

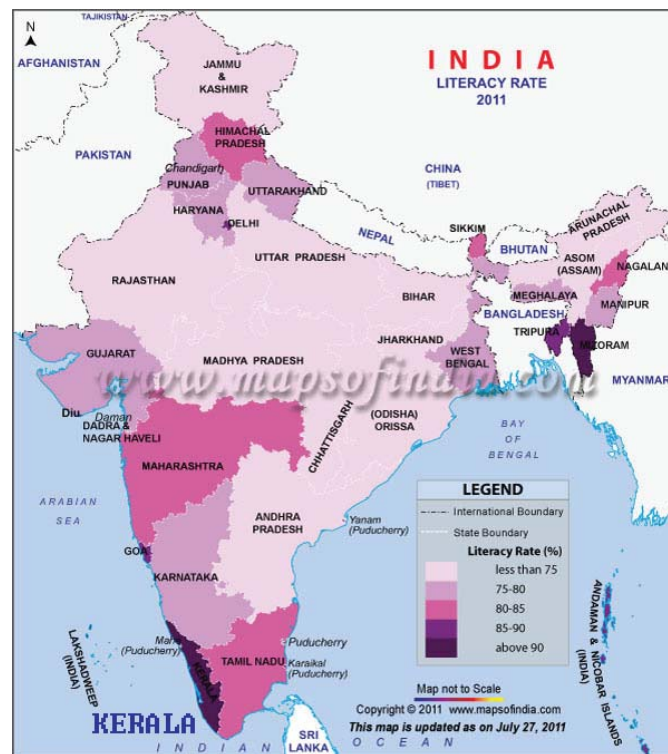
INDIA

POSCID – Participation Of School Children In Decisions

Baby George, P. D. Francis and K. M. Marykutty

1. Frame of Reference

Kerala has great reputation in Education. It is the most literate State in India. As per 2011 Census, the effective literacy rate was 93.9% (Male 96.0 & Female 92.0%) while it was 90.92% in 2001, 89.81% in 1991. 78.85% in 1981. 69.75% in 1971 and 55.08% in 1961.



*Map showing the Literacy rate in INDIA**

Kerala – Educational Scenario – Genesis**

Modern Education in the former Travancore State (Southern area) began with the Proclamation of 1844 by the Maharaja (KING) of Travancore that those educated in English school would be given preference in Public Service. Government established the Raja's Free School at Thiruvananthapuram as early as 1834 and it was the first school to import English education in the former Travancore State. In the former Cochin State (Central area), the Govt. comes in to the field 'of education in 1818 with the Proclamation, by which there established 33 Vernacular schools. The study of English language was helped by the missionary Rev. Dawson who opened an English school at Mattancherry in 1818. Thereafter, English schools were opened at Thrissur, Thrippunithura and Ernakulam. In 1868, the first batch was presented for the Matriculation examination.

In Malabar (Northern area), the Local Boards Act of 1834 helped the establishment of schools. Later, the Elementary Education Act enabled the establishment of several Elementary schools and grant-in-aid was paid to Private schools by the District Educational Councils. From 1939 onwards, the disbursement of grant-in-aid to private schools was done by the District Educational Officers.

The progressive educational policies of enlightened rulers of the erstwhile states of Travancore and Cochin and the educational activities initiated by the Christian Missionaries and other social organizations yielded remarkable development in the field of education in the State even before Independence.

The Private Secondary School Scheme was introduced in Travancore-Cochin from 1st December 1951 onwards. Payment to the teachers of private schools was made direct from the treasury from that date. Payment to non-teaching staff of private schools was made by management till 31st June 1959.

The Kerala Education Act and Kerala Education Rules come in to force with effect from 1st June 1959. The post of the Director of Public Instruction was included in IAS cadre from the year 1960-61. The Examination Section which was functioned as part of the Directorate of Public Instruction, was separated and Commissionerate of Govt. Examinations (Pareeksha Bhavan) was started with effect from 1st Oct. 1964 under the Directorate of Public Instruction. The Director of Public Instruction has been continuing as the Commissioner for Govt. Examinations since 1964.

During the year 1956-57 there were 10,079 institutions under the Education department in the Kerala State. These consisted of 17 Arts and Science colleges in the Cochin and Malabar areas, two training colleges at Thrissur and Kozhikode, one post graduate training college at Thrissur, one Physical education college at Thiruvananthapuram, 762 High school, 1589 Middle schools, 6699 Primary schools, 87 Training schools,

7 Music and Fine arts schools, 5 schools for the physically handicapped, 33 Fisheries schools, 13 Nursery and Kinter Garten schools, 6 Technical schools, 2 Certified schools, 460 Basic schools, 32 Social Education Centers and 363 other special schools. Of these, 2129 were Govt. institutions and the remaining 7950 were under private management.

At present, there are 12271 Schools consisting of 6712 L.P. Schools. 2951 U.P Schools and 2608 High Schools in the State. Of these, 4492 are Government Schools (2551 LP, 957 UP and 984 HS), 7282 are Private aided Schools (4003 LP, 1870 UP and 1409 HS) and 497 are Private Unaided Schools (158 LP, 124 UP and 215 HS). In addition to these, there are 102 Teachers Training Institutes, 43 Special Schools for the handicapped children and 8 Anglo Indian High Schools.**

We are far ahead of the other states in India in ensuring Provision *and Protection* to children. Article 12 of CRC ensures Child's right to act and take decisions. Right to Education Act (RTE INDIA-2009)*** and the revised curriculum has been implemented in Kerala. But our tradition and belief about the child is that 'a child is always a child' who is not capable of taking decisions. In this context, we, the participants of the 14th batch from India, decided to ensure **PARTICIPATION** of pupils in decisions.

Baseline

We the team India in the 14th batch are really lucky to be the part of this programme by SIDA. Right To Education Act (RTE Act-2009) is being implemented in India now. We are from the extreme south of India – the state of Kerala (Gods own country). The educational scenario of Kerala is different from other parts of the country. Right to Education Act (RTE), is strongly implemented here. Time bound Curriculum revision based on child friendly approach is taken up here. The contribution of the former change agents, from India, (Kerala) is also helped us a lot in this matter. We have a strong network of change agents under the leadership of Mr. George Joseph, Mr. Mohandas and Mr. Mathew Zachariah. We have periodic meetings and planning.

There are 30 change agents in India so far. 26 out of 30 are from Kerala. Mr. Mathew Zachariah of batch three takes initiative in "making the schools child friendly" and he is the pioneer of the change agents from Kerala. Mr. Mohandas and team of batch 4 focused on "Preserve Child right in the classroom through Participation". "Formation of School, Pupil, Parent, Teacher association (PPTA)" is the main task of Mr. Sivadasan and team of batch 6. Project of Valsala KK and team of batch 8 is "CHILD RIGHT CELL FOR THE CHILD RIGHT BASED SCHOOLS IN THE DISTRICTS OF MALAPPURAM AND KOZHICODE OF KERALA". Title of the Project of 9th batch led by Mr. George Joseph is: "Ensuring Children's and Parents' Participation in Class and School Activities". Batch 11, Mr. Thankachan, Mr. Gopakumar and Ms. Naseema focused in "EMPOWERING COMMUNITY PARTICIPATION IN SCHOOL

ACTIVITIES“. Members of batch 13, Mr. Bhaskaran and team from Kasaragod was also very much encouraged us to take up a project based on participation, because their project is “EMPOWERING STUDENTS FOR PARTICIPATION AND DECISION MAKING IN SCHOOLS IN THE CONTEXT OF KASARAGOD DISTRICT, KERALA, INDIA. ”The similarities and its success inspired us to take up a project based on *PARTICIPATION*.

As a part of implementing the RTE, a very elaborate and dynamic parent awareness programme is being taken up by the Government now with the intervention of change agents. Different kinds of child protection groups are formed in all the schools in Kerala like:

Students Protection Group (SPG)
Children’s Vigilance Group (CVG)
Student Police Group (SPG)
School Ethics Committee
Girls Help Desk.....etc

Fortunately for us, the implementation of project – **POSCID INDIA** – is in the right time. It was also given an acceleration to implement RTE (Right to Education Act, Indian Parliament 2009) in the following 5 target schools. They are:

1. AMBAYATHODE UPPER PRIMARY SCHOOL (AMBAYATHODE U P S)
2. ST .GEORGE’S UPPER PRIMARY SCHHOL KACHERYKADAVU (S G U P S KACHERYKADAVU)
3. GOVERNMENT. LOWER PRIMARY SCHOOL PERUMPUNNA (G L P S PERUMPUNNA)
4. AIDED LOWER PRIMARY SCHOOL VELIYAMBRA (AL P S VELIYAMBRA)
5. BAFAKY MEMORIAL LOWER PRIMARY SCHOOL VELIYAMBRA (B M L P S VELIYAMBRA)

How and why they are selected

We had a formal meeting with the Assistant Educational Officer Of the province in the beginning. We together discussed the possibilities of the project implementation.

Before selecting the schools we conducted an orientation programme for the head-masters/Principals of Iritty Sub District (Educational province).An invitation also was passed to them for participating in the project. We received 12 applications.

We had formed a selection committee. Chairman of the committee was the Assistant Educational Officer (AEO) and we the change agents were the committee members. Applications were scrutinized. The committee mainly considered the leadership and

aptitude of the Principals/headmasters. Ambayathode u p school was selected because, the principal is Pulayanparambil Devasya Francis (one of the change agents) and S G U P School Kacherykadavu was selected because the principal is Kuttipoovathingal Mathew Marykutty (another change agent). G L P School Perumpunna considered because it was the only Government School applied and Mr. K C Antony is a happy natured and child friendly Principal. Mr. Kuberan Namboodithy, the Principal of A L P S Veliyambra is also very dynamic with scout background and leadership. B M L P School Veliyambra is a Muslim Management School in a village, has a very enthusiastic Parent Teacher Association and a Manager Interested in implementing CRC.

A time bound action plan was prepared. CLASS COUNCIL, SCHOOL CABINET, SCHOOL COUNCIL, *STUDENT PARENT TEACHER ASSOCIATION (SPTA)* had to be formed with in a period of two months (before 2011 Sept. 30th.) As change agents we made frequent visits to the target schools for monitoring the activities.

2. Purpose (aim)

To ensure CRC by providing space for *PARTICIPATION in decision making processes for school children* in five (5) Primary schools, also make them child friendly schools in all respect. The schools are:

Name of the School	Grade from to	No of Students	No of Teachers
1. Ambayathode U P School	5 – 7	160	09
2. S G U P School Kacherykadavu	1 – 7	178	11
3. G L P School Perumpunna	1 – 5	072	05
4. A L P School Veliyambra	1 – 5	228	10
5. B M L P School Veliyambra	1 – 4	170	07

What is to be different?

***Presence of students in decision making bodies:** Participation in decision making can be ensured only through democratic ways of expressing and sharing ideas. Regular meetings should be conducted for this. So we insisted on conducting Class councils, School councils and *Student Parent Teacher Association (SPTA)* meetings in the target schools. It is the main difference. **This system of having the presence of students in decision making bodies of the target schools is the main difference of the project ;POSCID (INDIA)**

What is to be changed?

Attitude of parents, teachers, authorities and the society is to be changed and make them accept the systematic changes.

Parents

Parents had to be changed to listen to their children, to give respect to their opinions and ideas.

Teachers

Teachers were directed to conduct class councils regularly and that was the process through which they could listen to the children's views.

PTA

The structure of the decision making bodies such as Parent Teacher Association also had to be changed in order to allow the students to attend in it, and express their views. (For that the statutory body of PTA amended their rules and got approval from the authorities.)

3. Methodology/Activities

Meeting with the higher authorities for preparing the ground.

We had a meeting with our Assistant Educational Officer (AEO) on 03/06/2012 to get the permission and guidance to implement the project.

We had another meeting with the managers of the schools to get the permission to conduct the project.

AEO and the managers were very positive and were attracted by the project proposals. They were very helpful throughout the project implementation.

Change agents Experience sharing with the parents, teachers and students of the target schools

We did it in the first week of June 2012 immediately after returning from Sweden.



Headmasters training

Conducted a seminar for Headmasters at Assistant Educational Officer's conference hall on 15/06/2011. Sharing of our Sweden experience and information about POSCID INDIA project was conveyed in the meeting. Discussed the various aspects of child rights and how they are protected in Sweden. 82 Headmasters attended the seminar.

Selection of target schools

Out of the twenty applications received, five schools were selected by the selection committee in a joint sitting with Assistant Educational Officer & Change Agents on 30/06/2011

Work shop for the selected members from the target schools

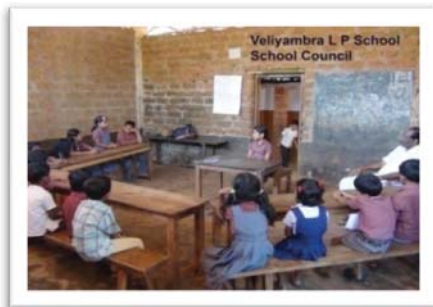


We conducted a workshop for a couple of days for PTA Presidents, MPTA Presidents, Headmasters, Teachers in charge of the project implementation in schools, Student representatives, BRC Trainers and local self Government members, at Block Resource

Centre Iritty from 26/7/2011 to 27/07/2011. Adv. Sunny Joseph (Member of Legislative Assembly Kerala) inaugurated the workshop. In the workshop the possibility of implementing the project was thoroughly discussed. To make the participants understand the status of children's participation in Kerala schools and society "ladder of participation" tool was used in the training. It was very effective and an eye opener to the participants. Tryouts and demonstrations of Class Council, School Cabinet, School Council and SPTA were done to make them familiarized with the process of conducting them. In the open forum participants exchanged their views for and against implementing child rights in schools and at home. The group was fully convinced and was equipped for implementing the project.

SPTA Formation in target schools

(Class council. School cabinet, School council & SPTA.)



The Change Agents made it a point to monitor the activities in every target schools and gave them support and guidance for implementing the project.

Poscid-India project school board installation



The target schools declared themselves to be Child friendly and installed POSCID INDIA project school boards in a festive atmosphere under the presence of local public change agents and authorities.

A one day training programme on positive discipline for the whole teachers of the target schools in December 2011 in which our Mentor Dr. Per Wickenberg interacted with the teachers. The teachers were inspired by the mentors visit and were seriously focused on positive discipline and student participation.

How did we do it

By conducting the workshop mentioned above and school visits we organized SPTAs in the five target schools, with the co operation of the Headmasters, parents, teachers, managers etc.

When did we do it

According to the time schedule mentioned in the project plan and on the dates mentioned above against each activity, we did it.

Who was doing what?

We the change agents: Organized all the above activities according to the time schedule mentioned in the project plan.

Target school Headmasters: Gave good leadership and enthusiasm in implementing all the activities in their schools. They gave periodic orientation to parents, teachers and students to function the bodies like SPTA well. They were the link between the society, Local Self Government and school.

Parents: They were very positive and supported all the activities of the Project. Participated in the training programmes, encouraged their children and also gave financial support when required.

Students: Actively participated in all the activities of the project. They regularly attended the Class Councils and expressed their views without hesitation. Dynamic change has taken place in their academic performance, including slow learners.

4. Results

Ground preparation for project work.

Formation of student councils in target schools.

Transformation of Parent Teacher Association to Student Parent Teacher Association (SPTA).

Transformation of target schools in to child friendly schools.

Expected results

For the implementation of the project, congenial atmosphere was created through the continuous interaction of the change agents with all the authorities and stake holders. Parents teachers and authorities realized that it is their duty to implement child rights. (see above)

As a part of the project implementation, all the target schools formed Class Councils and School Councils. Conducted Class and School Council meetings, on fixed days. Class teachers observed their Class Council Meetings and the teacher in charge of the project implementation observed the School Council Meetings. The children expressed their ideas in democratic manner.(4.2)

The will and wishes of the children had to be fulfilled. For this the decision making body of the school ie. Parent Teacher Association had to know it. So the need for Student representatives attending PTA arose. Hence PTA's in all the target schools re-constituted with students and renamed as SPTA.

There should be an SPTA meeting in every first Tuesday of the month. The Agenda is decided by the SPTA and announced two weeks before the meeting. Class council discusses the agenda and collects the opinions or ideas of the students of that class. Class representatives document and submit it to the Leader of the Cabinet (Speaker of the school parliament/School Council) in the form of questions or representations. School cabinet (consist of Prime-minister, Ministers and Speaker) discuss them and decide the answers to each questions in consultation with HM if necessary .Next step is School council (Consist of class representatives and School cabinet) meeting. Each representa-

tives could ask their questions and the ministers concerned will answer it. At the end of the meeting speaker consolidates the will and wishes, suggestions and opinions regarding the agenda. Two members from School Council (Speaker and Prime minister) represent the students in SPTA meetings and thus they could express the will and wishes, suggestions and opinions of the students regarding the agenda. And this is how students are becoming the part of decision making.(see above)

Examples of student's request considered and fulfilled by SPTA's in target schools

- a) Improved mid-day meal with the menu prepared by student councils.
- b) Bath rooms for the girl children thatched, plastered and painted.
- c) Ramp and rails constructed for disabled children.
- d) Electrification and light fittings in all class rooms.
- e) Agriculture practice/training. A paddy field is prepared for training in the school courtyard in Ambayathode U P School.
- f) Internet connectivity in all class rooms and in computer lab. IT Enabled education is established at the maximum level. (Ambayathode U P School)
- g) Swimming practice to all students.
- h) Exhibitions of pupil made learning materials etc.

Through the project implementation immense changes have taken place in all the target schools. The society around the school has accepted the school as their own. The indicators of a child friendly school are visible in the target schools. Children are confident and happy. There is a democratic atmosphere everywhere. Teachers and parents are friendly with the children. Children also feel that they are important. In order to imprint the changes in the minds of the students, teachers parents and the society, the SPTA's declared the schools as *CHILD FRIENDLY* in public functions.(see above)

Visible changes observed in target schools

- Dislike towards corporal punishment.
- Increased participation and co-operation of parents in meetings and other activities.
- Taking role in improving the physical facilities like furniture, computers etc..
- Activity based class rooms established in target schools.

Unexpected results

A). *Two short films* based on 3P's, was produced under the guidance of change agents. It was done by Anbayathode U P School. Head master and change agent Mr. P D FRANCIS led the programme. First one "Unnikury" is a story of a girl who was forced to quit schooling because of her homely duties. Her father left the home. Her mother was sick. She has to look after her younger sister and brother.



So she takes up the charge of the house. Her classmates misunderstood her absence at school for having lack of uniforms

In the class council meeting, they decided to present her a set of uniform. They collected the money for it. Presented it to her. The local TV reporters highlighted her sorrowful life before the public. NGO's and public came forward to help her. She was again in the school. Meanwhile the film club of the school decided to make a short film. They selected the story of this girl for their screenplay. They casted herself to act the role of the girl, in the film. She was awarded the best actress award in the children's film festival. She became famous.

This film making provided opportunities to the students to Participate in different stages of film making. It was awarded third place with 'A' grade in the Children's film festival 2011. Kerala.

Another short film also was made by the film club. It is based on swimming. Skills of film making has been improved. It is the only primary school with a film club in the province.



B) *Individual Development Plan Preparation (IDP)*



Ambayathode U P school conducted an IDP project in the year 2011-12. All the students came with their parents to school at their specified times. Headmaster, class teacher, learner and his/her parents meet together to plan his/her studies, timetable etc. It was a great success. Even slow learners made advantage of it. Parents and teachers approved the programme and requested to continue the programme. So IDP is conducted during this year also. The first phase of the programme 2012 took 5 days to complete. Second phase is scheduled in September 2012, after the quarterly examination.

C) *Messages to change agents* from students of the target schools on the occasion of festivals and celebrations (Greetings and wishes of the day/occasion).

D) *Experience sharing of change agents* and discussion on Swedish educational system with the educational experts of Kannur District, Kerala.

E) *Project dissemination* through teacher training institutes and colleges:

1. DIET Thalasserry, Kannur, Kerala.
2. St Joseph's T T I Mananthavady, Wayanad, Kerala.
3. Nirmalagiri College Kuthuparanba Kannur, Kerala.

5. Discussions and reflections

We had discussions and reflections through telephone, frequent meetings, and monitoring visits to the target schools and also the valuable advice and monitoring visits by our mentor Dr. Per. Wickenberg on behalf of the proper implementation of our project. We find that we are on the right track.

It can be seen in the project schools through some indicators they are:

1. Class councils formed in all the 5 schools & Monthly meetings are conducted everywhere.
2. School cabinet is also formed in all the schools. Class representatives submit the suggestions of their class to the leader of the cabinet ie. Speaker
3. Student Parent Teacher Associations (SPTAs) are formed in all the 5 target schools. Two student representatives are participating in the SPTA Meetings with the requests and needs of school children.
4. We had decided to install the “Poscid India project school” board in 5 target schools. That is here in every school now.
5. All the project Schools announced that they are child friendly. This declaration is a message to the society that the school welcomes all the children in that locality.

Team learning

Attitudinal change is taking place gradually. But it is possible.

It is slow because, while implementing CRC, the society demanded to sacrifice some privileges that they have. The society was used to negative discipline practices formerly. Now they are used to follow positive discipline. They found it difficult. Slow and steady result oriented practices demand patience and self discipline. Some responses from the parents encourage the change agents.

Some of them are:

Krishnan a parent of Ambayathode U P School told “my child Akash was very shy and afraid to speak. But now he is confidently asking questions”.

2. Jose SPTA President of St Georges U P School Kacherikadavu – about mid-day meal “my child eats well the midday meals”.

3. Mrs. Sheeba Balan mother of Prema P B Govt L P School Perumpunna –About corporal Punishment “I used to beat my son and daughter before, for making mistakes. But now I understand that this is because of their nature”.

Challenges

Orthodox mentality of the society is a task to overcome

The typical Kerala society always considered the “child as a child”. It is difficult to convince them that a child is a young, capable person. It will take time.

Massive parental orientation programmes have to be taken up for this. Our interactions and experience sharing with the parent groups, teacher community and other groups of people have to continue. Then only we can sustain the results.

We have a lot of hindrances in implementing the project. The first one is lack of time to organize programmes due to heavy official duties of the change agents. But as headmasters we understand that the implementation of this project is very important. *We are catalyzing change agents, pioneers in this respect walking in front of time and generations in our province.* We are proud of ourselves. We can feel the real change in student's behavior and attitudes.

Success

Indicators of the project schools tell us that we are on the right track. We are working as a team. Support from former change agents influenced the policy making of the government of Kerala.

6. Way forward

We have to *maintain the achievements of the project*, to maintain CRC in and out the target schools. Continuous and comprehensive work by the change agents as well as the society related to the target schools is necessary for it.

They are:

Continue the activities more vigorously in target schools. Follow up seminars and personal support will do it.

Expand the activities towards other welcoming schools in the sub-district. For that, cluster training programmes will be organized and invite the nearby schools to the programme. At least one neighboring school of each POSCID INDIA project schools will be attracted to child friendly nature.

Take up collaborative work with some NGO's like Wise men international, Oisca international etc. Friends and relatives working in these organizations will help us in this matter.

Appendix 1. Project plan

(Child Rights Classroom and School Management) – Change Agents:

1. Baby George Block Programme Officer Iritty (SSA), Kannur Kerala
2. P. D. Francis. Headmaster Ambayathode U P School, Kannur.
3. K. M. Marykutty. Headmistress. St. Georges UP School. Kacherykadavu, Kannur.

PROJECT TITLE: POSCID (India)

(Participation Of School Children In Decisions)

FRAME OF REFERENCE

Kerala has great reputation in Education. We are far ahead of the other states in India in ensuring provision and Protection to children. Article 12 of CRC ensures Child's right to act and take decisions. Right to Education Act (RTE INDIA-2009) and revised curriculum has been implemented in Kerala. But our tradition and belief about the child is that "a child is always a child' who is not capable of taking decisions. In this context, we, the participants of the 14th batch from India, decided to ensure PARTICIPATION of pupils.

We are part of the network of the former change agents in Kerala (20Nos.) in this mission.

Project duration: 2 years

Purpose

To ensure CRC by providing space for PARTICIPATION in decision making processes for school children in Primary schools.

1. OUTCOME (Medium term results)

*Preparing the ground for the Project.

OUTPUT (Short term Results)

Positive approach from the community.

INDICATORS

* Positive talk among the concerned group.

* Positive media coverage.

* Rapport with the higher authorities, presence of higher authorities in project activities, minuets of discussions etc..

ACTIVITIES

1. Experience sharing with pupil staff and parents

2. Meeting with manager, Educational officers,
3. Meeting with Member of Legislative assembly, local self Government
4. Press conference (Media)

Monitoring Tools

Observation, News Coverage, Telephone calls

Duration: 2 Weeks **Responsibility** Change agents

2. OUTCOME (Medium term results)

Student councils established in 4 to 6 schools in IRITTY SUB DST, KANNUR, KERALA, INDIA

OUTPUT (Short term Results)

Formation of student councils

INDICATORS

Presence of student councils in schools

Democratic atmosphere in schools, i.e. election of representatives, discussion with pupils in learning activities, better achievement in learning even by slow learners.

ACTIVITIES

1. Awareness programme for Headmasters and BRC trainers
2. Selection of target groups (4-6 schools) selection criteria –volunteering
3. Meeting of students from target school
4. Formation of Class/School Councils
5. Time bound meeting of school councils.

Monitoring Tools

Written document (school council format)

Interview, evaluation sheets, observation.

Time: 2 months

Responsibility: Change agents (Baby George, P.D Francis, K. M. Marykutty) & trainers

3. OUTCOME (Medium term results)

Transformation of Parent Teacher Association to Student Parent Teacher Association (PTA to SPTA)

OUTPUT (Short term Results)

Formation of SPTA (Student Parents Teacher Association)

INDICATORS

1. Presence of SPTA in schools

2. Satisfaction of pupils in implementing their decisions, school level functions of the pupil by the pupil for the pupil, confident interactions etc.
3. Volunteering of pupils in school activities

ACTIVITIES

1. Combined seminar of Headmasters, Staff secretary/Senior Assistant, PTA/MPTA Presidents, Student council-representatives, Local self government of Target Schools
2. Formation of school parliament and cabinet
3. Election of student representatives to SPTA
4. Declaration of SPTA in target schools
5. Time bound meeting of SPTA

Monitoring tools

Observation, Interview, Questionnaire

Duration: One Year **Responsibility:** change agents and target schools

4.OUTCOME (Medium term results)

Target school transformed to Child friendly Schools

OUTPUT (Short term Results)

School involving in child friendly activities

INDICATORS

School Level functions of the Pupils by the pupils for the Pupils

Increased involvement in learning activities of pupils including slow learners

Behavioral change in teachers and parents (Listening to children)

Falling Rate of drop outs especially in tribal areas

ACTIVITIES

1. Awareness programme for parents in target schools
2. House visit (Know the child)
3. Celebrations: Birth day, children's day etc...
4. Supply of Nutritious food
5. Complaint Box
6. Honesty shops
7. Support from health department
8. CFS board installation and declaration

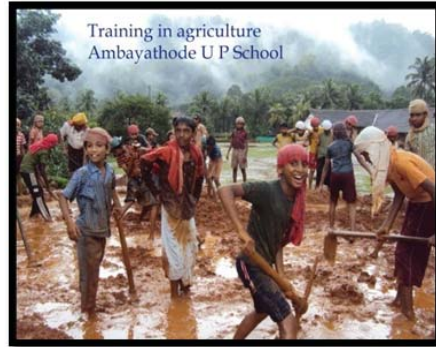
Monitoring tools

Observation, Interviews, Questionnaire

Time: One Year

Responsibility: Change agents and extended hands

Appendix 2. Photographs





References

- 1 *Mapsofindia .com
- 2.** SIET Kerala (State Institute of Educational Technology Kerala) website.
- 3.**icbse.com

Please visit www.poscidindia.blogspot.com, www.ambayathodeupschool.blogspot.com