

# Mathagondapalli Model School

## Principal's Report for the month of April to March -2013

### Introduction

In all aspects, education is a major strategy to protect children from various forms of abuses and prevent children getting into exploitation situation irrespective of their economic status. Quality education which is an empowerment is the right of every child for survival, protection, development and participation. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; which creates and helps them to have for themselves and others, places of safety, security and healthy.

Realising this concrete fact, RICE –MMS envisioned to give quality education to all children across the sector by setting up a model school to develop models in quality education and build the capacity of the teachers, teacher educators, families, organisations, communities and individuals involved in educating children. During this reporting period RICE-MMS has set four major results to contribute to the quality education of the children and prevented children succumbing to exploitation by providing socially, emotionally and physically safe and cognitively stimulating environment to acquire desired knowledge and skills.

The breakup of the students' detail follows:

Category	Girls	Boys	Total
Sponsored by TdH-NL	154	208	362
Fee paying	181	343	524
<b>Total</b>	<b>347</b>	<b>573</b>	<b>916</b>
Hostellers	172	232	404
Day scholars	174	337	511

### Result 1. Quality Education Model Enhanced

According to the five focus areas set, the professional development of the teachers was planned based on the requirements of the school and the skills required by the teachers to provide holistic development of children. During this reporting period based on the needs identified, a skill need matrix was prepared and compiled. Three major 'in-service training's and seven 'on the job trainings' were conducted in the areas of psycho social support, life skills, creating a learning atmosphere with

emotional intelligence, child rights, understanding development and growth of children between 3 to 16 years, lesson plan and preparation, managing student's behavior and assessment of students learning. During this period 40 new teachers are appointed and 11 teachers resigned.

**The Curriculum approach:** The curriculum is approach was mainly help children from the early stage itself to acquire skills focusing on employability and furthering their learning. We have linked the class rooms with industries leveraging the opportunity to prepare students value based demand in the industries, corporate and business houses. During this reporting period RICE-MMS established linkages with two major industries and higher education institutions. Through such linkages seven of the 10<sup>th</sup> std students got admission through TVS motor company into Diploma in Engineering programme at Natchimuthu Polytechnic College and PSG College of Engineering, Coimbatore.

**The assessment on learning attainment** of all children was made and reported for this period. Out of 916 students, 40% of the children have attained Learning Grade A; 38% of the children have attained Learning Grade B and 22% of the children have attained Learning Grade C.

#### **Board Exams Results:**

This year totally 50 students appeared for CBSE Board Examination in March 2012, out of which, 24 students have got distinction; 25 students got first class and 1 student got second class.

**Action Research:** The quality education calibrated every year by taking up several action researches in the classroom practices. During this reporting period there were three research projects were taken up in the area of classroom pedagogy, assessment system and designing instructional activities.

**Parental participation:** Parental involvement in children's education from an early age has a significant effect on educational achievement and continues to do so into adolescence and adulthood. Overall for the last 12 years our experience has shown that parental involvement in children's education does make a positive difference to pupils' achievement. This is achieved through three different strategies; family visits, organised parental education programmes and open days. During this reporting period 32 teachers visited 62 selected families of our children, two parental education programmes and two open days were organized benefitting 251 parents. The parents requested the school to hold two days training programme on parenting skills.

**Empowering children:** The thrust of RICE-MMS is to empower the children through well designed inputs incorporating child rights. Five such programmes were conducted during this reporting period and developed a strategy called child-to child camps. This programme is mainly making the children as self advocators to claim their rights. Children went to two government run schools to disseminate the information on child rights through street play, role play and skit. Through this programme three schools and 1750 children were covered under this programme.

#### **Implementation of NIIT Quick School Monitoring Software**

Our school has installed the NIIT Quick School Monitoring Software and implemented from January 2013. It is a world class solution for school management, which gives complete decision support system with extremely user-friendly. Some of our needs are customised to suit and ensure data availability at any time anywhere through web for efficient decision making. It also helps in

comprehensive student records management from the time of registration till the time of student leaving the school. It also evaluates and supports the academic performance of students throughout the learning time. It also helps in importing financial data from Tally accounting software. So, the financial management of our school would be through this software.

### **Result -2- More children availed quality education:**

During this reporting period RICE-MMS established linkages with three private schools to share the best practices. So far four major in-service training programmes were given and model child friendly classrooms were set up. Directly 80 teachers been trained and in directly 1200 children benefited out of such sharing's. This programme is giving us a small income. I must thank all the staff who are working extra time to make this programme effective.

### **Support for the Alumni students**

- Ms Shobha from (IN 111) a poor agrarian family has got an interest free loan Rs 20,000/- in order to continue her B.E. Electricals and Electronics in G.Mathegowda Institute of Technology, at K.M.Doddi, in Mandya district of Karnataka state.
- Jaimon from (IN104) and Fanuel Samuel from IN99 have received technical guidance from MEC on the areas to be improved in book-keeping and accounting software packages.
- Mr.Fanuel Samuel (IN 99 ) has got technical and logistical guidance to get project at TAAL, Belagondapalli in order to complete his B.Tech., Aeronautical Engineering at Mount Zion College of Engineering, at Pathanamthitta, in Kerala.

### **The Alumni's contribution to the school:**

It gives us happiness we have started in February 2013 a fund in the name of Lei Brouns Endowment Fund to see the beneficiaries have become benevolent. Also it keeps us going when we listen to the sharing of successful experiences by our former students during an exclusive meet sixty one met on March 14, 2013 at Yoga Nikaya, Mathagondapalli. Most of them have expressed their willingness to contribute to the above fund and support the children who are in need.

To mention specifically, Sebin Joseph (student of batch I, 2004-05), Engineer, Victoria Ocean ways, Athens, Greece has contributed Rs 10,000/- to Lei Brouns Endowment fund.

Ms Maria Jenifer (formerly known as Valli, (student of batch II, 2005-06), now an employee of an MNC(Multi National Company), Bangalore supports the education of a girl child through World Vision, India.

Mr Yuvakishore, student of 2006-07 year batch (III Batch) has performed as para-teacher at MEC and has facilitated 27 hours learning on 'basic mathematical operations on rational numbers' among 109 students of Class VIII and 'Physics concepts' among 30 of bridge course students (who have completed Class X and undergo bridge course before they get enrolled into Diploma in Mechanical Engineering Course) organised by TVS, Motor Company, Hosur.

## **Lei Brouns Endowment Fund for Education**

Mr Lei Brouns (1946 - 2012), Former Regional Director, TdH-NL, South Asia, who passed away on 13 November 2012, was a social and child right activist. During his life time, he started many innovative programmes to support the children in difficult circumstances. During the last annual partners meet in India, it was resolved to start an endowment fund for Education in his name. Our School has come forward to collect and manage this fund. On Thursday, 28, February 2013 Lei Brouns Endowment Fund for Education was inaugurated by Mrs Erica Brouns and Dr Prabudass, Secretary of MEC in the presence of few of the project partners of TdH-NL, staff and children of RICE MMS. This fund will be invested in a long term deposit and the proceeds from this fund will be utilised for educating the poor children. During this reporting period we have collected Rs.1,40,000 so far.

## **Home care Programme**

RICE-MMS hostel is a place where children learn the art of community learning. This programme is designed to adhere and protect children and their rights. Prime importance is given to foster mental health of the children to organize them with developmental characteristics at age appropriate level. It is a place for holistic development of a child along with mentoring accommodation and healthy food in a scientific way.

During this reporting period, we had 362 children from class 3 to 10 (*208 boys & 154 Girls*) due to the up gradation of senior secondary school and new admissions. The children were supported by 5 full time and 4 part time house parents. **The home care programme** Continues to support children by providing systematic psycho social support, life skills, work education, health education, nutritious food and medical treatment and care. We have well established growth monitoring system which is technologically supported. Children growth and development is observed and monitored closely and the same been documented too in the individual child profile. The information collected is complied and a comprehensive report was been prepared and shared with the parents, during this reporting period 356 parents understood the children progress.

To help the children in their holistic development the full time and the part time house parents were given four capacity enhancement programmers on the following areas: 1) How to give pastoral care, Psycho-social support, child rights and counseling.

RICE MMS believes that involving children in protecting themselves from all sorts of exploitative situation fetch they far empowered. During this reporting period the child welfare committee (CWC) empowered and to redressed children related issues. As part of this effort 156 children for class 7<sup>th</sup> and 8<sup>th</sup> std children given skills input on child rights, various forms of abuses, leadership skills and roles and responsibility of CWC. Under right to participation, information and right to express, there are five committees been established for them to participate in any decision that impact their lives. So the following committees were formed and the children were the major decision makes to run the home care programme effectively.

- General children Forum
- Food committee
- Discipline committee
- Health & Hygienic committee
- Cultural committee
- Water and Electricity committee

These committee meetings were held and formulated the rules and regulations. They are clear about their responsibilities. They will work as a facilitator to improve the social living and save the natural energies. It is worth mentioning the children of CWC shared the gained knowledge through role play, drama and puppet show with 1750 students in the nearby vicinity of RICE-MMS who are studying in the government run schools.

**Goal Setting:** the children are being helped to have self awareness through live skills programme. Under this programme there are three major skills like thinking skills, social and emotional skills are taught. Through this accompaniment out of 362, 32 children those who have learning difficulties were identified and individual academic goal has been set and out of 32, 28 of them have completed the set target. Likewise behavioural development goal was set for 23 students who has problem in managing aggression, psychomotor problems, social and emotional problems, and they were accompanied to do behavior modification through circle time, token economy and scroll of honour. The above said positive reinforcing system helped 20 children improved in the set target.

**Life Skills:** RICE –MMS considers that children should be facilitated to imbibe life skills which are abilities for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life. Three hundred and sixty two children were given opportunity to develop 10 core life skills during their time spent in MEC according to their age and ability. During this reporting period the house parents were given two special training on how to help children to acquired life skills through designed instructional activities and one student counselor is being exclusively appointed to take up this full time. This special effort helped 154 children from Class 4 to 6 have attained 77 % of the socio-emotional Skills. The 194 children form Classes 7 to 11 have attained 75.5 % of the Socio-emotional skills according to their age.

### **Preventive and promotive health**

During this academic year Out of 362 children, 336 children have age appropriate weight, 2 children are underweight and they were supported with additional nutritional supplement. They were able to gain the required weight after two months and the children with obesity reduced around 10-12 kgs

### **Individual work education programme**

Children from Class 6 to 10 were divided into 4 groups for learning life skills namely art and craft, pre-cooking, hand-work, tailoring and minor repairing works in electrical. Each life skill has been educated and monitored by the respective house parents.

Areas	Skill Attainment	No of students (Achieved)	No of Students (Target)
Electrical (Minor Repairing Works)	10/19	95	105
Handwork	8/10	85	105
Gardening	7/10	91	107
Pre-Cooking	6/10	102	110

### **Individual staff development programme:**

Three newly appointed house parents staff have undergone orientation programme and on-the-job training on systems and procedures of hostel programme in the continuation of the orientation programme goal setting how to plan the programme and addition to how to reporting, based on the needs identified. Individual discussions were organized regarding student behavior academic performance to support the intervention plan for the children those who are problematic. Nguru Software training was given to 4 teachers to update the data's in the School software. Planned Individual discussions have been organised once in a month. Training need identifies and planned to conduct mental health and Managing adolescent problem strategy and Case study discussion.

### **Parents Participation in Child Protection**

Primarily parents who play a significant role in child's life with the right skills to deal with child centric issues and contribute in making them able human beings. Keeping parent's role in mind our core objectives is to enable them to nurture a happy and responsible child. This is been through organized open days, family visits and well structured parental education programme. During this reporting period 388 parents benefited out of open days they had individual discussion with the class teachers and the subject teachers, who shared the children progress by presenting a portfolio to the parents. Three hundred and fifty six Parents directly benefited through the organized parental education programme on "Characteristics and development milestones of different age group children". The house parents visited 18 students house to get to know the children family background in order to provide more relevant support.

### **Increased contribution by the parents**

Improving the playability of the parents is one of the focuses of the home care programme. The parents were educated about the support system available for the child to learn and develop desirable personality. Hundred and eighty four parents contributed the amount for uniform for their children Rs. 73,720. Totally 85 parents saved the money for the children higher education. Minimum of Rs 700/ to a maximum of Rs 40000/ has been saved by each of these 85 parents.

**Findings and learning's:**

- 90%Parents satisfied with the school programme
- 98% Students satisfied with the educational programmes
- 90%Educational practices are adaptable and replicable

**Future directions:**

- Increasing the resource mobilisation by 70% next year
- Linkage with industries for skills development
- Starting vocational streaming in high and higher secondary school
- Collaborating with NUEPA ( National University for Educational Planning and Administration) and NCERT ( National Council of Educational Research and Training) for research and teachers capacity enhancement programme
- Enrolling with CBSE as empanelled agency for teacher training
- CBSE assessment and accreditation
- Monitoring and mentoring other CBSE schools
- Working with government schools
- Annual whole school performance exercise

I take this time to thank all the members of the general Body and all the staff for their continuous support to me and my work, Thank you all.

Navis Jai Chitra  
Principal