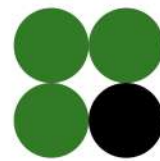


Kalanjiam



# Annual Report

2026



Asha  
for Education

Bringing hope through education



# Table of Contents

|           |                                                 |          |
|-----------|-------------------------------------------------|----------|
| <b>1</b>  | <b>Introduction</b>                             | <b>↘</b> |
| <b>2</b>  | <b>Education and Academic Support</b>           | <b>↘</b> |
| <b>3</b>  | <b>Teacher Capacity Building</b>                | <b>↘</b> |
| <b>4</b>  | <b>Special Education and Inclusive Learning</b> | <b>↘</b> |
| <b>5</b>  | <b>Life Skills sessions</b>                     | <b>↘</b> |
| <b>6</b>  | <b>Counselling and Student Support</b>          | <b>↘</b> |
| <b>7</b>  | <b>Computer Education Program</b>               | <b>↘</b> |
| <b>8</b>  | <b>Drawing and Creative Development</b>         | <b>↘</b> |
| <b>9</b>  | <b>Sports and Co-Curricular Activities</b>      | <b>↘</b> |
| <b>10</b> | <b>Assessments</b>                              | <b>↘</b> |
| <b>11</b> | <b>Feedback</b>                                 | <b>↘</b> |



# From Foundations to Futures: Building Strong Minds and Confident Learners

## INTRODUCTION

The ASHA Project, implemented by Kalanjiyam Trust, is a comprehensive initiative aimed at strengthening foundational education and promoting holistic development among students studying in government schools.

During the academic year 2025–2026, the program was successfully carried out across 25 schools, benefiting over 900 students. The project focuses not only on academic improvement but also on developing life skills, creativity, digital literacy, and emotional well-being.

By integrating structured classroom support, teacher training, and community engagement, the program has created a strong and supportive learning environment for both students and educators.

## VISION AND OBJECTIVES

The project is guided by the vision of ensuring that every child receives equal opportunities to learn, grow, and succeed, regardless of their background or learning ability.



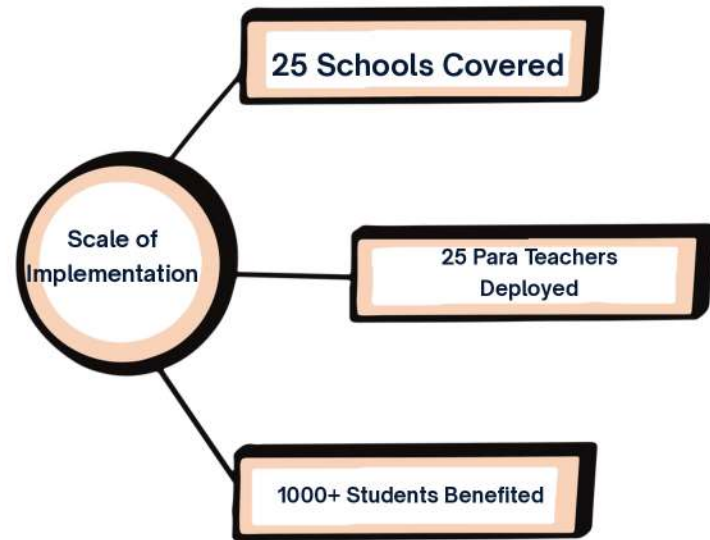
## KEY OBJECTIVES

- Strengthen foundational learning in core subjects
- Provide inclusive education for children with diverse learning needs
- Enhance teacher capacity through structured training
- Promote activity-based and experiential learning
- Support students' emotional and social well-being
- Develop digital and creative skills



# Program Reach and Implementation

The ASHA Project has been implemented in selected Panchayat Union Primary and Middle Schools across Chengalpattu district.



Regular school visits, monitoring systems, and structured planning ensured consistent implementation and quality delivery of the program.

## Education and Academic Support

Para teachers played a central role in improving classroom learning. **They worked closely with students and school teachers to ensure that academic support was consistent and effective.**



Activity-based learning methods were widely used to make lessons more engaging. Instead of rote learning, **students were encouraged to participate actively through discussions, exercises, and practical activities.**

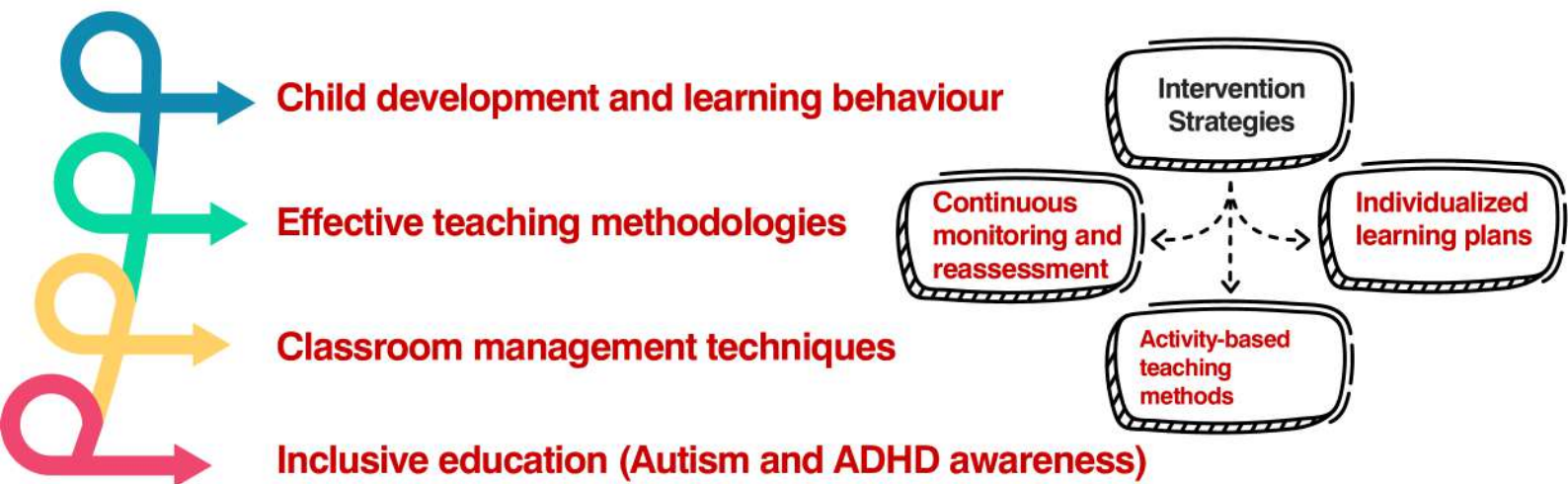
## Project Schools List and Student Strength

| School               | Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Total |
|----------------------|---------|---------|---------|---------|---------|-------|
| AKKINAMPATTU         | 2       | 5       | 7       | 12      | 6       | 32    |
| ANAIKATTU            | 15      | 18      | 15      | 11      | 23      | 82    |
| CHINNAVENMANI        | 5       | 7       | 9       | 3       | 9       | 33    |
| DHARMAPURAM          | 1       | 9       | 4       | 3       | 8       | 25    |
| KADUKUPATTU PUMS     | 3       | 2       | 13      | 4       | 11      | 33    |
| KALPATTU             | 4       | 4       | 6       | 4       | 3       | 21    |
| KOOVATHUR ADWPS      | 20      | 6       | 8       | 15      | 12      | 61    |
| MUGAIYUR             | 16      | 17      | 17      | 30      | 27      | 107   |
| NARIYUR              | 3       | 5       | 2       | 6       | 6       | 22    |
| NEDUMARAM            | 5       | 1       | 2       | 3       | 3       | 14    |
| NEELAMANGALAM        | 14      | 16      | 13      | 19      | 18      | 80    |
| NETRAMPAKKAM         | 4       | 6       | 4       | 9       | 4       | 27    |
| ONAMPAKKAM           | 15      | 17      | 7       | 18      | 22      | 79    |
| OZHAVETTI            | 7       | 5       | 7       | 9       | 9       | 37    |
| PERIYA VELIKADU PUMS | 2       | 5       | 4       | 8       | 6       | 25    |
| PERIYAVENMANI PUMS   | 6       | 3       | 4       | 2       | 7       | 22    |
| PERUNTHURAVU         | 6       | 4       | 6       | 6       | 8       | 30    |
| POIKAINALLUR         | 14      | 6       | 5       | 4       | 5       | 34    |
| SEERVADI             | 14      | 12      | 10      | 10      | 10      | 56    |
| SEMPOOR              | 16      | 15      | 16      | 13      | 20      | 80    |
| THENPATTINAM         | 2       | 5       | 2       | 8       | 4       | 21    |
| THIRUVATHUR          | 5       | 2       | 4       | 4       | 6       | 21    |
| VADAPATTINAM         | 4       | 4       | 10      | 12      | 9       | 39    |
| ZAMIN BOOTHUR PUMS   | 1       | 2       | 3       | 2       | 3       | 11    |
| ZAMIN ENDATHUR       | 15      | 12      | 16      | 23      | 19      | 85    |
|                      | 199     | 188     | 194     | 238     | 258     | 1077  |



# Teacher Capacity Building

Teacher training was a major focus area of the project, recognizing that empowered and well-trained teachers are key to improving student learning outcomes. **Strengthening the skills and confidence of para teachers was essential to ensure effective classroom delivery and better support for students with diverse learning needs.** During the academic year, ***over 27 structured training sessions were conducted under the guidance of Lalitha Ma'am***, who played a crucial role in mentoring and supporting the teachers throughout their journey.



## Impact of Training

**The continuous training and mentoring support led to significant improvements in teacher performance:**

1. Increased confidence in handling classrooms
2. Better understanding of student behaviour and learning needs
3. Improved ability to support slow learners
4. More effective and engaging teaching practices
5. Stronger classroom management skills



## FEEDBACK

I faced challenges in managing the classroom and supporting students with different learning levels. However, through continuous training sessions and guidance from Lalitha Ma'am, I gradually gained confidence and improved my teaching methods. The practical strategies and activity-based approaches helped me engage students more effectively, especially slow learners. I also learned how to understand students' behaviour and provide individual attention based on their needs. Over time, I have seen a positive change not only in my students' performance but also in my own growth as a teacher. This journey has made me more confident, patient, and motivated, and I now feel proud to contribute to my students' learning and development.

**-KOKILA TEACHER**



# Special Education and Inclusive Learning

During the academic year 2025–2026, a significant initiative was introduced under the ASHA Project to support children with special needs, reinforcing the program's commitment to inclusive education. **This initiative was led by two dedicated special educators, Ms. Yuga Lakshmi and Ms. Rasathi, under the guidance of Ms. Lalitha, across all 25 schools.**

The special educators conducted regular school visits to identify and support students with learning difficulties. A structured and systematic approach was followed to ensure accurate identification and effective intervention. The process combined both oral and written assessments, allowing educators to gain a comprehensive understanding of each child's learning abilities and challenges.

Through oral observations, educators closely monitored **students' daily behaviour, response time, concentration levels, and classroom interactions. This helped in identifying whether a child was attentive, easily distracted, or hesitant in responding.** In addition, written assessments such as filling in missing words and numbers, sequencing exercises, and simple academic tasks were used to identify specific learning challenges, including visual and auditory difficulties.

Based on these observations and assessments, individualized intervention strategies were designed to support each student according to their needs. Regular follow-ups and continuous monitoring ensured steady progress in students' learning, behaviour, and confidence. This initiative has played a vital role in promoting inclusive classrooms, ensuring that every child receives the attention and support required to grow and succeed.



***From Challenges to Confidence –  
Every Child's Journey Counts***

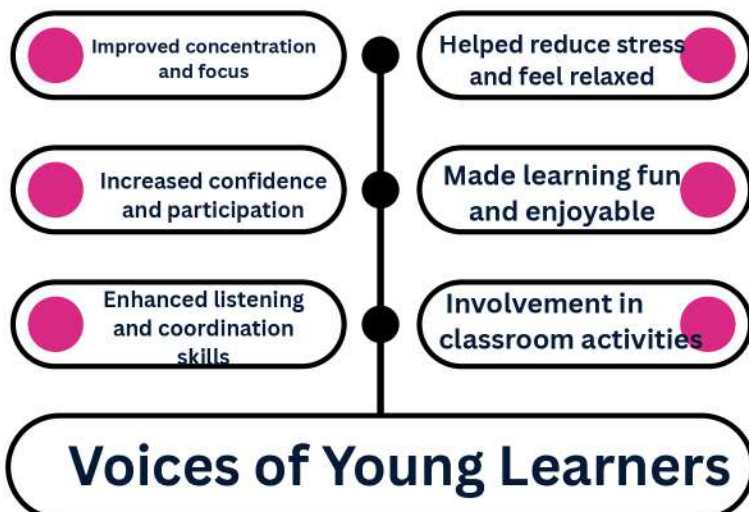


# Life Skills sessions



Life Skills sessions introduced a new and meaningful dimension to student development, making learning both engaging and enjoyable. **Each session began with laughter therapy, which created a joyful and stress-free environment, helping students feel relaxed, improve their emotional well-being, and participate more openly in activities.** To further enhance concentration and memory, students were involved in an activity where they practiced writing with both their left and right hands. This exercise not only improved their focus and coordination but also strengthened their listening and response skills in an interactive manner.

Following these sessions, para teachers played a crucial role in ensuring continuity and effectiveness. They regularly monitored students' progress, provided guidance, and offered individual support wherever needed. Through consistent follow-up and encouragement, these Life Skills sessions contributed to improving students' confidence, attention, and overall learning experience.





# Counselling and Student Support

Recognizing the importance of students' mental and emotional well-being, the project ensured continuous and structured counselling support throughout the academic year. **Special attention was given to identifying students who required additional emotional or academic guidance.** Based on these observations, individualized counselling sessions were conducted to help students address their challenges, build confidence, and stay motivated in their learning journey.

Regular follow-ups were carried out to monitor students' progress and ensure that the support provided was effective and consistent. **In cases where deeper understanding was required, home visits were conducted by the team.** These visits helped in understanding the child's family background, living conditions, and external factors that might influence their behaviour and academic performance.



Parent engagement was an integral part of this process. Parents were guided on how to support their children's education at home, create a positive and encouraging environment, and maintain consistent routines. They were also sensitized to the importance of regular school attendance and emotional support for their children.

This combined approach of counselling, follow-up, and parental involvement resulted in noticeable improvements in students' behaviour, confidence, and motivation. It also strengthened the connection between school and home, leading to increased parental involvement and creating a more supportive environment for the overall growth and development of students.

**Guiding Every Child  
Beyond the Classroom**





# Computer Education Program

The Computer Education Program was designed to equip students with essential digital skills and introduce them to the fundamentals of technology in a structured and engaging manner. The program followed a step-by-step approach, ensuring that even first-time learners could comfortably understand and use computers.

## Theory Sessions:



Students were first introduced to the basics of computers, including what a computer is, its importance in daily life, and its uses. They learned about different parts of a computer such as the keyboard, mouse, monitor, and CPU, along with their functions. These sessions helped build a strong foundation and prepared students for hands-on learning.

## Practical Sessions:

After understanding the basics, students moved on to practical learning. They were given the opportunity to use laptops individually, where they practiced handling the keyboard and mouse. **Activities included drawing in MS Paint to improve mouse control, typing in Notepad to develop basic typing skills, and learning how to format simple text.** These hands-on activities made learning interactive and enjoyable.



As a result of this program, students showed significant improvement in their digital literacy. They gained a better understanding of basic computer functions and developed essential skills such as typing, mouse control, and navigation. Most importantly, their confidence in using computers increased, and they developed a strong interest in digital learning, which will support their future academic and career growth.



# Drawing and Creative Development

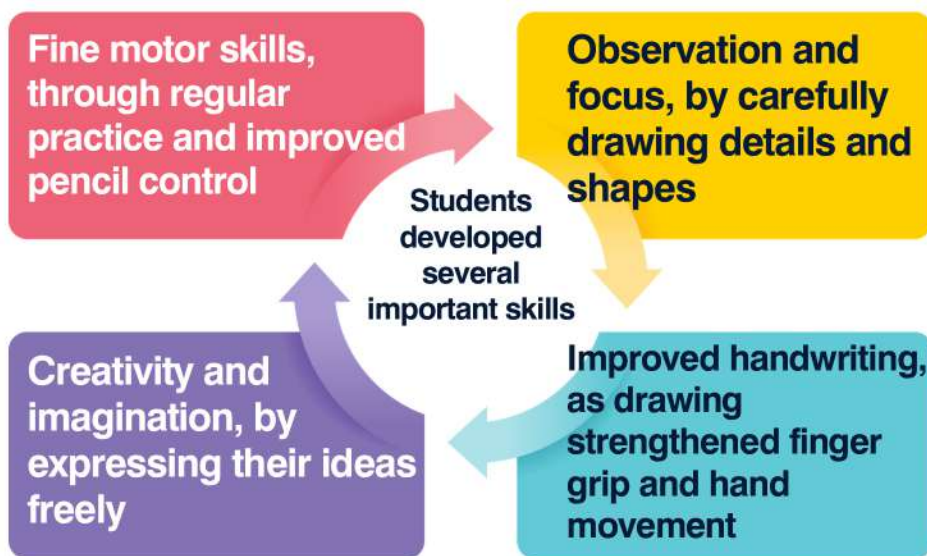
The learning journey began with basic shapes and strokes, where students practiced drawing simple lines, circles, and patterns. This helped them develop control over pencil movement and improve their hand coordination.

**Once students gained confidence in the basics, they were introduced to alphabet-based drawing, where letters were creatively transformed into objects such as fruits, animals, and everyday items. This method made learning both fun and educational, while also strengthening their familiarity with alphabets.**

As they progressed further, students engaged in story-based drawing, where they were encouraged to listen to short stories and express them through drawings. This activity enhanced their imagination, storytelling ability, and creative thinking.

In the advanced stage, students explored nature scenery and human figure drawing, where they learned to draw elements like trees, mountains, rivers, and simple human forms. This helped them understand proportion, structure, and composition in drawing.

## Skills Developed



Over time, students showed significant improvement in their drawing abilities. They gradually moved from guided and assisted drawing to more independent and confident creative expression. The classes not only improved their artistic skills but also contributed positively to their concentration, confidence, and overall learning experience.



***From Simple Strokes to Creative Masterpieces***



# Sports and Co-Curricular Activities

To ensure the holistic development of students, a wide range of sports and co-curricular activities were conducted throughout the academic year across all 25 schools. **These activities were designed to go beyond academic learning, providing students with opportunities to develop physical fitness, creativity, teamwork, and confidence.**

One of the major highlights of the year was the Sports Day, which was organized across all schools with great enthusiasm and participation. Students from different grades took part in a variety of events, including fun games and competitive sports. These activities not only promoted physical fitness but also encouraged discipline, sportsmanship, and team spirit.

In addition to sports, drawing competitions were conducted to encourage creativity and artistic expression among students. Children actively participated, showcasing their imagination and unique ideas through their artwork. Winners and participants were recognized with certificates and prizes, motivating them to further develop their talents.

The drama competitions, organized as part of Children's Day celebrations, provided a platform for students to express themselves through performance. Students presented meaningful skits on socially relevant themes such as environmental awareness, social responsibility, and community issues. These performances helped in building awareness while also enhancing students' communication and presentation skills.

These co-curricular activities had a strong positive impact on students' overall development.

Participation in sports and competitions helped students:

- Develop teamwork and leadership skills
- Build confidence and enthusiasm
- Improve communication and stage presence
- Enhance creativity and social awareness

***Students actively participated in all events with great interest and energy, showcasing their talents and gaining valuable experiences beyond the classroom. These activities played a vital role in making the school environment more vibrant, engaging, and inclusive.***





# From Reluctance to Passion

## – Hemamalini's Journey

After completing my B.A. in English from Lakshmi Ammal College, I was unsure about my future path. Teaching was not something I had initially thought of as a career. However, through the referral of my Headmistress (HM), I got the opportunity to join Kalanjiyam.



When I first stepped into the classroom, I carried a lot of doubts—Would I be able to manage the students? Would I enjoy teaching? Could I really make a difference? These questions lingered in my mind, and honestly, I was not very interested in the profession at the beginning.

**But everything changed once I started interacting with my students. I was assigned to handle the 4th Standard, with 19 young and curious learners. Day by day, their enthusiasm, their innocent questions, and the way they looked forward to my classes made me realize the value of being a teacher.** Slowly, I began to enjoy the process of preparing lessons, engaging with the children, and watching their faces light up when they understood something new. Today, as I enter my second year at Kalanjiyam, I feel proud to call myself a teacher, inspired every day by the energy and growth of my students.

### Creative Methods, Joyful Learning

One of the biggest supports in my teaching journey has been the Teacher's Handbook. It serves as a detailed guide, giving me step-by-step instructions for preparing charts, activities, and classroom strategies. With its help, I am never left wondering "What should I do next?"—**instead, I am equipped with practical ideas to engage my students.**







Among all subjects, Science classes have been the most exciting. Whenever I take up Science lessons, I can see how deeply my students get involved. They don't just listen; they participate actively, ask questions, and show curiosity to know more. Their energy motivates me to prepare even better lessons.

I also try to make lessons practical and relatable. For example, while teaching shapes, I use simple stationery items like rulers, erasers, or sharpeners to show circles, squares, and triangles. **Since these are everyday objects, students quickly understand and remember the concepts with ease.**

## Strength in Circle Time



**One of my key strengths in the classroom is conducting Circle Time.** During this activity, students gather in a circle and take turns answering questions or sharing their thoughts. This simple method creates an atmosphere of equality—every child feels seen and heard. Through Circle Time, **I have noticed that even the quiet and shy students slowly begin to participate.** It builds confidence, teamwork, and listening skills, while also making learning more joyful. For me, Circle Time is not just about answering questions; it is about creating a space where every child's voice matters.

## Success Story – Pradeesh's Transformation

Last year, one of my students, Pradeesh (2nd Std), faced great difficulty in learning, especially in identification of letters.

With individual attention, daily home tasks, and strong parent support, I worked with him consistently.

- Over time, Pradeesh progressed well.
- He has now moved to 3rd Std.
- Today, he can read fluently and identify all letters in both English and Tamil.

His parents are extremely happy and appreciated the class teacher for this progress.

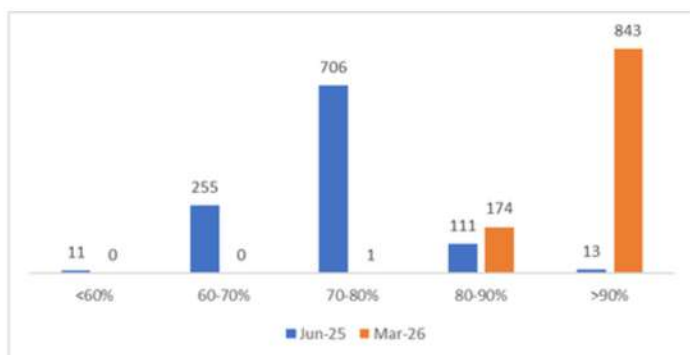
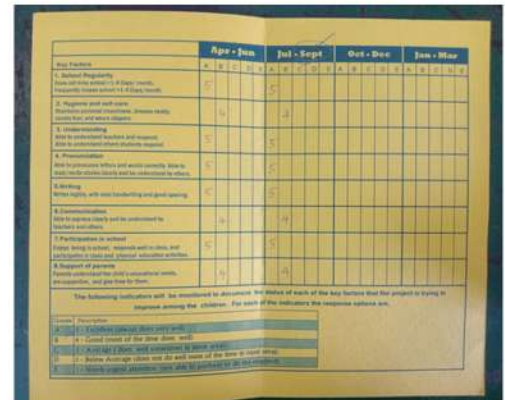


# Child Assessment Card

Kalanjiyam has introduced a **Assessment Card** system the project 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 this 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.



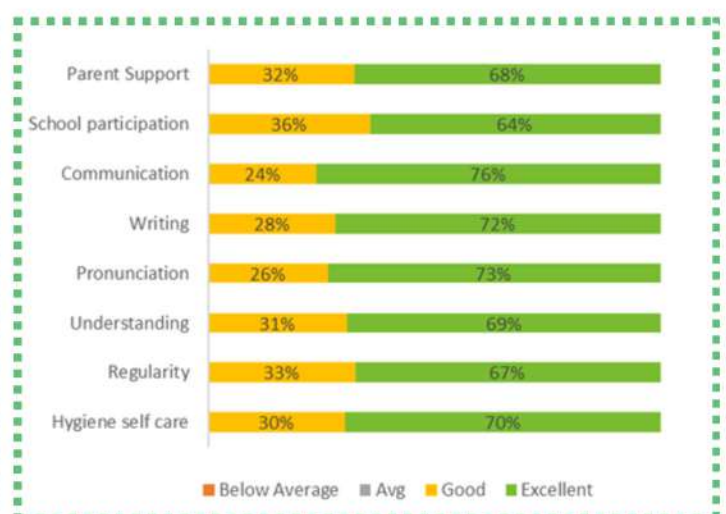
There has been significant improvement between June 2025 and March 2026. The number of students whose scoring improved to more than 80% increased substantially.

The Child Milestone Indicators chart shows that children are performing strongly across all measured areas, with the majority of ratings falling in the Excellent category (64% to 76%) and the remainder largely in the Good category. There are negligible or no Average ratings visible, indicating generally positive outcomes.

## June 2025 Score



## March 2026 Score



## Key Highlights:

Highest performing: Communication with 76% Excellent and 24% Good.

## Other strong areas:

Pronunciation – 73% Excellent  
Writing – 72% Excellent  
Hygiene self care – 70% Excellent  
Understanding – 69% Excellent

## Moderate but positive areas:

Parent Support – 68% Excellent  
Regularity – 67% Excellent  
School Participation – 64% Excellent (lowest Excellent score, but still strong overall)



| Percentage of Students Who Scored >90% (Mar 2026) |         |         |         |
|---------------------------------------------------|---------|---------|---------|
| School                                            | Class 5 | Class 4 | Class 3 |
| CHINNA VENMANI                                    | 100%    | 100%    | 100%    |
| VADAPATTINAM                                      | 100%    | 100%    | 92%     |
| KADUKUPATTU                                       | 100%    | 91%     | 75%     |
| ONAMPAKKAM                                        | 100%    | 82%     | 89%     |
| NETRAMPAKKAM                                      | 100%    | 75%     | 89%     |
| AKKINAMPATTU                                      | 100%    | 67%     | 64%     |
| KANATHUR                                          | 91%     | 100%    | 75%     |
| SEMPoor                                           | 90%     | 85%     | 88%     |
| MUGAIYUR                                          | 89%     | 87%     | 88%     |
| PERIYAVENMANI                                     | 88%     | 100%    | 50%     |
| POIKAINALLUR                                      | 88%     | 80%     | 100%    |
| THIRUVATHUR                                       | 88%     | 67%     | 75%     |
| ZAMIN BOOTHUR                                     | 83%     | 100%    | 100%    |
| NEELAMANGALAM                                     | 83%     | 88%     | 84%     |
| PUPS-ZAMIN<br>ENDATHUR                            | 83%     | 79%     | 74%     |
| PERIYA VELIKADU                                   | 82%     | 83%     | 75%     |
| SEERVADI                                          | 82%     | 80%     | 80%     |
| OZHAVETTI                                         | 80%     | 78%     | 78%     |
| PERUNTHURAVU                                      | 79%     | 75%     | 67%     |
| ANAIKATTU                                         | 76%     | 74%     | 73%     |
| NEDUMARAM                                         | 71%     | 75%     | 100%    |
| DHARMAPURAM                                       | 67%     | 63%     | 100%    |
| ADWPS-<br>KOOVATHUR                               | 50%     | 83%     | 87%     |
| KALPATTU                                          | 50%     | 67%     | 75%     |

School-wise performance of students in Classes 3, 4, and 5 on the total child milestone scores indicates strong overall progress across schools.

A large number of schools reported high percentages of students scoring above 90%, reflecting positive learning and developmental outcomes.

Several schools performed strongly across grades, though some schools displayed variation between classes, suggesting the need for focused support in specific grade levels.

Overall, the data reflects substantial achievement in child milestones, with opportunities to improve consistency across all schools and classes.



# ASER TEST

The ASER Assessment Program was systematically conducted across all schools to evaluate students' learning levels, with a primary focus on Grade 5 students.

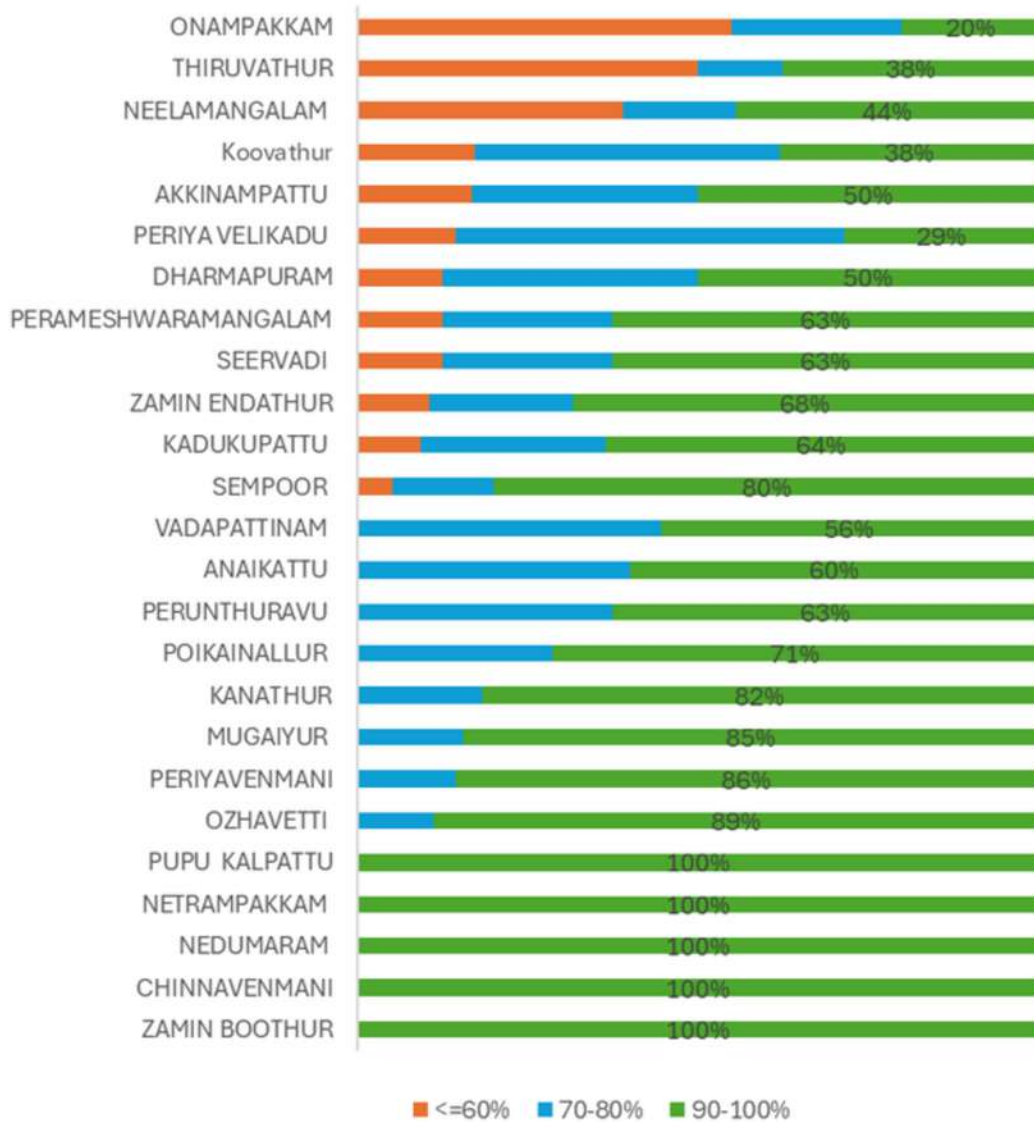
The objective of this assessment was to understand students' readiness for higher classes and to clearly identify existing learning gaps in foundational skills. To ensure a deeper evaluation, the question papers were designed based on the syllabus of higher grades (Grades 6 to 8), enabling the assessment of students' comprehension, learning capacity, and ability to handle advanced concepts beyond their current grade level.

The entire process was carried out by para teachers, who were responsible for conducting the assessments, carefully evaluating student responses, and analyzing individual performance.





## 5th Standard Student Readiness in Tamil for 6th Class

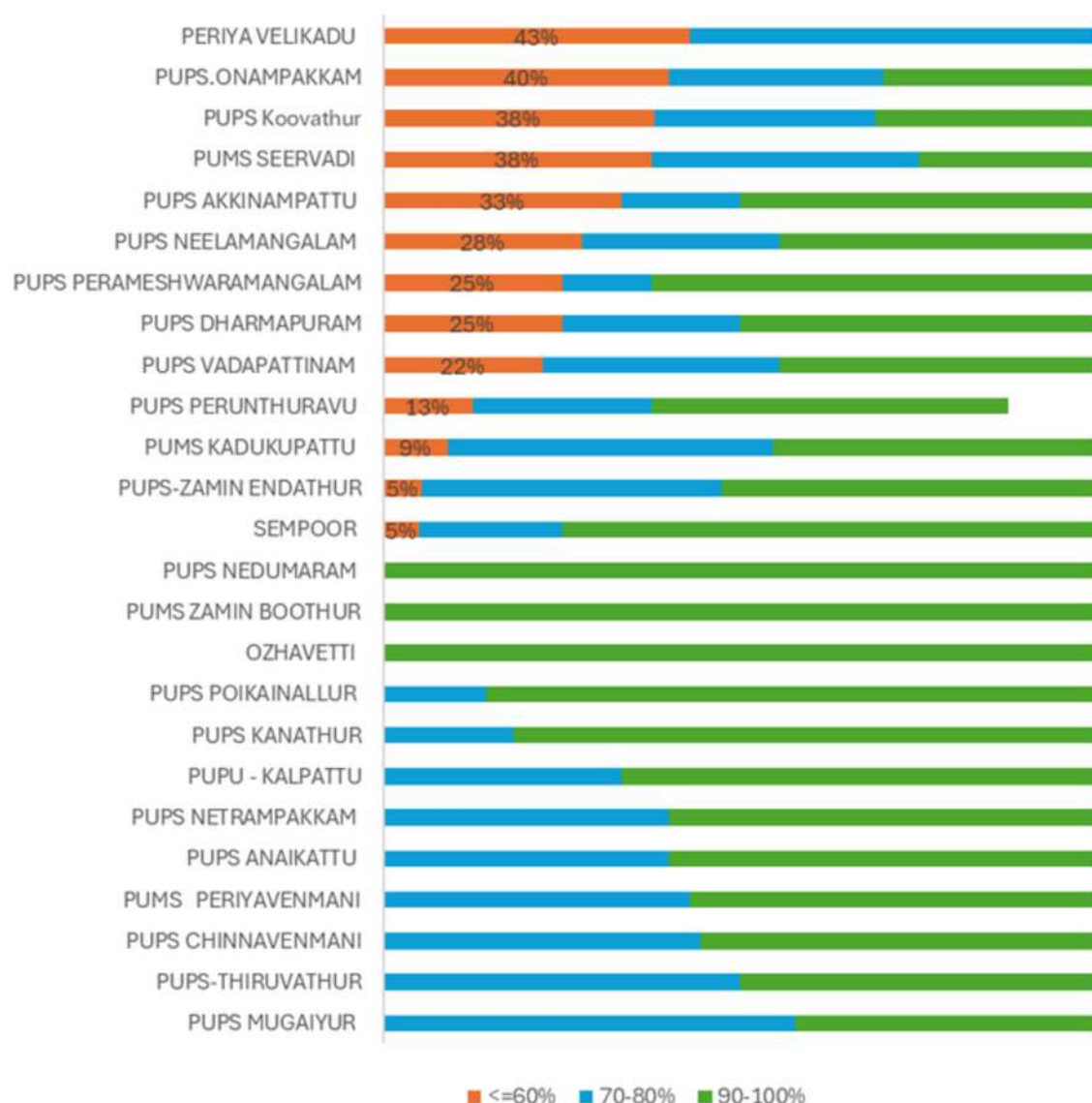


The ACER readiness testing in Tamil among 5th class students progressing to 6th class shows encouraging overall readiness levels across schools.

- Several schools including PUPU KALPATTU, NETRAMPAKKAM, NEDUMARAM, CHINNAVENMANI, and ZAMIN BOOTHUR achieved 100% of students in the highest readiness band (90–100%), indicating excellent preparedness for transition to Class 6.
- Other schools such as OZHAVETTI, PERIYAVENMANI, MUGAIYUR, and KANATHUR also recorded strong performance with a large majority of students in the top band.
- However, some schools including ONAMPAKKAM, THIRUVATHUR, and NEELAMANGALAM had a notable proportion of students in the lower readiness categories, suggesting the need for focused academic reinforcement.
- Overall, the results reflect strong Tamil language readiness in many schools, with targeted support needed in a few locations to ensure smoother progression for all students.



### 5th Standard Student Readiness in Math for 6th Class

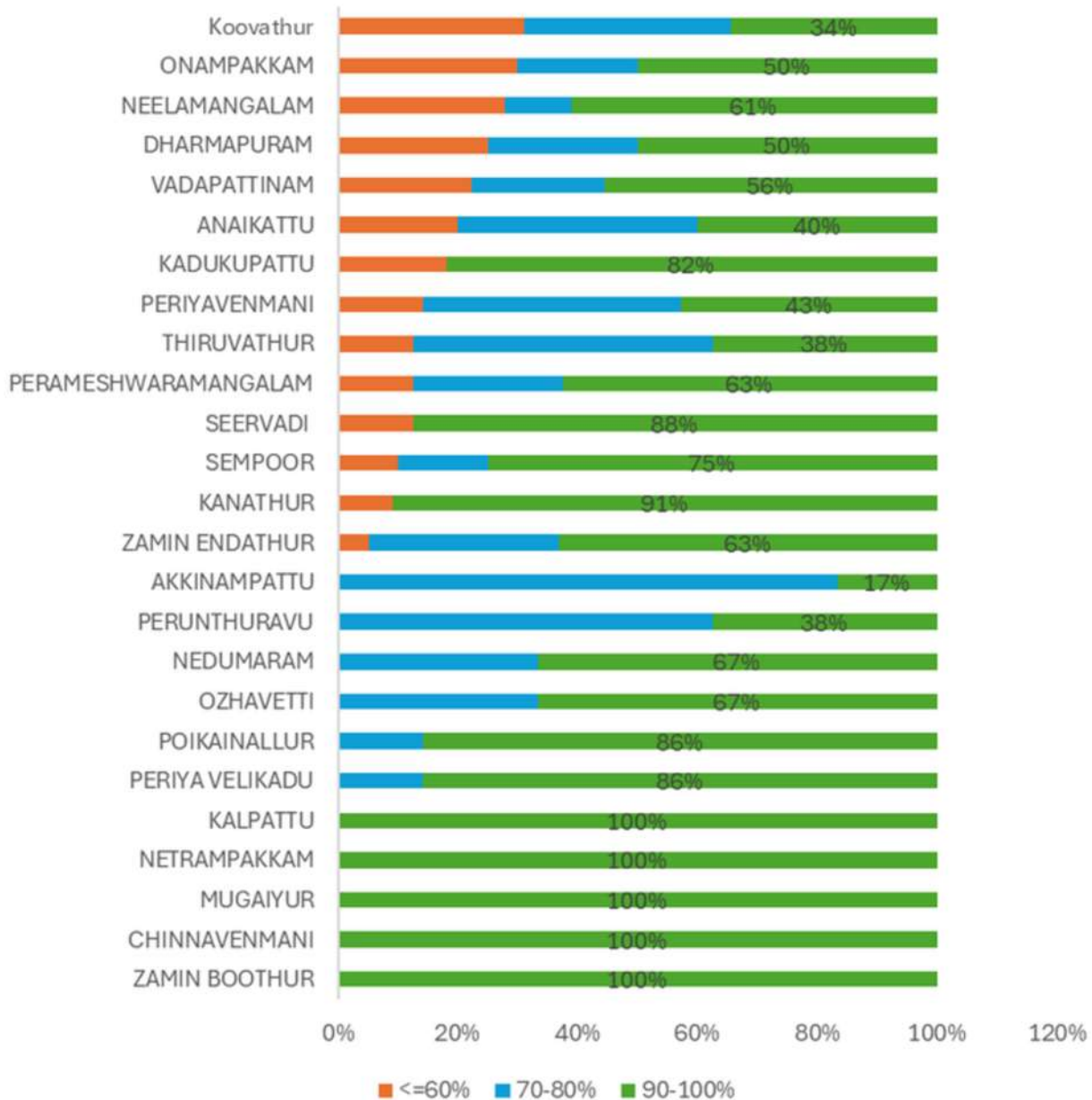


The Math readiness assessment among 5th class students progressing to 6th class shows generally positive outcomes, with many schools having a large proportion of students in the highest readiness band (90–100%).

- Schools such as PUPS NEDUMARAM, PUMS ZAMIN BOOTHUR, OZHAVETTI, PUPS POIKAINALLUR, PUPS KANATHUR, and several others demonstrated strong preparedness, with most or all students scoring in the top category.
- Many additional schools also showed balanced performance with students distributed across the 70–80% and 90–100% bands.
- However, a few schools including PERIYA VELIKADU, PUPS ONAMPAKKAM, and PUPS Koovathur had a higher share of students in the lower readiness band ( $\leq 60\%$ ), indicating the need for targeted mathematics reinforcement.
- Overall, the findings suggest good readiness for Class 6 mathematics in most schools, while focused remedial support in select schools can help improve transition outcomes for all students.



## 5th Standard Student Readiness in English for 6th Class



The English readiness assessment among 5th class students progressing to 6th class shows encouraging results, with many schools demonstrating strong preparedness in the highest readiness band (90–100%).

- Schools such as KALPATTU, NETRAMPAKKAM, MUGAIYUR, CHINNAVENMANI, and ZAMIN BOOTHUR achieved 100% of students in the top category, reflecting excellent readiness for Class 6 English.
- Other schools including KANATHUR, SEERVADI, POIKAINALLUR, and PERIYA VELIKADU also recorded a high proportion of students in the top band.
- However, some schools such as Koovathur, ONAMPAKKAM, DHARMAPURAM, and AKKINAMPATTU showed a larger share of students in the lower and middle readiness bands, indicating the need for focused language support.
- Overall, the findings suggest that most schools have good English readiness, with targeted interventions needed in select schools to strengthen transition readiness for all students.





## My Growth in Kalanjiyam

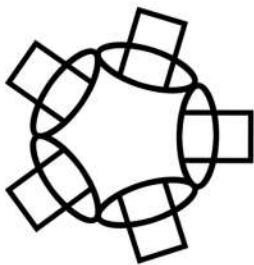
When I first joined Kalanjiyam, teaching was not something I was deeply passionate about. It felt more like a responsibility than a calling. But over time, this experience has transformed me in ways I never expected.

Being with my students every day, seeing their curiosity, their struggles, and their little victories has changed my perspective completely. Today, I can proudly say that I love teaching and truly enjoy being with my students.

**Kalanjiyam has given me the space to learn, experiment, and grow.**

What inspires me the most are the success stories of my students—like Pradeesh, who once struggled to even identify letters but, with consistent support, has now become a confident reader in both English and Tamil. Moments like these remind me why teaching matters and motivate me to do even more for every child in my class.

**Kalanjiyam has not only shaped my students but has also shaped me as a teacher and as a person.**



# Kalanjiyam



**Asha**  
for Education

Bringing hope through education