

INDIA

Applying crc for effective learning at school to overcome the negligence from home with special reference to tribal pupils in Government primary school, Edivanna Estate, Nilambur of Kerala state

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1. Introduction

Educational is the inner most core of human life. Any nation is grading according to the education of the pupil. In the general sense, education is any act or experience that has a formative effect on the mind, character, physical ability of an individual. It is actually the transmission of accumulated knowledge, values and skill from one generation to another in India education is provided by the public sector as well as the private sector, the control and funding from three levels: federal, state and local: child education is compulsory. In India education falls under the control of both the Union Government and States, with some responsibilities lying with the Union and the States having autonomy for others.

There are many CRC articles for protecting the right of the child. According to article 2, states parties are respect and ensure the right set forth in the present convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. Article 3, states that parties undertake to ensure the child such protection and care as is necessary for his or her wellbeing, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and to this end shall take all appropriate legislative and administrative measures. In Article 28, there is provision for: (1) Make primary education compulsory and avail-

able free to all, (2) take measures to encourage regular attendance at schools and the reduction of dropout rates.

The various articles of the Indian Constitution provide for education as a fundamental right. India has made progress in terms of primary education in terms of enrolment and retention. The country's educational system is divided into pre-primary, primary, elementary, secondary, under graduate and post graduate levels. The Government of India lays much importance to primary education up to the age of 14 years. Government has also ban child labor in order to ensure that the ban of child labor is difficult to enforce because of the economic disparity and some social condition in the country. The major challenges faced by the country in the field of education are:

1. Universal accessibility
2. Universal enrolment
3. Universal retention
4. Providing quality education for all

In order to address these issues, the Government of India has been making constant efforts for the last 20 years. As part of this, the Government initiated programmes such as District Primary Education Programme (DPEP), Sarva Siksha Abhiyan (SSA) and Rashtriya Madyamic Siksha Abhiyan (RMSA).

Kerala is situated in the south western part of India and it is one of the states which achieved total literacy in the India. In the status of child rights, Kerala is comparatively occupies a satisfactory position in India. The protection of child right is more less taken care of in this state due to the presence of an informed and civilized society. But there are certain bottlenecks in the participation of children belong to scheduled casts and tribes in school due to the negligence which they experience at home. Therefore we attempt to try out the effectiveness of certain provisions which they demand. In Kerala, fortunately we have an effective and dynamic network of CRC CHANGE AGENTS, and their support will be vital for our endeavor, especially Dr. I M Indira, Dr Gafoor, and Haris.



2. Frame of Reference

Malappuram is one of the districts in Kerala, Which is thickly populated and the literacy rate is comparatively low. The area selected for the tribal population is a peculiarity of this area.

The school selected for the present study is Government primary school, Edivanna Estate, which situates in this tribal belt. There are 360 pupils studying in this schools out of which 58 belongs to scheduled tribe and scheduled caste.

There are certain issues pertaining these pupils such as irregularity in attending school, low participation in school level learning process, weak support from the part of parents, low availability of learning materials, poor nutrition, lack of health care, alcoholic drug abuse at home and poor mental health etc. are the challenges to be addressed in order to ensure CRC in this institution. We expect to transform the situations existing in this school into a child friendly one in order to include all children irrespective their ethnic, cultural, social or economic diversity.

Stakeholders

1. The learning atmosphere at home is to be different as there is no separate learning space and materials.
2. The conscience of parents about the education of their children is to be different.
3. The concern of the LSG members and Department Officials towards the right education of these children is different.
4. The food and medical support provided to these children are different.
5. The motivation of parents towards ensuring the regular attendance of their children is different.
6. The concern of teaches for ensuring the participation of tribal children in the learning process is different.
7. The availability of learning materials including reference materials in the school and class room for these students is different.
8. The opportunity for participating in the co-curricular activities for these children is different.
9. The opportunity for express the creative talents for these children are different.
10. The opportunity for developing and physical and mental health of these children is different.

3. Purpose

As change agents, our vision is to transform the existing situation in the selected school in to a child friendly one (CFS) in order to ensure implementation of child rights. This including seeking out and enabling participation of all children especially those who are different ethnically, culturally, linguistically, socio-economically and in terms of ability. Another on is academic effectiveness and relevant to children's needs for life and livelihood, knowledge and skills. Another concern is health of children and their emotional, psychological, physical wellbeing and also fostering equality especially in terms of gender. We are focusing up on family and community participation in all aspects of school policy, management and support to children.

The existing in the school requires wide range of change for ensuring CRC in terms of Provision, Protection and participation in the following areas:

1. Learning Atmosphere
2. Conscience Parents
3. Awareness of LSG members and the Department Officials
4. Food and Medical Support
5. Motivation of Parents
6. Teacher Concern over tribal children
7. Availability for Co-curricular activities
8. Opportunity for developing creative talents
9. Provision for developing Physical and Mental health.

Target groups and stakeholders

357 pupil studying preprimary to grade 4, and 58 tribal children as special focus group, parents of tribal children, members of Local Self Government (LSG), departmental Officials were selected as the target groups.

School Selected for the Tryout



Govt. LP School Edivanna Estate, Kerala, India

For applying CRC among tribal students Team India selected Govt. Lower primary school Edivanna Estate in a tribal pocket and the school is situated in socially and economically backward area. Among the 361 students from class I to IV 60 of them belong to primitive tribes.

Issues identified during the study

Irregularity in attending school, Low participation in learning process, Weak support from parents, Low availability of learning materials, Poor nutrition, Lack of health care and poor mental health, Alcoholic drug abuse at home are identified as the issues during our try out.

4. Activities

For the fulfillment of a dream project we conducted different activities.

a) Activities conducted in GLPS Edivanna Estate and learning center in tribal colony

4.1 Equipped the departmental Officials

For ensuring the participation of department we conducted discussion with different officials in the education department and introduced the project.

4.2 Initial meeting of Stake Holders

We conducted a meeting of state holders on 20th October 2011 at Govt. LP. School Edivanna in which LSG President and all members, DIET Principal, DIET faculties, Members of PTA (Parent Teachers Association), Psychologist, Teachers, Students council were participated. We presented the project proposal and familiarized the project plan also formed the working group.

4.3 Orientation of Parents on CRC

On 11th November 2011 we conducted an orientation programme for parents on CRC. All parents participated. They familiarized the CRC recognized the existing facilities in the school and understood that the facilities are not sufficient. Decided to provide more facilities in school and at home.

4.4 Vision Workshop – 2 days



We organized a two day vision workshop on CRC Implementation on 21st and 25th November. Several official from different departments were participated:

4.5 School Beautification



As a part of implementing CRC, school beautification was done (see picture above) and arranged children's park in the school. This provided a child friendly learning atmosphere in the school which motivated the children to participate in the schooling process.

4. 6 Building as a Learning Aid (BALA)

As a part of the project we made the school building as a learning aid by numerical numbers on steps and angle concept through doors and windows. Interactive pictures were drawn in the classroom walls.

4.7 Drinking Water



Provided drinking water (both boiled and cold) facilities in the classroom, provided steel kettle & glass to all classes, arranged water supply by students in turn and leading by the students themselves.

4.8 Multi-Dimensional Learning Corner (MDLC)



Organized learning corners in each classroom with various learning materials and articles. This ensured the provision to all children in involving the learning process.

4.9 Vegetable & Herbal Gardens



As a part of the project students Teachers and Parents arranged Vegetable & Herbal Garden in the school compound. The students' whole heartedly participated in the gardening in an informal way.

4.10 Play Ground and Training Equipments



Modified the school playground and provided sports equipments. The play materials are now ready at the reach of all children.

4.11 Outdoor Sitting Arrangement



Constructed outdoor sitting arrangements for students under shade of trees.

4.12 Smart Classroom



With the help of MLA (Member of Legislative Assembly Kerala) we organized a smart classroom in the school.

4.13 Home visit by teachers



To identify problems faced by the students and parents the teachers conducted house visit.

4.14 Support to tribal students



Conducted medical camp, supplied allopathic and Ayurvedic medicine. Developed health card and also conduct orientation on health and drug abuse.

4.15 Provided Nutritious Food



Mid-Day Meal on all days
Milk 2 days in a week
Eggs and fruits once in a week.

4.16 Orientation for Teachers

Conducted one day orientation to teachers in the school and sensitized the issues pertaining to Tribal Children.

4.17 Provided equal opportunity to tribal children



For ensuring equal opportunity to Tribal student we conducted the following programme:

Included Tribal Students in Students Council
Involvement in class room activities.
Participation in study trips.
Ensured the involvement in sports & Games
Published magazines and news papers.
Special coaching in performing arts.
Ensure physical and mental health.
Talent scan and performance fest.



Learning Centre in Tribal colony

This is a local school level and community level project being implemented as a part of our CRC initiative. Often children belonging to tribal folk will get little attention and scope in participation of educational process in the normal school atmosphere. In the center which we set up exclusively for the tribal children in their own hamlet has given opportunities to express themselves in many ways the informal learning environment provided – through poems, drawings, dancing festivals, drama arranged during the weekly holidays, which involve the whole community

Other concrete examples are the initiative and contract between the Local Self Govt. and the school in operating the learning center. The LSG came forward with all support for opening and operating the center. In order to ensure CRC in tribal hamlet. We planned to establish a learning centre in the tribal hamlet for this conducted discussion with various officials including minister for tribal development and leaders of tribal hamlet. Site identified at Peruvampadam Tribal Colony and prepared plan and estimate, it is approved by the Tribal Department and the final project submitted to NIRMATHI.

b) Child friendly city in Nilambur

A child friendly city is the embodiment of the convention of right of the child at the local level. In a child friendly city children are active agents. Their voices and opinions are taken in to consideration and influence decision making process. It is a city or more generally a system of local governance, committed to full filling children's rights such as:

- Influence decision about their city
- Express their opinion on the city they want
- Receive basic services such as health care and education
- Be protected from exploitation violence and abuse
- Meet friends and play

- Participation in cultural and social events
- Be an equal citizen in their city with access to every services regardless of religion, income, gender



On the basis of our experience in the implementation of CRC project in GLPS Edivanna we attempted to cooperate with the initiative of Nilambur Municipality in the implementation of Child friendly city. At all level, from the visioning workshop onwards we associated with the endeavors of the city project. It is a comprehensive educational programme .The major objective of the programme is to make the entire Municipality in to child friendly one. As a pilot project of the Govt. of Kerala, various agencies are actively participating in the project including *UNICEF*.



In order to fulfill the Dream Project ‘Child Friendly City’, various programmes were conducted with the initiative of change agents in Malappuram District. The experience we got from Sweden helped us a lot to implement the child friendly city project. From the beginning we conduct it *a vision work shop* with the participation of various department heads in our state. The highlights of the programme are given below:



- Child protection council under Nilambur Municipality.
- Child protection councils in all schools
- Tall free help line No. to all students and parents in our Municipality.
- Suggestion boxes in all schools.
- Student Parliament in all schools.



- Municipal Student Parliament





- Service of Child Protection Officer and Councilor in all schools.
- Child friendly atmosphere in all schools
- Special practices (Yoga, Motivation classes) to enhance child mental health.



- Special practice in communicative English with the support of native speakers from Britain.
- Ensuring participation of all students in various activities.
- Special training on Information Communication Technology (ICT)
- Handbook on Child rights for all children in all schools (below).



5. Results

As decided, our objective was to implement the elements of child rights in the selected school in order to empower all the children to participate in all learning activities irrespective of their socio-economic and cultural variance. With this end in view, certain programs were implemented in this school during this short time period. The results of the initiatives based on the indicators are given below:

- The parents, teachers, local community leaders and the related department officials attended in the visioning work shop were motivated towards ensuring child rights in providing all the supportive elements in the selected school. The community leaders came forward to provide facilities such as painting of school walls with fantasy pictures, providing posts and stands for placing drinking water in front of all classrooms.
- The community leaders and parents took initiative to mobilize children's literature and books and materials for little scientific experiments for keeping in the Multi-Dimensional Learning Corner set up in the classrooms.
- The pupil collected local herbs from their home surroundings and came forward to plant them in the herbal garden set up in the school premises.
- The existing playground now made accessible to all children for organizing short games. The teachers and parents mobilized some play equipments. The involvement of all students in one or other games in very day in evenings is ensured.
- Outdoor classroom under the shade of tree is set up which provides a conducive atmosphere for the informal learning of students, where children can now freely interact with teachers.
- The member of Legislative Assembly sponsored computers for setting up of smart class room. Now the children belonging to the tribal community firstly obtained an opportunity to use the computers in their learning process.
- The meeting organized in the tribal hamlet for seeking the chance of opening learning centre in the hamlet (at Peruvampadam Tribal Colony) was an eye opener to the local self Government members, tribal Department Officials and tribal parents for providing apt learning situation to the tribal children around their homes. That why the department developed a project to set up a permanent learning centre in the hamlet.
- Ensured nutritious food to all children by providing morning food and lunch every and egg and banana twice in a week. The teachers commented that, though this attempt, the children especially those belonging to tribal can now actively participating in all activities, even in the evening games very smartly.
- The medical camp organized in the school helped the teachers and parents to know about the health condition of the children especially the tribal children. Health card is being issued to all children.

- One day orientation was organized to all teachers in this school. The teachers now realised that the child right based approach has the potential of contributing to the broader efforts of improving democratic and encourage active has the potential of contributing to the broader efforts of improving educational quality and efficiency. School and classroom that are protective, inclusive, child centered, democratic and encourage active participation have the potential to solve problems such as nonattendance and drop out.
- On the children's house visit, the teachers commented that, this enabled them to alter negative attitudes through practice of tolerance, democracy and respect to all children in their classroom.
- The tribal children of the opinion that, the protection given by the peers and teachers rally motivating them to actively participate creative programs, field trips performing arts, sports and games in which they are now becoming even group leaders which is first in their lives.
- The local community is motivated to develop a comprehensive institutional plan for the school covering all aspects of the development of the school and submitted to the state Government for approval.
- The teachers themselves developed skills, understanding and attitudes in favour of right based educational work at class room and school level, taking into consideration of their experience during house visit and discussion with us.

6. Discussion and Reflection

The motivation and continuous support provided by our mentor really helped us to feel a taste of success at every moment of four change project. The initial visioning workshop organized has been an eye opener to us. We understood that we have to work with all stakeholders and expand the horizon. The international experience we obtained at Sweden, which we translated in to the local level to solve the present problems in the selected school pertaining to the CRC is really a challenging one, but the results we obtained during the short term really motivating us to perform with utmost result.

We expect that every initiative and the corresponding results are in the track when calculating them by using the scale of indicators which we have already identified while formulating the project proposal.

We, as the members of the group or team, learned that more and more association for CRC and involving more stake holders and starting influencing them will really make our job easier to ensure PPP in the selected school. The lessons learned from this can be disseminated in wider range in future. Personally we learned a lot when went in detailing the issues pertaining the tribal children especially while visiting their homes.

There are many challenges that we expect especially while opening the learning center in the tribal hamlet in term of its sustainability. No outside person can maintain it, except the local people. Anyhow we are optimistic.

7. Way forward

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We, the three change agents, have conducted the above mentioned activities in the project school as a part of our child right experience. During this short period we have tremendous experiences. We hope that we can pursue the action till our final objective is achieved.