

# Solidarity Fund

## Society of the Sacred Heart – Mother House

# Grants 2015

Evaluations of projects started/carried out in 2015-2016.  
Presentation deadline 9<sup>st</sup> October 2016

## Evaluation Report Form\*

Please complete

Province	India
Community	Torpa
Project title and location	“Quality Education for Marginalized Children in Torpa”
Project started month/year	September 2015
RSCJ coordinator name and email	Elizabeth(Vimala)Verghese, torpacwd@rediffmail.com

\* see guidelines, and for any other following \* also.

## A. Project Description

### A.1 Project summary (max 100 words).\*

To provide affordable, quality education to marginalized children in Torpa and the surrounding villages by subsidising their school fees in our English medium High school. Our students come from the lower income group. It is an English medium education that is the key to good jobs and to positions where they can make their voice heard, but this is unaffordable for the poor, as English medium schools are not given any aid by the Jharkhand Government and so schools charge very high fees in order to pay the salaries and for all the other expenses of the school.

## B. Project Evaluation

### B.1 Beneficiaries

#### B.1.1 Give the number of direct beneficiaries the project reached.\*

The direct beneficiaries of the project were around 660 children between the ages of 6 yrs. And 17yrs. In our school, from Class 1-Class10. The 28 staff too benefitted, from the salary grant and the school activities, which had not been mentioned in the project proposal at the time of applying for the project.

### B.2 Objectives / Activities

#### B.2.1 Describe the activities that helped you to reach your proposed objectives. Please recall your objectives too. \*

Some of the objectives mentioned in the project proposal were as follows:

Enabling a “new dawn” for the children, who are mostly indigenous or from backward castes and poor, of this village and the surrounding villages, by providing them with a good, value based, English medium education, which will also build their character and give training for leadership, so that they can have access to good jobs, as well as help to bring about a “new dawn” for their families and in society, wherever they are.

Some of the planned activities as mentioned in the project proposal were as follows:

#### A. For Academic improvement:

##### a) In-service training of teachers (In methodology and In the requirements of the ICSE Board with regard to syllabus, examinations, practical work etc):

The following were some of the trainings the teachers got. Each time 4-5 teachers attended the training:

- i) A training on education given for ICSE teachers in Ranchi by a very experienced resource person,
- ii) A training given on the teaching of English for ICSE teachers in Ranchi, by an outside resource person.
- iii) A training on education organised by the diocese for the Catholic schools and given by a Jesuit who was formerly in charge of their education in the South Asia region.
- iv) A training in child psychology and education given in our NGO for the village school

teachers, which some of our teachers also attended.

- v) A training on how to teach English which was also given in our NGO for the village school teachers, which some of our teachers also attended.
- vi) Sr. Sushma attended a training organised by the diocese for “Leadership role in School Education”

Besides the above, Sr. Vimala, Valeria and Sushma attended a seminar on tribal land rights organised by the diocese.

Sr. Vimala continued guiding all the teachers with regard to various aspects of teaching, like planning the syllabus, teaching in the primary school, teaching of catechism and moral education, preparation of question papers etc as the need arose.

At the beginning of the academic year a motivational staff orientation was held where the staff in groups discussed the values they cherish and want to continue practising in the school. They then depicted this in the form of charts. The lacunae were also then looked at.

Some other measures taken to improve the academic standard are as follows:

- vii) Extra classes in Maths, physics, English and chemistry were given for one week during the holidays to Classes 9 & 10, so that the syllabus could be completed well in time and they, particularly Class 10, get enough time for revision.
- viii) 2 parent –teacher meetings were held and the parents were given guidance about various topics connected with their children including guidance regarding studies and nutrition. After the mid-term exam and the final exam, the class teachers met each parent with their child and gave suggestions regarding their child, particularly about studies. Where necessary, especially in the case of the higher classes, the Principal also met them.

**b). Training of all students for spoken English** (*This is necessary, since the medium of instruction is English, but our students are from families that speak Hindi or the local tribal language. Hardly 5 or 6 parents are able to speak in English*):

- i) A syllabus has been prepared and lessons also have been prepared, with guidelines for teachers, to introduce progressively all the normal sentence structures used in speaking in English. This has been divided into 4 parts so that by Class 4 the whole syllabus will have been taught.
- ii) For classes 1 to 4, the sentences that they frequently use have been translated into English and put up on charts in each of these classrooms. They are expected to make use of these.
- iii) Teachers and students are asked to use English in their daily interactions, progressively from Class 1 to Class 10, while in school.
- iv) Each class takes a turn to speak on a subject briefly in English at the daily morning assembly.

#### **Effect of the above:**

One of the immediate and visible effects of the above efforts made for academic improvement was the excellent exam results of our Std. X students. Of the 17 who appeared for the Board exam, one got 80% and was the 2<sup>nd</sup> highest in the district among the 3 ICSE English medium schools. The other 2 are old, well established schools with experienced teachers. 4 others got above 75% and the rest were all above 60%. Most of them then managed to get into good institutions in Ranchi, having passed their entrance tests.

As many of our teachers are from the rural area, the trainings they have attended has given them

exposure to new ideas and methods. They have applied some of the methods learnt e.g the drilling of difficult words, encouraging the weak students with some token whenever they perform well, giving special recognition to those who perform well, the teaching of Grammar according to the method taught etc.

The spoken English of the students and of the teachers, particularly some, whose English was weak, is improving.

However, it must be admitted that while there has been much improvement in the area of speaking correctly in English, there is room for much more improvement, as it is very natural for students as well as teachers to slip back into Hindi, and there are lapses.

### **B. Activity for the formation of values:**

i) For Christian children-Religion classes are held two periods in a week. Their attendance at Sunday mass is followed up on Monday. There were 2 school masses for which each class took responsibility for some part of the mass. A 2 day retreat was organised for Classes 7 to 10. Before Christmas & Easter the sacrament of confession was arranged for all the Catholic children. For non-Christian children there were moral education classes, two periods a week.

ii) In order to inculcate respect for all religions in our multi-religious/ multi-cultural country, particularly in view of the present tendencies of polarization along religious and caste lines, the feasts of different religions are celebrated at the morning Assembly, generally by enacting something from the feast along with giving information about it. Thus we celebrated the Hindu feasts of Raksha Bandhan, Chhath, Rath Yatra, Diwali and Makar Sankranti; Eid ul Fitr, & Bakri Eid of the Muslims; Christmas (with a full Christmas play), the feasts of St. Madeleine Sophie and St. Phillipine Duchesne, the canonization of Mother Theresa (with skits on her life at 3 morning Assemblies)

iii) To inspire the students, the anniversaries of our national leaders and their contribution to the building of the nation is celebrated in the same way. So we had the celebration of the anniversaries of Mahatma Gandhi, Bal Gangadhar Tilak, Nehru, Chandrashekhar Azad, Bhagat Singh and Rani Lakshmi Bai. The school notice board is also suitably prepared on these occasions.

iv) Classes 8, 9 & 10 were given 2 days of sex education, including the psychological and moral aspects, by one of our sisters who is very experienced in giving these classes. The students' questions were also answered and their doubts cleared.

### **Effect of the above:**

- i) The attendance at Sunday mass has improved considerably and all the Catholic children now go for mass. This was not so earlier.
- ii) & iii) I feel that in spite of the attempts by political powers to polarise people along religious lines, in our school the children mix very naturally with each other. They also volunteered for enacting the celebration or ritual of another religion. Though in the village they see the celebrations, they often do not have much information about the reason for the feast of another religion, nor about some of the national leaders. These celebrations fill in the gap. The students also gain confidence as they enact or give information in front of the whole school. They of course enjoy doing as well as watching the enacting .
- iv) The sex education classes were really necessary. Though the physical aspect is in the Std 10 biology text book, this does not cover the psychological and moral aspects. So we generally do give them these classes every year or every second year. When we started these, the parents were asked whether they had any objection. They were only too glad that we were giving these sessions, as they feel helpless to do it and the children are

getting exposed to so much in this line, without getting proper guidance. The children too were happy & eager to have these classes, and came for them even though it was on Saturday, a half day for school, and on Sunday. The students felt free to ask questions (written on unsigned papers) and were glad to get their questions answered.

### **C. Training for leadership:**

i) All the students of Classes 9 & 10 were given various opportunities to exercise leadership in the school e.g. at the daily morning assembly, being in charge of the classes when the teachers are having a staff meeting, organising the programmes of each class for the teachers day program and conducting it; taking leadership whenever there is an activity of the whole school etc

ii) The head girl, head boy and the captains and vice-captains of the four houses and the games captain and vice-captain have more opportunities for exercising leadership.

iii) There are staff-student committees for various aspects of school life e.g. the celebration of feasts and festivals, the celebration of the anniversaries of national leaders, the school notice board, cleanliness, discipline etc.

iv) Student monitors are appointed (in rotation) for each class.

### **Effect of the above:**

Over the past 2-3 years the sense of responsibility of the students of the higher classes seems to have increased. They are reminded that they have to set aside their natural inclinations and do what duty calls them to, now as well as in the future, wherever they are placed. They seem to be growing in this ability. This year they took full charge of the teacher's day function and prepared the whole school for it and conducted it without any guidance from the teachers. The head girl, head boy and captains feel more responsible, as they have been given these roles at a ceremony in front of the whole school and wear badges proclaiming their role. Of course, being children they have to be reminded from time to time. The monitors get some opportunity for exercising leadership & responsibility and for growing in these qualities.

The committees have given the students opportunity for developing not only their leadership, but also their talents.

### **D. All Round Development:**

i) Each class conducts the morning assembly for one week at a time and every child in that class gets a turn to say something to the whole school at least once during that week. Except for classes 1-3, who can say it either in English or in Hindi, the rest are expected to say it in English

ii) Various cultural programs were held in the school during the year and it was ensured that every child participated in at least one, but most took part in several. Some of these programs were – class-wise programs on “Teachers’ Day( in which almost every child participated), the Christmas play, the history exhibition put up for the parents, enacting at the morning assembly celebration of various feasts & festivals, and of the anniversary of national leaders, inter-school dance and skit competitions held twice a year of around 8-10 local schools, drill display twice a year. Sports are also held at the school level.

iii) Around 4 House-wise competitions were held separately each for the primary school, middle school and high school in singing, group dance, recitation etc. These will be continued during the year.

- iii) At the morning assembly, 2 students from Class 9 or 10 read out news they have picked from the Hindi newspaper and from the English newspaper.

**Effect of the above:**

All these have increased the children's self confidence and even small children generally speak in front of the whole school with confidence. Their English also improves as a result of addressing the school in English at the morning assembly.

Since all the children get chances for these activities, all get a chance of all round development, not only the talented ones. The effect of the celebrations at the morning assembly is seen in the improvement in creativity shown over the years and the growing ease with which the teachers and the students prepare these celebrations.

It is also seen in the fact that at the 2 inter-school competitions held of all the neighbouring schools (10-15 schools) of dances and skits on Patriotic themes on the occasion of Independence Day and Republic Day, our school always gets one prize in each category.

**Activities Directly sponsored by the Central Solidarity Project.**

- i) 2 groups of students, of Class 9 & Class 10, took part in the Science Exhibition held at the District level for all the schools of the District. One of the exhibits was selected for the State level exhibition. (see photograph)

This has been very encouraging for the students concerned and gave the school, too, a sense of achievement.

- ii) This year, as we had funds from the Central Solidarity and our school had also been affiliated to the ICSE Board for 3 years, for the first time we took part in the 3 day ICSE Zonal Athletics competitions. Around 33 students were able to go twice for these after we had received the Solidarity grant, as the sports were held in September 2015 and a little earlier, again in August 2016.

We did not win any prizes either time, however, it gave our students a chance to participate in athletics at an inter-school level where around 25 schools took part. They got an idea of the standard expected and how sports are held at this level. They came back with enthusiasm to practice more, and also practised for the next time. However, we have not yet been able to come up to the standard required to get a prize. The first time we had take part only in the races, as we did not have the pits and equipment for the long jump and high jump. After the first experience, we got these as well as 'shot puts' for the school and practised for these items also and entered for them the second year. The competitions were held in one stadium of a complex of several stadiums which had been built for the different sports at the time of the National Games held in Ranchi. So the students got a chance also to go inside these and see these beautiful stadiums.

This was the first time they were in special sports uniforms and spiked boots for the races (the yellow ones in the photo) and in track suits for the march past at the beginning and the end, and they really felt great!(All these as well as the fees, transport & other expenses were from the Central Solidarity Fund).

- iii) 2 students entered for the Zonal drawing competition. They did not win any prize since we do not have art as a subject, while many of the other schools do. We have to concentrate on the academic subjects because of the educational background from which our children come.

However, this gave them an exposure and they were happy to have this chance.

- vii) From the Central Solidarity funds we also took 33 students for the first time to the tribal museum in Ranchi.

This was a good exposure for them. Though most of them come from one of the 4 or 5 major tribes of Jharkhand, they generally do not know very much about the other tribes, or their own history.

viii) The school was able to buy quite a number of books for the library from the Central Solidarity fund. So the school library is growing and besides reading story books, the students can use the general information books for their projects.

ix) One of the first items of expenditure was a laptop for the Principal's office. This has eased the work in the office very much as there were only 2 good computers, one in the principal's office and one in the accounts/clerical office. So at the time of typing exam question papers or if all 3 (accountant, clerk and Principal) needed to type something at the same time, it used to be a problem.

x) The budget for the salary also eased the financial situation of the school a little as we still had a lot of expenses for construction of classrooms and a small residence for male staff, levelling of the ground, building retaining walls etc. So some money from fees could be used for this.

xi) The budget for the examination expenses was also a help in easing our financial situation.

xii) The desks were also very much needed, as our old wooden desks were breaking and we were getting them repaired somehow and using them. Also, each time at the time of the first term exam and the final exam, we have to carry the heavy desks to the examination hall. The metal desks which have been made are lighter and easier to carry. They also do not get spoilt so easily, except for the paint.

### B.3 Proposal adjustment

B.3.1 Did you have to amend your activity plan, if so explain briefly why.\*

Yes

No No

However, since the budgeted items of expenditure came to less than expected, we were able to buy more desks, which were badly needed in the school. We had written and taken permission for this from the Treasurer General.

### B.4 Partnership

B.4.1 If you had a partner, comment on the collaboration.\*

Not Applicable

### B.5 Conclusions and Learnings

B.5.1 Describe what conclusions and learnings you drew from the project implementation and coordination\*

At first when our students appeared for the Board exam (only 2 batches so far have done the Std.X ICSE Exam), I was very apprehensive, because they have no background of English and generally no parental support for studies as many of the parents are the first generation to be educated and some have not even completed their school education; our teachers too have all learnt English as adults, except for 3 of them, and of these only one is a Class X teacher; 5 of our teachers (out of 21) left at the end of the previous academic year, most of them for Government posts in schools, which are better paid, and we did not get replacements immediately. However, I now realize that in spite of all these difficulties, our students can do well if given the opportunity. Many of them then managed to get into good institutions in Ranchi on their own merit by passing their entrance exam.

The tribal community on the whole tend to act as a group, and do not easily come forward to speak up or to take responsibility and leadership individually. As a result, though the state of Jharkhand, which has a large tribal population, was carved out of the State of Bihar as a tribal state, after much combined struggle on the part of the tribal people, and there are now well qualified and educated tribal people,



the leadership is still in the hands of the non-tribals. If a tribal leader is there, particularly in the political field, he is generally a puppet figure. That is why we make opportunities for students to develop leadership, responsibility, to show their talents etc. We see that our tribal children and the other poor children too, can develop the ability to exercise leadership.

At the time of the preparation for the History Exhibition we put up for parents, I was amazed how the older students were able to go to the 2 cyber-cafes in the village to find information, because most of them do not have computers at home. I realized that they are more “Computer savvy” than I had realized.

## B.6 Life giving experience

B.6.1 List life giving experiences you had, as RSCJ, in the course of the project.\*

i) The History Exhibition put up for the parents and local Government officials was a really memorable experience for me. Normally, in schools, one has Science Exhibitions and we had done one 2 years ago. This year I thought of having a history exhibition, because for reasons that I cannot understand, our students find history difficult to understand, to study or to score marks. I wished to help them to overcome this difficulty.

Each class prepared for the exhibition, under the guidance of the class teacher, according to the syllabus of that class. They produced charts, models, tableaux and Class 8 did around 10 short scenes from the history of the “Independence Movement”. Class X had, among other topics, the 2 World Wars, which is a complex topic and which the teacher had not yet taught in the class, but had just given a brief outline for the sake of preparing for the exhibition. However, the students looked up books from the library and the internet for these topics.

The exhibition was spread over 4 large classrooms and our large hall. What the classes managed to produce was beyond my wildest dreams. The local government education officers and the reporters of the 4 Hindi newspapers went around with great interest, pausing every now and then. They said they had never seen a history exhibition before and an exhibition of such an excellent standard and remarked with regret that I should have invited all the local schools as well. The reporters, who usually stay only a brief while for any function, just to take a photograph and be able to write a few lines in their paper, went around once again after the officials had gone and gave very good write ups in the 4 Hindi papers. The school, too, now has very good charts for the teaching of history and particularly of the 2 World Wars. Recently, the students of Class 10 were divided into groups of 4 children each, and had to teach 6 Chapters from their history text book to Class 9. They did it quite well and Class 9 also said that they had understood what had been taught, though not all lessons equally well.

ii) The Zonal Athletics, particularly the first one, was another life-giving experience – to see the joy and pride of the children as they wore the sports uniforms, track suits and spiked boots for the first time, and their excitement at taking part in such an event for the first time and also in seeing the various stadiums. As we went to different stadiums within the Sports Complex, an incident that gave me much joy was when one boy of Class 10, who is intelligent, but extremely playful and careless about studies, pointed out to me with great enthusiasm the differences in the construction of the ceilings of the different stadiums, and confided that he wanted to be an engineer and had tried to make some model on his own. That gave me an opening later to keep encouraging him to study, keeping his goal in mind, and has created a positive relationship, which I hope will help the child.

iii) The short scenes from Mother Theresa’s life which were enacted at the morning assembly on 3 days were very touching and inspiring.

iv) What I always find very life-giving is the fact that our poor students are getting an education and

experiences which most of them would not have otherwise aspired to, and are able to go on to good institutions for further studies after Class 10 on their own merit. An example is that of a boy whose father is a cobbler, one of the lowest castes, as they deal in leather, and very poor. He was in our first batch of ICSE to do the Board exam and we had exempted him from paying school fees and he had been given other help too, while in school. He got a first division for the Board exam and got into a very good, well established English medium institution in Ranchi for further studies, having passed their entrance test. He is still given some help from us, but I think some of his relatives too help him financially.

### B.7 Sustainability

B.7.1 Explain what your plan to continue the project in the future is.\*

We shall continue the activities that have been positive for developing the students' values, academic level, leadership qualities and all round development; and also activities for training the teachers. Furniture & Equipment (LCD projector, computers, etc) and materials for games & sports, library books etc still need to be bought, the ground still needs further development to make it suitable for the children to play. We are in the process of applying for permanent affiliation with the ICSE Board. They have asked us to raise the salaries quite a lot.

We shall work at achieving these as part of our effort to give our students a good education.

### B.8 Anecdotes

B.8.1 Share an anecdote you lived within the project context.\*

i) For the History Exhibition, Std 2 (7-8 year olds) were depicting life in Primitive times. They had been told by their teacher to take their various poses and not to move around. They took it very seriously, so much so that one little primitive girl, dressed in "animal skin" who was sleeping near her "cave" refused to answer questions put to her by the education office, and continued sleeping with eyes tight shut! The officer and those accompanying him were much amused! One of the reporters took a photograph of her, which he published the next day in the paper with his write up.

Similarly Class 3 was depicting the festivals of various religions. One group of girls, who were depicting an indigenous tree festival, where women dance around a sacred tree, enjoyed their dancing so much that they were dancing non-stop.

ii) At one morning assembly, we were celebrating the anniversary of a national leader of the Independence movement, Bal Gangadhar Tilak. A small boy was dressed as the leader and stood on a small platform, while an older student read out his life story and achievements. The leader, used to sport a large moustache and this little boy had an enormous moustache made of some kind of fibre. I am afraid, the moustache stole the show and many little boys were seen filing out after the assembly twirling imaginary moustaches!

## C. Monitoring methods

### C.1 Monitoring instruments

C.1.1 Select the monitoring instrument(s) you used to monitor and measure your work.\*

	Surveys
	Interviews
	Questionnaires
<ol style="list-style-type: none"> <li>1. Evaluation with the students after the Zonal sports.</li> <li>2. Interviews with them after other events like the drawing competition, sex education classes etc.</li> <li>3. Staff meetings for planning, modifying, evaluating events.</li> </ol>	Other, specify

Evaluation obstacles: Among our staff, all of whom are tribal, sometimes the tribal culture of not speaking up as an individual, especially if a contrary view has to be expressed becomes an obstacle. I overcome this, when that happens, by giving them a few minutes for a “buzz” session and I leave the room. When I return, several of the more vocal ones will express what have been the reflections or suggestions of others around them, or even their own ideas, even if these are contrary to the general trend.

The students are a mixed group and sometimes the tribals tend to remain quiet. However, the mixture and all the opportunities they have been given for speaking have been productive and they too generally speak, though even among them there are the more vocal ones.

## D. Budget/Expenses

### D.1 Expense Summary\*

Proposal currency  Euro €  USD \$

Grant received in 2015	Euros 10000
2015 project expenses total	Euros 10000
Grant to be received in 2016*	It was a one year grant

### D.2 Expense details\*

Proposal currency  Euro €  USD \$

Please fill in the Excel attachment with the real expenses you had in 2015-2016.

## E. Project supporting documents

### E.1 Pictures\*



The students posing in front of the State stadium in Ranchi after the ICSE Zonal Athletics in September 2015. The ones in the yellow are still wearing the uniforms they wore for the races and the blue track suits were for the march past, in which all took part.



Some of the students at the tribal museum, along with one of the accompanying teachers.



Our school's entry at the State level Science Exhibition.



One of the tableaux of Std5 (11year olds) at the History Exhibition: Education in the Vedic period. A guru in ancient India seated under a tree and instructing his disciples .



At the time of the canonization of Mother Theresa, small skits on her life were done at the morning assembly on 3 consecutive days. Here Mother Theresa and her sisters are seen tending patients, especially a leprosy patient in their “Home”. Little street children whom she cared for can be seen sitting in a group near by.



A scene from the play on the life of St.M Sophie. Here little Sophie is seen with her parents and brother.

### E.2 Relevant documents.\*

Expense Statement attached