



**UN INDIA
VOLUNTEERS**



Group discussion



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28.10.23, Saturday

Ms. Beena John - The conversation starter

**Principal, Veda International School,
Hubballi, Karnataka**

Dear Team,

If the strength of students in a class is less as it is a new school, how do I increase the performance of the students as all of them are below average. Percentage wise it's really a huge challenge. Kindly guide. Thankyou



▪ **Mr. Subhah Chandra Vohra:** It's not only the problem of your school, but you are in fact voicing the problem of almost all new schools, except in metropolitan cities. If yours is a

branded school , your problem gets halved. Otherwise, study all other local schools and see how and why they are popular among parents. Pay special attention to their drawbacks and try to remove them in your school. Get in touch with the parents of other school students through your staff and personally and try to know what they expect from a new school. Monitor each and every activity from academics to extra and co - curricular and make sure that their standards are higher than others. Organise quality functions and invite everybody who is somebody. Maintain good rapport with the media and make sure that each and every news about your school activities gets published in the local newspapers. Try to employ the latest technology for teaching as well as publicity. Take regular feedback from the parents of the children of your school and keep on removing all adverse points as soon as possible. Employ dedicated staff and keep them in good humour. Remember, nothing

succeeds like success. Once you are able to project your school as different from others in quality and care , there is no looking back.

- **Dr Sekar Srinivasan:** In one of our schools in Thuraiyur a rural village CBSE School it was just beginning after affiliation with poor strength and almost very much rural and first generation students. Can i tell you how we can share our experience of success:

We first made a teacher in charge for 5 students per teacher. She will attend to that small group each day and help the children in completing the homework, assist them in the Learning process, give them examination/test preparations tips and more or less a personal tuition teacher like. This is carried out everyday in the last one period and in the extended half an hour after school hours in the evening. For this work separate monetary

benefits and one week special leave were provided to those teachers.

In the beginning of each hour compulsory book reading in concerned subjects first five minutes silently the whole class and then loudly by individuals.

I introduced a new testing process in which 80 percent of questions appearing in the classroom tests were given earlier and only 20 percentage objective unexposed questions in test question papers. These tests were repeated fortnightly intervals.

Parents were happy with this hypothetical advents and so through the words of mouth popularity of our school started increasing. There was self confidence booster amongst the students since for each five students one mentor was dwelling with. I can share some

more secrets for academic achievements in next.

- **Ms. Beena John:** Sir, this is an adoption technique, ie, one teacher for all subjects. It works more from 1-3grades. Kindly suggest how to monitor this for 4-7 grades, as subject expertise for each teacher is different.

- **Dr Sekar Srinivasan:** You are right. Because we are in a rural place our teacher's cooperation in this regard was great. Our team of teachers up to 8th standards were capable of handling interdisciplinary subjects and from 9th onwards teachers mate rotation basis for children groups so that in a cycle each subject was taken care of.

- **Dr. Jaqualine Mahadhik:** To enhance student performance in a new school with a below-average cohort, consider these steps:

Individualized Attention: Tailor teaching methods to cater to each student's learning style and pace.

Engaging Lessons: Use interactive and practical approaches to make lessons interesting and relevant.

Encourage Critical Thinking: Promote problem-solving and critical thinking skills through hands-on activities.

Positive Reinforcement: Recognize and celebrate achievements, no matter how small, to boost confidence.

Create a Supportive Environment: Foster a classroom atmosphere that encourages questions, curiosity, and collaboration.

Regular Assessments: Use formative assessments to track progress and adjust teaching methods accordingly.

Extra Help: Provide additional resources, tutoring, or study groups for struggling students.

Set Realistic Goals: Establish achievable targets for each student to build confidence and motivation.

Parent Involvement: Keep parents informed and engaged in their child's education to create a united front.

Continuous Professional Development: Stay updated with effective teaching strategies and incorporate them into your lessons.

Remember, patience and persistence are key. Progress may be gradual, but with dedication, you can help your students thrive.

- **Ms. Beena John:** Thank you. Except for parent involvement everything else goes on. Still a new school has another challenge of parent oriented. We need to keep taking suggestions from our parents. All the ways, we have enhanced the standards of teaching, teacher's training, practical approach, excursions, technology, etc but still few parents are not happy.

Parents become so open to come and discuss for every little thing. For example, they suggest teachers to be PHd holders, we took the students on no bag day to old homage, blind school so few parents say let them study. But students are happy with the way we are going. They have definitely improved than before. But patience, parents do not have.

Hence, I am in a dilemma how I run a new school as exposure is also required. I had insisted students to move ahead for Pratibha Karanji which is an interschool competition, they have bagged 6 prizes. They don't remember this achievement but instead focus on petty things especially group up and come during PTM. Not understanding how to and where to concentrate.

- **Mrs. Harvinder Kaur:**

If there is not much strength then take each student as case study

Get overall and subject wise SWOT done .

Focus on fundamentals and record all day by day changes and challenges.

Design thinking will govern a lot while working on each case study.

Results are called Porfirio of a child and team members working on it .

And these results are your valuable marketing and student number will no more be a concern

▪ **Dr Balasubramanian:**

Good morning all.

I hope it's english medium school, and the english is not a familiar language in home than students won't get a easy support in Langauge skills like reading and spoken , comprehension skills.

Hence my kind request is to make them read the lessons loudly and keep regular tests in dictations (spelling clarity)

If they improve their comprehension skills , learning and understanding is very very simple .

Most of the time teachers immediately jumped to the explanation after reading and not giving a time to understand the contents and context .

We need very good Language teachers and even science and math teachers , instead of teaching the lessons immediately , let them spend some time to read the whole chapters , explain the challenging words and meanings and concepts if they start the teaching , hope they can have a music with teachers Language.

Never make the question papers and evaluation too strict and be a little liberal in giving marks , give some excuses and make them score easily and parents are always happier in seeing high marks.

This was the technique handled by the government of tamilnadu , called samacheer, reduced the syllabus and students scores very high very high very high marks and even government stopped giving gifts /scholarships because the district first was like 25 students and even maths 100/100 was in thousands and thousand perhaps later they got very poor status in college courses . Since the top level was scored by thousands and the government was not expected and stopped giving 1000 Rupees or 5000 Rupees to toppers (this about 10 years back - not remember the years)

I am talking till class 8 can do that , once they get interested and easily slowly increase the difficulty level in the question papers.

Question paper making is a skill and get some guidance support sir.

Once I got a chance to teach class 5-6 and I tried this approach and it was amazing and I stopped giving homework , since all the works finished quickly in the class hours itself and in the beginning only one or two scores 25/25 and later more than quarter and class average jumped to high rate .

Parents felt happier since they were not troubling since there was no homework and good scores too.

Good luck and first make them feel happy to come school , already senior members added a lot of ideas and enjoy the growth sir

▪ **Azeez:** Conclusion:

Dear school principals

"We are grateful to the parents who have chosen our school for its international standards and have entrusted their children's education to us. They believe in our school's commitment to thinking globally while acting locally.

Rather than assuming that students from other schools have a below-average or weak foundation, it's important to acknowledge that the school they previously attended may not have met international standards. Parents who recognize this have come to us seeking to elevate their children to a global standard.

To help these students reach an average or above-average level, we can implement the following points:"

1. "To support students' growth and development, especially those up to the grade VIII level who may be in the early stages of

their education, it is essential to use evidence of student learning for effective identification and intervention. This approach allows us to cater to students' individual needs and provide the necessary support and enrichment. Here are the key points to consider:

2. Identifying students who require additional time and support to attain proficiency.

3. Identifying students who need enrichment and extension of their learning because they have already demonstrated high proficiency.

4. Recognizing teachers who have been successful in helping students achieve high levels of proficiency, enabling us to examine and share their effective practices.

5. Identifying teachers who face challenges in assisting students to become proficient, allowing us to provide them with targeted assistance and support.

6. Identifying specific skills or concepts that have proven challenging for all teachers to teach effectively. In such cases, our team can expand its learning beyond our members by seeking help from other teachers within the school who excel in those areas, specialists from the central office, teachers specializing in the same content, or external networks of educators with expertise in those skills or concepts. This collaborative approach ensures that we continuously enhance our teaching strategies and improve student outcomes."