

# Filix School of Education

Where your child is nurtured  
to realize his/her full potential







Sudarshan Kaibarta, a 6 year old village boy living in Purulia district is the son of Nagar Kaibarta who works as a canteen boy in an Eye hospital. Sudarshan has been admitted to Filix School of Education at Para ,Purulia ,totally free of cost. In a family of six - husband,wife, two sons ,father and Mother - Nagar earns Rs 5800/-per month. But Nagar is now ambitious about his son and hopes that Sudarshan will make his dream come true one day. Sudarshan, on the other hand, is a bright boy, eager to learn, inquisitive and performs well in class. He is good at sports, takes interest in all school activities and is very regular in attendance.

Tukai Bauri of Patibandh of Goyladih Mouza is a member of the Bauri caste. He is barely literate and works as a housekeeper in LEF hospital. Tukai has no idea of his own age. He has fathered three children, the elder two being girls and the youngest being a boy. Tukai's second daughter is in KG 2 of Filix. Explaining why he feels that this school is different from the one where his elder daughter is studying Tukai says that this girl is learning to speak English so well. Tukai regrets that his eldest daughter didn't get a chance to study in this school. Tukai's expectation was echoed by Sipu Bauri, a lady who works as an attendant and Mamata Gharai, a housewife deserted by her husband and is now working as a Housemaid.

Filix School of Education is a dream come true for Mamata the maid, Sipu the attendant, Dasarath the farmer, Nagar the cook, and many of their ilk whose children are receiving quality education in English medium side by side with children of more affluent members of the society.



**FILIX**  
SCHOOL OF  
EDUCATION



What motivated Nanritam to branch out into providing more sophisticated kind of education for the less privileged is the realisation that over the years, English has emerged as the language of choice for commerce, economic growth and social mobility. It has helped India transform itself directly from a primary (agriculture-focused) economy into a tertiary (services)-focused one. Teaching their children quality 'English' has emerged as one of the top expectations of majority of parents.



This perceived link between job opportunities, economic success and the English language has an increasing number of parents from all classes of society investing their hard-earned money in English-medium schooling, often of uncertain quality. Even illiterate parents aspire and attempt to do whatever is possible to provide English medium education to their children because education for them acts as a vehicle of social mobility. Moreover, education in English medium and the subsequent attainment of jobs is often looked upon by many of these poor rural families, as a means to break out of the vicious cycle of poverty.

However, quality of teaching-learning in English remains a deep concern to educationists and policy makers across the country. Some of the biggest challenges being faced in this regard are;

- a) Most teacher - training courses do not equip teachers with adequate knowledge, skills and the ability to be able to teach the subject in class. The situation is exacerbated by the fact that English is not the language of transaction in rural India, thereby giving teachers very little chance of practising what they have learnt.
- b) While English is seen as the path to growth as a student and as an earner, it is not necessary for students in rural areas as a language of communication. Conversation in English among the children themselves addresses this gap.
- c) The translation method is widely used in rural areas. It helps the learner to understand the content of the text, but impedes learning of the language. The main purpose of teaching the language is ignored and the teaching of content and theme is given importance.
- d) A lot of the homework given to children focuses on repeating what they have done in class, thereby adding little value to the child from a learning perspective besides practice.
- e) Given that the rural milieu provides little opportunity for children (and teachers) to practice the skills of listening, speaking, reading and writing English as part of their daily lives, it is important to continuously develop and use affordable tools to help facilitate this.



Nanritam accepts the reality that teaching English as a language has become a key determinant for future success and mobility of a child and attempted to address the aspirations of the community it serves, by setting up the Filix School of Education in 2014. The teaching learning methods practised in the school is focused on the aspects mentioned above to ensure delivery of teaching of best quality in English medium to the children in the rural areas that comprises its hinterland. Thus to the parents of both advanced and underprivileged sections of the society, Filix School of Education in this rural remote block has come up to fulfill their long-cherished dream for their children.



## Aim -

The goal of the school is to nurture the unfolding of the child's potential by providing love, security, encouragement and appreciation of the child's efforts. Each child has a unique way of exploring the world around, a distinct process of acquiring knowledge and a unique individual style of interacting with people around. This makes every single child special in his/her own way. Our aim is to appreciate the uniqueness of each child and provide them with adequate support and space to bloom. Understanding every child and accordingly determining the child's strength and weakness is given the first priority. Every child's innate and latent capabilities along with the qualities that need to be developed and enhanced further are identified and nurtured. The curriculum is so designed to help children identify and reach their maximum potentiality.





# About Filix School of Education:

The school has set forth its journey in April 2014 with three pre-school classes : Nursery, KG I, KG II and 70 students in total. By 2017 school has been upgraded to STD V with a total of 348 children (213 boys and 135 girls).

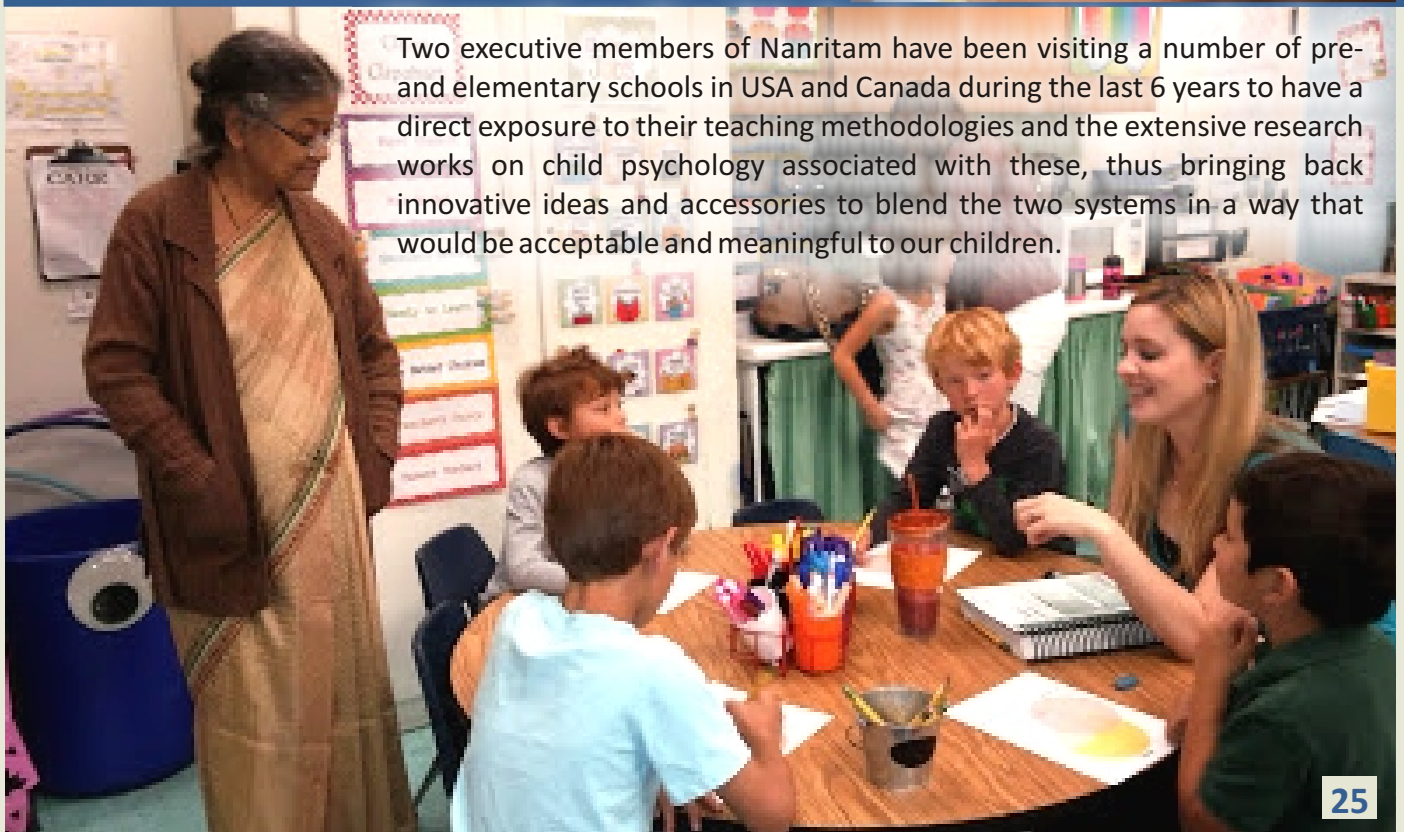
Number of children from minority community are approx 25% . Their parents are progressive enough to send their children to this model English medium school instead of sending them to the nearby Madrasas as is the general practice in this remote rural backdrop. The existing campus of Nanritam covering 13 acres of land is aesthetically designed. The layout of the campus, architecture of the existing buildings, vegetations and flowers inside, undulating land and greeneries and water bodies in the neighborhood have earned Nanritam admirations from the guests and visitors from both India and Abroad. FILIX SCHOOL OF EDUCATION covers 3 acres of land within this campus along with its beautiful playground and the children's entertainment park.





The curriculum structure for the primary sections is inspired by the global teaching methodology which aims to:

1. make learning fun through use of various creative teaching materials, exercises, worksheets, dance, drama, music, Games and sports.
2. use innovative new-age teaching technology like audio-visual aids.
3. prepare children to be disciplined and self-dependent from a very tender age. Special focus will be laid on basic hygiene training.
4. provide individual attention to all children. The stress will be to allow children to learn and progress at their own pace.
5. lay less importance on homework and more importance on classroom activity and participation.
6. ensure regular monitoring and provide detailed quarterly report on progress of child to parents.
7. Provide opportunity to interact with international Volunteers from time-to-time.



Two executive members of Nanritam have been visiting a number of pre- and elementary schools in USA and Canada during the last 6 years to have a direct exposure to their teaching methodologies and the extensive research works on child psychology associated with these, thus bringing back innovative ideas and accessories to blend the two systems in a way that would be acceptable and meaningful to our children.



## Current infrastructure



Naritam campus is situated in a vast 13 acres of area of which 3 acres has been earmarked for the school building and childrens play area. School building currently has ground floor of 12000 Sq.Ft completely constructed with 14 rooms, costing around 1,50,00,000. 50% of the 1st Floor has just been constructed with aid of Syngenta Foundation India. All the class rooms are equipped with modern teaching aids and equipments.

### Infrastructure details :

Class	No of sections	No of students
Nursery	1	35
KG1	2	55
KG2	2	62
Std I	2	68
Std II	2	50
Std III	1	36
Std IV	1	33
Std V	1	9
Total Students		348

Computer Lab : 1  
Learning Corner : 1  
Audio-Visual Room : 1  
Indoor game complex : 1

### Proposed School Building





## Story of change - impact on the locality - progress during the current year

There is a rush for admission into the school and the number of students have grown from 70 in 2014-15 to 348 at present. The numbers could have been a bigger had the school agreed to take more. But more than just numbers it is the socio-economic diversity of students and the quality of the education provided that is making a major difference. This was aptly summed up by Dasharathi Mahato, a farmer whose son is a student in this school. Mr. Mahato never thought that his son could get an English medium education like an upper middle class boy residing in a town. Sudarshan Bauri, whose father happens to be a cook, or the daughter of Shipra Bauri, who is an attendant, happily share the classrooms with children from more affluent families, whose parents are senior executives or bureaucrats in the power plant at Santaldih, on equal terms.

Studies have shown that socio-economic diversity in classrooms leads to a win-win situation for all concerned. Students in such schools are likely to have higher test scores, less drop outs, more college enrolment, reduced achievement gaps. They are also better in critical thinking, problem solving and creativity. It's yet too early for Nanritam to make any specific claims on these achievements but the trends indicate that all these are likely to be achieved by students of Filix school as well.



## What we need to start Secondary Section

Current infrastructure is sufficient to meet requirement till class V. To go for next levels and to reach our vision, we need to complete the first floor by the end of 2017 and add one more floor by 2018 to accommodate Classes till class X. This requires construction of around 6000 Sq.Ft area in first floor and 12500 sq ft area in 2nd Floor.