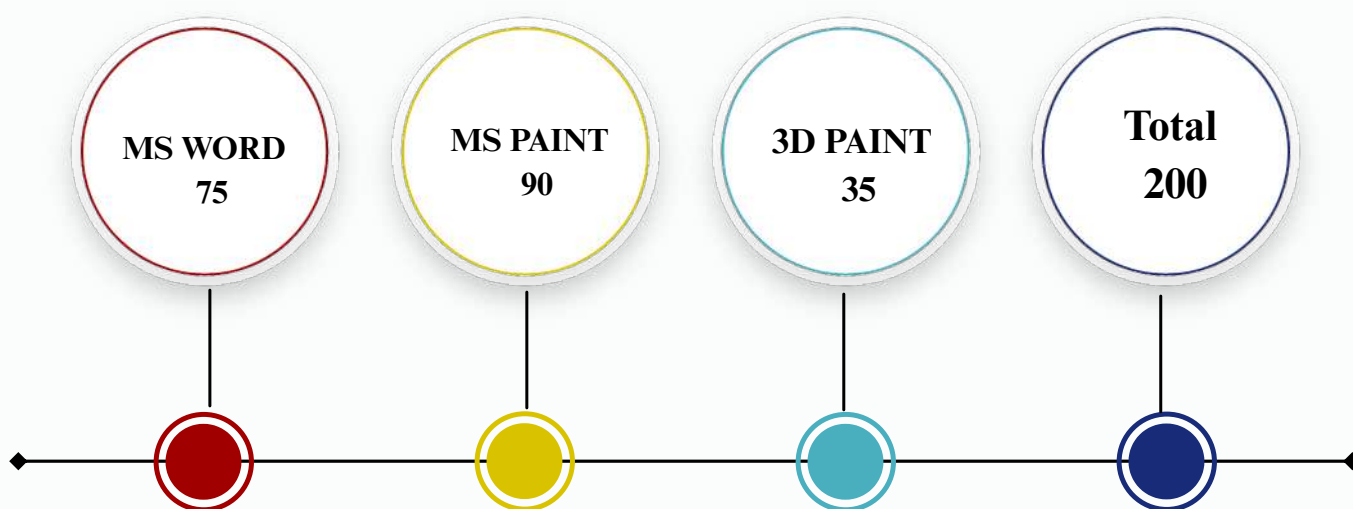
- Interactive sessions on computer parts, functions, and basic operations.
- Hands-on training on typing, creating documents, using educational apps, and accessing online resources.
- Awareness sessions on cyberbullying, online privacy, and safe browsing practices.
- Group activities using multimedia tools to encourage collaboration and creativity

### **Hands on Training Sessions**

- Microsoft Office Word
- MS Paint
- Excel Sheet Creating
- PPT Presentation

As part of the Digital Literacy Program, a focused session on Microsoft Word was conducted to help students develop essential computer skills. A total of 70 students actively participated in this training, where they were introduced to the basic features and functions of MS Word.

The session covered how to create, edit, format, and save documents, along with practical exercises like typing short paragraphs, inserting images, and using basic formatting tools such as bold, italics, and alignment options. This hands-on learning experience enabled students to become more confident and independent in using digital tools for their academic work and future needs.



From August 2024 to March 2025, students were actively engaged in learning key digital tools as part of the Digital Literacy Program. During this period, they were introduced to MS Word, where they learned to type, format text, insert images, and save documents. They also explored MS Paint, using various drawing tools to express their creativity, and 3D Paint, where they created simple 3D models and designs.

**"Access to computers and the internet has become a basic need for education in our society."**

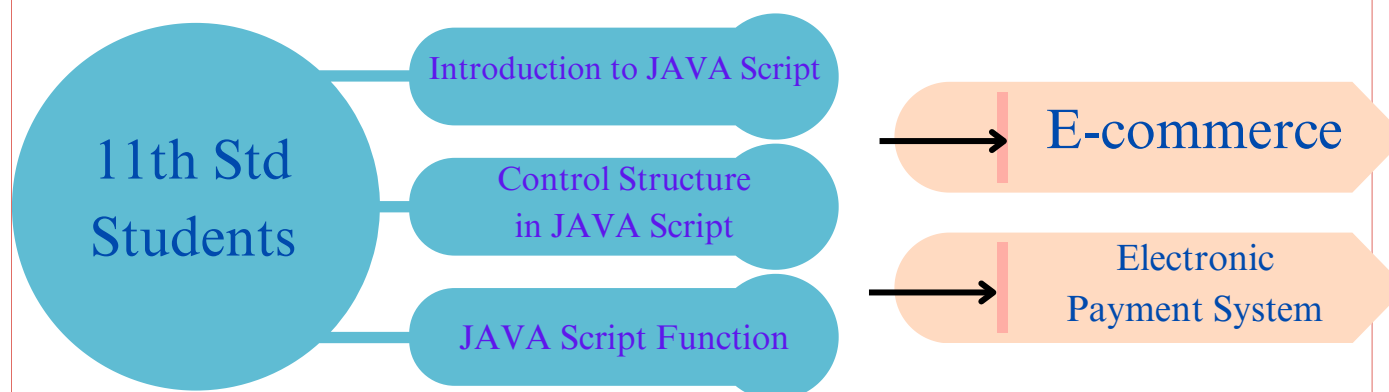
## Impact on Students:

The Digital Literacy Program has significantly enhanced students' confidence and curiosity in using technology. Many students, especially those with limited prior exposure, gained foundational skills that are now helping them in both academic and personal growth.

They are now more equipped to:

- Search for information online to support their learning.
- Create digital content such as simple presentations and reports.
- Understand the importance of digital responsibility and online safety.
- Use digital platforms for communication and collaboration.

As per the regular school time table computer instructor taken the classes for 11th E, 11th I, 12th D & 12th E to cover the syllabus. The lessons briefly explain about the conditional statement and looping statement from the syllabus and including below,



Motivational gifts were presented to the students who scored high marks in their quarterly exams conducted at the school. These gifts were given to appreciate their efforts.



## Hygiene and Sanitation Maintenance in School:

Maintaining proper hygiene and sanitation in the school was essential for ensuring a safe and healthy learning environment. Regular efforts were made to keep the school campus clean, including daily sweeping, proper waste disposal, and maintenance of clean toilets and handwashing stations. Students were encouraged to follow personal hygiene practices such as washing hands with soap, keeping nails trimmed, wearing clean uniforms, and using toilets responsibly.



The Assistant Headmistress appreciated the monthly supply of hygiene items like phenyl, Harpic, Soap, acid, and broomstick. They observed cleaner restrooms and improved sanitation throughout the campus. Students became more aware and responsible about personal and environmental hygiene. Overall, the initiative created a healthier and more positive school atmosphere.

To encourage discipline, cleanliness, and active participation, the best classroom is appreciated every week during the school assembly. The selection is based on overall performance, behavior, and classroom maintenance. The winning class is honored with a shield and appreciation by the School Headmistress.



**"Take pride in your space – keep it clean!"**

# Star of the Quarter

To motivate and celebrate student excellence, the “Star of the Quarter” recognition was introduced. This honor was awarded to student who displayed remarkable improvement, positive behavior, and consistent effort in academics or extracurricular activities. The selected students were appreciated during the school assembly and Provided a certificate of recognition. This initiative encourages all students to strive for personal growth, responsibility, and active participation in school life.

## Criteria for Star of the Quarter:

- Academic excellence in exams
- Regularity in attendance
- Good behavior with staff and students

## Star of the Quarter of 3 Quarters

June 2024 to August 2024	Sep 2024 to Nov 2024	Jan 2025 to Mar 2025
1. . Priya Dharshini – Class 8B 2. Jacob joel C – Class 9 C 3. Sivapriya – Class 11 G	1. Reema A – Class 7B 2. Silambarasan – Class 10F 3. Jayasri N – Class 12A	1. K. Vigneshwaran – Class 8B 2. Jhanavi C – Class 10F 3. Gopika T – Class 12A

To motivate and recognize the students for their hard work and achievements, the "Star of the Quarter" awards are given every quarter.

The following are the rewards given to the top-performing students:

Each quarter, three students receive:

- The Star Badge
- An Appreciation Certificate for being the Star of the Quarter
- A tablemate to assist with their studies



The Star Badge



Tablemate



Certificate







## Just a Minute (JAM)

To develop students' communication skills, self-confidence, and critical thinking, a weekly “Just a Minute” (JAM) activity was conducted during the school assembly every Friday or Monday. In this activity, selected students were trained and encouraged to speak on a given topic for one minute without hesitation, repetition, or deviation. Topics were simple and age-appropriate, covering areas like moral values, environmental awareness, inspirational personalities, school experiences, or current affairs.

Teachers guided and mentored students in preparing their speeches in advance, helping them with language, body language, and stage presence. This initiative became a platform for students to express their thoughts, overcome stage fear, and enhance their public speaking abilities. Over time, students showed remarkable progress in their fluency, vocabulary, and self-expression. The JAM session became a motivational start to the week and was appreciated by both students and staff as a fun, educational, and empowering activity.



# Children's Day Program:

The month “November” first we got into our mind “Children's Day” in India is on 14th November to honour the birth anniversary of India's first Prime Minister, Jawaharlal Nehru, who was fond of children. The importance of Children's Day lies in recognising children's rights and celebrating their potential


## Competition:

We coordinated on planning the competition schedule, informed the HM, and obtained their permission. And to support us, HM assigned four judges to the competition for grades 6–8 and 9–12 individually. These judges observed the competition and declared their assessments.



The below listed competitions were conducted

1. Drawing – Unleashing creativity through art.
2. Speech – Enhancing public speaking and communication skills.
3. Spell Bee – Encouraging vocabulary building and spelling accuracy.
4. Debate – Promoting critical thinking and persuasive arguments.
5. Art and Craft – Fostering innovation and hands-on creativity.
6. Handwriting – Emphasizing clarity and neatness in written work.
7. Poetry – Showcasing lyrical and literary expression.
8. Storytelling – Developing narrative and oratory skills.
9. Essay – Encouraging narrative and writing skills.



**I deeply appreciate the efforts of Kalanjiyam Trust in organizing such a meaningful celebration. It was well-planned and executed, leaving a lasting impression on both students and teachers. Events like these play a crucial role in nurturing the holistic development of our children.**

Mrs. Jessy - Faculty of Maths  
AHM 9th to 10th



Date	Duration	Itinerary	Topics
4/11/2024	15 mins	Handwriting - English Storytelling- English/Tamil	Moral story / Neethi Kathaigal
5/11/2024	30 mins	Spell bee	Thirukural, Dictation words
6/11/2024	3 - 5 mins	Speech	Children's day
7/11/2024	30 mins	Art & Craft	Home, flowers, Trees
8/11/2024	20-30 mins	Quiz	All Subjects' basic topics
9/11/2024	30-45 mins	Drawing	Happy Children's Day

A series of competitions was conducted for Classes 6 to 8 on various days leading up to the Children's Day event. These competitions lasted for a week.

A series of competitions was conducted for Classes 9 to 12 on various days leading up to the Children's Day event. These competitions lasted for a week.



Date	Duration	Itinerary	Topics
4/11/2024	3- 5 mins 5- 10 mins	Poetry – English / Tamil Storytelling – Tamil	Education Career Development கல்வி அதன் வளர்ச்சியும்
5/11/2024	30 mins	Spell bee – English/Tamil	Thirukural, 1. கல்வி 2. பண்புடைமை 3. வாய்மை 4. ஒழுக்கமுடைமை 5. நாடு & Dictation Words.
6/11/2024	3 - 5 mins	Speech - English / Tamil	My Future - I want to become / Child Empowerment
7/11/2024	15 mins/30 mins	Essay – Tamil/English Quiz - English	My Future - I want to become Maths formula, GK, Tamil grammar, English poet names, Science and Social.
8/11/2024	20-30 mins	Debate - Tamil	For 9 <sup>th</sup> Traditional food vs Junk food for 12 <sup>th</sup> Outdoor games vs Video games
11/11/2024	30-45 mins	Drawing	National leaders - Dr.APJ Abdul Kalam, Karmaveerar Kamarajar, Mother Teresa, Pandit Jawaharlal Nehru, Dr.Ambedhkar, Swami Vivekananda.



## Student Attendance

To ensure accountability, staff members were assigned to note down the names of absentees during the event. This step emphasized the importance of inclusivity and encouraged attendance on such special occasions.

## Acknowledgment of Winners

The highlight of the celebration was the recognition of winners during a special assembly held on Children's Day. Participants who excelled in their respective competitions were honored by the school's Headmistress **Mrs. Malathy** with shields and certificates. This recognition not only celebrated their achievements but also motivated their peers to participate in future events.



Details	Count
Total Participants (6th to 12th )	450
Winners (Certificates & Trophies) Class6th to 12th	86
Participants (Received Certificates)	364



## Impact and Feedback

The event successfully instilled a sense of accomplishment and confidence among students. Teachers and students lauded the efforts of the organizers for providing such a meaningful platform. The collaboration between the Rotary Club of Madras South and Kalanjiyam Trust was widely appreciated for its commitment to the holistic development of students.

The Children's Day celebration was a memorable and impactful event, leaving a lasting impression on the students and staff alike. By fostering creativity, confidence, and teamwork, the event underscored the importance of extracurricular activities in a well-rounded education. The success of the event stands as a testament to the dedication and support of the organizers and partners.





## Childrens Day Participation Certificate Distribution



## Exam kit and Career Guidance Materials Distribution

In an effort to promote academic success, the **Rotary Club of madras South**, in Collaboration with the **Kalanjiyam Trust**, organized a distribution program for exam kits aimed at **10th** and **12th** grade students at PCKG School in Kodambakkam. This initiative benefited a total of **455 students**, with the goal of motivating and supporting them as they prepared for their public exams.

The exam kits were carefully assembled to include all necessary stationery items, such as pens, pencils, erasers, sharpeners, rulers, gel pens, and clear pouches. By providing these materials, the program aimed to alleviate exam-related stress, improve readiness, and enhance students' confidence. The students expressed their appreciation for the support, viewing it as a significant encouragement in their academic pursuits.

### Importance

Ensures Readiness – Provides essential supplies to avoid last-minute difficulties.

Reduces Stress – Minimizes exam-related worries, helping students focus.

Boosts Confidence – Encourages students and reinforces their motivation.

Promotes Equal Opportunity – Ensures all students have the same resources.

Creates a Positive Mindset – Makes students feel supported and valued.

This initiative played a vital role in uplifting students, reducing barriers, and reinforcing the importance of academic success.





## MOTIVATIONAL SPEECH BY SCHOOL TEACHER

A motivational talk on career choice was conducted for 12th standard students to guide them in making informed decisions about their future. The session aimed to help students explore various career opportunities, understand their strengths, and gain confidence in choosing the right path after their board exams. self-assessment, higher education options, vocational courses, government job opportunities. Students were encouraged to evaluate their interests, seek guidance from mentors, and develop essential skills like communication, problem-solving, and adaptability.

The session also emphasized the importance of continuous learning and resilience in overcoming challenges. Students actively participated, The talk successfully motivated and empowered them to make well-informed career choices with confidence and determination.





## Exam Kit Distribution Summary

- A total of 455 students appearing for public examinations received exam kits.
- 269 students from Class 12 received exam kits along with career guidance material.
- 186 students from Class 10 received exam kits

Class	Students Received
12th	269
10th	186
Total	455

"We felt really happy and thankful after receiving the exam kits. It boosted our confidence and helped us prepare better for the exams. We noticed that it made us more motivated and focused on our studies."

— Student Feedback



# Students Newsletter



## Student Newsletter

To show students' talents and creativity, the school released a Student Newsletter in the presence of the Headmaster, Mr. Sivanainadha Perumal. The newsletter gave students a chance to express their thoughts and ideas through writing and art.

### What Was in the Newsletter:

The newsletter included Tamil articles and poems written by students about culture, education, and social topics. It also had a section for Art and Craft, showing students' drawings, paintings, and handmade crafts.

### Student Committee Work:

A team of six students was formed to create the newsletter. With help from the project coordinator and counselor, they worked for one week. They collected articles and drawings from students in Classes 6 to 12. Then, they typed and designed the newsletter using Canva in the school computer lab. This helped them improve their teamwork and computer skills.

### Release Event:

The Headmaster released the newsletter and appreciated the students' work. Students and Kalanjiyam staff attended the event and enjoyed the creativity shown.

### Feedback:

The Headmaster and teachers gave good feedback. The newsletter helped students feel confident and proud. It was a successful step to promote writing and art.







All the student committee members received appreciation certificates along with a printed copy of the newsletter as a token of recognition for their hard work and dedication. This gesture encouraged and motivated them, making them feel proud of their contribution to the school's creative initiative.

## Scholarship Support for HSE Students – 2024

To motivate and support higher education among deserving students, Kalanjiyam Trust took an initiative to provide scholarships with funding from another donor supporting educational scholarships. The criteria for selection was students who scored 75% and above in the HSE Public Examination 2024 and students pursuing four year professional degree such as Engineering. A total of 4 students were selected for this support.

1. Pradeep Kumar
2. Jaisurya
3. Dinesh Kumar
4. Gokul Subramaniyam

Each selected student will receive a scholarship of Rs. 25,000 per year for the next 4 years for completing the course. This effort aims to encourage academic excellence and reduce financial barriers for bright students pursuing professional courses.



# Scholarly Reflections

"I enjoyed using MS Paint because it allowed me to express my creativity. I learned how to draw, color, and edit pictures on the computer.

- Dhanush 9B



"The classes were not stressful. They were calm, and we were able to learn at our own pace

. Yakesh 8<sup>th</sup>

"Earlier, we were scared to read or write. Now we feel more confident and try to participate in class." - Rahul 7<sup>th</sup>

Counseling gave us a safe space to talk about our problems without being judged."

Sri Mukesh 9<sup>th</sup>

"We came to know about important topics like bullying, discipline, and career planning. It was very useful." Rohith 9<sup>th</sup>

The students said that the project was very useful for them. They enjoyed the sessions and liked how the teachers gave them special attention. They feel more confident now in reading, speaking, and handling their emotions. The life skill sessions taught them about leadership, exam fear, discipline, and how to use time properly. They also felt happy and encouraged during the appreciation programs and group activities. Overall, the students said the project helped them do better in studies and become better in their behavior - Kishore 12A

# IMPACT ON THE ROTARY PROJECT

in PCKG School over 3 Years

"In the past three years, life skills awareness classes were held, helping 1,274 students. These sessions helped students improve their self-awareness, make better decisions, manage their emotions, and build better relationships, which supported them in facing both academic and personal challenges."

1



**Life Skill Awareness**

2



**Psycho Social Support**

"Counseling support was provided to a total of 457 students over three years. These sessions benefited the students by helping them understand themselves better, manage emotions, make good decisions, and face challenges with confidence."

"Through the Rotary project, a total of 956 students benefited from Digital Education. These sessions helped students improve their digital skills, understand online safety, and use technology confidently for learning and personal growth."



**Digital Literacy**

3

4



**Remedial**

"Through remedial teaching, 350+ students improved their reading, writing, and understanding of subjects over the last two years. With continuous support, many students advanced from recognizing letters to reading full sentences, enhancing both their literacy and confidence in learning."

"Two sanitary workers have been hired to keep the restrooms clean due to a shortage of sanitation staff. Health and hygiene are important for a better future, so the restrooms are cleaned before and after use during breaks, lunch, and after school. Rotary also provides sanitary items every month to ensure hygiene supplies are available."



**Sanitation**

5



## Year 1: Laying the Foundation (July 2022 – May 2023)

*The PCKG Project was launched with a powerful vision: to transform the lives of government school students by nurturing not only academic success but also personal confidence, digital literacy, and life skills. Initiated by the Rotary Chb of Madras South and implemented by Kalanjiyam Trust, the project began its journey at PCKG Government Higher Secondary School, Kodambakkam.*

### What We Set Out to Do

We began with a simple yet bold idea—every child deserves a safe, clean learning space, support for learning, and the confidence to dream bigger.

### Highlights

- Reaching over 600 students in Classes VIII–XII with structured awareness sessions on leadership, hygiene, gender equity, and values.
- Spoken English and Computer Literacy classes turned apprehensive students into confident communicators and digital explorers:
- Remedial education support was introduced to 220 students, helping bridge learning gaps in math, reading—and writing.
- Sanitation was restored to dignity—with new bins, daily cleaning, and hygiene drives, over 44% of students reported a visible change

### Impact

- 77 students showed visible improvement in discipline;
- 51 maintained better attendance after counseling;
- 60% reported stronger academic engagement,



**We had planted a seed—and it had begun to grow.**



## **Year 2: Deepening Roots, Broadening Reach** (June 2023—May 2024)

In the second year, the PCKG project found its rhythm. What began as a series of interventions blossomed into an integrated school culture shift. Every student, teacher, and family member became a part of this unfolding transformation.

### **What Changed:**

104 awareness sessions and interactive workshops became a platform for youth voices.

Spoken English fluency soared: 535 students confidently used English in the classroom:

Digital literacy took off: Over 620 students mastered Microsoft Office through hands-on training and peer learning.

175 students received individualized counseling and mental health support

Remedial education Introduced Individual Education Plans—(IEPs), giving personalized learning strategies to struggling students

Recognition routine: "Star of the Quarter," 100% attendance badges, and over 381 competition participants

### **Impact:**

Notable academic gains among remedial learners:

65% of English-medium students showed marked confidence and participation

School observed stronger attendance, cleaner environments, and buzz of motivation

 We weren't just teaching skills—we were shaping futures.



## Year 3: Blossoming into a Model of Change

(June 2024 – May 2025)

By the third year, the PCKG Project had matured into a holistic and replicable model for school transformation. It had become more than a project—it was a movement, embedded in the hearts and minds of students.

### What Defined the Year

**Consolidation. Impact. Celebration.** A renewed commitment to scale and deepen what works, while ensuring every student gets the support they deserve.

### Highlights:



**192 students** received one-on-one psychosocial counseling; shaping behavior, attendance, and emotional resilience.



**Over 400 students** received educational kits and academic reinforcements;



**289 students** actively engaged in public speaking, debates; and JAM sessions, breaking language barriers and finding their voice.



**English fluency** grew by 65%;  
**Remedial students** showed a 40% increase in core academic competencies.



**356 students** over three years gained hands-on computer proficiency—a skillset many never imagined they'd acquire.

77% of students who received psychosocial support improved discipline;



**106 remedial learners** graduated from letter recognition to full sentence reading.

**Over 400 students** received educational kits and academic reinforcements;




**We witnessed transformation—not just in learning outcomes, but in mindset,**

### Impact:


▼ 77% of students received a 40% increase in core academic competencies

## Challenges Faced


Over the course of the three-year Rotary-supported initiative at PCKG School, several implementation challenges emerged. These were systematically and effectively managed through proactive and collaborative strategies:




**Irregular Attendance:** Consistent attendance was a concern, particularly among students from vulnerable backgrounds. The project introduced positive reinforcement measures, such as “Star of the Quarter” recognitions, and maintained regular communication with families.




**Infrastructure Constraints:** Limited classroom space and technology access initially hindered program delivery. Through Rotary support, essential resources such as laptops, classroom furniture, and computer lab enhancements were provided. Timetabling was adjusted to maximize available spaces and ensure inclusive participation.



**Limited Access to Students and Program Delivery Restrictions:** Direct engagement with students during school hours was restricted, which impacted rapport-building, needs assessment, and timely academic or psychosocial interventions. In addition, formal permissions for life skills sessions and structured counseling were not granted, limiting opportunities for holistic student development.



**Delays in Program Implementation:** Administrative delays affected the timely rollout of the remedial education initiative and limited early intervention for academically struggling students. In response, the team initiated interim academic support using printed resources and home-based learning tools.



**Coordination Barriers During School Hours:** The project team faced restrictions on conducting assessments or student interactions during class periods, affecting the regularity of educational support. Mitigation included aligning support schedules with teachers’ availability and maintaining consistent communication with school staff to gradually enhance collaboration and access.



## IMPACT ON THE ROTARY PROJECT

In closing, the three-year partnership between the Rotary Club of Madras South, Kalanjiyam Trust, and PCKG School has been a transformative journey. As we conclude this three-year journey at PCKG School, the story of transformation is presented below:

- **Whole-School Reach:** Each year, our core interventions—awareness workshops, life-skills sessions, remedial classes, computer labs, counseling and co-curricular activities—touched all 1,112 enrolled students, ensuring no one was left behind.
- **Remedial Support** to students under-performing learners bridged foundational gaps in reading, writing, and math through individualized, level-based tutoring.
- **Digital Literacy:** Students gained hands-on mastery of MS Word, Excel, PowerPoint, Paint, basic coding concepts, and safe online practices—skills they will carry into higher education and the workforce.
- **Psycho-Social Counseling:** one-to-one and group sessions, helped students overcome anxiety, manage emotions, and build healthier peer relationships.
- **Life-Skills & Awareness:** Through structured workshops, we bolstered decision-making, leadership, stress management, and career planning, with post-session surveys showing marked gains in confidence and self-regulation.
- **Health & Sanitation:** Daily cleaning routines, monthly supplies have made the campus more inclusive, particularly for our girls.
- **Extracurricular Engagement:** Students found their voice and talents in weekly “Just a Minute” challenges, “Star of the Quarter” awards, annual Children’s Day competitions, and the student-led newsletter.

In total, these combined efforts amounted to more than 3,200 distinct student engagements—touchpoints that ignited curiosity, built skills, and fostered resilience. As these young people move forward, they carry not only improved grades and digital know-how, but also the confidence, critical thinking, and personal agency that will shape their futures.

**With deep gratitude to our Rotary Club, school leadership, teachers, and families, we wish that every PCKG student continues to thrive, lead, and contribute to their community.**

# Feedback From the Team Members



Jeba S  
Project Counselor

I have been working on this project for one year. During this time, I spoke with many students and gave them counseling. This experience helped me grow. I learned to speak kindly, listen better, and be more patient with students. I felt happy and satisfied doing this work.

As part of the project, I also got a chance to study a professional school counseling course, and the project team paid the course fee. This helped me learn more and improve my skills in counseling.

I thank the Rotary Club of Madras South and Kalanjiyam Trust for this opportunity.

I learned to write reports, manage time, and use Canva for posters.

I improved in speaking kindly and giving support to students.

I also completed a school counseling course, paid by the Kalanjiyam.

This project helped me grow, and I feel happy to be a part of it.



Boomika S  
Para Teacher



Vinotha S  
Para Teacher

Working on this project gave me experience in handling middle school students.

I saw how teacher feedback and motivation help improve student learning.

I learned to identify student challenges and respond with care.

The project taught me how to track student details and progress.

I realized that students need more information, guidance, and support in school.

I Learnt the project how to handle the students for 6th to 9th STD. 6to 9th STD teachers feedback and positive reinforcement of learning. I Learnt students details and problem solving and students need more information in the school



Geetha G  
Para Teacher



Vignesh M  
Computer Instructor

This project helped me grow personally and professionally. I learned to use Canva and AI tools, which improved my digital skills. With the support of the director, I also got the chance to join skill development courses. The project environment was peaceful, and I enjoyed working as part of the team. This experience gave me confidence and new learning for my future.



# ANNEXURE 1



Small steps every day

Role Playing Games



Winner - Receiving Gold Medal and Certificate In Computer Coding Competition



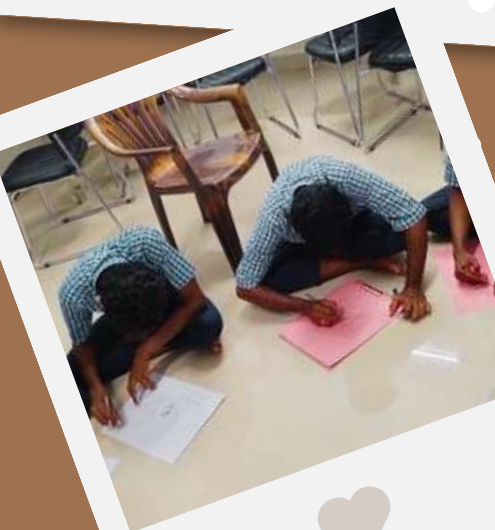
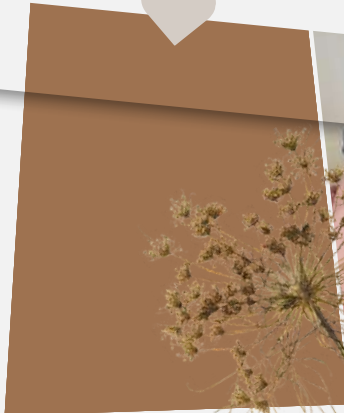
Teaching MS Paint Class

Awareness Class For 9<sup>th</sup> Std Students By the Headmistress



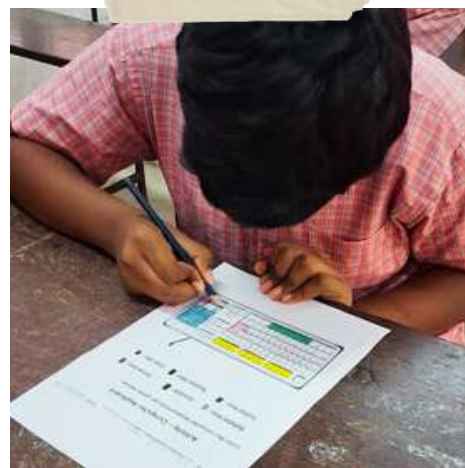
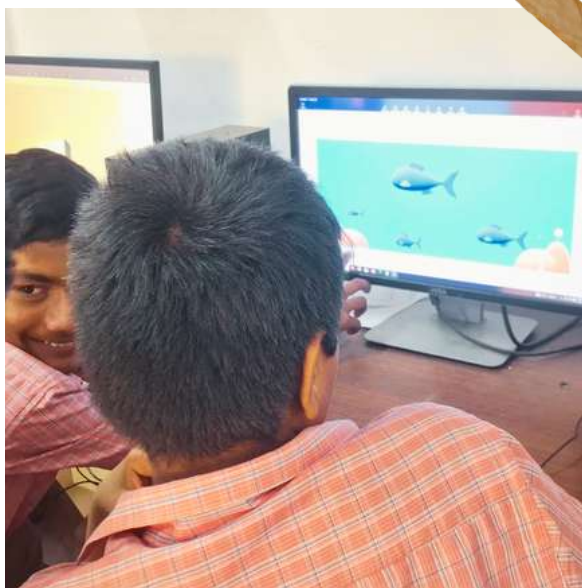
Recreational Activities





# Annexure 2





## Annexure 3



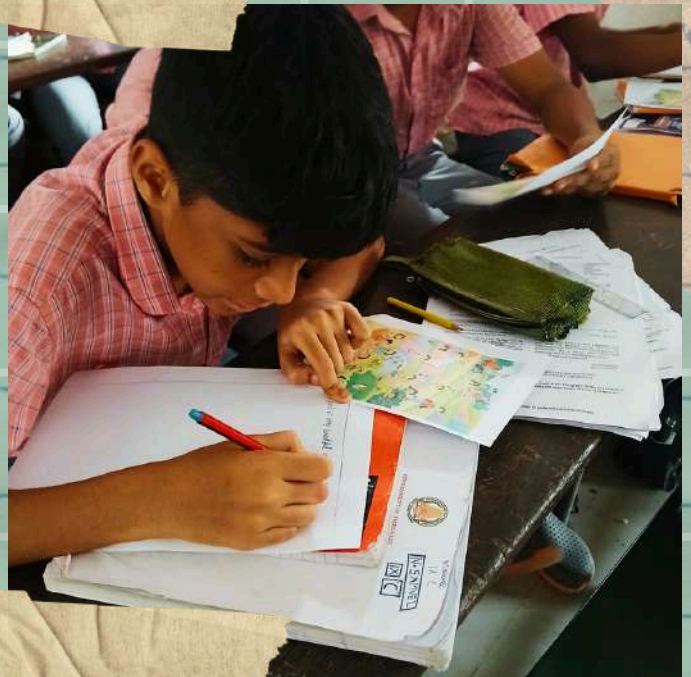


# Annexure 4



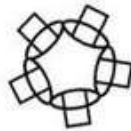


# Annexure 5









**Kalanjiyam**

“

**Working  
Together  
for a  
Better Future**

”